

STATE OF NEW MEXICO
LEGISLATIVE EDUCATION STUDY COMMITTEE

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October 12, 2011

MEMORANDUM

TO: Legislative Education Study Committee

FR: Kevin Force, JD

**RE: STAFF BRIEF: READING IN TEACHER PREPARATION PROGRAMS:
IMPLEMENTATION OF RECOMMENDATIONS OF HJM 16, *STUDY
READING CURRICULA IN TEACHER EDUCATION* (2010) WORK GROUP**

During the 2010 regular session, the Legislative Education Study Committee (LESC) endorsed and the Legislature passed House Joint Memorial (HJM) 16, *Study Reading Curricula in Teacher Education*. Among its provisions the memorial requested the Deans and Directors of New Mexico Colleges of Education, with members of the LESG, to form a work group to:

- examine the curricula and assigned text materials of all required reading courses in programs preparing teachers for state licensure, and determine if those courses met the statutory requirement that they be based on current scientifically based research;
- establish the methodology of the study and;
- to report the results of its study, with findings and recommendations, to the appropriate interim legislative committee and the Governor.

METHODOLOGY

- All elementary teacher programs at state publicly funded institutions were required by HJM 16 to participate, including:
 - Central New Mexico Community College (CNM);
 - Eastern New Mexico University (ENMU);
 - New Mexico Highlands University (NMHU);
 - New Mexico State University (NMSU);

- Northern New Mexico College (NNMC);
 - San Juan Community College (SJCC);
 - Santa Fe Community College (SFCC);
 - The University of New Mexico (UNM); and
 - Western New Mexico University (WNMU).
- Private programs were not required to participate, but were encouraged to do so. Two such programs did participate:
 - College of the Southwest; and
 - Wayland Baptist University.
 - The work group selected six reviewers from nominees suggested by the members.
 - The reviewers examined all syllabi and required materials using a rubric agreed upon by the work group, including:
 - master or lead course syllabi;
 - individual instructor's syllabi;
 - assigned texts and all supplemental assigned reading;
 - assessments that candidates were taught to use to guide instruction; and
 - assessments that candidates take to show what they have learned.
 - In teams of two, the reviewers also interviewed program faculty, via conference call, to flesh out information they had gleaned from the course materials and to clarify any questions the reviewers had about program content; and
 - Prior to completion of the work group final report all participating programs were given an opportunity to provide feedback on the review process, and to submit a response to the findings that addressed:
 - corrections to any factual information that the institution believed was in error in the reviews; and
 - how the program can use the information contained in the reviews to improve reading instruction.

Findings

The work group found that:

- the reviewers thoroughly reviewed the materials provided by the programs, and made specific findings required by the study design;
- although there was wide variance among the participants as to the degree to which their courses prepared their candidates in the science of reading instruction, every program showed room for improvement in one or more areas;
- many New Mexico teacher education programs “‘missed the target’ in addressing the science of reading instruction to a disappointing degree”; and
- reviewer comments regarding weaknesses in some programs included:

- there was little evidence of systematic instruction that leads to application for many of the five components of literacy instruction;¹
- there was no evidence of instruction based on current national research in reading, according to review of the syllabi;
- texts were inadequate, or ran counter to research;
- nothing in the syllabi, assignments or texts addressed assessments to inform instruction, diagnosis, and prevention of reading difficulties;
- there was no attention given to comprehension strategies as explicit steps to understand fictional texts; and
- teachers would not be prepared to teach reading after taking this course.

Recommendations

Based on their discussion of these findings, as well as analysis of more detailed findings by the reviewers, the work group made the following recommendations:

- **Recommendation 1:** Rigorously assess candidate knowledge of how to teach reading based on the scientific research *as a condition for elementary licensure*, either through the New Mexico Teacher Content Knowledge Assessment in Elementary Education or through a separate exam.
- **Recommendation 2:** Convene a statewide gathering of programs in early spring 2011 for faculty to review the issues raised in the report, and to share texts, supplemental resources, syllabi, instructional activities and assessments, and other resources and approaches for the purpose of strengthening reading instruction statewide.
- **Recommendation 3:** Develop a list of recommended texts that address the five essential elements of literacy instruction, among which programs would be encouraged but not required to select for coursework beginning in academic year 2011-2012.
- **Recommendation 4:** During the 2011 legislative interim, convene the Deans and Directors at an LESC meeting to present the approaches and solutions developed at the spring gathering.
- **Recommendation 5:** Include review of required reading courses based on alignment with scientific research as part of the National Council for Accreditation of Teacher Education (NCATE) accreditation review process. However, the work group discussed whether adding such a review of the NCATE process would make an already complicated procedure more burdensome. Further, PED would be required to partner with NCATE to implement such a course review. As a result, this recommendation lacked consensus among the work group.

Current Status of Work Group Recommendations

- **Recommendation 1:** Requiring assessment of a candidate's knowledge of science-based methods of reading instruction was initially accomplished by legislation that was passed

¹ The five components of science-based reading instruction are: phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension.

in the 2011 session (Laws 2011, Chapter 95), which amended current statute in the *School Personnel Act*, and which will become effective July 1, 2012.

The law now requires, for both Level 1 and alternative Level 1 licensure, a “rigorous assessment of the candidate’s knowledge of the science of teaching reading” to be included in the New Mexico teacher assessments examination.

In order for these requirements to be added to the Level 1 licensure examinations, PED must seek requests for proposals and negotiate contracts to develop the assessments. According to PED, department staff are currently involved in examining best practices, nationwide, for these assessments.

- **Recommendation 2:** The deans and directors of New Mexico’s colleges of education met with their reading faculty in Albuquerque in May to discuss the implementation of the 2011 legislation, including resolutions and recommendations for proposed changes for fall 2011.

According to the Dean of the College of Education of New Mexico State University (See Attachment, *New Mexico Deans and Directors Response of Program Literacy Changes and Modifications*):

- over 40 faculty members attended the meeting;
- analysis of the responses from the reviewed programs identified numerous program components that employ science-based reading research, including:
 - reading materials;
 - texts;
 - assessment procedures;
 - field experiences;
 - program delivery;
 - syllabi;
 - course modifications;
 - diagnostic methodology; and
 - increased integration of scientific research;
- analysis of the reports also identified several themes that demonstrate program adaptations, such as modification of textbooks and reading materials;
- all programs either added texts or supplemental texts, or assigned additional readings to inform students about scientifically based reading research and practices;
- over 180 educational actions that incorporate science-based reading research were found in the various curricula and programs;
- the reports demonstrated that teacher education programs in New Mexico incorporate science-based reading components;
- programs also reported on enhanced field experiences, such as more diagnostic and assessment work with students;
- there was evidence of increased instructional activities for English language learners (ELL);

- texts added to curricula and syllabi by the programs contained significantly more content on scientifically based reading research, with some even identifying where in the texts the pertinent material was presented;
 - in response to the reviews, three programs changed their course offerings, by adding or deleting courses, and developing new classes; and
 - the next step will be to meet again to discuss program changes and adaptations.
- **Recommendation 3:** The Deans and Directors May meeting minutes indicate that there was some discussion of course materials, including discussion of:
 - development of working group recommendations of:
 - recent materials;
 - online materials;
 - multimedia materials;
 - National Common Core Standards, and ELL standards; and
 - International Reading Association (IRA) standards;
 - the work of Rebecca Freeman Field, Ph.D.² regarding ELL; (?)
 - *Speech to Print: Language Essentials for Teachers*, by Louisa Moats;
 - “Just Read, Florida!”; and
 - the *Put Reading First* booklet.³
 - **Recommendation 4:** The deans and directors will be attending the October meeting of the LESC to present their approaches and solutions to the issues identified by the reviewers and the work group.

² Rebecca Freeman Field, Ph.D., is a sociolinguist and language educator dedicated to the professional development of educators who work with language learners. She is adjunct professor at the Graduate School of Education of the University of Pennsylvania, and the Director of the Language Education Division of Caslon Publishing and Consulting. Freeman Field advises teachers and administrators in the United States and internationally on English as a second language, bilingual education, and world language policies, program development, implementation, and evaluation. She is author of *Bilingual Education and Social Change*, *Building on Community Bilingualism*, and co-editor (with Else Hamayan) of *English Language Learners at School: A Guide for Administrators*.

³ The booklet can be downloaded at: <http://www.nichd.nih.gov/publications/pubs/upload/PRFbooklet.pdf>

New Mexico Deans and Directors
Summary Response of
Program Literacy Changes and Modifications

Presented to the LESC
Oct 2011

During the 2011 spring semester teacher preparation programs participated in a meeting with reading faculty from the teacher education programs in the state. Over 40 faculty members attended the meeting. Representative Mimi Stewart and Pam Herman from the LESC staff were involved in the meeting. Representative Stewart did the keynote to explain the legislation, the review process, and the expectations. After that meeting the faculty members from the eleven teacher education programs continued to study the reports provided by the reviewers and made modifications in their programs and materials. Included with this summary document are the individual reports provided by each institution.

An overall analysis of responses from the eleven programs identified numerous program components that utilize scientifically based reading research. The teacher education reports identified: reading materials, texts, assessment procedures, field experiences, program delivery, syllabi, course modifications, diagnostic methodology and increased integration of scientific research as program factors. Analysis of the reports identified several themes which demonstrate program adaptations. One major impact of the review was the modification of textbooks and reading materials. All programs either added textbooks, supplemental textbooks or assigned additional readings that inform students about scientifically based reading research and practice.

The following is a synopsis of the analysis that includes program modifications and statements describing activities involving scientifically based research. For efficiency purposes, we have categorized sections of the report so that comparable indicators could be reported together. An example would be combining assessment modifications with intervention strategies because they are interconnected.

A review of the reports found that over 180 educational actions incorporate scientifically based reading research in the curricula and programs. They are identified in the list below. (Not all examples were included in the calculations; the intent was to give the committee examples of the diversity of integration and implementation. In actuality, there are more examples than reported).

Pedagogical/Course Delivery Changes/Differentiated Instruction	14
Diagnostic/Intervention/Assessment/Running Record	25
ELL/Bilingual/Diversity/Special Needs	15
New Texts	10
New Readings	13
Modified Syllabi/Assignments	26
Field Experience	11
Added or Deleted a Course	3
Five Scientifically Based Elements Components	34
Morphemes/Graphemes/Proficient Reader Motivation/Language Structure/ Struggling Reader/Decoding/ Spelling and Writing/Observation	<u>30</u>
Total	181

This summary is not all inclusive and is intended to portray a picture of what has occurred as a response to the review of the reading programs.

Statements from the program reports demonstrate that teacher education programs in New Mexico integrate scientifically based research components in the reading programs. Programs also reported on enhanced field experiences that included more diagnostic and assessment work with students. These assessment requirements include scientifically based research components that can be used in classrooms with children. There was also evidence of increased ELL instructional activities and assessment as it relates to English Language Learners.

Text additions by the programs included several of those recommended by the reviewers, and numerous additional readings focused on scientifically based reading research. Additional supplemental texts were added by the teacher education programs as well. The texts and additional readings contain significantly more content on scientifically based research. Several programs went so far as to identify where in the texts scientifically based reading research was presented.

Three programs deleted or removed classes and developed new classes to meet the expectations of the reviewers. This process included an overall review of the courses offered, and once it was determined they did not meet expectations, new classes were developed to meet the expectations.

The next step will be to set up a meeting in the spring with reading faculty to discuss the program changes and adaptations. At this meeting faculty will continue to review programs so they meet the expectation of the legislation.

Date: August 3, 2011

RE: CNM Changes/Revisions based on the HJM 16 Reading Study Report

CNM reading faculty reviewed the findings of the HJM 16 Reading Study Report, attended the Reading Conference in May sponsored by the Deans and Directors of Education, and have made several revisions to their two required elementary reading courses.

Below are key recommendations of the HJM 16 Reading Report and CNM's efforts to make improvements in these areas follow.

I. Coverage

Recommendation: Provide instruction on the importance of language structure in terms of syllables, morphemes, graphemes, and phonemes.

Courses have been redesigned to focus instruction on the importance of language structure in terms of syllables, morphemes, graphemes, and phonemes especially for students in grades kindergarten to second.

II. Quality

Recommendation: Divide the EDUC 2260 and EDUC 2262 courses into one for pre-K - 2/3, and another for 3/4 – 8, allowing them to emphasize different elements based on the stage of reading development and learner needs.

The reading courses have been restructured to focus first on emergent literacy (preK-3) and second on intermediate literacy (4-8) with each course structured to emphasize the different elements of the science of reading based upon the stage of reading development and learner needs. The sequencing of topics/lessons is explicitly outlined in the master syllabi and emphasizes the five components of scientifically-based reading instruction. As practice for students, and to use as an assessment of our curricula and instruction, we have implemented a final exam based upon the Connecticut Reading Exam. Additionally, we have revised the texts to align with these curricula changes and selected some of the texts recommended by reviewers to include:

Fuchs, D., Fuchs, L. S., Vaughn, S. (Eds.). (2008). *Response to Intervention: A Framework for Reading Educators*. Newark, DE: International Reading Association. ISBN: 9780872076228

Gunning, T. (2011). *Creating Literacy Instruction for All Students in Grades 4 to 8*. (3rd Edition). Boston, MA: Allyn & Bacon. ISBN 9780132317443

Linan-Thompson, S. & Vaughn, S. (2007). *Research-Based Methods of Reading Instruction for English Language Learners: Grades K-4*. Alexandria, VA: ASCD.

Moats, L. C., (2000). *Speech to Print: Languages Essentials for Teachers*. Baltimore, MD: Paul H Brooks Publishing Co.



In addition to these changes in response to the reviewer's recommendations, CNM has also increased the field-based assignment requirements and integrated the explicit assessment of reading instruction into the student teaching evaluation.

III. Text Comprehension

Recommendation: Stronger textbook selection for addressing text comprehension.

Adopted new text for addressing text comprehension:

Gunning, T. (2011). *Creating Literacy Instruction for All Students in Grades 4 to 8*. (3rd Edition).

Boston, MA: Allyn & Bacon. ISBN 9780132317443

IV: Assessment & Screening

Recommendation: Provide students with various ways to assess children and use available research to develop different plans for different assessment outcomes.

Syllabi were revised and additional assessment application assignments for evaluating and administering assessments including screening tools that focus on skill level have been added.

Additionally, students are required to develop differentiated lessons using assessment results to address differing needs of learners and prevent reading difficulties.

Recommendation: Provide additional resources on working with struggling readers and ESL/Bilingual students.

The courses have been updated to include instruction and resources which explicitly address reading strategies for working with struggling readers and ESL/Bilingual students.



HJM 16 Reading Study

Summary Report

Institution Reviewed: Eastern New Mexico University (ENMU)

Reviewers: Candace Head-Dylla and Mary Poirier Gilroy

Elements of Program Analysis

I. Coverage: Key Findings

The interview provided important supplemental information on the two reading courses (318/350 and 375) offered at ENMU. Lead faculty Donalson and Kallus are fully aware of the latest reading research and have inserted the most important elements into their courses. There are portions of the phonics sections in both courses that could be refined and other topics that might be enhanced with better texts, but overall these are courses that will serve NM students well.

Eastern New Mexico University sets an important example by having the insight to separate early, from intermediate, reading instruction.

However, we would still recommend either a separate course on assessment with another course on intervening with students who struggle to learn to read, or (and this would be our preference) two courses on diagnosing and planning instruction for struggling readers. The second option is preferable because it would allow instructors to hone in on the motivational and instructional needs of younger students (K-2/3) and the different needs of older students (3/4-8).

ENMU Response:

ENMU changed both the core textbook and supplemental textbooks in both RED 350 and RED 375. The newly adopted textbooks emphasize phonics more explicitly.

*Gunning, T. (2010). *Creating literacy instruction for all students (7th ed.)*. Boston, MA: Pearson
ISBN 0-13-700926-7

*Moats, L. (2010). *Speech to print. Language essentials for teachers (2nd ed.)*. Baltimore, Maryland: Paul. H. Brookes Publishing

Johnston, F., Invernizzi, M., Bear, D., & Templeton, S. (2009). *Words their way: Word sorts for syllables and affixes spellers*. Boston, MA: Allyn and Bacon

*The core textbooks were chosen from the list of “acceptable core texts” from the *National Council on Teacher Quality Report* September, 2009. The Gunning text is used in both RED 350 and RED 375 with each class covering the components relevant to the developmental levels being studied.

ENMU agrees that more coursework is preferred to educate teacher candidates. However, with stipulations on the number of credit hours an institution may require prohibits the institution from further changes. In order to address this issue, ENMU created a dual licensure bachelors with ELED and SPED. Students are exposed to assessment of readers who struggle and those with learning disabilities more fully now in the ELED/SPED blended coursework.

II. Quality: Key Findings

ENMU is in the process of blending Elementary and Special Education so that students exiting the program could take both state assessments and become licensed in both. They plan to add a 380 Course that includes classroom and behavior management, formal and informal assessment, and differentiated instruction.

This may be too much to cover in a single course, particularly considering the many issues special education teachers must consider in terms of multiple diagnoses and interventions. Again, we would recommend the two additional courses discussed above for elementary education students and another course for special education teachers that cover other physical and emotional aspects of reading disability.

ENMU Response:

Again, we are limited in the number of courses we may require in a degree; thus we cannot add two additional courses. However, our program does not teach all of the above issues in a single course. The following courses address physical and emotional aspects of reading disabilities, assessments, and differentiated instruction.

SPED 300 Introduction to special education

SPED 320 Planning and assessment for the inclusive classroom

SPED 328 Classroom and behavioral management: exceptional individuals in the inclusive classroom

RED 350 Emergent learners, teaching and learning reading and writing

RED 375 Intermediate literacy development

ELED 405 Literacy and SS methods for diverse & Inclusive classrooms

III. Text Comprehension: Key Findings

ENMU should be recognized for carefully teaching the phonemes and graphemes necessary for effective reading instruction. Using the Spalding phonograms for this purpose is a good idea; however, we worry that teachers exposed to the method in this way will see it as an endorsement of the Spalding method. In fact, Spalding may not be the best choice of reading intervention for many students.

The texts chosen for the courses were not the strongest we reviewed. The Blevins text was a nice phonics supplement but may not be as thorough as other options.

ENMU response:

The textbooks were changed as mentioned in item I. The Spalding phonograms are still used to teach the phonogram sounds. The “Spalding method” was never taught rather the phonograms were used for the teaching of phonics. At no time did ENMU claim to use the Spalding method.

IV: Assessment and Screening: Key Findings

As discussed above, either a separate course is required to teach students how to administer K-8 assessments with an additional course to help teachers plan instruction using these assessments; or the topic should be covered along with ways to use assessment findings to plan and deliver interventions in two separate courses – one covering K-2/3 students and the other for 3/4-8 students. The latter would be our preference.

Both RED 350 (K-3) and RED 375 (4-8) teach students assessments and the administration of reading assessments. The following section below is a copy of that portion from the revised course syllabi:

RED 350

The assessment component requires that you complete **five curriculum based measures (CBMs)** assessments a child.

Phonemic awareness

DIBELS (Gunning, p. 78)

WJIII DRB-sound blending

Phonics

DIBELS (Gunning, p. 78)

WJIII DRB-word identification

Fluency

Oral reading rate (Gunning, p. 80)

Vocabulary

Synonyms, antonyms, and analogy (WJIII DRB)

Spelling and writing

Primary spelling inventory-Individual score sheet (Moats, pp. 236-237)

Words they know/writing sample (Gunning, p. 179)

Comprehension

checklist for evaluating early reading strategies (Gunning, p. 176)

retelling (Gunning, p. 91)

Motivation

Elementary Reading Attitude Survey (ERAS) (Handouts, McKenna & Kear)
Interviews (Gunning, p. 95)

Cuing systems, reading knowledge

Running Records (Gunning, p. 73)
Concepts of Print (Handouts, Clay)
Observation (Gunning, pp. 177-178)
Anecdotal records (Gunning, pp. 93-94)

This portion of the assignment requires a child K-3. Each assessment report **must** include the running record report and concepts of print assessment. You may choose the other three assessments to complete your packet.

The assessment report must include **copies of all the assessments** attached, **a data chart** showing the data obtained generated by computer either in excel or word, **a summative narrative report** explaining the results, and explicit identification of the child's literacy stage of development. **In addition, you must include instructional implications and recommendations based on the data you obtained.** The paper must be written in APA format, including a title page, running head, page numbers, subheadings, and reference page. Each CBM should be listed as a separate subheading. The spread sheet can be a visual of all data obtained, or just a visual representation of some of the data; in other words, it would be difficult to combine *Measuring Attitudes* and *Running records* in a single spread sheet so you could choose just one. Your paper must include a summary/conclusion section; this section must explicitly state what the data means for instruction and have instructional recommendations.

RED 375

The assessment component requires that you complete **a minimum of five** curriculum-based measure (CBMs) assessments on the same child.

Motivation

Reader's Self Perception Scale (RSPS, Henk & Melnick)
Interviews (Fountas & Pinnell)
Interest Inventories (Fountas & Pinnell)

Word recognition

Word-list recognition (Gunning, p. 65); San Diego Quick Assessment (SDQA)

Fluency

Oral reading rate, retelling (Gunning, p. 91 or p. 241)

Spelling

Gates Spelling
Elementary Spelling Inventory (Moats, pp.238-239)

Comprehension

Self-report checklist on reading strategies (Gunning, p. 97)

Writing

Writing rubrics (Gunning, pp. 98-99)

Observation

Anecdotal records (Gunning, p. 94)
Observation (Gunning, p. 93)

Vocabulary

WJ DRB Vocabulary section (synonyms, antonyms, analogy)

The assessment report must include **copies of all the assessments** attached, **a data chart** showing the data obtained generated by computer either in excel or word, **a summative narrative report** explaining the results, and explicit identification of the child's literacy stage of development. **In addition, you must include instructional implications and recommendations based on the data you obtained.** The paper must be written in APA format, including a title page, running head, page

numbers, subheadings, and reference page. Each CBM should be listed as a separate subheading. The spread sheet can be a visual of all data obtained, or just a visual representation of some of the data; in other words, it would be difficult to combine *RSPS* and *Gates spelling* in a single spread sheet so you could choose just one. Your paper must include a summary/conclusion section; this section must explicitly state what the data means for instruction and have instructional recommendations.

Additional Comments:

Adding another special education course just for reading disability is a good idea, but two more regular education courses are also needed. With these five courses in place, a dual certification would be possible, since teachers would know **what** to teach. However, if New Mexico wants the highest-quality reading teachers, in addition to one semester of student teaching, beginning teachers also need an additional internship where they teach full-time with a highly effective teacher providing support and structured feedback. This additional time in the classroom would help beginning teachers learn **how** to teach what they have learned in their coursework.

In particular, a Professional Development School might provide more field experience and prove valuable for both the district and university (see UNM Summary Report).

ENMU Response:

ENMU has five courses which address literacy with diverse learners, SPED 300, SPED 320, RED 350, RED 375, and ELED 405. We provide multiple field experience activities including but not limited to: James Elementary Professional Development School, Monterrey Elementary Professional Development School, partnerships with the New Mexico Christian Children's Home, and the New Mexico Baptist Children's Home.

It is unfortunate that the review committee missed our Professional Development School agreements. Our PDS collaborations have been in place for 15 years. Our professors, students, and teachers from the PDS have participated as presenters at the National Conference in the past. Collaboration include: tutoring, working in classrooms, reading buddies, math and science family nights, research studies, and professional book clubs.

NMHU: Changes Made to Reading Courses, Reading 315 and Reading 411

I. Coverage

1.1 : Hands on practice for students to interact with letters and build words will be provided in class with peers and in school classroom with a child or children.

Resource: Put Reading First

1.3. Explicit instruction on motivation will be provided in class to enable pre-service teachers to utilize strategies that motivate reluctant readers to read and participate in reading activities.

Student Resources:

Professional Journal Articles:

Motivating students to read in the Content Classroom: Six Evidence Based Principles.
Bozo, William, G. and Flynt, E.Sutton. The Reading Teacher 62.2. Oct.2008 172-174.

Web tools:

Internet Virtual field trips
Online reading programs
Scholastics writing with writers website

Instructional activities

Literature circles
Book Talks
Read Alouds
Read Alongs
Language Experience activities

1.3 Bilingual Education

Add powerpoint presentation-- Literacy in Spanish: What's the Same/What's Different? (Kathy Escamilla).

Professional Journal articles:

Montelongo, Jose A.; Hernandez, A.C.; Hunter, R.J; Cuello, J. Using Cognates to Scaffold Context Clues-Strategies for Latino ELs. The Reading Teacher 64.6 March 2011 429-434.

Jimenez, Robert, It's a difference that changes us: an alternative view of the language and literacy learning needs of Latino students. The Reading Teacher 54.8 May 2001 736-742.

Instructional activities and materials:

Language experience lesson
Bilingual books and authors

II. Quality

2. Include explicit instruction and add more instructional activities for proficient readers:
i.e. Literature circles, research projects, content area strategies, author studies, multimedia and technology resources, higher order comprehension strategies to expand meaning
4. Invite local public school assessment coordinators to discuss NM standardized reading assessments used in the public school classrooms

Note: All elementary education students at NMHU are required to take a course on assessment which covers the NM standardized reading assessments.

III. Comprehension

Use paired fiction/nonfiction books to help students better understand and connect strategies for fictional versus informational text.

Books Added:

Moats, Louisa, LETRS (Language Essentials for Teachers of Reading and Spelling

Put Reading First (listed under required materials))

Other resources:

www.nifl.gov/nifl/publications.html

Literacy Begins at home



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MEMORANDUM

TO: New Mexico Deans and Directors
FROM: Robert Rhodes, Associate Dean
DATE: September 8, 2011
SUBJECT: NMSU Changes/Revisions Based On the HJM 16 Reading Study Report

I. Coverage

The following changes and revisions have been made to all of the topics in the section under Coverage. Additional readings, specific details in the practicum field experience candidates receive specific to reading instruction, and course assignments have been clarified to include the scientifically-based reading instruction identified in the National Reading Panel Report (2000). The elementary literacy courses examine and integrate the five components of scientifically-based reading instruction in context.

As an integral part of our elementary literacy program, candidates complete two practicum experiences, one in a primary-grade and another in an upper-grade classroom over the course of an academic year. In both practicum experiences, candidates have multiple and systematic opportunities to experience working with a reading program that is based on scientifically-based reading research (e.g., *Reading Street Reading Program* published by Pearson).

II. Quality

To address the topics in the section under Quality the following changes and revisions have been made: additional readings in the course and assignments in the practicum field experience candidates receive. Candidates take an additional course on working with special needs students. Assignments and materials have been clarified to include learners with special needs in reading instruction. See Table 2 in Appendix A.

III. Comprehension

Changes and revisions have been made to include comprehension strategies across fiction and informational texts. Additional readings and clarification of assignments have been made to include reading comprehension. The practicum experience has been adjusted in order for candidates to practice comprehension strategies across fiction and informational texts. See Table 3 in Appendix A.

IV. Assessment and Screening

In our literacy courses candidates are expected to administer multiple assessments (e.g., DIBELS, phonemic awareness inventory, informal reading inventory, running record, DRA, miscue analysis). Candidates are required to demonstrate their knowledge of using assessment results to inform instruction with the goal of preventing reading difficulties.

To address the assessment and screening, additional changes and revisions have been made to include reading assessments, screening, and access to additional resources to assist struggling readers. Candidates will learn to take a running record and conduct a miscue analysis, as well as assess the five components of scientifically-based reading instruction: phonemic awareness, word recognition, vocabulary, fluency, and comprehension of both fiction and informational texts. The candidates will be provided with assessments instruments, scoring, interpreting, and designing reading instruction that meets the needs of individual students. Additional readings and clarification of assignments have been made to include reading assessment and access to resources.

Appendix A Table 1: Coverage—Scientifically Based Reading Instruction

Reading Instruction	Textbooks and Additional Material and Practicum Experiences
<p>Phonemic Awareness</p>	<p>Goodman—Chapter 1 (p. 7, 23); Chapter 5 (p. 190-193) Flint—Chapter 2 (p. 52-53), Chapter 6 (p. 158-160), Chapter 7 (186-188), and Chapter 9 (280-282 includes and explains the Yopp-Singer Test of Phonemic Awareness); Phonemic Awareness Inventory (394-Appendix);</p> <p>Additional Material <i>Put Reading First</i> Phonemic Awareness p.1-10 Cunningham (2007) What if They Can Say the Words But Don't Know what they Mean Garan (2007) Chapter 3 (p. 84-88) Vacca Vacca et al (2005) Chapter 6 (179-183)</p> <p>Practicum Field Experience Plan and Teach Phonemic Awareness Lesson, Lesson Assessment, Reflect on How Children Responded to Lesson, Next Steps in phonemic awareness instruction...</p>
<p>Phonics</p>	<p>Flint—Chapter 6 (p. 157-160), Chapter 7 (190-188), and Chapter 9 (267274-282); Miscue Analysis and Running Records; Goodman—Chapter 1 (p. 7, 23); Chapter 5 (190-193)</p> <p>Additional Material: <i>Put Reading First</i> Phonics p.11-20 Clymers Article: The Utility of Phonic Generalizations in the Primary Grades Garan (2007) Chapter 3 (p. 67-83) Reutzel & Cooter (2009), Ch. 2 Phonics and Word Recognition Vacca Vacca et al (2005) Chapter 6 (179-183)</p> <p>Practicum Field Experience Plan and Teach Phonics Lesson, Lesson Assessment, Reflect on How Children Responded to Lesson, Next Steps in phonics instruction...</p>
<p>Vocabulary</p>	<p>Atwell Chapter 5 and 7 Flint Chapter 8 (p. 233-234) and Chapter 11 (337-338) Goodman Chapter 2 (p. 37-43);</p> <p>Supplemental Material: <i>Put Reading First Vocabulary</i> p.33- 47 Cunningham (2006) Article: What if They Can Say the Words But Don't Know what they Mean Garan (2007) Chapter 3 (p. 84-88) Krashen (2004). The Power of Reading Johnston Article (2004) <i>Choice Words</i></p>

	<p>http://vimeo.com/15739132FWEBINAR <i>Foundational Role of Vocabulary & Comprehension in Early Literacy</i>; <i>Owocki (2008) RTI Daily Planning p. 271-291 Needs additional readings.</i> Reutzel & Cooter (2009), Ch. 4 Vocabulary Vacca Vacca et al (2005) Chapter 6 (179-183)</p> <p>Practicum Field Experience Teach Vocabulary Lesson, Lesson Assessment, Reflect on How Children Responded to Lesson, Next Steps in vocabulary instruction...</p>
<p>Fluency</p>	<p>Goodman Chapter 4 (p. 92-98; 103-4); Flint Chapter 8 (p. 227-229) Atwell Chapters 5, 6, 7, and 8</p> <p>Additional Material: <i>Put Reading First Fluency</i> p.21-30 Cunningham (2007) Article Garan (2007) Chapter 5 (p. 101-110) Owocki (2010) <i>RTI Daily Planning Book K-6 Fluency</i> p. 225-228; Reutzel & Cooter (2009), Ch. 3 Fluency</p> <p>Practicum Field Experience Plan and Teach Fluency Lesson, Lesson Assessment, Reflect on How Children Responded to Lesson, Next Steps in fluency instruction...</p>
<p>Comprehension</p>	<p>Atwell, Chapter 3, 5,6, 7, and 10 Flint Chapter 7 (p. 193-208); Chapter 8, Chapter 10-11 Goodman Chapter 4-6;</p> <p>Additional Material <i>Put Reading First</i> Comprehension p.47-57; Reutzel & Cooter (2009) Ch. 5 Comprehension; Owocki (2008) RTI Daily Planning p. 232-279; Palincsar, A. S. & Brown, A. (1984). Reciprocal Teaching of Comprehension-Fostering and Comprehension Monitoring Activities. <i>Cognition and Instruction</i>, 1(2), 117-175. Syemour & Osana Artice (2003).Reciprocal Teaching procedures and principles: two teachers' developing understanding <i>Teaching and Teacher Education</i>Vol 19, Issue 3,Pages 325-344 Reutzel & Cooter (2009), Ch. 5 Comprehension</p> <p>Practicum Field Experience Teach Comprehension Lesson, Lesson Assessment, Reflect on How Children Responded to Lesson, Next Steps for comprehension instruction ...</p>
<p>Motivation</p>	<p>Additional Reading Ch. 3 Motivation and Engagement in 21st Century Graves, Juel, Graves, Dewitz; Reading-Strategy Lessons</p> <p>Practicum Field Experience Classroom discussion on motivation: Strategies that Practicum teachers use</p>

	and the strategies Preservice teachers used in their lessons of the five NRP Components.
Bilingual/ESL	<p>Additional Reading Ch. 14 <i>Reading Instruction for ELLs From Teaching Reading in 21st Century</i> Graves, Juel, Graves, Dewitz</p> <p>Practicum Field Experience Discussion of (1) English learners in classrooms, their proficiency levels, primary language literacy, and cultural background; (2) how teacher engages ELLs, (3) what ESL instruction ELLs receive, (4) their language and literacy progress in the classroom.</p>
Syllables/ Morphemes	<p>Ch. 7 Word Recognition in 21st Century Graves, Juel, Graves, Dewitz; (Morphemes & Affixes; Syllables, Onsets, Rimes) Owocki (2010) RTI Daily Planning p. 209-212 <i>NRP Report pages 10, 34-37</i></p>
Phonics for Teachers	<p>Wiley Blevins <i>Phonics from A to Z: A Practical Guide</i></p> <p>For older students: Wiley Blevins <i>Teaching Phonics and Word Study in the Intermediate Grades</i></p>

Appendix A Table 2: Quality—Instruction-Research and Readers

Research and Readers	Textbooks and Additional Readings/ Practicum Experience
<p>Relationship of the Instruction to Current National Research in Reading and Literacy</p>	<p>Pre-service teachers will (1) read and discuss the course readings including the NRP Report/Put Reading First, (2) instructor will model instruction, (3) Observe the five components in their practicum classroom, (4) assess children incorporating the five components, and</p> <p>Practicum Field Experience (5) application by providing instruction incorporating the five scientifically-based reading components</p>
<p>Elements of Proficient Readers</p>	<p>Additional Reading, classroom discussion of Proficient Readers, and discussion of proficient readers assessed in classrooms. Ch. 8 Seely Flint <i>Intermediate and Accomplished Readers</i></p> <p>Supplemental Material <i>Put Reading First</i> Phonemically Aware 2 ,Fluent 22, Comprehension 48 National Assessment for Academic Progress (NAEP)'s Proficient Readers</p> <p>Practicum Field Experience Observe and work with proficient readers and work toward instructing others to become proficient readers</p>
<p>Academically Diverse Learners</p>	<p>Gifted learners, Struggling Readers and Writers, and Special Education Learners Texts address ADLs, Response to Intervention Tier 1 and 2 learners Ch. 5 in the Graves <i>Differentiating Instruction and Intervention</i>; Ch. 12 in Seely Flint <i>Working with Struggling Readers and Writers</i>; Freeman & Freeman (2004) <i>Connecting Students to Culturally Relevant Texts</i> <i>Allington (2000) What Really Matters for Struggling Readers</i></p> <p>Application in Practicum Classrooms Preservice candidates are exposed to Response to Intervention that focuses on academically Diverse Learners. Discussion/Examples of how instruction is differentiated for learners.</p>
<p>Inform Instruction Diagnosis, Prevention of Reading Difficulties</p>	<p>Texts have a good chapter on Varied and Multiple Assessments Graves et al Appendix A; Seely Flint Ch. 9 Effective Assessment Practices for Reading and Writing or Ch. 4 Classroom Assessment and Clay's Observational Survey</p> <p>Application in Practicum Classroom K-6 Assess students using the scientifically based reading components.</p>

Appendix A Table 3: Comprehension of Texts

Comprehension Instruction	Textbooks and Additional Readings/ Practicum Experience
Fiction Texts	<p>Atwell, Chapter 3, 5,6, 7, and 10 Flint Chapter 7 (p. 193-208); Chapter 8, Chapter 10-11 Goodman Chapter 4-6;</p> <p>Practicum Field Experience Candidates are exposed and assist children in reading fiction texts during the reading and language arts block</p>
Informational Texts	<p>Atwell, Chapter 3, 5,6, 7, and 10 Flint Chapter 7 (p. 193-208); Chapter 8, Chapter 10-11 Goodman Chapter 4-6;</p> <p>Practicum Field Experience Candidates are exposed and assist children in reading informational texts during the content area instruction such as science, mathematics, and social studies in addition to the informational stories in the reading and language arts basal texts.</p>

Appendix A— Table 4: Assessment and Screening

Assessment and Screening	Textbooks and Additional Readings/ Practicum Experience
<p>Assessment Strategies Integrated into Each Component of Reading Course</p>	<p>Introduce assessment that focuses on assessment to inform instruction: Running Records for Classroom Teachers (Clay, 2000) Reading Miscue Inventory (Goodman, Watson, & Burk, 2005) Knowing Literacy (Johnston, 1997) Kidwatching (Owocki & Goodman, 2002) RIT Daily Planning Book K-6 (Owocki, 2010)</p> <p>Part 1 of Owocki (2010) RTI Daily Planning Book K-6; Appendix A of Graves et al. Book; Review tests for each of 5 areas of scientifically based reading instruction: PHONEMIC AWARENESS ASSESSMENT Yopp-Singer Test or phonemic awareness inventory PHONICS ASSESSMENTS Letter ID, words, and running record FLUENCY ASSESSMENTS Reading speed, accuracy, expression & volume, phrasing, smoothness, pace VOCABULARY ASSESSMENTS Self rating of before-and-after word knowledge three levels, Teacher constructed vocabulary tests, Cloze, high utility words, specialized words COMPREHENSION ASSESSMENTS Narrative & Expository oral retellings and target questions</p> <p>Application in Practicum Classroom K-1 Assess a child's phonemic awareness and Phonics; K-6 Assess fluency, vocabulary, comprehension</p>
<p>Ability to Access Additional and Appropriate Resources to further Support Students who are At Risk of Reading Failure in the Least Restrictive Environment</p>	<p>Additional Resources for Candidates Reading Recovery http://www.readingrecovery.org/reading_recovery/facts/index.asp Clay, M. M. (2005a). Literacy lessons designed for individuals part one: Why? when? and how? Portsmouth, NH: Heinemann.</p> <p>Clay, M. M. (2005b). Literacy lessons designed for individuals part two: Teaching procedures. Portsmouth, NH: Heinemann. Owocki (2010). RTI Daily Planning Book K-6 Walker (2008). Adjusting instruction to meet students' needs. Reading Today, 25(6), 18–19. http://www.reading.org/General/Publications/ReadingToday/RTY-0806-rti.aspx</p> <p>Allington, What Really Matters in Response to Intervention: Research-based Designs ;</p>

IRA Commission on RTI: Meeting the Needs of Culturally and Linguistically Diverse Students Janette Klingner, Nonie Lesaux, Sandra Goetz, Jamal Cook, and Lucinda Soltero-Gonzalez

Owoki The Three-Tiered System of RTI; Choice Words; How our Language Affects Children's Learning Peter Johnson

Additional Course Work

Candidates take a Special Education Course on assessment and instruction for special education students and a focus on the least restrictive environment

Fall 2011

Changes being made to reading courses at NNMC:

- 1) Integrate content that provides best practices in teaching reading related to the literacy acquisition of ELL and Bilingual students by adopting CORE's "Teaching Reading Sourcebook" into the course Reading and Writing across the Curriculum for Elementary Teachers. This text emphasis a strong foundation in the five big ideas of teaching reading as they relate to diverse learners. The adoption is being made based on the feedback and recommendation from the reading study group.
- 2.) Integrate informal and formal assessment methods related to teaching and assessing reading development in students including assessment of phonemic awareness, assessment of phonics skills, assessment of fluency development, best practices for assessment in vocabulary, and assessing comprehension levels of students into all related teaching modules.
- 3.) Continue to emphasis, teach and assess the linguistic understanding of the English language teacher candidates to ensure that candidates have the prerequisites needed to teach and assess the phonemic awareness, phonics and vocabulary content required for reading acquisition. This will occur primarily in the course Teaching and Diagnosis of Reading.
- 4.) Develop and integrate a learning module devoted to directly teaching about the role motivation plays in learning to read. This content will be explicitly taught in course Reading and Writing across the Curriculum and faculty will use the habits of mind section of the "Teaching Reading in the Content Area, If Not Me Then Who?" by Rachel Billmeyer as the theoretical foundation for this module. Additionally, the concept of motivation will be emphasized, reviewed and discussed in all learning modules related to reading acquisition and reading assessment so that the candidates recognize the integral relationship motivation plays in learning and practicing to read.

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San Juan College Response to HJM 16 Reading Study Summary Report – August 20, 2011

In an effort to address the HJM 16 Reading Study Summary Report San Juan College has made several significant changes to reading course work offered for Alternative Licensure candidates on the elementary track. A new reading course RDNG 252 – Diagnostic Teaching of Reading in the Elementary School will be offered beginning spring semester 2012. This course will cover the second through sixth grade range which heretofore was not covered for our elementary candidates and caused a glaring inequity in our reading program at the elementary level.

SJC, ALP will continue to offer the EDUC 264 – Early Reading and Language Development course which will now serve as the prerequisite course for the new RDNG 252-Diagnostic Reading for the Elementary School course. The EDUC 262 – Reading in the Content Area course will continue to be offered for those candidates on the secondary track and cover content reading for sixth through twelfth grades. The EDUC 213 – Reading for Special Learners course, which received a favorable review in the Study, will continue to be offered for those candidates on the special education track. In addition, the structure of the reading courses will include a change in course sequence and duration as was the recommendation of the Reading Study reviewers. The course sequence for elementary will be EDUC 264 – Early Reading and Language Development as the prerequisite, followed by the new RDNG 252 – Diagnostic Teaching of Reading in the Elementary School course. Course structure and format will also change. Courses will be taught in a 16 week, semester long format and not in the condensed six or eight week format as was the practice prior to the study. Textbooks and supplemental materials for all of the reading courses we offer through the Alternative Licensure Program have been updated. The following addresses each of the four elements from the rubric used in the reading program materials analysis summary report.

- I. **Coverage** – To address the area of Coverage for scientifically based research on reading and literacy offered to our elementary track candidates SJC will be adding a new reading course. RDNG 252- Diagnostic Reading in the Elementary School will be offered beginning in spring semester 2012. This new course, which has been under development during the summer semester, will address the deficiencies outlined in the Reading Study, and will cover reading and instruction strategies for all five of the fundamental elements of scientifically based reading instruction from second through sixth grade. The RDNG 252 is scheduled to be reviewed by our curriculum committee in mid September. Once approved, the RDNG 252 course will be listed in our academic catalog as part of the course of study for the ALP, Elementary track. The RDNG 252 course will provide instruction in all five components of reading including phonemic awareness, phonics, fluency, vocabulary development and comprehension. The prerequisite for the RDNG 252 course will be EDUC 264 – Early Reading and Language Development, which will focus on early literacy and language

development pre-kindergarten through third grade. This course will also address the five components of reading instruction at the emergent and beginning reading levels. This course sequencing which we have adopted was recommended by the Reading Study reviewers and will be implemented. To address the depth and duration of instruction both of the reading courses offered for elementary teachers will map assigned activities, projects and practice sessions with assigned readings, to ensure that prospective teachers are given ample practice application opportunities, both in the classroom and in the field, to actually apply the reading skills and instructional strategies that are being taught. Additional program components will address ELL/Bilingual issues and motivation. Candidates will have opportunities through field-based experiences to work with ELL populations. Linguistics and phonics for teachers will be covered by both of the elementary reading courses. Supplemental course materials will include the NM English Language Development Standards and NM English Language assessments as well as National Common core and ELL standards, IRA standards, DOE standards and publications. SJC has procured all of the supplemental course materials recommended by the Reading Study reviewers, which will be integrated into the course content for both of the elementary reading courses.

- II. **Quality** – To enhance the quality of the reading instruction provided to our teacher candidates SJC plans to continue to utilize those textbooks for both the EDUC 262 and EDUC 213, which received a favorable review, and include the Direct Instruction Reading text as one of the required texts for the new RDNG 252 course. A new textbook for the EDUC 264 – Early Reading and Language Development course has been adopted, which will provide a developmental foundation for language acquisition and emergent reading and appropriate reading instruction through third grade. The adopted textbooks and supplemental materials strongly reflect current national research and best practices and are exceptional in their treatment of strategies for proficient readers as well as meeting the needs of academically diverse learners. The emphasis on differentiated instruction, grouping for success, and systems and routines for struggling readers combine to create an effective instructional approach. Course syllabi will map assignments, projects and application activities to the assigned readings as well as provide opportunities for field based experiences to apply strategies learned. The supplemental materials which were recommended by the Reading Study reviewers, such as the Louisa Cook Moats, “Speech to Print” text and workbook as well as the LETRS modules have been received. Use of these materials have been integrated into the course outlines and schedules for both courses that will address the design and delivery of reading instruction to academically diverse learners, address various assessments to inform instruction, as well as the diagnosis and prevention of reading difficulties.
- III. **Text Comprehension** – In the required text for EDUC 262 there is a plethora of strategies and explicit steps for understanding informational texts and textbook reading. Supplemental materials have been added to this course to ensure that comprehension strategies focused on fictional texts are covered. The textbooks that have been adopted for the elementary reading courses address effective strategies regarding before, during and

after reading stages of comprehension. In addition, these texts provide explicit teaching procedures, including an advanced story-reading comprehension strategy as well as a story-selection method. All selected texts provide comprehension strategies and explicit steps to understand fictional text such as monitoring comprehension, graphic and semantic organizers, think-alouds, recognizing story structure and summarizing are also covered. All course syllabi provide activities and projects designed to complement knowledge gained through assigned readings, as well as provide opportunities for application in the classroom and through practical experiences in the field.

- IV. **Assessment and Screening** – Appropriate assessment will be central to each of the elementary reading courses, and will dovetail reading instruction with assessment procedures and tools. The adopted textbook for the RDNG 252 course has six important special features which include 25 assessment tools addressing issues such as miscue analysis, concepts of print, word recognition and identification, phonemic awareness, phonics, reading fluency, vocabulary, comprehension, spelling and motivation. Assessment activities are included in each chapter and one entire chapter in this new text is devoted to appropriate assessment including; running records, screening tools for determining independent, instructional and frustration reading levels, diagnostic reading and writing assessments, miscue analysis as well as strategies for preparing for and taking standardized tests. The prerequisite course EDUC 264 will focus on explicit, systematic, cumulative instruction in an integrated approach infusing more practice and application. The assessment focus in the EDUC 264 textbook is on the components of the assessment process, determining purpose, collecting information, recording data, organizing data, and analyzing data regarding each student's individual needs. Reinforcing the premise that teaching and assessment occur simultaneously in authentic ways every day in the elementary classroom. In the EDUC 262-Reading in the Content Area course we will address assessment using an additional textbook, which has been adopted for that course, and provides critical thinking skills and techniques for helping students get the most out of reading. Focusing on the fundamentals like decoding, vocabulary development, fluency and comprehension. Teaching students to understand what they read; all essential components for content area instruction and assessment. In addition, supplemental materials will be utilized to create opportunities for ALP candidates to reflect and practice throughout the course. Assessment activities will be embedded as part of classroom activities and projects and as a field experience component. All of the reading courses offered by the SJC, ALP have updated syllabi and course guides that have clear lines of connection from outcomes to specific readings assignments, all of which link to required activities and projects with opportunities for application and actual practice in a field experience setting.

HJM 16 Reading Report Santa Fe Community College Reading Revisions

The SFCC Teacher Academy reading faculty have reviewed the findings of the HJM 16 Reading study and have made the following revisions to the reading courses EDUC 205 and EDUC 206E.

Below, the recommendations of the HJM 16 Reading Report are bolded and SFCC's efforts to make improvements in these areas follow.

I. Coverage: Key Findings

There was no evidence that either phonemic awareness or phonics were taught in either of the reading courses. Discussion of fluent reading is evident. However, there is no evidence of direct explicit fluency instruction. There is no evidence of direct instruction in comprehension strategies.

The reading courses have been restructured to focus first on emergent literacy and second on intermediate literacy. Each of the Big Five fundamental elements of reading are now explicitly outlined in the course syllabi and course schedule of topics. The courses require structured field-based observation assignments for each of the Big Five. Lesson plan assignments focused on each of the Big Five, assessment activities, and assignments to apply knowledge of the Big Five have been added to both courses.

EDUC 205 Fundamentals of Reading Instruction - Text Book: *Literacy for the 21st Century A Balanced Approach* fifth edition by Gail E. Tompkins

EDUC 206 Teaching Reading for the Elementary Classroom – Added the textbook: *Teaching Reading in the 21st Century Motivating All Learners* fifth edition by Graves, Juel, Graves, Dewitz

The depth and duration of the instruction in scientifically-based research to prepare teachers of reading must be strengthened across all programs of study. Supplemental materials and activities are needed.

Both courses have revised syllabi, topics, textbooks, required readings, field experience and assignments which focus on Phonemic Awareness, Phonics, Fluency, Vocabulary Development, and Comprehension as the framework for the courses. In addition to the course textbooks, internet links for required supplemental materials have been added so the Big Five are the framework for each course. The supplemental materials in relation to each of the Big Five are listed below.

Phonemic Awareness

Both classes have redesigned phonemic awareness instruction that incorporate the following supplemental materials:

Put Reading First Kindergarten Through Grade 3
National Institute for Literacy
Chapter 1 Phonemic Awareness Instruction pages 1 -9
<http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>

The Development of Phonological Skills by Louisa Moats and Carol Tolman
<http://www.readingrockets.org/article/28759/?theme=print>

Phonemic Awareness: Concepts and Research

http://reading.uoregon.edu/big_ideas/pa/pa_what.php#research

Phonics

Both classes have redesigned phonics instruction that include the use of the following supplemental materials:

Put Reading First Kindergarten Through Grade 3
National Institute for Literacy
Chapter 2 Phonics Instruction pages 11 - 17
<http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>

How Spelling Supports Reading
Louisa Moats
<http://www.ne-ida.com/pdfs/SpellingMoats.pdf>

Understanding Phonics by Wiley Blevins
<http://www2.scholastic.com/browse/article.jsp?id=4500>

Fluency

Both courses have been redesigned to explicitly teach direct fluency instruction and the practice of word level fluency using the following supplemental materials:

Put Reading First Kindergarten Through Grade 3
National Institute for Literacy pages
Chapter 3 Fluency Instruction pages 19-26
<http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>

Current Practice Alerts - A Focus on Fluency
Sponsored by: Division for Learning Disabilities and Division for Research of the Council for Exceptional Children
<http://www.teachingld.org/pdf/alert15.pdf>

Vocabulary Development

Both courses have been redesigned to include current reading research on vocabulary development using the following supplemental materials:

Put Reading First Kindergarten Through Grade 3
National Institute for Literacy
Chapter 4 Vocabulary Instruction pages 28 through 89
<http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>

Effective Vocabulary Instruction by Joan Sedita
Published in "Insights on Learning Disabilities"
<http://www.keystoliteracy.com/reading-comprehension/effective-vocabulary-instruction.pdf>

Comprehension

Both courses have been restructured to address direct instruction of comprehension strategies using the following supplemental materials:

Put Reading First Kindergarten Through Grade 3
National Institute for Literacy

Chapter 5 Text Comprehension Instruction
<http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>

Current Practice Alerts - A Focus on Reading Comprehension
Sponsored by: Division for Learning Disabilities and Division for Research of the Council for Exceptional Children
<http://www.dldcec.org/pdf/alert12.pdf>

No direct reference to bilingual or dual language instruction exists.

Both course syllabi and course schedules have been reworked to include Bilingual/ESL and dual language as topics. Research-based Bilingual/ESL and dual language instruction strategies have been included in each course. The following supplemental materials have been added:

ESOL Strategies for Teaching Content: Facilitating Instruction for English Language Learners by Jodi Reiss

Dual Language Education of New Mexico

- Mission: To develop, support, and advocate for high quality dual language enriched education in New Mexico.

<http://programs.ccsso.org/projects/ELLCONF/Presentations/CurriculumPedagogy/Dual%20language%20Education%20of%20New%20Mexico.pdf>

II. Quality: Key Findings

No time devoted to current reading research and what that research says for early reading acquisition and practice.

Additional text and/or supplemental reading related to the five fundamental elements of reading have been added to each course (see list above). The course textbooks address these areas as well. The courses have been redeveloped to focus on the reading research. Each course also has new assessments and assignments which address this issue. An example of a supplemental reading is the *National Reading Panel Teaching Children to Read: An Evidence Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*.
<http://www.nichd.nih.gov/publications/nrp/smallbook.cfm>

There was no evidence that any instruction on the importance of language structure in terms of syllables, morphemes, graphemes, and phonemes were provided.

Courses have been redesigned to focus instruction on the importance of language structure in terms of syllables, morphemes, graphemes, and phonemes especially for students in grades kindergarten to second. This is a key component of the Put Reading First supplement that has been added to EDUC 205.

III. Text Comprehension: Key Findings

There was no direct explicit teaching of comprehension strategies in terms of fictional text.

Restructuring of both courses has added instruction for comprehension strategies as explicit steps to understand fictional text. These include monitoring comprehension, graphic and semantic organizers, answering questions, generating questions, recognizing story structure and summarizing. Additional and revised assignments have been added to modules 10 and 11 of EDUC 206E to assess this essential component.

Comprehension strategies as explicit steps to understand informational texts and textbook reading

Restructuring of both classes has added instruction for comprehension strategies as explicit steps to understand informational books and text book reading. These include semantic mapping, KWL charts, previewing, Question Answer Relationships and self monitoring. Additional and revised assignments have been added to assess this essential component. In EDUC 205, students develop a lesson plan focused on enhancing comprehension. Comprehension is the focus during the week 10 module (EDUC 205) and the week 5 module (EDUC 206E).

IV. Assessment and Screening: Key Findings

Actual practice administering assessments was not evident.

Syllabi were revised and additional assessment application assignments for evaluating and administering assessments including screening tools that focus on skill level have been added. The field component of EDUC 205 has been strengthened and has a unit that analyzes literacy assessment in the classroom. An assignment titled "Analysis of Student Achievement" has been added to EDUC 206E

Students at risk for reading failure were not addressed.

Assessment application assignments have been revised or added for both courses. Ability to access additional and appropriate resources to further support students who are at risk of reading failure in the least restrictive environment is a topic that has been included in the course syllabi and course schedule as a specific topic.

Examples of Additional Resources:

When Older Students Can't Read by Louisa Moats

http://www.cdl.org/resource-library/articles/older_read.php

Current Practice Alerts - A Focus on Fluency

Sponsored by: Division for Learning Disabilities and Division for Research of the Council for Exceptional Children

<http://www.teachingld.org/pdf/alert15.pdf>

Effective Vocabulary Instruction by Joan Sedita

Published in "Insights on Learning Disabilities"

<http://www.keystoliteracy.com/reading-comprehension/effective-vocabulary-instruction.pdf>

Current Practice Alerts - A Focus on Reading Comprehension

Sponsored by: Division for Learning Disabilities and Division for Research of the Council for Exceptional Children

<http://www.dldcec.org/pdf/alert12.pdf>

New text books and readings address the topic of academically diverse learners. This has been included in the course syllabi and course schedule as a specific topic. Revised and new assignments have added to each course.

Example of an Additional Resource

Integrated Vocabulary Instruction Meeting the Needs of Diverse Learners in grades K to 5

<http://www.learningpt.org/pdfs/literacy/vocabulary.pdf>

Date: July 7, 2011

RE: UNM Changes/Revisions based on the HJM 16 Reading Study Report

The faculty in Elementary Education has carefully discussed the recommendations of the HJM 16 Reading Study and implemented changes for each recommendation. The recommendations of the HJM 16 Study Report are copied and bolded. Our specific response follows each bolded section.

I. Coverage: Key Findings

To adequately prepare teachers to teach reading, at least two more courses are needed. We would recommend either a separate course on assessment with another course in interventions for struggling readers, or (and this would be preferred) two courses on diagnosing and planning instruction for struggling readers. The second option is preferable because it would allow instructors to hone in on the motivational and instructional needs of younger students (K-2/3) and the quite different needs of older students (3/4-8), providing them with the knowledge and skills needed for Response to Intervention.

Changes/revisions have been made to the topic coverage in both Reading Methods courses in order to follow the recommendations made in the second option (2 courses in diagnosis and intervention for struggling readers).

Teachers receiving dual licensure should take an additional course centered on reading disabilities, particularly phonological processing deficits (dyslexia) associated physical impairments, and tier III instruction.

The Dual Licensure program at UNM has added a course to specifically address reading instruction for students with special reading needs/dyslexia.

II. Quality: Key Findings

The current 435 course for students with reading problems is too broad, focused more on pedagogy for inclusion classes rather than explicit, intensive instruction in reading skills that provide proven, effective interventions. The 435 course needs a stronger text and syllabus.

Students in the Dual Licensure program will no longer take LLSS 435. A new course has been added to focuses on intensive instruction in reading and scientifically based reading interventions for students with special needs in the area of reading/language arts.

III. Text Comprehension: Key Findings

There are a number of other texts listed on the Fall 2009/Spring 2010 Required Reading Methods Course Texts/Materials lists that are not aligned with current research and several that contradict standards and distort research findings.

All materials in the Reading Methods courses have been carefully reviewed to eliminate any materials that do not align with current research on the science of reading. All materials that are added in the future will be carefully scrutinized prior to inclusion in our canon of materials.

IV: Assessment and Screening: Key Findings

As discussed above, either a separate course is required to teach students how to administer K-8 assessments with an additional course to help teachers plan instruction using these assessments; or the topic should be covered along with ways to use assessments for intervention in two separate courses—one covering K-2/3 students and the other for 3/4-8 students.

Substantial revisions and additions have been made to EDUC 331 in order to more adequately cover assessment and intervention.

Additional Comments:

With two additional courses and a revamp of the 435 Course, teachers would know what to teach. However, if New Mexico wants the highest-quality reading teachers, in addition to one semester of student teaching, beginning teachers also need an additional internship where they teach full-time with a highly effective teacher providing support and structured feedback. This additional time in the classroom would help beginning teachers learn how to teach what they have learned in their coursework.

While a paid internship is ideal, other options are possible. For instance, in Pennsylvania, the Professional Development School (PDS) at Penn State allows student teachers to teach a full year in district classrooms. The student teachers pay tuition for the full year and coursework is delivered at school sites by PDS supervisors after school. Homework is aligned with work in the classrooms. The district gets an additional teacher in the classroom for a full year; the university gets the same amount of tuition but has to pay a few additional supervisors (often graduate students); and the student teachers receive outstanding references and are usually the first hired. Because the school district also receives professional development from the university, it releases 1-3 teachers to serve as supervisors each year. There are many ways to develop these programs and the gains for both the school districts and the university are substantial.

A Professional Development School partnership was begun between UNM and a local, public school in the Spring of 2011. Plans to implement other Professional Development Schools or similar models for student teaching and placement are in process. In addition, the K-8

licensure program is discussing a requirement of added hours at student teaching placements, above and beyond the hours already required.

	assignments or fieldwork correlations that indicate how or if candidates receive instruction on how to teach fluency.	strategies for fluency development. Assignments: Short Ques # 4 and Assignment #4 require that students choose, define, implement strategies for vocabulary and fluency (3513) Morphology is covered in <i>Speech to Print</i> (Moats, 2011) Chap 5 which is used by both 3503 & 3513 Literacy Difficulties (Block, 2003) Part 4, Chapter 13 covers adaptations for oral language challenges. Short Question #7 and Assignment #4 address fluency and comprehension. (3505)
	Vocabulary Findings	
	Vocabulary (and comprehension) were addressed more comprehensively in texts for both courses than the other three elements of reading. Vocabulary is the most comprehensively addressed element in terms of examples and breadth in text readings. In 3513, candidates are required to design a vocabulary web, and develop a contextual analysis activity. In addition, a major project for this course (to create a 4MAT content thematic integrated unit)includes vocabulary as a requirement. It is unclear to reviewers how vocabulary component is distinctly different from comprehension, or indeed content areas.	Comprehension and vocabulary are addressed fully and separately in 3513 and 3505 in the following ways: <i>Teaching Reading in the 21st Century</i> (Graves, et al, 2011) for 3513 Chap 9 “Vocabulary” in Chap 10 “Scaffolding...&Comprehension” Chap 11 “Teaching Comprehension Strategies” Short Question #5 and Assignment #4 <i>Literacy Difficulties</i> (Block, 2003) for 3503 Chap 10 “Enhancing Comprehension” Chap 13 “Assisting...Oral Language Challenges” Short Question #4 Creating a Decoding Chart
	Comprehension Findings	
	Comprehension is listed in 3513 syllabus as “essential component of the course”. Texts for both courses address comprehension in more depth than the other elements (except vocabulary). Students are assigned to: develop story map power point (Ch. 7 materials) or an instructional activity (use log readings); and read three genre books.	See above for more on comprehension
2. The depth and duration of the instruction in scientifically-based research to prepare teachers (Findings)		
	There is a lack of evidence that instruction in scientifically-based research is provided to support candidates in learning how to implement a reading program, and provide scientifically-based reading instruction. During the interview process, an instructor stated that, “reading takes place in everything you do- it can’t be	Scientifically-based reading instruction: Gradual Release of Responsibility Model (Pearson & Gallagher , 1983) Scaffolding (Wood, Bruner & Ross, 1976) Zone of Proximal Development, (Vygotsky, 1978)

University of the Southwest-School of Education
Report on HJM16 Reading Analysis Findings and Action Plans
August 2011

I. Coverage

1. Scientifically-based research on reading and literacy offered in the programs

Reading Courses	Phonemic Awareness Findings	Action Plans
<ul style="list-style-type: none"> • EDU 3513 Reading Instruction • EDU 3503 Methods and Materials for Reading and Integrated Communication Arts 	<p>In text <i>Principles and Practices of Teaching Reading</i>, the five components were addressed to varying degrees. However, the five components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension) were not specifically listed on either syllabus. It is unclear whether the instructor(s) of the two reading courses reviewed know what the five components of reading are.</p> <p>Texts for both courses include definitions and examples of phonemic awareness, although no specific reading assignment or course assignment specifically addressed this element. Correlation with field experiences are not delineated/included on syllabi. Reviewers found no evidence for phonemic awareness requirement /instruction/assessment in fieldwork or assignments.</p>	<p>In text <i>Teaching Reading in the 21st Century</i>,(Graves, Juel, Graves, Dewitz ,2011) the five components of reading were addressed through individual chapters for each component. In the text <i>Speech to Print</i> (Moats 2011), students work through language exercises that include phonemic awareness, phonics and vocabulary. The Syllabus Course Description lists these clearly. The following assignments address the five components of reading:</p> <p>Discussion # 3,4,6 (3513) Short Questions # 1,3,4 (3513) Assignments # 2,3,4 (3513) Assignments #1 and #5 (3503) require that students observe in elementary classrooms and report back</p>
	Phonics Findings	
	<p>In RDG [EDU] 3503, Birsch text covered phonics content and instruction more in depth than text for RDG 3513. No specific assignments are listed in either syllabus that are directly related to phonics instruction.</p>	<p>Phonics is thoroughly covered in both courses: <i>Teaching Reading in the 21st Century</i> (Graves et al,2011) Chapters 6,7 (3513) <i>Speech to Print</i> (Moats, 2011) Chap 1 (both courses 3513 and 3503) Short Question # 3 consists of workbook exercises to refresh teachers (3513) Short Question #1 same as above Literacy Difficulties (Block, 2003) Chapter 9 (3503)</p>
	Fluency Findings	
	<p>Fluency is listed on 3513 syllabus as “essential component of course”. Fluency is addressed in texts for both courses, yet there are no</p>	<p>Fluency is covered in Chap 8 in <i>Teaching Reading in the 21st Century</i> (Graves, et al, 2011) including</p>

	isolated. Reading has to be taught as a basic skill.” “ They teach by thematic units, which are knowledge-based, not skill-based courses.” It was unclear to reviewers how this philosophy fit with scientifically-based reading instruction.	and students are encouraged to use current reading research materials The 5 components of reading are emphasized equally and reviewed thoroughly which includes skill-based as well as knowledge-based methodology.
3. Additional components of reading offered in the program		
	Motivation Findings	
	Through the interview, it was apparent that instructors encourage students to make sure they are comfortable with what they are doing. It is unclear how this is measured/ascertained. There does not appear to be a motivation component in either course.	Motivation is addressed in both texts: <i>Teaching in the 21st Century</i> (Graves, et al,2011) Chap 3 “Motivation and Engagement” Discussion #1, Assignment #1 & Short Question #2 address motivation for 3513 <i>Literacy Difficulties</i> (Block, 2003) Chap 4 Assignments #1, 3 & 4 addresses motivation through Case Studies.
	Bilingual/ESL Reading Instruction Findings	
	In 3513, students are required to read multicultural books, log reading, develop a chart including summaries . Also assigned to develop a chart listing approaches to accommodate specific LEA learners. It was unclear how this fit into scientifically-based reading instruction/program, and how “specific LEA learners “ was defined.	In 3513 students construct a Rosetta Stone Chart in Short Question #8 and demonstrate understanding of ELL strategies in Assignment #6 . In 3503 students learn how to diagnose/assess communication difficulties and strategies for oral proficiency in Chapter 13 of <i>Literacy Difficulties</i> (Block, 2003) In <i>Speech to Print</i> (Moats, 2011) used in both 3513 and 3503, workbook exercised are assigned throughout both courses which address the difference between English and Spanish language.
	Syllables/Morphemes Findings	
	No findings in this area.	
	Phonics for the Teacher of Reading Findings	
	No findings in this area.	
II. Quality		
1. The relationship of the instruction to current national research in reading and literacy		

	There is no evidence of instruction based on current national research in reading and literacy as made apparent through review of syllabi and interview. During interview it appeared that only one program representative was familiar with the five elements of reading.	Text, <i>Teaching Reading in the 21st Century</i> (Graves, et al ,2011)addresses the reading process as “cognitive-constructivist”. Compatible theories include Reader-Purpose Theory, Socio-cultural Theory and Automaticity. Students are encouraged to use current reading research materials outside of their texts to complete assignments
2. Elements of proficient readers findings		
	There are no findings in this area.	
3. Elements that address design and delivery of instruction to academically diverse learners		
	In 3503, candidates are assigned (with partner) to design curriculum, including scope and sequence, determine whether there are students with special needs, address needs of SPED students in grades 3-6, “inclusion settings should be added since they are state and federally mandated”. This assignment may be informational, and candidates may discover what curricula and scope and sequence look like, yet does not address specific components of reading core instruction, intervention, assessment and /or diagnosis for instructional purposes.	Text <i>Literacy Difficulties</i> (Block, 2003) contains chapters that address intervention and assessment of special needs and ELL learners. Case study reviews are found in Assignments #1 (conditions that impede literacy development), #3 and #4 (Adaptations in Learning), Short Question #3 & #5 (Assessment).
4. Brief descriptions of assessment tools/measures in texts for both courses		
	(Ch. 11 in 3513; p. 92- Birsch in 3503) . Candidates required to include assessment in Major Project in 3513, but criteria are not defined on syllabus.	Rubrics are given for every Assignment, Short Question and Discussion in 3503 and 3513
III. Text Comprehension		
1. The relationship of the instruction to current national research in reading and literacy		
	Comprehension Strategies/Fictional	
	Comprehension is covered more thoroughly in texts for both courses than for other elements. Reviewers found no assignment for either course that directly addresses any aspect of the scope of comprehension instruction.	Text <i>Teaching Reading in the 21st Century</i> (Graves, et al 2011), Chap 11 addresses Comprehension as does Short Question #5 and Assignment #4 in 3513
	Comprehension Strategies/ Informational	
	Comprehension is covered more thoroughly in texts for both courses than for other elements. Reviewers found no assignment for either course that directly addresses any aspect of the scope of comprehension instruction.	Fictional and Informational Comprehension are not differentiated in 3513 and 3505

IV. Assessment and Screening

1. Assessment strategies integrated into each component of the reading course

Marie Carbo Reading Styles Inventory included in mandatory professional journal reading and review. No additional evidence of use of assessments.

Chapter 6 in *Literacy Difficulties* (Block, 2003) addresses Assessments in depth (3503). For further reference students are guided to Gloria B. Smith’s list of formal and informal tests. While students are unable to obtain formal tests, they are expected to know the types of Assessments illustrated in their texts and to demonstrate this through Short Questions #3 and #5 (3503). Chap 4 in *Teaching Reading for the 21st Century* (Graves, et al ,2011) addresses Assessment and students are expected to observe a classroom (informal assessment) in Assignment #1 (3513)

2. Ability to access additional and appropriate resources to further support students who are at risk of reading failure in the least restrictive environment.

No findings in this area. Recommendation: University of Texas Center for Reading and Language Arts document (important, not required reading) may be a useful support in this area.

Notes: Rubin Text for 3503: Reviewers recommend review of this text for validity in light of current research. Published in 2000, it lacks bibliographic/reference support of most current research. Of particular concern are philosophical position on several topics:

Ex:

Comprehension: (Ch. 17) (Using) semantic mapping in place of outlining: “requires that children be good critical thinkers... and .. demands logical thinkers...”

Addressing academically diverse learners: Text emphasis on gifted learners: “...on the average, are superior to “average” children.... (and have) ...admirable traits..”

These are methods courses. Are they taught exclusively on Blackboard? For these reviewers, there a distinct disadvantages of not being able to interact with materials and peers.

There is no significant evidence that candidates are taught how to

The Rubin text was replaced with *Reading Difficulties* (Block, 2003) and *Speech to Print* (Moats, 2011)

Academic diversity is addressed in all three texts used in 3503 and 3513:

Teaching Reading in the 21st Century (Graves et al, 2011) Chapters 3 & 5 (3513)

Literacy Difficulties (Brook, 2003) Chapters 11,12,13,14 3503)

Speech to Print (Moats, 2011) used in both courses.

Diversity is addressed throughout the 92 exercises in the book and particularly for ELL students in Chapter 5 using comparisons with Latin and Greek based morphology . Quizzes and Answer keys are available to students and some classroom assignments address adaptations in reading instructions. Ex:

Assignment #,Discussion #2, #6, and Short Question #2 address differences in course **3503**

	<p>teach reading using scientifically-based reading research. There is no significant evidence that candidates have the opportunity to adequately practice or observe quality (scientifically-based) reading instruction.</p> <p>During interview, instructor indicated that textbooks are great for ideas, and feels that they are for self-help. The philosophy of the program appears to be based in whole language, yet not adequately supported by research or practice.</p>	<p>Short Questions #7,8 and Assignment #7 address ELL and differences in course 3513</p> <p>List of children's books and bibliography follow each chapter in <i>Teaching reading in the 21st century</i> Website: My Education Lab and Making Meaning are used as supplemental materials while students are regularly encouraged to use current scientifically- based reading research beyond their texts to complete all of their assignments in both courses</p> <p>Student observation in classroom and practice with small groups of children outside the classroom enrich and complement the students' learning of the concepts in the texts and several assignments as noted above address this issue. We are dependent upon our district's needs for student observers and have attempted to fill the gap with local private schools which offer Core Knowledge Curricula which includes quality, scientifically-based reading instruction.</p> <p>USW agrees that the two reading courses would be best taught in person and we are currently arranging Spring courses for this purpose</p>

WNMU Response
HJM 16 Reading Study Report
Answering the New Mexico State Reading Report

School of Education

Submitted by: Dr. Patricia Manzanares-Gonzales, Dean
Dr. Anne Harvey, Reading Associate Professor
Dr. Martha Alvarez-Martini

Date: August 12, 2011

RE: WNMU Changes/Revisions based on the HJM 16 Reading Study Report

The reading faculty have reviewed the recommendations of the HJM 16 Reading Study and implemented changes for each recommendation. It was difficult to respond to the reading study because it was inaccurate and incomplete. Of the two contracted reviewers, one of the reviewers never submitted her report and therefore, the summary was not complete. Syllabi and course lecture notes were left unread and unreported upon.

Therefore, we have redefined our efforts in several areas and added improvements to others. The recommendations of the HJM 16 Study Report are copied and bolded. Our specific response follows each bolded section. Please see the attachments which indicate specific information for Reading 410/510: The Teaching of Reading and Reading 411/511: Corrective Reading which support the general statements below.

I. Coverage: Key Findings

The coverage of phonemic awareness, phonics, fluency, vocabulary, and comprehension was unclear because the text sent and that listed in the syllabus did not match.

New textbooks have been adopted for each class: RDG 410/510 Reutzel and Cooter (2012) *Teaching Children to Read* and RDG411/511 Opitz (2011) *Reading Diagnosis and Improvement*. Each textbook offers the most current reading research with a chapter dedicated to each of the five components of reading. Chapters also include scenarios of realistic teaching situations with model reading instruction.

Motivation was referenced in syllabus, but unclear on specific learning requirements.

The newly adopted texts have sections devoted to the topic of motivation. Several reading interest surveys are included and a field assignment gives the students experience with the instrument.

Bilingual and ESL are not addressed.

Both texts cover this topic in both classes. A supplemental text reading was assigned in the RDG 411/511 course: Harvey (2010) *Phonemic Awareness for the English Language Learner*. In addition to the instruction in the reading courses, all students are required to take two classes (6 hrs.) that address the methods of teaching ESL: BLED 414/514 Multicultural Education and BLED 445/545 ESL Methods and Content Literacy.

Syllables and morphemes are not covered. Both texts address this topic in both classes. A supplement text has been added to the RDG 410/510 course: Bear, Donald (2012) *Words Their Way*. A field based assignment using this text is required.

Phonics for teachers of reading was not offered. Both texts address this topic in each of the two classes. The Scholastic *Phonics We Use Level A* workbook is reviewed as a supplemental text in both classes.

II. Quality: Key Findings:

The relation of instruction to content was included in materials sent with syllabi, but not evident in syllabi.

The syllabi for both classes have been edited to include specific reading assignments which align with the Course Outcomes and the Competencies for each course and cover the five components of reading.

The elements of proficient readers were not addressed.

The newly adopted textbooks each contain specific information regarding this topic.

The topic of academically diverse readers was included as a topic in the syllabi, but it is unclear how it is addressed in reading and instruction.

The texts contain chapters on the topic and the assignment of the informal reading assessment measures the students understanding of the topic. The students experience diversity in the classrooms where they complete field experiences for both classes.

Varied assessment is covered to inform instruction: Assessment instruments were sent but it was unclear how these are used.

The report was at times inaccurate and incomplete. The following assessments were sent and field experience assignments were clearly outlined in the syllabi: The Informal Reading Assessment, the Detroit Listening Test, the Early Literacy Assessment, the Woodcock Reading Mastery Test, and the Test of Visual Perception. Students were introduced to each test with practice sessions and then given the opportunity to use the instruments and interpret the results with individual children for authentic experiences. The final requirement of the assignment was to write a recommendation for remediation given the assessment results.

III. Text Comprehension: Key Findings

Strategies with explicit steps to understand fiction were not addressed: Methods of teaching story elements and comprehension strategies is addressed in both classes in both texts. Students are required to use these strategies in small group lessons during field experience assignments. The goals for the reading program are to produce independent strategic readers.

Strategies with explicit steps to understand informational text were not addressed:

Again, the report was incomplete and inaccurate. This topic is continuing to be presented and reviewed. Early reading emphasizes the introduction of non-fiction through Big Books. Later chapters in the texts are devoted to older students' proficiency with study skills and informational text comprehension.

Additional Comments:

Recommend review of Rubin text for validity in light of current research. It lacks bibliographic/reference support of most current research. Of particular concern is the philosophical position on several topics.

The Rubin text has been replaced with the more current Opitz (2011) text for RDG 411/511.