



1. Reflect on your current balanced literacy teaching practice, specifically your classroom library, independent reading, and read alouds. How have you improved as a teacher? *Why did you make these changes?*
2. Do you consider yourself to be a reader? Why or why not? Reflect on the most recent book you read for yourself - not work or teaching-related. How or why did this book make an impact on you? Please include the title(s).
3. As a literacy teacher, do you think it is important to share your reading life with your students? How do you bring a joy of reading into your work? Be specific.
4. Describe how you used a trade book (ex: children's book, picture book, or young adult novel) in your teaching during the past school year. Please include titles of the works. What impact did the book or texts have on student learning?
5. What aspect of your literacy teaching practice do you plan to improve by participating in the Rochelle Lee Teacher Award? Why?
6. For applicants returning to the program: how has the Rochelle Lee Teacher Award impacted your teaching? Specifically, what did you learn via RLTA (ex.: Summer Institute workshops, participating in the RLTA teaching community, support from WITS staff, coaching, study groups, etc.) that you have implemented in your classroom? What brings you back to the program?

**STUDY GROUPS ONLY**

7. What area of literacy instruction needs to be improved at your school? How does your study group plan to address this issue during the 2018-2019 school year? Be specific.
8. How does this larger, school-wide literacy need affect your classroom? How will being in a study group impact your students' learning? How will being a part of a study group enhance your teaching practice?

**STUDY GROUP LEADERS**

9. Why are you choosing to step into a leadership role? What expertise do you bring to the role? What do you hope to learn from the experience?