Technical Session 3: Teacher Training

Presented to
All Children Reading
Africa Workshops

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Presented by
Michael Hunter

Readsters
Michael@readsters.com
703-930-2772
All Children Reading Requires All Teachers Teaching
Objectives

• Participants will consider the importance of:
  – directly and explicitly teaching decoding
  – using simple scripted lessons

• Participants will begin to consider these questions:
  – What is the expected learning result?
  – What will teaching and learning look like?
  – What will teacher training look like?
  – What will teacher support look like?
Agenda

• What is Reading?

• What to Teach?
  – The Simple View of Reading
  – Decoding and the Alphabetic Principle

• How to Teach?
  – Explicitly and directly
  – Scripted Lessons and Routines

• Coaching and Training
  – Teacher training
  – Coaching
What Is Reading?
A Complex Map of Reading


The 2 most important skills

Reading Comprehension

Language Comprehension

Context Free Word Identification

FIGURE 1 Convergent skills model of reading development: Younger/Older groups. Note: Coefficients for the Younger group are always listed above those for the Older group. Standard coefficients are in parentheses. *p ≤ .05. **p ≤ .01.
Define the Terms:

Language Comprehension (LC)

*From researchers:* The ability to understand language by using semantic (word meaning) information to derive meaning from individual and related multiple sentences (Gough & Tunmer, 1986)

Simply put: **The ability to understand oral language.**
Language Comprehension (LC) Abilities

- Vocabulary
- Background Knowledge
- Language Structures
- Verbal Reasoning
- Story Structure, Genre, etc.
- Higher Order Reasoning Skills
- Others
Define the Terms:

Context Free Word Recognition:

Decoding (D) (the mechanics)

From researchers:

- Efficient word recognition skills (Gough & Tunmer, 1986)
- Definition includes rapid recognition of all words, whether decodable or not (Hoover & Gough, 1990)

Simply put: The ability to accurately read familiar words and reasonably decode unfamiliar words out of context.
Define the Terms:

Reading Comprehension (RC)

*From researchers:* The ability to understand **written** language by using semantic (word meaning) information to derive meaning from individual and related multiple sentences (Gough & Tunmer, 1986)

Reading Comprehension depends on being able to turn print into language

Simply put: **The ability to understand language from print.**
Print is the Major Difference between LC & RC

Major difference is how the content is accessed -

- **LC** - the content is *oral* and is heard

- **RC** - the content is in *print* and is seen
Reading Comprehension continued

Reading Comprehension (RC) Skills

- All skills listed under **Decoding** and abilities listed under **Language Comprehension**

Language Comprehension Abilities
- Vocabulary
- Background Knowledge
- Language Structures
- Verbal Reasoning
- Story Structure, Genre, etc.
- Higher Order Reasoning Skills

Decoding Skills
- Sight word reading
- Phonics and ability to decode novel (unfamiliar) words
What to Teach?
The Ultimate Goal

- Pupils can read and understand complex text: Reading Comprehension

- This is a strong predictor of success in university and career.
The Simple View of Reading

• A formula introduced by Gough and Tunmer in 1986

Decoding (D) × Language Comprehension (LC) = Reading Comprehension (RC)

D × LC = RC

• The formula was demonstrated to work by Hoover and Gough’s study, published in 1990.

• The essence has been replicated in research studied many times since.

Note: Scores for D & LC are between 0 and 1.
Relationship is Multiplicative

• Because the relationship between D and LC is **not** additive:
  - RC can never be any greater than the **lowest** of either D or LC

• **Both** must be strong

\[
D \times LC = RC \\
0.5 \times 1.0 = 0.5 \\
0.5 \times 0.5 = 0.25
\]
• **Decoding** is a fixed set of skills, once mastered are set

• **Language comprehension** continues grow
Most Important Early Grade Goal

Decoding

• Decoding skills do not go away once learned

• They can transfer to other languages
Decoding

- If you can decode, you can read words whether you know the meaning or not

plasnent
Decoding

- Once you can decode, you cannot turn it off
- Remember the Stroop colors test with Marcia?
How to Teach?
Teach explicitly & directly

- Teacher **demonstrates**
- Pupils practice, practice, practice with feedback to mastery (this does not have to be boring)
- I DO – model task
- WE DO - pupils experience task with support
- YOU DO – pupils practice task with immediate correction
  - Individual turns are critical so pupils get immediate correction. This can be a challenge.
The Alphabetic Principle

• Pupils must understand that letters are used to spell the sounds of spoken words
  – An abstract concept
  – Not easily understood by pupils who have little or no prior exposure to print or complex language

• Pupils must learn it directly through repeated practice
Steps to Decoding

• Pupils must understand:

1. Spoken words consist of individual sounds (phonemic awareness)

2. Letters spell sounds
   • f = /f/  a = /ɑ/  s = /s/  t = /t/

3. The sounds are blended to form syllables
   • /f/ /ɑ/ /n/ = fan  /t/ /ɑ/ /s/ = tas

4. Syllables are blended to make longer words
   • fan tas tic = fantastic
Scripted Lessons

- Many teachers have not had deep instruction in the mechanics of reading and reading instruction
- Scripted lessons provide the road map for teachers
- Teachers learn as they teach
- Scripts limit teacher talk to what is critical
- Minimal, practiced prompts lighten load on working memory for both pupils and teachers
Simplicity

• Keep it simple!

• Many pupils have not had exposure to complex or academic language

• Teachers may not be practiced readers in national languages

• Elements of decoding are abstract ideas

• Pupils will learn from doing and practice rather than from explanation
Students practice
Scripted Lesson

The first 6 steps each have a scripted routine

1. **Review Letters**
   a. Last lesson
   b. Mixed - 3 Past Sounds in Mixed Order

2. **Phonological Awareness**
   a. Mix of words from past lessons
   b. New Letter Word - New Letter Sound at beginning

3. **Teach New Letter**
   a. Sound
   b. Shape

4. **Blend Syllables with Touch & Say Letters to Blend**
   a. New Letter Blend Syllables with New Letter
   b. Mixed Blend mix of 3 Syllables

5. **Blend Words with Touch & Read Syllables to Blend**
   a. Mix of words Blend mix of 3 Words

6. **Write New Letter on Paper**
   a. New Letter 3 times
   b. 3 past letters 1 time each

7. **Story or Song**

**7 Steps of Scripted Lesson**

Attention: One Scripted Lesson may take more than one hour to complete. Continue an unfinished lesson the next day.

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   a. Last lesson
   b. Mixed - 3 Past Sounds in Mixed Order

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6. **Write New Letter on Paper**
   a. New Letter 3 times
   b. 3 past letters 1 time each

7. **Story or Song**
Routine for blending syllables with new letter

I DO, WE DO, YOU DO

4. **BLEND SYLLABLES**

b. **Mixed**

I DO – One Time Only for Each Syllable

- T. writes syllable from textbook on the blackboard. **No box.**
- T. points to syllable and says: **da**
  - 1. **Look here.**
  - T. reads syllable with Touch & Say to Blend:
    1. *Each letter sound in first syllable* (while touching each letter from left to right).
    2. *Syllable* (while tracing finger from left to right under the letters).

WE DO – One Time Only for Each Syllable

- T. points to syllable and says:
  1. **Look here.**
  2. *Everybody, Point and Say to Blend.*
- T. and All point and say each [sound of letter] as teacher points to letter then read [syllable] as teacher traces finger under the letters to blend.

YOU DO – Until each pupil has:
- used Touch & Say to Blend the 3 syllables
- read the 3 syllables whole without Touch & Say

Point to syllables in a mixed-up order

At Board

- T. says:
  1. **Line up here.**
  - Pupils form a line at the board.
  - T. points to a syllable and says to pupil:
  1. **Touch & Say to Blend.**
     - Starting on the left, pupil touches under each letter and says the [sound].
     - Pupil traces finger left to right under syllable and blends to read [syllable].

REPEAT for other 2 syllables. Point in different order for each student.

- T. points to a syllable and says to pupil:
  2. **Read whole.**
  - Pupil traces finger under word to read whole syllable without saying each letter sound separately.
  - Repeat for other 2 syllables. Point in different order for each student.
  - Move to next pupil in line until all pupils have had blended the 3 syllables.
Routines

• The routines use minimal teacher talk

• Increase pupil activity and opportunity to practice and learn

• Are easily learned by both teachers and pupils
  – Teachers do not need to read from the script after practice during training
Blending is the Critical Element

• Pupils must be able to blend sounds from letters to pronounce unfamiliar syllables and words as well as familiar ones

• It is easy for many pupils to memorize whole words by sight, but that is not decoding
Training and Coaching
Keep it Simple!

- The simpler **all** elements of the program are the better the chances of success
- Simpler is easier to implement, manage, and execute
- Avoid unnecessary complications
- Don’t try to accomplish everything at one time
- Teachers appreciate and are able to teach better expectations are clear and easy to understand
Teacher Training

• Must be done over time – not in one big “data dump”

• Do not expect teachers to master entire lesson process and content at one time

• Cycle:
  – Training – In the classroom – Follow-up training – Repeat – Repeat – Repeat
  – Teachers need time in classroom to practice and develop questions and deepen understanding
Practice is Primary

• Establish the goal
• Provide the big picture,
• Break it down for practice of the steps
• Practice, practice, practice!
  – Practice with peers
  – Practice in classroom with real pupils
• Ideally in small groups of no more than 25
• Continued in-class observation and follow-up
Coaching

• In addition to training outside the classroom, teachers need support in the classroom
• Coach visits to observe for pupil learning and to provide support – not to supervise
• Coach and teacher need to be a team working together for learning by the pupils
• Coaches should be looking for pupils learning
• If pupils aren’t learning, then coach will help teacher make changes to make sure pupils are learning
Role of Coach

- Observe
- Advise/Problem Solve
- Collect Data
- Train
- Demonstrate
Coaches

- Coaches will likely need initial training
- Then support and additional training over time
- The more the coaches can be in the classroom, the more experience they will have to share
- Video, distance learning, and video conferencing are ways to provide coaches support from external sources
Continuing to Learn

• Coaches need to know more than the teachers
• Teachers need to know more than the students
• Coaches, teachers and students all need to keep learning
• How will you keep the cycle going?
Who will train and coach?

• Existing in-house resources
  – Experienced trainers or coaches within system
  – Can already strong teachers be trained as coaches?

• Collaboration
  – Consider existing experienced in-country resources outside the ministry
  – Coaching teams

• External sources
  – Video conferencing to increase contact and sustain support
Logistics

- Who will organize and maintain?
- How far are coaches from classrooms?
- How often will they be able to visit?
- How will they be in contact in between visits?
- Where will trainings occur? How often?
- How will participants get there?
- Who will cover classrooms when teachers are in follow-up training?
Questions to Consider

• What will be taught?
• How will it be taught?
• Who will train teachers?
• Who will train coaches?
• How will teachers be supported?
• How will coaches be supported?
• Who will manage training and coaching system?
Did We Meet Our Objectives?

- Did you consider the importance of:
  - directly and explicitly teaching **decoding**
  - using simple scripted lessons

- Are you ready to consider these questions:
  - What is the expected learning result?
  - What will teaching and learning look like?
  - What will teacher training look like?
  - What will teacher support look like?
Thank You!