



1. Reflect on your current literacy teaching practice, specifically your classroom library, independent reading, or read aloud practice. What changes have you implemented to improve instruction? *Why did you make these changes?*
2. *Do you consider yourself to be a reader?* Why or why not? Reflect on a 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 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?*