

Preparing Students for the Wisconsin Foundations of Reading Test: *Implications for Schools of Education*

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Embracing the Test While Keeping it in its Proper Place

Lessons Learned



Perspectives from Elementary Coaching

What we're working on in the classroom...

Big Picture

- Internalizing the Gradual Release of Responsibility
- Motivation, engagement, stamina
- The teacher's role: decision-maker vs. implementer
- Differentiated Instruction (including English Language Learners)
- Teaching skills and strategies IN and out of context
- What does meaningful independent practice look like?



What we're working on in the classroom...

Reading Development

- ❑ Understanding reading development (from phonological awareness to word-level strategies to fluency)
- ❑ Analyzing data to inform instructional decisions
- ❑ Teaching flexible use of the Cueing Systems (incl. miscue analysis)
- ❑ The importance of teaching skills IN and out of context; application to whole texts

What we're working on in the classroom... .

Comprehension

- ❑ Deep and critical thinking: moving beyond *labeling* strategies to *using* strategies
- ❑ Content-area literacy
- ❑ Synthesizing ideas across texts
- ❑ Understanding genre
- ❑ Understanding text complexity when matching readers to books
- ❑ Writing about reading (reader's response)



What we're working on in the classroom

Vocabulary and Oral Language Development

- ❑ Vocabulary's impact on reading comprehension
- ❑ Structural Analysis
- ❑ Tier II Words
- ❑ Domain Specific Academic Language

What we're working on in the classroom... .

Speaking and Listening

- ❑ Teaching children how to TALK
- ❑ Building on one another's ideas
- ❑ Using evidence to support thinking



What we're working on in the classroom. . .

Writing Instruction

- ❑ Writing across text types
- ❑ Looking at student writing
- ❑ Conferring
- ❑ Building stamina and volume



What we're working on in the classroom. . .

Assessment

- ❑ Administering assessments
- ❑ Analyzing and using assessments to drive instruction
- ❑ Using assessment to match books to readers



What we're working on in the classroom. . .

CCSS: Some Additions to Our Work

- ❑ Close reading
- ❑ Craft and Structure (Author's Purpose)
- ❑ Deeper understanding of genre



Overlap with the MTEL

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Overlap with MTEL

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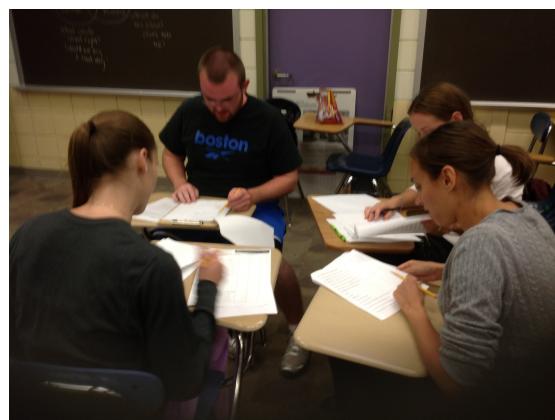
Overlap with MTEL

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Lessons learned from graduate teaching...



Graduate Teaching: Shifting Visions from a Teacher-Centered Model to a Student-Centered Model

- Teacher as Reader: What it means to read critically, and with purpose, across texts
- Knowledge of reading development
- Knowledge of writing development
- Knowledge of purpose, structures and demands of genres/text types
- Using ongoing assessment to drive instruction
- Development of an understanding of pedagogy that supports effective teaching and differentiation (e.g. small group instruction)
- Putting instruction (literature and experiences) into a culturally relevant context

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Coverage vs. Depth

- ❑ How do we prepare teachers to teach with intention and with rigor? With too much to teach, teachers need to learn to prioritize.
- ❑ What will we help our pre-service teachers internalize?

Balancing Course Content with Foundations of Reading Preparation

Looking at a Sample Syllabus

A Few Words on the NRP

Insert National Reading Panel link

Is the MTEL Aligned with the CCSS?

- ❑ Apparently, yes! (Objectives updated)
- ❑ The emphasis of the test, and the bias, where it exists, is still that of the National Reading Panel
- ❑ Some key differences in priority
 - Depth of knowledge of genre (not just a superficial understanding of literature and informational texts)
 - Synthesizing and comparing/contrasting ideas across texts
 - Key ideas and details (e.g. character change)
 - Point of view
 - Writing

Despite the differences, why I support the Foundations of Reading test...

- There are areas of reading development that pre-service teachers would likely NOT need to internalize if it weren't for the demands of the test
- Students are required to leave their educational program with a basic, prerequisite knowledge of foundational reading skills; there is accountability for knowing it
- The test demands that teachers clarify areas of common confusion (e.g. phonological awareness, phonemic awareness, phonics)
- The open response part of the test asks teachers to apply knowledge of assessments that support later practices in the classroom
- FEW examples of strong students who do not pass; more examples of students who struggled in class who do not pass.

Some topics highlighted in my workshops...

Content

- ❑ Which best practice (identified by the NRP) best addresses the objective?
- ❑ What does this instructional practice LOOK LIKE in practice? (Lots of visuals!)
- ❑ Prioritizing the content to address in the workshop:
 - Foundations of Reading Development
 - Analysis of Oral Reading (open response)
 - General trajectory of reading development and instructional strategies across stages
 - Reading Comprehension (open response)

Some big ideas from my workshops... .

Test Taking

- ❑ What is the question asking?
- ❑ Determining importance in questions
- ❑ Holding onto jargon
- ❑ Paying attention to detractors
- ❑ Paying attention to bias
- ❑ Reading critically ourselves
- ❑ Knowing what it means to infer

Logistics

- ❑ Workshop Formats: Pros and Cons
- ❑ Different learners need different levels of support
- ❑ Study guide and videos