

EFFECTIVE TEACHING: DECISIONS ON THE SPOT



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SESSION GOALS



- ❖ Use observational skills while taking a running record
- ❖ Identify student skills and strategies
- ❖ Propose the next step of teaching

INTRODUCTION



- ❖ **Background information: literacy camp**

- ❖ **Research Base**
 - ❖ Teacher learning (Timperley, et. al, 2008)
 - ❖ Intentional instruction (Slavin, 2000)
 - ❖ Reflective observational skills (IRA, 2000)
 - ❖ Colleague dialogue and feedback on practice (IRA, 2003)
 - ❖ 'In-flight' thinking (Patterson, 2007)
 - ❖ Professional development and student gains (National Reading Panel, 2008)

SESSION ACTIVITIES



❖ Lessons 1 and 2:

❖ Background of lesson

- Lesson Focus
- Student's strengths in reading and writing

❖ View administration of running record

- Lesson of Mrs. Liz Weber
- Lesson of Ms. Katie Cleary

SESSION ACTIVITIES



❖ Lessons 1 and 2 (continued)

❖ Use observation and running record data to identify student skills, strategies

- Effective strategic activity demonstrated by the student
- Evidence of this strategic activity

❖ Identify the next step of teaching

- What the student needs to do
- Level of teacher support to scaffold this behavior

❖ Discussion

SESSION ACTIVITIES



❖ Lesson 3: Guided Reading Group

- ❖ Background of lesson
- ❖ View administration of running record within group process
- ❖ Use observation and running record data to identify student skills, strategies
- ❖ Identify the next step of teaching
- ❖ Discussion

Application to Practice



- ❖ Literacy camp study outcomes
- ❖ Effective teaching practices with pre-service teachers
- ❖ Peer coaching as professional development
- ❖ Questions, comments