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Technical Session 3:
Teacher Training

Presented to
All Children Reading
Africa Workshops

Presented by
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All Children Reading
Requires
All Teachers Teaching

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Objectives

- Participants will consider the importance of:
 - directly and explicitly teaching **decoding**
 - using simple scripted lessons
- Participants will begin to consider these questions:
 - What is the expected learning result?
 - What will teaching and learning look like?
 - What will teacher training look like?
 - What will teacher support look like?

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Agenda

- What is Reading?
- What to Teach?
 - The Simple View of Reading
 - Decoding and the Alphabetic Principle
- How to Teach?
 - Explicitly and directly
 - Scripted Lessons and Routines
- Coaching and Training
 - Teacher training
 - Coaching

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What Is Reading?

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A Complex Map of Reading

From: Vellutino et al (2007), p. 6

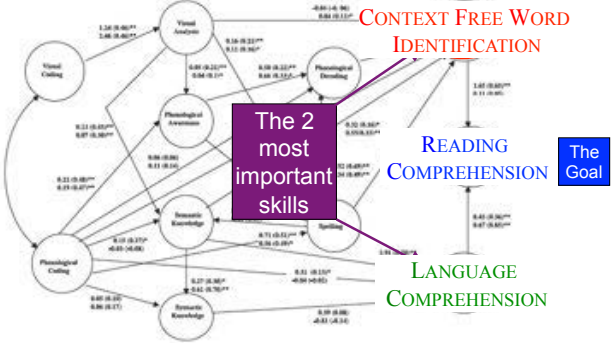


FIGURE 1 Convergent skills model of reading development: Younger/Older groups. Note: Coefficients for the Younger group are always listed above those for the Older group. Standard coefficients are in parentheses. *p < .05. **p < .01.

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Define the Terms:

Language Comprehension (LC)

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

Simply put: **The ability to understand oral language.**

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Language Comprehension continued

Language Comprehension (LC) Abilities

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

Define the Terms:

Context Free Word Recognition: Decoding (D) (the mechanics)

From researchers:

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

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

Define the Terms:

Reading Comprehension (RC)

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

Reading Comprehension depends on being able to turn print into language

Simply put: ***The ability to understand language from print.***

Print Is the Major Difference between LC & RC

Major difference is how the content is accessed -

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



- **RC** - the content is in **print** and is seen



Reading Comprehension continued


Reading Comprehension (RC) Skills

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

| | |
|---|--|
| <p>Language Comprehension Abilities</p> <ul style="list-style-type: none"> - Vocabulary - Background Knowledge - Language Structures - Verbal Reasoning - Story Structure, Genre, etc. - Higher Order Reasoning Skills | <p>Decoding Skills</p> <ul style="list-style-type: none"> - Sight word reading - Phonics and ability to decode novel (unfamiliar) words |
|---|--|

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What to Teach?

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The Ultimate Goal

- Pupils can read and understand complex text: **Reading Comprehension**
- This is a strong predictor of success in university and career.

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The Simple View of Reading

- A formula introduced by Gough and Tunmer in 1986

$$\text{Decoding (D)} \times \text{Language Comprehension (LC)} = \text{Reading Comprehension (RC)}$$

$$\text{D} \times \text{LC} = \text{RC}$$

- The formula was demonstrated to work by Hoover and Gough's study, published in 1990.
- The essence has been replicated in research studied many times since.

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

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Relationship is Multiplicative

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

$$D \times LC = RC$$

$$0.5 \times 1.0 = 0.5$$

$$0.5 \times 0.5 = 0.25$$

- **Decoding** is a fixed set of skills, once mastered are set
- **Language comprehension** continues grow

Most Important Early Grade Goal

Decoding

- Decoding skills do not go away once learned
- They can transfer to other languages

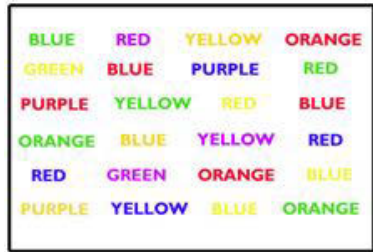
Decoding

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

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Decoding

- Once you can decode, you cannot turn it off
- Remember the Stroop colors test with Marcia?



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How to Teach?

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Teach explicitly & directly

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

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The Alphabetic Principle

- Pupils must understand that letters are used to spell the sounds of spoken words
 - An abstract concept
 - Not easily understood by pupils who have little or no prior exposure to print or complex language
- Pupils must learn it directly through repeated practice

Steps to Decoding

- Pupils must understand:
 1. Spoken words consist of individual sounds (phonemic awareness)
 2. Letters spell sounds
 - f = /f/ a = /ă/ s = /s/ t = /t/
 3. The sounds are blended to form syllables
 - /f/ /ă/ /n/ = fan /t/ /ă/ /s/ = tas
 4. Syllables are blended to make longer words
 - fan tas tic = fantastic

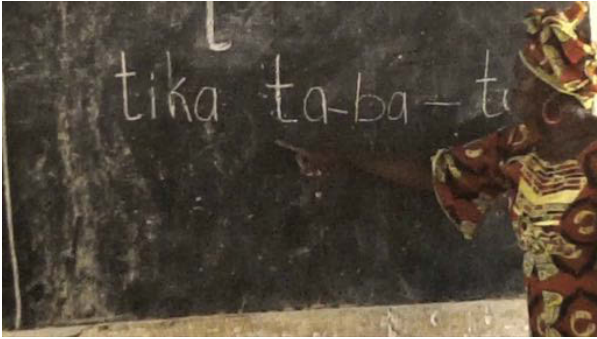
Scripted Lessons

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

Simplicity

- Keep it simple!
- Many pupils have not had exposure to complex or academic language
- Teachers may not be practiced readers in national languages
- Elements of decoding are abstract ideas
- Pupils will learn from doing and practice rather than from explanation

Students practice



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Scripted Lesson

The first 6 steps each have a scripted routine

The Gambia Early Reading in National Languages
Simplified Scripted Lesson Plan 14-16-12 Page 1 of 1

7 Steps of Scripted Lesson

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

- 1. REVIEW LETTERS**
 - a. Last lesson
 - Sound
 - Shape
 - b. Mixed - 3 Past Sounds in Mixed Order
- 2. PHONOLOGICAL AWARENESS**
 - a. Mix of words - from past lessons
 - b. New letter word - new letter sound at beginning
- 3. TEACH NEW LETTER**
 - a. Sound
 - b. Shape

Break

- 4. BLEND SYLLABLES WITH TOUCH & SAY LETTERS TO BLEND**
 - a. New letter - Blend Syllables with New Letter
 - b. Mixed - Blend mix of 3 Syllables
- 5. BLEND WORDS WITH TOUCH & READ SYLLABLES TO BLEND**
 - a. Mix of words - Blend mix of 3 Words
- 6. WRITE NEW LETTER ON PAPER**
 - a. New letter - 3 times
 - b. 3 past letters - 1 time each
- 7. STORY OR SONG**

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Scripted Routines for Each Step

I DO, WE DO, YOU DO

Routine for blending syllables with new letter

The Gambia Early Reading Scripted Lessons
Simplified Scripted Lesson - Revised Standard Routines DRAFT v3 1-10-11

4. BLEND SYLLABLES

b. Mixed

I DO - One Time Only for Each Syllable

T. writes syllable from textbook on the blackboard. No box.

T. points to syllable and says: da

1. Look here.

T. reads syllable with Touch & Say to Blend:

1. [Each letter sound in first syllable] (while touching each letter from left to right).
2. [Syllable] (while tracing finger from left to right under the letters).

WE DO - One Time Only for Each Syllable

T. points to syllable and says:

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

The Gambia Early Reading Scripted Lessons
Simplified Scripted Lesson - Revised Standard Routines DRAFT v3 1-10-11

4. BLEND SYLLABLES

a. New Letter - continued

YOU DO - Until each pupil has:

- used Touch & Say to Blend the 3 syllables
- read the 3 syllables whole without Touch & Say

Point to syllables in a mixed-up order

At Board

T. says:

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

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

T. points to a syllable and says to pupil:

2. Read whole.
 - Pupil traces finger under word to read whole syllable without saying each letter sound separately.

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

Move to next pupil in line until all pupils have had blended the 3 syllables.

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Routines

- The routines use minimal teacher talk
- Increase pupil activity and opportunity to practice and learn
- Are easily learned by both teachers and pupils
 - Teachers do not need to read from the script after practice during training

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tika kuba kita
ti ka ku ba ki ta

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Blending is the Critical Element

- Pupils must be able to blend sounds from letters to pronounce **unfamiliar** syllables and words as well as familiar ones
- It is easy for many pupils to memorize whole words by sight, but that is **not decoding**

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Training and Coaching



Keep it Simple!

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

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Teacher Training

- Must be done over time – not in one big “data dump”
- Do not expect teachers to master entire lesson process and content at one time
- Cycle:
 - Training – In the classroom – Follow-up training – Repeat – Repeat – Repeat
 - Teachers need time in classroom to practice and develop questions and deepen understanding

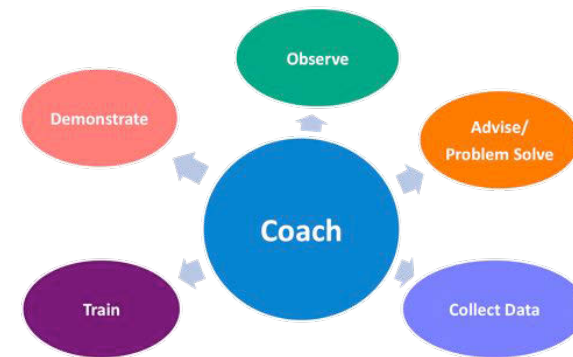
Practice is Primary

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

Coaching

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

Role of Coach



Coaches

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

Continuing to Learn

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

Who will train and coach?

- Existing in-house resources
 - Experienced trainers or coaches within system
 - Can already strong teachers be trained as coaches?
- Collaboration
 - Consider existing experienced in-country resources outside the ministry
 - Coaching teams
- External sources
 - Video conferencing to increase contact and sustain support

Logistics

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

Questions to Consider

- What will be taught?
- How will it be taught?
- Who will train teachers?
- Who will train coaches?
- How will teachers be supported?
- How will coaches be supported?
- Who will manage training and coaching system?

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Did We Meet Our Objectives?

- Did you consider the importance of:
 - directly and explicitly teaching **decoding**
 - using simple scripted lessons
- Are you ready to consider these questions:
 - What is the expected learning result?
 - What will teaching and learning look like?
 - What will teacher training look like?
 - What will teacher support look like?

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Thank You!

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Questions?

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