PRECISION TEACHING

… what gets measured,

gets done …

PRECISION TEACHING

MEASURING
ACHIEVEMENT

Levels of Performance

- No competency (not measurable)
- Beginner's level (inaccurate & slow)
- 100% accuracy (traditional mastery)

PRACTICE MAKES THE DIFFERENCE!

- Fluency
  (True Mastery: accuracy + speed)

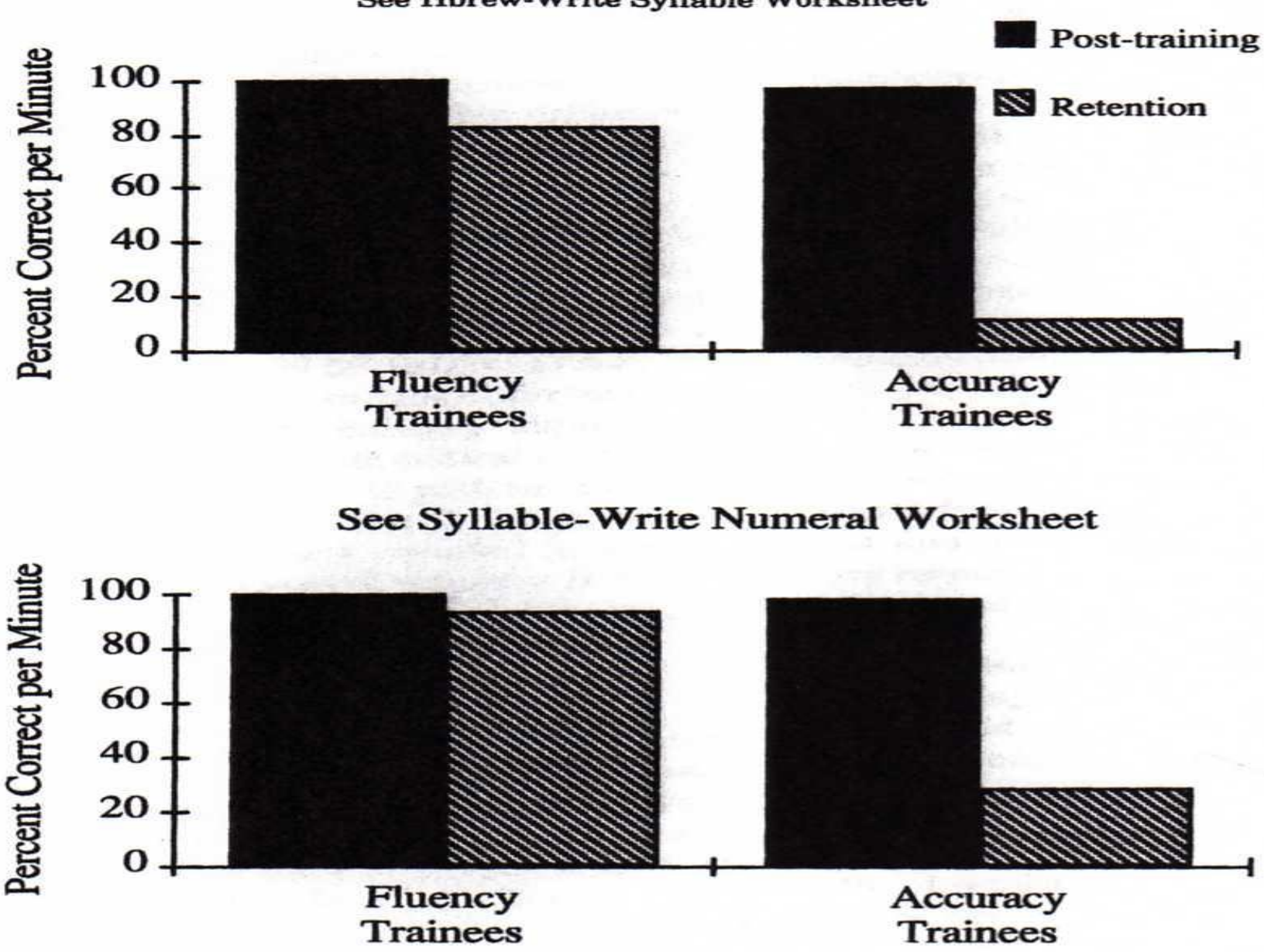

Figure 6. Retention of Component Skill Accuracy 16 Weeks after

So, what is gained?

- Direct measurement of student performance
- Simple & graphic feedback on learning
- Fluid performance, not just accuracy
- Routines for intense practice
- Setting of high expectations for each student

So, what is gained?

- Students demonstrating improved retention & generalization of skills
- Students demonstrating better transfer of skills to more difficult tasks
- Use of a strategy validated in longitudinal studies

5 Step Process

1. Pinpoint
2. Set an Aim
3. Count & Teach
4. Develop a Learning Picture
5. Decide What to Do

PRECISION TEACHING:

- Fosters a belief that the learner knows best – if the student is not learning, then the teaching technique needs to change
- Uses rate as the standard of measure of responding
- Emphasizes observable behavior and the frequent measure of that behavior
- Uses a standard chart for displaying data and making instructional decisions