

**Linking Research & Practice:
Accelerative Teaching Results in Accelerative Achievement**

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“Challenge is perhaps one of the most demanding teaching practice.”

Taylor, 1999

Teacher Leader Role - 1993

Teach Children	25%
Prepare Teacher Course	14%
Prepare for Continuing Contact	4%
Program Oversight	20%
Collect, analyze, and Report Data	12%
Coordinate/Communicate with Administration	13%
Prepare and Deliver In-service	12%

Reaching Our Potential

**What are our strengths?
What are our issues?**

- Art of Possibilities**
- See possibilities
 - Being a contribution
 - Involving everyone
 - Be open and adaptive
 - Access energy and passion
 - Act to encourage independence



Plan of Action


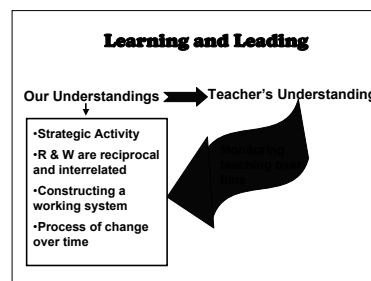
- Expectations
- Acceleration
- Independence
- Communication

Acceleration

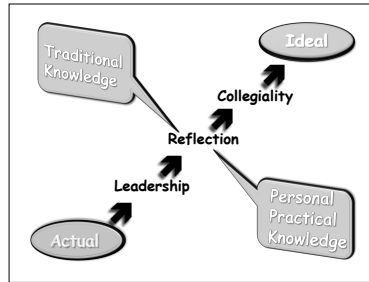
- “Two kinds of learning must be kept in balance: on the one hand *performing with success* on familiar material strengthens the decision-making processes of the reader, and on the other hand independent problem-solving on new and interesting text with *supportive* teaching extends the ability to problem-solve.”

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DEEPENING TEACHERS' UNDERSTANDING OF LITERACY PROCESSING BEHAVIOR

Teacher leaders must understand the teacher's theory with particular attention to what the teacher can do.



Monitoring Progress



Does success happen by accident?

Or

Does success happen by preparing, planning and executing?

WORKING WITH TEACHERS

Gaining depth in the conversations



Setting goals based on teacher needs



Focused study for continuing contact

Goal Setting

1. Well formed goal statements
2. Breaking goals down into manageable steps
3. Motivation and commitment
4. Reminders and keeping on track
5. Frequent review and re-assessment

Well formed goal statements

- Specific
- Measurable
- Action-Oriented
- Realistic
- Time and resource constrained

"Your goals are the road maps that guide you and show you what is possible."

Goal setting based on teacher needs

Personal Predictions of Progress:

I will need to know how to gain deeper understandings of ____ in order to ____

In the next 10 days I will note/reflect upon ____ to ensure ____

Goal setting based on teacher needs

Predictions of Progress:

I will need to _____ so (child's name) will know how to _____ in order to _____

In the next 10 days I will note/reflect upon how well (child's name) has achieved (desired behavior) to assist me in setting my next plan of action.

Reflection, Feedback & Outcomes



I have been successful with my reading goal as measured by lesson records. On the new book, I have been doing rr and comparing it to the next day's rr to see if my teaching points are being mastered. For the most part, there has been noticeable difference.



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- Weekly updates show that most children are making modest gains
- You are starting to use your journal as you dig in to LL
- Most lessons are completed within 30 min. (It's harder than it sounds!)
- Your kids have read lots of books fluently.

Record of Progress

Student: _____

DATE of beginning _____

DATE of lesson after learning _____

DATE of challenge _____

THE A PROCESS	EVIDENCE OF PROCESSING				ADDITIONS
	Pre-rr	rr	comple	Self-Review	
	100%	100%	100%	100%	
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Language Forms

Barbara Watson:

Challenge, lift	How do you deal with the child's use of visual information?
Extending knowledge	How have you noticed your prompts being useful for your children?
Instructing	So you'll just have to tell him: "You're covering up words with your finger."
Fostering dialogue	What do you think?

Language Forms

Barbara Watson:

Affirming	You were doing that very nicely
Eliciting	Talk more about that
Linking	"I wonder? Pull out your running records, let's see if you can find..."
Clarifying	You were thinking about _____ when you _____
Summarizing	We talked at the beginning about _____ and we've seen that _____

Language Forms

Other:

Confirming	Yes, she is word pointing a bit
Demonstrating	Here is something you might need to do...
Shaping	What's going on with the processing, her matching up the sources of information
Eliciting	Talk more about that

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