First-Grade Teachers Blending Phonics and Whole Language: Two Case Studies

“The study of teachers in action is important because research routinely indicate[s] that teacher quality is more critical to early literacy success than curriculum.”

Allington, R. L. (1997). Whose claims are valid? Criteria for estimating the assertions of research support for reading programs, approaches and materials. The School Administrator, 54(8), 32-34.

“Previous research over the past 30 years has suggested that the effects teachers have on students’ academic achievement differ considerably.”


“Quality teaching could be understood as teaching that produces learning. In other words, there can be a task sense of teaching, but any assertion that such teaching is quality teaching depends on students learning what the teacher is teaching.”


“Expert teachers don’t just practice the same techniques over and over again. They stop, reflect on what they are doing, and try different methods. They attend workshops and collaborate with colleagues—always searching for a better way to perfect their craft.”


A RESEARCH COLLOQUIUM WITH DR. MARIA WALThER

Monday, February 25, 2013
5:00 P.M.- 6:00 P.M.
Creekside South Education Building
Judson University, Elgin Campus

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NO REGISTRATION OR FEE REQUIRED TO ATTEND!