

Amended Programs--Reading

October 28, 2010

Gail Jordan Maureen Prens

Michelle Page Jane Anderson

Purpose of Session

- Provide insights on how to meet the reading standards
- Overview of expectations of reviewers
- Provide individual consultation on programs

Review process

- Reviews generally done on-site
- Reviewers from teacher ed faculty and current teachers in K-12
- Reviewers volunteered time and mileage
- Reviewers trained during first sessions
- State statute review
- Clinical experience expectations

LET THE “5 S’s” GUIDE YOU

- **STYLE**
- **SEGMENT**
- **STEM**
- **SYLLABUS**
- **STORY**

STYLE

- What style standard is it? Is this a knowledge standard where preservice teachers must expand their knowledge base? Or is it an application standard where preservice teachers must APPLY what they have learned through creating and/or implementing learning activities?
- The style impacts what evidence is acceptable—writing a paper, having a discussion vs. creating lessons, implementing lessons, doing demonstrations.

Tips for examining a standard

(5) knowledge of **how** to develop vocabulary knowledge, including:(c) how to provide opportunities for students to engage in early and continual language experiences to increase their vocabulary by modeling and explicitly teaching students a **variety of strategies** for gaining meaning from unfamiliar words;

One strategy will not meet standard

Requires students to apply the standard

SEGMENT

- Some of the standards are multi-part. It is important to address the various segments of the standard. A few standards give lists as examples but most list parts that are important.
- For example—if the standard calls for a preservice teacher to understand both general and domain-specific (or content-specific) vocabulary, make sure to address both in your discussion or evidence. Likewise for print and digital text, etc.

All parts of standard must be addressed

- (f) the ability to identify instructional practices, approaches and methods and match materials, **print** and **digital**, to the **cognitive levels** of all readers, guided by an evidence-based rationale, which support the **developmental**, **cultural**, and **linguistic** differences of readers;

Note how many key components are in the standard

Language Arts (5-12)

- **Example of need to address MULTIPLE aspects of a standard**
 - Standard: ii) think critically, draw inferences or conclusions from facts, analyze author's purpose and point of view, evaluate author's argument and evidence, and synthesize information from more than one text
- Read Chapter 4 "Understanding Language, Teaching About Language"
- -Large group seminar discussion speaking to the issues of how language and the study of communication arts and literature can help students explore and express ideas, particularly as these things relate to a variety of topics in the text (i.e., the importance of language study, language characteristics, reading and understanding language arts texts, synthesize information from multiple texts, use aids such as glossaries and appendices, activities for language awareness and development, using young adult literature to teach language concepts and values, etc. **NOT MET**
- _____ (2nd submission in red)
- **Learning Experiences:**
- **Read the following article on critical thinking for synthesis of multiple sources of information:**
www.pcrest2.com/.../Performance%20measure%20for%20critical%20thinking%20dan%2...
- **Work in small groups to construct a plan for teaching critical thinking skills at the grade level specified by your assignment today. Address how you will have students synthesize information across multiple texts within your discipline and across the different content areas that you represent **MET****

STEM

- Make sure to examine the stem of the standard
- Both the stem and the specific standard inform the content

Stem of standard must be considered

(E) A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a **variety of assessment tools** and practices to plan and evaluate effective reading instruction, including: formal and informal tools to assess students': **(e) vocabulary knowledge in relation to specific reading needs and texts;**

Not met: Specify assessment tools for vocabulary

Solution: Added content on assessment of vocabulary

- Gunning, T (2010) *Creating Literacy Instruction for all Students*. Pearson.
- Ch 6 Building Vocabulary
- **Selecting words to teach (using pretests, surveys of word knowledge, KWL, semantic mapping as tools to inform the teacher about students' vocabulary knowledge); limiting the number of words taught directly**
- Techniques for Teaching Words
- Contextual Analysis
- Supplying Corrective Feedback
- **Essential Vocabulary Standards by grade, with Assessments**
- Ch 7 Comprehension: theory and Strategies
- The Process of Comprehending
- Comprehension Strategies
- Case study: Brian: examining vocabulary development

SYLLABUS

- Make sure that whatever it is that you are claiming to do appears in the syllabus. If you say that preservice teachers do demonstrations, make sure that this shows up in the assignments or calendar of learning activities. If you say that you use a particular reading, make sure that it is listed in the syllabus. Form I-D and syllabus should correspond.
- That said, include only RELEVANT information—if too much information is included (bunches of stuff just cut and pasted from the syllabus) the reviewers have a hard time wading through all of it and they are likely to miss the really important pieces. **DON'T THROW IN EVERYTHING BUT THE KITCHEN SINK.**

What is important in a syllabus?

- Calendar of learning experiences, topics, and readings
- Assignments (how learning is assessed)
- Standards that are mapped to requirements are helpful

STORY

- It may be helpful to tell a **STORY**. In other words, don't just cut and paste from the syllabus (reviewers can find stuff that you refer to if it is there), but **NARRATE** what is happening in the course.
- This is where it is helpful to make sure that the course instructor is completing or helping to complete the standards grid. The instructor has a lot of knowledge about what happens in class that does not appear in the syllabus.

Standard 1(a): (a) orthographic knowledge and morphological relationships within words;

- “The initial workshop of this course (week 1) is several hours long. One of the topics that is discussed by the instructor is the connection between phonemes and graphemes as fundamental to literacy learning. Examples of phonemes and graphemes are given and analyzed. Morphological relationships within words are also discussed in this lesson and later in the course as well. Later in the course, students learn and demonstrate a large number of vocabulary and reading comprehension strategies. Among these are strategies such as the “part-to-whole” organizer, the “words in context” activity, and word meaning graphic organizers that draw upon knowledge of prefixes, suffixes, and roots.”

Social Studies Example (5-12))

- (iv) using and interpreting maps, globes, and other nonlinguistic or graphic tools such as timelines, photographs, charts, statistical tables, digital tools, and political cartoons
- **WEEK 4** November 9 and 11
- Instructional strategies and examples of using and interpreting maps, globes, timelines, photographs, charts. Team teaching tips. Unit planning models.
-
- **WEEK 5** November 16 and 18
- Strategies for comprehending, communicating, and remembering subject matter. Matching instructional approaches, methods and materials (photographs, digital/print texts, political cartoons, trade books) to student developmental levels.

Problems encountered by reviewers

- **Large chunks of syllabus used again and again to cover more than one standard (kitchen sink)**
- **Focused information is needed**
- Avoid just listing the text and chapter titles
- Describe the part of the chapter or use bullets

- **Person completing matrix showed limited knowledge of reading**
- Example: “Orthographic knowledge and morphological relationships within words” does not equal spelling
- Example: “academic language” was less familiar to those who completed the matrix

- Programs that do not put the information in the syllabus, yet call out the syllabus in the review
- Avoid making promises that can't be kept- like planning to meet all of the standards in one hour lecture or one chapter
- Reviewers often will consult the publisher's website for details

Helping reviewers when resubmitting

- Use different color font or highlight to showcase what is new
- Leave old reviewer comments intact
- Reviewers like to see what the previous reviewer thought
- One review may take the entire day so relevant and focused information is needed

Directly address the language of the standard

- (2) the ability to **use a wide range of instructional practices**, approaches, methods, and curriculum materials to support reading instruction including (e) the ability to develop critical literacy skills by encouraging students to question texts from multiple viewpoints or perspectives;
- Address content related to **multiple viewpoints or perspectives**