

***Improving the Quality of Teacher Preparation
Reading Courses by Aligning Standards,
Research, and Practice***

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Theoretical Framework

According to the National Council for Teacher Quality (NCTQ), Teacher Prep Review, which was released June 2013, reading is once again on the front burner of the educational news.

We welcome your thoughts on the following two areas of contention:

Reading Wars

“Three out of four elementary teacher preparation programs still are not teaching the methods of reading instruction that could substantially lower the number of children who never become proficient readers, from 30 percent to under 10 percent. Instead, the teacher candidate is all too often told to develop his or her “own unique approach” to teaching reading.”

Textbooks

“One or more literacy courses require a textbook that addresses struggling readers, but are not complemented by lectures and practice. Lectures and practice must complement a strong textbook to fully support candidates as they learn how to differentiate instruction with the explicit purpose of remediating reading difficulties experienced by struggling readers” (NCTQ, Teacher Prep, Struggling Readers, Standard 4).

Our Task

The Council for the Accreditation of Educator Preparation (CAEP) will ensure that educator preparation providers (EPPs) prepare and graduate future teachers who know the content of the subject(s) they will teach, know how to teach that content effectively to students from diverse groups, and demonstrate their positive impact on P-12 student learning in diverse school settings (CAEP, 2013).

Reading Faculty at Stephen F. Austin

We sought to braid CAEP, IRA, and Texas Standards into one document that was based on standards, research, and best practices.

Identified Standards

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Council for the Accreditation of Educator Preparation Aug 2013

International Reading Association Standards 2010

Pedagogy and Professional Responsibilities EC-12 TExES 160

English Language Arts and Reading Generalist EC-6 Standards

*** Stephen F. Austin Elementary Education's Shared Beliefs***

PLO's and SLO's

We narrowed our PLO's to five that were broad and covered the big ideas.

We then worked on formulating our SLO's based on our belief that our teacher candidates need to construct their own knowledge and to experience multiple opportunities to teach reading.

- **PLO 1 Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation (ACEI 1; AMLE 1).**

SLO 1.1 Candidates will analyze constructivist models of reading (including: Kenneth Goodman, Frank Smith, Louise Rosenblatt, David Rumelhart)(EC6 Texas ELA ST IV, XI; 4/8 Texas ELA ST II, VI) (EC6 Texas PPR ST I)

SLO 1.1.1 Assessment - Graphic organizer representing the models of reading and instructional practices aligned to these models

ESL SLO 1.2 – Candidates will know the theoretical foundations of ESL education including Universal Grammar Theory by Chomsky, The Input Hypothesis theory by Krashen, the Conversation Theories, The Output Hypothesis theory by Swain, the Acculturation theory by Schumann.(ESL SLO 2.1; Texas ESL ST II; TESOL 2) (EC6 Texas PPR ST I, II)

ESL SLO 1.2.1 Assessment - Quiz

SLO 1.3 Candidates will know that readers use different stances for reading (such as: efferent and aesthetic) and understand how to teach readers to establish a purpose for reading a variety of texts. (EC6 Texas ELA ST VII; 4/8Texas ELA ST II) (EC6 Texas PPR ST I)

SLO 1.3.1 Assessment - Quiz

ESL SLO 1.4 – Candidates will articulate processes for dual-language programs, types of bilingual students, principals of language transfer, bi-literacy and biculturality (ESL SLO 3.2; Texas ESL ST IV & V; TESOL 3a, 3b, 3c) (EC6 Texas PPR ST I, II)

ESL SLO 1.4.1 Assessment - Quiz

Building our Courses

We then began building courses in D2L

**Reading Coordinator and Assistant Chair has access to
courses**

Regular reviews

Conversational tone teaching with an inquiry stance

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