

Teachers Who Beat the Odds Kindergarten

Teachers were selected based on the beginning and end of year kindergarten assessment from 2003/4. A value added analysis was completed to see which teachers make better than expected growth with their students on early literacy measures.

Teachers Make Extraordinary Gains with Kindergarteners

These teachers were interviewed, observed and videotaped in order to learn what types of instruction contributed to superior gains in student achievement.

Beat the Odds Teachers share common characteristics in the areas of behavior management, instruction and continuous professional development.

Behavior Management

- Positive and Consistent
- High Expectations for All Students
- High Percentage of Student Time on Task
- Materials are Organized and Readily Available
- Students Know the Daily Routine
- Teach and Model Classroom Behavior
- Establishes Welcoming Environment

Instruction

- Utilize Small flexible Group Instruction based on Progress Monitoring Data
- High Expectations of Academic Achievement
- Structure Time and Materials to Maximize Student Learning
- Make Connections to Previous Teaching
- Use Variety of Instructional Approaches
- Use Writing Activities to Support Literacy Instruction

Continuous Professional Development

- Reflect on Their Instruction
- Knowledge of Early Literacy

Beat the Odds Teachers!		
<i>Marie Olson - Lyndale</i>	<i>Michele Fisher - Hall</i>	<i>Carolyn Bergstrom - Shingle Creek</i>
<i>Anna Williams - Shingle Creek</i>	<i>Tim Yurecko - Lucy Laney</i>	<i>Monica Trent - Lyndale and Whittier</i>
<i>Melissa (Schroeder) Burns - Kenwood</i>	<i>Mary Ann Theisen - Lincoln</i>	<i>Penny Helvey - Lincoln</i>

Video clip support the findings of the National Reading Panel and are outlined in the document *Put Reading First the Research Building Blocks for Teaching Children to Read*.

Movies open in a new window. Please be patient while they load--Some are very big!

Phonemic Awareness

Phonemic Awareness is the ability to understand and manipulate sounds (phonemes) in spoken word.

[Click Here for PALS--1 Movie \(21MB\)](#)

[Click Here for PALS--2 Movie \(30MB\)](#)

[Click Here for PALS--3 Movie \(27MB\)](#)

[Click Here for Rhyming Movie \(7MB\)](#)

[Click Here for Rhyming \(another\) Movie \(11MB\)](#)

[Click Here for Rhyming Books Movie \(30MB\)](#)

[Click Here for Arm Segmenting Movie \(3MB\)](#)

[Click Here for Rhyming Blocks Movie \(14MB\)](#)

[Click Here for Phonemic Awareness--Small Groups Movie \(19MB\)](#)

Alphabetic Principles

The Alphabetic Principle is the ability to associate sounds with letters and use these sounds to form words

[Click Here for Letter Sounds-1 Movie \(21MB\)](#)

[Click Here for Reading Mastery Movie \(27MB\)](#)

[Click Here for Working With Words Movie \(35MB\)](#) /td>

[Click Here for Houghton Mifflin Phonics Kit Movie \(11MB\)](#)

Oral Comprehension/Vocabulary

Oral comprehension is the ability to understand what is present orally.

[Click Here for Stop and Jot Movie \(35MB\)](#)

Writing to Support Literacy

Using writing to support early literacy instruction

[Click Here for Journaling Movie \(23MB\)](#)

References

[Put Reading First](#)

[National Reading Panel](#)

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