

Precision of Usage and Performance Protocol for Zoo-phonics Concept and Skill Instruction

The purpose of the “Precision Usage and Performance Protocols” is to assure administration that the Zoo-phonics Multisensory Language Arts methodology and curriculum is being implemented as designed, thus maximizing teacher and student success. It is also created to help you, the classroom teacher, to use the Zoo-phonics curriculum easily and efficiently.

The easy-to-use protocols (checklists) provide both administration and teachers quality analysis. Often teachers attend a workshop, come back to the classroom with high hopes and lots of enthusiasm, and the pressures and time constraints of the work day diminishes teacher-memory, thus the instruction from the workshop. When limited school money is spent, maximized usage and quality must be assured. This checklist is not to add one more task to your already challenging job. The checklists here are to help you form a pattern in your teaching. It is meant to help you, not frustrate you.

Objectives

- 1) To help teachers easily implement the Zoo-phonics Multisensory Language Arts Program in a systematic and effective way to insure teacher and student success.
- 2) To provide an understanding of the “Essences” of the Zoo-phonics Multisensory Language Arts methodology and curriculum.
- 3) To help teachers understand the empirical research behind the Zoo-phonics methodology on how children best remember, master information, and transfer it.
- 4) To enable teachers to easily implement the methodology with sequential, developmental, and hands-on lessons.
- 5) To remind teachers to Signal and sound often, throughout the day, for maximum “muscle memory” and multisensory effect.
- 6) To show teachers how to organize, make, laminate, store, etc. various Zoo-phonics educational materials.
- 7) To train teachers to observe their students moment-by-moment in the classroom setting, helping them to establish goals and objectives for each student based on strengths and needs (including the English Language Learner, those with Special Needs and the gifted).
- 8) To remind teachers to get students up and out of seats to MOVE as a vital part of the instruction. Movement = long term memory.
- 9) To provide a checklist that reminds teachers, #1 of the hierarchy of learning, #2 the need for multisensory and movement as catalysts for learning.
- 10) To provide teachers with an easy way to utilize and check Common Core State Standards throughout the curriculum.
- 11) To provide a parent support component (called “home play”) that supports the teachers’ and students’ efforts in the classroom.
- 12) To remind teachers to have fun with their students – to open wide the doors of the amygdala (the gatekeeper of learning), to create a positive and pleasant learning environment.

Observation Guidelines

Observing your students is a minute-by-minute activity, throughout the day. The Zoo-phonics Multisensory Language Arts Program has been designed to help you become a diagnostic and prescriptive teacher for each one of your children. Your watchful eye helps you to directly target the needs of your students, whether they are students with special educational needs, English language learners (ELLs), or gifted. Having a checklist or a tablet and a pen handy will act as a reminder how to modify tomorrow's instruction when the lesson is over.

Before starting any daily lesson, please check how your students are feeling. Is anyone hungry? Sad or angry? Confused or threatened in any way by the instruction? The amygdala in the child's brain is the gatekeeper for memory. If a child is feeling any of these emotions (including residual emotions from home) the brain simply will not allow retention of the instruction that you are working so hard to implement. It is important for children to feel comfortable and relaxed before learning can take place. Spend a few minutes each morning talking to your children. Listen carefully. Giving eye contact, a pat on the back, a warm voice, and a kind word will give your children a dose of dopamine for the brain, warming children's hearts (and helping the amygdala to open wide!) Observe anyone who is either withdrawn, distracted, or is displaying overt behavior. This is a clear sign that learning will not take place.

For teachers and students, using the Zoo-phonics Signals and methodology when teaching the alphabet, reading, spelling and writing is significant because it is so visual. Children can look around at the teacher and/or friends' Signals and "catch up" quickly by modeling after or copying what you or their friends are doing. Remember, any teaching that is primarily auditory in approach is the weakest form of implementation of skills or concepts. With the body movements (Signals) children are much less likely to get lost in the shuffle. For teachers, you can instantly see, by their Signals, how students are doing. You can observe if they are lagging behind or if they are very quick, and may need more challenging skill development. Make a point to scan the group often. Just like moms, teachers must have "eyes in the back of their heads" and a lot of experience and intuition.

Novelty in curriculum catches students' attention for long term memory. Make it fun! Giving instant feedback and gentle correction is vitally important to keep children from learning errors, requiring re-teaching. Keep instruction clear!

Precision of Usage and Performance Evaluation for Zoo-phonics Concept and Skill Instruction

Whole Group/Small Group/Individual: _____ Date: _____

Grade: _____ Lesson (unit and page): _____

Start time: _____ Ending Time: _____

Use the Usage and Performance Evaluation for self-evaluation as well as to help you tailor the lesson plans to meet individual needs in the group. This evaluation will help you maintain the integrity of the methodology Zoo-phonics Multisensory Language Arts Program, which is designed to maximize student learning. This evaluation is also designed to be used as an evaluative tool for administrative. It is suggested that this evaluation be used in a conference setting, so that administrator and teacher can discuss the results of the teacher's self-evaluation. The teacher can then establish goals and objectives for future growth. The items in this evaluation come directly from the Zoo-phonics methodology, its philosophy, and the Zoo-phonics teacher instruction manuals. Each objective is included to help the teacher use the program fully and successfully. Rate accordingly, 1 = low, 3 = moderate, 5 = high.

Teacher Responsibility

Level of Application

Teacher Demonstrates Understanding of Zoo-phonics Methodology/Curriculum

1	3	5
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Comments: _____

Teacher creates a warm, safe, and playful environment in which to participate, enjoy and learn.

1	3	5
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Comments: _____

Teacher fully understands and implements the "Essences" of Zoo-phonics.

1	3	5
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Comments: _____

Teacher is knowledgeable and fully uses the Zoo-phonics materials for multisensory instruction.

1	3	5
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Comments: _____

Teacher has the Nature Wall Cards (science) and "a - z" posters hung on the walls, for student learning.

1	3	5
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Comments: _____

Teacher fully uses the instruction in Zoo-phonics Manuals, not just the alphabet cards.

1	3	5
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Comments: _____

Teacher gives time, per the Zoo-phonics Manuals, to develop phonemic awareness skills.

1	3	5
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Comments: _____

Teacher is automatic with the Zoo-phonics "a - z" Signals and pronounces the sounds properly.

1	3	5
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Comments: _____

Teacher uses various mediums to teach letter and number print in an appropriate and developmental manner.

1	3	5
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Comments: _____

Teacher uses Adventuresome Kids Manual (on CD) to integrate math, art, music, science, sensory-drama, cooking, physical education, and social studies with Zoo-phonics language arts instruction.

1	3	5
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Comments: _____

Teacher can Signal/sound VC/CVC words, teaching proper sound blending.

1	3	5
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Comments: _____

Teacher knows how to Signal/sound blends, digraphs, schwa, diphthongs, 3 ways to make a long vowel, silent letters, and soft sounds (to be fully knowledgeable).

1	3	5
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Comments: _____

Teacher utilizes all of the various Zoo-phonics materials as presented in Manuals.

1	3	5
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Comments: _____

Teacher connects literature as per the Zoo-phonics instruction in the Manuals.

1	3	5
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Comments: _____

Teacher reviews all student work daily and gives student feedback throughout the day.

1	3	5
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Comments: _____

Teacher connects Common Core State Standards with curriculum found in Zoo-phonics Manuals.

1	3	5
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Comments: _____

Teacher effectively modifies the lessons for student understanding and mastery.

1	3	5
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Comments: _____

Teacher can successfully modify the lessons to meet scheduling constraints.

1	3	5
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Comments: _____

Teacher uses Zoo-phonics technology (games and fonts) and trains students to be independent.

1	3	5
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Comments: _____

Teacher watches student progress and continues to provide new and appropriate challenges.

1	3	5
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Comments: _____

Teacher Interaction with Students

Teacher gives an “amygdala/dopamine” check daily with each child.

1	3	5
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Comments: _____

Teacher has a positive reward system in place to keep motivation and positive behavior high.

1	3	5
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Comments: _____

To remind teachers to Signal and sound often, throughout the day, for maximum “muscle-memory” and multisensory effect.

1	3	5
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Comments: _____

Teacher models and requires students to Signal as s/he teaches throughout the day.

1	3	5
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Comments: _____

Teacher encourages “time on task” by enthusiastic teaching and playful Zoo-activities.

1	3	5
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Comments: _____

Teacher gets children out of their seats to move during learning activities.

1	3	5
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Comments: _____

Teacher encourages inclusive student interaction in lessons.

1	3	5
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Comments: _____

Teacher observes and casually assesses each student daily.

1	3	5
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Comments: _____

Teacher monitors learning behavior in each child, and corrects when needed.

1	3	5
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Comments: _____

Teacher uses Zoo-phonics Assessment Inventory or school assessments to formally assess students (pre and post).

1	3	5
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Comments: _____

Planning and Organization

Teacher has laminated, labeled, and organized all Zoo-phonics materials for immediate use.

1	3	5
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Comments: _____

Teacher has materials prepared and ready ahead of daily lessons.

1	3	5
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Comments: _____

Teacher will use Zoo-phonics materials and games to set up centers for students.

1 3 5

Comments: _____

Teacher provides daily “home play” and parent support based on daily Zoo-phonics lessons.

1 3 5

Comments: _____

Teacher keeps anecdotal records for each child, including formal and informal assessments, using them to tailor curriculum (skill development) to meet needs of all children in the class.

1 3 5

Comments: _____

Teachers give parents a copy of student’s assessment report and meets with them.

1 3 5

Comments: _____

Student Expectations

Students will master the “a – z” sounds and Signals for the alphabet and learn them playfully, automatically and independently.

1 3 5

Comments: _____

Student will understand the phonemic awareness process (sounds to letters; letters to words; words to sentences; sentences to paragraphs; front/back, table of contents; author/illustrator).

1 3 5

Comments: _____

Students will learn to work independently in centers, depending on age/stage.

1 3 5

Comments: _____

Students will learn how to play the various Zoo-phonics games for alphabet/word reinforcement.

1 3 5

Comments: _____

Students strengthen eye-hand coordination for letter and number print development using various mediums.

1 3 5

Comments: _____

Students will continue to grow in phonemic skills, learning to sound blend VC/CVC words.

1 3 5

Comments: _____

Depending on grade level, students will learn blends, digraphs, schwa, diphthongs, 3 ways to make a long vowel, silent letters and soft sounds, and can properly sound blend words or read “on sight” words containing them.

1 3 5

Comments: _____

Students will learn to read and spell appropriately, automatically and quickly.

1 3 5

Comments: _____

Students will comprehend reading text and apply skills to all types of reading text.

1	3	5
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Comments: _____

Students will learn oral and written sentence structure, including capitalization, punctuation, verb tense, vocabulary development, etc.

1	3	5
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Comments: _____

Students can expect quick teacher response for help, correction and feedback.

1	3	5
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Comments: _____

Students will enjoy the reading and writing process, feeling capable.

1	3	5
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Comments: _____

Students will learn to use Zoo-phonics software and fonts independently.

1	3	5
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Comments: _____