Summary of Case Study

Dana and Yendol-Silva (2003) open their book with a quote from William Ayers. Part of that quote includes, “Teaching is world building, it is architecture and design, it is purpose and moral enterprise” (Dana & Yendol-Silva, 2003, p. 1). Teachers are world builders, we are responsible for providing students with the knowledge needed to meet this challenge. As a future reading specialist the challenge is to provide these students with literacy instruction that is founded on theory and research. This literacy instruction must be taught in a manner that looks at individual students and their needs. By completing a balanced literacy case study I was able to examine what important components must be part of a literacy program. This balanced literacy case study provided me with research into ways to integrate and differentiate instruction based on grade levels and needs of diverse learners.

Teachers are also architectures and designers. This case study was built around the concepts taught by Tompkins (2010) with the integration of ideas from many other resources. The curriculum maps provided a detailed blueprint of how to integrate literacy instruction into content areas.

This case study helped me further examine how a teacher of reading can become a leader in helping maintain literacy instruction that is both research and theory based. Reflecting on how professional development could be refined within my school helped me become more perceptive on how teaching impacts student learning. Planning how content area professional organizations, resources and professional development has and will support me in refining my beliefs and practices took me to a deeper level of self-reflection. I will continue to evaluate my growth as a teacher of reading as I continue my professional journey.