

An Examination of *The Daily Five* and *The CAFE Book* for
Use in the Somerset School District's Professional
Development Program

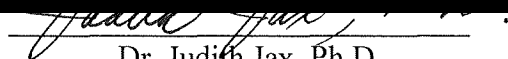
by

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A Program Evaluation
Submitted in Partial Fulfillment of the
Requirements for the
Master of Science Degree
in
Education

Approved: (2) Semester Credits




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The Graduate School
University of Wisconsin-Stout
December, 2011

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Title: An Examination of *The Daily Five* and *The CAFE Book* for Use in
the Somerset School District's Professional Development Program

Graduate Degree / Major: MS Education

Research Adviser: Judith Jax, Ph.D.

Month/Year: December, 2011

Number of Pages: 40

Style Manual Used: American Psychological Association, 6th edition

Abstract

This program evaluation examines whether *The Daily Five* and *The CAFE Book*, would be good resources for the Somerset School District to utilize for the purpose of enriching teacher professional development and instruction. With the increased push to advance student test results and teachers seeking ways to do that, it is important to explore resources and investigate the ability of these books to improve teaching.

This evaluation studied the responses given by teachers who have read these books and are utilizing the components found within them. It was determined that the teachers experienced many benefits from reading and using the strategies contained within the books, *The Daily Five* and *The CAFÉ Book*.

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Chapter I: Introduction

Description of Program

Teachers must continue to increase their knowledge of teaching strategies and methods that improve their instruction. Additional requirements are being put into law requiring teachers to meet certain standards. One of the goals of the Somerset School District Professional Development Plan is to improve the teaching and learning for all students in the district. Teachers also need to find ways to improve student learning, as the quality of a teacher is beginning to be measured by their students' test scores. The district wants to provide research-based strategies for all teachers to improve curricula, instruction and assessment.

To meet these challenges, teachers need high quality programs and resources which further their understanding of instruction and improve their professional development.

This program evaluation determines if the resources, *The Daily Five* and *The CAFE Book* would be good to utilize in a book study program.

Stakeholders

The primary audience for this evaluation is the school principal at Somerset Elementary School. The principal felt if the teachers thought the books were useful in the professional development program they could be used in Professional Learning communities and the cost of implementing and using these resources would be very cost effective compared to sending staff to costly seminars. The study would inform the Principal of the value of utilizing *The Daily Five* and *The CAFE Book* in a book study among teachers within the building. The Principal is looking forward to finding out the results of this evaluation.

Several interested teachers helped develop the objectives for this study. The findings of the evaluation could assist teachers in determining whether the books' components would be of

Several interested teachers helped develop the objectives for this study. The findings of the evaluation could assist teachers in determining whether the books' components would be of value to them in addressing instruction problems as well enriching their professional development. Lastly, students at Somerset Elementary School can benefit from the findings if the staff is able to increase their knowledge in instructional strategies to help them learn more.

Chapter II: Literature Review

Role of Professional Development

Just as education is changing and improving, the way professional development occurs needs to change and improve as well. “In the past, professional development consisted of teachers attending one or two workshops on the latest instructional practices. Participants listened passively to outside experts and were then encouraged to apply the strategies in their own classroom. New professional development programs were introduced with no attempt to connect them to past training. Teachers were provided with few, if any, opportunities for follow-up activities and rarely applied their new knowledge or skills when they returned to their classrooms. This professional growth will only occur if teachers are provided with expanded learning opportunities, ample peer support, and extended time to practice, reflect, critique, and then practice again” (Blazer, 2005, pg. 1).

Many people learn by doing. According to *Enhancing Educational Effectiveness Through Teachers' Professional Development*, “By participating in a variety of professional activities within the school context, teachers stimulate both their own professional development and the development of the school and thus make a significant contribution to improving educational practice” (pg. 32).

Many districts have established Professional Learning Communities (PLC) where the staff works together to improve the school, and thus student achievement. In a PLC, the members feel like they have a say in how things are done, or what is studied. The teachers usually become more involved if they feel like they have a stake in the project. In *Enhancing Educational Effectiveness Through Teachers' Professional Development* it is noted that, “These studies support the idea that participation in a professional learning community leads to changes in

teaching practices as teachers become more student-centered. In addition, the teaching culture improves because a professional learning community increases collaboration, and continuous teacher learning (pg. 34).

Professional development programs can fail if there isn't any follow up after the in-service, the teachers don't see a connection between the topic and their professional development, teachers feel like they must stop using what they are doing and start new with something else, the members don't participate in the learning, or the program isn't flexible. Professional development programs can be successful too. "Research has shown, however, that successful professional development programs have clear, specific goals and objectives; engage teachers intellectually; actively involve participants; consist of multiple sessions over an extended period of time; allow teachers to learn with and from their colleagues; and provide the opportunity for teachers to practice and adopt new strategies" (Blazer, 2005, pg. 5).

The Daily Five and *The CAFE Book*.

The Daily Five book explains how to implement a student-driven management system created by Gail Boushey and Joan Moser.

"What distinguishes the Daily Five from other management models is that the Daily Five:

- Rely on the teaching of independence
- Manage the entire literacy block
- Allow for three to five focus lessons and more intentional teaching
- Provide students substantial time to read and write
- Incorporate a variety of clearly defined instructional routines that accelerate learning

- Build stamina to ensure longer periods of time students successfully read and write
- Articulate student behaviors that culminate in highly engaged learners
- Teach students to understand and monitor their literacy goals” (Boushey & Moser, 2006, pg.13)

The five student activities included in this book are: Reading to Self, Reading to Someone, Listening to Reading, Work on Writing, and working on Spelling/Word Work. These are introduced using I Charts and modeling how to do these activities.

In a book review done by White (2006) she writes, “*The Daily Five* approach transforms the literacy block to a time for students to benefit from both whole group and small group instruction with explicit, focused teaching. The students also participate in activities that actively engage them in purposeful practice and application of the skills that they are developing” (White, para. 4). The students participate in five activities; reading to self, reading to someone, listening to reading, work on writing, and spelling/word work. The idea is that the teacher provides the students with steps, charts, and choices to help manage themselves. For example, when students are choosing to read to someone, they are provided with a modeled method of how to select a read to someone partner. They also are given steps to negotiate which stories they will be reading and how they will be reading. Students are allowed to decide if they want to read to their partner and then have their partner check their understanding, read to their partner and have their partner mimic their reading, or if they want to read a book to their partner and have their partner read a different book to them. Teachers post written and visual cues to remind students of the expected behaviors during Daily Five time. For example, when reading to self, students can see on the read to self chart that they are expected to stay in one spot, read the whole time, pick a place

where they will not talk, keep their eyes on their books, select good fit books, and build stamina. Through these independent activities, students build stamina and improve their reading skills. White (2006) was so impressed with this system that she wrote, “I look forward to using this book as I facilitate a book study when my colleagues return to school in just a few weeks” (White, para. 9).

The CAFÉ Book explains core components used in assessing progress students are making with *The Daily Five*. One of these components is the teacher using a notebook to keep track of the meetings with a student in regard to his or her reading and writing, what strategy the student is working on and how far along he or she is in meeting his or her reading and goals. Another component is a meeting between the teacher and student to determine which strategy he or she should be working on. The teacher planning small group instruction based on strategies the students are struggling with rather than on the reading level of the students is another component. The last component is planning the large group instruction based on the needs of many students.

Reviews have been just as positive for *The CAFÉ Book* as they were for *The Daily Five* book. A review done on *The CAFÉ Book* by Barnes and Noble states, “The CAFE system does not require expensive materials, complicated training, or complete changes to current classroom literacy approaches. Rather, it provides a structure for conferring with students, a language for talking about reading, development, and a system for tracking growth and fostering independence. The CAFE system’s built-in flexibility allows teachers to tailor the system to reflect the needs of their students and their state’s standards” (Barnes & Noble, para 1). This book tends to meet several of the requirements for a successful development program. It helps

the teacher keep track of their meeting with the student, what strategy the student needs to work on to reach their goal, and the planning of the teacher's lessons.

Chapter III: Evaluation Plan

The evaluation plan was to use a survey to determine if the books, *The Daily Five* and *The CAFE Book* would enhance the professional development program. The research questions found in this survey were utilized to determine if teachers who had previously read these books had found value in utilizing concepts found within the books. Did they find any drawbacks to using these books? Would they recommend using *The Daily Five* and *The CAFE Book* to enhance their teaching?

The basic design for this evaluation was a survey consisting of 33 questions. The questions were multiple picks, open answer, and yes/no. Nineteen teachers from the Somerset School District and Osceola School District participated in this study. Percentages were used to analyze the data. All the data was compiled, keeping in mind to separate the results between the two books. The data was reviewed. From the data it was determined if teachers received benefits from using the books, found drawbacks in reading the books, and whether or not they would recommend using the books in a book study.

Purpose

The purpose of this study was to determine if the resources, *The Daily Five* and *The CAFE Book* would be useful in a book study component of the Somerset School District's Professional Development Program.

Objectives

The objectives of the study were:

1. To determine the teacher benefits of reading and then using the content in the books *The Daily Five* and *The CAFE Book*.
2. To determine the drawbacks of teachers reading and then using the content in the books

The Daily Five and *The CAFE Book*.

3. To suggest whether or not to include the resources *The Daily Five* and *The CAFE Book* in Somerset School District's Professional Development Program.

Time Frame of activities

A survey was made available to teachers from July 9, 2011 through July 22, 2011. The survey would take about 10 minutes to finish.

If the books were deemed useful, they would be implemented in the second semester 2011-2012 school year. They would be implemented through staff development at monthly staff meetings and utilized as a means of discussion in Professional Learning Communities throughout the year.

Persons Involved

Elementary teachers in the Osceola School District and/or Somerset School District were requested to take part in this survey. The Osceola teachers were included because their district was already using the components of *The Daily Five* and *The CAFÉ Book*, whereas not as many of the Somerset teachers were familiar with the books. Some of the teachers in both districts have read *The Daily Five* and *The CAFE Book*. Surveying these teachers could provide a good understanding as to whether the books would be useful in professional development programs.

An email was sent to Somerset Elementary School classroom teachers of Kindergarten through Fourth Grade. An email was also sent to the Curriculum Director at Osceola School District. The Curriculum Director then forwarded this email to her teachers who were able to help with the survey. The email contained consent information and a link to the survey that had been created to achieve the objectives of this program evaluation. The subjects then chose

whether to participate or not. For those who wished to participate in the survey it took them approximately 10 minutes.

Resources Needed

The resources needed for this research project were the participants, survey, and the books *The Daily Five* and *The CAFE Book*. The books were already in place in the Osceola School District, but the teachers in Somerset School District had either purchased them or checked them out from the resource library.

Evaluation Instruments

A 33 question survey was created using Google Documents (Appendix B). The survey began by asking if the participant had read the books. If he or she hadn't read the books, the participant was thanked and was done. If the participant had read either of the books, he or she was then asked questions about the book(s) that had been read. The questions in the survey included: Were any of the components found within these books implemented into their classroom? Which ones were beneficial? What were the benefits? Did they notice a difference in their students' reading abilities and behaviors? Did they feel their instruction improved as a result of using the components of *The Daily Five* and /or *The CAFE Book*? Or, how did it negatively affect their instruction? Did it help meet the district's goals? Did it assist with classroom management?

The questions were a combination of yes, no, multiple choice, and short answer response.

Performance Indicators

This evaluation studied the responses given by teachers who have read these books and were utilizing the components found within them. The responses were put into gathered and grouped according to their response.

Chapter IV: Methodology

Data Collection

A survey was utilized to provide direct knowledge of teacher opinions and data analysis. The survey was distributed to 45 elementary classroom teachers in the Osceola School District and Somerset School District, who may or may not have read the books, *The Daily Five* and *The CAFE Book*. 17 Osceola School District teachers and 28 Somerset School District teachers were provided with an opportunity to complete the survey. An email (Appendix A) was sent to Somerset Elementary School's classroom teachers of Kindergarten through Fourth Grade. An email was also sent to the Curriculum Director at Osceola School District. The Curriculum Director distributed the survey to teachers who were able to help provide more background information and data. The email contained consent information and a link to the survey (Appendix B). The subjects chose to participate or decline from participation. If they wished to participate in the survey it took them approximately 10 minutes to complete. The survey's purpose was to determine if teachers were utilizing components of either *The Daily Five* or *The CAFE Book*.

Both qualitative and quantitative methodology was used to seek information about individual perspectives through the use of a survey. All of the data was compiled, keeping in mind to separate the results between the two books. The data was then reviewed. From the data, it was determined if one of the books was used more than the other. These results are displayed in the form of a table or percentages. The results were analyzed to see which components were viewed as more favorable and those components are displayed in a table. The data was reviewed to check which components were not seen as favorable and these will be displayed with a table as well. The participants' comments will be included in a table also. A table with percentages

will be used to display whether or not the participants felt the books should be included in a book study program.

Data Analysis

The survey tool that was used had the capability to take the gathered data and display it in percentage form. The information was divided into sections in regards to the questions such as: Who has read the books? Which components were beneficial to use? What benefits they noticed in regards to their students' learning? Did it align to the districts goals? Did it assist with classroom management? So from this it was determined if the objectives were met. The benefits and drawbacks the teachers experienced from reading and using the content of the books, *The Daily Five* and *The CAFE Book* were learned. They also suggested whether or not to include the books in the Somerset School District's Professional Development Program.

Limitations

The limitations of this study are the result of its small scale. Only 19 teachers of the 45 teachers chose to participate in the survey. These 19 teachers are unknown, as the survey was anonymous. The survey was conducted during the summer of 2011, when teachers were on vacation. Some of the teachers may not have checked their school email, which was the only method for delivering the survey, on a regular basis during the summer break. Eleven of the 19 teachers who chose to participate read *The Daily Five* and only four of the 19 read *The CAFE Book*.

Chapter V: Findings

The first objective of this Professional Development Program was to determine the benefits of reading, and then using the content in, the books, *The Daily Five* and *The CAFE Book*.

Table 1 shows the strategies from *The Daily Five* book that the teachers were able to implement.

Table 1

Implemented Strategies of The Daily Five

Strategy	Frequency (N=11)	Percentages*
Read to Self	11	100%
Read to Someone	11	100%
Listening to Reading	11	100%
Work on Writing	9	82%
Work on Spelling/Word Work	6	55%
Using I Charts	6	55%
Modeling	6	55%

*Teachers may select more than one checkbox, so percentages may add up to more than 100%.

All of the teachers were able to implement Read to Self, Read to Someone, and Listening to Reading. Nine of the eleven teachers were able to incorporate Work on Writing. Work on Spelling/Word Work, using I Charts, and Modeling was implemented by six of the teachers.

Table 2 displays the strategies teachers felt were beneficial to use in their reading instruction.

Table 2

Beneficial Reading Strategies of The Daily Five

Strategy	Frequency (N=11)	Percentage*
Read to Someone	10	91%
Read to Self	9	82%
Work on Writing	8	73%
Listening to Reading	7	64%
Use Letter Sound	7	64%
Use the Pictures	7	64%
Check for		
Understanding	6	55%
Retell the Story	6	55%
Back up and Reread	5	45%
Read Just Right		
Books	5	45%
I Charts	5	45%
Modeling	5	45%

*Teachers may select more than one checkbox, so percentages may add up to more than 100%.

Of the components that Boushey and Moser recommend within *The Daily Five*, the teachers found “Read to Someone” to be the most beneficial, with 91% of teachers feeling that this component enhanced their students’ literacy education. Next was “Read to Self” at 82%. These were followed by “Work on Writing” at 73%, and several components came in at 64%

such as; “Listening to Reading, Use Letter Sound, and Use the Pictures. Just a little over fifty percent, at 55%, were “Check for Understanding,” and “Retell the Story”. ”Back up and Reread”, “Read Just Right Books,” “I Charts,” and “Modeling” were also found to be beneficial at 45%. (2006, pg. 11).

Using these strategies listed in table 2 lead to the benefits found in table 3.

Table 3

Benefits of The Daily Five

Benefit	Frequency (N=11)	Percentages*
Working with Individual/Small Group	11	100%
Reading Instruction Improved	11	100%
Meets District Goals/Curriculum	11	100%
Differentiate Instruction	8	73%
Students More Engaged	7	64%
Easy to Incorporate	7	64%

*Teachers may select more than one checkbox, so percentages may add up to more than 100%.

The benefits these teachers felt most noticeable were Individual/Small Group Instruction, Reading Instruction Improved, and Meets Districts Goals/Curriculum at 100%. By using *The Daily Five* system, teachers had the time needed to work with students individually or with small groups. They felt this also helped with their instruction. They could give the students extra when needed. The teacher was able to tailor the lesson for a specific student to help them learn. The District has goals to improve their reading and writing test scores and *The Daily Five* and *The CAFE Book* management system is another tool to help students academically achieve at a higher

level. Over half of the teachers felt this system was easy to incorporate, and the students were more engaged and liked having an active role in their learning.

Table 4 illustrates if teachers noticed a difference in their students' reading abilities and behaviors from using *The Daily Five* strategies.

Table 4

Noticed Differences in Students' Reading Abilities and Behaviors from using The Daily Five

Student's Reading Abilities and Behaviors	Frequency (N=11)	Percentages*
Were Positive	11	100%
Were Negative	0	0
No Difference	0	0
More Engaged	7	64%
Less Engaged	0	0

*Teachers may select more than one checkbox, so percentages may add up to more than 100%.

All of the teachers noticed positive differences in their students' reading abilities and behaviors from using *The Daily Five* strategies. Sixty-four percent noticed their students were more engaged during reading.

Some of the comments about the benefits were; "My students' MPG scores went up in reading so (I) am hoping that had something to do with my curriculum." "It engaged the students—the most place I noticed this was in the Read to Someone as this was the most widely part used in my classroom." "Doing word work together was engaging as well." "There were no children that were off task for very long, and if so, I was able to redirect." "Student knew what was expected of them and were able to work independently." "The kids take on more responsibility for their learning and have more tools to use to keep learning independently."

Table 5 illustrates the results of the strategies that the teachers were able to implement in their classroom.

Table 5

Strategies Implemented from The CAFE Book

Strategy	Frequency(N=4)	Percentage
Check for Understanding	4	100%
Retell the Story	4	100%
Practice Common Sight Words	3	75%
Read Just Right Books	3	75%
Chunking the word	3	75%
Use Letter Sounds	2	50%
Do Dictionary Work	2	50%
Back up and Reread	1	25%
Monitor and Fix Up	1	25%
Cross Checking	1	25%
Tune in to Interesting Words	1	25%

*Teachers may select more than one checkbox, so percentages may add up to more than 100%.

All the teachers who read *The CAFÉ Book* were able to implement Check for Understanding and Retell the Story. Seventy-five percent of the teachers applied Practice Common Sight Words, Read Just Right Books, and Chunking the Word strategies. Use Letter Sounds, and Do Dictionary Work was used by 50% of the teachers. The other strategies, Back up and Reread, Monitor and Fix Up, Cross Checking, and Tune into Interesting Words were only executed by 25% of the teachers.

Using these strategies listed in table 5 lead to the benefits found in table 6.

Table 6 illustrates the results of the benefits gathered about the book, *The CAFÉ Book*.

Table 6

Benefits of The CAFÉ Book

Benefit	Frequency (N=4)	Percentage*
Reading Ability Improved	4	100%
Meets District Goals/Curriculum	4	100%
Differentiating Instruction	3	75%
Working with Individual/Small Group	3	75%
Students More Engaged	3	75%
Reading Ability Improved	3	75%
It was Easy to Incorporate	2	50%

*Teachers may select more than one checkbox, so percentages may add up to more than 100%.

All of the teachers who completed this section of the survey in regard to *The CAFÉ Book* felt that the most beneficial component is it helps meet District Goals/Curriculum. This was followed by Differentiating Instruction, Working with Individual/Small Group, Students More Engaged, and Reading Ability Improved at 100%. Comments to support reading ability improved were; “My MPG scores increased and so did the students’ reading fluency.” The students were more engaged comments included; “Students were more self-directed and more focused on the work.” The comments about Differentiated Instruction were; “I was better able to assess student needs and individualize my instruction based on those needs.” “The students were give(n) strategies to help them figure out words or make sense of what they were reading.” and “Café makes it easy to keep track of where students are at in their reading.”

The teachers also saw benefits in using *The CAFE Book* by Boushey and Moser. Their students “Comprehension” scores increased on assessments. Their reading “Accuracy” and “Fluency” improved too by means of using the strategies of: “cross checking, chunking, sight words, etc.” “Expanding vocabulary” was also a benefit the teachers saw their student’s ability improve in (2009, pg. 29).

In Table 7 it displays noticed differences of students’ reading abilities and behaviors by using the strategies from *The CAFÉ Book*.

Table 7

Noticed Differences in Students’ Reading Abilities and Behaviors from Using The CAFÉ Book

Student's Reading Abilities and Behaviors	Frequency (N=4)	Percentages*
Were Positive	4	100%
Were Negative	0	0
No Difference	0	0
More Engaged	3	75%
Less Engaged	0	0

*Teachers may select more than one checkbox, so percentages may add up to more than 100%.

All of the teachers noticed positive differences in their students’ reading abilities and behaviors after implementing strategies from *The CAFE Book*. Three of the teachers noticed that their students were more involved in their reading activities. As stated above under Table 6 Comments to support reading ability improved were; “My MPG scores increased and so did the students’ reading fluency.” The students were more engaged comments included; “Students were more self-directed and more focused on the work.”

The second objective was to determine the drawbacks of teachers reading, and then using the content in, the books, *The Daily Five* and *The CAFE Book*.

The Daily Five

Table 8 illustrates the results of the drawbacks gathered about the book, *The Daily Five*.

Table 8

Drawbacks of The Daily Five

Drawbacks	Frequency (N=11)	Percentage
Felt Overwhelmed	6	55%

Of the 11 teachers who read the book *The Daily Five*, 55% felt overwhelmed. Their comments included, “Just trying to figure how to use it in the classroom with limited time constraints in planning,” “There is a lot of information and as with every new thing comes time to ponder how to use it.” “Felt a bit overwhelmed and read it midyear.” “I felt overwhelmed.” “A lot of information.” The data gathered from this question proves that some of the teachers felt that there is a lot of information to take in and try to organize.

Table 9 shows the results of the drawbacks gathered about the book, *The CAFE Book*.

Table 9

Drawbacks of The CAFE Book

Drawbacks	Frequency (N=4)	Percentage
Felt Overwhelmed	3	75%

Seventy-Five percent of the teachers who read *The CAFE Book* also felt overwhelmed after reading it. Their concerns were, “There is so much I want to try but need to interweave it

with our curriculum.” “The teacher’s notebook and doing the note taking.” “After getting over all the information and figuring out how to incorporate it things went better.”

The final objective was to determine whether or not to include the resources, *The Daily Five* and *The CAFE Book*, in Somerset School District’s Book Study Program.

The Daily Five

Table 10 illustrates the results gathered about whether *The Daily Five* book should be included in a book study program.

Table 10

Recommend Using The Daily Five

Response	Frequency (N=11)	Percentages
Yes	11	100%
No	0	0

All of the teachers surveyed who read and implemented some part of *The Daily Five* believe that the book should be included in a book study program.

The CAFE Book

Table 11 displays the data that was collected in regards to whether *The CAFE Book* should be included in a book study program.

Table 11

Recommend Using The CAFE Book

Response	Frequency (N=4)	Percentages
Yes	4	100%
No	0	0

One hundred percent of the teachers, who responded to this survey and had read the book, *The CAFE Book*, were in favor of including it in a book study program.

Chapter VI: Discussion

Conclusions

The literature reviewed was positive toward doing a book study or using Professional Learning Communities to learn new information to improve teacher development and instruction. Successful professional development programs involve teachers being able to be active, having the opportunity to implement the information, having others to discuss ideas and question ideas with, and follow-up or ongoing training.

The information gathered from the survey also supported the use of the books, *The Daily Five* and *The CAFE Book* as good resources. The teachers who took part in the survey found a lot of benefits from using the books. The benefits ranged from giving the teachers more time to work with small groups or individuals to being able to focus on the skills the student(s) need to work on. The teachers also saw their students' literacy education improve as the students took more ownership of their learning. The students became more engaged in their learning. The students would ask to read with a partner or read by themselves when they had a little free time. These resources when utilized in a book study as part of a Professional Learning Community where professionals are able to be active, have the opportunity to implement the information, have others to discuss and question ideas with, and when provided in the form of follow-up or ongoing training will be most beneficial to improving student learning. Another key point was to evaluate whether the books would be beneficial to teacher professional development and instruction. The survey that was implemented also determined that teachers felt applying the ideas from these resources helped with their professional development and instruction when planning and delivering their lessons to their students.

So this program evaluation determined the resources, *The Daily Five* and *The CAFE Book* would be good to utilize in a book study program to help build professional development. *The Daily Five* was more frequently read by those teachers surveyed, and can therefore, be seen as more critical to creating a classroom environment which utilizes the techniques from these resources. *The CAFE Book* is an extension to *The Daily Five* and the strategies from this book can be implemented to enhance reading instruction and student independence during reading lessons. *The CAFE Book* could not be effectively used without *The Daily Five*.

Recommendations

Based on the findings and conclusions reached at the end of this study certain recommendations can be made in regards to using the books, *The Daily Five* and *The CAFE Book* for professional development program. First, book study in a professional development program can be successful if the participants are excited or interested in the topic. Since participation in this book study program is merely an option for teacher evaluation, no one is required to participate. The book study program is an ongoing program, so people can try the components, have discussions with others, and then implement changes or new ideas.

Secondly, the results of the survey concerning the books, *The Daily Five* and *The CAFE Book* were very favorable and the teachers using the philosophy of these books would recommend them for a book study component of a professional development program for teachers. Teachers found these books as useful resources to improve their teaching which ultimately improves student learning.

Finally, it is recommended that a follow up survey be given after the completion of the first book component in a professional development program to compare the findings from the

two surveys and to see if the findings are the same, or if there are some changes that can be made to make the book study program even better.

Summary

The purpose of this program evaluation was to determine if the resources, *The Daily Five* and *The CAFE Book*, would be good resources for the Somerset School District to utilize for the purpose of increasing teacher professional development and instruction.

The objectives of this study were to determine the teacher benefits of reading, and then using the content in the books, and to determine the drawbacks of teachers reading and utilizing the content in, the books, *The Daily Five* and *The CAFE Book*. The final objective was to suggest whether or not to include the resources, *The Daily Five* and *The CAFE Book*, in Somerset School District's Professional Development Program.

A survey was given to collect data and this evaluation studied the responses given by teachers who have read these books and are utilizing the components found within them. Questions asked were: which components they used, which components they felt were the most important, and if there were benefits to utilizing these components, what were they; or, does utilizing the books and components provide a negative experience for them or their students? Would they recommend using these books in a book study to improve teacher professional development and instruction?

It was determined that the teachers experienced many benefits from reading and using the strategies contained within the books. The only drawback was the teachers feeling a little overwhelmed after reading the books, but after they had time to process the information and take it slowly they would recommend using the resources, *The Daily Five* and *The CAFE Book* in Somerset School District's Professional Development Program.

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Appendix A: *Survey Letter*

Hello,

My name is Diana Peterson, and I am a teacher in the Somerset School District. I am working towards my Masters Degree at UW-Stout. Part of the requirements is doing a program evaluation. My research for this program evaluation involves the use *The Daily Five* and *The CAFE Books* for the professional development program in the Somerset School District. Your help is needed in completing a short survey, whether you have read the books or not. The survey will take you about 10 minutes or less. Your participation is completely voluntary, and I have no way of tracking how you answered. Please contact me if you have any questions. I appreciate your help with this project.

Thank you,
Diana Peterson

This project has been reviewed by the UW-Stout IRB as required by the Code of Federal Regulations Title 45 Part 46

Appendix B: Faculty Survey

Page 1

**The Daily 5, The Café,
and a Book Study Program?**

*Required

1. Have you read the book titled The Daily Five?*

- Yes
 No

2. Have you read the book titled The Café Book?*

- Yes
 No

3. Have you implemented any components from The Daily Five?*

- Yes
 No

4. Have you implemented any components from The Café Book?*

- Yes
 No

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5. If you answered YES to any of the questions above, click Go On. If you answered NO to all of the questions above, click I'm Finished!*

- Go On - (Goes to page 3)
 I'm Finished - (Goes to page 12)

Continue →

6. I have read The Daily 5.*

- Yes - (Goes to page 4)
- No - (Goes to page 8)

The Daily 5 Questions

7. Check which components from the Daily Five you have been able to implement in your classroom.*

- Read to Self
- Read to Someone
- Work on Writing
- Spelling / Word Work
- Listening to Reading
- I Charts
- Modeling
- None of the above

8. Which components were the most beneficial to you?*

Check all that apply

- Check for Understanding

- Back up and Reread
- Monitor and Fix Up
- Retell the Story
- Cross Checking

- Use the Pictures
- Use Letter Sound
- Chunking
- Read Just Right Books
- Reread Text
- Practice Common Sight Words
- Tune in to Interesting Words
- Dictionary Work
- Read to Self
- Read to Someone
- Work on Writing
- Spelling / Word Work
- Listening to Reading
- I Charts
- Modeling
- None of the above

9. Comments

10. What are the benefits gained from reading the Daily Five?*

Check all that apply

- It was easy to incorporate the components.
- It helped with differentiated instruction.
- I was able to work with small groups or individuals.
- None of the above

11. I noticed a difference in my students' reading abilities and behaviors.*

Check all that apply

- Yes – Positive
- No- Negative

- No Difference
- More Engaged
- Less Engaged

12. Reading instruction was improved as a result of using The Daily Five.*

- Yes
- No

13. Please provide feedback about how instruction was or wasn't improved.*

14. The Daily Five components will help meet your district's goals and align with the curriculum you are teaching.*

- Yes
- No

15. Please provide feedback about how this will or will not align with your district's goals and curriculum.*

16. The Daily Five assisted with classroom management.*

- Yes
- No

17. Please provide feedback about how this did or did not assist with classroom management.*

18. Did you feel overwhelmed after reading The Daily Five?*

- Yes
- No

19. What negatives did you experience after reading The Daily Five?*

20. Would you suggest The Daily Five to be included in the Book Study Program?*

- Yes
- No

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Continue →

Café Book

21. I have read The Café Book.*

- Yes – (Goes to page 9)
- No - (Goes to page 12)

22. Comments

← Back

Continue →

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The CAFÉ Book Questions

23. Check which components from the CAFE Book you have been able to implement in your classroom.*

Check all that apply

- Check for Understanding
- Back up and Reread
- Monitor and Fix Up
- Retell the Story
- Cross Checking
- Use the Pictures
- Use Letter Sound
- Chunking
- Read Just Right Books
- Reread Text

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- Practice Common Sight Words
- Tune in to Interesting Words
- Dictionary Work
- None of the above

24. What are the benefits gained from reading The Café Book?*

Check all that apply

- It was easy to incorporate the components.
- It helped with differentiated instruction
- I was able to work with small groups or individuals.
- None of the above

25. I noticed a difference in my students' reading abilities and behaviors.*

Check all that apply

- Yes – Positive
- No - Negative
- No Difference
- More Engaged
- Less engaged

26. How, if at all, was reading instruction improved based on The Café Book?*

27. The Café Book components will help meet your district's goals and align with the curriculum you are teaching.*

- Yes
- No

28. Comments

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29. Did you feel overwhelmed after reading The Café Book?*

- Yes
- No

30. What negatives did you experience after reading The Café Book?*

31. Would you suggest The Café Book be included in the Book Study Program?*

- Yes
- No

32. Comments

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Continue →

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Thank you for completing the survey!

33. Any questions or comments?

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Continue →