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Collaborative Teacher Literacy Teams, K–6

Connecting Professional Growth to Student Achievement

By Elaine K. McEwan-Adkins

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Study Guide

This study guide is a companion to the book *Collaborative Teacher Literacy Teams, K–6: Connecting Professional Growth to Student Achievement* by Elaine K. McEwan-Adkins. *Collaborative Teacher Literacy Teams, K–6* outlines and explores the work of collaborative literacy teams, from their formation to the employment of successful, student-focused strategies.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or to focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to raise student literacy skills.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to maximize your learning about literacy in the context of your collaborative grade-level team.

Chapter 1

Instructional Moves

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1. What are *instructional moves*? Consider the exemplars and nonexemplars in figure 1.1 (pp. 15–18). Based on this figure, which instructional moves do you think your team is exemplifying well? Which instructional moves might require more attention?

2. Consult figure 1.4 on page 25. How might you and your team categorize the twenty-two instructional moves? What are the benefits of dividing the moves into categories?

3. How can you identify which students are most successful in attaining a skill that is intentionally modeled?

4. Why is unpacking an important process? What might unpacking reveal about specific instructional moves? How can you go about unpacking instructional moves?

5. What is the 80% Commandment? What are the consequences of breaking this commandment? Why?

6. Explain the *zone of proximal development* (ZPD). What are the educators' goals within the ZPD?

7. How can you avoid falling into a criticism trap?

Chapter 2

Teacher-Managed Instruction

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1. What are *teacher-managed instructional activities*?

2. What are the three critical attributes of teacher-managed instruction? Provide an example of each from your own classroom. What actions can an understanding of these attributes help facilitate?

3. Consider figure 2.11 on page 54. Why is each of these design principles helpful in creating teacher-managed instruction? How can you implement them in your classroom?

4. How do the mini-moves outlined in figure 2.14 (pp. 57–59) contribute to your understanding of scaffolding? How do these mini-moves expand upon Dickson et al.'s four categories?

5. Review the two studies outlined in unit 2.3. What do the results of these studies suggest with respect to differentiation?

6. What does it mean to have a comprehensive and balanced literacy program? What questions can you ask yourself to determine whether your literacy program is balanced?

7. What four components are included in a comprehensive and balanced literacy program that are not usually emphasized in a core reading program? How does the case study from Barringer Road School satisfy each component?

Chapter 3

Teacher With-It-Ness

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1. What is *teacher with-it-ness*? How do the exemplars outlined in figure 3.1 (pp. 76–77) illustrate with-it-ness?

2. Review the categories assessed in the with-it teacher questionnaire (fig. 3.4, p. 80). Are there any categories that you might reconsider within your own classroom? How can you address these categories to enhance your with-it-ness?

3. What are the three categories of classroom routines? Provide examples of each from within your own classroom or grade level.

4. How can the instructional moves from chapter 1 help routines to run smoothly?

5. What kinds of student responses indicate engagement?

6. What are the four categories of disengaged students, and how can you anticipate and address each of these obstacles to reach disengaged students?

Chapter 4

Student-Managed Learning

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1. What does *student-managed learning* look like?

2. What are the five groupings summarized in unit 4.1? What are the strengths and weaknesses of each?

3. Explain the six key concepts of learning. How can you and your team translate these key concepts into action?

4. Why is questioning important? How can questioning skills benefit students in both the short and long term?

5. How can you model questioning for students?

6. Consider the story of Lola Malone. How can a focus on character development affect your school? Specifically, how might each of the ten traits of highly successful students—and student awareness of each trait—affect student-managed learning?

Chapter 5

Classroom Artifacts

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1. What is included in the category *classroom artifacts*? What kinds of educational significance might these artifacts hold?

2. What are the dangers of focusing too much on artifacts? What does healthy artifact implementation look like?

3. What are the objectives of well-constructed rubrics?

4. How do scoring rubrics, checklists, and rating scales differ from one another? When might it be appropriate to use each?

5. Why can images and organizers often be unhelpful in learning? What tasks should be involved in an effective visual representation or organizer? What are the benefits of visual organizers?

6. What are dream boards? How can dream boards potentially transform student learning?