

Emotional Support

Dimensions	Indicators	Examples in My Math Academy® and My Reading Academy™ and Data
Classroom Climate	RELATIONSHIPS <ul style="list-style-type: none"> • Physical proximity • Shared activities • Peer assistance • Matched affect • Social conversation 	<ul style="list-style-type: none"> • Teachers have frequently reported that engagement was high when students were using <i>My Math Academy</i> (MMA) and <i>My Reading Academy</i> (MRA), especially with rewards such as Dance Parties, new Shapeys, and stars recognizing students' milestones. • Some teachers engaged the entire class when a student received stars (indicating mastery of a skill), getting everyone up for five seconds to do a dance. • Students are often eager to show each other and talk about what they are working on and provide help if a friend is stuck on a particular game. Some children try to play the same game side by side simultaneously so that they can share the experience. • Both teachers and students expect the time on MMA and MRA to be positive. Teachers sometimes reward students who have completed all their tasks by allowing them to use MMA/MRA because these are games that they enjoy. • Students are eager to show each other what games or books they are working on. They want to be reading the same books alongside each other and talk about what they are learning. <p><i>We get a lot of excitement while they're on the programs. They especially like the Dance Parties and the high fives. They like when the star shines, like when they accomplished many different levels. We see them giggling, shrieking, and dancing along with the Dance Parties. Or they might call us over, look, look what I got (13, PBC, PK).</i></p> <p><i>Anytime they would get a new book or something new, they were excited. I always saw their interest level in both programs high. I never saw that waver to where they say that they wanna do something else. And sometimes they'll ask for it, like are we doing the Shapeys? And when I say you can do Shapeys, they get happy. That level of interest never wavered throughout the year (3, Harlingen, PK).</i></p> <p><i>Oh, they're very engaged. They love their Shapeys. I mean, iReady is more boring. I mean the characters are fine and it's very challenging for them, but they're not cute and bubbly like they are in My Math Academy and My Reading Academy. So they're always laughing and enjoying it. iReady feels more like work, whereas My Math Academy and My Reading Academy feel more joyful (10, Charlotte, 1st).</i></p>
	POSITIVE AFFECT <ul style="list-style-type: none"> • Smiling • Laughter • Enthusiasm 	
	POSITIVE COMMUNICATION <ul style="list-style-type: none"> • Verbal affection • Physical affection • Positive expectations 	
	RESPECT <ul style="list-style-type: none"> • Eye contact • Warm, calm voice • Respectful language • Cooperation and/or sharing 	

Emotional Support

Dimensions	Indicators	Examples in My Math Academy® and My Reading Academy™ and Data
Teacher Sensitivity	AWARENESS <ul style="list-style-type: none"> Acknowledges emotions Notices lack of understanding and/or difficulties 	<ul style="list-style-type: none"> Data on Educator Dashboard informs teachers of students’ usage, progress, areas of strength, and struggle. Resources are offered to teachers to provide support to individual students struggling with specific skills. Information is provided on the milestones students have achieved, along with nudges for teachers to recognize these achievements.
	RESPONSIVENESS <ul style="list-style-type: none"> Provides comfort and assistance Provides individualized support 	<ul style="list-style-type: none"> The feedback and scaffolding that are offered in MMA and MRA are designed to encourage, support, and guide the learners so that they feel comfortable making mistakes and taking risks.
	ADDRESSES PROBLEMS <ul style="list-style-type: none"> Helps in an effective and timely manner Helps resolve problems 	<p><i>What was helpful was seeing if somebody needed help with something. If I notice that there’s a bunch of kids that need support in something, then I’ll start clicking on and see what they need and see if there’s several of them that need one thing, then I’ll do a whole-group lesson. That’s really what I would use it for—how can I support those that need that support and what do they need, and how can we work on that together as a whole class so that they can advance in the games (7, Tyler, PK).</i></p>
	STUDENT COMFORT <ul style="list-style-type: none"> Seeks support and guidance Freely participates Takes risks 	<p><i>The best part of the Dashboard is that it groups them by skill. When you see the overall progress and then skills and concepts, it tells you, this one skill, these are the students that got it; these students are working on it; or these are the ones that are struggling with it, so I know how to group them by skill. That has made it easier for doing small group. I know teachers who are really good about looking at the data, and at the end of the week or the following Monday, they make adjustments to their instruction (1, Harlingen, Admin).</i></p> <p><i>I really liked going in there and clicking on each individual’s progress to see where they’re at, to be able to get the resources that I needed during my small-group instruction to help growth in certain areas (19, Harlingen, PK).</i></p>

Emotional Support

Dimensions	Indicators	Examples in My Math Academy® and My Reading Academy™ and Data
Regard for Student Perspectives	FLEXIBILITY AND STUDENT FOCUS <ul style="list-style-type: none"> Shows flexibility Incorporates students' ideas Follows students' leads 	<ul style="list-style-type: none"> MMA and MRA can be used anywhere at anytime. Students have a choice of games and books to select from. They have agency over their learning experiences. Features are available for students to self-monitor their progress toward daily usage goals. The game host (Miracle) asks students questions, engaging them in conversations about books that students read in MRA and eliciting their opinions/perspectives. <p><i>We implemented blended learning in our classroom this year, a method of providing instruction to kids where they have the autonomy. We foster and support student agency in terms of how they're learning and how they're also showing their learning. So we used [MMA and MRA] for the technology zone, while the students were doing reading. While I was pulling some kids for small-group intervention, others had the autonomy to go on either My Reading Academy or My Math Academy (21, Harlingen, 2nd).</i></p>
	SUPPORT FOR AUTONOMY AND LEADERSHIP <ul style="list-style-type: none"> Allows choice Allows students to lead sessions Gives students responsibility 	
	STUDENT EXPRESSION <ul style="list-style-type: none"> Encourages student talk Elicits ideas and/or perspectives 	
	RESTRICTION OF MOVEMENT <ul style="list-style-type: none"> Allows movement Is not rigid 	

Classroom Organization

Dimensions	Indicators	Examples in My Math Academy® and My Reading Academy™ and Data
Behavior Management	CLEAR BEHAVIOR EXPECTATIONS <ul style="list-style-type: none"> • Clear expectations • Consistency • Clarity of rules 	<ul style="list-style-type: none"> • Features on the Educator Dashboard enable teachers to monitor student usage in real time, including indicators to show if more than one student is logged in to an account. • The daily usage meters on MMA and MRA provide a clear indication of the amount of usage that is expected of students each day.
	PROACTIVE <ul style="list-style-type: none"> • Anticipates problem behavior or escalation • Low reactivity • Monitors 	<p><i>They stay engaged. Now sometimes, if I see that their usage isn't as high, I'll see their screen on my screen so I can see what they're working on. I'll just call them over and show them; I'll take the manipulators out or something. Sometimes when they're looking at a new game, they don't know exactly how to proceed. So I'll show them so I can get them ready for whatever they're working on (3, Harlingen, PK).</i></p>
	REDIRECTION OF MISBEHAVIOR <ul style="list-style-type: none"> • Effective reduction of misbehavior • Attention to the positive • Uses subtle cues to redirect • Efficient redirection 	<p><i>When they use one program, they know that they then need to start the other. There's familiarity with expectations, and that's always a plus. It's a confidence builder. They don't have to worry about doing something wrong because they already know what's coming, and how they're supposed to proceed (12, Harlingen, PK).</i></p>
	STUDENT BEHAVIOR <ul style="list-style-type: none"> • Frequent compliance • Little aggression and defiance 	

Classroom Organization

Dimensions	Indicators	Examples in My Math Academy® and My Reading Academy™ and Data
Productivity	<p>MAXIMIZE LEARNING TIME</p> <ul style="list-style-type: none"> • Provision of activities • Choice when finished • Few disruptions • Effective completion of managerial tasks • Pacing 	<ul style="list-style-type: none"> • MMA and MRA can be fit into instruction time flexibly, and teachers have used the programs successfully by integrating them as part of center time rotation (with students rotating from one activity to another every 15–20 minutes). Teachers also established routines, such as having students use MMA/MRA after they finish breakfast/snack while waiting for everyone else to finish or as an activity students can choose to engage in on Fridays when there was more choice/flexibility built into the day.
	<p>ROUTINES</p> <ul style="list-style-type: none"> • Students know what to do • Clear instructions • Little wandering 	<ul style="list-style-type: none"> • Some teachers had students use the programs at home, 10 minutes on each program, 5–6 days/week, and worked with parents to encourage students to use MMA/MRA. • Once students know how to log in to the programs and are in their accounts, they know what is expected of them and what they need to do. The instructions are provided via audio so that literacy skills are not a barrier for younger learners. The games/activities are readily accessible to the students, and as soon as they complete one, they know that there are additional lessons/activities that they can move onto.
	<p>TRANSITIONS</p> <ul style="list-style-type: none"> • Brief • Explicit follow-through • Learning opportunities within 	<ul style="list-style-type: none"> • Each student moves at their own pace. <p><i>It just became a part of our day. At our school we use the seven habits of Happy Kids. I don't know if you're familiar with Leader and Me Schools, but one of the seven habits is put first things first. You work first and then you play. So it really was beneficial to us that this time was right before recess. We told them, you have to get your work done and then you can play, because that's one of our habits (7, Tyler, PK).</i></p>
	<p>PREPARATION</p> <ul style="list-style-type: none"> • Materials ready and accessible • Knows lessons 	<p><i>I used both programs throughout the entire day, in intervals of 15 to 20 minutes every time. Toward the end of the year, I was using My Math Academy with more frequency because the kids were getting so good at it. I thought it was an injustice to not keep them using it. In the mornings is when I do my reading. So that's when I use Reading Academy as part of a rotation. There were six centers, and every center had a purpose like writing, reading, so one of the centers was devoted for just My Reading Academy. And then in the afternoon, it was the same concept as to where I had Math Academy in just one center (20, Harlingen, K).</i></p>

Classroom Organization

Dimensions	Indicators	Examples in My Math Academy® and My Reading Academy™ and Data
Instructional Learning Formats	EFFECTIVE FACILITATION <ul style="list-style-type: none"> Teacher involvement Effective questioning Expanding children’s involvement 	<ul style="list-style-type: none"> MMA and MRA offer resources that teachers can use with the whole class, with small groups, or with individual students. These resources include prompts to engage children in discussions about math concepts using appropriate vocabulary, projects that students complete over several days, and activities that can be done with manipulatives or other common objects. The interactive games in MMA and MRA engage children and keep their attention. The successes that children experience in the games encourage them to participate in the classroom.
	VARIETY OF MODALITIES AND MATERIALS <ul style="list-style-type: none"> Range of auditory, visual, and movement opportunities Interesting and creative materials Hands-on opportunities 	<p><i>The program seems to be operating well with the children. It really does give us a fair picture of where the children are. What we’re doing in the classroom with our curriculum and what they’re doing in their program is aligning. It’s mirroring what we’re doing in the classroom. It also allowed us to realize that some of our children do have better skills in math. It showed us that we can scaffold these children a little higher and introduce new materials (6, PBC, PK).</i></p>
	STUDENT INTEREST <ul style="list-style-type: none"> Active participation Listening Focused attention 	<p><i>When they started interacting, that was engaging for them. And one of the characters is attracting everybody. Everybody wants to do reading. I would say in 98% of the cases, My Reading Academy has been helpful for learning. Now they engage and like the reading part. It helped me a lot with the kids who were behind in identifying alphabet letters and sounds (15, PBC, PK).</i></p>
	CLARITY OF LEARNING OBJECTIVES <ul style="list-style-type: none"> Advanced organizers Summaries Reorientation statements 	<p><i>It’s teaching them to sit and have composure and work on something, staying focused as much as possible. Sometimes students might start talking too much with another partner and I might get upset about it, but if I listen to what they were saying, they are helping the other student out. I think it helps them motivate each other. I know two little boys, they sit beside each other and I noticed they talk with each other while they’re working, but they have the longest time in the program and they’re on higher-level lessons (4, Tyler, PK).</i></p>

Instructional Support

Dimensions	Indicators	Examples in My Math Academy® and My Reading Academy™ and Data
Concept Development	ANALYSIS AND REASONING <ul style="list-style-type: none"> • Why and/or how questions • Problem solving • Prediction/experimentation • Classification/comparison • Evaluation 	<ul style="list-style-type: none"> • The game scenarios in MMA are those that children can relate to—e.g., shopping at a market, counting toys, figuring out how many Shapeys can go on a roller-coaster ride. • Students are able to transfer the skills they learn in MMA and MRA to new problems/contexts outside of the games.
	CREATING <ul style="list-style-type: none"> • Brainstorming • Planning • Producing 	<p><i>In general, the programs were very effective. They like them, the way it's set up, and they think it's just a game. And they were like, hey, this is number seven and this is the number we've learned in the classroom today. So they were making that connection with the instruction in the classroom. Or letter, letter C or M, this is for my friend whose name also starts with M. So it was very effective and very engaging (14, Tyler, PK).</i></p>
	INTEGRATION <ul style="list-style-type: none"> • Connects concepts • Integrates with previous knowledge 	<p><i>I know that the parents felt like the kids were making connections with the things that they were learning in my class, in their core curriculum, and they would make connections when they used My Reading Academy. And all of my kids made gains this year except for two. I had 21 kids, and 19 of them made gains. So surely My Reading Academy was involved in making this happen. I have one child who will probably be diagnosed SPED in the next year or so, but she did really well this year. She worked really hard and was very committed to using My Reading and My Math Academy, and they helped her (24, EPIC, K).</i></p>
	CONNECTIONS TO THE REAL WORLD <ul style="list-style-type: none"> • Real-world applications • Related to students' lives 	<p><i>I had one student start blending sounds of letters together. They were showing him on My Reading Academy how to put the right letters in the right order so they can spell out that word. I saw him doing it on his own! I wasn't teaching that at that point. I showed him some sight words, and he could put them together, like "cat" and then he could rhyme with "hat." And if I say "dog," and say, "let's take out the "D" and put an "L," he would get it. That was way before I did anything to teach that skill, so it must have been on My Reading Academy because nobody else was teaching him that (3, Harlingen, PK).</i></p> <p><i>I noticed that once we were on it more frequently, they started picking up letter sounds. They were recognizing some sight words; they were able to read some things that I put up on the board. They can think of the word they want to write and then think of the sounds that go with those words, so they are starting to make those connections, which is exciting. I had one kid who was a little below average, but all of a sudden, she's correcting other kids on how to sound out their words (7, Tyler, PK)!</i></p>

Instructional Support

Dimensions	Indicators	Examples in My Math Academy® and My Reading Academy™ and Data
Quality of Feedback	SCAFFOLDING <ul style="list-style-type: none"> • Hints • Assistance 	<ul style="list-style-type: none"> • The real-time feedback students receive in MMA offer different strategies/explanations to help students get to the correct answer. Mistakes are not recognized as a part of the learning experience.
	FEEDBACK LOOPS <ul style="list-style-type: none"> • Back-and-forth exchanges • Persistence by teacher • Follow-up questions 	<p><i>The scaffolding is the best part of the entire program for any child, because it's not explained just one way. I've seen it where I sit with a kid who is struggling and it'll show them two, three different ways until the child gets to the right answer. That's huge because it's not just saying you are wrong, let's move on to something else. And it's not like they're repeating the question. It's like let me show you a different way. Let me show you an example. That's the best part of the entire program because we know what happens when kids are stuck. We can't give them the answer. We explain it two or three different ways to let them get to the answer (1, Harlingen, Admin).</i></p>
	PROMPTING THOUGHT PROCESSES <ul style="list-style-type: none"> • Asks students to explain thinking • Queries responses and actions 	<p><i>From what I've seen, the concepts in the program are well aligned with what they need to learn and what they need to know. I find myself watching it and watching them play and think, oh that was a neat way to introduce that concept (13, PBC, PK).</i></p>
	PROVIDING INFORMATION <ul style="list-style-type: none"> • Expansion • Clarification • Specific feedback 	<p><i>The programs were especially great for those kids who are a bit shy and maybe have a hard time speaking up, in whole classroom activities I think it gave them confidence like I can do this. Even though I don't speak in the classroom, the program is telling me that I'm doing great (14, Tyler, PK).</i></p>
	ENCOURAGEMENT AND AFFIRMATION <ul style="list-style-type: none"> • Recognition • Reinforcement • Student persistence 	<p><i>The programs were especially great for those kids who are a bit shy and maybe have a hard time speaking up, in whole classroom activities I think it gave them confidence like I can do this. Even though I don't speak in the classroom, the program is telling me that I'm doing great (14, Tyler, PK).</i></p>

Instructional Support

Dimensions	Indicators	Examples in My Math Academy® and My Reading Academy™ and Data
Language Modeling	FREQUENT CONVERSATIONS <ul style="list-style-type: none"> • Back-and-forth exchanges • Contingent responding • Peer conversations 	<ul style="list-style-type: none"> • The recommended activities (e.g., Math Talk) provided through the Educator Center and Family Portal are designed to help children practice using math vocabulary and language to talk about what math concepts they are learning in games. • MRA provides structured opportunities for repetition and practice (sounds in the context of different words and sentences). • Children can paraphrase what they have learned in the games into their own words, demonstrating their comprehension. <p><i>When they see the letter, they start to repeat. They start articulating what they hear, and I can see that they are doing the sounds and they can repeat in their words. So I love hearing what they are doing, and I see the excitement, and I see the progress. They start identifying letters everywhere, like oh yeah, this is M, or this is um with the A is going to sound like/ma/ (15, PBC, PK).</i></p> <p><i>I have one girl who is an English language learner; and before, she didn't want to read because it was in English. And now I noticed that her English and communication skills have developed, and I feel like it's because of My Reading Academy. I ask, what was the book about? And she can tell me what happened. I notice that she's progressing with her listening and understanding English language. And with the advanced students, they have things other than tracing. They had rhyming, beginning sounds, ending sounds (15, PBC, PK).</i></p>
	OPEN-ENDED QUESTIONS <ul style="list-style-type: none"> • Questions require more than a one-word response • Students respond 	
	REPETITION AND EXTENSION <ul style="list-style-type: none"> • Repeats • Extends/elaborates 	
	SELF- AND PARALLEL TALK <ul style="list-style-type: none"> • Maps own actions with language • Maps student actions with language 	
	ADVANCED LANGUAGE <ul style="list-style-type: none"> • Variety of words • Connected to familiar words and/or ideas 	



Learn More!
AgeofLearning.com/Schools

Join the conversation @AgeofLearning  