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Excellence & Accountability in Teaching

A GUIDE TO
U.S. DEPARTMENT OF EDUCATION
PROGRAMS AND RESOURCES

Recruiting, Preparing, and Supporting New Teachers:
U.S. Department of Education's Proposal for Reauthorization
of Title V of the Higher Education Act

On July 17, 1997, President Clinton proposed two new programs for improving teacher preparation and for recruiting and training teachers to work in high-poverty urban and rural areas. These programs are part of the Department of Education's proposal for the reauthorization of Title V of the Higher Education Act.

While the federal government already addresses the professional development of current teachers, little has been invested in developing new teachers. Because our nation will be preparing more teachers than ever before, for increasingly challenging classrooms, a federal investment targeted to teacher recruitment, preparation, and support in the first years of teaching can have a significant impact.

Our proposal has two parts: (1) support for the highest-quality teacher preparation for underserved urban and rural areas, and (2) recruitment of qualified teachers for these underserved areas. Both parts of the proposal also address support for new teachers.

Lighthouse Partnerships for Teacher Preparation: Our proposed Lighthouse Partnerships program is designed to be a catalyst for improving teacher education across the country by funding a number of partnerships among teacher preparation institutions and school districts in high-poverty urban and rural areas. The program would be authorized at $30 million for fiscal year 1999.

The proposed program addresses three critical needs in teacher preparation. First, as a nation, we must identify and rigorously evaluate best practices in teacher education, especially in preparing teachers to teach in high-poverty schools. Second, when exemplary teacher education practices are identified, they should be disseminated to other institutions; otherwise, good programs will remain islands of excellence with little impact on the great majority of prospective teachers. Third, because quality teacher preparation demands strong collaboration with elementary and secondary schools, school districts and teacher preparation institutions must work together in real partnerships to prepare teachers.

The Lighthouse Partnerships program would address these needs. The program, which emphasizes the vital role of K-12 educators in designing and implementing effective teacher preparation programs, would accelerate the change process by linking higher education institutions from across the country with each other, and with K-12 schools, to share best practices and learn from each others' work. The program would award five-year competitive grants to partnerships made up of institutions of higher education, K-12 school districts, and states. Other entities, including community colleges, could be partners as well. The partnerships would be identified by rigorous criteria through a peer review process.

Each Lighthouse Partnership would include institutions that view teacher education as part of the mission of the entire university. In these institutions, arts and sciences and teacher education faculty collaborate in preparing teachers. The institutions have a coherent, core curriculum that reflects the best research and practice and is aligned with K-12 student content standards and standards for teachers and teacher education. They have strong, well-sequenced clinical experiences where pre-service teachers are placed under the supervision of master teachers to learn how to work effectively with all students, especially those who do not learn easily. They both prepare teachers to use technology and use technology to prepare teachers. These institutions have strong connections to high-poverty schools and a proven track record of attracting, preparing, and placing diverse, successful teachers in those schools.

All institutions in the Lighthouse Partnerships must be committed to this vision. Within each partnership, at least one institution must have already done the hard work involved in achieving these elements of high-quality teacher education. Other institutions may be just beginning the process of redesigning their programs. In short, the members of the Lighthouse Partnerships will be at all different stages of their restructuring efforts and will have valuable experience to share with each other. The partnerships will likely represent a variety of approaches to teacher education and will transcend state and regional boundaries. Most important, they will reach institutions of all types and sizes that prepare significant numbers of teachers.

Funds would be used for refinement and evaluation of the institutions' teacher education programs; for the aggressive dissemination of information about best practices in teacher preparation to other institutions that prepare teachers; for technical assistance in restructuring the teacher preparation programs of the institutions in the partnership; for the implementation of program improvements; for joint activities with school districts in the partnership; and for assessing the effectiveness of the grant activities.

Strong evaluation provisions in the legislation would require that the partnerships document improvement in teacher preparation programs and that they show improvement in the effectiveness and diversity of students completing their programs. In addition, they must show improvement in student achievement at the elementary and secondary schools with which they collaborate.

Recruiting New Teachers for Underserved Areas/Minority Teacher Recruitment: Our nation's schools will need to hire over two million teachers in the next decade, and they need a talented, well-prepared, and more diverse teaching force. Urban and rural schools will experience the most severe teacher shortages; at the same time, students in those schools often need the most qualified teachers.

The federal government cannot solve these recruitment challenges alone, but it can be a catalyst that stimulates the recruitment of minority teachers and teachers in areas of high need. We propose a program to increase the number of students, especially minority students, who

complete high-quality teacher preparation programs. The program would promote teaching in underserved areas and would be authorized at $37 million for fiscal year 1999.

The program would award five-year competitive grants to partnerships between institutions of higher education and school districts in underserved urban and rural areas, in conjunction with other partners such as community colleges, teachers' unions, community organizations, and states, to recruit and prepare teachers. Collaboratively, the partners would determine the needs of high-poverty schools in their communities, such as the need for diverse faculties or for teachers in particular subjects. Having completed this needs assessment, the partners would identify a pool of potential teachers fitting those needs, recruit individuals from this pool, and design high-quality preparation and induction programs tailored to those individuals.

The needs of the respective partnerships would determine their recruitment focus. Special consideration would be given to applications from minority-serving institutions and to applications most likely to result in increases in the numbers of minority individuals, including language minority individuals, and individuals with disabilities in the teaching force.

The program would support scholarships for potential teachers. Applicants would determine the funding level and number of these scholarships according to the needs of their students. Because scholarships alone often are not enough to attract and retain participants in teacher education programs, the grantees could also provide support services such as academic counseling, tutoring, mentoring, child care, and transportation. Grantees would provide support services during participants' first three years of teaching, as well.

Individuals recruited into the program would commit to teach for at least three years in underserved school districts, defined by poverty level. The grantees would be judged by their success in preparing teachers to teach to high standards and in placing and retaining new teachers in high-need communities. Thus, they would have strong incentives to prepare students well for the challenges of teaching in high-poverty urban and rural schools and to support them effectively during their first years of teaching.

A matching requirement would help to ensure that the program activities continue after federal funding ends. Over the five-year grant period, the federal share of the costs of the program activities would be reduced incrementally from 90 percent to 50 percent.

A focused federal investment in teacher recruitment and preparation can make a substantial impact on the development of new teachers. The Department's proposal for the reauthorization of Title V would be an effective answer to our nation's challenges in teaching.

HIGHER EDUCATION ACT OF 1965

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"TITLE V--EDUCATOR RECRUITMENT, PREPARATION, AND INDUCTION

"FINDINGS

"SEC. 501. The Congress finds as follows:

"(1) What teachers know and can do has a critical impact on student achievement, yet too often prospective teachers are not receiving the initial preparation they need in order to teach children from diverse backgrounds to challenging standards.

"(2) A number of elementary and secondary schools throughout the United States are implementing educational reform strategies that are research-based, have records of demonstrated effectiveness in enabling students to achieve to high State or local standards, are replicable in diverse and challenging circumstances, and are supported by networks of researchers and experienced practitioners. Yet preparation to implement these strategies is not generally a central component of initial teacher preparation.

"(3) Institutions of higher education that provide teachers for urban and rural schools that enroll concentrations of children from low-income families often have the greatest need to restructure their teacher preparation programs because the teachers they graduate will face the greatest classroom challenges.

"(4) Improvement of teacher preparation in mathematics and reading represents a particular challenge for American education. For example, most future elementary and middle-school

mathematics teachers take no more than one or two college-level mathematics courses, and these courses are not designed for prospective teachers and do not cover the mathematics content that elementary and middle-school teachers should teach to enable students to meet challenging mathematics standards. In reading, most teacher preparation programs have not incorporated the large body of research on effective reading instruction.

"(5) If current trends continue, American schools will need to hire more than two million teachers in the next decade to educate an increasing number of students and to replace current teachers who will retire or leave the profession. High-poverty urban and rural schools will experience the most severe teacher shortages. Of the more than two million teachers needed, approximately 15 percent, or 345,000, will be needed in central cities, in schools with large concentrations of low-income students. An additional 207,000 teachers will be needed in isolated, and often poor, rural areas. Recent trends in the number of people preparing to enter teaching indicate that the normal operation of the labor market, by itself, will not produce the number of qualified teachers schools will need.

"(6) Schools are already having trouble recruiting qualified teachers. Nearly three-quarters of physical science students and one-third of English students in high-poverty schools take classes with teachers who lack even a college minor in their field. The National Commission on Teaching and America's Future found that 50,000 uncertified individuals

annually enter teaching because schools, frequently those in urban and rural areas with large concentrations of children from low-income families, cannot find all the certified teachers they need.

"(7) Teaching excellence and diversity are inextricably connected. By bringing distinctive life experiences and perspectives into the classroom, enriching the instructional curriculum and the school climate, and strengthening connections to parents and communities, teachers from diverse racial and ethnic groups, and those with disabilities, enhance the quality of American education. Yet today, while one-third of American students are members of minority groups, members of racial and ethnic minority groups make up only 13 percent of the teaching force and nearly half the school districts in the Nation have no minority teachers. In addition, few individuals with disabilities are teaching in American classrooms.

"(8) The Federal Government, by itself, cannot ensure needed improvements in teacher preparation or solve the problem of teacher shortages. However, the Government can make limited, targeted investments that--

"(A) encourage more institutions of higher education that operate teacher preparation programs, working in partnership with local educational agencies and States, to adopt the practices and strategies of the best programs;

"(B) encourage a more diverse mix of Americans to enter teaching and complete high-quality preparation programs; and

"(C) encourage more Americans to serve as teachers in underserved communities.

"PURPOSE

"SEC. 502. The purpose of this title is to help meet the national need to recruit, prepare, and retain a high-quality and diverse supply of elementary and secondary education teachers, and to help meet the needs of schools in urban and rural areas with concentrations of children from low-income families, by--

"(1) authorizing support for partnerships among institutions of higher education that operate exemplary teacher preparation programs, other institutions of higher education seeking to improve their programs, public elementary and secondary schools, and States, in order to improve the quality of the initial preparation of teachers for high-poverty communities;

"(2) authorizing support for partnerships to increase the number and diversity of students who enter teacher education programs and complete high-quality preparation programs, and to increase the quality of teaching in underserved urban and rural communities; and

"(3) encouraging, through such partnerships, the creation of a more diverse teaching force, through the recruitment and preparation of minority individuals, including

language minority individuals, and individuals with disabilities, to enter teaching.

"AUTHORIZATION OF APPROPRIATIONS

"SEC. 503. (a) AUTHORIZATION FOR PARTS A AND B. There are authorized to be appropriated--

"(1) $30,000,000 for fiscal year 1999 and such sums as may be necessary for each of the four succeeding fiscal years to carry out the program of Lighthouse Partnerships under part A; and

"(2) $37,000,000 for fiscal year 1999 and such sums as may be necessary for each of the four succeeding fiscal years to carry out the program of Recruiting New Teachers for Underserved Areas under part B.

"(b) TRANSITION. Notwithstanding any other provision of law, the Secretary may use funds appropriated under subsection (a) to make continuation awards for projects that were funded under subpart 2 of part E of title V of this Act, as in effect prior to enactment of **[inset name of reauthorization Act]**.

"PART A--LIGHTHOUSE PARTNERSHIPS

"DEFINITIONS

"SEC. 511. As used in this part, the following terms have the following meanings:

"(1)(A) The term 'lead institution' means an institution of higher education that--

"(i) operates an exemplary teacher preparation program of significant size in one or more areas of teacher preparation, which may include the preparation of principals and other educational administrators;

"(ii) desires to assist other institutions of higher education in improving their programs and to serve as a national model for effective teacher preparation; and

"(iii) places a significant percentage of its teacher preparation graduates in teaching positions in urban and rural communities with concentrations of children from low-income families.

"(B) A lead institution may participate in a consortium with one or more two-year colleges with which it has articulation agreements relating to teacher preparation.

"(2) The term 'lighthouse partnership' means a partnership of a lead institution, partner institutions, and State and local educational agencies, that is dedicated to improving the quality of teacher preparation programs. Within each partnership, the lead institution shall act as the fiscal agent for the grant.

"(3) The term 'local educational agency' has the meaning given that term in section 14101(18) of the Elementary and Secondary Education Act of 1965.

"(4) The term 'partner institution' means an institution of higher education that--

"(A) prepares teachers for their initial entry into the teaching profession;

"(B) desires to improve its program with assistance from a lead institution; and

"(C) prepares teachers for teaching positions in urban and rural communities with concentrations of children from low-income families.

"(5) The term 'teacher preparation program' means a program operated by an institution of higher education that prepares students to obtain initial teacher licensure and to teach in elementary and secondary schools. Such a program may also prepare students to become preschool teachers if the institution serves a State or school districts in which preschool education is provided as free, public education.

"GRANTS TO LIGHTHOUSE PARTNERSHIPS

"SEC. 512. (a) GRANTS AUTHORIZED.--(1) From funds appropriated under section 503(a)(1) for this part for each fiscal year, the Secretary shall make competitive grants to lighthouse partnerships.

"(2) Each grant under paragraph (1) shall be for a period not to exceed five years.

"(3) The Secretary shall--

"(A) make continuation awards, for the second and succeeding years, only after determining that the partnership is making satisfactory progress in carrying out the grant; and

"(B) conduct an intensive review of the partnership's progress, with the assistance of outside experts, before making the continuation award for the fourth year of the grant.

"(b) LIMITATION. No partnership may receive more than two grants under this part.

"PREAPPLICATIONS AND APPLICATIONS

"SEC. 513. (a) PREAPPLICATIONS. Each lead institution that wishes to participate in a lighthouse partnership that will apply for a grant under this part shall submit a preapplication to the Secretary at such time, in such manner, and containing such information as the Secretary may require, except that the lead institution need not identify the other members of the partnership until it submits an application under subsection (b). The Secretary shall use a peer review process to review these preapplications.

"(b) APPLICATIONS REQUIRED. Any lighthouse partnership desiring to receive a grant under this part shall submit an application to the Secretary at such time, in such form, and containing such information as the Secretary may require.

"(c) CONTENTS. Each application shall include--

"(1) a description of the teacher preparation program operated by the lead institution, including information on the curriculum, the faculty, and the number and characteristics of students served;

"(2) evidence of the quality of the institution's teacher preparation program, covering--

"(A) the extent to which the institution provides a coherent program that--

"(i) reflects the best of what is known, from research and practice;

"(ii) prepares teachers to implement research-based instructional programs of demonstrated effectiveness and to teach their students, particularly those in high-poverty schools, to high State and local content standards; and

"(iii) reflects high standards for teaching, such as the standards of the National Board for Professional Teaching Standards, and for teacher education;

"(B) the commitment of the institution to its program of teacher preparation;

"(C) the connections between the institution's teacher preparation program and its departments or schools of arts and sciences, to ensure the integration of pedagogy and content in teacher preparation;

"(D) the extent to which the institution operates a clinically based teacher preparation program, particularly in high-poverty schools, through which prospective teachers participate in intensive, structured clinical experiences, with extensive faculty involvement, throughout their preservice

education, and the extent to which those experiences are integrated into the curriculum;

"(E) the extent to which the institution's program offers continuous assistance to its graduates during their initial years in the classroom;

"(F) the extent to which the institution's program meets the needs of, and has strong connections with, elementary and secondary education (particularly with urban and rural schools and school systems that serve concentrations of students from low-income families and with the education reforms under way in the institution's State), which may include the involvement of elementary and secondary educators in the continuing development, improvement, and implementation of the teacher preparation program;

"(G) the success of the institution in preparing teachers to teach individuals from diverse populations effectively;

"(H) the extent to which the institution is preparing teachers to use technology to teach children to high standards;

"(I) the record of the institution's teacher preparation program in attracting and graduating a diverse student body (including the recruitment and enrollment of individuals with disabilities);

"(J) the procedures the institution uses to measure the quality of its teacher preparation program (including

the extent to which graduates improve their subject matter knowledge and teaching ability as a result of their participation in the program) and to improve its program, using information generated through those procedures;

"(K) the success of the program in graduating students who are fully qualified to teach to high standards in the State or region served by the institution;

"(L) the quality of the program's graduates, as documented through such evidence as the graduates' record of obtaining (and retaining) teaching positions and the opinions of school district officials, in the State or region, of the quality of those graduates;

"(M) if applicable, the quality of the institution's program for the preparation of school principals and other school administrators, and of the success of that program; and

"(N) involvement and leadership of the institution in national, regional, and State efforts to improve teacher education and licensure;

"(3) evidence of the extent to which--

"(A) graduates have taken teaching positions in urban and rural schools in communities with concentrations of students from low-income families; and

"(B) the institution recruits and serves students (such as education paraprofessionals) from those communities;

"(4) evidence of the experience of the lead institution in creating or participating in networks with other institutions to improve the quality of teacher preparation programs;

"(5) a description of how the partnership will operate a program under this part, including--

"(A) a description of the governance structure that the partnership will establish (through a written partnership agreement) for the grant, which shall include the active involvement of high-level administrators of the lead institution and representatives of--

"(i) both the teacher preparation program and the school or department of arts and sciences in the lead institution;

"(ii) the partner institutions involved with the grant;

"(iii) local educational agencies (including teachers and other school-level officials) served by the lead institution and one or more of the partner institutions; and

"(iv) State officials with authority over teacher licensure and teacher preparation in the States in which the lead institution and one or more of the partner institutions are located;

"(B) a description of how the partnership will fully engage local educational agencies in the activities carried out under the grant, including how the partnership will use grant funds to address the teacher training needs of the local

educational agencies that are members of the partnership, consistent with section 514;

"(C) a description of how the activities undertaken with the grant will support, and be integrated with, the educational reforms under way in the States of the lead and the partner institutions, including a description of plans for coordinating activities carried out under the grant with activities carried out under other Federal or State professional development programs or activities designed to improve pre-service and in-service teacher training; and

"(D) a description of--

"(i) the measurable goals the partnership expects to achieve through the grant, including--

"(I) goals for improvements in the teacher preparation programs of the partner institutions;

"(II) goals for improvements in the quality, and increases in the number, of the graduates of teacher preparation programs operated by members of the partnership who take teaching positions in high-poverty schools of the local educational agencies in the partnership;

"(III) goals for meeting the teacher preparation needs of the local educational agencies in the partnership, in order to improve student achievement; and

"(IV) such other goals, consistent with the purposes of this part, as the partnership may select;

"(ii) how the partnership will achieve the goal of increased diversity among its teacher preparation graduates; and

"(iii) how the partnership will determine whether it is meeting the goals described in clauses (i) and (ii); and

"(6) a description of the partnership's plan for institutionalizing the activities it is carrying out under this part, so that those activities will continue once Federal funding ceases.

"USES OF FUNDS

"SEC. 514. (a) REQUIRED ACTIVITIES. In order to increase the quality and number of teachers it is preparing for positions in urban and rural areas with concentrations of low-income families, and to increase the diversity of elementary and secondary teachers, each partnership selected to receive a grant under this part shall use the grant funds for each of the following purposes:

"(1) Further development, refinement, assessment of, and dissemination of information on, the teacher preparation programs operated by the lead institution, including activities that document, for other institutions nationally and for policy-makers, effective practices in teacher preparation and that produce curricular and other materials for use by other institutions preparing teachers.

"(2) Technical assistance by the lead institution to the partner institutions in improving the partner institutions' teacher preparation programs (and, if applicable, their principal and other administrator preparation programs), based on the experience of the lead institution and the particular needs of the partners.

"(3) Making subgrants to the partner institutions for implementation of program improvements at those institutions, through adoption or adaptation of the teacher preparation practices of the lead institution, to meet the needs of the high-poverty schools in the urban and rural communities they serve. Each partnership shall use at least 40 percent of its grant for this purpose.

"(4) Joint activities with the local educational agencies in the partnership, and with other local educational agencies, that increase the involvement of classroom teachers and school administrators in the design and implementation of teacher preparation programs operated by the lead and partner institutions (and thereby make those programs more responsive to the needs of teachers and administrators), and other activities to improve teaching and administration, and to support new teachers, in the high-poverty schools of those local educational agencies.

"(5) Cooperation and interaction with other lighthouse partnerships and with other institutions, organizations, and public agencies, on activities aimed at the improvement of

teacher preparation nationally, including improvement of teacher licensure and relicensure requirements.

"(6) Assessment of the effectiveness of the activities carried out under the grant, including the extent to which the partnership is achieving its goals under section 513(c)(5)(D).

"(b) OPTIONAL ACTIVITIES. Each partnership selected to receive a grant under this part may also use the grant funds for joint activities with States that promote the development and implementation of State policies to facilitate the improvement of teacher preparation programs (and, if applicable, principal and other administrator preparation programs) within the States, as a component of comprehensive education reforms.

"SELECTION OF APPLICATIONS

"SEC. 515. (a) PEER REVIEW. The Secretary shall, using a peer review process, select applicants to receive grants under this part on the basis of--

"(1) the quality of the teacher preparation program operated by the lead institution in a proposed partnership;

"(2) the quality of the partnership's plan for carrying out activities under the grant; and

"(3) the capacity of the lead institution and its partners to carry out the proposed activities successfully.

"(b) CRITERIA.--(1) In selecting grantees under this part, the Secretary shall seek to ensure that--

"(A) lighthouse partnerships represent a variety of approaches to teacher preparation;

"(B) lead institutions represent a variety of institutions of higher education; and

"(C) there is an equitable geographic distribution of awards.

"(2) In addition to complying with paragraph (1), the Secretary shall give special consideration to applications for--

"(A) projects that are likely to have the most significant impact on the quality of teaching in high-poverty urban and rural schools;

"(B) projects that are likely to result in improvement of teacher preparation in the areas of mathematics and reading; and

"(C) projects that are likely to prepare a significant number of minority individuals, including language minority individuals, and individuals with disabilities to be effective teachers.

"(c) SECOND FIVE-YEAR GRANTS. In selecting grantees to receive second grants under this part, the Secretary shall give a preference to applicants whose projects have resulted in--

"(1) the placement and retention of a substantial number of high-quality graduates in teaching positions in underserved, high-poverty schools;

"(2) the adoption of effective teacher preparation programs, particularly those meeting the needs of high-poverty urban and rural areas, by the partner institutions; and

"(3) effective partnerships with elementary and secondary schools that are supporting improvements in student achievement.

"EVALUATION

"SEC. 516. The Secretary shall provide for an evaluation of the program carried out under this part, including an assessment of such issues as--

"(1) the extent to which the activities carried out through Lighthouse Partnership grants result in significant and positive changes in the teacher preparation programs operated by partner institutions, as well as improvements in the programs operated by lead institutions, that are likely to lead to improvements in teaching and learning;

"(2) the extent to which Lighthouse Partnership grants enhance the effectiveness, including the technological proficiency, and the diversity, of students completing teacher preparation programs in the institutions of higher education participating in the grants; and

"(3) the involvement of elementary and secondary schools and school districts serving concentrations of children from low-income families in the activities carried out under this part, and the extent to which those activities result in benefits to those schools and districts, including information on the extent to which involvement in the grants improves the instructional programs and the educational outcomes for students in those schools and districts.

"NATIONAL ACTIVITIES

"SEC. 517. The Secretary may reserve up to 5 percent of the funds appropriated to carry out this part for any fiscal year for--

"(1) peer review of applications;

"(2) evaluation of the program under section 516, and measurement of its effectiveness in accordance with the Government Performance and Results Act of 1993;

"(3) conferences and networks of lighthouse partnerships, and other entities, in order to facilitate the exchange of information and ideas among the participating partnerships and other institutions, agencies, and individuals, including recipients of funds under part B of this title, who are interested in the improvement of teacher preparation and parallel improvements in principal and administrator preparation; and

"(4) technical assistance and other activities to enhance the success of the program carried out under this part or of teacher education more generally.

"PART B--RECRUITING NEW TEACHERS FOR UNDERSERVED AREAS

"PROGRAM AUTHORIZED

"SEC. 521. From funds appropriated to carry out this part under section 503(a)(2) for each fiscal year, the Secretary shall make competitive grants to eligible applicants for programs that--

"(1) provide scholarships and, as necessary, support services for students with high potential to become effective

teachers, particularly minority students, including language minority students, and students with disabilities, seeking to complete teacher preparation programs;

"(2) increase the quality and number of new teachers nationally; and

"(3) increase the ability of schools in underserved areas to recruit a qualified teaching staff.

"DEFINITIONS

"SEC. 522. As used in this part, the following terms have the following meanings:

"(1)(A) The term 'eligible applicant' means a partnership of--

"(i) an institution of higher education that grants baccalaureate degrees and prepares teachers for their initial entry into the teaching profession; and

"(ii) one or more local educational agencies that are in underserved areas.

"(B) Such a partnership may also include--

"(i) two-year colleges that operate teacher preparation programs and maintain articulation agreements, with the baccalaureate-granting institution, for the transfer of credits in teacher preparation;

"(ii) State agencies that have responsibility for policies related to teacher preparation and licensure; and

"(iii) other public and private, nonprofit agencies and organizations that serve, or are located in,

communities served by the local educational agencies in the partnership, and that have an interest in teacher recruitment, preparation, and induction.

"(2) The term 'local educational agency' has the meaning given that term in section 14101(18) of the Elementary and Secondary Education Act of 1965.

"(3) The term 'support services' includes--

"(A) academic advice and counseling;

"(B) tutorial services;

"(C) mentoring; and

"(D) child care and transportation, if funding for those services cannot be arranged from other sources; and

"(4) The term 'underserved area' means--

"(A) the three local educational agencies in the State that have the highest numbers of children, ages 5 through 17, from families below the poverty level (based on data satisfactory to the Secretary); and

"(B) any other local educational agency in which the percentage of such children is at least 20 percent, or the number of such children is at least 10,000.

"GRANT CONDITIONS

"SEC. 523. (a) GRANTS AUTHORIZED.--(1)(A) The Secretary shall carry out this part by making competitive grants to eligible applicants.

"(B) Each grant under subparagraph (A) shall be for a period not to exceed five years.

"(2) The Secretary shall--

"(A) make continuation awards, for the second and succeeding years, only after determining that the grantee is making satisfactory progress in carrying out the grant; and

"(B) conduct an intensive review of the grantee's progress, with the assistance of outside experts, before making the award for the fourth year of the grant.

"(3) No partnership may receive more than two grants under this subsection.

"(b) MATCHING REQUIREMENT.--(1) The Federal share of the cost of activities carried out under a grant made under subsection (a) shall not exceed--

"(A) 90 percent of the cost in the first year of the grant;

"(B) 80 percent in the second year;

"(C) 70 percent in the third year;

"(D) 60 percent in the fourth year; and

"(E) 50 percent in the fifth year and any succeeding year (including each year of the second grant, if any).

"(2) The non-Federal share of activities carried out with a grant under subsection (a) may be provided in cash or in kind, fairly evaluated, and may be obtained from any non-Federal public or private source.

"(c) PLANNING GRANTS.--(1) The Secretary may make planning grants to eligible applicants that are not yet ready to implement programs under subsection (a).

"(2) Each planning grant shall be for a period of not more than one year, which shall be in addition to the period of any grant under subsection (a).

"(3) Any recipient of a planning grant under this subsection that wishes to receive a grant under subsection (a)(1) shall separately apply for a competitive grant under that subsection.

"GRANT APPLICATIONS

"SEC. 524. (a) APPLICATIONS REQUIRED. Any eligible applicant desiring to receive a grant under this part shall submit an application at such time, in such form, and containing such information as the Secretary may require.

"(b) APPLICATION CONTENTS. Each application for a grant under section 523(a) shall include--

"(1) a designation of the institution or agency, within the partnership, that will serve as the fiscal agent for the grant;

"(2) information on the quality of the institution's teacher preparation program, which may include the types of information described in section 513(c)(2), and how the applicant will ensure, through improvements in its teacher preparation practices or other appropriate strategies, that scholarship recipients will receive high-quality preparation;

"(3) a description of the assessment the institution, the local educational agency partners, and other partners have undertaken--

"(A) to determine--

"(i) the most critical needs of the local educational agencies, particularly the needs of schools in high-poverty areas, for new teachers (which may include teachers in particular subject areas or at certain grade levels, including the prekindergarten level, minority teachers, and teachers who are disabled who will contribute to the diversity of the local educational agency's teachers, or teachers who are fluent in languages spoken by students in the local educational agency); and

"(ii) how the project carried out under the grant will address those needs; and

"(B) that reflects the input of all significant entities in the community (including organizations representing teachers and parents) that have an interest in teacher recruitment, preparation, and induction;

"(4) a description of the project the applicant will carry out with the grant, including information on--

"(A) the recruitment and outreach efforts the applicant will undertake to publicize the availability of scholarships and other assistance under the program;

"(B)(i) the number and types of students that the applicant will serve under the program, which may include

education paraprofessionals seeking to achieve full teacher certification; teachers whom the partner local educational agencies have hired under 'emergency certification' procedures; or former military personnel, mid-career professionals, or AmeriCorps or Peace Corps volunteers, who desire to enter teaching; and

"(ii) the criteria that the applicant will use in selecting those students, including criteria to determine whether individuals have the capacity to benefit from the program, complete teacher certification requirements, and become effective teachers;

"(C) the activities the applicant will carry out under the grant, including a description of, and justification for, any support services the institution will offer to participating students;

"(D) the number and funding range of the scholarships the institution will provide to students; and

"(E) the procedures the institution will establish for entering into, and enforcing, agreements with scholarship recipients regarding their fulfillment of the service commitment described in section 529;

"(5) a description of how the institution will use funds provided under the grant only to increase the number of students with high potential to be effective teachers, participating in its teacher preparation programs, or in the particular type or types of preparation programs that the grant

would support, or to increase the number of their graduates with high potential to be effective teachers who are minority individuals, including language minority individuals, or individuals with disabilities;

"(7) a description of commitments, by the partner local educational agencies, to hire qualified scholarship recipients in their schools and in the subject areas or grade levels for which the recipients will be trained, and a description of the actions the grantee institution, the local educational agencies, and the other partners will take to facilitate the successful transition of those recipients into teaching; and

"(8) a description of the applicant's plan for institutionalizing the activities it is carrying out under this part, so that those activities will continue once Federal funding ceases.

"USES OF FUNDS

"SEC. 525. IN GENERAL. Each grantee under section 523(a) shall use the grant funds for the following:

"(1) Scholarships to help students pay the costs of tuition, room, board, and other expenses of completing a teacher preparation program.

"(2) Support services, if needed to enable scholarship recipients to complete postsecondary education programs.

"(3) Follow-up services provided to former scholarship recipients during their first three years of teaching.

"(4) Payments to partner local educational agencies, if needed to enable them to permit paraprofessional staff to participate in teacher preparation programs (such as the cost of 'release time' for those staff).

"(5) If appropriate, and if no other funds are available, paying the costs of additional courses taken by former scholarship recipients during their initial three years of teaching.

"(b) PLANNING GRANTS. A recipient of a planning grant under section 523(c) shall use the grant funds for the costs of planning for the implementation of a grant under section 523(a).

"SELECTION OF APPLICANTS

"SEC. 526. (a) PEER REVIEW. The Secretary, using a peer review process, shall select applicants to receive funding under this part on the basis of--

"(1) the quality of the teacher preparation program offered by the institution;

"(2) the quality of the program that would be carried out under the application; and

"(3) the capacity of the partnership to carry out the grant successfully.

"(b) CRITERIA.--(1) In making selections, the Secretary shall seek to ensure that--

"(A) in the aggregate, grantees carry out a variety of approaches to preparing new teachers; and

"(B) there is an equitable geographic distribution of awards.

"(2) In addition to complying with paragraph (1), the Secretary shall give special consideration to--

"(A) applications most likely to result in the preparation of increased numbers of individuals with high potential for effective teaching who are minority individuals, including language minority individuals, and individuals with disabilities; and

"(B) applications from historically Black colleges and universities, Hispanic-serving institutions, and Tribal Colleges and Universities, as defined in title III of this Act.

"(c) SECOND FIVE-YEAR GRANTS. In selecting grantees to receive second grants under this part, the Secretary shall give a preference to applicants whose projects have resulted in--

"(1) the placement and retention of a substantial number of high-quality graduates in teaching positions in underserved, high-poverty schools;

"(2) the adoption of effective programs that meet the teacher preparation needs of high-poverty urban and rural areas; and

"(3) effective partnerships with elementary and secondary schools that are supporting improvements in student achievement.

"DURATION AND AMOUNT OF ASSISTANCE; RELATION TO OTHER ASSISTANCE

"SEC. 527. (a) DURATION OF ASSISTANCE. No individual may receive scholarship assistance under this part--

"(1) for more than five years of postsecondary education; and

"(2) unless that individual satisfies the requirements of section 484(a)(5) of this Act.

"(b) AMOUNT OF ASSISTANCE. No individual may receive an award under this program that exceeds the cost of attendance, as defined in section 472 of this Act, at the institution the individual is attending.

"(c) RELATION TO OTHER ASSISTANCE. A scholarship awarded under this part--

"(1) shall not be reduced on the basis of the individual's receipt of other forms of Federal student financial assistance; and

"(2) shall be regarded as other financial assistance available to the student, within the meaning of sections 471(3) and 480(j)(1) of this Act, in determining the student's eligibility for grant, loan, or work assistance under title IV of this Act.

"SCHOLARSHIP CONDITIONS

"SEC. 528. (a) IN GENERAL. A recipient of a scholarship under this part shall continue to receive that assistance only as long as he or she is--

"(1) enrolled as a full-time student and pursuing a course of study leading to teacher certification, unless he or she is working in a public school (as a paraprofessional, or as a teacher under emergency credentials) while participating in the program; and

"(2) maintaining satisfactory progress as determined by the institution.

"(b) SPECIAL RULE. Each grantee shall modify the application of section 527(a)(1) and of subsection (a)(1) of this section to the extent necessary to accommodate the rights of students with disabilities under section 504 of the Rehabilitation Act of 1973.

"SERVICE REQUIREMENTS

"SEC. 529. (a) REQUIREMENT. Each partnership receiving a grant under this part shall enter into an agreement, with each student to whom it awards a scholarship under this part, providing that a scholarship recipient who completes a teacher preparation program under this part shall, within five years of completing that program, teach full-time for at least three years in a high-poverty school in an underserved geographic area or repay the amount of the scholarship, under the terms and conditions established by the Secretary.

"(b) REGULATIONS. The Secretary shall prescribe regulations relating to the requirements of subsection (a), including any provisions for waiver of those requirements.

"EVALUATION

"SEC. 530. The Secretary shall provide for an evaluation of the program carried out under this part, which shall assess such issues as--

"(1) whether institutions taking part in the partnerships are successful in preparing scholarship recipients to teach to high State and local standards;

"(2) whether scholarship recipients are successful in completing teacher preparation programs, becoming fully certified teachers, and obtaining teaching positions in underserved areas, and whether they continue teaching in those areas over a period of years;

"(3) the national impact of the program in assisting local educational agencies in underserved areas to recruit, prepare, and retain diverse, high-quality teachers in the areas in which they have the greatest needs;

"(4) the long-term impact of the grants on teacher preparation programs conducted by grantees and on grantees' relationships with their partner local educational agencies and other partners; and

"(5) the relative effectiveness of different approaches for preparing new teachers to teach in underserved areas, including their effectiveness in preparing new teachers to teach to high content and performance standards.

"NATIONAL ACTIVITIES

"SEC. 531. The Secretary may retain up to five percent of the funds appropriated for this part for any fiscal year for--

"(1) peer review of applications;

"(2) conducting the evaluation required under section 530; and

"(3) technical assistance and other activities to facilitate the exchange of information and ideas among participating partnerships, and other activities to enhance the success of the program carried out under this part.".

* * * * *

THE TEACHER EDUCATOR'S HANDBOOK

Building a Knowledge Base for the Preparation of Teachers

Frank B. Murray, Editor

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CHAPTER TEN

LEARNING TO READ AND LEARNING TO TEACH READING

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How should we prepare teacher education students for the task of teaching reading to pupils in grades K through 12? Several factors ought to be considered. Pupils who are learning to read follow a predictable course of development, so developmental issues need to be understood. Development does not occur in a vacuum but requires an instructional context; therefore, being familiar with methods of teaching reading is essential. The appropriateness of methods depends upon which reading processes are being taught at which points in development, so multiple methods rather than a single method must become part of a teacher's repertoire. Moreover, the suitability of methods depends upon how much knowledge and experience the teacher has had in teaching reading. More prescriptive methods will benefit novices but may be too rigid for veteran teachers who have learned to operate flexibly with multiple procedures and activities tailored to the needs of individual students.

The processes involved in reading and learning to read are language-based processes, and teachers need to understand how language is structured, particularly orthographic and phonological aspects of language, so that they can help students learn how the alphabetic system represents speech. Although it is important for teacher education students to acquire background knowledge about many aspects of teaching and learning to read, they also need to receive very specific practical information and experience and to be shown how they as novice teachers can operate in the classroom to teach reading effectively to their students. Learning to teach reading is itself a developmental process that begins in a teacher education program but continues as teachers gain experience teaching reading. What needs to develop in the minds of teachers is a practice-based understanding of how pupils

learn to read, how instruction enables their development as readers, and how to assess whether teaching is producing learning in students. Very likely, the way that teacher education programs are structured will determine whether or not such an understanding takes root and grows. These are the topics bearing on a teacher education program in reading that will be explored in this chapter.

Teachers face the need to make many decisions every day. They can take time to deliberate about some problems, but others may require immediate resolution. A good teacher is a good problem solver and decision maker, and it is paramount that teachers be trained to make competent, informed decisions. This means that their education cannot be geared merely to acquiring the current wisdom of the field with respect to principles, theory, and practice. Rather, it must also include an understanding of the way that reliable, verifiable knowledge is derived. This involves becoming familiar with the nature of critical thinking, scientific inquiry, and research evidence, which in turn enables teachers to better interpret and evaluate new ideas and thereby foster their own growth as professionals. Teacher education programs should be designed to help teachers grow professionally in this respect.

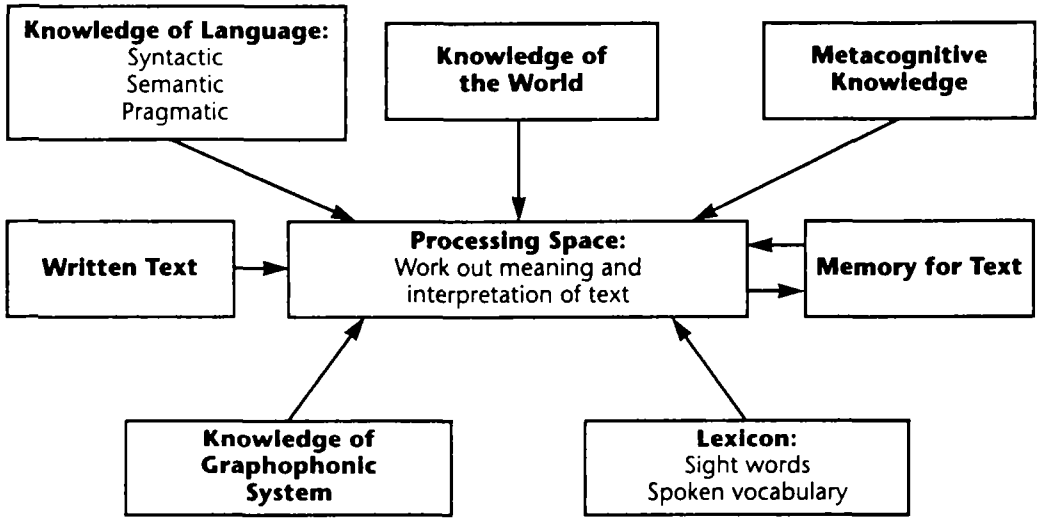
Reading Processes and Their Development

To appreciate what reading teachers need to understand about reading processes and their course of acquisition, we have provided a brief sketch of this domain of knowledge. Left out of the sketch, to be addressed in the next section, is instruction, the component that drives development. (For more extensive discussion, see Adams, 1990; Barr, Kamil, Mosenthal, and Pearson, 1991; Gough, Ehri, and Treiman, 1992; Ehri, 1991; Feitelson, 1988.)

When skilled readers read and understand text, many cognitive and linguistic processes operate concurrently and automatically in synchrony. The interactive model presented in Figure 10.1 depicts some of these processes. The center box represents a central processor that receives information from the eyes and interprets it. The boxes around the center depict the various information sources that are stored in the reader's memory and that operate together to enable recognition and interpretation of text.

Knowledge of language enables readers to recognize sentences and their meanings. A specific type of knowledge that is particularly helpful is the understanding of how text is structured: its organization, use of signaling words, and other conventions, especially those that define and differentiate text genres such as narrative and expository text. Knowledge of the world, including both encyclopedic and experiential knowledge, supplies readers with the background for understanding ideas and filling in parts that are left implicit (and assumed known) rather than stated explicitly in the text. Metacognitive knowledge enables readers to monitor their own comprehension to ascertain whether the information makes

FIGURE 10.1. INTERACTIVE MODEL: SOURCES OF KNOWLEDGE USED TO READ TEXT.



Source: Adapted from Rumelhart, 1977.

sense and meets specific purposes. Metacognitive knowledge about corrective strategies, such as rereading and self-questioning, enables readers to remediate comprehension failures (Baker and Brown, 1984). Knowledge of the alphabetic-phonemic (letter-sound) system involves knowing how the spelling system represents speech, including how to transform graphemes into phonemes, the smallest units of sound (Venezky, 1970). This knowledge may be used to decode unfamiliar words as well as to confirm the identity of words read by sight and by guessing from context (Perfetti, 1985). Lexical knowledge refers to the reader's dictionary of words held in memory, including words known by sight (Ehri, 1991). Accessing sight words in lexical memory is the principal way that readers recognize words in text. All of these knowledge sources support and contribute to text comprehension. Of course, memory is very important for linking the meaning of a text to previously read text as well as for integrating it with information from the other knowledge sources.

The course of development of reading processes and knowledge sources specified in Figure 10.1 has been portrayed by Chall (1983) as a series of stages, which we have modified slightly: Stage 0 is emergent reading; Stage 1 is initial reading and decoding; Stage 2 is fluency and consolidation; Stage 3 is reading to learn. Stage 0 occurs during the preschool years when students may be introduced to

reading by listening to storybooks read by parents, by learning to name alphabet letters, by seeing labels and signs marking objects and places in their environment. Children's knowledge of spoken language and knowledge of the world begins to develop during Stage 0. Because written language is different from spoken language in several ways, including structure and information density, children may find it a challenge at first to understand text when it is read to them. They develop familiarity with the patterns of written language as a result of listening to adults read storybooks (Mason, 1980; Sulzby, 1985).

Students move into Stage 1 when formal reading instruction begins, typically during kindergarten or first grade. As they learn how the alphabet represents speech, they become able to read print on their own. Building a sight vocabulary is essential for advancing the beginner's ability to read text. Contrary to traditional views that sight word learning involves visual memorization of word shapes, research has shown that the process of storing sight words in memory involves using grapheme-phoneme knowledge to remember how the letters in spellings of specific words symbolize sounds in their pronunciations (Ehri, 1991). Another important accomplishment is learning how to read unfamiliar words. Children acquire several strategies for doing this: decoding, in which letters are sounded out and blended into recognizable pronunciations; analogizing, in which known sight words are used to read unknown words sharing the same letters; contextual guessing, in which meanings and sentence structure of the prior text are used to anticipate words (Ehri, 1991).

When students master the basics of decoding, usually in second grade, they move into Stage 2. Their word recognition speeds up and becomes automatic, the various processes that operate concurrently in text reading become consolidated and more interactive, and text reading becomes noticeably more fluent. According to Chall (1983), the best way for students to improve fluency is through practice in reading easy text. Stage 3 occurs once students have mastered the mechanics of reading and are able to use reading to acquire new knowledge. It begins around fourth grade, when students are expected to learn history, science, social studies, and other subjects by reading textbooks.

It should be noted that the labels given to these stages identify reading processes that are undergoing major developmental changes and that must be mastered for learners to be able to function adequately at the next stage. The labels do not indicate that learners practice only those processes and no others during this period. For example, during the initial reading and decoding stage, text reading is essential for beginners to acquire a sight vocabulary of function words such as *from, what,* and *the* (Ehri and Roberts, 1979; Ehri and Wilce, 1980).

Students may have difficulty learning to read for a variety of reasons linked to the various stages and knowledge sources in Figure 10.1 (Ehri, 1986; Rack, Snowling, and Olson, 1992; Stanovich, 1980, 1986; Vellutino, 1979). Inadequate knowledge of language will impair reading. Readers who have impoverished experiences or poor memories for information about the world may lack the vo-

cabulary and background knowledge to interpret some kinds of texts. Readers with poor knowledge of the alphabetic-phonemic system or with limited sight vocabularies will have trouble processing words in text. Poor readers typically reveal severe deficiencies in the acquisition of alphabetic-phonemic and lexical skills at Stage 1. Readers may acquire decoding skill but still lack speed and fluency in their reading, which is a deficiency at Stage 2. Later, in Stage 3, poor readers may not be alert to lapses in their comprehension as they read, or, if they are aware, they may not be competent at using appropriate strategies to recover. Teachers need to understand how normal reading skill develops as well as what can go wrong during acquisition so that they can identify those students who are at risk for reading failure and take steps to address their learning problems.

Teaching students to read, at least in the United States, is complicated by the fact that at any one grade, students display large individual differences in reading skill. Even in kindergarten, a classroom will typically include readers as well as nonreaders, children who know many letters as well as those who know only a few. As students progress through the grades, differences among them grow even larger (Juel, 1988; Stanovich, 1986). This means that at any grade teachers must be prepared to teach students who are at various stages of reading development. Even with adequate instruction, some students will have difficulty learning to read and will progress more slowly than their age mates. Teachers who understand how normal reading develops, how to effect progress through instruction, and how to assess strengths and weaknesses in reading skills will be equipped to deal with large individual differences that include severely disabled readers. This is because the best remedy for any reading disability is proper instruction (Chall, 1978).

In sum, having knowledge about reading processes and their acquisition enables teachers to understand what they are doing, why, and where they are headed with their instruction. When they observe students' reading behaviors, they have a cognitive scheme for interpreting these behaviors, what these behaviors indicate about the students' capabilities, and what might be done to promote further growth. When teachers come upon new methods for teaching reading, they have a basis for making informed judgments about the likely effectiveness of these methods. If a method does not work as expected, they have a basis for speculating about why and for checking their hunches. In short, knowledge about reading processes makes teachers informed consumers of instructional materials, sensitive observers of reading behavior in students, and skilled managers of instruction.

Instructional Methods

When educators speak about methods of teaching reading, they may have in mind a variety of types of instruction ranging from very general "philosophies" to very specific instructional procedures. In the United States, beliefs about how to teach

reading vary a good deal, with old ideas regularly returning and then fading away again, as in swings of a pendulum (Chall, 1967). Ideas constituting the core of newly advanced methods are usually variants of methods prominent in the past (for example, the ABC method, the whole word method, the phonics method, and currently the whole language method).

The course of the pendulum's swing is predictable. Reading educators are persuaded to embrace one instructional approach. It gains in popularity. Publishers respond to the demand by abandoning the old and constructing new materials and manuals. Teachers adopt the new procedures. Initial enthusiasm gradually turns to disillusionment as the method does not result in the expected success. A new approach comes to the fore. This occurs over and over again primarily because the methods have failed to teach reading in a comprehensive balanced way; they have failed to provide instruction that addresses all of the processes that learners need to acquire to become skillful readers.

Novice teachers of reading need to study instructional methods, materials, and procedures from a historical perspective to become aware of the great variety of approaches that are possible and that might prove effective under some circumstances for some purposes (for instance, language experience, individualized reading, basal reading programs, initial teaching alphabet, skill-based programs, analytic phonics, synthetic phonics, linguistic programs, computerized instruction). With this perspective, teachers are in a much better position to recognize and even combat future swings of the pendulum.

Methods are not an end but rather a means that teachers use to improve students' reading. In any text on reading instruction, methods are discussed in terms of their intended impact on aspects of reading that students must acquire, such as reading readiness, word identification, vocabulary, reading comprehension. Not only must student teachers learn about various methods but they must also understand the specific reading processes targeted by the methods; moreover, they must learn how to evaluate whether the methods have their intended effect on students' learning. Published research findings as well as teachers' own observations, past experience, and reasoning provide important bases for this evaluation.

In addition, there are instructional design criteria that should prove helpful to teachers, not only for evaluating others' methods but also for designing their own instructional activities (E. Gagné, 1985; R. Gagné, 1985). For example, teachers need to recognize when exposure to information is insufficient for enabling students to learn and remember it, when students need to practice the information and to receive corrective feedback as well, when metacognitive strategies contribute, when teacher modeling makes a difference, when student discussion enhances learning, when a task must be subdivided into simpler parts to be learned, when prerequisites are necessary, when metalanguage contributes to learning and when it merely confuses learners (for example, talk of short and long vowels, digraphs, silent *e* rule, two-vowel walking/talking rule) (Adams, 1990).

Being able to state rules or to talk about print is not the same as being able to use this knowledge in reading (Beck, 1981).

Once student teachers actually begin to teach reading, they will have access to a richer source of information about the adequacy of particular methods than descriptions in college texts can provide. They must learn how to be astute observers and to detect signs in pupils' behaviors indicating whether they are making progress. By administering informal assessments to individual students periodically, teachers can check on just those aspects of their reading that are problematic.

Many assessment techniques are available. For example, running records of students' oral reading of unfamiliar texts can be used to evaluate students' fluency and to identify the cues that they use to read unfamiliar words (Clay, 1979, 1991). Noting students' accuracy and speed in reading a list of isolated words that they have encountered frequently in their texts can be used to see whether the words are known by sight. Noting students' accuracy in reading a list of pseudowords can be used to check on their decoding skill. Asking questions that demand inferential thinking and evaluating students' discussion and interpretation of texts will allow an assessment of their overall comprehension. Teachers can assess whether these skills are in place by asking students to write or say the sounds of letters and to use their letter knowledge to spell the sounds they hear in words. Unless teachers have ways to assess the capabilities that students need in order to learn to read, they cannot judge whether they are teaching effectively and whether their students are making progress.

Structures in Language That Are Important for Learning to Read

Reading is a language-based process (Brady and Shankweiler, 1991). Beginning readers must adapt their knowledge of spoken language in order to understand what is being represented in print and how print works. The greatest learning difficulties occur during Stage 1 when students must become analytic about language structures that they have heretofore ignored. Students must learn to segment words into phonemes and match these up to graphemes in the spellings of words. Phonemic segmentation is made difficult by the fact that there are no boundary markers in speech signaling where one phoneme ends and the next begins. Rather, phonemes are folded into each other and pronounced as a blend. Various studies show that beginning readers have a very difficult time segmenting words into phonemes (Liberman and Shankweiler, 1979). Disabled readers also have trouble with this. Phonemic segmentation is hard even for adults who have not learned how to read an orthography that represents phonemes with letters (Morais, Cary, Alegria, and Bertelson, 1979; Read, Yun-Fei, Hong-Yin, and Bao-Qing, 1986).

Another difficult task for beginners is that of learning the entire set of twenty-six letters in their various forms and learning which phonemes are represented

by the letters. English consists of about forty-six phonemes, and some of these are spelled in more than one way. Not only phonemes but also names must be associated with letter shapes. For pupils who enter school not knowing any letters, the task of learning all these correspondences is monumental. According to research (Adams, 1990), they cannot make much progress in learning to read print until they acquire knowledge of letters. Indeed, letter knowledge along with phonemic segmentation are the two best predictors of how well kindergartners will learn to read during the first two years in school (Share, Jorm, Maclean, and Matthews, 1984).

To teach beginning reading effectively, teachers would benefit enormously from a course on the structure of written language and how it relates to spoken language. This includes knowledge of phonetics, knowledge about the regularities of the spelling system not only at the level of letters as they represent phonemes (Read, 1971; Venezky, 1970) but also at the level of spelling patterns that recur in words (Treiman, Goswami, and Bruck, 1990) and patterns having to do with the origins of words, including differences among Latin, Anglo-Saxon, and Greek roots (Balmuth, 1982; Henry, 1989). Such a course would provide insights not only into spelling patterns but also into the semantics of words, equipping teachers for vocabulary instruction (McKeown and Curtis, 1987).

Teaching Reading as Thinking

The definition of reading has recently undergone a dramatic modification. Currently reading is viewed as a process that involves constructing meaning from text (Anderson, Hiebert, Scott, and Wilkinson, 1985). This definition emphasizes the integration of information from a variety of sources, including not only the text itself but also the extant knowledge of the reader and the context of the particular reading situation. It is not unlike other types of thinking or comprehension except that it is of course text driven.

Preservice teachers in reading need to complete a course focused on the implications of this conceptualization of the reading process. Specifically, they need to study the ways in which students read strategically as they construct meaning and the ways in which teachers can foster the acquisition of such strategies. Before reading a text, readers can benefit from reviewing headings, skimming the text to activate prior knowledge, and formulating questions. During reading, they can benefit from monitoring their understanding and modifying their strategies when appropriate. After reading, readers can benefit from reflecting on what they have read, attempting to summarize and evaluate the text, or integrating the information they have gleaned from the text with other knowledge (Palincsar, Ogle, Jones, and Carr, 1988).

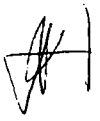
Teachers should develop competence in those teaching activities that have been identified as particularly effective in fostering comprehension (Pearson and

Fielding, 1991). It is useful to focus on the macrostructural relations in a text—for example, the story grammar components in narrative text (Stein and Glenn, 1979) and the components of various types of expository text such as comparison/contrast and argument (Meyer, 1979). It is also important to emphasize ways in which readers can link textual information to their background knowledge (for example, by introducing relevant prereading discussion). Training in identifying the important information in a text and in producing good summaries is helpful (Brown and Day, 1983; Williams, Taylor, and deCani, 1984). Instructional attention to developing specific metacognitive strategies, sometimes discussed under the rubric of study skills, is particularly effective. Comprehension monitoring training—helping students to develop awareness of when they understand and when they do not—is followed by teaching strategies that help students regulate comprehension (such as slowing down their rate of reading) and repair comprehension failures (such as rereading, reviewing) (Garner, 1987). Students should also be taught to recognize when and where specific metacognitive strategies will be of use (Paris, 1986) and be given many opportunities to write, which has been shown to help them make progress (Bereiter and Scardamalia, 1987). This type of strategy instruction is most effective when teachers are skilled in questioning and leading discussions so that students are actively involved and are truly constructing meaning on their own (Roehler and Duffy, 1991). A teacher's skill in such instruction comes only with considerable experience and specific training (Pressley, Symons, Snyder, and Cariglia-Bull, 1989).

In their reading course, student teachers should learn to determine when this instructional approach is sufficient and when it is not. The approach was developed originally not for beginning reading instruction but primarily for students in Stage 3 (Chall, 1983), when the main goal is to acquire the ability to read for information (and for pleasure). Certainly students who are in the early stages of learning to read can also profit from training in strategic reading and thinking. However, not all aspects of beginning reading instruction can be carried out successfully using only this approach. Instruction that is focused on text processing and comprehension may be sufficient to improve the reading ability of readers at advanced stages, but it is not sufficient to ensure that beginning readers acquire the "mechanics" of word reading and decoding. Other types of instructional activities are required to provide for the acquisition of letter-sound knowledge and word reading (Williams, 1991).

Learning to Teach Reading

It is important to view learning how to teach reading as a process that develops over time. The ability to teach changes in predictable ways as the novice teacher gains experience. From this perspective, the purpose of a preservice teacher education program is to provide teachers with background knowledge about the



structure of written language, the nature of reading processes and reading disabilities, alternative methods of teaching reading, and how to assess students' reading capabilities. An additional purpose is to provide teachers with specific methods of teaching reading that will help them to begin the learning/development process. These methods should provide an initial scaffold that is sufficiently prescriptive to allow teachers to begin operating effectively in the classroom. The scaffold should also be sufficiently explanatory to enable teachers to incorporate their experiences into their knowledge base and thus improve their understanding of how to teach reading effectively.

The methods initially taught to beginning teachers probably need to be highly prescriptive. Having instruction available in the form of scripts might sometimes prove helpful to implement some teaching techniques. At the very least, instructional methods and materials should be accompanied by text that explains what the methods are intended to accomplish with learners. They should also be accompanied by directions about how to assess whether the methods are having their intended effect on learners.

As teachers gain experience teaching reading and observing how the skills of learners develop under their guidance, their understanding grows. Three ingredients are central for facilitating growth:

1. Teachers must possess theoretical knowledge about reading processes and their course of development in learners, and they must apply this knowledge in handling their instruction and in observing the progress of their students.
2. Teachers must accumulate a repertoire of instructional materials and activities that they have tested and found useful to promote reading processes in their students.
3. Teachers must have ways of regularly observing and assessing the progress that readers make as well as the adequacy of their own instructional methods.

Recommended Course Requirements

Teacher educator programs should include the following courses to enable their students to begin the process of becoming competent teachers of reading:

- *Psychology of reading processes and acquisition;* the cognitive/linguistic processes involved in reading and learning to read; the course of development of reading processes and the role of instruction in promoting development; ways to assess competence in reading processes; methods of scientific inquiry to derive knowledge from evidence
- *Structure of written and spoken language;* how this relates to methods of teaching reading and to processes involved in reading and spelling acquisition in learners

- *Methods of teaching reading,* including a history of reading instruction; relationship to reading processes
- *Practica in the teaching of reading* in which student teachers learn to implement a prescriptive approach that is carefully scaffolded by their faculty supervisor

In this last approach, teachers should be assisted in integrating these instructional experiences with their background knowledge (about reading processes, learning, and development, about instructional methods, and about assessment) in order to begin the process of constructing their own practice-based understanding about how to teach reading effectively. Two practica courses are recommended, one focusing on emergent reading and the early period when the "mechanics" of reading are acquired and mastered, the other focusing on the later period when skills in comprehension and learning from text become central.

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Annotated Bibliography

Adams, M. J. (1990). *Beginning to read: Thinking and learning about print.* Cambridge, Mass.: MIT Press.

Many issues involving the development of reading processes and methods of instruction are addressed in this book. Theory and research findings are brought to bear on the issues. The debate regarding how reading should be taught to beginners, phonics versus teaching-for-meaning, is considered. Research findings are reviewed in order to shed light on the important processes involved in learning to read. Processes such as the following are considered: word recognition, orthographic and phonological processing, processes occurring during text reading, the contribution of phonics rules to acquisition, the link between writing and learning to read, precursors of reading acquisition.

Barr, R., Kamil, M. L., Mosenthal, P., and Pearson, P. D. (eds.) (1991). *Handbook of reading research,* Vol. 2. White Plains, N.Y.: Longman.

This book devotes over a thousand pages to a consideration of many aspects of research on reading and literacy. Preservice teachers and teacher educators will find a wealth of information in the thirty-four chapters. Particularly relevant to the concerns we have discussed are Chapter 15 on development of the ability to read words, Chapter 20 on perspectives on reading disability research, Chapter 27 on beginning reading, Chapter 29 on comprehension instruction, and Chapter 30 on teachers' instructional actions.

Ruddell, R. B., Ruddell, M. R., and Singer, H. (eds.) (1994). *Theoretical models and processes of reading.* (4th ed.). Newark, Del.: International Reading Association.

This lengthy edited volume consists of fifty-one chapters addressing issues, theory, and research on literacy. Of the many topics covered are historical changes in reading;

processes of reading and literacy including language processes, social context and culture, literacy development, comprehension, reader response, and metacognition; models of reading and literacy processes; and new paradigms.

Stahl, S. A., Osborn, J., and Lehr, F. (1990). *"Beginning to Read" by Marilyn Jager Adams: A summary.* Urbana: Center for the Study of Reading, University of Illinois.
This book was written to create a shorter version of the book by Adams, a version less detailed and technical but one that preserves information about beginning reading of particular use to teachers, school administrators, and parents.

Author: Mary LeGwin at WDCJ03
Date: 1/30/98 03:05 PM
Priority: Normal
TO: Ann O'Leary at Wdcb04
CC: Mary Jean LeTendre at WDCJ01
CC: Patricia McKee at WDCJ02
Subject: Re: Need Info. on Pre-Service Training in Reading
---------- Message Contents ----------

Ann:

In a CIERA (ED's new Center for the Improvement of Early Reading Achievement) publication list there are references to Teacher Development and Student Achievement in Early Reading but there is only one that I see listed that addresses preservice. The citation reads:

Richardson, V. Professional development in the instruction of reading. In F. Lehr and J. Osborn, (Eds.), Literacy for all: Issues in teaching and learning. New York: Guilford Publishing. It is indicated that the text of this publication is available at the CIERA website (www.ciera.org).

Last spring, the Title I office received (voluntarily) a description of a senior level practicum program at the Reading Enrichment Center at the University of Southern Mississippi(USM). After answering the accompanying letter, I saved this example of a teacher education program with its strong emphasis on course work in reading and a practicum course that stresses the use of assessment and tutoring. I can fax the letter and program information to you if you would like it.

You may want to contact one of the higher education professional associations or someone like the Interstate New Teacher Assessment & Support Consortium (INTASC) created in 1987 by the CCSSO: Jean Miller, Director, One Mass. Ave.NW, Suite 700, Washington,DC 20001, 202/336-7048.

If I can followup for you on any of the suggestions I've made just let me know.

Mary

---------- Reply Separator ----------
Subject: Need Info. on Pre-Service Training in Reading
Author: Mary Jean LeTendre at WDCJ01
Date: 1/30/98 8:30 AM

Mary, do you have any info on the above subject?

-Jean

---------- Forward Header ----------
Subject: Need Info. on Pre-Service Training in Reading
Author: Ann O'Leary at Wdcb04
Date: 1/30/98 7:52 AM

EDWeek has requested an interview with Mike Smith to discuss pre-service training for teachers in the area of reading (or the lack thereof) and the Department's plans to recitify this problem. I have a handle on the Department's plans, but need more information on the former.

I am preparing some talking points and Q&As for Mike.

I wanted to put a call out to all of you to ask for any information - recent studies, articles, or research you have discovered in this topic.

If you have any information or any suggestions of where I might look, I would greatly appreciate it.

I am on the road today to Richmond, VA for a meeting, but will be back in the office by 4 or 5 and will be working on this project over the weekend.

If you have information readily available, could you please fax it over, leave it in my office, or call Laura Wood (401-8888) to alert her so she could send someone over to pick it up through our interoffice pick-up system.

Thank you for your help.

-Ann

Teacher Training for Reading

(1973). Evaluation of Teacher Education Programs in Reading: A Proposed Checklist . International Reading Association, Newark, Del.

This sample checklist for teacher education programs in reading is intended to aid colleges and universities in self-evaluation and to aid others rating an institution's teacher-training activities in the area of reading. The checklist specifies the different program modules in the education of reading specialists. The competencies designated for all of the program modules constitute a checklist of a program's strengths and weaknesses. The checklist is flexible enough to be adapted to a variety of programs. It has also been designed to aid "outside" evaluation as well as self-evaluation of programs. Reading teachers, teacher-trainers, prospective reading teachers, and administrators of reading programs may use this list to evaluate the competence of their work in preservice and inservice activities. People in fields tangential to reading education may also use the list to gain an overview of this subject. (Author/DI)

(1986). Guidelines for the Preparation of Teachers of English Language Arts . National Council of Teachers of English, Urbana, Ill.

Acknowledging changes in educational theory, research, and practice that inevitably determine the emphases in preservice teacher education programs, these updated guidelines give teacher preparation policymakers, state and local education leaders, and the public an overview of the knowledge, skills, and attitudes a teacher education graduate needs to begin a career in the classroom. Following an introductory chapter that relates the 1986 guidelines to current aims of language arts instruction, the document is divided into two sections. The first part identifies and defines the knowledge, pedagogical abilities, and attitudes that teachers of English language arts must acquire and develop through their preservice programs knowledge required includes language development; composing and analyzing language; reading and literature; nonprint media; instructional media; evaluation; and research. Pedagogical skills include instructional planning, strategies, and assessment; instruction in oral and written language, reading, literature, and nonprint media, and in language for learning; and instructional uses of emerging technologies; attitudes include concern for students; adaptability; and professional perspective. The second section discusses the kind of campus-based and field-based learning experiences prospective teachers should have during their preservice education and outlines the nature of a preparatory program that incorporates the contents of the first part in the educational experiences of prospective English language arts teachers. (HOD)

(1996). Literacy Assessment for Today's Schools. Monograph of the College Reading Association . College Reading Association.

This collection of 17 papers provides a blueprint for teachers who want increasingly sophisticated methods for monitoring student growth and can serve as a resource for in-service educators as literacy instruction changes. Papers in the first section of the book examine literacy assessment as it pertains to school-age children. Papers in the second section illustrate how portfolios can be used in a variety of different settings from the classroom through higher education. Papers in the book are "Assessment Criteria in First Grade: What Do Teachers Want to Know about Students' Reading and Writing?" (Elizabeth Pryor); "Learning about Literacy through Retelling" (Gail G. Smith and Diane Keister); "Profiling Students' Achievement in Language and Literacy: Merging Perspectives" (Gerry Shiel and Patrick Forde); "Assessment of Reading Attitudes: Validity Issues" (Mary M. Brittain and Clay V. Brittain); "'I Believe Learning Is Concentrating, Figuring Things Out, and Sometimes Having Fun': Revisiting the Reading Clinic" (Nancy

B. Cothern); "Involving Graduate Students in Personal Literacy Evaluation through the Use of Portfolios" (Diane D. Allen); "Teachers as Learners: Experiencing Self-Evaluation, Portfolios, and Rubrics" (Michael P. Ford); "Authentic Assessment in a University Preservice Literacy Course" (Deborah R. Dillon and others); "A Model for Preparing Preservice and Inservice Teachers to Interpret and Utilize Portfolio Assessment" (Rebecca P. Harlin and Sally E. Lipa); "The Challenge of Change: The M.Ed. Portfolio" (Barbara Martin Palmer and others); "Literacy Portfolios: The Myth and the Reality" (Linda Irwin-DeVitis); "Pre and Post Course Literacy Self-Assessment: Its Positive Impact on Preservice Teachers" (Jane Brady Matanzo); "Rethinking the Role and Practice of Assessment in Teacher Education: Learning to Assess Authentically on Multiple Levels" (N. Suzanne Standerford); "Portfolio Assessment in Adult Education Programs" (Linda Thistlethwaite); "Assessing Developmental Learners' Perceptions of Reading and Writing and the Literacy Demands in College" (Maria Valeri-Gold); "The ALERT: One Answer to Literacy Screening" (Rita M. Bean and Others); and "Developing and Assessing Emergent Literacy through Children's Literature" (Nancy A. Anderson). (RS)

(1996). The Teacher Educator's Handbook: Building a Knowledge Base for the Preparation of Teachers. The Jossey-Bass Education Series .
In this book, leading scholars address a range of issues, ideas, and research findings in the field of teacher education, examining specific disciplines, social foundations, and program structures, as well as school reform and diversity. Part One: The Need for a Knowledge Base contains five chapters: "Beyond Natural Teaching: The Case for Professional Education" (F. B. Murray); "The Changing Context of Teacher Education" (L. Darling-Hammond and V. Cobb); "Perspectives on Learning to Teach" (S. Feiman-Nemser and J. Remillard); "The Concept of a Knowledge Base" (R. Donmoyer); and "Research Genres in Teacher Education" (M. Kennedy). Part Two: Subject Matter Knowledge contains: "Pathway from the Liberal Arts Curriculum to Lessons in the Schools" (F. Murray and A. Porter); "A Knowledge Base in the Fine Arts" (L. Galbraith); "Changing the Subject: Teacher Education and Language Arts" (M. Amsler and E. Stotko); "Reading Curriculum and Instruction" (M. Graves and others); "Learning to Read and Learning to Teach Reading" (L. Ehri and J. Williams); "History, Philosophy, and Sociology of Science and Mathematics" (Z. Dagher and B. D'Ambrosio); "Teaching What Mathematicians Do" (L. Copes); "Science and Creationism: A Case Study in Biology " (National Academy of Sciences); and "Something Old, Something New: What Do Social Studies Teachers Need to Know?" (S. Wilson and G. W. McDiarmid). Part Three: The Discipline of Education contains: "Diversity in Education: Problems and Possibilities" (J. Ducette and others); "The Social Foundations of Education: Retrospect and Prospect" (S. McAninch and A. McAninch); "Foundations of Education and the Devaluation of Teacher Preparation" (G. Clabaugh and E. Rozycki); "Educational Psychology and the Teacher's Reasoning" (F. Murray); and "Parents, Families, and Communities: Opportunities for Preservice Teacher Education" (L. Young and P. Edwards). Part Four: Program Structures and Design contains: "Patterns in Prospective Teachers: Guides for Designing Preservice Programs (K. Howey and N. Zimpher); "Philosophical and Structural Perspectives in Teacher Education" (J. Grow-Maienza); "Program Structures and Learning to Teach" (R. Arends and N. Winitzky); "Program Pedagogy" (K. Carter and D. Anders); "Changes and Choices in Teaching Methods" (B. Stengel and A. Tom); "Educating Teachers for Restructured Schools" (M. Levine); and "Developing Practice through Field Experiences" (J. G. Knowles and A. Cole). Part Five: The Teacher Education Faculty and Their Work contains: "Development of the Teacher Education Professorate" (E. Ducharme and M. Ducharme); and "The Case for Formal Research and Practical Inquiry in Teacher Education" (V. Richardson). (IAH)

Allington, R. (1975). Evaluating Prospective Teachers of Reading in CBTE. Reading Horizons, 16(1), 18-21.

Allington, R. (1975). Preparing Teacher Educators in Reading
One of the most frequent criticisms of doctoral preparation in reading is the lack of training and guidance in the area of teacher education. Often graduate students are assigned as teaching assistants, either initially assuming full responsibility for selected undergraduate sections with little preparation or else beginning by assisting a professor in a course, assuming primary responsibility for a section of the course later on. A couple of strategies which might be initiated to strengthen the teacher education component of doctoral preparation are the seminar, like the one developed and offered at the State University of New York at Albany in the summer of 1974, and a practicum which has yet to be initiated although selected components are operational. (Outlines of the seminar--with lists of references, sample modules, and audiotapes--and the practicum are included.) (JM)

Anderson, R. C. (1994). The Future of Reading Research . Center for the Study of Reading, Urbana, IL.

Providing a context for discussion rather than an insider's point of view, this report discusses the current state of reading research. The report reviews differing visions of educational reform of reading instruction espoused by supporters of phonics and by supporters of the whole language approach. The report then proposes four criteria for use in selecting future research projects--attack the most important problems, attack problems whose solutions will lead to the greatest advance in knowledge, attack problems the field can solve, and attack problems whose solutions can be implemented readily. The report concludes with a discussion of five areas for future research: (1) the nature of reading; (2) learning to read and write; (3) the acquisition of knowledge; (4) critical reading and thinking; and (5) the education of reading teachers. (RS)

Austin, M. C. (1968). Preparing Teachers of Reading and Reading Specialists. Paper presented at the meeting of the International Reading Association, Boston, Mass.

There is an immediate need for improving the training of reading teachers and specialists. A new program should provide additional instruction at the undergraduate and graduate levels. Preservice teachers whether elementary or secondary, need some formal education in the teaching of reading. Graduate reading specialists should have (1) a minimum of a master's degree, (2) demonstrated success in the classroom, (3) an apparent desire for personal growth, and (4) skill in gaining the respect of and empathy with teachers and pupils. In addition, they should fulfill the standards of the International Reading Association. The graduate training should be on a full-time basis for 18 to 24 months. There should also be access to further education and to other forms of professional stimulation. To be successful, the program should include not only improved curricula, but also improved methodology and internship experiences, and it must be supported at the local, state, and national levels. (BS)

Barr, R., & Johnson, B. (1991). Teaching Reading in Elementary Classrooms: Developing Independent Readers . Reading, MA: Addison-Wesley.

Intended for those learning to become teachers, this book was written to help such students gain a full understanding of how to teach reading in elementary schools. It can also be used

by experienced teachers to encourage further professional development. In order to promote the reader's interaction with the ideas of the text, activities have been included to encourage the reader to "Pause and Reflect" and "Try It Out." The book is divided into five sections. Section I, "How Children Learn to Read," includes the following chapter titles: "Introduction" and "Developing Good Readers." Section II, "Organizing for Reading Instruction," includes chapters 3 through 6: "Overview of Materials for Reading Instruction," "Matching Reading Materials to Student Needs: Ongoing Assessment," "Assessing Student Knowledge at the Beginning of the School Year," and "Organizing Students for Reading Instruction." Section III, "The Nature of the Reading Program," includes chapters 7 through 10: "Supporting Emergent Literacy," "Developing Reading in the Primary Grades," "Developing Reading in the Intermediate Grades," and "Developing Reading in Grades Seven and Eight." Section IV, "The Central Components of Reading Lessons," includes chapters 11 through 14: "Prereading Instruction," "During-Reading Instruction," "Postreading Instruction: Concluding the Text Selection," and "Postreading Instruction: Extending the Text Selection." Section V, "Communication and Professional Growth," includes chapters 15 and 16: "Working with Parents" and "Reflection, Evaluation, and Professional Development." Appendixes provide children's book publishers, literature for young readers, and information on Basal publishers; a First-Grade Teacher's Manual Excerpt from the Silver, Burdett and Ginn Reading Program; copies of selected standardized reading tests, grades K-8; and lists of children's magazines and high interest-low vocabulary materials. (MG)

Bednar, M. R. (1991). Teacher Cognition: Preservice Knowledge and Reflections about the Reading Process. Paper presented at the meeting of the Annual Meeting of the National Reading Conference 41st, Palm Springs CA.

A study explored how reflective inquiry could be used to promote preservice teachers' understanding about reading during a one-semester required reading certification course. Subjects, 22 dual certification elementary/special education undergraduate juniors, 27 secondary education undergraduate juniors, and 11 graduate students in a master of education program leading to certification in either elementary/special education or secondary education, wrote a series of reflection writings as a way of encouraging students to address their level of "professional ease." All essays were read blind (without knowledge of group or pre/postdesignation) to identify basic thought units related to knowledge of reading process and reading instruction, and the thought units were listed, compared, and collapsed where necessary to construct a list of thematic statements. Results indicated that subjects: (1) learned the mandated content of the course and became more knowledgeable about reading processes and instruction; (2) were more able to discuss/reflect upon their level of professional knowledge and comfort as the course unfolded; and (3) appeared to have more confidence in their understanding of reading processes and directions to take with assessment and instruction. Findings suggest that, by the end of the semester, there was steady solid progress toward reflective inquiry with considerable difference in what the students knew and in what they thought about what they knew. (Two tables of data are included; 19 references are attached.) (RS)

Bednar, M. R. (1992). Teacher Cognition: Evolving Reflections and Use of Reading Process Knowledge in the Classroom. Paper presented at the meeting of the Annual Meeting of the National Reading Conference 42nd, San Antonio TX.

A study explored student teachers' adherence, rejection, or modification of their course work-generated (but untested or "idealized") model of reading when faced with the demands of the classroom. Fifty senior education majors enrolled in an integrated

elementary and special education program at an urban university wrote reflective essays, submitted lesson plans and narrative lesson scripts, and were observed by their university supervisors during their full year of student teaching. Results indicated that most of the student teachers appeared to have internalized the basic concepts stressed during their developmental reading course--that reading is an interactive cognitive process and that reading instruction should be guided by thoughtful analysis of the reader's needs and goals. Results also indicated that: (1) lesson observations and student teacher reflections generally were in agreement; (2) most of the student teachers clearly indicated how, when, and if they changed their beliefs; but (3) a few student teachers parroted what they felt was the expected answer when they wrote their reflective essays. (Fifteen references are attached.) (RS)

Blair, T. R. (1982). The Relationship between Reading Methods Courses and Student Teaching. Paper presented at the meeting of the Annual Meeting of the American Association of Colleges for Teacher Education, Annual Meeting of the American Association of Colleges for Teacher Education.

The purpose of this study was to compare the performances of undergraduates on a knowledge test of reading (before and after student teaching) with the amount of effort committed to reading instruction by their respective supervisory teachers. The Artley-Hardin "Inventory of Teacher Knowledge of Reading" was administered to three classes of senior education majors following their eight-week reading methods course and again following their eight weeks of student teaching. Supervisory teachers were rated on the "Teacher Effort Scale in Reading." Results of the knowledge test showed no significant differences between student teachers with supervisory teachers rated high in teacher effort and those with supervisory teachers rated low in teacher effort. The results raised questions about the accepted intent of student teaching and the perfunctory treatment given the whole area of classroom organization and management in preservice training. If, as the results suggest, student teaching does not make a significant contribution to prospective teachers' knowledge of reading, the current emphasis on extensive field experience would seem to be of benefit only if systematic training and practice is given to student teachers in various management techniques. (RL)

Botsman, P. (1979). Implementing Reading Programs and Organizational Change. Australian Journal of Reading, 2(1), 38-41.

Describes the implementation of a college reading program for preservice teachers. Lists the 11 recommendations made by a special task force to guide the program's development. (FL)

Braam, L. S., & Oliver, M. E. (1970). Undergraduate Reading Education. Reading-Teacher, 23(5), 426-428.

Brooks, G., & et al. (1992). What Teachers in Training Are Taught about Reading: The Working Papers National Foundation for Educational Research, Slough (England).

This book presents 5 working papers which were produced in the course of a study undertaken in 1991 to obtain information on how the 92 universities, polytechnics and colleges in England, Wales, and Northern Ireland which offer initial teacher training

courses prepare students to teach reading in primary and secondary schools. The five papers are: (1) Review of the Literature on the Preparation of Teachers to Teach Reading (Greg Brooks); (2) The Institutional Questionnaire (Greg Brooks); (3) Analysis of the Booklists (Alison Tate); (4) The Interview Data (Alison Tate); and (5) The Graduate Questionnaire (Tom Gorman). Twenty-one figures and 13 tables of data are included. Appendixes present the project staff, a list of members and assessors of the CATE (Council for the Accreditation of Teacher Education) Working Group, the institutional questionnaire, and the graduate questionnaire. (SR)

Burk, J., & Melton Pages, J. (1991). From Recipe Reader to Reading Professional: Extending the Roles of the Reading Teacher through Whole Language. Contemporary Education, 62(2), 96-101.

Describes the roles of reading professionals in school, focusing on whole-language learning and noting implications of those roles for administrators and teacher educators; lists recommendations for administrators and teacher educators who wish to support the development of whole-language instruction. (SM)

Burmeister, L. E. (1971). Training Secondary Reading Specialists. Paper presented at the meeting of the International Reading Association, Atlantic City, N.J.

In an effort to clarify and elaborate on the International Reading Association's recommendations for professional preparation of secondary reading teachers and secondary reading consultants, competency objectives are presented in performance-based behavioral terms for secondary reading teachers and consultants. The objectives are stated in an "open-looped" or "open-ended" fashion. Concluding each objective is a list of readings which might serve as partial source material to help accomplish that objective. Competencies for the secondary reading personnel are listed as subskills under the four broad areas of diagnosis, classroom management, instruction in the components of reading, and study skills and teaching techniques. A bibliography is included. (VJ)

Carter, G. J. (1992). How Can the Teaching Intern Deal with the Disparity between How She Is Taught to Teach and How She Is Expected to Teach in "Real World" Primary Grades? Young Children, 47(6), 68-72.

Focuses on the problems and conflicts experienced by a teacher intern who was attempting to implement a developmentally appropriate discovery curriculum into a direct-instruction primary grade classroom. (BB)

Chase, N. C. (1963). The Language Arts Preparation of Elementary School Teachers. Paper presented at the meeting of the Minnesota Council of Teachers of English,
A national survey of 80 universities was made to determine their course offerings designed to prepare elementary-school English teachers to teach listening, speaking, reading, and writing. Survey questions asked whether or not the universities presently required certain specific courses in liberal arts and in education as well as whether or not such courses should be required. Liberal arts courses surveyed were foreign language, speech, oral composition, creative dramatics, written composition, the nature of the English language, American and English literature, and literature in a foreign language; education courses were the sociological and psychological bases of teaching, observation of children in schools, methods of teaching reading and language, children's literature, and student

teaching. Results indicated that colleges required insufficient liberal arts work to back up the professional courses required. (Tables presenting data from the survey and a list of universities surveyed are included.) (JS)

Clark, P. A., & et al. (1973). Development of a Performance Based Teacher Education Curriculum. Final Report . Milligan Coll , Tenn
National Inst of Education (DHEW), Washington, D C.

GRADES OR AGES: College. SUBJECT MATTER: Developmental psychology, the teaching of reading, teacher education, science for the grades, physical education, health education, teaching a directed reading lesson, music in the elementary school, methods and materials for secondary science teaching, high school reading, methods and materials for teaching English, history and philosophy of education, and learning disabilities. ORGANIZATION AND PHYSICAL APPEARANCE: The material suggests the application of performance-based teacher criteria to a number of courses at Milligan College. The guide is glued and stitched in a soft binding. OBJECTIVES AND ACTIVITIES: Specific objectives are given for each course. Activities are oriented around specified teacher behaviors. INSTRUCTIONAL MATERIALS: Bibliographies are given with each section. STUDENT ASSESSMENT: Performance-based assessment. (JB)

Crews, R. (1970). What Does a Reading Teacher Need? Florida-Reading-Quarterly, 6(6), 12-14.

Dillingofski, M. S., & Dulin, K. L. (1979). Changes in Reading-Related Attitudes During a One-Semester Pre-Service Course in Secondary Reading Methods. Paper presented at the meeting of the National Reading Conference, San Antonio, TX.

Forty-eight undergraduate secondary education majors were involved in an investigation of the relationships between participation in a preservice secondary school reading methods course (which included sharing of leisure reading books as well as the traditional format) and changes in attitudes toward teaching reading in the content areas, in attitudes toward personal leisure reading, and in number of leisure reading books read during a given period of time. Three dependent variables were selected for examination: pre and posttreatment scores on a teaching-reading-in-the-content-areas inventory; pre and posttreatment scores on a reading attitudes measure; and number of leisure reading books read during comparable time periods during the semester-long course. The results indicated the following: a secondary school reading methods course such as the one studied can be of benefit if changing attitudes is one of the instructor's objectives; such a program can effect a positive change in students' attitudes toward teaching reading in the content areas, and undergraduate students will do more leisure reading when encouraged to do so. (FL)

Dillon, D. R. (1986). The Elusive Nature of Institutional Productivity Ratings. Reading Research and Instruction, 26(1), 50-57.

Examines research on institutional productivity ratings based on publications in reading journals. Discusses why these ratings are calculated, how they are calculated, and the uses to which they are put. (FL)

DiNello, M. C. (1975). Undergraduate Preparation of Teachers with Specialization in Reading Texas Woman's Univ , Denton.

The College of Education at Texas Woman's University developed an undergraduate teacher preparation program with a specialization in reading for both elementary and secondary education majors. Graduate programs leading to both master's and doctor's degrees in reading are also available. A reading laboratory has been designed to accommodate training activities. The facilities include two teaching classrooms equipped with television recording and playback equipment available for teaching demonstrations with students and for micro- and peer teaching activities, a seminar room, 10 clinical diagnostic-teaching rooms, a secondary reading laboratory, a specialized-reception area, and storage facilities. Students are enrolled in either the elementary reading program, the middle or junior high school reading program, or the high school reading program. The students take courses and participate in extensive clinical experiences in reading. (Information concerning program objectives, personnel, budget, contribution to teacher education, evaluation, and course listings are included.) (RC)

Duncan, P. H. (1983). The Governance of Reading Education: A Position Paper. Paper presented at the meeting of the American Reading Forum, Sarasota, FL.

Viable reading education programs require faculty who not only know the field but also remain sensitive to the many forces controlling program survival. A program will function well only if the administration clearly articulates the management process, responds intelligently to market trends, and includes faculty input in decision making. Among the issues that need to be addressed are (1) how curriculum issues should be controlled; (2) who should control the management aspects of reading education; (3) how resources should be allocated, and what part reading faculty should play in budget expenditures; (4) how other teacher education programs relate to reading education; (5) what external influences control reading education; and (6) how reading education is responding to the changing market. These issues combined with curriculum content analysis form the basis for solid review, planning, and renewal in reading education. (HOD)

Ehri, L., & Williams, J. (1996). Learning to Read and Learning to Teach Reading. In Frank B. Murray (Ed.), The Teacher Educator's Handbook: Building a Knowledge Base for the Preparation of Teachers San Francisco: Jossey-Bass Publishers.

Gee, T. C. (1974). Evaluations of Instructional Experiences for Pre-Service Teachers of Reading

The purposes of this study were to determine (1) if the majority of Texas professors of reading agree on the value of 15 instructional experiences for preservice teachers of reading, (2) to what extent the 15 selected instructional activities are already required for prospective reading teachers, and (3) some of the basic competencies that college reading professors expect of beginning reading teachers. A questionnaire asked professors at colleges and universities to evaluate a variety of preservice learning activities by judging them according to their appropriateness and desirability. Data indicated which activities were considered most valuable and which were being implemented as requirements in preservice reading courses. By examining these preservice activities, the following list of eight competencies was compiled: (1) demonstrate knowledge of the basic skills of reading; (2) demonstrate evaluative skill in selecting instructional materials for the classroom; (3) demonstrate knowledge of a variety of instructional approaches; (4) be able to critically analyze microteaching sessions; (5) demonstrate skill in interviewing students regarding

their achievement and interests; (6) demonstrate skill in administering and evaluating selected diagnostic reading tools; (7) demonstrate skill in conducting reading lessons with individuals, small groups, and large groups; and (8) demonstrate skill in using instructional and screening machines. (RC)

Gray, M. J. (1984). Is the Influence of Psycholinguistic Research Evident in Preservice Teachers' Views of the Reading Process?
Indicates that teachers still in preparation tended to cling closely to traditional beliefs about the teaching of reading. Suggests that teacher educators reexamine their preparation programs to determine if they are offering prospective reading teachers information about psycholinguistics and other theories of the reading process. (FL)

Herrmann, B. A., & Sarracino, J. (1991). Restructuring a Preservice Literacy Methods Course: Dilemmas and Lessons Learned. Paper presented at the meeting of the Annual Meeting of the National Reading Conference 41st, Palm Springs CA.

A study examined an initial effort to restructure the content, format, and instruction of a preservice literacy methods course and the effect it had on 13 preservice teachers relative to their movement toward reflective inquiry and practice in literacy teaching. Data were collected from the preservice teachers using questionnaires, journals, informal conversations, reflective essays, field notes, and conferences and were analyzed using a constant comparative method. Results indicated considerable variation among the preservice teachers relative to cognitive, social, and emotional shifts, and showed that only a few preservice teachers made extensive movement toward reflective inquiry and practice. Findings suggest that breaking free from tradition at the teacher education level is a trial-and-error process. (One table describing the cognitive, social, and emotional shifts of the preservice teachers is included; 26 references are attached.) (RS)

Hollingsworth, S. (1989). Prior Beliefs and Cognitive Change in Learning to Teach. American Educational Research Journal, 26(2), 160-89.

In year 1 of a 3-year study, 14 elementary and secondary preservice teachers (out of 53 teacher education candidates) were interviewed/observed as their beliefs about reading instruction changed through coursework and practice in classroom teaching. Findings highlight the importance of considering preservice teachers' prior beliefs when designing teacher education. (SLD)

Holt Reynolds, D. (1991). Practicing What We Teach. Research Report 91-5 . National Center for Research on Teacher Learning, East Lansing, MI
Office of Educational Research and Improvement (ED), Washington, DC.

Preservice teachers enter formal studies of teaching with an array of personal history-based beliefs and about teaching, classrooms, and students. This report traces the interactions between preservice teachers' personal history-based lay knowledge and their decisions about the potential value of coursework-based principles of content area reading instruction. Preservice teachers countered professional, production arguments favoring direct instruction about reading processes with their own personal history-based practical arguments. Math and English majors rejected rationales for process-centered instruction for reading in each of their respective content areas and offered subject matter-specific defenses for traditional presentational formats. This document analyzes the quality and character of these arguments and proposes classroom strategies that teacher educators might use for

gaining access to and a voice in preservice teachers' internal, decision-making dialogues. (Author)

Hoover, N. L. (1985). Bridging the Gap between Preparation and Practice: A Teacher Educator Interviews a Reading Supervisor. Reading World, 24(4), 8-14.

Reports an interview between the instructor in a university undergraduate reading methods course and the reading supervisor for a public school. The interview suggests that collaboration between colleges and public schools can strengthen preservice teacher education by helping students bridge the gap between preparation and practice. (FL)

Hunsberger, M. (1985). Teaching Reading Methods: How Do Pre-Service Teachers Understand the Experience of Learning to Read? Paper presented at the meeting of the Annual Meeting of the American Educational Research Association, Chicago, IL.

It is common in teacher education programs to require a course in reading or language arts methods, at least for students preparing to be elementary teachers. The question for teachers of methods courses is how they can best prepare students to be teachers of reading. A common approach to teaching a reading methods class is to provide information, such as what a basal reading series is and how many ways there are to decode words. Students are typically concerned about learning pragmatic teaching ideas. However, in a more phenomenological view of reading, the concern is to understand what reading is, what it is that people do when they read, what the experience of reading is, and what difference reading makes in people's lives. Suggestions for fostering this point of view include providing questions for reflection and assigning different types of texts. Phenomenology has also emphasized the importance of stories, and a recognition of their significance can affect not only a reading program but also the way education students plan their programs. Given an understanding about and the beginnings of reflection upon the experience of reading, perhaps preservice teachers will be able to continue observing learning, and reflecting in such a way as to be able to act with insightful wisdom and understanding of their students' experience. (DF)

Hunsberger, M. (1988). Teaching Reading Methods: How Do Pre-Service Teachers Understand the Experience of Learning to Read? Journal of Educational Thought, 22(2a), 209-18.

Discusses phenomenological approaches to the study of reading, which utilize students' experience of reading as the fundamental pedagogical focus. Suggests ways in which such a focus could be implemented in "methods" courses in teacher education, drawing comparisons with traditional approaches. (DMM)

Jamar, D., & Pauls, L. W. (1986). Reading Teachers are Asked "What is Relevant in Classroom?". Reading Horizons, 27(1), 19-25.

Concludes that elementary school teachers have definite opinions concerning what should be taught in college and university methods classes and what should be incorporated into reading instruction in the elementary grades. (FL)

Jamar, D., & Pauls, L. W. (1986). Reading Teachers Are Asked: "What Is Relevant in Classroom?". Paper presented at the meeting of the Annual Meeting of the College Reading Association 30th, Knoxville TN.

Based on the perception that teacher educators deliver preparation programs which have little influence on the way graduates actually teach and that they are completely out of touch with the actual teaching conditions in contemporary schools, a survey was conducted to see what activities teachers felt were most relevant for reading methods classes and most practical for classroom teachers. Subjects were 100 teachers, from each of the first, third, and fifth grades in Kansas elementary schools. The activities found most important for methods classes were working on an individual basis with a child in a reading practicum involving diagnosis, analysis and remediation, and knowing how to teach a lesson. Analyzing basal series for multicultural elements and effect on exceptional children was ranked least important. The elementary classroom activity ranked most important was developing a case report on a child, while least important was administering readability formulas. A second survey asked 40 Kansas college professors to rank the same activities, and they ranked developing goals for reading instruction most important for both methods classes and actual classroom situations. They found administering readability formulas least important for methods classes, and evaluating basal series least important for classroom situations. (SKC)

Kenney, L. M. (1977). Training Classroom Teachers and Specialists in Reading. Paper presented at the meeting of the Annual Meeting of the Reading Association of Ireland 2nd, Dublin Ireland.

Low national reading achievement scores and inadequate academic and certification requirements provide the fundamental rationale for extending and refining regulations concerning the amount of course work required in elementary and secondary education programs. The theoretical and practical reading backgrounds of both prospective and inservice teachers need to be strengthened. Graduate preparation in the field of reading also needs special attention. A model master's degree program includes three options: developing reading specialists for the schools; stengthening the practical skills of elementary teachers, with special emphasis on diagnostic, developmental, and corrective instructional procedures; and helping secondary teachers develop skills to teach reading in the content areas. (TJ)

Kies, D. A. (1970). Curriculum Changes in the Preparation of Reading Teachers. Final Report Wisconsin State Univ , Whitewater
Office of Education (DHEW), Washington, D C Bureau of Research.

A summary of the findings of a survey which studied changes in the preparation of reading teachers as a result of the recommendations made in Austin's "The Torchlighters" is presented. The Austin questionnaire was used with added items to assess new areas of interest. Data from the final sample of 365 institutions were analyzed using chi square and Spearman rank-order correlation. It was found (1) that universities offer reading courses separate from other language arts, (2) that more time is allotted to reading than previously, (3) that more secondary reading courses are offered now, (4) that ideas regarding initial reading instruction have changed in the direction of the Austin recommendations, and (5) that student teaching experience is more often done without concurrent course work and requires some tutoring experience more often than was done at the time of the earlier study. Recommendations are made on the basis of the survey results. More complete information will be available in a forthcoming final report. (MS)

Layton, L., & Deeny, K. (1995). Tackling Literacy Difficulties: Can Teacher Training Meet the Challenge? British Journal of Special Education, 22(1), 20-23.

The 1993 Education Act in Great Britain presents classroom teachers and special educational needs coordinators with fresh challenges with students who have reading and writing failure. Improved initial training of primary teachers is needed so they are equipped to address manifest reading and spelling difficulties, predict where problems can arise, divert mild difficulties, and prevent or ameliorate severe difficulties. (JDD)

Lyon, G. R. (1993). Better Understanding Learning Disabilities: New Views from Research and Their Implications for Education and Public Policies.

This book examines critical issues in classification and definition of learning disabilities; the development of theory in learning disabilities; the development of cognitive, developmental, and educational models of learning disabilities; and social and public policy in learning disabilities. After an introductory chapter by G. Reid Lyon and Louisa Moats, the book is divided into four sections. Part I covers classification of learning disabilities, including: "Models of Classification as Related to a Taxonomy of Learning Disabilities" (Roger Blashfield); "Classification of Learning Disabilities: Relationships with Other Childhood Disorders" (Jack Fletcher, et al.); "Broadening the Scope of Classification Research: Conceptual and Ecological Perspectives" (Deborah Speece); and "Issues in Empirical versus Clinical Identification of Learning Disabilities" (Robin Morris). Part II, Definition and Theory in Learning Disabilities, includes: "Defining Learning Disabilities: A History of the Search for Consensus" (John Doris); "Development of Operational Definitions in Mental Retardation: Similarities and Differences with the Field of Learning Disabilities" (Donald MacMillan); "Variations on Theory in Learning Disabilities" (Joseph Torgesen); and "A Science and Theory of Learning Disabilities" (Kenneth Kavale). Part III, Perspectives on Research and Clinical Practice in Learning Disabilities, includes the following: "Learning Disabilities from the Perspective of Cognitive Psychology" (H. Lee Swanson); "Learning Disabilities: An Interactive Developmental Paradigm" (Melvin Levine, et al.); "Learning Disabilities from an Educational Perspective" (Naomi Zigmond); and "The Construct Validity of Discrepancy Definitions of Reading Disability" (Keith Stanovich). A final section examines the impact of social and policy issues on learning disabilities, including: "Linking Purpose and Practice: Social-Political and Developmental Perspectives on Classification" (Barbara Keogh); "Learning Disabilities and Public Policy: Myths and Outcomes" (Edwin Martin) and "Conclusions and Future Directions" (Duane Alexander, et al.). Papers include references. (PB)

Marksheffel, N. D. (1971). One Viewpoint on Preparing Teachers of Remedial Reading. Paper presented at the meeting of the International Reading Association, Atlantic City, N. J.

Educational preparation of remedial reading teachers is often inadequate and confusing to the student due to the limited acquaintance with a variety of methods and techniques, failure of teachers to define their terms, and the limited number of actual reading courses offered students. In order to remedy this situation, the Remedial Reading Program at Oregon State University emphasizes one approach to teaching and evaluation methods in preparing remedial reading teachers at the Master's level. Emphasis is given to the development of a basic foundation group of transferable skills, techniques, and concepts of reading. The use of the Informal Reading Inventory as the basic diagnostic and evaluative instrument; the

directed reading lesson, which can be applied to almost any learning activity; and the Fernald-Keller technique for pupils with word-learning problems are taught. Students are required to complete 18 quarter hours of reading courses, 9 hours of which are clinical practicum. References are included. (DH)

McGuire, M. L. (1968). Assessment of Reading Programs. Paper presented at the meeting of the International Reading Association, Boston, Mass.

A statewide assessment study of reading programs in Rhode Island is described. Data concerning the history of the primary reading program of the 1965-66 fourth-grade class were gathered; a status study of the reading programs throughout the elementary grades for that year was conducted. Principals' and teachers' opinions on the requirements for a good reading program were surveyed. Data indicated that reading comprehension was more closely related to family income and education than to any facet of the school reading program, that the most effective approach to reading was the whole-word approach with gradual phonics, that remedial work administered during school hours was more successful than that offered during nonschool hours, that a class of 35 students was the maximum size for successful reading achievement, and that students who had used supplementary readers in addition to basal readers achieved better. The status study indicated that the typical reading program was composed of self-contained classrooms of ability grouped children. Approximately 6 weeks of readiness activities were followed by work in basal and supplementary readers. Phonics and study skills were introduced in the primary and middle grades. Principals and teachers expressed the need for reading specialists, remedial teachers, consultants, and teacher training in the teaching of reading. (BS)

McNealy, J. M. (1972). Essential Reading Content for Elementary Education Students at the Baccalaureate Level. Unpublished Disseration,
The purpose of this study was to determine essential reading content in college preparatory programs for elementary education students at the baccalaureate level. In the development of the content for the reading courses, attention was given to various sources--descriptions taken from college catalogs, statements of goals and the principles of reading instruction suggested by reading authorities, and the problems and instructional needs of teachers of reading. Data gathered for this problem were organized into fourteen categories, each of which was then described as a course to be used in the proposed reading curriculum. These courses were evaluated by a jury of reading experts, and an eight-course Pre-Service Reading Curriculum was developed and endorsed by 92 percent of both the county supervisors and the elementary teachers to whom it was sent. Eight recommendations were made concerning how colleges might implement this new curriculum so that a successful reading program incorporating the competencies included in these eight courses could be established. (Author/DI)

McPike, E. E. (1995). Learning to Read: Schooling's First Mission. American Educator, 19(2), 3-6.

Examines the problem of children not learning to read well enough for reading to have a positive impact on their lives. It shows that while a large body of research exists on reading instruction, much of this knowledge has not made its way into the classroom. Five points about the reading problem and teaching effectiveness are addressed. (GR)

Meloth, M. S., & et al. (1989). Teachers' Concepts of Reading, Reading Instruction, and Students' Concepts of Reading. Journal of Teacher Education, 40(5), 33-39.

This study examines whether the concepts held by teachers are communicated to students during instruction and if students' concepts of reading reflect their teachers' concepts of reading. Implications for teacher education are discussed. (IAH)

Moats, L. C. (1994). The Missing Foundation in Teacher Education: Knowledge of the Structure of Spoken and Written Language. Annals of Dyslexia, 44, 81-104.

Eighty-nine experienced teachers of reading, language arts, and special education were found to understand too little about language structure to be able to provide sufficient instruction. The teachers subsequently took a course focusing on phonemic awareness, spoken-written language relationships, and spelling and reading behavior, and judged this information essential for teaching. (Author/JDD)

Moats, L. C. (1995). The Missing Foundation in Teacher Education. American Educator, 19(2), 43-51.

Reports on a survey of experienced teachers to assess their knowledge of the structure of spoken and written language. Results reveal pervasive conceptual weaknesses in the very skills needed for direct, language-focused reading instruction. The importance of specific linguistic knowledge for instruction is illustrated, and policy changes for improved teacher preparation and performance are recommended. (GR)

Moats, L. C., & Lyon, G. R. (1996). Wanted: Teachers with Knowledge of Language. Topics in Language Disorders, 16(2), 73-86.

This article reviews recent research suggesting that individuals with dyslexia benefit enormously from being taught language structure explicitly, and concludes that many teachers are underprepared to teach language processes and structures to children with language-based learning problems. A call is made for an approach to teacher education that emphasizes language knowledge as a foundation for literacy instruction. (Author/PB)

Moats, L. C., & Smith, C. (1992). Derivational Morphology: Why It Should Be Included in Language Assessment and Instruction. Language, Speech, and Hearing Services in Schools, 23(4), 312-19.

This article reviews recent research on children's knowledge and acquisition of derivational morphology across studies of listening, speaking, reading, and spelling. The paper concludes that this dimension of language organization deserves more attention than it now receives in language instruction. (Author/JDD)

Morgan, M. (1990). Training Teachers of Reading: An Annotated Bibliography (ERIC/RCS). Reading Research and Instruction, 29(2), 92-96.

Cites 20 documents, books, and journals from the ERIC database which focus on the training of reading teachers and offer teaching suggestions and methodology, discussions

of teacher and student needs, and research related to teacher training in the field of reading. (SR)

Morrison, C., & Austin, M. C. (1977). The Torch Lighters Revisited . Newark, DE.: International Reading Association.

This volume provides a follow-up of a 1961 study which was undertaken to determine how well 74 colleges and universities were preparing prospective reading teachers. Questionnaires were mailed to 220 schools to determine the extent to which the 22 original, published recommendations had been implemented. Chapter one outlines data gathered from the 161 respondents' questionnaires, as well as from in-depth interviews conducted at 50 of the schools: a majority of the recommendations were reported to be in effect. Chapter two assesses changes in teacher preparatory programs: over four-fifths of the respondents indicated that changes in scope and content of reading programs and in related experiences did take place. Chapter three details recommendations for the future as determined by respondents: slightly less than one-half provided suggestions. Chapter four introduces two descriptions of teacher education programs at the undergraduate level: a carefully planned competency-based alternative for the single reading course offered by one school and a program, based on suggestions from several schools, which reflects a number of promising practices. Appendixes list the schools surveyed, outline study procedures, and provide a copy of the questionnaire used. (KS)

Mountain, L. (1973). The Module Matures. Paper presented at the meeting of the National Reading Conference,
In the beginning stages of their use, modules for reading-methods courses lacked clear definition of purpose, standard format, and organization. Recently, more sophisticated reading modules have been shown to contain the following components: objectives, learning activities, and assessments (pretests and posttests). A set of modules for teaching reading instruction methods to undergraduates at the University of Houston, Texas, achieves established goals in knowledge, performance, and testable results, through a competency-based, field-oriented course that begins on campus and ends in public school classrooms. The modules for this reading course have characteristically "matured," in organization and format, through three revisions. (KS)

Moyle, D. (1979). British Trends in Teacher Education in Reading. Australian Journal of Reading, 2(1), 18-21.

Reports the findings of a survey of teachers in British teacher training institutions regarding instruction in reading. Includes data concerning course length, teaching style, and teacher qualifications. (FL)

Normand, B. (1996). Reading Failure: Views of Chicago's Elementary Classroom Teachers
A study determined classroom teachers' opinions of causal factors of reading failure and reported their attitudes on the major issues in reading instruction as suggested in current research. A representative sample of 100 elementary classroom teachers from School District #299 in the Chicago, Illinois area were sent the Ross Reading Survey. A total of 66 usable returns were received. Results indicated that teachers (1) felt they did not have the background necessary to remediate some of the reading problems pupils have; (2) felt there were too many levels in their reading classes, yet they still preferred heterogeneous

grouping; (3) did not express the belief that school policy problems and lack of accountability were related to low reading achievement; (4) supported state-wide efforts currently being made to align assessment and instruction in Illinois; (5) supported early intervention programs and a reading curriculum which stresses training in phonics; and (6) believed poor reading achievement was caused by environmental problems in the home foremost, but also in the schools. Findings suggest that the importance of teacher inservice training cannot be overstated, and that elementary classroom teachers are informed on critical issues in reading instruction and are eager to learn more. (Contains 22 references and 1 table of data.) (RS)

Porter, J., & Pavlik, R. A. (1978). Reading Orientations in College Education Classes. Reading Improvement, 15(2), 112-114.

Describes reading orientations for secondary teacher education courses, which attempt to develop in content-area majors an awareness of reading problems their students will have, why these problems exist, and what solutions are available. (RL)

Rafferty, K. (1989). The State of Reading: Are Teacher Education Programs Keeping Pace? Teacher Education Quarterly, 16(1), 41-50.

A review of related research reveals little evidence that schools of education have consciously or consistently revised programs and curricula to reflect current research in reading and teacher education. Common perceptions about teacher educators, guidelines for program revitalization, and current knowledge and programs related to reading instruction are briefly outlined. (IAH)

Ramsey, W. Revolution in Teacher Education for Reading Instruction. Journal of Reading Behavior, 5(4), 259-265.

Discusses changes in teacher education for reading instruction, especially the increasing emphasis on competency attainment. (TO)

Rieck, B. J. (1978). Professional Concerns. Reading Horizons, 18(2), 145-149.

Describes a reading methods course in which secondary teacher trainees in all content areas are helped to discover the need for teaching reading at the secondary level and to learn methods for teaching reading skills. (GW)

Robinson, H. A. (1979). Preparing Teachers of Reading in the United States. Australian Journal of Reading, 2(1), 9-17.

Suggests that reading teachers are not only responsible for the techniques of reading but also for what is read in the classroom. Reviews the status of reading specialist training in the United States and notes specific needs of teacher training programs in general. (FL)

Roeder, H. H., & et al. (1973). What Johnny Knows That Teacher Educators Don't. Journal of Research and Development in Education, 7(1), 3-10.

The major purpose of this investigation was to ascertain how many four year colleges and universities throughout the United States required undergraduates who were enrolled in elementary, secondary or junior high school teacher education curricula to complete at least one course in the teaching of reading. (Author/RK)

Rowell, C. G. (1987). Status of Teacher Education Doctoral Programs and Coursework University of Tennessee.

A survey (fall, 1986) was made of 153 doctoral-granting institutions to determine the extent to which teacher education is a focus of study apart from long-standing areas of study such as curriculum and instruction, special education, and reading. Also included was a section designed to determine what specific topics are studied by students in a separate teacher education program and if these topics are studied by other education majors. Responses were received from 129 of the institutions surveyed. Twenty-six indicated the existence of a separate focus in teacher education. Topics most frequently identified as areas of study follow: (1) current trends in teacher education; (2) research on effective teaching; (3) research on teacher evaluation; (4) historical/philosophical foundations of teacher education; (5) issues/problems in teacher education; and (6) research on design of teacher education programs. It was reported by respondents from the institutions that doctoral students in education other than those focusing on teacher education were not required to study these topics. (Author/DF)

Rutherford, W. L. (1989). Preparing Reading Teachers: What Can Be Expected of Teacher Education Programs. Teacher Education Quarterly, 16(1), 21-31.

Preservice teacher education can be influential in the development of effective reading teachers. This article discusses the knowledge bases for teaching in general and for reading instruction in particular. Factors that influence the application of this knowledge are discussed. (IAH)

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Schwarz, P. M. (1981). Sequencing the Learning Experience of Urban Teachers. Paper presented at the meeting of the International Reading Association, New Orleans, LA.

One of five papers discussing the humanistic model used in the training of reading teachers at City College of New York, this paper describes how the various field experiences of the developmental/remedial reading program are sequenced. Noting that the field experience courses are structured to give equal weight to the students' cognitive, affective, and social needs, the paper first outlines the components of the undergraduate program, in which potential teachers learn to work on a one-to-one basis with elementary school children. It also discusses the unique opportunities for bilingual students that are presented by the college's urban setting. The paper next outlines the components of the graduate program, which follows a developmental-remedial, developmental strategy. It notes that students are

required to complete a first practicum, in which they are able to put into practice the skills learned in their earlier work, and an advanced practicum, in which they work with groups of children from different backgrounds, abilities, and attitudes using a developmental reading project method. The paper also offers a description of a graduate elective course in which students learn how to choose appropriate instructional materials. (FL)

Shanklin, N. L., & Rhodes, L. K. (1989). Transforming Literacy Instruction. Educational Leadership, 46(6), 59-63.

A university-school collaboration can effect change if teachers are given supportive environments and opportunities for frequent reflection and sharing of ideas on the teaching and learning of reading and writing. (Author/TE)

Shaw, P. A. (1994). The Effects of Teacher Training on Pre-Service Elementary Education Majors' Conceptual Framework of Reading
Investigates whether a reading methods course and/or student teaching can influence an individual's conceptual framework of reading. Finds some effect on changing subjects' perspectives about teaching reading, but also finds (in a subsequent study) that neither the reading methodology course nor student teaching had a statistically significant effect of a subsample's conceptual framework of reading. (RS)

Simonson, S. D. (1995). A Historical Review of Content Area Reading Instruction. Reading Psychology, 16(2), 99-147.

Discusses the historical background of content-area reading instruction from its origins in the early 1900s. Discusses problems in the integration of reading instruction in the content areas: (1) lack of preparation of preservice teachers; (2) little assigned reading in the content area textbook; and (3) resistance of preservice teachers. Notes that successful programs emerged in spite of such resistance. (RS)

Slobodzian, E. B. (1971). Training Reading Teachers at the Graduate and Undergraduate Level--There Should Be a Difference. Paper presented at the meeting of the International Reading Association, Detroit, Mich.

Common elements exist in undergraduate and graduate education of reading teachers in knowledge, skills, attitudes and experience; however, the two groups, differing in teaching experiences and preparing for different roles, require different programs. The first group seeking the skills for effective teaching of reading in a classroom requires continuing guided exposure and opportunities to test their abilities within regular classrooms in order to recognize and understand the interrelatedness of psychological principles, the function of reading in the classroom, and the characteristics of group and individual learning. Given these supervised experiences with many opportunities for discussion on problems encountered, they should be able to function at a level where they use their acquired knowledge and skills consciously. The second group, influenced greatly by past teaching experience and presenting an even greater spread of capabilities than the undergraduates, requires more careful screening in terms of performance and, frequently, specific placement into undergraduate work prior to admission into graduate study. Programs for admitted students should be individually designed according to their future roles. Graduate study should consist of advanced study--not remediation for inadequacies in undergraduate training. References are included. (Author/AW)

Stansell, J. C., & Robeck, C. P. (1979). The Development of Theoretical Orientation to Reading Among Preservice Teachers. Paper presented at the meeting of the Annual Meeting of the National Reading Conference, San Antonio, TX.

A study was undertaken to address the question of how an undergraduate reading specialization program for preservice teachers affected the theoretical orientation of students enrolled in it. The program in question required students to complete seven courses. For purposes of the study, the coursework was divided into three components: an introductory section of four courses concerning reading instruction in the elementary school, a field based practicum course, and a choice of two of the following: a secondary school reading course, a course on the use of children's literature in reading instruction, and a course on the nature and development of oral and written language. Some 300 students completed the Theoretical Orientation to Reading Profile (TORP) at various times during the program. The TORP consists of 28 propositions about reading instruction--ten reflecting a phonics orientation, ten a skills orientation, and eight a whole language orientation. Tentative results showed the following: introductory courses tended to move students from a phonics to a skills orientation; language and reading courses tended to move students toward a whole language orientation; and the orientation of students completing the program tended to remain within the range for a skills orientation unless they had the language and reading course in which case their orientation shifted toward a whole language approach. (FL)

Stefanelli, A. M. (1982). Content Analyses of the Required Reading Courses for Prospective Secondary Teachers at Each of the Seven State Teacher Training Institutions of New Jersey. MA, Kean College of New Jersey.,
A study was undertaken to analyze and compare the content of two reading courses required for all prospective secondary school teachers in each of the seven teacher training schools in New Jersey. A five-page questionnaire was sent to the director of the reading program or to a member of the reading program staff at each of the colleges. The questionnaire elicited information concerning materials and teaching techniques used in the courses and the types of assignments made. The results revealed that six of the institutions had developed reading courses especially for secondary education majors, and that one school had made no provisions for such students. Many similarities were found in the materials and teaching techniques used, with the majority of schools indicating that field work or observational experiences were rarely a part of the required courses. (A copy of the questionnaire is appended.) (FL)

Thomas, K. J., & Simpson, M. (1979). Reading Requirements and Basic Secondary Teacher Certification: An Update
Discusses the results of a survey of state education agencies about the reading course requirements for secondary teacher certification. A table summarizing the results of the survey is included. (MKM)

Wham, M. A. (1993). The Relationship between Undergraduate Course Work and Beliefs about Reading Instruction
This 2-year study focused on preservice teachers' theoretical orientations to the reading process and examined the relationship of undergraduate coursework and the student teaching experiences to these orientations. Findings showed that half the students experienced no changes in theoretical orientation; for those who changed, coursework had greater influence than student teaching. (SM)

Zelder, E. Y. (1970). Better Teacher Training -- The Solution for Children's Reading Problems. Journal of Learning Disabilities, 3(2), 106-12.

How elementary teachers are prepared by colleges of education to teach reading -- She wants to know what the Department/Mike's views are on whether teachers are being prepared properly. Obviously this would include questions about what constitutes a good preparation for teaching reading and how to get colleges of education to adopt such a program.

Carnegie Task Force on Learning In the Primary Grades:

- Shows cumulative contribution of research to the understanding of children's learning and the failure to apply the lessons of research to classroom practices.
- Shows the importance of monitoring children's progress closely and adapting instruction to each child's individual needs.
- Shows weakness of current professional training of teachers.
- Illustrates the ways that ideological stances can sometimes interfere with the school's ability to adopt the most effective practices.

IDEA special projects, national initiatives -- The University of Kansas, Lawrence, KS has began an academy linking teacher education to advances in research particularly int eh areas of improving reading instruction for students with learning disabilities, the use of technology to enhance educational results for students with learning disabilities, and the use of positive behavioral supports to teach children with disabilities who exhibit challenging behaviors. The purpose of the project is to improve instruction by infusing research-based interventions into the teacher educational curriculum and making them available to practicing teachers.

Preparation of special education teachers and reading teachers -- special educators are taught to use a variety of different approaches with a students until they find the instructional strategy that works for the child, whereas the reading specialist may rely more heavily on a particular reading program for instruction, special educators monitor progress more often

A 1995 study conducted by Louisa Cook Moats reported that a survey of 89 experienced teachers of reading, language arts, and special education were found to understand too little about language structure to be able to provide sufficient instruction. The study stressed the importance of specific instruction that includes phonemic awareness, the relationships between spoken-written language, and spelling and reading behavior was deemed essential. Her conclusion focused on the need to improve pre-service for reading teachers.

A 1996 research study of Chicago's Elementary Classroom teachers (a representative sample of 100 teachers were surveyed) determined classroom teachers' opinions of causal factors of reading failure. One of the major findings was that teachers felt that they did not have the background necessary to remeditate some of the reading problems their pupils have. The findings suggested that the importance of teacher in service training cannot be overstated, and that elementary classroom teachers are informed on critical issues in reading instruction and are eager to learn more.

A 1989 article in *Teacher Education Quarterly*, "Are teacher education programs keeping pace?" reviewed related research and found little evidence that schools of education have consciously or consistently revised programs and curricula to reflect current research in reading and teacher education.

NEED FOR PRE-SERVICE AS WELL AS DISSEMINATION OF RESEARCH TO SCHOOLS OF ED AND TEACHER PREP PROGRAMS

MRDD

The Division on Mental Retardation and Developmental Disabilities

MRDD is holding its sixth international conference in Maui, HI, February 2-6, 1999. The conference will focus on research issues in mental retardation, autism, and other developmental disabilities in the next century. Keynote speakers will include Ann and Rudd Turnbull, Gene Edgar, and Anne Donnelan. Registration materials and a call for proposals for presentations will be available soon. For more information, please contact Polly Parrish, 334/626-7172, e-mail: Pparrish15@aol.com; or Dagny Fidler, 515/255-7811, e-mail: fidlerda@dmps.desmoines.k12.ia.us.

TAM

The Technology and Media Division

Registration for the upcoming 1998 TAM Conference on Special Education Technology, January 15-17, in Atlanta, GA, is underway. Members should have received registration information in the last issue of the *TAM Connector*. Topics range from assistive technology, integrated media and technology solutions for students with mild disabilities, family involvement in technology applications, and new or innovative uses of technology for the classroom. Conference registration information can be obtained via the World Wide Web: http://www.ucc.uconn.edu:80/~tam/tam982.html or by contacting John Langone, email: jlangone@coe.uga.edu, or phone: 706/542-2929.

Chauncy Rucker, TAM webmaster, has developed the new TAM Web site: http://www.ucc.uconn.edu:80/~tam/. Access the TAM Web page to obtain current news regarding TAM activities and projects. TAM members can also contact Rucker at rucker@uconnvm.uconn.edu if they need assistance in Web page development.

TAM needs persons to help validate technology competencies! TAM is describing and validating sets of technology competencies for three types of professionals: first year special educators, experienced special educators (5+ years experience), and assistive technology specialists. Liz Lahm, project director, has created an interactive Web site to collect validation information. You can link to the study through the TAM Web page: http://www.ucc.uconn.edu:80/~tam/.

Reading vs. LD, *from page 1*

priate instruction and support, as well as provide interventions for nondisabled students who have difficulty learning to read."

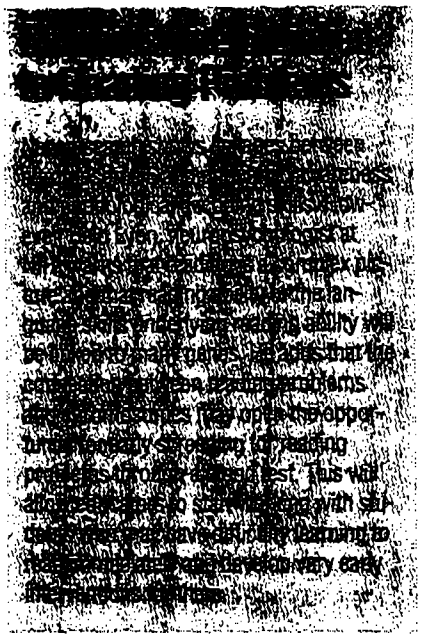
Currently, identifying students as learning disabled is a nebulous science. A learning disability is defined as a neurological or processing deficit that impedes student achievement in one or more subject areas. To help identify students who have learning disabilities, many states use a discrepancy formula. That is, the student shows a gap, often of two years or more, between their IQ score and achievement level in a particular area. This formula has resulted in some students being labeled as learning disabled who may need remedial help but not have a learning disability.

IDEA 1997 makes it imperative that we find ways to accurately identify students who have learning disabilities, as the law mandates that students whose low achievement results from poor instruction should not be classified as disabled.

Distinguishing Between a Learning Disability and a Reading Disability

Determining whether or not a child has a reading problem or a learning disability is easier said than done. Initially, it may be hard to tell these two different learning problems apart, according to Pat Gildroy, professor at the University of Kansas and member of CEC Chapter #665.

To help distinguish between the two learning problems, education experts recommend providing *early* interventions—to students in grades K-2—before referral to special education. In this model, reading specialists would provide intense, daily instruction to poor readers. Their interventions should enable the majority of these students to achieve grade level in reading. Those students who continue to struggle with reading would be referred to special education and given further assessments to determine if their learning problems meet the definition of a learning disability.



Effective Early Intervention Programs for Reading

For these recommended early intervention programs to be effective, they must be both intense and fast paced, recommends Jack Pikulski, president of the International Reading Association. Reading specialists work with students individually or in very small groups (no more than 5 or 6 students) for 1/2 hour sessions daily. During that time, almost all the instruction is focused on reading, writing, and print.

The programs have a clear and definite framework for instruction, Pikulski says. The instructor gives the student some easy reading, teaches new skills, and then asks the student to read material that is challenging. During this process, the instructor continually assesses the child's reading progress, analyzing reading errors and any patterns the child exhibits in his or her reading, to determine the next step to take in instruction. In addition, the student is asked to do some writing, which helps children focus their attention on print.

Many educators also stress that good intervention programs emphasize phonological awareness, the understanding that words are made up of sounds, and an understanding of phonics.

Continues on page 13

Reading vs. LD, *from page 9*

Different Teaching Strategies for LD Teachers and Reading Specialists

The lines between a special education teacher and a reading teacher may seem murky, and, in fact, they are. Often, special educators and reading specialists may use the same instructional strategies to help a poor reader, whether learning disabled or not, improve his or her reading ability. However, it is generally agreed that the special educator would provide more diagnosis, as well as more intense and longer instruction for students with learning disabilities.

Special education experts also say that special educators are more likely to use a variety of different approaches with a student until they find the instructional strategy that works for the child, whereas the reading specialist may rely more heavily on a particular reading program for instruction. Furthermore, the special educator will often monitor progress more frequently than the reading specialist to guide instruction, says Doug Fuchs, professor at Vanderbilt University and member of CEC Chapter #185.

In addition, the special education teacher will consider the child's processing deficits when planning instruction, according to Cheri Hoye, professor at the University of Georgia and past president of CEC's Division on Learning Disabilities (DLD). For example, a student with auditory processing problems would receive more intensive instruction in phonics. Or, that child may work with a special program such as Fast Forward that stretches out the sounds in a word. Conversely, the instruction for a child who has difficulty with visual memory would focus more on learning sight words, Hoye says. A reading teacher may not be able to focus on those areas as intently or provide the same type of instructional strategies as the special educator.

Eventually, special educators may have very specific strategies to use with students with learning disabilities who are poor readers. Though researchers are working to provide more teaching techniques that specifically address neurological or processing deficits, we don't have that information yet.

Consensus Among DLD and IRA

CEC's Division on Learning Disabilities and the International Reading Association have been working together to address these concerns. Issues upon which both groups agree include

- A need exists for early, extensive, and intensive instruction in reading, which will significantly reduce the number of students inappropriately labeled as learning disabled. This will permit greater focus on the needs of those who are appropriately identified as learning disabled.
- Though the overidentification of students as learning disabled is a concern, students who have neurological and/or processing problems should be identified as learning disabled and receive the support and instructional services they need.
- Better teacher training on a variety of reading methods is needed. ■

CEC honor roll

Barbara P. Sirvis, member of CEC Chapter #317, [illegible] Southern Vermont College. Sirvis formerly served as co-chair of [illegible] Subcommittee.

Patricia A. Snyder, professor and reading Program Director [illegible] Louisiana State University Medical Center's School of [illegible] received the 1997 Allen A. Copping Excellence in Teaching Award. Snyder is a member of CEC Chapter #514.

Online credit

[illegible]—The [illegible] has developed [illegible] program for [illegible] this interactive [illegible] teams of [illegible] guidelines. The [illegible] receives [illegible] receives $1,500 [illegible] For more [illegible] 4171, or [illegible]

[illegible] Online—[illegible] for the Advancement [illegible] students for [illegible] online [illegible] visitors are [illegible] reform [illegible] questions about [illegible] discussed at the document [illegible]

[illegible]—Quality [illegible] the DEB Education [illegible] provides a source [illegible] information [illegible] resources [illegible] save [illegible] Internet [illegible]

[illegible]—ASHA's [illegible] for children ages [illegible] to help [illegible] ASHA [illegible] Rockville, [illegible] 1-800/638-8255 [illegible] FL, email [illegible]

Handbook on Mental Disabilities—The American Bar Association's new book, *Mental Disabilities and the Americans with Disabilities Act*, Second Edition, examines the ADA from the legal and non-legal practitioner's point of view. It focuses specifically on mental disabilities including mental illness, developmental disabilities, learning disabilities, substance abuse, and organic brain injuries. Cost: $40. To order, call 312/988-5522.

Author: David Fetterman <davidf@leland.Stanford.EDU> at Internet
Date: 1/29/98 01:00 PM
Priority: Normal
TO: Ann O'Leary at Wdcb04
Subject: Re: Quick Question
---------- Message Contents ----------

DF: Hi - good to hear from you.

We are in the middle of looking that right now. Basically, they have 3 sessions on reading in what they call their practicum sessions (like our seminars). The plan is for these sessions to turn into a complete course. Here are some brief notes on the content of the sessions they have right now:

3 sessions focused on reading

First session - practice focused - panel consisting of 6 classroom teachers - teaching reading in the content areas (tips and techniques -large groups session then break into small content area)

Second session - Margret Norris - educator from Omega Boys Club - works with at risks students and connects reading with their lives; uses excerpts from Paradise Lost and Shakespeare - quality content used to motivate and engage students; discussion about what is universal in literature, e.g., good and evil in Paradise Lost

Third session - attempt to link what students have heard so far to research - cognitive psychology - research based explanation about why effective; self-efficacy and attribution theory - teachers attribute success to effort vs ability

Feel free to contact Kristy Dunlap - my associate director for the evaluation, for additional details - she also designed the sessions: kdunlap@leland.stanford.edu

I hope this is helpful. Best wishes.

- David

> Hi David -
>
> Hope all is well out in the sunshine!
>
> I am hoping to get your quick help. EDWeek is going to be interviewing Mike on the topic of how schools of education prepare teachers to teach reading. I am in the process of collecting information, but thought it interesting for Mike to know how STEP fares in this area. Did your evaluation touch upon this issue?
>
> Thanks.
>
> -Ann

Author: David Fetterman <davidf@leland.Stanford.EDU> at Internet
Date: 1/30/98 09:22 AM
Priority: Normal
TO: Ann O'Leary at Wdcb04
Subject: Re: Thank you - happy to help
---------- Message Contents ----------

DF: Hi - here is some brief background about the STEP evaluation to help answer your questions. The evaluation was commissioned by President Casper for three years. It will be complete around January 1999.

The first phase has just been completed - the review of the summer school (the first thing the students enter upon enrolling in the program). The next part focuses on the year long placement. Simultaneously we are soliciting input from STEP alumni about the program. In fact next month we will be sending out our first wave of surveys to them.

I don't think they will have much to say about reading since it has not been a big part of the program so far. Our findings, recommendations, and initial implementation of a reading section this year should insure a more full blown effort (like a formal course) next year and thereafter.

How is that for a long but contextualized and accurate answer to your question. Take care - happy to be of assistance. Give my regards to Mike.

> David -
>
> Thank you for so quickly responding to my inquiry today. The information was helpful.
>
> Just one quick follow up question - did your evaluation include alumni of the program? I'm wondering about the outcomes of the reading courses - whether they were considered effective, if teachers felt prepared, and whether they were in fact prepared after teaching.
>
> I'll let you know how the interview goes - it will be early next week.
>
> Thanks again for all of your help.
>
> I haven't had a chance to check out your new web page yet, but look forward to checking it out this weekend.
>
> All the best,
> Ann