

Schoolwide Enrichment Model Reading Framework

Teacher Log

Name: _____

Section: _____

School: _____

Teacher Logs

This weekly log will assist you with documenting your implementation of the SEM-R Framework. The teacher's log is divided into three sections to help you in this process.

Section 1:

The first section provides two sample sets of one teacher's lessons, reflections, visions, and goals. These examples demonstrate a possible progression of the intervention as the teacher and students become more familiar with the SEM-R. They also illustrate variations that occur throughout the implementation process for weeks one and twelve in a seventh grade classroom.

Section 2:

The second section of the teacher's log provides the space for you to document your own implementation of the SEM-R on a weekly basis. The three sections of the first page allow you to record the various activities that you have completed during the three phases of the intervention each week.

Space is provided on the second page of the log for you to record your reflections about the week and to begin planning for subsequent instruction. You may wish to reflect upon the success of your weekly goal, think about a new strategy that you have tried, or comment upon things that have surprised or concerned you. This is your space to evaluate, regroup, and plan for the next week. Use the space at the bottom of the page to focus the activities of your students and to develop weekly goals and expectations based on your students' demonstrated needs.

Section 3:

The third section is provided as an option for keeping a record of the conferences you had with each individual student on a weekly basis. Please utilize this section in a way that meets your record keeping and/or assessment needs.

SEM-R TEACHER'S LOG

Teacher: Ms. Bryant

Dates: Week 1

Please describe your SEM-R implementation this week. Use the prompts provided as a guide.

Phase I

List the strategies, literary devices, genres, and/or themes addressed this week in Phase 1.
Identify which books were used as Book Hooks.

Monday – The Graveyard Book and Coraline by Neil Gaiman - Discussion of book selection: methods and appropriate challenge level

Tuesday – Tunnels by Roderick Gordon and Brian Williams - Continued discussion of book selection and appropriately challenging books.

Wednesday – Guest Reader: School Librarian- with a selection of high-interest books, discussion of library use

Thursday – Middle School is Worse than Meatloaf by Jennifer Holm and Flipped by Wendelin Van Draanen – Discussion of characters

Friday – NEVERMORE - graphic novel of Edgar Allan Poe short stories; discussion of difference between comic books and graphic novels

Phase II

What strategies, literary devices, genres, and/or themes did you focus on with students during the conferences?
How many conferences were held this week? Approximately how long were the conferences?

Monday – Established expectations for Supported Independent Reading and set class goals for Phase 2. Scavenger Hunt of classroom library and reading resources.

Tuesday – Circulated to help students with book selection.

Wednesday – Observed SIR, met with students struggling with book selection.

Thursday – Conferenced with students focusing on challenge level of SIR books: Met with Marcus, Amelia, and Brandon.

Friday – Conferenced with students focusing on challenge level of SIR books: Met with Yashyra, Owen, Seamus, and Vanessa.

Phase III

List the options that were provided for students during Phase III time.

N/A

Weekly Reflection:

I was surprised at how interested my students were in reading some of the books that I presented during the book hooks. Most students were able to find a book this week that they were interested in reading. However, there are some students who took a little more time to find a book. I expect that this will improve in the coming weeks.

I enjoyed being able to connect with the students personally during the conferences this week. I was also able to point out to some students that the books they were reading might not be challenging enough.

I struggled with keeping the conferences to 5–7 minutes. I am not sure how to work in everything I need to do with them in that short amount of time. I am going to try to work on making them more efficient next week.

In general, how did students perform relative to your expectations this week? (circle one)

below expectations

met expectations

exceeded expectations

My SEM-R Goals for Next Week:

As I conference with individual students, I would like to bring their awareness to more specific reading strategies next week. Also I want to work on keeping the conferences shorter.

Key Expectations for Students Next Week:

Behavior/Engagement

To increase their use of self-regulation skills during SIR and what strategies to use when a problem arises.

Reading Progress

Students will start to recognize and apply reading strategies.

SEM-R TEACHER'S LOG

Teacher: Ms. Bryant

Dates: Week 12

Please describe your SEM-R implementation this week. Use the prompts provided as a guide.

Phase I

List the strategies, literary devices, genres, and/or themes addressed this week in Phase 1.
Identify which books were used as Book Hooks.

Monday – Mississippi Trial, 1955 by Chris Crowe (Strategy-Determining Importance)

Tuesday – 20,000 Leagues Under the Sea by Jules Verne (old copy I found at a yard sale)

Wednesday – Clockwork by Philip Pullman (Strategy-Determining Importance)

Thursday – Zach's Lie by Rolland Smith - Student recommendation

Friday – Science Verse by Jon Scieszka and Lane Smith – (poetry)

Phase II

What strategies, literary devices, genres, and/or themes did you focus on with students during the conferences?
How many conferences were held this week? Approximately how long were the conferences?

The strategy focus for conferences this week was Determining Importance. This strategy is applicable to both the fiction and non-fiction texts students are reading.

Monday – Marcus, Sean, Tara, Amelia, and Jillian

Tuesday – Eric, Daniella, Owen, Brandon, and Carmen

Wednesday – Jake, Sara, Erin, and Miguel

Thursday – Vanessa, Eddie, Kristin, Gavin, and Nicholas

Friday – Cole and Mikayla

Phase III

List the options that were provided for students during Phase III time.

Friday Phase 3 options:

Science Fair research

Book Club discussion

Web-quest choice

Journal writing

Peer reading

Weekly Reflection:

I really enjoyed providing the students time to read and research for their science fair project this week during Phase 3 time. Since students self-selected the science fair topics they were really interested in what they were finding out and many students were reading sources that were pretty advanced. I think it tied in nicely too with the conference strategy we focused on this week of Determining Importance. Students are improving in selecting the relevant information for their sources.

I am continuing to work on trying to ensure greater differentiation within conferences. I am finding it helpful to choose a strategy and a few related questions, and then choose which questions to emphasize with each student based on the level they bring to it.

In general, how did students perform relative to your expectations this week? (circle one)

below expectations

met expectations

exceeded expectations

My SEM-R Goals for Next Week:

Provide more free choice and interest based activities during Phase 3. I would also like to work with the science teacher regarding Phase 3 and the science fair project.

Key Expectations for Students Next Week:

Behavior/Engagement

I expect that students will transition more smoothly between Phase 1 and Phase 3, ex: students will get materials and start working after only one prompt from the teacher.

Reading Progress

Students will continue to apply the strategy of determining importance to their SIR and Phase 3 reading.

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Dates: _____

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Phase II

What strategies, literary devices, genres, and/or themes did you focus on with students during the conferences?

How many conferences were held this week? Approximately how long were the conferences?

Phase III

List the options that were provided for students during Phase III time.

Weekly Reflection:

In general, how did students perform relative to your expectations this week? (circle one)

below expectations met expectations exceeded expectations

My SEM-R Goals for Next Week:

Key Expectations for Students Next Week:

Behavior/Engagement	Reading Progress
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[illegible]

