

Spalding Teacher Self-Analysis Checklist

This Checklist is intended to help beginning Spalding teachers self analyze their spelling, writing, and reading instruction to determine if they consistently implement the actions listed in their *Teachers' Guides* and reprinted in this Checklist. Actions that reflect the Spalding philosophy are listed first because they are the foundation of The Method. Appropriate WRTR and/or Teacher's Guide references are listed.

THE SPALDING METHOD	FOCUS
Philosophy	
Do I ...	
1. Make children's physical and mental well-being a primary concern? (WRTR 4) <ul style="list-style-type: none">• Ensure that children maintain proper sitting position (hips, back, feet flat ...).• Have all children face the front for whole group instruction.• Implement good classroom management.• Demonstrate a positive feeling tone with praise for good performance.	Focus #1 is the first two actions. Students can focus on learning when they are comfortable, respected, and appreciated. High expectations encourage high achievement. Excessive praise and/or prompting demonstrates low expectations.
2. Have high expectations for children of differing ability levels? (WRTR 4)	
3. Self analyze lesson planning and delivery to enhance student achievement?	
Methodology	
Do I ...	
1. Provide explicit, interactive, diagnostic instruction. <ul style="list-style-type: none">• Have children explain the purpose for each new task.• Model new skills, check understanding, coach, scaffold/fade as appropriate.• Have students articulate, reflect, and perform tasks independently.• Observe students having difficulty and respond appropriately in all lessons.• Observe students who are not actively engaged and respond appropriately.	Focus #2 is on the first two actions. Knowing the purpose for each task increases student motivation. Explicit, interactive, diagnostic, sequential, multisensory instruction using procedures in the Teacher's Guide enables children to learn. Ensuring that all children are actively engaged enhances learning.
2. Consistently provide sequential, multisensory instruction? (WRTR 5) <ul style="list-style-type: none">• Follow the sequence, procedures, and routines in WRTR/Teacher's Guide.• Incorporate auditory, visual, kinesthetic, and tactile learning in all lessons.	
3. Demonstrate integrated language arts instruction? (WRTR 5) <ul style="list-style-type: none">• Explain the connection between spelling, writing, and reading objectives. "We learned how to spell these words, let's learn their meanings and usage."	

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SPALDING CURRICULA: LESSON OBJECTIVES	FOCUS
Spelling: Phonemic Awareness and Systematic Phonics	
Do I ...	
1. Have children explain what phonograms are? (until mastery)	Focus #3 is on precise pronunciation of phonograms. Keep sounds short, crisp, and precise so students recognize phonograms in words they read. Vowel sounds should not be elongated or consonants extended (buh for /b/). Avoid "voice overs," repetitive phrases, and excessive praise.
2. Introduce new phonograms using procedures on WRTR 42-54? (when appropriate)	
3. Provide daily <i>Oral Phonogram Reviews</i> ?	
<i>Step 1 (Delivering K-1: 9-12; 2-6: 10-13)</i>	
• Use maximum 30 cards at one time.	
• Pass cards back to front, showing only one card at a time.	
• <i>Listen</i> for precise pronunciation of sound(s) <i>only</i> , e.g., /b/, not cue words. (no voice overs)	Focus #4 is on correct OPR procedures including pacing and basic and higher-level questions. The appropriate pacing for 30 phonograms is 5-8 minutes.
• Cover card if mispronounced, then pronounce precisely, e.g., /b/ (not /buh/).	
• Have children repeat sound(s) precisely. (no voice overs)	
<i>Step 2 (Delivering K-1: 9-12; 2-6: 10-13)</i>	
• Show phonograms a second time.	
• Continue to <i>listen</i> for precise pronunciation of only sounds in unison. (no voice overs)	
• Ask knowledge questions that clarify which phonogram to use, then application questions that require students to apply knowledge of phonograms in words.	Focus #5 is on correct WPR procedures including pacing. The appropriate pacing for 20 phonograms is 8-10 minutes.
• Have children respond and explain.	
4. Provide daily <i>Written Phonogram Reviews</i> ? (<i>Delivering K-1: 17-20; 2-6: 14-17</i>)	
• Model and then coach children's accurate and legible handwriting. Set handwriting focus for each WPR, e.g., "Today focus on beginning clock letters at 2 on the clock."	
• Use maximum 20 cards at one time.	
• Pronounce phonograms precisely.	
• Require children to precisely say sounds in unison. (no voice overs)	
• Give cues as needed.	
• Require children to precisely say sounds softly just before they write. (no voice overs)	
• Give immediate feedback for new learning (show cards); delayed feedback thereafter.	
• Model evaluating, then coach as children evaluate their handwriting based on the day's focus.	