

**Counter 00:04**

**Karen 0001**

Well let's start.

**Adriana 0002**

Okay.

**Karen 0003**

So, uh, I'm Karen Boran, from the Chicago Teachers' Center. And, um, why don't you tell us your name and...how many years you've been teaching here at beautiful Lozano.

**Adriana 0004**

Okay. My name is Adriana Ibarra and I've been teaching at Lozano, this will be my fourth year here.

**Karen 0005**

Did you teach before you came to Lozano?

**Adriana 0006**

Yes I did. I taught at Budlong.

**Karen 0007**

Okay.

**Adriana 0008**

And I taught there for six to seven years I believe. And I also worked at Mozart for just a few months. Cause that was right out of college and I was covering a maternity leave.

**Karen 0009**

How many years altogether?

**Adriana 0010**

Uh, this will be my twelfth year.

**Karen 0011**

All in CPS?

**Adriana 0012**

Yes.

**Karen 0013**

Yeah, very good. And, uh, what do you teach at Lozano?

**Adriana 0014**

I teach Reading and Social Studies, 7<sup>th</sup> grade.

**Karen 0015**

Okay. Now that we've got that out of the way, let's get to the good stuff.

**Adriana 0016**

All right.

**Karen 0017**

What book did...what book are you going to use for your unit?

**Adriana 0018**

I'm going to be using, uh, *The Pigman* by Paul Zindel.

**Karen 0019**

And, um, you've taught this book before?

**Adriana 0020**

I have.

**Karen 0021**

How did it go?

**Adriana 0022**

It went really well. Uh, the kids really identified with the two main characters in the story. And it really was a great experience. It was one of the few books they really, really enjoyed. And really couldn't put it down, always wanting me to read it out loud uh, and continue...we finished that book probably in about 8 school days. Which was really remarkable.

**Karen 0023**

Wow.

**Adriana 0024**

Um, I could have done a lot more activities with it. But they were just so excited about reading it, that I just went with it.

**Karen 0025**

Um, you'll be doing this in a Social Studies class?

**Adriana 0026**

In Reading and Social Studies.

**Karen 0027**

Okay.

**Adriana 0028**

So, I'm going to try and incorporate...with all the novels I try and incorporate different aspects of the book, not just reading per se, but...Anything else I can tie in. With *The Pigman*, we're going to tune into a...the book was written around 1968. So comparing 1968 to now. Seeing if things are really...you know what are similar, what's similar, what's different. I mean, could this book be happening now? With anyone of them?

**Karen 0029**

Um, how many classes, um, will you be using this book in?

**Adriana 0030**

Um, I think our final plan is eight...I don't know if it's fifteen or eighteen days. I think we allotted eighteen days. We think we can complete it in fifteen school days but assemblies come up or things come up and it might have to be a little bit longer. So we're thinking fifteen to eighteen days.

**Karen 0031**

In, um, uh, in how many sections during the day like will you do it? You know, first period and, and, or...

**Adriana 0032**

I will have two blocks, uh....

**Karen 0033**

Ninety minute blocks?

**Adriana 0034**

Yeah, ninety minute blocks.

**Karen 0035**

Nice.

**Adriana 0036**

Um, because in our school we switch. So the Math and Science teacher teaches my class, Math and Science. While I teach her students Reading and Social Studies. So I'll have two blocks of ninety minutes.

**Karen 0037**

Very nice. Very good. Well then you get to try it out in the morning and polish it in the afternoon.

**Adriana 0038**

Absolutely.

**Karen 0039**

Okay, how would you, um, characterize your students for us? What are they like in general?

**Adriana 0040**

Our...our students are great. We have a lot of very, very good students. Uh, we have a lot of, uh, English Language learners. And for them it's really difficult, the transition into, uh, English and, um, transferring over skills. Depending on how well their skills are in Spanish kind of determines what they can transfer over to English. So it can be a bit of a struggle. But I do think that if they're reading at their level you see more growth. Um, our school is probably about 98% Mexican. Um, yeah, about 98% Mexican. And, um, for the most part they are really great kids. They're not all on the level they should be on. Uh, that's for sure. But my biggest...what I want to do more than anything is for them to find the joy in reading.

**Karen 0041**

Right. Um, uh, how would you characterize your students' experience with the use of, um, you know, Young Adult Literature either, um, you know, as an anchored text or, uh, you know, a core text, in...in their...in their instruction? Have they had it before? Is it, you know, is they're working with you the first time you think they've really had that kind of experience or...

**Adriana 0042**

Are you asking me if this is the first time they've worked with novels? Or...

**Counter 04:41**

**Karen 0043**

Well, just, you know, if it's not the first time, are they comfortable? Do they like it? You know, um, what's...what's your take on that?

**Adriana 0044**

I think that it's kind of a process. Initially, at the beginning of the school year, they...some like it, and some immediately they like it, immediately. Others are very used to just reading out of Basils. So, they're kind of uncomfortable without...without...they want to have a story a week, answer the questions at the end. And they're used to that structure. So they like that too. So they have a very difficult time, I think, understanding that they're actually learning and....they're used to having the script. They're used to doing what they're told: being quiet, sitting down and just doing what they're supposed to do. And I've learned that kids need to discuss books and discuss what's going on and trying to understand what's going on. Um, the other things is with the Basils, they are at their level, at 7<sup>th</sup> grade, and not all my kids are at 7<sup>th</sup> grade level. So a lot of them will be quiet staring at the book but that's not necessarily learning. Or improving.

**Karen 0045**

Do you assign reading outside of class?

**Adriana 0046**

Yes. Everyday.

**Karen 0047**

Do they do it?

**Adriana 0048**

Um, it depends on parental support.

**Karen 0049**

Yeah.

**Adriana 0050**

But I would say out of a class of 21, I could honestly say that about 15 of my kids read every night.

**Karen 0051**

Wow.

**Adriana 0052**

We also have a reading log...

**Karen 0053**

Good job, by the way.

**Adriana 0054**

We discuss...yeah...and we also discuss...but I think a big part is that we also discuss what they're reading. So in that way, someone is keeping tabs, so to speak, on what they're reading.

**Karen 0055**

It's pretty obvious if they haven't done it.

**Adriana 0056**

And they have....right...and then they don't want to be put on the spot either. Um, but I would say that about 15, it's not all of them, but I would say at least 15 do read and I can tell the difference. You know, how they are reading and how the pronunciation, what they're understanding, uh, skills they're trying to get, what they do when they get to a word they don't understand. Like the next day they'll come and tell me, "Miss Ibarra I read this and I don't know what this means." And I'm like, "Oh great, they're actually trying."

**Karen 0057**

...um, ballpark, you know, just your thoughts, what percentage of your ...class read, um, Young Adult Literature for pleasure? Outside of school, you haven't assigned it...

**Adriana 0058**

Outside of, yeah,...outside of school I would say...so they would do this on their own?

**Karen 0059**

Yeah.

**Adriana 0060**

If they weren't assigned to do it?

**Karen 0061**

Yeah.

**Adriana 0062**

I would say...I would say honestly 40 to 50%.

**Karen 0063**

That's pretty high.

**Adriana 0064**

Forty to fifty percent.

**Karen 0065**

That would be good.

**Adriana 0066**

Hm. *Nods yes.*

**Karen 0067**

I know we all want it...

**Adriana 0068**

Right.

**Karen 0069**

We all want it to be, um, but you know, a lot of kids read outside of class and they're...and they're...and it's the kind of reading that, um, schools traditionally don't count as being pleasure reading. They're reading their *World of War Craft* cheat book or they're reading, you know, uh, *Hot Rod*. Or *Latina*...

**Adriana 0070**

Right.

**Karen 0071**

Or you know, whatever...

**Adriana 0072**

The Playstation quotes, the cheater...

**Karen 0073**

The cheater mags, exactly right.

**Adriana 0074**

Exactly.

**Karen 0075**

So, you know, I mean, one of the challenges for us, just as a profession, how do we find a way to value that? So that...um, let's kind of move to your training and experience now. Uh, you're in about your twelfth year. Where did...where did you get your teaching certificate, um, from?

**Adriana 0076**

At Northeastern.

**Karen 0077**

And uh, your major certification?

**Adriana 0078**

Is Elementary Education, bi-lingual/bi-cultural Elementary Education K through 9.

**Karen 0079**

And, um, any Reading training?

**Adriana 0080**

I am...

**Karen 0081**

Formal Reading training...

**Adriana 0082**

Yeah. I am currently under...with Northeastern also but A...I think it's AAADRP?  
Or AADRP?

**Karen 0083**

ARDDP.

**Adriana 0084**

ARDDP.

**Karen 0085**

There's way too many initials, that's all I know. Okay.

**Counter 08:32**

**Adriana 0086**

Um, and...

**Karen 0087**

They have a cohort?

**Adriana 0088**

Yes, and I'm close to, uh, finishing my Masters and becoming a Reading Specialist.

**Karen 0089**

Very cool. Um, stay in the classroom? Or, um, what's your thinking after you get your degree?

**Adrian 0090**

I'm not really sure because I'll be certified K through 12. And I've always had that interest in teaching high school. So I'm not really sure what I'll do. I think I want to be in a classroom but I also think...I don't know...I'm really...I have mixed feelings about it. Because I think as a Reading Specialist also I could help out more students also. So, I'm really not sure.

**Karen 0091**

It's exciting though.

**Adriana 0092**

It is exciting. And I have learned a lot of things. Things that I thought I was doing well, and then I'm reading my books and talking to other teachers and finding out that was really not a good idea. I thought that I was doing well.

**Karen 0093**

Well, that's the professional...

**Adriana 0094**

Hm. *Nods* Yes. So...

**Karen 0095**

Um, uh, thinking back to your initial training, how much training did you get in curriculum development...you know, think about building this unit, and doing this kind of work. How much training did you get initially to do this work?

**Adriana 0096**

With....

**Karen 0097**

Curriculum development.

**Adriana 0098**

With Gear Up or...

**Karen 0099**

Um, Northeastern back, you know, your little sweet, undergraduate...

**Adriana 0100**

Oh, undergraduate? Hmm, with curriculum? We...depending on your courses, you would have a little bit of curriculum development. Not a whole lot, because what you would develop is whatever your final piece was going to be. So putting it in hours....did you want it in hours, or....

**Karen 0101**

No, I'm just wondering...yeah, did you feel that you were, um, trained in some way, to do this kind of work?

**Adriana 0102**

I mean I think I was trained, uh, but I think a lot of it had to do with what the book said. So I don't think....I think once I was in the classroom, it wasn't necessarily...necessarily realistic. What I was taught and what I could do with that.

**Karen 0103**

Yeah.

**Adriana 0104**

Because a lot of...I mean there was a lot of time in undergrad too, to develop really exciting things, thinking that all kids were going to be on level, and thinking that everyone was going to bring the materials they had to bring, and thinking that everything was going to be great.

**Karen 0105**

Kids do homework...

**Adriana 0106**

Right. Exactly.

**Karen 0107**

Yeah, yeah, yeah I remember that. I remember that. Um, let's talk about, um, the use of Young Adult Literature. Any training in that, um, undergraduate?

**Adriana 0108**

No. Not in any....

**Karen 0109**

Did they train in you how to use Basils at all?

**Adriana 0110**

Actually no. Not even that.

**Karen 0111**

We just thought...

**Adriana 0112**

No...We...there was one class where I did have to evaluate a...and I think it was in Social Studies. Where I had to take different Social Studies Basils...

**Karen 0113**

Textbooks...yeah...

**Adriana 0114**

...and compare them as far as what was offered, or what would be better or not. But I think there was only one course, if I remember correctly.

**Karen 0115**

When you first came to Lozano, what were the materials that were available for you to use in your classroom?

**Adriana 0116**

Uh, Basils, although I will say that, uh, when I did ask for novels, Dr. Cerveto, was very generous and said "Sure if you think that's good for the class that's fine with me. Go ahead and order them."

**Karen 0117**

What support have you gotten, um, from the school in, um, the use of, um, not in the...not in the getting the materials but in the actual use of it in...in...in your instruction? Um, in the classroom. It's one thing, "Yeah, yeah, you can buy the books."

**Adriana 0118**

Exactly. I would say not much. Um, what is valuable is that I was able to be in the Reading Project...the ADDRP...and that was great, um, and that's giving us a lot of help. Uh, but besides that I haven't received any kind of formal training. There has been a few professional developments where we talked about it. I've gone to the YAL Conference, uh, Gear Up has been very helpful. But besides that...the school, I haven't received anything. Any kind of training on using novels or anything.

**Counter 12:49**

**Karen 0119**

Um, how comfortable are you in using Young Adult Literature in your classroom?

**Adriana 0120**

I'm pretty comfortable. I'd prefer it.

**Karen 0121**

How much of your instruction is YAL based?

**Adriana 0122**

I would say 80%.

**Karen 0123**

Wow.

**Adriana 0124**

Eighty percent, um, I think the kids enjoy it more. I can still teach the standards, uh, using books that are more at their level, that they can actually understand. Um, I do try to...I realize the ISAT and all their testing, is at grade level, so once I wheel them in on something that they can really connect to and they have that prior knowledge, then I go back to the Basils and discuss certain parts and they're...they understand more. And they're more confident in talking.

**Karen 0125**

So you use, the uh, the textbook, the Basils as we're calling it now, but it's Social Science, a big honking text. You use it as a resource?

**Adriana 0126**

Absolutely.

**Karen 0127**

Um, and what other materials do you use as resources?

**Adriana 0128**

Um, sometimes short stories, um, I use a lot of picture books to teach Social Studies. Um, I really do, a lot of picture books. Um, occasionally magazines, sometimes we get, uh, *Current Events* or those *Time For Kids* sometimes I use that.

**Karen 0129**

Um, let's talk a little bit about the unit, okay? Why this book now, for these kids, at this time of the year?

**Adriana 0130**

Well like I said, uh, I want to say two...yeah two years ago I used the book, uh, and it was very successful. I had reluctant readers, I was new to the school, um, not very sure about, uh...actually I had some parents not very sure about my methods of how I was teaching. And, um, that book was great. It was like a godsend, I mean, I...it was...it was actually kind of a fluke. Because they asked us what kind of books we were going to order with our Basil. That we were able to pick. So there was a list. And I had never read it. And I really didn't. I looked at the...like "*The Pigman*, that sounds cool, okay let's order that." I mean I had to make a split second decision. And it...I was lucky. I was truly lucky. Uh, we read the book. The kids couldn't put it down. Um, they would have debates...whether or not John was...well the two main characters...

**Karen 0131**

Right.

**Adriana 0132**

John was right or Lorraine was right. Um, what they were thinking. Uh, identifying who...who did what. Uh, they did comic strips on each...on each chapter. It was great, I mean it was so, so great. They were talking to other kids about it. Other kids from other...other classes were asking me if they could borrow the book. I was like, "Yeah, that's great, this is really, really great!" I had younger kids say they couldn't wait until they got to uh...

**Karen 0133**

First year here?

**Adriana 0134**

This was my second year here.

**Karen 0135**

Okay.

**Adriana 0136**

And it was really exciting.

**Karen 0137**

Wow.

**Adriana 0138**

And so I knew that this book was great and I had to...I just wanted to do more exciting things with it. Because I know I could do more with it.

**Counter 15:57**

**Adriana 0139**

This year, um, I know there's going to be about, probably about anywhere from five to seven, that it might be difficult for them. Because they're English language learners. However, um, they are in an After School Program with me. And they are very eager to learn. And, you know, if they're eager to learn, they're going to do it. It might be a little bit more difficult. But I know that they're going to try and do the best they can...they can. That's all I ever ask them, do the best you can.

**Karen 0140**

Right.

**Adriana 0141**

Um, so I'm confident that they're going to do well. Plus Drew has a whole bunch of activities planned. Where it's going to be...I mean, I'm excited.

**Karen 0142**

Yeah.

**Adriana 0143**

Um, so I'm sure that they're going to get a lot out of all these activities. Like the, uh, Hot Seat and, uh, he has the idea of the entry slips...

**Karen 0144**

Sure.

**Adriana 0145**

...And exit slips. And it sounds like a lot of....a lot of fun. I'm looking forward to it.

**Karen 0146**

It does sound...

**Adriana 0147**

...then I had the kids excited too. And, and they're, you know, they can't wait. They're like "When is it going to be? When...when is it coming?"

**Karen 0148**

When is it going to be?

**Adriana 0149**

It's going to be next Thursday we're going to start.

**Karen 0150**

Wow. It's really coming!

**Adriana 0151**

Yeah.

**Karen 0152**

That's very exciting. Have you got...have you got like the, paper part of it, all kind of set in your bran and...

**Adriana 0153**

Yes, and we've got tons

**Karen 0154**

...you've got the books...

**Adriana 0155**

Yeah, the books are...we have the books. Um, Drew's done...we've done a lot of planning. Uh, we're still not done. We're going to meet on Monday to finish up. And, um, he's done a lot of great things. Pulling, uh, things off the internet. Uh, images of 1968. Uh, it's a lot. In fact, he and I have discussed that we...maybe we have to take out a bit. Because we just have an abundance of...of...of information.

**Karen 0156**

Well, you know, the curse and the blessing of creativity is that it generates itself. And, um, uh, there'll probably will become a point where you're like, "Let's stop, we have to save this for the next unit. We can't do it all." And it will be a hard call. But that's....that's just very cool. Um, what concerns you the most about doing this unit?

**Adriana 0157**

Uh, my biggest concern...well the reason why I want to do this unit and the reason why I am asking for help is because Guided Reading is really a big buzz right now.

**Karen 0158**

Yeah.

**Adriana 0159**

And in all my... my Graduate classes we're talking about Guided Reading also. And I've tried it. And I think I have pretty good classroom management, but I must be doing something wrong. Because when I have a group and I'm talking to the group at the rug or wherever, uh, the rest of my students aren't on task. Even though I explain to them what they should be doing. Um, so that's what I really want help on. Is how do I make that work?

**Karen 0160**

Yeah.

**Adriana 0161**

I think Guided Reading is really valuable. Even an extra five, ten minutes with your teacher talking, feeling confident, not being able to be judged by other kids, or being afraid of what other kids are going to say...I think that's...that's really valuable and really great. And that's what I expect to...what I want help with. Is the management of everything.

**Karen 0162**

Right. Because chaos can't be going on behind you.

**Adriana 0163**

Right.

**Karen 0164**

Right. And we've all had...

**Adriana 0165**

And it has, and that's why...

**Karen 0166**

Okay, well forgive yourself because we'll all been there. We've all tried it, and even with the best of intentions, the best classroom, the sweetest kids....you know you turn your head for a minute...and, and so what happens is half your attention is managing that...

**Adriana 0167**

Exactly.

**Karen 0168**

...and you can't do what you're dying to do with these kids who really need you to do this stuff. Yeah, um, what additional materials are you going to bring in to support, uh, *Pigman*?

**Adriana 0169**

Uh, there's a...we...well actually Drew made up a Power Point presentation on different images from 1968.

**Karen 0170**

Okay so those are the images he was...

**Adriana 0171**

Right. And we're going to put it on a big screen, and we're going to be fancy. Uh...

**Counter 19:54**

**Karen 0172**

Have you done that before?

**Adriana 0173**

No. I haven't. And I want to learn that too. I, uh, actually he saved everything on a memory stick. I don't...I'm learning that too.

**Karen 0174**

Bringing you into the 21<sup>st</sup> century.

**Adriana 0175**

That's right. Uh, so we're doing that and I think that's all we're doing. I mean, we have different activities planned. But as far as different resources, the only thing we're gonna pull them in is...oh I know we are going to do...try to do a little bit of talking walls. So, so some of the images they see on the Power Point will be posted throughout the room. And they'll be able to put Post Its if they have any questions for certain pictures.

**Karen 0176**

Cool. Cool, okay. Um, uh, we're going to kind of move off into the teacher's research realm. And you kind of already sort of talked about this a little bit. But what do you hope to learn about your kids, um, by implementing this unit? And, you know, we're really another set of eyes and ears, you know, so...so what do you hope to know more about your kids at the end of the day?

**Adriana 0177**

I hope to be...I hope to be able to....I have to go back to the Guided Reading. Get the Guided Reading down pat, so then...I think...when I'm...if I focus on the Guided Reading and we know what we're doing and I know how to manage it, then I'll be able to use it later or in other...in other aspects so then the kids who need the help, I can put them together and actually help them.

**Karen 0178**

Right.

**Adriana 0179**

So what I...after doing this unit I expect to have better classroom management when it comes to that. And then be able to focus on the things they need. Um, because it's not always just reading. I mean, sometimes it's, um, different types of vocabularies. Some kids get some words and some kids don't get really, really simple words. Or...

**Karen 0180**

Organizational skills...

**Adriana 0181**

Organ...writing...

**Karen 0182**

Yeah.

**Adriana 0183**

Even the writing. Sometimes you just need to sit down on a one-to-one or a small group and show them...oh sorry...

**Karen 0184**

Are you Miss Ibarra?

**Adriana 0185**

No...it said Rivera...didn't they say Rivera?

**Karen 0186**

Rivera or Ibarra?

**OFFSCREEN 0187**

I didn't hear it.

**Karen 0188**

Okay, you know your name.

**Adriana 0189**

I think they said Rivera.

**Karen 0190**

Okay.

**Adriana 0191**

They would...yeah

**Karen 0192**

They'll find us.

**Adriana 0193**

They'll find us.

**Karen 0194**

Okay. So, um, um, that pretty much then, kind of, leads into the next question too, which is what do you hope to find out about yourself? And really, and you've said, it seems to me is, um: Guided Reading, getting these centers together, getting organized in such a way so that, um, everybody can feel...cause part of it is, the kids have to feel confident and secure. What you want them to do, how you want them to do it, and what are the products that need to be done at the end of the time. And when they're not clear about that, at least in my experience, that's when they start spiraling out.

**Adriana 0195**

Right. Right.

**Karen 0196**

That's a tough...tough lesson.

**Adriana 0197**

And...even with everything Drew and I are doing I expect to use some of the same stuff that he's teaching me. And apply it to all the other novels that I do.

**Karen 0198**

Sure.

**Adriana 0199**

I mean not always do the same thing. Because I don't want to get boring.

**Karen 0200**

But the concept...

**Adriana 0201**

Right.

**Karen 0202**

Right, right. Um, you know, we can...we can help you look at whatever you want us to look at over and above all that. So is there something else that you're thinking, "It would be really good to know how, I..." I don't know what...

**Adriana 0203**

Um, can I speak about the whole school or just my classroom?

**Karen 0204**

Of course you can speak about the whole school...we may...go ahead.

**Adriana 0205**

Well I think that it's really important to create a, um, like a community of...like a literate environment. And I would like it if our school could be...we have a lot of great teachers, doing a lot of great things, learning...I mean we learn a lot from each other. Um, I would like, like more school pride and more...more...

**Karen 0206**

Team Lozano.

**Counter 24:04**

**Adriana 0207**

Yeah. Yeah. Like, I know we could do it. We're a small school, we have a small class size, we have support from the administration, um, we have really nice kids. I would really like to see...for us to have a bigger success in Reading. Like the kids love to read. They're doing it. And each...each...each year they just get better because they...from each classroom they have that. So everything builds. I don't know...that's...I know, in the real world...in a...in a ideal world. I don't think it's impossible.

**Karen 0208**

No it's not impossible. Really what you're talking about is...is, it seems to me, is there's a couple of things imbedded in that. One is, um, uh, team building, around the concept. And the other is marketing.

**Adriana 0209**

Yeah. Yeah, I mean I've been to other schools where there's, uh, like a theme like everybody has a picture with their library card, or, um, there's bulletin boards that are just like Reading and all aspects. Not just reading a book, but Math and, uh, magazines and Science and, um, following directions and...

**Karen 0210**

You're just becoming a Reading Specialist.

**Adriana 0211**

Yeah.

**Karen 0212**

That's the way you gotta think. You know. And, um, um, there just comes a point, um, for some of us where the classroom just isn't a big enough canvas for our work. And, um, that's the kind of...that's the kind of thing a Reading Specialist would do is...um, is, "We gotta find a way to organize. We got to get the juice going."

**Adriana 0213**

That's it. Book raffles, let's, you know, we just had a Spelling Bee winner, I mean that should be announced all over, on the P.A. "We're really proud of you! Go! That was great!"

**Karen 0214**

Leather jackets...so, um, now we're going to kind of move to YAL. And so, um, uh, pretend I've never been to the conference and, um, I'm a friend of yours, so you're going to tell me the truth. Um, describe the conference to me.

**Adriana 0215**

The conference is great. It's, uh, two days, one night. Uh, there's a lot of teachers you can speak to. Um, there's a lot of workshops to attend. There's things that you can, um, pick from, you know. Like, this I like, this I don't like. Uh, but it's really valuable, because you...we don't have a lot of time as teachers to talk to one another...

**Karen 0216**

Right.

**Adriana 0217**

And I think that's the biggest gripe I always hear. And I'm one of them, that always say that, because you have so much wealth, yet we don't have time to talk. We're always like rushing here, rushing there, doing this, doing that. Maybe you know something that I don't know that I'm like, "Wait, I could use that. I can do that." YAL is perfect for that. Perfect. Perfect. Um, even books, we discussed, not just the six books, or seven books we're supposed to read. But other teachers...me...I...some teachers asked me. And I'm like "Pick \_\_\_\_\_, read *The Pigman*." "Really?" "Yeah, it's really good." The following year, I met up with that same teacher. "I used it." "Did they like it?" "They loved it!" And then she tells me, "Use *Shattering Glass* by Gail Giles, she'll love it." But I don't teach 8<sup>th</sup> grade, I'm going wait 'til 8<sup>th</sup> grade to teach that. So it's a lot of interchange, of ideas. And it's a relaxed setting, so it's more fun. Um, I have taken a lot of stuff that I've learned at YAL and brought it to my classroom. I was in a workshop with...I think her name was Sharon Heart...

**Karen 0218**

Heartrich.

**Adriana 0219**

Heartrich. And two years ago...either two or three years ago, she...

**Karen 0220**

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**Adriana 0221**

No. Uh, Brown's Masquerade.

**Karen 0222**

Okay.

**Adriana 0223**

And, she had great, great, um...just everything about her presentation I loved.

**Karen 0224**

She's wonderful.

**Adriana 0225**

With the vocabulary, with how you group kids, and I've used everything that she's showed me in that workshop. I did. Everything.

**Karen 0226**

Tell her.

**Counter 28:00**

**Adriana 0227**

And the kids...I've told her. I told her this year. I told her I did the tableau, I did the...she said, "You did." I said, "I did, and it was great." It worked out so well. Um, same thing with...I don't remember her name, but it was a workshop on *The Fall of the Hush...The Fall of the House of Usher?*

**Karen 0228**

Jackie Murphy.

**Adriana 0229**

It could be.

**Karen 0230**

Was this just last year?

**Adriana 0231**

Yes, uh, and it was very difficult vocabulary. And as soon as I went in there I thought, "You know my kids can't do that. I mean this vocabulary is crazy, I can't even get through this vocabulary. They're not going to do it." But she did it in such a way that was so interesting, the writing, and for, uh, pulling out the vocabulary and then...she...I mean it does take a lot of work and time to prepare but once you have it done, it's done. Um, she did some slips of paper with vocabulary, she put the definition. And then she had us write what we think the definition meant. And then discuss it with someone else. And then we had to, uh, uh, not really a tableau but act it out. So we'd walk around in circles and I

think I was...there was one word I won't forget. It's not coming to me, but it's, uh, it means like a really big, scary ghost, uh, I forget, oh my god. I know...I know if I read it somewhere I'll remember that word.

**Karen 0232**

Okay.

**Adriana 0233**

And, um, it was great. So I did not do it with that book or that story. But I did use Edgar Allen Poe, *The Tell Tale Heart*.

**Karen 0234**

Tough.

**Adriana 0235**

It wasn't...it's not as bad as...

**Karen 0236**

But it's still tough.

**Adriana 0237**

But it still is and my kids got it. And we did the activities and it was fun. It was really, really fun.

**Karen 0238**

And that was something that you saw modeled at the October YAL you were pretty much able to turn around and use. That is fabulous.

**Adriana 0239**

I haven't...I went to your workshop on The Plague. Um, and I haven't been able to do...but I do have the ideas and things I want to do with it. Um, you had, um, where they did a board and they did um, research on during that...on that time.

**Karen 0240**

Right. Disaster bios and things like that...

**Adriana 0241**

Right. I mean you had a lot of great stuff that I want to do because my goal this year was to use more non fiction, in my...in my classroom. I think I've done fiction and historical fiction, thinking that I'm pulling in the Social Studies. But I really need to focus more on non fiction. Especially when that's what is on the ISAT. So that I'm working on.

**Karen 0242**

Yeah, I'm a fan of non fiction. But, um, cool. It's all cool. Now, um, you've gone several times.

**Adriana 0243**

Yes, this year that passed is my third year.

**Karen 0244**

Um, one of the things we're really interested in is how do we keep it fresh for veterans? Um, what...what...what recommendations would you give us to, uh, to keep the juice going and...and you know, continue to be interesting for you?

**Adriana 0245**

You know for me, it's only been my third year. To me it's still interesting. I still like it, um. I do see teachers who've been there many, many years. And they seem to like it also. Um, what teachers don't want time to...or wouldn't like time to talk to one another. Plus you have so many choices that really you could pick whatever you want to do. I mean you don't have to go...it's not like we get there and you're told that you have to go here. Oh, I did another one, *Love That Dog*, that was really good.

**Karen 0246**

Yeah. Yeah.

**Adriana 0247**

Who did that?

**Counter 31:32**

**Adriana 0248**

...I would like if YAL could...but I don't know if you can do that because I think you are geared for upper...middle school and high school. But I would like more non fiction text that are maybe picture books or a lot...at an easier level.

**Karen 0249**

Okay.

**Adriana 0250**

I think one year you did do, *Leon's Story* even though I didn't go that year. But I did read the book and then I used it in class. I think that was pretty valuable because all kids aren't at level. So for me that would be helpful.

**Karen 0251**

Great suggestion.

**Adriana 0252**

That would be helpful.

**Karen 0253**

...I use picture books, just as you. I use picture books all the time. I use them with graduate students, I model them for high school teachers as ways to introduce concepts and front loading and...and it's a great suggestion. Um, have you done the Units for Books Program?

**Adriana 0254**

I have.

**Karen 0255**

And, um, what's good about it? What's working for you?

**Adriana 0256**

What's not good about getting books? Um it was great...I, I did my unit on, I think on *Homeless Bird* by Gloria Willen the beautiful...

**Karen 0257**

I just did something on that last night...

**Adriana 0258**

Yeah, yeah it's a great book. Um, it was great, I mean, you fill out your Units For Books. It's not that complicated. Um, initially I thought it was, but I did it. I sat down and I did it. And I got my books...my god...in probably about two weeks. They were delivered here. Yeah, I didn't even have to go and pick them up. They delivered them right here.

**Karen 0259**

That's because you're special.

**Adriana 0260**

They were right there. I was like, wow. This is great. I can't complain.

**Karen 0261**

Um, uh, what could we improve?

**Adriana 0262**

On the Units For Books?

**Karen 0263**

Uh, huh.

**Adriana 0264**

I don't see how you...I don't see anything wrong. They're giving you free books. I have to do something in return for the free books. So I don't have a problem with it.

**Karen 0265**

All right. Take that everybody.

**Adriana 0266**

Yeah.

**Karen 0267**

Um, um, just really quickly, um, characterize a success you've had in your classroom. You know, this year, that really stands out as, um, you know, uh....it's...it's...it's why you do the work.

**Adriana 0268**

Okay, well I think my biggest success is...I don't want to say just one. Because it's like a group of students I've been working with and they're my English language learners. And...

**Karen 0269**

And are these also in your After School Program too?

**Adriana 0270**

Yeah, and I think that's...that's the other reason why it's much better...

**Karen 0271**

Are you a 21<sup>st</sup> Century School?

**Adriana 0272**

I don't believe we are.

**Karen 0273**

So, uh, tell me about the After School Program.

**Adriana 0274**

Oh, Espedes pays for our...funds our After School Program. And, um, I think this is why I'm having success with them. Is because the After School Program. Not all the students stay, so I have time to work with these ten kids.

**Karen 0275**

That small group...it's Guided Reading.

**Counter 34:09**

**Adriana 0276**

Yes. It's kind of like Guided Reading but at the end when no...everybody else is gone. Um, and I'm just having so much success, in their pronunciation, in their way, um, in the way they monitor when they're reading. "Miss Ibarra, I don't understand this." And they're not afraid of telling me. Uh, I'm like, where else

can you see it? Oh you know what else? Their writing. Their writing is so much better. And like they do went...W H E N T, and I'm like, "No you don't spell it like that!" And then they look and I'm like, "Show me, in the book where it is spelled that way." So they go back. But once...once they make that conscious decision, then they're so good. And they even check each other like, "Oh no, don't hand that in because she's going to tell you this...or don't hand that in because of that." And they're working well together and they're all improving and they're all happy that each...that they're all...it's just really nice. It's really, really nice.

**Karen 0277**

Very cool.

**Adriana 0278**

Uh, try and translate like...we're doing a picture book they...they read one page and tell me what they, uh, understood. I could see...I know that they're not A students. But I just see that they're trying so hard and that makes me so happy.

**Karen 0279**

In Chicago, we grow our Nine Stanine kids. They're not given to us. They're given to us fourth or fifth Stanine and we grow them. And so what you're doing is you're growing the AP and honors kids five or six years down the road.

**Adriana 0280**

Oh, wow. Wow that would be great.

**Karen 0281**

That's what it's about. That's what it's about though. You know, we make them. Um, they're not given to us, you know, camera ready, we make them. And, and it's a small learning communities like you're talking about where they can make mistakes and it's okay and they get to learn and they get to help each other and it really is....they know your expectations are high. That's when, to me, that's when you really start seeing things move.

**Adriana 0282**

But they are such hard workers. They're really good.

**Karen 0283**

They're sweet aren't they?

**Adriana 0284**

They are. Even though they're 7<sup>th</sup> graders they are very sweet.

**Karen 0285**

It's a tough age to be sweet. Well, you know what, what I just want to say from the heart is...we're all so excited about this project. Um, we're excited because one of our big questions is...how does our professional development translate

into increased student achievement? What does that look like? And just having the opportunity for just, you know, really from the heart...your generosity in letting us come into your classroom....

**Adriana 0286**

Thank you.

**Karen 0287**

It's true. It is true. Because, you know, it's...there's some nonsense involved in all this. We're just...we're just excited about working with you and...and...and learning from you and getting to know your kids. And, uh, I just can't wait, uh, to see it play out.

**Adriana 0288**

Well I'm really excited too and I'm excited to get, um...Drew's been really great. I mean he's really been, really great. Really helpful, really good ideas. So I'm...I'm really hoping to get a lot...I know I will. I'm not hoping, I know I will. Get a lot of stuff that I can use in the future to be a less...you know you do the same things over and over and it gets kind of boring. You want to do something new and exciting.

**Karen 0289**

Cool.

**Adriana 0290**

Yeah.

**Counter 37:12**