PROFESSIONAL DEVELOPMENT FOR TEACHERS

THE MATERIALS IN THIS SECTION STRESS THE IMPORTANCE OF PROFESSIONAL DEVELOPMENT AS A TOOL FOR IMPROVING STUDENT ACHIEVEMENT, SUPPORTING CONSISTENT IMPLEMENTATION OF A COMPREHENSIVE READING PROGRAM, BUILDING SCHOOL CAPACITY, AND INCREASING FACULTY MORALE, COLLABORATION, AND COMMITMENT.

THIS SECTION OF THE GUIDEBOOK INCLUDES:

A PowerPoint presentation on professional development

A Blueprint for Professional Development for Teachers of Reading and Writiing

References

Professional Development for Teachers of Reading

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What are our goals?

- Improve student achievement
- Implement research-based comprehensive reading programs
- Cultivate future coaches, mentors, and experts in each school
- Leave no teacher behind

- No part of the the movement toward scientifically based reading instruction is more important than professional development for the teacher. Programs do not teach; teachers do. Effective professional development will improve student achievement, support consistent implementation of a comprehensive reading program, build school capacity, and increase faculty morale, collaboration, and commitment. Professional development must be for all educators who share responsibility for groups of children.
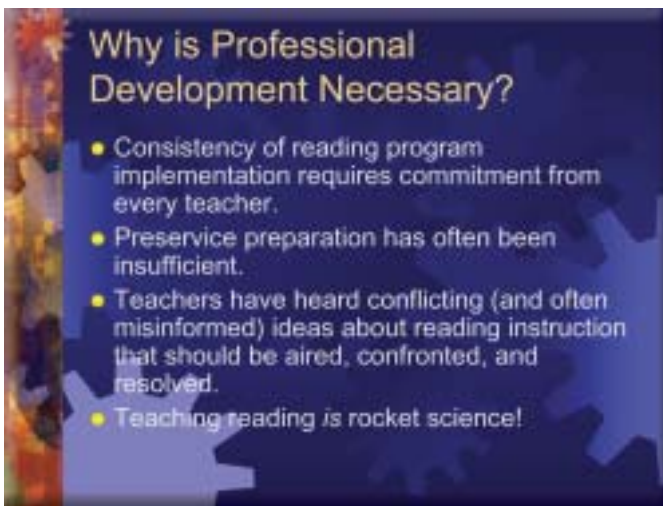
What Do We Know About Professional Development?

Consensus of many organizations:

"...Effective professional development requires extended time for initial training that includes discussions of research on how children learn to read as well as specific instructional strategies. In addition, it requires extensive in-class follow-up..."

(Every Child Reading, Learning First Alliance, pp. 21-22)

- The characteristics of high quality professional development are already known and described by the Learning First Alliance (2000), the National Staff Development Council (1995), and the National Partnership for Excellence and Accountability in Teaching (1999).
- These characteristics can be summarized as follows: "…Effective PD requires extended time for initial training that includes discussions of research on how children learn to read as well as specific instructional strategies. In addition, it requires extensive in-class follow-up. PD needs to be seen as a never-ending process that involves the entire school staff, not a one-time event."
  -Every Child Reading, Learning First Alliance, pp. 21-22.

Why is Professional Development Necessary?

- Consistency of reading program implementation requires commitment from every teacher.
- Preservice preparation has often been insufficient.
- Teachers have heard conflicting (and often misinformed) ideas about reading instruction that should be aired, confronted, and resolved.
- Teaching reading is rocket science!

- A consistent program between and across grade levels is impossible without everyone's involvement, including regular class teachers, specialists, and administrators. Novices may have different goals and needs from veterans, but everyone must share a common set of goals, working concepts, and tools.
- Policy makers may be puzzled that teachers need ongoing support after they are licensed. Even our best pre-service programs, however, cannot prepare new teachers to implement a comprehensive program without additional instruction and coaching. We do not expect instant expertise of other newly certified professionals, such as psychologists; we require supervised internships. Teaching is no less complex. As the American Federation of Teachers declared, Teaching Reading is Rocket Science!

Professional Development for Teachers

Common counterproductive habits in professional development programs include:

- teaching a little of everything and nothing in depth
- embracing novelty for novelty's sake, so that proven programs are replaced by newer, but not better, ones
- avoiding confrontation of ineffective practices or ideas and allowing teachers to do whatever they want to do regardless of the results
- focusing on superficial indicators of teaching quality instead of student outcomes to determine if change is needed
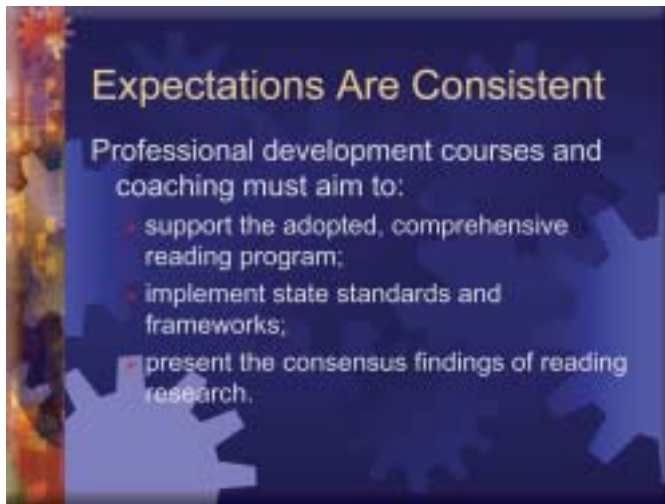
- The National Staff Development Council has led the field of education in conceptualizing what must be done by dividing the characteristics of good professional development into the categories of context, content, and process. We will discuss each of these categories.

Everyone Is Involved

Together and separately –

Classroom teachers, by grade level
Administrators, by responsibility
Special service providers
English Language specialists
Paraprofessionals and tutors
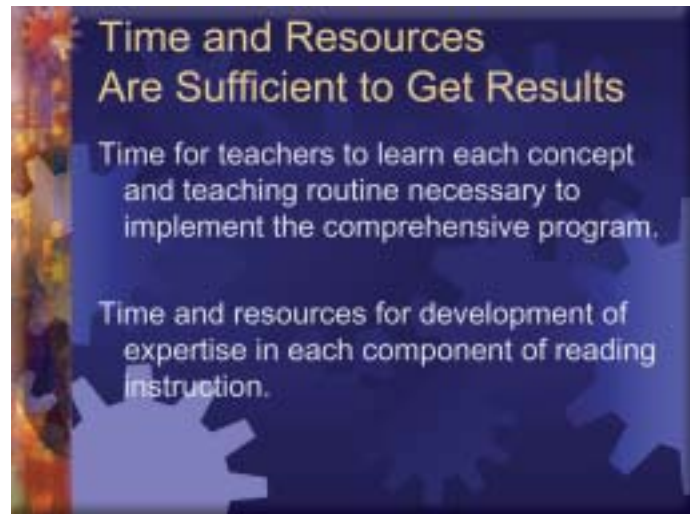Parents and board members

- Educating classroom teachers about reading instruction is largely ineffective unless all other school personnel who support reading instruction are involved. Best practices should be defined for all in curriculum frameworks and research syntheses. All groups may participate in some learning experiences together, but each group also needs its own professional development program. Each group's responsibilities differ. For example, first grade teachers must ensure that all students learn to decode with proficiency. Second grade teachers must focus on advanced word recognition, reading fluency, and vocabulary development. Third grade teachers are more concerned with teaching text organization and writing skills.
- Specialists should understand the classroom program so that their supplementary services will complement what the child experiences the rest of the day. Parents and board members must be informed and involved in supporting the classroom program.

Expectations Are Consistent

Professional development courses and coaching must aim to:

- support the adopted, comprehensive reading program;
- implement state standards and frameworks;
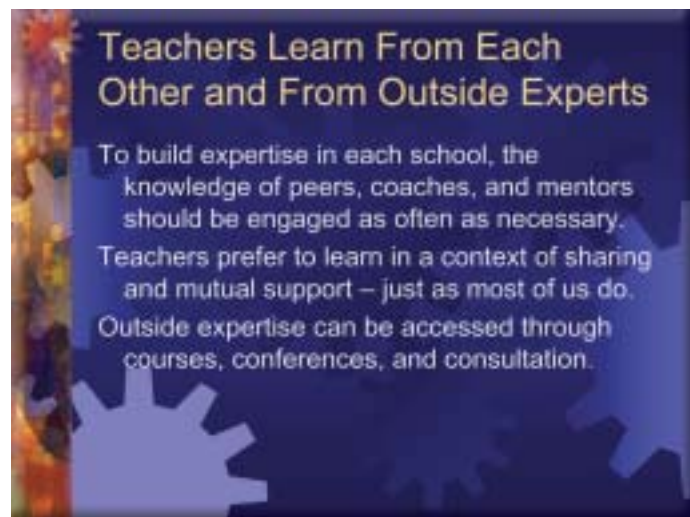- present the consensus findings of reading research.

- Professional development should cover the performance standards, curricular frameworks, and assessments, as well as the comprehensive reading program that teachers are expected to deliver. Of course, these should be aligned with one another. Teachers are more likely to use effective practices if they are embedded in the adopted comprehensive reading program.

- Professional development for a novice teacher could easily average several hours per week. Implementation of a new comprehensive reading program, or induction of a teacher new to the adopted comprehensive reading program, typically requires a week-long summer institute.
- Additional experiences during the school year could include grade level team meetings, independent study, and in-school staff development workshops. Mentoring and demonstration lessons from a qualified reading coach would involve still more hours. Expertise in each component of reading instruction will take more than one year for most teachers to develop.
- A novice teacher can get good results in one year of mentoring and coaching, but deeper understanding of all the pieces of the reading puzzle takes longer, usually two to three years.

Time and Resources Are Sufficient to Get Results

Time for teachers to learn each concept and teaching routine necessary to implement the comprehensive program.

Time and resources for development of expertise in each component of reading instruction.

- Each school must develop experts among its own teaching staff who can become the leaders of others. These are the teachers who know their content, can teach the comprehensive reading program effectively, and can teach demonstration lessons for peers. Teachers usually enjoy learning together and learning from one another.
- Outside expertise can be accessed through videotapes, online courses, visiting program consultants, and visiting lecturers. Outside expertise is most valuable for renewing commitment to research based practice and resolving philosophical or procedural conflicts among staff members.

Teachers Learn From Each Other and From Outside Experts

To build expertise in each school, the knowledge of peers, coaches, and mentors should be engaged as often as necessary.

Teachers prefer to learn in a context of sharing and mutual support – just as most of us do.

Outside expertise can be accessed through courses, conferences, and consultation.

The Content of Professional Development

The Foundation Concepts for Understanding Reading

Foundation concepts are learned gradually in interaction with practical skills and include four important ideas:

- How the essential components of reading are related
- How children learn to read
- Why some children fail to learn to read well
- How written English is structured

- Foundation concepts about reading provide a common frame of reference for everyone. These concepts should be revisited often in professional development institutes and courses.

Fostering Oral Language Development in the Classroom

Reading skill depends on oral language skill.

Teachers need to know how to stimulate development of children's oral language through classroom dialogue, reading aloud, asking questions that promote discussion, and modeling how ideas can be expressed.

- Oral language is the basis for learning to read. Many children come to school without the language foundations that will enable them to be good readers. Teachers can enrich and stimulate children's spoken language in many ways.
- Teachers can learn to be mindful of their language and the language children use. Teachers can learn habits of verbal communication that support and develop children's language knowledge and use. At least a dozen studies have shown that teachers can improve children's vocabulary, expressive language, and social use of language if they know how to talk with children and model language for them (Snow, Burns, and Griffin, 1998).
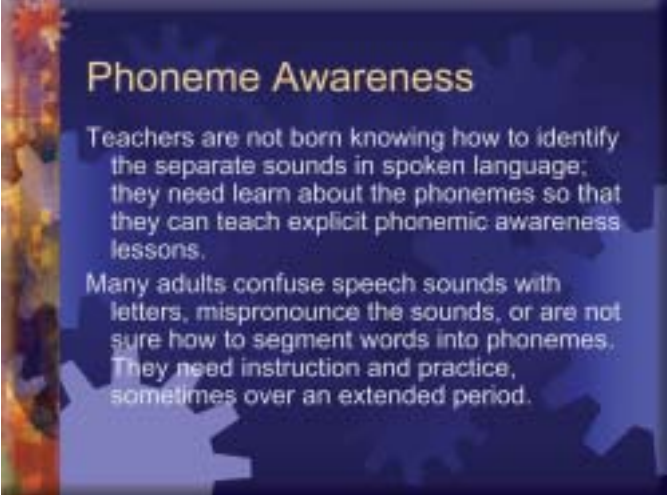
Prepare Teachers in Essential Components of Instruction

- Phoneme awareness, letter knowledge
- Phonics, word study and spelling
- Fluency
- Vocabulary
- Comprehension and written expression

- Not only must teachers know the strategies and techniques for increasing student achievement in all of these essential components of reading instruction, but also they must learn how to assess student progress in each.

- Many adults need help with phonological skill, including phoneme awareness, before they can teach it directly to children. Professional development must include time for teachers to learn and practice skills such as matching phonemes, pronouncing phonemes in isolation, and blending them .
- For example, how many speech sounds are in:
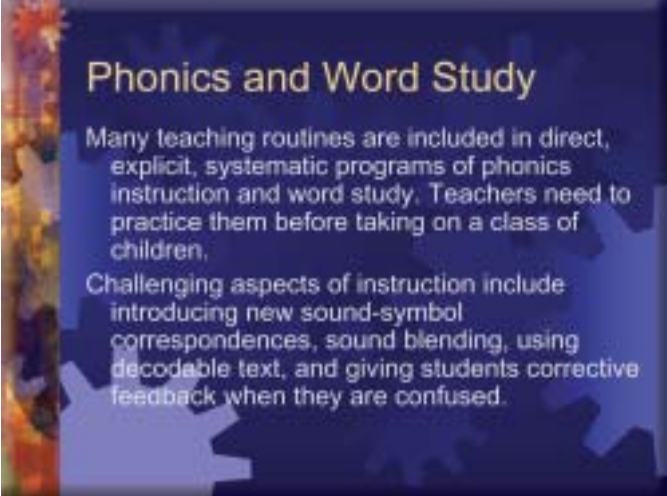 ring
  show
  clamp
  fox

Phoneme Awareness

Teachers are not born knowing how to identify the separate sounds in spoken language; they need learn about the phonemes so that they can teach explicit phonemic awareness lessons.

Many adults confuse speech sounds with letters, mispronounce the sounds, or are not sure how to segment words into phonemes. They need instruction and practice, sometimes over an extended period.

- Teachers are often faced with a number of new teaching routines in a program of effective phonics instruction. These include special techniques for moving children from slow, sound-by-sound blending to more rapid blending of all the sounds in a word. These routines include methods for memorizing irregular words, using decodable text effectively, and getting children to rely on knowledge of sounds instead of guessing from context. Teachers may need as many as 20 opportunities to practice each routine before they are comfortable with it (Joyce and Showers, 1985).
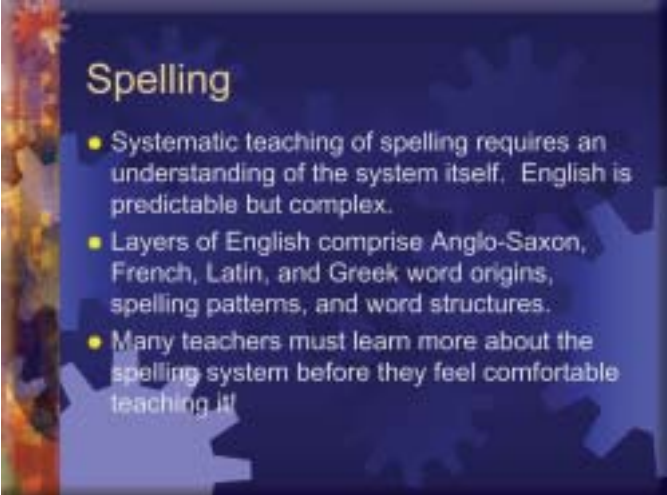
Phonics and Word Study

Many teaching routines are included in direct, explicit, systematic programs of phonics instruction and word study. Teachers need to practice them before taking on a class of children.

Challenging aspects of instruction include introducing new sound-symbol correspondences, sound blending, using decodable text, and giving students corrective feedback when they are confused.

- Good preparation of teachers will help them understand the organization of our writing system and the historical influences that shaped it. English appears much more systematic when we take into account the language each word came from and what it means. For example, "give" and "have" are regular: no word in English ends in a plain "v" letter. When English words end in the sound /v/, the spelling is always –ve. Many facts such as this are not widely known, but they can take much of the mystery out of English spelling that sometimes overwhelms students and teachers alike.

Spelling

- Systematic teaching of spelling requires an understanding of the system itself. English is predictable but complex.
- Layers of English comprise Anglo-Saxon, French, Latin, and Greek word origins, spelling patterns, and word structures.
- Many teachers must learn more about the spelling system before they feel comfortable teaching it!

Fluency

Fluency can be understood as a stage of normal reading development and an outcome of effective instruction.

Dysfluency (slow reading, either accurate or inaccurate) is a characteristic of poor readers. It predicts poor comprehension.

With practice, most children can improve their reading fluency.

● Understanding the importance of accurate and fluent performance in basic reading skill is essential for teachers. Proficient reading is fluent; fluency is gained with sufficient skill development and practice. Comprehension depends on it. With an understanding of this goal of effective teaching, teachers are more likely to provide sufficient practice and in addition to encourage their students to read independently.

Vocabulary

Teaching new vocabulary well involves much more than giving definitions for new words.

Teachers must develop verbal habits, such as using new words often in classroom discussion.

Teachers need strategies to get students to read as much as possible.

● Giving definitions is one way to teach vocabulary, but much more than that is involved in learning new words. Teaching vocabulary well means giving students repeated exposure to new words in many contexts, spoken and written.

● The language the teacher uses day in and day out is instrumental in building students' vocabularies. Professional development experiences can help teachers be conscious of their own verbal behavior and its effect on children.

Text Comprehension

Teaching comprehension is complex and teachers need as much help with this as with teaching phonics, spelling, or vocabulary.
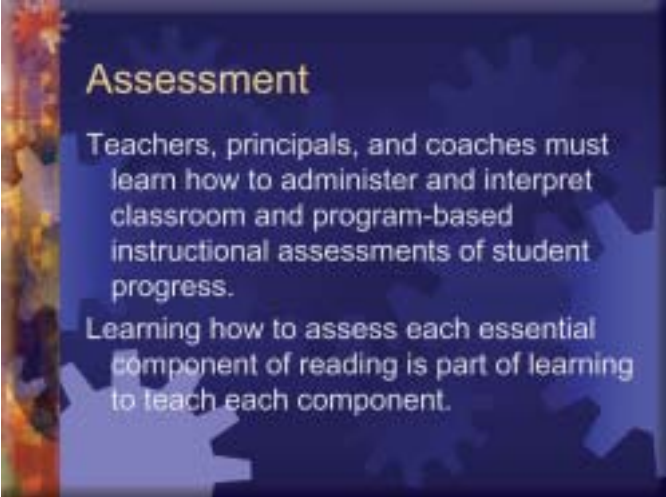
Teachers need to help students to focus discussion on the meanings in the text.

Teachers can learn to ask probing questions and to model comprehension strategies.

Different comprehension strategies are useful before, during, and after reading.

● Teachers need as much help with comprehension instruction as they need with other components of reading. Often, too much time is spent on literal questions that test literal comprehension, and too little time is spent on queries that focus discussion and engage students in thinking hard about what they read. Questioning strategies, however, can be learned with instruction, modeling, practice, and feedback – and such learning, again, takes time.

● In addition, the strategies that work best before children read, while they are reading, and after they have read a text are important for teachers to understand and practice.

- Teachers, principals, and reading coaches must be familiar enough with classroom-based instructional assessments to administer and interpret them.

Assessment

Teachers, principals, and coaches must learn how to administer and interpret classroom and program-based instructional assessments of student progress.

Learning how to assess each essential component of reading is part of learning to teach each component.
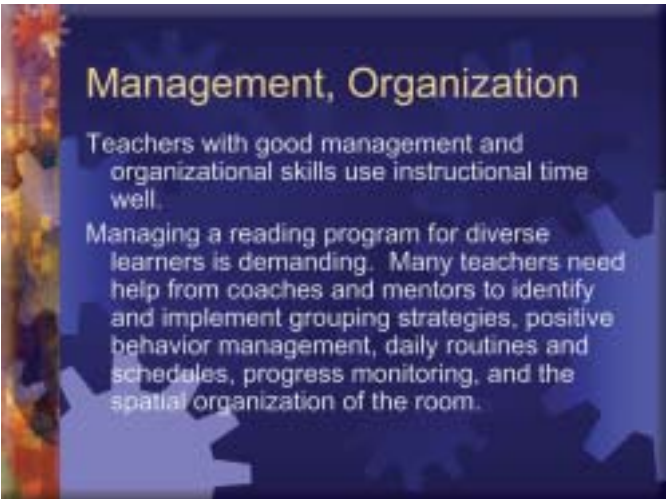
- It is easy for teachers who are juggling the technical challenges of program organization and delivery to lose sight of the fact that purposeful reading and writing is the goal of instruction.
- Teachers usually welcome information on the importance of daily reading aloud, the selection of reading material, the organization of the classroom library, and incentives to increase student reading.

Promoting Reading Itself

Motivation to read, opportunities to read, availability of reading material – the ways a teacher can create a "literate environment"- are essential topics in a professional development program.

- Teachers who get the best results with students are able to manage the class groupings, schedules, and routines to differentiate instruction and maximize time on task for everyone.
- Novice teachers often benefit from a great deal of help with this complex challenge.

Management, Organization

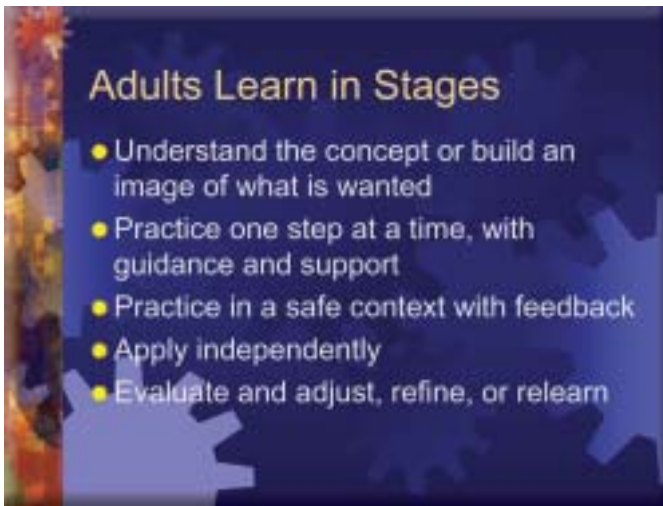Teachers with good management and organizational skills use instructional time well.

Managing a reading program for diverse learners is demanding. Many teachers need help from coaches and mentors to identify and implement grouping strategies, positive behavior management, daily routines and schedules, progress monitoring, and the spatial organization of the room.
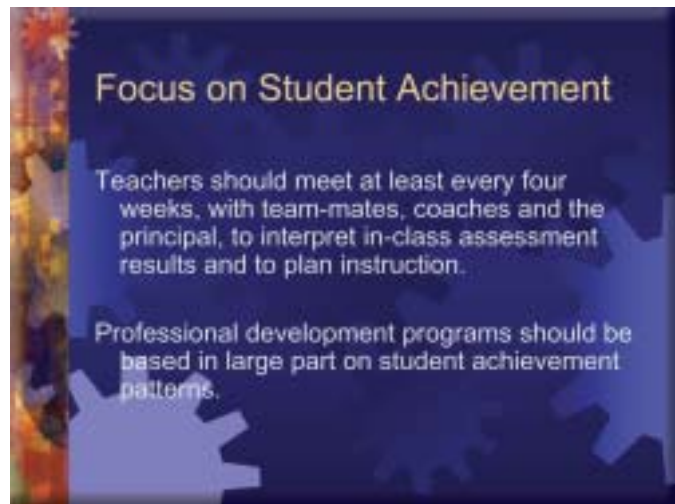
Professional Development for Teachers

Processes
of Professional Development

Adults Learn in Stages

- Understand the concept or build an image of what is wanted
- Practice one step at a time, with guidance and support
- Practice in a safe context with feedback
- Apply independently
- Evaluate and adjust, refine, or relearn

● Adult learners, like children, need to inquire, reflect, experiment with, and evaluate the results of new ideas and practices. Steps in learning involve a) understanding the concept or routine, b) observing a model in action, c) practicing in a safe context, d) trying out the behavior with support from an experienced expert, and e) assessing the effectiveness of the instruction once it is attempted.
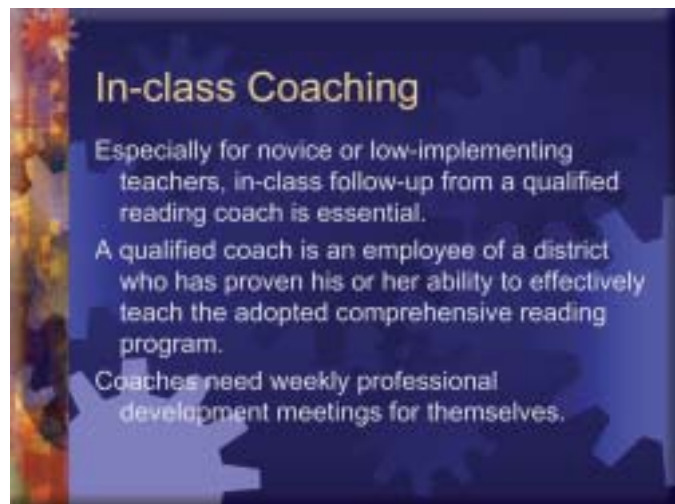

A Full Range
of Varied Experiences

A professional development program can offer a rich menu:
- Intensive summer institutes
- Grade-level team meetings every month
- On-line courses during the year
- Whole day or ½ day in-service
- Traditional courses taken for credit
- In-class coaching
- Team teaching

● For teachers new to a program, it is important that they practice the components and routines needed to teach the first few weeks of that program. Summer institutes are ideal for such concentrated practice. As teachers learn the procedures and components of their program, then study groups, collaborative teams, individual projects, observation and feedback, co-teaching, demonstrations, classroom research projects, and distance learning may all be appropriate. These options should be used to help teachers meet the needs of their students, as reflected in continuous classroom assessment of their progress.
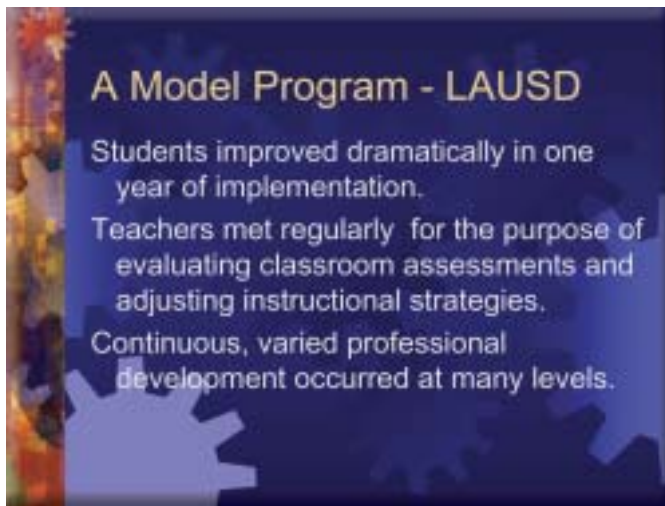
● Objective assessment of students for the purpose of improving student performance should be conducted routinely using efficient measures of critical skills. A moderate gain in student achievement results can be obtained by focusing teachers on the students' strengths and weaknesses as reflected in classroom-based measures of what has been taught and what must be learned.
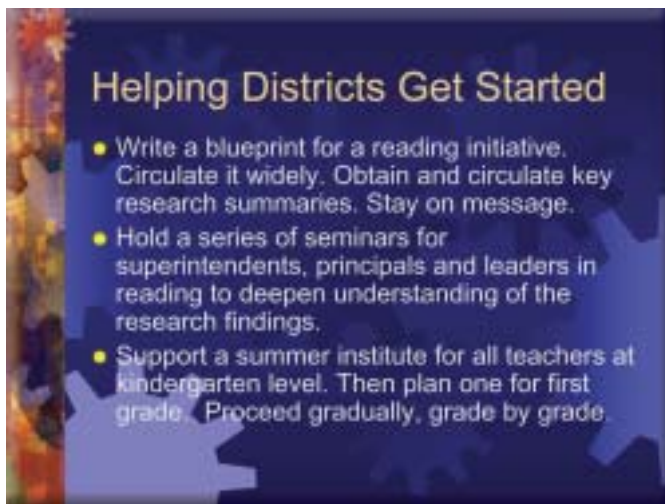
Focus on Student Achievement

Teachers should meet at least every four weeks, with team-mates, coaches and the principal, to interpret in-class assessment results and to plan instruction.

Professional development programs should be based in large part on student achievement patterns.

● Ideally, a school system will have one full-time coach for no more than thirty teachers. The coach is an experienced teacher with proven ability to implement the adopted comprehensive reading program effectively. Coaches visit each classroom at least once every two weeks and spend more time with teachers who need support. Coaches should meet every week as a group to learn consultation skills and hone their expertise.

In-class Coaching

Especially for novice or low-implementing teachers, in-class follow-up from a qualified reading coach is essential.

A qualified coach is an employee of a district who has proven his or her ability to effectively teach the adopted comprehensive reading program.

Coaches need weekly professional development meetings for themselves.

A Model Program - LAUSD

Students improved dramatically in one year of implementation.

Teachers met regularly for the purpose of evaluating classroom assessments and adjusting instructional strategies.

Continuous, varied professional development occurred at many levels.

● In Los Angeles Unified School District (2000-2001), the first grade students' achievement progressed 18 %ile points in spelling and 14 points in reading, putting them at the 56th %ile nationally. ELL students made extraordinary gains, from the 33rd %ile the year before to 48th %ile at the end of the academic year. Teachers met every 8 weeks to focus on sharing classroom-based assessments. Those meetings were facilitated by a full-time coach, the principal, or program consultant, and resulted in action plans. Teachers were paid stipends if they voluntarily attended the summer week-long institute or the district's mandatory 3-day institutes; grade level institutes based on instruction in the adopted reading program; or follow-through activities for all teachers during the year (80 hours with stipend for completion). University extension courses, with readings on research and self-study, were voluntary for teachers who chose to attend the summer institute and complete 80 more hours of follow-through activities. Experts in reading (former coaches) provided professional development for the newer coaches at a ratio of 1:18. Coaches were assigned to teachers at a ratio of 1:30. Principals on special assignment were literacy coach coordinators for each of the eleven local districts and met weekly with those coaches.

Helping Districts Get Started

- Write a blueprint for a reading initiative. Circulate it widely. Obtain and circulate key research summaries. Stay on message.
- Hold a series of seminars for superintendents, principals and leaders in reading to deepen understanding of the research findings.
- Support a summer institute for all teachers at kindergarten level. Then plan one for first grade. Proceed gradually, grade by grade.

Professional Development for Teachers

Getting Started (2)

- Encourage the adoption of scientific, research-based, comprehensive reading programs.
- Support the hiring, training, and evaluation of reading coaches at the district level.
- Help districts access outstanding resources.
- Recognize and reward improvement!

- Popular and widespread professional development enterprises in the United States include such unproven interventions as Multiple Intelligences, Learning Styles, Brain-based Learning, Guided Reading, and Four Blocks. Districts must move away from superficial workshops of the past and instead adopt a focus on continuous improvement in the practical skills of research-based instruction that is tied to validated programs, methods, and approaches.
- Well-prepared teachers who are confident of their instruction are indispensable for children's reading success.

Professional Development: The Cornerstone of Change

Districts must avoid wasting resources on professional development programs that may be popular but that are unproven or not aligned with research findings.

Professional development can be highly instrumental in helping teachers reach all students, and ultimately, derive the satisfaction from teaching for which they entered their profession.

A Blueprint for Professional Development for Teachers of Reading and Writing

A BLUEPRINT FOR

PROFESSIONAL DEVELOPMENT FOR TEACHERS OF READING AND WRITING:

KNOWLEDGE, SKILLS, AND LEARNING ACTIVITIES

Louisa C. Moats, Ed.D.

PROFESSIONAL DEVELOPMENT FOR TEACHERS OF READING and WRITING: KNOWLEDGE, SKILLS, AND LEARNING ACTIVITIES

This Blueprint offers an overview of the components of reading instruction supported by scientific research and a guide to the content that should be emphasized in an effective professional development program. For each component, a chart delineates the knowledge teachers need in order to understand the process and content of instruction; the skills teachers need in order to implement the instruction; and the types of professional development activities teachers need in order to examine and practice using the knowledge and skills in each component of instruction.

The Blueprint is intended for administrators and professional development specialists charged with helping both novice and experienced teachers implement comprehensive reading instruction. Its outline is derived from the subtopics of the *Report of the National Reading Panel* (National Institutes of Health, 2000), but a first section is added on the foundation concepts that lead to a genuine and lasting understanding of reading acquisition and its challenges. The Blueprint's outline addresses the practical information about reading instruction in *Put Reading First: The Research Building Blocks for Teaching Children to Read* (National Institute for Literacy, 2001) and the monograph *Teaching Reading is Rocket Science* (American Federation of Teachers, 1999). The context needed to support professional development and the processes of adult learning are discussed in greater depth in the Learning First Alliance's *Every Child Reading: A Professional Development Guide* (2000).

Contents: Page

PROFESSIONAL DEVELOPMENT FOR TEACHERS OF READING and WRITING: KNOWLEDGE, SKILLS, AND LEARNING ACTIVITIES

Foundation Concepts about Learning to Read and Write

Teacher Knowledge	Application to Teaching	Examples of Professional Development Experiences
❏ Know the progression (stages) of reading development. ❏ Identify the major components of reading/language instruction and the teaching activities that typically address each component. ❏ Understand at a general level the causal links between phonological skill, phonic decoding, spelling, word recognition, reading fluency, vocabulary, reading comprehension and writing. ❏ Understand the most common intrinsic differences between good and poor readers (cognitive, physiological, and linguistic) and the major environmental differences (language spoken at home, exposure to books, values, schooling itself).	❏ Given work samples, assessments, and descriptions of student abilities and behavior, identify students' level of reading/spelling development for the purpose of planning instruction. ❏ Plan instructional time to address each component thoroughly and systematically with emphasis appropriate to students' grade level or needs. ❏ Given work samples, assessments, and descriptions of student abilities and behavior, use knowledge of reading development and the components of reading to identify areas of instructional need. ❏ Select instructional goals based on an understanding of intrinsic and extrinsic factors underlying good and poor reading.	❏ Discuss student work samples, assessments, and behavior (using video or live observation where possible) in reference to an accepted model of reading development. ❏ After analyzing one or more models for time allocation, devise daily, weekly, and monthly schedules that include instruction of small groups. ❏ Describe data on one to three students in class and share interpretation of data to peers using knowledge of the continuum of reading development, factors in reading success, and components of reading instruction. ❏ Identify symptoms of developmental learning disabilities and other unusual needs of students who should be referred for evaluation by specialists..

Tables modified and adapted by L. Moats from Learning First Alliance's, *Every Child Reading: A Professional Development Guide (2001)*

**PROFESSIONAL DEVELOPMENT FOR TEACHERS OF READING and WRITING:
KNOWLEDGE, SKILLS, AND LEARNING ACTIVITIES**

Notes on Instruction of Foundation Concepts

Foundation concepts are learned gradually in interaction with the practical skills of teaching and assessment. These readings and the models derived from them may be returned to repeatedly in the course of professional development in reading instruction. Teachers may need two or more years of continuous professional development and experience before foundation concepts are understood at a level that can support independent judgment in the classroom.

Examples of Readings:
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Tables modified and adapted by L. Moats from Learning First Alliance's, *Every Child Reading: A Professional Development Guide (2001)*

PROFESSIONAL DEVELOPMENT FOR TEACHERS OF READING and WRITING:
KNOWLEDGE, SKILLS, AND LEARNING ACTIVITIES

Phonemic Awareness and Letter Knowledge

Teacher Knowledge	Application to Teaching	Examples of Professional Development Experiences
❑ Know the progression of development of phonological skill (rhyme, syllable, onset-rime, phoneme differentiation).	❑ Select and instruct a range of activities representing a developmental progression of phonological skill (words in sentences; rhyming; oral word repetition; syllable counting; onset-rime segmentation and blending; phoneme identification, segmentation, and blending).	❑ Order phonological awareness activities by difficulty level and developmental sequence.
❑ Understand the difference between speech sounds (phonemes) and the letters/letter combinations (graphemes) that represent them.		❑ Role-play the teaching of phonological awareness activities with peers.
❑ Identify and pronounce the speech sounds in English (consonant and vowel *phoneme* systems).		❑ Observe and critique live or videotaped student-teacher interactions during phonological awareness instruction.
❑ Understand the print concepts young children must develop.	❑ Teach concepts of print during shared reading and oral reading.	❑ Using movable squares or chips that stand for phonemes, practice "word chaining" – showing how a spoken word changes (eat, tea, team, tease, toes, shows, shoes, choose)
❑ Segment and blend any single-syllable word at the onset-rime and phoneme level.	❑ Select examples of words with two, three, and four phonemes without being confused by the number of letters in them.	❑ Role-play the teaching of print concepts during reading aloud.
❑ Understand the role of letter name knowledge in reading and spelling.	❑ Use techniques for teaching letter naming, matching, and writing.	❑ Role-play and practice multi-sensory strategies for teaching letter identification and letter formation.

Tables modified and adapted by L. Moats from Learning First Alliance's, *Every Child Reading: A Professional Development Guide (2001)*

PROFESSIONAL DEVELOPMENT FOR TEACHERS OF READING and WRITING:
KNOWLEDGE, SKILLS, AND LEARNING ACTIVITIES

Notes on Teaching Instruction of Phonological Awareness, Concepts of Print, and Alphabet Knowledge

Several studies show that many adults, like children, have trouble identifying and manipulating speech sounds at the level required in explicit teaching. Phoneme identification, counting, segmentation, blending, and deletion require practice – they are not natural or easy for many people. Teachers are more likely to implement the phoneme awareness and phonics components of a validated program if they themselves have had time to develop their own phonological skills.

Teachers vary considerably in phonological abilities, just as children do; some need much more practice than others to learn the speech sounds. Furthermore, it is very common that adults who know how to read have trouble isolating and pronouncing speech sounds because literate adults are in the habit of attending to letters. Differentiation of sounds and symbols is more difficult in English than in other alphabetic languages. English uses many graphemes (representations for phonemes) that are more than one letter, such as *th, ng, dge, eigh, oa,* and *eau.*, and these are used in a variable, complex system that represents meanings as well as sounds.

The system of vowel and consonant speech sounds cannot be understood with reference to the alphabet alone. There are only 26 letters but 40 to 44 speech sounds according to most linguists. The system of vowels and the system of consonants can be represented so that the features of the sounds and the contrasts among them are clear. A systemic approach to phonology helps teachers understand the differences between wide contrasts and close contrasts; voiced and voiceless consonant pairs; confusable vowels; stops and continuants, and other aspects of well-designed phonological instruction.

Examples of Readings:

Adams, M., Foorman, B., Lundberg, I., and Beeler, T. (1998) The elusive phoneme. American Educator, 22, 18-29.

Adams, M., Foorman, B., Lundberg, I., and Beeler, T. (1998) The Phonemic Awareness Curriculum. Baltimore: Paul Brookes.

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Rath, L. (2001). Phonemic awareness. In S. Brody (ed.), Teaching Reading: Language, Letters, and Thought. Milford, NH: LARC Publishing.

Torgesen, J. (1998). Catch them before they fall: Identification and assessment to prevent reading failure in young children. American Educator, 22 (1 & 2), 32-39.

Tables modified and adapted by L. Moats from Learning First Alliance's, *Every Child Reading: A Professional Development Guide (2001)*

PROFESSIONAL DEVELOPMENT FOR TEACHERS OF READING and WRITING:
KNOWLEDGE, SKILLS, AND LEARNING ACTIVITIES

Phonics and Word Recognition

Teacher Knowledge	Application to Teaching	Examples of Professional Development Experiences
❑ Understand the "layer cake" concept of the English spelling system: phoneme-grapheme, syllable pattern, and morpheme units in print.	❑ Identify the kind of phonics and spelling instruction that is in an adopted comprehensive reading program (systematic, incidental, synthetic, analytic, etc.).	❑ Study and map out how the adopted reading program addresses the English spelling system. Determine its adequacy and areas that need reinforcement.
❑ Contrast explicit, systematic teaching with implicit, incidental, opportunistic teaching.	❑ Select and deliver grade-appropriate lessons on spelling, phonics, and word identification skills.	❑ Learn how to use a phonics survey and developmental spelling inventory to identify how to instruct selected students who need more instruction and practice
❑ Understand the developmental progression in which orthographic knowledge is generally acquired.	❑ Explicitly teach phoneme-grapheme association, blending, and segmentation; syllable pattern and morpheme recognition.	❑ Practice and role-play various instructional techniques including sound blending, structural word analysis, word building, and word sorting.
❑ Understand principles of teaching: model, lead, give guided practice, and independent practice.	❑ Use techniques for increasing speed of word recognition.	
❑ Recognize examples of sound-symbol correspondences, rules, and patterns in English; recognize syllable types and morphemes.	❑ Teach all steps in a decoding lesson, including reading words fluently, accurately, and with appropriate intonation and expression.	❑ Distinguish differences between high frequency, predictable, and uncontrolled text from decodable text that reinforces skills that have been previously taught.
❑ Understand the phonological features of a second language, for example Spanish, and how they interfere with English pronunciation and phonics.	❑ Identify phonological, morphological and orthographic errors of reading, spelling, and word identification.	❑ Role-play techniques of contrastive analysis to help ESL/ELL children learn English phonics, pronunciation.

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PROFESSIONAL DEVELOPMENT FOR TEACHERS OF READING and WRITING:
KNOWLEDGE, SKILLS, AND LEARNING ACTIVITIES

Notes on Teaching Instruction of Phonics and Word Study

Phonics and word attack programs differ in the order of sound-symbol presentation. There is no evidence that any single order or sequence is superior to another as long as the program proceeds from simple to complex spelling patterns, single to multi-syllabic words, and predictable to more variant correspondences. The approach, however, should be systematic and complete and should not end with simple letter-sound associations.

Many teachers need to study the structure of English orthography to teach successfully the content of even a well-designed program. Many teachers require instruction and practice with the six syllable types in English and morphemes in words of Latin and Greek origin. Even while they are learning the instructional routines of their adopted curriculum, teachers benefit from study of the language structures they are responsible for teaching.

Teachers appear to deepen their knowledge most readily when study of language is coordinated with learning to implement a comprehensive reading program with students.

Examples of Readings:

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (1999) Words Their Way. Prentice-Hall.

Blevins, W. (1999) Phonics from A to Z. New York: Scholastic Books.

Chall, J.S. and Popp, H.M. (1996) Teaching and assessing phonics: Why, what, when and how. A Guide for Teachers. Cambridge: Educators Publishing Service.

Fischer, P. (1993). The sounds and spelling patterns of English: Phonics for teachers and parents. Morrill, ME: Oxton House.

Ganske, K. (2000) Word Journeys. New York: Guilford.

Henry, M. (1988). Beyond phonics: Integrated decoding and spelling instruction based on word origin and structure. Annals of Dyslexia, 38, 258-275.

Invernizzi, M.A., Abouzeid, M.P., and Bloodgood, J.W. (1997). Integrated word study: spelling, grammar and meaning in the language arts classroom. Language Arts, 74, 185-192.

King, D. (2000). English isn't crazy: The elements of our language and how to teach them. Baltimore: York Press.

Juel, C. (1996). Beginning reading. In R. Barr, M. Kamil, P. Mosenthal, and P.D.Pearson (Eds.) Handbook of reading research: Volume II. (pp.759-788) Mahwah, NJ: Lawrence Erlbaum

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PROFESSIONAL DEVELOPMENT FOR TEACHERS OF READING and WRITING:
KNOWLEDGE, SKILLS, AND LEARNING ACTIVITIES

Fluent, Automatic Reading of Text

Teacher Knowledge	Application to Teaching	Examples of Professional Development Experiences
❑ Understand the role of fluency in word recognition, oral reading, silent reading, and comprehension of written discourse. ❑ Define and identify examples of text at a student's frustration, instructional, and independent reading level. ❑ Understand reading fluency from several perspectives: stage of normal reading development; intrinsic characteristic of some reading disorders; and consequence of practice and instruction.	❑ Determine reasonable expectations for reading fluency at various stages of reading development, using research-based guidelines and appropriate state and local standards and benchmarks. ❑ Match children with appropriate texts, of sufficiently easy levels, to promote ample independent oral and silent reading. ❑ Use techniques for repeated readings of passages such as alternate oral reading with a partner, reading with a tape, or rereading the same passage up to three times.	❑ Practice administering and recording timed oral reading fluency checks of students in class. Use informal assessment results to identify those who are not getting up to speed. ❑ Organize classroom library and other instructional materials by topic and text difficulty; code and shelve for easy access by students. ❑ Set up system for implementing speed drills and repeated readings for those who need the practice. ❑ Devise a system for recording how much and how fluently students read, or practice using the system offered by the publisher of the designated reading program.

PROFESSIONAL DEVELOPMENT FOR TEACHERS OF READING and WRITING:
KNOWLEDGE, SKILLS, AND LEARNING ACTIVITIES

Notes on Teaching Instruction of Reading Fluency

Longitudinal studies of reading development suggest that slow reading is an enduring characteristic of poor readers who fail to acquire strong decoding skills in the beginning stages. Students who become skilled at phonic decoding in first grade are most likely to gain fluency and automaticity in word recognition and text reading that in turn supports their growth in reading comprehension later on. Students who are slow readers fall into two basic groups: those who are still inaccurate in word recognition, and those who are accurate but below fluency expectations for their grade.

Teachers should study profiles of each kind of student, so that they can differentiate slow readers who can profit from repeated text reading practice from slow readers who need more emphasis word work and phonological skill.

The amount of time appropriate for fluency drills and the place of fluency drills within the larger framework of the language arts curriculum must be discussed, illustrated, and monitored, or time spent may get out of balance. In general, short drills occurring several times per week are better than long periods of concentrated practice.

Not every student needs fluency drills. Engagement in reading itself is the best form of practice for many students.

Examples of Readings:

Clark, C. (1995). Teaching students about reading: A fluency example. Reading Horizons, 35, 251-265. (in Read All About It)

Fischer, P. (1995). Speed drills for decoding automaticity. Morrill, ME: Oxton House.

Hasbrouck, J.E. and Tindal, G. (1992). Curriculum-based oral reading fluency norms for students in grades 2 through 5. Teaching Exceptional Children, 41-44.

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Tables modified and adapted by L. Moats from Learning First Alliance's, *Every Child Reading: A Professional Development Guide (2001)*

PROFESSIONAL DEVELOPMENT FOR TEACHERS OF READING and WRITING:
KNOWLEDGE, SKILLS, AND LEARNING ACTIVITIES

Vocabulary

Teacher Knowledge	Application to Teaching	Examples of Professional Development Experiences
❑ Understand the role of vocabulary development and vocabulary knowledge in comprehension. ❑ Understand the role and characteristics of direct and contextual methods of vocabulary instruction. ❑ Know varied techniques for vocabulary instruction before, during, and after reading. ❑ Understand principles of word selection for vocabulary instruction. ❑ Know reasonable goals and expectations for learners at various stages of reading development (e.g., Biemiller's list); appreciate the wide differences in students' vocabularies.	❑ Select material for read-alouds and wide reading that will expand students' vocabulary. Provide time daily for vocabulary instruction. ❑ Identify words necessary for understanding text and should be taught before the passage is read; differentiate specialty words from words with broad utility. ❑ Provide for repeated encounters with new words and multiple opportunities to use new words orally and in writing. ❑ Teach word meanings directly using examples, structural analysis, word relationships and definitions. ❑ Explicitly teach how and when to use context to figure out word meanings during reading. ❑ Help children understand how word meanings apply to various contexts by talking about words they encounter in reading.	❑ Plan how grade level team needs to select read-aloud and classroom library books for the year (if not provided in the adopted comprehensive program). ❑ Identify the strategies for teaching vocabulary during a week of lessons; estimate the amount of instructional time focused on the acquisition of new words important for understanding the week's texts. ❑ Practice the routine to preview and read text that will be taught in class; preview vocabulary lesson or select words for direct teaching and offer a rationale for the choice of words. ❑ View video of master teacher providing techniques for encounters with new words. Identify techniques and possible adaptations. ❑ Role-play the teaching of how to use context to get clues to meaning, including clues that are sparse and even misleading. Suggest various "word wizard" activities the grade level team could institute.

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PROFESSIONAL DEVELOPMENT FOR TEACHERS OF READING and WRITING: KNOWLEDGE, SKILLS, AND LEARNING ACTIVITIES

Notes on Teaching the Instruction of Vocabulary

Teachers may be in the habit of presenting new words with formal definitions before they have used them orally in multiple examples. Through modeling and role-play, teachers can practice the use of new words in oral language so as to elicit students' prior associations to those words.

Vocabulary research emphasizes the importance of varied techniques, both contextual and direct, and the importance of teaching words in relation to other words. Students often have partial or shallow knowledge of important content vocabulary, or know only one meaning of a word when another is intended in a specific context. Vocabulary instruction can be linked to pronunciation and structural analysis; through modeling, role-play, and observation, teachers can learn new verbal behavior that continuously challenges children to broaden their vocabularies.

A teacher who understands the principles of vocabulary instruction can provide reinforcement and review of previously learned word meanings.

Examples of Readings:

Anderson, R. C. (1996). Research foundations to support wide reading. In Creany, V. (ed.) Promoting reading in developing countries (pp. 55-77). Newark, DE: International Reading Association.

Beck, I.L., McKeown, M.G., & Omanson, R.c. (1987). The effects and uses of diverse vocabulary instruction techniques. In M.G. McKeown & M.E. Curtis (Eds.), The nature of vocabulary acquisition. Hillsdale, NJ: Lawrence Erlbaum.

Biemiller, A. (2000) Vocabulary: The missing link between phonics and comprehension. Perspectives, 26(4), 26-30.

Cunningham, A.E. and Stanovich, K.E. (1998). What reading does for the mind. American Educator, 22, 8-15.

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Snow, C., Burns, S., and Griffin, P. (eds.) 1998. Preventing reading difficulties in young children. Washington, DC: National Academy Press.

Stahl, S.A. and Fairbanks, M. (1986). The effects of vocabulary instruction: A model-based meta-analysis. Review of Educational Research, 56, 72-110.

Stahl, S.A. and Shields, T.G. (1992). Teaching meaning vocabulary: productive approaches for poor readers. Reading and Writing Quarterly, 8, 223-241.

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PROFESSIONAL DEVELOPMENT FOR TEACHERS OF READING and WRITING:
KNOWLEDGE, SKILLS, AND LEARNING ACTIVITIES

Text Comprehension

Teacher Knowledge	Application to Teaching	Examples of Professional Development Experiences
❑ Understand comprehension monitoring strategies commonly used by good readers. ❑ Differentiate among strategies that are appropriate before, during, and after reading. ❑ Contrast the characteristics of major text genres, including narration, exposition, and argumentation. ❑ Identify text structure and syntax (phrases, clauses, sentences, paragraphs and "academic language") that could be a source of miscomprehension. ❑ Understand the similarities and differences between written composition and text comprehension, and the usefulness of writing in building comprehension.	❑ Organize instruction to model and think aloud the comprehension monitoring strategies and have students use them (e.g., asking questions, summarizing, predicting, making connections). ❑ Organize instruction to model and think aloud the structures and syntax used in text and have students identify and discuss them (e.g., cause and effect, comparison and contrast). ❑ Directly teach literary devices (e.g., rhyme, rhythm and alliteration in poetry; figures of speech such as simile, metaphor, and hyperbole). ❑ Select a variety of text genre or identify text genre in an adopted reading program. ❑ Prepare to read by eliciting and supplying background knowledge. ❑ Use queries to help children engage texts and consider ideas deeply. ❑ Use proven strategies such as graphic organizers to reread for varied	❑ Describe how students can be trained to use a variety of comprehension monitoring strategies and cite research findings to support the strategies. ❑ Walk through a model lesson to address text structure, syntax, and use of academic language. Discuss the lesson and the skills that are explicitly taught. Examine a variety of approaches from published lessons on literary devices. ❑ Examine a variety of text and identify sequences of queries that could be used to contrast purposes of the genres. ❑ Practice explicit strategies for gaining information from text; identify how to scaffold discussions of the text, from teacher leading the discussion to handing-off discussion to students. ❑ Examine written responses of students to a text reading. Discuss how instruction and writing activities can focus and extend student

	purposes, including summarizing and retelling.	comprehension.
	❑ Model, practice, and share written responses to text and have discussions on making connections between what is new learning and what was already known.	

Notes on Teaching Instruction of Comprehension

Most teacher editions in reading programs tell their users when to question children and what to say about the text. Teacher scripts are good for novice teachers to follow, but richer discussions of text can emerge when teachers learn habits of questioning and response.

Developing the art of questioning to engage children in the collaborative search for deeper meanings in text takes time. Over a few months, and after a great deal of modeling, practice, and feedback, strategic and focused questioning can become a teaching habit. One approach calls for teachers to plan in small, grade-level groups how they will teach a text to their classes. They decide what meanings they want the children to extract and remember from the text and then formulate queries that will promote meaning-making. An exercise that helps refine questioning techniques involves identification and labeling of question types. Grade level planning meetings may be good settings for reading a text before it is taught to anticipate the previewing, questioning strategies, and follow-up activities of the lesson.

Examples of Readings:

Beck, I., McKeown, M., Hamilton, R. & Kucan, L. (1998) Getting at the meaning. American Educator, 22, 66-85.

Beck, I.L. and McKeown, M. (1981). Developing questions that promote comprehension: The Story Map. Language Arts, 58 (8), 913-918.

Beck. I.L., McKeown, M., Hamilton, R.L., and Kucan, L. (1997). Questioning the Author: An Approach for Enhancing Student Engagement with Text. Newark, DE: International Reading Association.

Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first through fourth grade. Journal of Educational Psychology, 80 (4), 437-447.

Pearson, D., Roehler, L., Dole, J., & Duffy, G. (1992) Developing expertise in reading comprehension. In Samuels and Farstrup (eds.), What research says to the teachers (2nd edition) (145-199). Newark, DE: International Reading Association.

Pressley, M.(1998). Comprehension strategies instruction. In J. Osborn and F. Lehr (eds.), Literacy for All: Issues in Teaching and Learning. (pp. 113-133). New York: Guilford Press. (Xerox)

Stotsky, S. 1994. Writing: The Royal Road to Reading Comprehension. From Brody, S. (Ed.) Teaching Reading: Language, Letters, and Thought. Milford, NH: LARC Publishing.

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Spelling

Teacher Knowledge	Application to Teaching	Examples of Professional Development Experiences
❑ Understand the organizing principles of the English spelling system at the sound, syllable, and morpheme levels. ❑ Identify students' levels of spelling achievement and orthographic knowledge.	❑ Identify necessary components in an adopted spelling program and use the program as designed, with emphasis on routinely using learned spelling words in written work. ❑ Coordinate spelling instructional level with appropriate level of a spelling program and with the sequence of word recognition and word study lessons.	❑ Role-play presentation of a new spelling concept in the adopted spelling instructional program. ❑ Give and analyze the results of a developmental spelling inventory; describe and present results to peers.

Suggested Readings:

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American Federation of Teachers (1999). Teaching Reading is Rocket Science. Washington, DC: AFT

Anders, P., Hoffmann, J. & Duffy, G. (2000). Teaching teachers to teach reading: Paradigm shifts, persistent problems, and challenges. In M. Kamil, P. Mosenthal, P.D. Pearson, & R. Barr (Eds.). Handbook of Reading Research, Vol. III , 721-744. Mahwah, NJ: Lawrence Erlbaum Associates.

Bos, C., Mather, N., Dickson, S., Podhajski, B., & Chard,D. (2001) Perceptions and knowledge of preservice and inservice educators about early reading instruction. Annals of Dyslexia, 51, 97 – 120.

Brody, S. (2001). Teaching reading: Language, letters, and thought (2nd Edition). Milford, NH: LARC Publishing.

California Reading Initiative State Resource Center, (1999). Read All About It. Sacramento, CA: Sacramento County Office of Education. (An anthology of major research papers and research syntheses on the components of effective reading instruction.)

Cunningham, A. E., Perry, K.E., Stanovich, K.E., Stanovich, P.J. & Chappell, M. (June, 2001). Is Teachers' Knowledge of Important Declarative Knowledge of Reading Well Calibrated? Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Boulder, CO.

Ehri, L.C. (1995). Phases of development in learning to read words by sight. Journal of Research in Reading, 18 (2), 116-125.

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Hill, H.B. (2000). *Literacy instruction in teacher education: A comparison of teacher education in Australia, New Zealand, and the United States of America*. Unpublished doctoral dissertation, Columbia University, Teaches College, New York.

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Mather, N., Bos, C., & Babur, N. (2001). Perceptions and knowledge of preservice and inservice teachers about early literacy instruction. Journal of Learning Disabilities, 4, 471-482.

McCutchen, D. (1995). Cognitive processes in children's writing: Developmental and individual differences. *Issues in Education*, 1,2, 123-160.

McCutchen, D., Abbott, R.d., Green, L.B., Beretvas, S.N., Cox, S., Potter, N.S., Quiroga, T., and Gray, A.L. (2002). Beginning literacy: Links among teacher knowledge, teacher practice, and student learning. Journal of Learning Disabilities, 35(1), 69-86.

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Pressley, M., Wharton-McDonald, R., Allington, R., Block, C.C., Morrow, L, Tracey, D., Baker, K., Brooks, G., Cronin, J., Nelson, E., & Woo, D. (2001). A study of effective first-grade literacy instruction. Scientific Studies of Reading, 5, 35-58.

Rasinski, T.V. (2000). Speed does matter in reading, The Reading Teacher, 54, 2, 146-151.

Rath, L.K. (1994). *The phonemic awareness of reading teachers: Examining aspects of knowledge*. Unpublished doctoral dissertation, Harvard University, Cambridge, MA.

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http://www.nifl.gov

National Institute of Child Health and Human Development
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International Reading Association
http://www.reading.org

International Dyslexia Association
http://www.interdys.org