

## FIRST WEEK DAILY SCHEDULE Academy of READING® Academy of MATH®

### **PLANNING FOR A SUCCESSFUL IMPLEMENTATION**

*First impressions are lasting ones! Please review the following checklist and make sure that everything is ready before students begin using the program to ensure that their first experience is a positive one.*

- Have you scheduled 20-45 minutes, 3 to 5 times a week for each student to use the Academy of READING/MATH?
- Have the student Academy of READING/MATH icon (desktop shortcut) been installed on the computers? Or, was the URL added to the favourites list for easy program access?
- Has the teacher Management System shortcut been installed on one of the computers or at the teacher station?
- Does each student have a set of good quality headphones? Have you checked the volume control on each computer?
- Have you set up the Achievement Record poster (found in the Educator's Kit) by filling in students' names and hanging it in your classroom?
- Have you familiarized yourself with the Skills Overview CD found in the back of your manual? *Suggestion: copy the CD to your desktop so that it is always available when you need it!*
- Is the "Num Lock" key *ON* so that the student can use the numeric keypad on the keyboard?
- Have you created your class(es)? Have all students been created and/or moved into your class(es)? Have you printed out your class list of username and passwords for students and teachers? *You may need to record on index cards the usernames and passwords and pass them out to each individual student. Store all information containing user names and passwords in a secure location.*

### **AUTOMATICITY AND FLUENCY**

Many teachers wonder why we emphasize the concepts of fluency and automaticity in reading and math, and stress its importance in the AutoSkill pedagogy. Though automaticity is unique as a component in a software program and is one of the reasons the Academy of READING is so successful in improving students reading proficiency, it is not a new concept. Following is a link to an article in *The Reading Teacher* published in May 2005. The article titled "Reading Fluency Assessment and Instruction: What, Why, and How?" explains and supports the relationship and importance of fluency and automaticity as an essential element in reading. Click on the following link to read the article:  
[http://www.fcrr.org/publications/publicationspdffiles/hudson\\_lane\\_pullen\\_readingfluency\\_2005.pdf](http://www.fcrr.org/publications/publicationspdffiles/hudson_lane_pullen_readingfluency_2005.pdf)

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### DAY ONE - INTRODUCTION & ASSESSMENT

*OBJECTIVE – To ensure that students understand how using the Academy of READING/MATH will benefit them, and how the skills assessment process will create for them an Individualized Training Program (ITP). Note: if a demonstration computer and projector are available, create a sample student and provide a guided tour of the program.*

- Students log in by double clicking on the *Academy of READING/MATH* icon and entering their username and password. Make sure they have their headphones on before pressing *Login*.
- Explain that the Academy of READING/MATH will create an Individualized Training Program for them, but in order to do so, they must complete a skills assessment first. *Refer to the Instructor’s Resource Guide for “Tips for Administering the Placement Assessment”.*
- Ask that students not click on the *Classroom* door. Have them click on the *Locker* and choose a Video Buddy to test that headphones work properly before clicking on the *Classroom*.
- Demonstrate that when students click on the *Classroom*, they need to click on “*Start*” to begin the tutorial and practice (they will need their headsets on). Instruct the students to pay close attention.
- Monitor the students to be sure they are reading the questions carefully and answering to the best of their ability.
- *Academy of MATH only* - Tell the students to notify you immediately if a “Teacher Time” appears. A Teacher Time will occur if a student has scored more than 2 grade levels below their actual grade. From the Management System Training Monitor page, click on the students name. You can choose to accept the assigned ITP based on the assessment results, or you may select an alternate ITP from the one that is recommended.
- Login to the *AutoSkill Management System*. Click on the *Reports* tab at the top. In the *Class* section on the left hand menu, select *Test Results*. Review and print out class and individual student Placement Test results.
  - What percent of the class has completed the Placement Test?
  - Review class performance results and click on an individual student’s name to review individual performance.
  - Click on an individual student’s name and click on the Training Program to view his or her Individual Training Program (ITP).
- Check the *Class Snapshot Report* to preview the training programs that students have been assigned.

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### DAY TWO – MODEL SKILLS

*OBJECTIVE – By demonstrating the most effective way to perform an exercise and by explaining the training goals of a skill area, students will have an increased understanding of their task which will result in a higher skill success rate and less frustration.*

- Using the Skills Overview CD in the back of your Instructor’s Resource Guide, click on “*Tutorial*”. Play the *Tutorial* to ensure that all students understand HOW to do the skill, and WHAT the objective of the skill is. Point out the word “*Next*” at the bottom of the tutorial and how to use this button.
- Using the Skills Overview CD, click on “*Practice*” and model how to do the exercises. Model how to do a skill by displaying a practice puzzle. Show a correct and incorrect response. Explain that a correct response the first time presents a picture of the puzzle. A correct response the second time displays a shaded piece of the puzzle. A correct response the third try or a Time Out displays a blue puzzle piece.
- Demonstrate the 100% Acceleration Intervention by getting 100% correct on a puzzle.
- *Academy of READING* – Make a note of students who are in the moderate or accelerated training streams. These students may not begin their training with Phonemic Awareness (Sound Match) and you may need to provide individualized support for them as they get started.
- *Academy of MATH* – The Math Skills Overview CD provides a teacher with two options; the Math Question Viewer and a Math Building Block that contains all of the tutorials and practice activities for each of the subject strands. To demonstrate a particular skill, click on the subject strand and you will be presented with a math block that depicts the 8 levels. Click on the appropriate level, and then use the tutorials and practice activities to model how to master the skills.
- Walk around the room and observe your students. Are they focused on their work? Look for puzzles with lots of blue squares. Blue squares mean incorrect answers or a time out.
- On the teacher workstation, have the *Training Monitor* page open during student training so you are able to monitor which students have a Teacher Time, are struggling or are paused, and need your assistance. If students have orange triangles on the *Training Monitor* page, review their results and intervene immediately.

★ **Always give a 5-minute warning before the end of a class period to allow students time to finish their exercise.** *If they complete their activities, this is the time that students can go into the Trophy Case and view their progress and awards (trophies and certificates).*

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### **DAY THREE – MASTERY CRITERIA AND TROPHY ROOM**

*OBJECTIVE – Students who “take ownership” in the Academy learning process have a higher success rate than those who mechanically perform the skills. It is essential that students understand the Keys to Mastery so they know what goals are required to master a skill before moving on to the next. Another essential part of the learning process comes from paying attention to their Training Results and examining their Error List to learn from their mistakes, as well as exploring the Trophy Case to see the awards for their successes.*

- Using the Skills Overview CD, play the *Keys to Mastery* and lead a class discussion so the students understand their training goal. Use the pause built into the CD after each Key is explained to ask, “What is Key 1 (2, 3)?” “How is it shown?” “Why is it important for you to know the Keys to Mastery?”
- Show the students how to view their *Training Results*, automatically presented at the completion of each puzzle. Make sure they spend time viewing their training results, and not just clicking on *Continue* and going to the next exercise.
- Point out the *Error List* on the student’s *Training Results* page. Demonstrate how they should look at their errors to learn from their mistakes. Writing down and correcting their *Error Lists* can be assigned as homework, or you can review the list with the students and coach them on the correct response.
  - ~ *Academy of READING* – While the *Training Results* are still displayed, have the students click on the ear symbol next to the *Target* sound, and then the ear symbol next to their response to learn the difference in sounds between the correct and incorrect response.
  - ~ *Academy of MATH* – Instruct students to record in a notebook the question number in their *Error List*, and then click on the question number to also write down the math question. Use the students’ notebooks to check their corrections, and provide assistance on questions they cannot correct themselves. *Note: Teachers can see the student errors by clicking on “Show Trial Details” from the Student Training Monitor page. With the student, review the incorrect math questions and show them how to find the correct answers..*
- Demonstrate for the students how to explore the *Trophy Case*. Explain that for each skill they master, both a *Certificate* and a *Mastery Card* are placed in the *Trophy Case* for them.
- Show students how to print their *Certificates*. Create a reward system around the certificates to help reward them for their hard work.
- Show them where to find how many skills they have mastered in their ITP (at the top). Show them where they can see their *Time in Program* and *Time on Task*, and explain the difference between them. Show students how to find their *Mastery Cards*.

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### DAY FOUR – MONITOR STUDENT TRAINING

*OBJECTIVE - By now your student training is underway. It is now time to focus on how you monitor your students' progress. Monitoring training, and intervening when students are experiencing difficulty, will prevent them from becoming discouraged and help maintain motivation, skills acquisition, and success. Remember to INTERVENE EARLY & OFTEN to prevent frustrated students.*

- Use the Achievement Record poster to track and display class progress, or for individual student tracking, copy the appropriate *Skills Progress Checklists* (located in the Educator's Kit) that coincides with their Individual Training Program. Make a folder for each student and place a *Skills Progress Checklist* in his/her folder. Have students record each level mastered. This is a great way for you to reinforce their achievements and to monitor their progress to date.
- Login to the *Management System*. You will always be taken to the *Training Monitor* page. While students are training, have the *Training Monitor* page open at your teacher station. As you are moving around the class/lab to assist students, check the *Training Monitor* that displays "real-time" results and shows which students are struggling.
- Students who are struggling will appear at the top of the list. Refer to your Instructor's Resource Guide or the *Help* button to see an explanation of the symbols.
- The *Training Monitor* page can help you help your students by showing you which student most needs your assistance and exactly what skills they are having difficulty with. By using the *Training Monitor* you will be able to provide appropriate coaching to students who may be experiencing difficulty. By providing intervention early, you are helping them before they become frustrated. Refer to *Module 7 Monitoring Student Training*.
- To see an individual's training activity, click on the student's name. The *Student Training Progress* report indicates:
  1. The Individualized Training Program (ITP) assigned to the student. Click on the name of the ITP to display the *Student Training Progress* report that shows the skills sequence and progress thus far.
  2. The skill the student is currently working on.
  3. Click on *Show Trial Details* to view the number of errors and the error list. Viewing the error list allows you to identify the pattern that is causing the student difficulty. Bring the student to the teacher station, and together review the error list. By providing intervention early and often, it will reduce student frustration and increase student skill mastery and success.
  4. A summary of interventions that have been initiated by the computer or the teacher. Too many interventions indicate a student that is struggling.
  5. Clear Teacher Time, if it has occurred, only after going through the above steps *with* the student!

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### DAY FIVE – MODEL HIGHER LEVEL SKILLS AND EXAMINE WEEKLY REPORTS

*OBJECTIVE – As students move into higher-level skills, the concepts as well as the exercises become more complex. When assisting a struggling student, the teacher first needs to assess whether the student is having difficulty with HOW to do the exercise, or WHAT the concept is. By demonstrating the best way to do a skill, you have helped them so that they can concentrate on learning the skill rather than performing the skill.*

- *Academy of READING* - Introduce students to the *Visual Match* exercises, which develop phonic skills and decoding fluency. Students need a good introduction for them to succeed.
- Use the Skills Overview CD located in the back of your Instructor's Resource Guide. Play the *Visual Match Letter Names* tutorial and complete a practice exercise. Model how they should do the skill. Students should look at the target and then look at the three options below the target. Their task is to match the target with the correct option. Proper finger placement on the 1, 2, 3 keys (or Z, X, C keys for left-handed students) is essential. Make sure the Num Lock key is *ON*. Use *Teaching Aids* in Appendix A of the Resource Guide to illustrate these strategies.
- Play the *Keys to Mastery* tutorial to illustrate and discuss the new mastery criteria.
- From the *Management System*, have the *Training Monitor* page open during student training so that you are able to monitor which students have a Teacher Time, are struggling or are paused, and need your assistance. If students have orange triangles on the *Training Monitor* page, review their results and intervene immediately.
- On *at least* a weekly basis, click the *Reports* tab to view class and student level reports.
- Select the *Class Snapshot Report* and review the information.
  - Are students mastering skills? *Click on names to view details for students who do not seem to be mastering skills.*
  - How many skills were mastered this week?
  - How does *Time in Program* compare to *Time on Task*? Should be no more than a 2 to 1 ratio.
  - What % of the ITP is completed?
  - What is the average *Sessions* and *Time on Task* per week? There is a direct correlation between time on task and student gains. Regular and consistent training will result in higher student gains.
- Refer to *Module 9 Managing Student Training* in your Instructor's Resource Guide for additional reports that can assist you.