

As educators, we say that we want to build "lifelong learners," and we mean it. But, we must not forget that we must also **be** lifelong learners. An expectation of the standards for all educators in Georgia to meet is identified as **Professional Knowledge**: *the teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of the students by providing relevant learning experiences.*

Each of us at KME is addressing this standard in an area that we feel we need to continue our learning and growth. We have been gathering and reading current educational research about our instructional practices. This provides us with knowing **why** the learner benefits from a specific way of instruction, not just simply holding onto methods because that was how we learned or because that's what we've always done.

An example of a reading practice that has been commonly used for many years is what has been called, "Round Robin Reading" (<http://www.helloliteracy.com/2015/09/rip-round-robin-19-reasons-why-it-is-not.html?m=1>). This is when the teacher starts with Student A reading a passage out loud in class followed by Student B, then Student C, etc.

The intent was to have students practice oral reading skills. But, what current research says about this method of reading is that it hinders the learner's overall reading comprehension. The learner is so focused on when it is 'his/her time to read' that he/she doesn't pay attention to the content, the plot, the vocabulary, etc. that was introduced in the previously read passages by other students.

This does not mean that students do not need to read out loud. In fact, they do so that they can build oral reading comprehension skills, but there are more effective and research supported ways to provide this which can yield an increase in reading comprehension.

Did you ever have to 'Round Robin Read? Did you like it?

Thank you, Ron