









Teacher Spotlight

October 2009

As the Scholastic consultants and SAISD district leadership make their way into the *READ 180* classrooms many wonderful successes are being noted. This month we would like to spotlight the following teachers:

Teacher	Campus	Grade	Spotlight 
Linda Smith 	Fox Tech	9 th -12 th	<p>Environment- The <i>READ 180</i> classroom environment is designed to make students feel welcomed when surrounded by books, magazines, and print materials of high interest and accessibility. Walls are decorated, books are abundant, individual stations are apparent, comfortable reading area exists, and the room invites the students into a community of learners.</p>
Terry Hildebrand 	Burbank	9 th -12 th	
Elizabeth Castillo 	Harris Academy	6 th -8 th	
Elaine Ray 	Rogers	6 th -8 th	<p>Management- There is a collection of baskets, crates, jars, tins, and boxes to store materials. The baskets are used for themed books, batteries and chargers. A book</p>






			checkout system has been developed. There is a place for rBook storage. Independent reading center has files with copies of paperback and audio book resources.
<p>Pablo Fernandez</p> 	Twain	6 th -8th	<p>Rotations- All READ 180 posters are up in the right location as well as procedures for each rotation</p> <p>Students are aware of the class procedures. Rotations are in place and students know how and when to rotate. Teacher uses a timer to signal students. Teacher is using rBook during small group; students are on task during software and independent reading. Students are completing reading log/graphic organizers.</p>




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Irene Berry 	Wheatley	6 th -8th	Reports - viewing the READ180 and Reading Counts reports within the recommended timeline, using the data to monitor student progress, conferencing with students and setting goals with students, average software sessions are consistent with time of year and across students, average session length is between 16 – 19 minutes.
Harriet Williamson 	Davis	6 th -8th	
April Garcia 	Whittier	6 th -8th	
Ashlie Symons 	Connell	6 th -8th	

<p>Amanda Gonzales</p> 	<p>Highlands</p>	<p>9th-12th</p>	<p>Data Notebook- Initiated the data notebook on her own and her data collection system is the basis for the notebook that we are all using.</p>

Congratulations!







Teacher Spotlight

December 2009/January 2010

Instructional Routines

As the Scholastic consultants and SAISD district leadership make their way into the *READ 180* classrooms many wonderful successes are being noted. This month we would like to spotlight the following teachers:

Teacher	Campus	Grade	Spotlight 
<p>Elizabeth Deleon</p> 	<p>Jefferson HS</p>	<p>9th-12th</p>	<p>Evidence of use of rBook engagement routines: Oral Cloze, Think-Pair-Share, Vocabulary Routine</p> <p>Use of sentence starters and other scaffolds; posted for students on chart or board</p> <p>During checkpoints, non-rBook lesson extensions are tied thematically or by skill; use of Comprehension Skills Report</p>
<p>Raymond Castillo</p> 	<p>Edison HS</p>	<p>9th-12th</p>	<p>Differentiated scaffolding based on student need; teaching what students need</p> <p>Immediate verbal feedback; positive reinforcement so students know they are on track</p> <p>Written feedback given in rBook or student journals (i.e. grades, notes, teacher initials, etc.); students know they are being held accountable in whole and small group</p>
<p>Irmalinda Gonzales</p> 	<p>Rhodes MS</p>	<p>6th-8th</p>	<p>Written responses in rBook or notebook</p> <p>Written responses use sentence starters or other scaffolds; teacher posts on chart or board</p>

Janice Ware



Lanier HS

9th-12th

Time given for Wrap-Up; some is verbal and some is written

Erica Gonzalez



Hawthorne
Academy

6th-8th






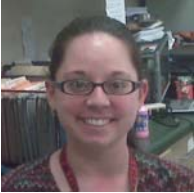

Teacher Spotlight




February 2010

Motivating Students

As the Scholastic consultants and SAISD district leadership make their way into the *READ 180* classrooms many wonderful successes are being noted. This month we would like to spotlight the following teachers:

Teacher	Campus	Grade	Spotlight 
<p>Griselda Arciniega</p> 	<p>Pickett Academy</p>	<p>9th-12th</p>	<p>Calm: An example is when a boy crumbled his SRI score and she gently smoothed it out to continue discussion and let him know that he can do better next time.</p> <p>Comforting mannerism: She doesn't raise her voice or yell. She shows students respect and they in turn give her respect.</p> <p>Encouraging: She motivates students to succeed and encourages students to keep working. Also, she accommodates their needs –one girl couldn't sit very long so she allowed student to pace back and forth while reading her book.</p>
<p>Jesus Contreras</p> 	<p>Edison HS</p>	<p>9th-12th</p>	<p>Recognition: He consistently post certificates for his students for Reading Counts, READ 180, and SRI.</p> <p>Engagement: He gives students tickets for participating in class discussions; answering and asking questions and elaborating on topics. He puts the tickets in a bag and rewards students at the end of the week. Students are always making sure to</p>

			<p>participate.</p> <p>Connections: He shares personal connections with students and is respectful of their ideas.</p>
<p>Christine Villani</p> 	<p>Hawthorne Academy</p>	<p>3rd-5th</p>	<p>Individualized instruction: She assists students with taking and passing their Reading Counts quizzes. This consists of reviewing the Graphic Organizer and Quick Writes, monitoring the Reading Log and having students complete a practice test with pen and paper prior to the actual RC quiz.</p> <p>Encouraging: She gives her students positive feedback and has a soft way of letting them know that they can do better. She demonstrates a genuine fondness for each student. Students respond to her in a positive manner. An Award Certificate wall has been established.</p> <p>Engagement: She keeps them on task. For example, they were working on the Word Challenge: prefixes and suffixes. The students had to explain something that they learned from the class before they could exit. For anyone that did not do so, they would do an RDI activity for additional practice on the next day. Their reward was a pat on the back, and they all were able to exit successfully.</p>
<p>Karen Ward</p> 	<p>Poe MS</p>	<p>6th-8th</p>	<p>Accommodating: She is there early and stays late. She has lots of non-R180 students who come to seek her out when they get into some kind of trouble. She helps the students who are in OCI, checking on them and making sure that they show up and complete their work.</p> <p>Supportive: She is very supportive of all her students and they really like her. She works one on one with those students who are not moving as swiftly as some of the other</p>

			<p>students. She is a very compassionate teacher.</p> <p>Monitoring Success: She helps her students stay on task during software, monitors Independent Reading and does not allow them to use their iPods or phones. She is constantly monitoring her whole class to help keep the students focused.</p>
<p>Bonnie Byerly</p> 	<p>Brackenridge HS</p>	<p>9th-12th</p>	<p>Conference: She embraces the spirit of conferencing by meeting her students consistently and helping them set goals. She has made remarkable gains this year like no other.</p> <p>Recognition: She has a Wall of Fame. She celebrates with her class as she posts certificates on the classroom wall.</p>
<p>Stephanie Webb</p> 	<p>Davis MS</p>	<p>6th-8th</p>	<p>Supportive: She is very patient with the students; She really does not have any behavior issues. The students like her and will perform for her.</p> <p>Monitoring Success: She takes the extra time to work with them during small group (like explaining a concept or vocabulary).</p>
<p>Mentoria Sherfield</p> 	<p>Davis MS</p>	<p>6th-8th</p>	<p>Supportive: She has a big heart when it involves students. She is very “motherly” towards them. She doesn’t raise her voice and she is soft-spoken which calms the students. She always shows them respect.</p> <p>Engagement: She asks the students to repeat instructions when she gives them so that she is sure they understand.</p> <p>Comforting mannerism: She has a few who could easily get themselves into trouble, but she is quick to “read” them and intervenes in order to keep them from getting in trouble. She is a big advocate for student learning and treating kids fairly.</p>

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