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Teacher Preparedness:
Who is Confident Teaching Reading and Spelling

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Louisa Moats, Ed.D.

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- We will save 5–10 minutes at the end the presentation for Q&A with our presenter. Please share your questions via the 'Question Box' at the right of your screen during today's presentation.

- Following the webinar, all registrants will receive an email including a link to the recording of today's webinar. Those attending the live presentation also will receive a certificate stating they attended a one-hour webinar with Voyager Sopris Learning®.

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Louisa C. Moats, Ed.D.

Dr. Louisa Moats is the lead author of *LANGUAGE!® Live*, a blended literacy program for adolescent students reading below grade level. She is also the lead author of *LETRS®* professional development for literacy educators.

Dr. Moats has authored books, journal articles, policy papers, and materials for professional development in the areas of reading, writing, and language. She received her M.A. from Peabody College of Vanderbilt and her Ed.D. from the Harvard Graduate School of Education.

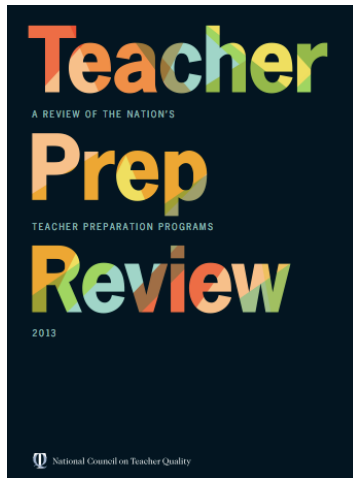**VOYAGER SOPRIS** LEARNING®

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Goals for This Session

- **Review why many teachers are not confident**
  - Preservice training
  - Breadth and depth of subject matter knowledge necessary to teach explicitly
- **Outline the disciplinary knowledge necessary to be confident (and effective)**
  - Knowledge of reading development; structure of language; assessment of individual differences
- **How to create a confident (and effective) teacher of reading, spelling, and language**

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Teachers' Disciplinary Knowledge: A Topic of Discussion for Years

- *The Missing Foundation in Teacher Education*
  –Moats, 1994, 1995
- *Wanted: Teachers with Knowledge of Language*
  –Lyon & Moats, 1996
- *Informed Instruction for Reading Success*
  –Brady & Moats, 1997
- *Teaching Reading i*s *Rocket Science*
  –AFT (Moats), 1999
- *Knowledge to Support the Teaching of Reading*
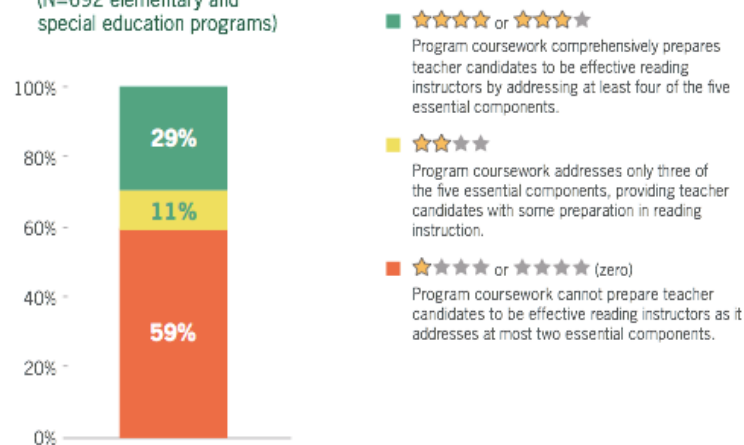 –Snow, Griffin, & Burns, 2005

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Why Do We Need Professional Development? (NCTQ)

Teacher Prep Review
A REVIEW OF THE NATION'S
TEACHER PREPARATION PROGRAMS
2013
National Council on Teacher Quality

- Overall ratings on 608 institutions
- Additional data on another 522 institutions
- Altogether, data on where 99% of new teachers are trained

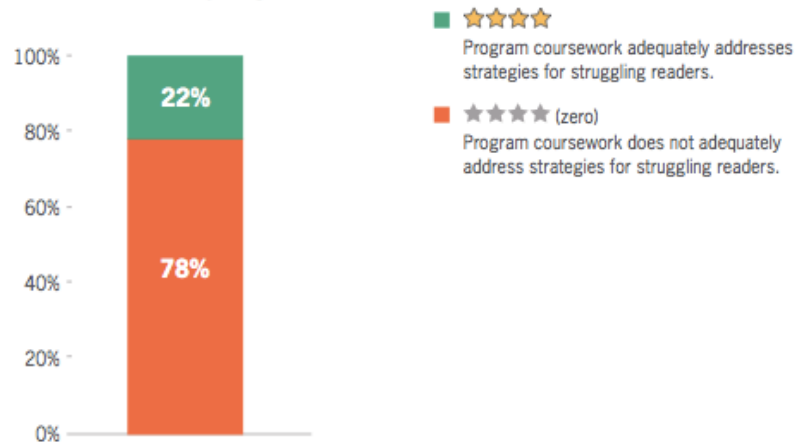VOYAGER SOPRIS
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NCTQ, *continued*

Fig. 12. Distribution of scores on Standard 2: Early Reading
(N=692 elementary and special education programs)

100%
80% — 29%
60% — 11%
40% — 59%
20%
0%

★★★★★ or ★★★★☆
Program coursework comprehensively prepares teacher candidates to be effective reading instructors by addressing at least four of the five essential components.

★★★☆☆
Program coursework addresses only three of the five essential components, providing teacher candidates with some preparation in reading instruction.

★☆☆☆☆ or ☆☆☆☆☆ (zero)
Program coursework cannot prepare teacher candidates to be effective reading instructors as it addresses at most two essential components.

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NCTQ, *continued*

Fig. 14. Distribution of scores on
Standard 4: Struggling Readers
(N=550 elementary programs)

100%

22%

80%

■ ★★★★
Program coursework adequately addresses
strategies for struggling readers.

60%

■ ★★★★ (zero)
Program coursework does not adequately
address strategies for struggling readers.

78%

40%

20%

0%

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Teacher Educators are Not Prepared

Binks-Cantrell, Joshi, & Washburn, "Peter effect in the preparation of reading
teachers" (2012), *Scientific Studies of Reading*

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	University Faculty	First Year Teachers
Define and count the number of syllables correctly	≈ 92%	≈ 92%
Identifying the definition of a phoneme	98%	89%
Correctly recognize that "chef" and "shoe" begin with the same sound.	92%	88%
Correctly recognize a word with two closed syllables (napkin)	65%	53%
Correctly recognize the definition of phonological awareness	58%	47%
No. of morphemes: **heaven** **observer** **frogs** **Name all the 5 components of NRP**	40% 26% 29% 15%	21% 18% 24% 0%

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"We have lots of information technology. We just don't have any information."

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Is Teaching Experience the Answer?

- In study after study, teaching experience appears unrelated to or only somewhat related to knowledge of language structure or the processes of reading development

- Formal instruction to build disciplinary knowledge is required!

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Disciplinary Knowledge is Not Obvious, Natural, or Intuitive

Cunningham et al. (2009) asked teachers how they would *prefer* to teach reading.

- "…it appears that a philosophical orientation towards literature-based instruction tends to be more exclusive of other instructional approaches"

- Teachers' preferred practices do not conform to current research and policy recommendations for teaching first graders

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'Philosophy' Can Get in the Way

- "…[first grade teachers'] philosophical framework about reading instruction was germane to the extent teachers learned the content of direct methods of reading instruction"

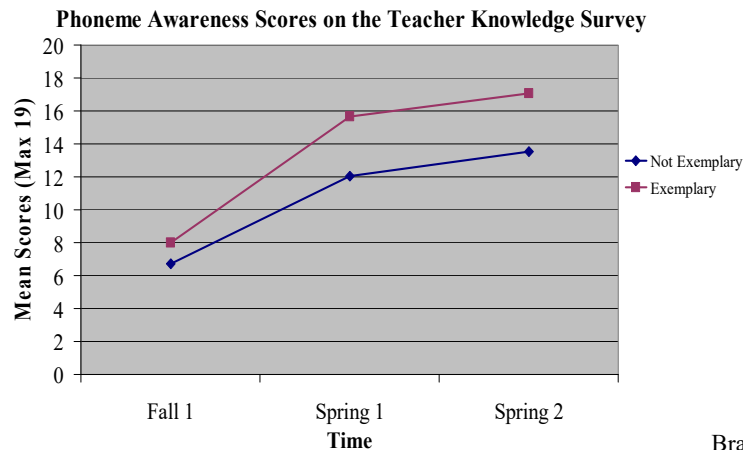- Those with a "whole language" orientation were less responsive to PD in phonology, phonics, and spelling

  (Brady et al., 2011)

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Does Teacher Knowledge Matter?

- Link between teacher knowledge and student outcome has been demonstrated in a handful of studies, but these factors are moderated by *implementation supported by coaching*

  - **McCutchen, Harry, Cunningham & Cox, 2002**
  - **McCutchen et al., 2002**
  - **Moats & Foorman, 2003**
  - **Carlisle & Berebitsky, 2011**

Anne Cunningham, U.C. Berkeley

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**Mentor Condition: Teachers Grouped by Ability to
Conduct Systematic, Explicit Instruction**

Phoneme Awareness Scores on the Teacher Knowledge Survey

Brady, Gillis, et al., 2011

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What Teachers Know Affects What They Do

- "…Teachers who performed well on phonics tasks [on the knowledge survey] prefer spending more time on explicit and systematic instructional practices and less time on unstructured literature activities"
- Prior knowledge [of language] plays a role in teachers' choice of instructional activities

    -Cunningham et al.

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Good Instructional Programs Do Not Supplant Teacher Training

- Students' gains were predicted by the interaction between teacher knowledge and amount of explicit decoding instruction students received
- Highly scripted core curricula "cannot replace the expert teaching of highly knowledgeable teachers"
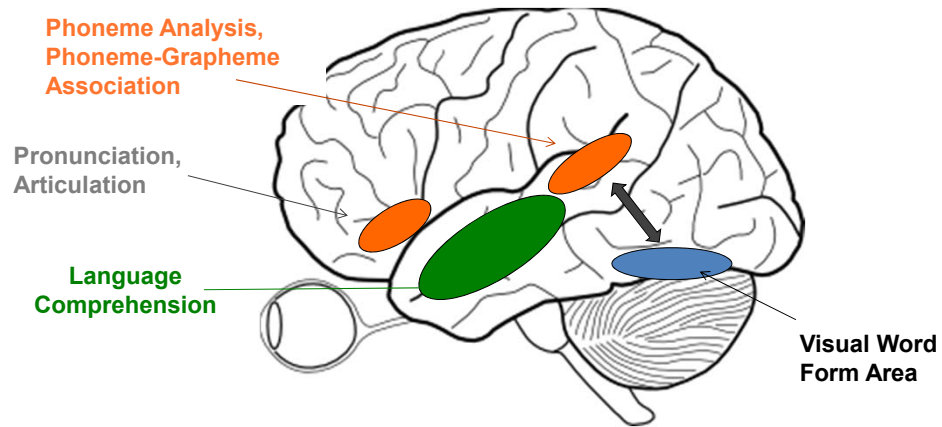- More code instruction by teachers with low levels of knowledge did not produce student gains

Piasta et al. (Scientific Studies of Reading, 2009)

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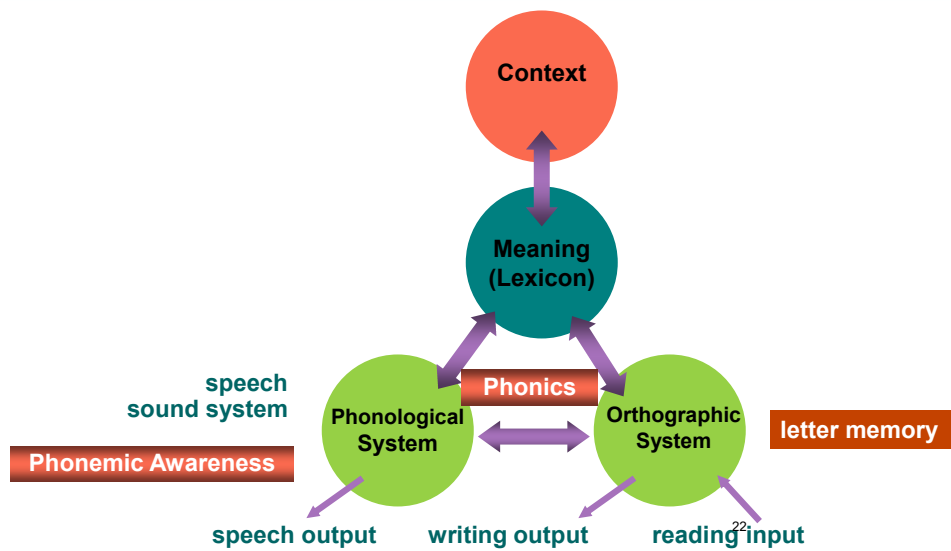
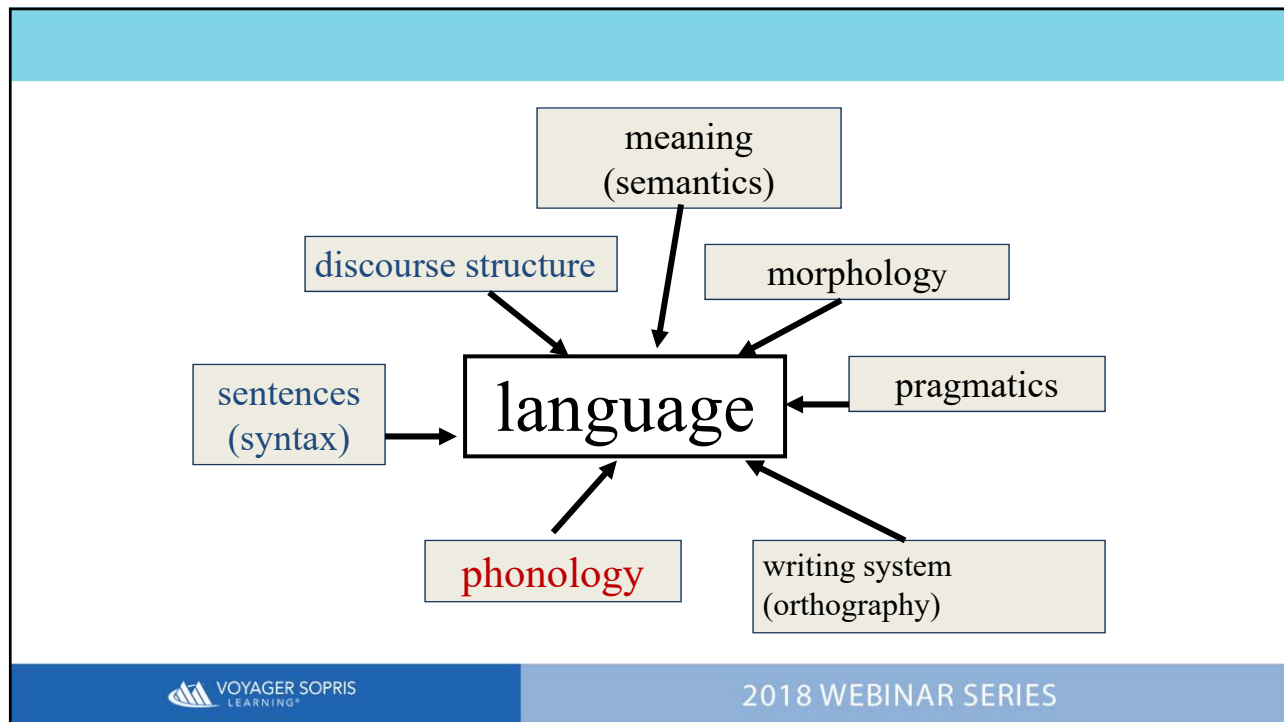## *LETRS* Professional Development

Emphasis on Teacher Knowledge

- how children learn to read
- common sources of reading problems and how to assess them
- how the various components of reading develop
- what kinds of instruction have been found to be effective
- how to implement lessons and activities

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The Reading Brain *(Dehane, 2013)*

Phoneme Analysis, Phoneme-Grapheme Association

Pronunciation, Articulation

Language Comprehension

Visual Word Form Area

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The Language Processing Systems of the Brain (Seidenberg, 2013)

Context

Meaning (Lexicon)

Phonics

speech sound system

Phonological System

Orthographic System

letter memory

Phonemic Awareness

speech output   **writing output**   **reading input**

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Phoneme Segmentation of 'Hard Words'

LANGUAGE, SPEECH, AND HEARING SERVICES IN SCHOOLS, October 2008, 39, 512–520

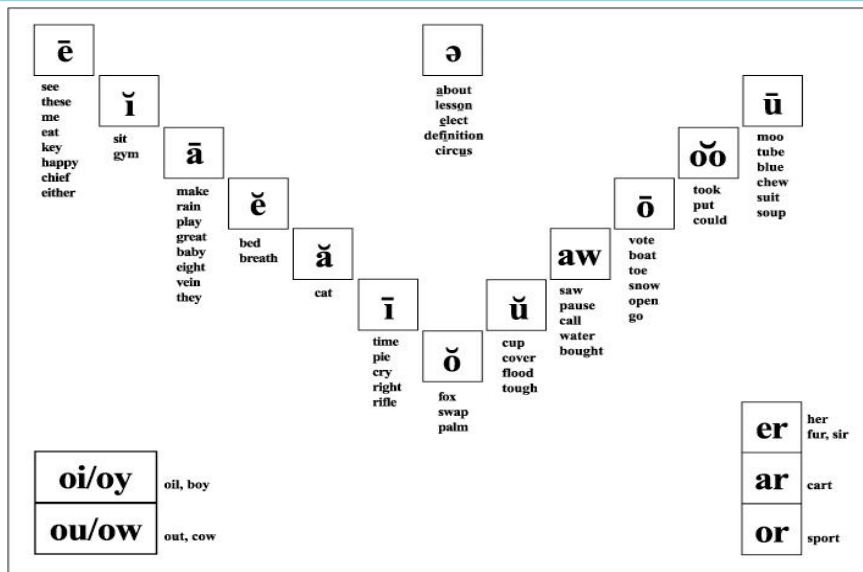% correct

	SLPs	Teachers
knuckle	90	73
sing	71	45
think	75	41
poison	60	34
squirrel	51	18
quick	70	11
box	61	10
start	31	6
fuse	21	3
use	17	3

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Vowels in Order of Articulation (Moats)

Vowel sounds that are close to each other are easily confused.

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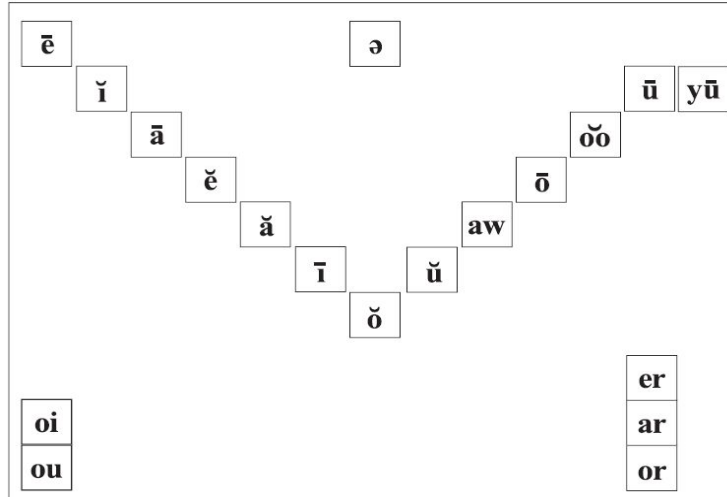
The Vowel Spelling Chart (Moats)

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Bedrock Concept…Graphemes Represent Phonemes in English Writing

d	r	i	ve		
b	u	m	p		
wh	e	n			
t	r	ai	n		
ch	a	s			

e

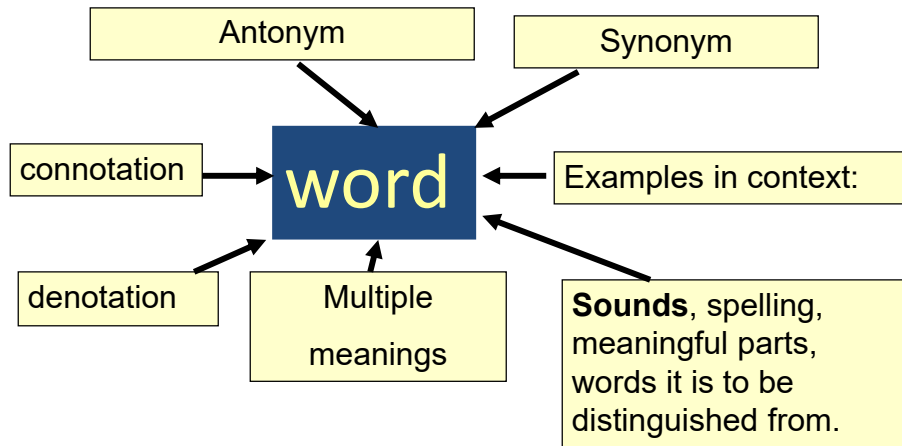VOYAGER SOPRIS LEARNING®   2018 WEBINAR SERIES

Historical Perspective: Teaching Certification

Excerpt from the Alpine County Board of Education
Written Examination for Prospective Teachers
Markleeville, CA: 1881, 1884, 1886

1. Name five pure Anglo-Saxon words, five
    prefixes, five suffixes, and define each

2. Analyze and define five words with Latin roots

3. Add two suffixes to each of the following words:
    rebel, apprentice, rehearse, wise, act

4. Add two prefixes to each of the following: able, disposed, fold, take, fine

(from Anne Cunningham, Ph.D., U.C. Berkeley)

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Current Reading Research: How We Know a Word *(Perfetti)*

| Antonym | | Synonym |

connotation → **word** ← Examples in context:

denotation

Multiple meanings

Sounds, spelling, meaningful parts, words it is to be distinguished from.

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Methodically Introducing New Words

<u>Pronounce</u> and read the word.

     flexible

Examine the <u>spelling</u>.

     flex – ible

Identify familiar parts (<u>morphemes</u>).

     flex, to bend; -ible, an adjective suffix

Tell students what the new word <u>means</u>, using a student friendly definition.

  "Flexible material can bend easily without breaking."

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Methodically Introducing New Words

Say more about the word. <u>Use</u> it several times.
The best gymnasts are very flexible; they can bend way over or do the splits.

Ask questions about the word's meaning.
Is hair flexible or brittle?

Elicit word use by students.
A healthy ankle can roll all around if it is _____.
My schedule can be adjusted; I'm _____.
Paperback books bend in your hands; they are _____.

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Generalization of a Latin Root

flexion   flexibility
inflexible   flexile
flexor   reflexive
reflection   reflective
deflect   circumflexion

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The Many Strands that are Woven into Skilled Reading
(Scarborough, 2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE

VOCABULARY KNOWLEDGE

LANGUAGE STRUCTURES

VERBAL REASONING

LITERACY KNOWLEDGE

WORD RECOGNITION

PHON. AWARENESS

DECODING (and SPELLING)

SIGHT RECOGNITION

increasingly strategic

increasingly automatic

SKILLED READING: fluent execution and coordination of word recognition and text comprehension.

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

Reading Comprehension Depends on Active Processing of…

- interpretation of words in context
- figurative language
- multiple meanings
- academic language formalities
- discourse structure
- phrase structure in sentences
- topic-specific terminology

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Syntax: Why are These Sentences Challenging to Interpret?

- The white van was hit head-on by the motorcycle

- We had no reason to think that she was unstable

- This is a major problem

   This is the major problem

- She hesitated, although it would have been better to proceed

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LTM

Surface Code

WM

Text Base

Goal: Mental Model

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Using Data: Selecting Priorities for Instruction

- Phonological and phoneme awareness
- Using phonics to decode/spell accurately
- Recognizing/writing "sight" words automatically
- Knowing what most words mean
- Constructing meaning; interpreting language; connecting the text with prior knowledge
- Monitoring comprehension and repairing miscomprehension if necessary

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Determining Priorities

Student errors and skill surveys tell where to focus

Confusion of similar phonemes:

"f" for /v/ in "drive"

"g" for /ch/ in "beaches"

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Teacher Preparedness

Who is Confident Teaching Reading and Spelling?

One who
- ✓ can explain words from many angles
- ✓ leads students to the meanings in text
- ✓ bases instructional decisions on data
- ✓ knows the best practices research supports
- ✓ uses every minute of every lesson

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"By God, for a minute there it suddenly all made sense!"

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Q & A

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Wednesday, May 2 | 3:00 p.m. ET
Improving Math Instruction: Making the Complex Understandable for Teachers and Students
Presented by Dr. John Woodward
voyagersopris.com/webinar-series/john-woodward-register

Tuesday, May 15 | 4:00 p.m. ET
Let's Talk: Nurturing Social Emotional Learning
Presented by Dr. Lucy Hart Paulson and Judi Dodson
voyagersopris.com/webinar-series/paulson-dodson-register

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