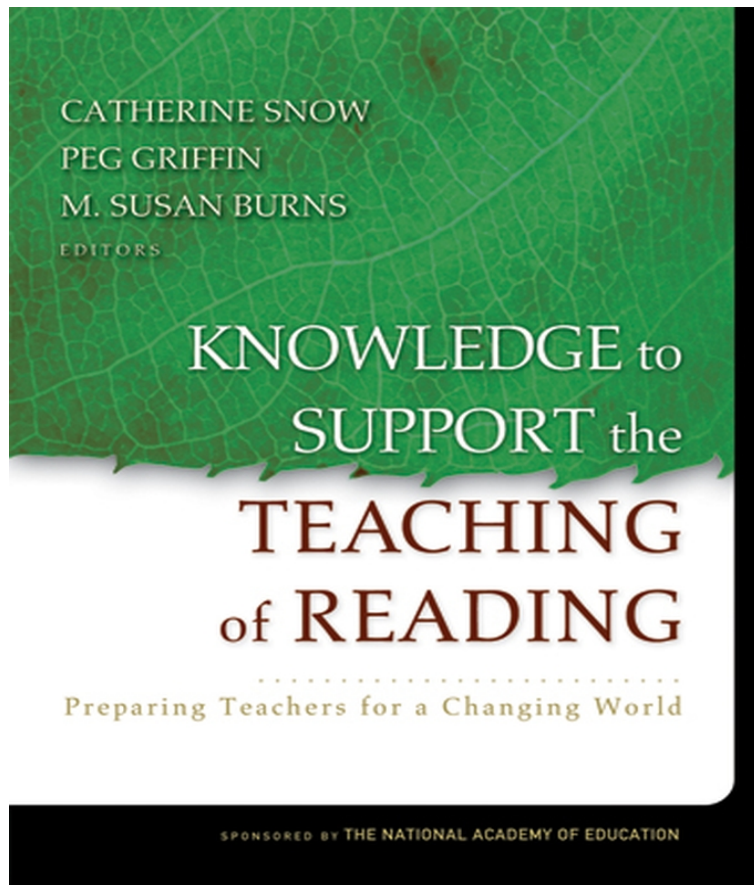


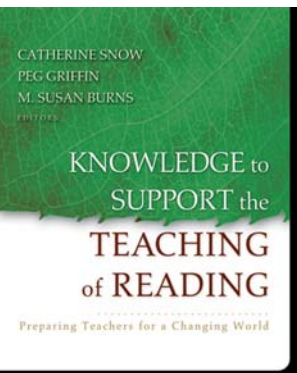
Knowledge to support the teaching of reading



Catherine E. Snow
Harvard Graduate
School of Education

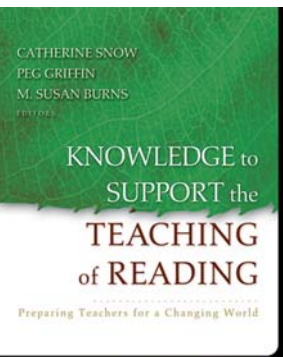
Knowledge to support the teaching of reading: the committee

- Core: **Susan Burns**, Claude Goldenberg, **Peg Griffin**, Louisa Moats, Annemarie Palincsar, P. David Pearson, Catherine Snow, Dorothy Strickland
- Additional original members: Richard Anderson, Joan Baratz Snowden
- Later recruits: Gina Cervetti, Maryellen Vogt
- Key supports: Pam LePage, Helen Duffy



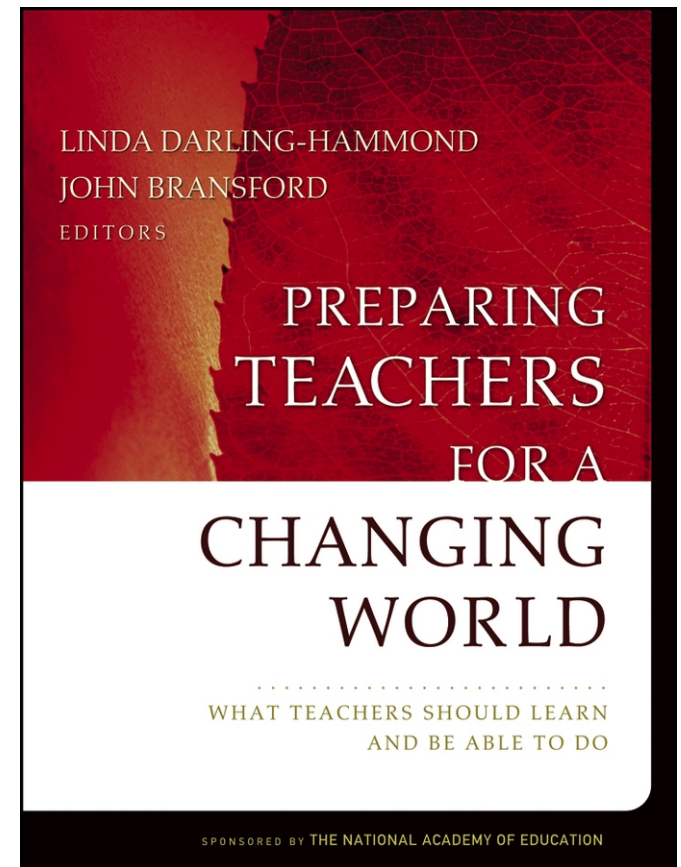
Knowledge to support the teaching of reading: A brief history

- NAE project on teacher education, funded by OERI/IES
- Justification for a reading subreport: The work done by PRD, NRP committees
- NAE review process
- Revision
- Re-review
- Dissemination



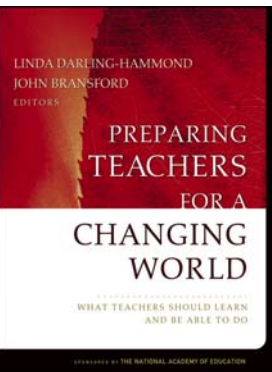
*Knowledge to support
the teaching of reading:*
Crucial context

*Preparing Teachers for
a Changing World*
(Darling-Hammond &
Bransford, eds.)



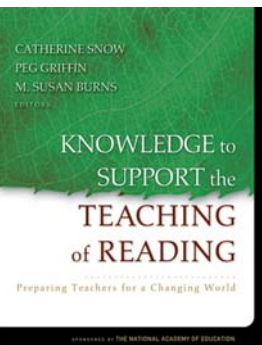
Key information covered in *Preparing Teachers for a Changing World*

- Pedagogical practices
 - Theories of learning
 - Enhancing students' language development
 - Educational goals and purposes
 - Teaching subject matter
 - Teaching diverse learners
- Classroom management
 - Classroom routines
 - Motivation and discipline
- Organizational alternatives
- Clinical practice, internships, mentoring



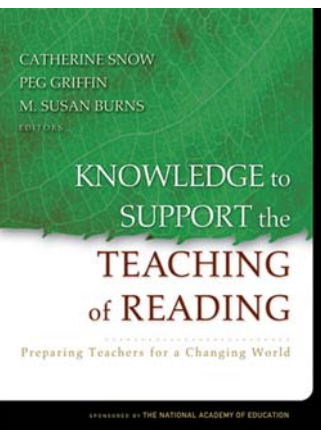
What is specific about reading?

- Emphasis on literacy in policy and practice
- Considerable funding available
- Focus on assessments/accountability
- But little or no improvement in older students' scores
- Despite rising demands for achievement
- And the importance of literacy in content area learning



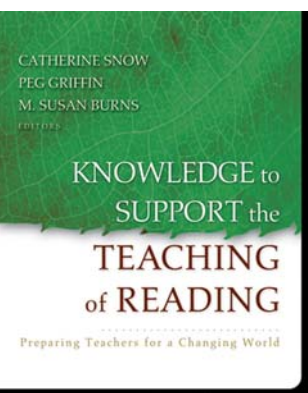
Challenges in improving reading

- The inoculation theory widely implemented
- Early reading instruction too often focused only on 3rd grade outcomes
- The enormous challenge of meeting all students' needs
- Teachers as the final common pathway for reform



The Book, This Talk

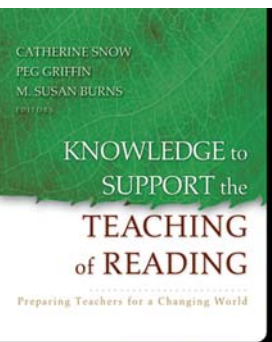
- All those reports about teacher education!
 - Learning, Enactment, Assessment, and Reflection
- Students change: reading development
- Students vary: addressing all the needs
- Students encounter difficulties: specialized knowledge
- Learning to use assessments wisely
- A model of professional growth in reading



فَلَا تَبْخَسُوا فِيهَا حِسَابًا
بَيْنَ يَدَيْكُمْ بِمَا كُنْتُمْ
وَلَفِيضًا كَوْنًا لِلَّهِ

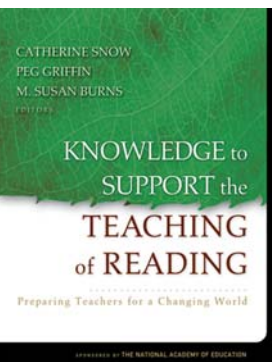
All those previous reports!

- There is a **reading knowledge base**: PRD and NRP
- There is an **adult development knowledge base**
 - Declarative, situated, stable, expert, reflective types of knowledge
 - The learning, enactment, assessment, reflection cycle
- There is a **disciplinary knowledge base**
 - Linguistics, psycholinguistics, sociolinguistics, historical linguistics
 - But we need usable knowledge, not just declarative knowlege



The reading knowledge base

- Five opportunities to learn from PRD
 - Motivation to read
 - Functions of print
 - Alphabetic principle
 - Language and metacognition
 - Assessment to guide prevention and instruction
- Five specific pedagogical practices from NRP

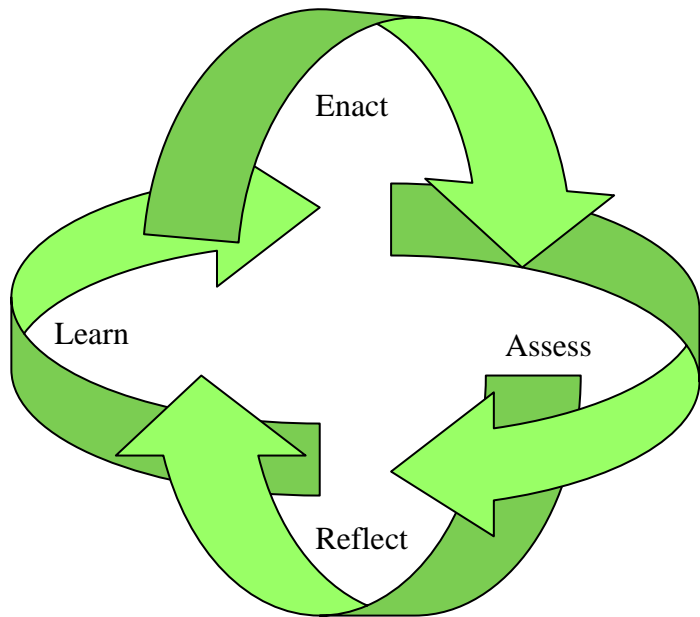


The adult development knowledge base: The Learning, Enactment, Assessment, Reflection Cycle

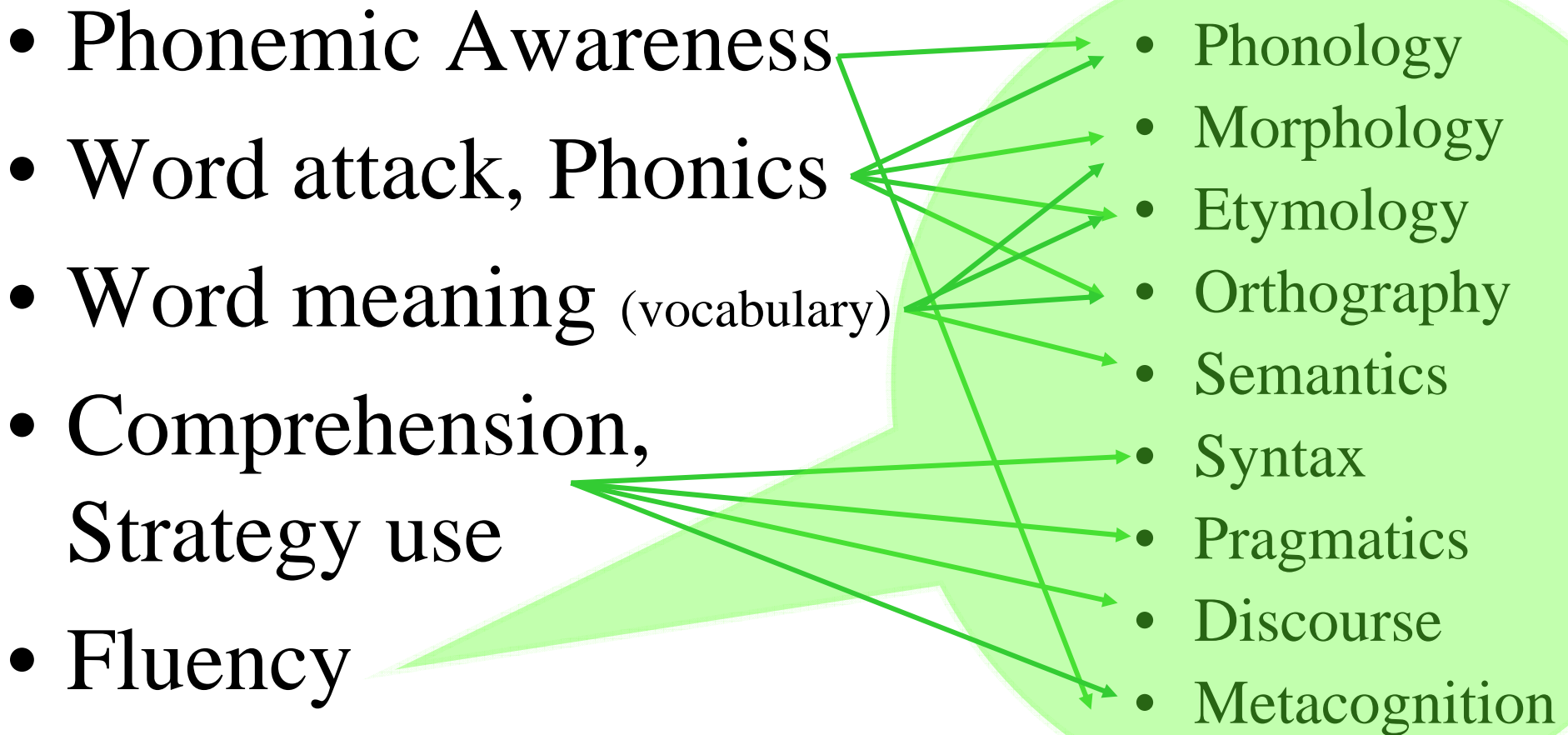
Knowledge that is usable, elaborate,
specific, detailed

Useable knowledge:

- progressive differentiation
- recurring cycles
 - learning
 - enactment
 - assessment
 - reflection
- enacted in practice

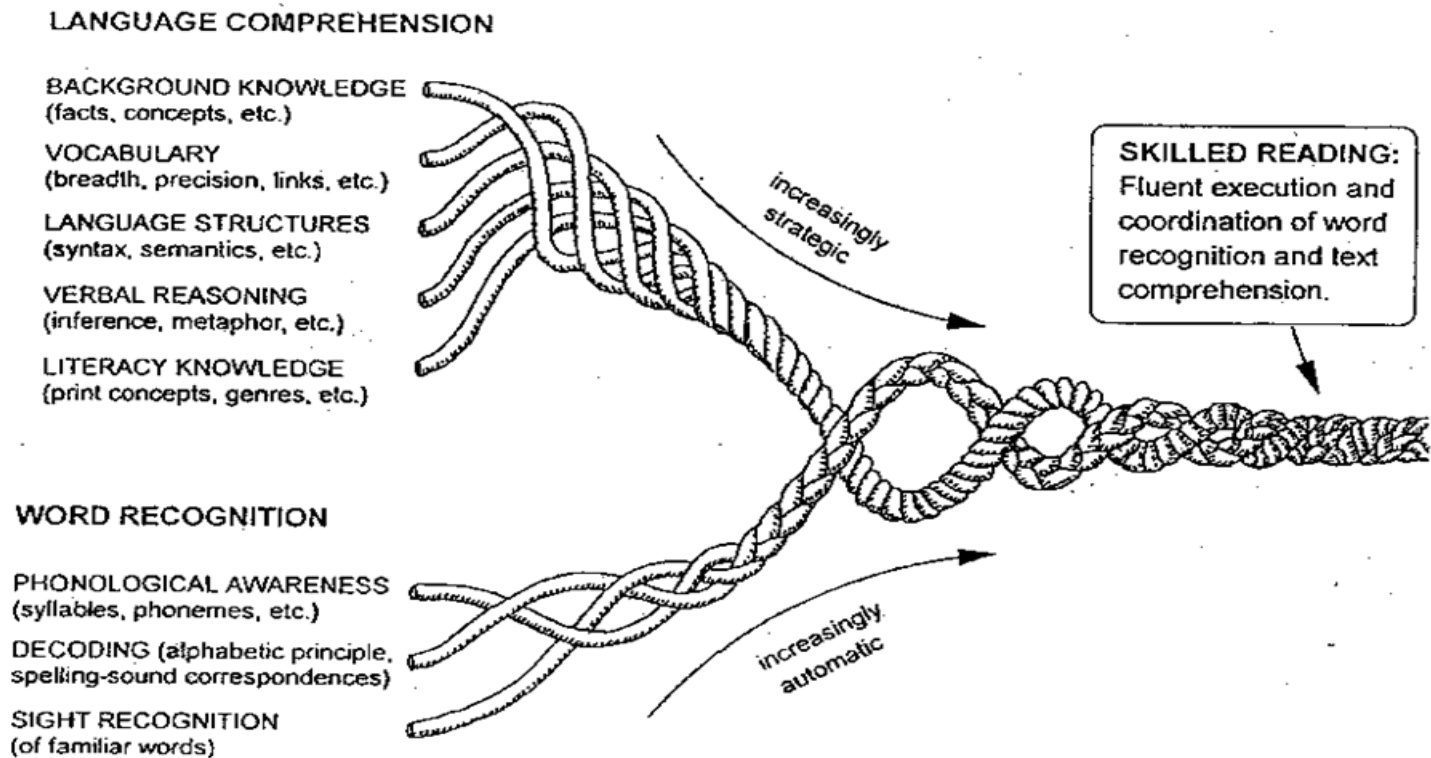


The disciplinary knowledge base: **Useable Knowledge about Language**



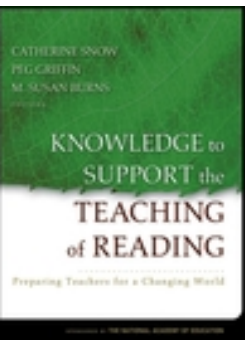
Students change: one representation of developmental changes in the reading system

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



Students change: Pre-Primary grades

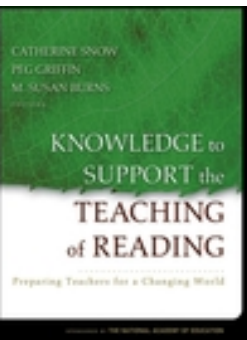
- Nature/role of Texts
 - mostly narrative
- Language Comprehension
 - listening comprehension
 - sense of narrative
 - vocabulary
- Word Recognition
 - phonological/phonemic awareness
 - letter/sound recognition
- Fluency not an issue



Students change

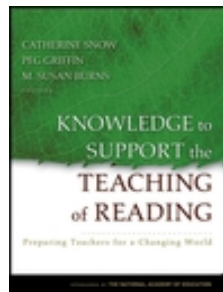
Primary grades

- Nature/role of Texts
 - still mostly narrative
- Language comprehension
 - more complex/academic
- Word Recognition
- Fluency
 - decodable and/or leveled texts
 - repeated readings



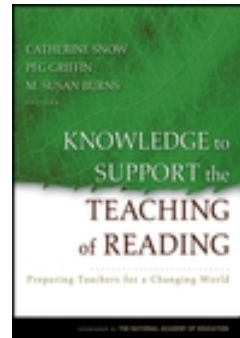
Students change: Middle grades

- Nature/role of Texts
 - reading subordinated to disciplines
 - math, science, literature, social studies
 - most expository: even narratives read for analysis, not for plot
 - learning from text
- Language Comprehension
 - specialized vocabulary
- Word Recognition
 - discipline specific reading practices and instruction
 - specific genres
 - specific tasks
 - specialized vocabulary
- Fluency



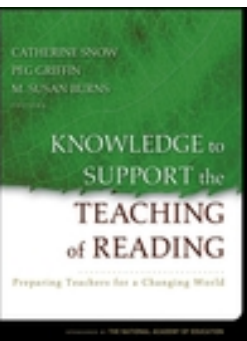
Students change: Secondary grades

- Nature/role of Texts
 - reading subordinated to disciplines
 - math, science, literature, social studies
 - most expository: even narratives read for analysis, not for plot
 - expertise in learning from text
 - expertise in producing discipline-specific texts
- Language Comprehension
 - specialized vocabulary
- Word Recognition
 - discipline specific reading practices and instruction
 - specific genres
 - specific tasks
 - specialized vocabulary
- Fluency



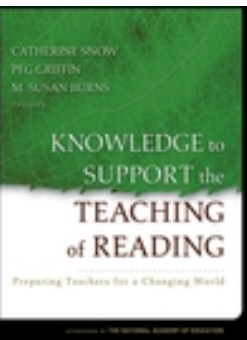
Students vary: addressing all their needs

- Almost every classroom includes variation on developmental, linguistic, and cultural dimensions
- Many widely held myths about second language acquisition, about poverty, about low-status dialects need to be addressed
- Changing deeply-held beliefs requires transcending declarative knowledge by enacting new behaviors.



Students vary: myths re ELLs

- ❌ Younger students learn languages faster than older students
- ❌ Native language of immigrant children is secure
- ❌ Native language assessment compensates for the challenges of bilingualism
- ❌ Language proficiency testing of ELLs is hard but achievement testing of ELLs is easy
- ❌ ELLs should be exempt from accountability assessments



Students vary: myths re AAE

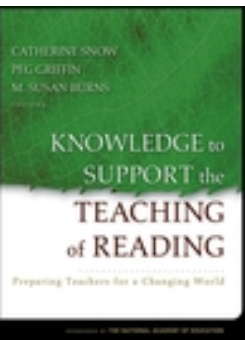
- ❌ AAE has a unique status as a nonstandard dialect
- ❌ AAE is a simpler form of English
- ❌ Nonstandard forms need to be unlearned if standard English is to be mastered
- ❌ AAE learners are just like ELLs
- ❌ AAE phonology makes learning to read difficult
- ❌ Students need to learn standard English so they can benefit from reading instruction

Students vary: myths re poverty

- ❌ Poverty exerts its negative effects primarily through familial processes
- ❌ All students living in poverty are similarly affected
- ❌ Books in the home are the prime predictor of literacy outcomes
- ❌ Children with poor kindergarten skills will have poor reading outcomes
- ❌ Schools serving students living in poverty have an insurmountable task

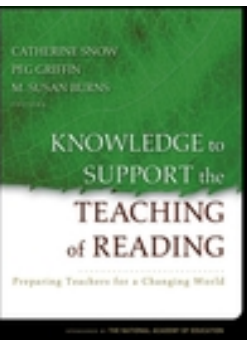
Students encounter difficulties: specialized teacher knowledge

- Confronting the myths
- Recognizing one's own limitations
- Recruiting expert advice and consultation
- Learning to collaborate and work systemically



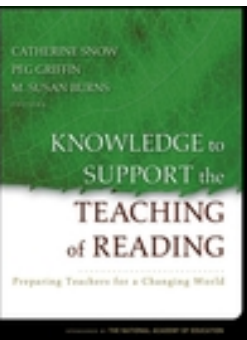
Students encounter difficulties: myths re developmental disabilities

- ❌ Students with reading problems need completely different reading instruction
- ❌ Phonological core deficits are the key challenge for disabled readers
- ❌ Interventions should substitute for instruction with special needs students
- ❌ Struggling adolescent readers need phonics and fluency instruction
- ❌ Motivation is the big challenge for adolescent readers
- ❌ Reading instruction should be finished by 3rd grade



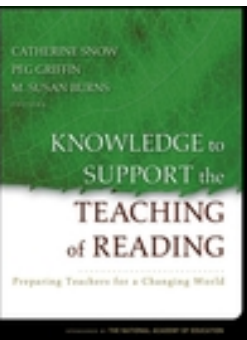
Learning to use assessments wisely

- A wide range of assessment tools and practices
- Using assessment in designing instruction
- Communicating assessment results
- Understanding the different forms of and purposes for assessment



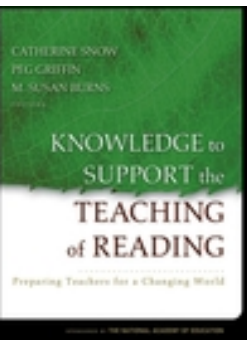
A model of professional growth in reading: Programs need to...

- Address teacher beliefs to foster lasting change
- Create expectations for continuous learning
- Ensure development of comprehensive and usable knowledge base
- Help teachers apply new knowledge to particular contexts
- Promote articulation among key components
- Stay the course
- Be sensitive to local context

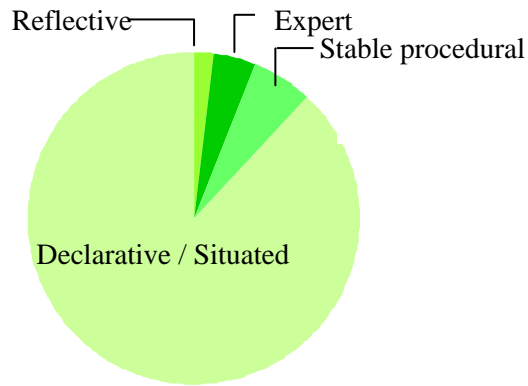


A model of professional growth in reading: The system needs to recognize ...

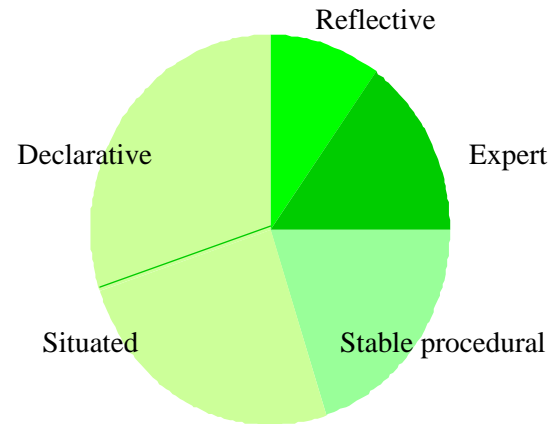
- that novice teachers can at best be expected to do no harm
- the need for stages of teacher careers, associated with changes in knowledge, experience, responsibilities, and rewards
- that ongoing learning is as important for teachers as for MDs or car mechanics
- that school-site support for teacher functioning is as important as what teachers bring
- that delivering pre-service education is only part of universities' responsibilities



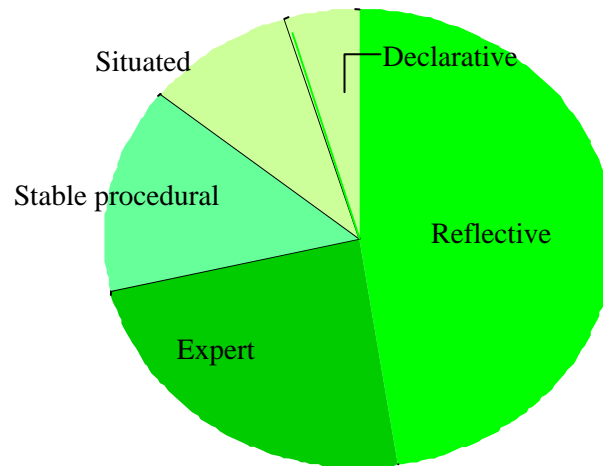
Knowledge Representation at Three Points on a Teacher's Career



Preservice



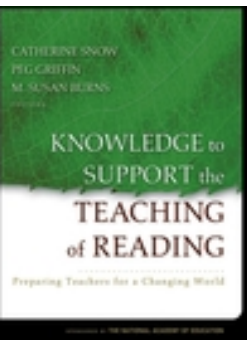
Novice



Master Teacher

In conclusion

- We have a rich and multifaceted knowledge base for teaching reading
- But preservice programs cannot deliver it all, let alone make it useable
- The Learn-Enact-Assess-Reflect cycle applies to teacher education as much as to teacher functioning
- Changes in school organization and district support are as important as improvements in preservice education



Specific recommendations

- Teacher preparation programs
 - Enhanced language/literacy content
 - For all teachers
 - Made useable through links to problems of practice
- Professional development
 - Focused on literacy for content area teachers
 - Comprehensive and linked to preservice learning
- Conditions of work
 - Differentiated teacher careers
 - Using experienced teachers as knowledge resources
 - Local and collaborative learning

