



the Spalding NEWS

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Spalding Education
INTERNATIONAL

SEI Accreditation Renewed

Time flies when you are having fun, or so the saying goes. In SEI's case, it is probably more accurate to say that time flies when days are consumed by projects, publications, and deadlines.

Whatever the cause, Spalding staff had difficulty believing that seven years have elapsed since IMSLEC accredited our training courses.

For those who wince when confronted by alphabet soup acronyms, those initials stand for International Multisensory Structured Language Education Council, a mouthful in anyone's lexicon.

Despite the tongue-twister name (say that ten times fast) and hard to remember initials, this organization provides an important service for parents and schools. IMSLEC accreditation assures that professional development courses contain the content and skills teachers need to help all children become literate.

Spalding courses were initially accredited in 1998. This year, 2006, marks the seven-year renewal milestone. The renewal process is rigorous for its purpose is to ascertain that accredited courses continue to meet exacting accreditation criteria.

A Special Onsite Evaluation Team, in SEI's case, Linda Sharpe (Slingerland), Nancy M. Coffman (Texas Scottish Right Hospital), and SEI Representative Annie Elmore visited the program site to exam-

ine administrative organization, mission statements, course content, and progress toward goals since initial accreditation.

Senior Staff and Certified Teacher Instructors were interviewed/observed as were course participants.

We are pleased to report that Spalding courses were not only judged to be in compliance with IMSLEC's high standards, but often exceeded those standards. "The course content is beautifully integrated and the hierarchy of skills directs the progression of instruction. The principles of instruction are embedded in the curriculum and modeled by the instructors. The course work hours and practicum hours exceed the standard."

Our thanks to accreditation committee members Linda Sharp, Nancy Coffman, and Annie Elmore for their dedicated service to IMSLEC and their perceptive and insightful evaluation. ★

News Flash!

The Spalding Catalog has been updated with all our new teaching aids and is now available from SEI. **And for all you 4-6 teachers** who have been feeling neglected, the Curriculum Development Committee is working hard on *Teachers' Guides* for your grades.

NEW STUDIES QUANTIFY INSTITUTIONAL

"The great enemy of the truth is very often not the lie - deliberate, contrived, and dishonest, but the myth, persistent, persuasive, and unrealistic. Belief in myths allows the comfort of opinion without the discomfort of thought."

John F. Kennedy

Two remarkable studies released this summer demonstrate the wisdom of the former president's words. Specifically, the studies reveal how "persistent, persuasive, and unrealistic myth" has, for decades, obstructed the application of science to reading instruction.

The first study, *What Education Schools Aren't Teaching About Reading and What Elementary Teachers Aren't Learning*, examines course syllabi and required texts from 72 randomly selected elementary education programs representing all types of institutions that offer elementary teacher certification.

Under the auspices of The National Council on Teacher Quality, (NCTQ), 222 required reading courses and 226 reading texts were analyzed to assess the degree to which the five components of effective reading instruction, (phonemic awareness, phonics, fluency, vocabulary, and comprehension), are taught at these institutions.

The second study, *Why American Students Do Not Learn to Read Well: The Unintended Consequences of Title II and Teacher Testing*, by researcher Sandra Stotsky, is provided by Third Education Group.

Stotsky begins where the NCTQ study ends: She examines state licensure examinations to determine the degree to which they assess science-based instruction. We will return to her findings later.

According to the NCTQ study

"Over the last 60 years, scientists from many fields including psychology, linguistics, pediatrics, education, neurobiology, and even engineering have been studying the reading process. This science of

reading has led to a number of breakthroughs that can dramatically reduce the number of children destined to become functionally illiterate or barely literate adults. By routinely applying the lessons learned from the scientific findings to the classroom, most reading failure could be avoided. It is estimated that the current failure rate of 20 to 30 percent could be reduced to the range of 2 to 10 percent."

The NCTQ study reveals that these breakthroughs have not been incorporated in reading instruction because most teachers have not been prepared to do so.

The study provides a comprehensive picture of what prospective elementary teachers are learning – or not learning– about teaching reading.

Among the findings

It is not exactly news that most education schools do not teach the science of reading. The NCTQ study identifies colleges and quantifies this often observed, but never empirically documented resistance.

"Almost all of the 72 institutions in our sample earned a 'failing' grade, even though a passing grade was possible if a professor devoted less than 20 percent of the lectures to the science of reading. Institutions could receive a passing score if course materials merely referenced each of the five components of good reading instruction—without our knowing for certain if the science was taught correctly or adequately. Education schools that provided exposure to all five components received a score of 100 percent, while schools that taught only one out of five components received a score of 20 percent.




Schools that taught none of the five components received a zero. Some schools failed but their total score could not be computed because of missing or unavailable data. Even after we set the bar for

The Spalding News

In 1986, Romalda B. Spalding established the Spalding Education Foundation (now Spalding Education International, or SEI) to perpetuate her Method, and to maintain the principles and procedures which have made *The Spalding Method* so effective.

Through ongoing professional development, SEI provides the highest quality literacy instruction to public, private and home educators, and ultimately to all students. Today, SEI trains teachers and accredits schools in *The Spalding Method*, which continues to be validated by current research about the way children learn.

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BARRIERS to SCIENCE-BASED INSTRUCTION

passing so low, only 11 out of 72 institutions (15 percent) were found to actually teach all the components of the science of reading. Nearly a third of the institutions make no reference to reading science in any of their reading courses, even though many of these institutions require up to four reading courses.”

“Balanced approach” claim false

Allegedly, a balanced approach combines the whole language emphasis on literature with decoding. In reality, it is often a subterfuge. “Almost all of the professors claiming a balanced approach never acknowledge that there is a science of reading.”

National accreditation no guarantee

Schools accredited by the National Council for the Accreditation of Teacher Education are no more likely to teach the science of reading than non-accredited

Course expectations below college-level

Researchers found that, typically, teacher educators demand little of their students. They are far more likely to ask students to record their feelings than to develop practical applications of knowledge. Professors' emphasis is more “on keeping their courses fun than on learning.”

Textbooks often inaccurate, misleading

Only four of the 226 reading texts examined incorporate the science of reading. (These four are used in only eleven courses.)

Recommendations

The recommendations portion of the report is prefaced by a statement of urgency. Waiting decades more for the science of reading to prevail, researchers warn, “will mean that yet another generation of children will have been deprived of

by providing current faculty members with substantive professional development can institutions hope to improve reading instruction for future teachers.”

- The next authorization of NCLB should require states to include a test of reading knowledge among the tests now required of new elementary teachers.

That recommendation brings us to the second remarkable study.

Why American Students Do Not Learn to Read Well: The Unintended Consequences of Title II and Teacher Testing.

In an effort to improve teacher quality, the federal government imposes certain requirements upon states, licensure tests among them. However, what tests to use, test content, and passing scores are left to the discretion of each state.

“TRUTH IS MORE OF A STRANGER THAN FICTION.” Mark Twain

institutions.

Instruction incompatible with science

“Many reading teachers and textbooks describe the process of becoming a reader as a natural, organic process, though there is no scientific basis supporting such a view for any child, even for children who seem to find it easy to learn how to read. Many courses indicate that exposing children to literature that speaks to their own experience will spark a natural development of reading skill; the right motivation is sufficient to build skill. However, these assertions are also unsupported by scientific evidence.”

All methods equally valid

Teacher educators present all methods as equally valid, leaving the impression that there is no science to guide instructional decisions.

the benefits of science.”

- Among the NCTQ recommendations,
- States should develop strong reading standards and base licensing tests on those standards.
 - Accrediting organizations should deny accreditation to education schools that neglect the science of reading.
 - The federal government should make funds available for retraining college faculty members to update their reading knowledge and skills.
 - * Publishers should make sure that the science of reading predominates in reading textbooks.

Researchers expressed little faith that education school faculties are capable of reforming themselves. “Only by bringing on new faculty members who are well versed in sound reading instruction and

The significance of these tests cannot be over-emphasized. Licensure tests not only influence professional preparation, they convey to teachers the reading practices and methodology favored by the profession.

Just as the scientific content (or lack thereof) of university reading courses had not been measured prior to the NCTQ study, Stotsky breaks new ground by being the first to determine if licensure tests evaluate knowledge of the science of reading.

Exams offered by Educational Testing Service (ETS), (both national and state exams), National Evaluation Systems (NES), and the American Board for Certification of Teacher Excellence (ABCTE) were examined to discover how much of the content measures knowledge of phonemic awareness, phonics, and vocabulary building. (Continued on page 4.)

NEW STUDIES

(continued from page 3)

The goal was to determine whether federal requirements hold schools of education accountable for teaching the scientifically-based reading instruction described in the National Reading Report and NCLB.

Among the findings

Stotsky reviewed 11 tests used for licensing elementary teachers and found that most failed to measure understanding of even the basics of science-based reading instruction. Three of the four PRAXIS II exams required by 46 states dedicate between 1 and 7 percent of their content to research-based instructional content.

The questions devoted to science-based fundamentals of reading instruction are so few that, in Stotsky's words, "test takers could fail every question... and still pass that test no matter where the passing score is set."

Tests of reading teachers, reading specialists, early childhood teachers, or special education teachers are no better

Thus, elementary teachers (depending on the tests required by their state) "may be supported or supervised by other educators who have been licensed by tests assessing little if any of the knowledge base for reading pedagogy and often discrediting the pedagogy required for sound teaching."

Tests promote reading myths

The tests not only fail to assess knowledge of science-based reading instruction, they are larded with propaganda favoring whole language and constructivist teaching methods. Stotsky provides actual examples from the tests to illustrate the bias against direct, sequential instruction and science-based reading pedagogy.

She writes, "Most of the tests, in effect, encourage teacher training programs to maintain long-standing opposition to a research-based pedagogy for read-

ing. They also point new teachers away from the programmatic requirements for Reading First... Clearly, the Reading First initiative fights an uphill battle to retrain elementary teachers who are mistrained in reading pedagogy in their preparation programs and then, in most states, licensed by tests that validate their mistraining."

As is so often the case with federal mandates, the law of unintended consequences is in full force.

"... The majority of states are increasingly buying into an interlocking network of licensure tests and teacher evaluation instruments promoting an empirically unsupported educational philosophy that should have been declared a failure and abandoned in light of the massive federal, state, and private funds that have been allocated to efforts to improve students' reading skills in the past three decades."

In summary, with few exceptions, these tests either ignore or denigrate the science of reading and the author holds two icons of the American educational establishment responsible.

"... One clear result of the mandate in Title II of the Higher Education Act is the nationwide use, with only a few exceptions, of state tests for elementary teachers that reflect the heavy hand of two professional organizations (National Council of Teachers of English and the International Reading Association) that actively discourage a research-based pedagogy for reading and to which most reading educators belong."

Stotsky states, "the professional standards promulgated by these two organizations reflect the whole language approach advocated by many if not most of the reading and English education faculty in our education schools; they clearly do not reflect a research-based approach to reading instruction."

Conclusions

Stotsky's conclusions mirror those of the NCTQ study, but focus on licensure.

Speaking of the need for critical exami-

nation of the pedagogy incorporated in the test or tests used to assess teacher performance, she writes, "If the tests of general pedagogical knowledge used for licensing teachers, or the observational instruments used for hiring new teachers, coerce them into adopting a whole language or constructivist approach to teaching and learning, these tests and instruments will undermine the benefits of sound reading methods courses ..."


She specifically recommends that Title II be amended to provide criteria for the content of state licensure tests.

"It is clear that Title II's requirement of nothing more than a state-determined passing score ... has apparently not made most schools of education accountable for teaching ... a research-based approach to reading instruction. Instead, it may, by default, be undermining the efforts of Reading First, ... and contributing to the basically flat scores of the grades 4 and 8 reading tests given by the NAEP for over 30 years."

Hallelujah! At long last, children's poor reading skills have been directly traced to obstructive teacher training institutions and the two organizations that have impeded the application of science-based reading instruction for so long.

In the strongest terms, these studies call for ending the decades-old repetitive cycle in which scientific advances in reading instruction are made, but because of the myths promulgated by entrenched institutions and organizations, they do not reach most classrooms.

The Bible says, (John 8:32) "Ye shall know the truth, and the truth shall make you free." By telling the truth about "what education schools are not teaching about reading" and the failings and biases of licensure tests, these two studies seek to free readers held hostage by myths and the intransigence of those who perpetrate them. These two revolutionary studies can be read in their entirety at

<http://www.nctq.org> and <http://www.third-educationgroup.org/> 



★ Q I am getting ready to introduce the three types of compositions and I'm curious as to why the persuasive type is not specifically taught. In other writing formats I have encountered, the three styles are narrative, expository, and persuasive?

A Narrative, informative, and informative-narrative are terms describing text structures. Persuasive is not a text structure. Each of the three text structures may be used to persuade the reader of particular action, proposition, or point of view. *Atlas Shrugged*, for example, although a novel, presents a case for a particular world view. *The Federalist Papers* (85 essays outlining how the new government would operate and why this type of government was the best choice for the United States of America) were written to persuade New York voters to take a particular action (ratify the proposed constitution).

Q I am excited about the new *Spalding Teachers' Guides*, but is there any way for me to review the content before I decide which to purchase?

A We have just posted an overview on our web site (www.spalding.org) to explain what is in the *Guides*. The daily lesson plans are new, but the procedures for first grade and above are the same as in WRTR, and Teacher Instructional Strategies are now in outline format. They follow the sequence of skills as outlined on the Scope and Sequence in

WRTR 443-453. (See page 6 of this newsletter.)

Q The *Guides* look good, but I have three children, K, 1, and 2 and cannot afford all three at one time. Which one should I buy now?

A Buy Kindergarten because it is the most different. Use it and WRTR to teach the other two grades. Use the *Spalding Spelling Assessment Manual* which sets forth the procedures for diagnosing where to begin.

Q I teach 6th grade and want to integrate grammar more into the Spalding writing lesson. My students are at all different levels. Any suggestions?

A Pretest using the *Morrison-McCall Spelling Scale* in the *Spalding Spelling Assessment Manual* or the *Teacher*

Guide. WRTR Chapter 2 integrates grammar instruction, with spelling words. WRTR 94-105 defines all parts of speech, and provides procedures and sample dialogues for teaching them.

Q I am totally confused about when and how to teach the last few rules, 17-29. It doesn't make sense to me to teach them in the writing lesson? It doesn't seem right to teach them as part of sentence construction?

A Teach 17-29 before you dictate a word that uses any of these rules. You can teach the rule immediately before dictating the day's words, or teach it the day before in the writing lesson. The point is, don't teach it during spelling dictation. Please reread pages 84-86 to better understand how Rule Application is part of the writing lesson. ★ ★ ★ ★ ★

Editors Note: Now that summer courses have drawn to a close, SEI once again thanks Spalding Certified Teacher Instructors for their dedication and diligence. The following comments were written by course participants to express appreciation for *The Method* and the SCTIs who teach it. Thanks to all for a job well done.

Thank you so much. I look forward to putting this into action and taking this class again in the future to refine. I can't wait to help children become awesome readers.

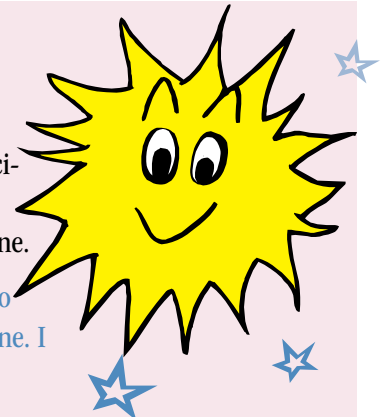
The course is so complete and the instructor so well prepared ... It is really a pleasure to be now part of the Spalding family.

I personally enjoyed the course and felt the instructor was very patient and was always willing to help us all and share everything with us.

I wish I had started sooner. The program is wonderful. I am a better teacher because of the training I received.

I think every teacher should be required to take ILA 1 and 2. And from Australia ...

As a teacher one rarely gets the chance to see other teachers in action. I feel privileged to have been in your class for the Spalding course held in July. Not only did you challenge me with the steep learning curve of *The Spalding Method*, but I was also challenged to evaluate my own style and philosophy of teaching. Thank you. I feel rejuvenated as a professional teacher and am keen to put the theories and practices of *The Spalding Method* into action here in downtown Wagga Wagga.



★ Teachers' Guides in a Nutshell ★

The new *Teachers' Guides* have been greeted with great excitement and quite a few questions.

Teachers who have not had the advantage of a Spalding course have long asked for a guide to help them transition from the text to applying *The Method* in their classrooms. SEI is also aware that even those who have completed a course welcome some help in applying all they have learned.

Understandably, teachers who have not been able to personally examine the guides have requested more information before investing.

Organization

Each *Teacher's Guide* is divided into four sections that parallel the typical actions of a classroom teacher: **Planning** Integrated Language Arts Lessons (edged in Spalding gold for rapid retrieval), **Delivering** those lessons (magenta), **Assessing Skill Mastery** (blue), and **Evaluating Skills Mastery** (green). All content is derived from WRTR and Integrated Language Arts 1 (ILA 1) and ILA 2 courses. This organizational plan is followed in every guide.

Planning

Briefly, the **Planning** section covers *what* to teach, the content in spelling, writing, and comprehension lessons. Every skill is directly aligned with one of the five research-based components identified by the National Reading Panel (NRP).

Spelling lessons include phonemic awareness, systematic phonics, and vocabulary, the first three research-based components identified by NRP.

Writing lessons reinforce vocabulary and grammar which is further developed and practiced in sentence construction lessons and applied during composition instruction.

Reading lessons include fluency and comprehension (the five mental actions), the last two research-based components.

This section also includes a **Scope and Sequence** which lists K-3 grade-level objectives (as found in WRTR) to enable teachers to adjust instruction according to students' needs. These objectives identify what students should know and be able to do at the end of each academic year. Part 2 of the **Scope and Sequence** includes 32 weeks of lesson objectives.

In addition, this section includes a **Framework for Designing Lessons** reproduced from Chapter 5 in WRTR and listed in outline format for easy reference.

Delivering

The **Delivering** section covers *how* to teach the content of skills (not just reading) and the requirements for skill mastery.

Procedures from WRTR are also in outline format and color coded for quick retrieval. **Instructional Strategies** list what teachers should do to prepare children for learning a skill. These strategies are in WRTR, but the outline format provides easier access.

Assessing

Assessing explains how to check children's progress. This section contains detailed procedures and forms for assessing daily, weekly, and monthly achievement in each core area of the program.

Evaluating

Evaluating explains how to use that information to adjust instruction to meet all students' needs whether they are at, above, or below grade level. The Spelling Assessing and Evaluating Sections have been adapted from the *Spelling Assessment Manual*. Writing and Reading Assessments have been added. This section contains information on evaluation strategies within *The Spalding Method* as

well as strategies and procedures for differentiating instruction.

From the field

Teachers who piloted the *Guides* had many helpful suggestions which were incorporated in the final version. They found the *Guides* helped them pace instruction and made integrating language arts lessons so much easier. SEI hopes that everyone finds them so and encourages comments and suggestions be submitted to the Spalding Forum at www.spalding.org. ★

Awards ★ ★ ★ ★

It is difficult to keep up with all the honors conferred upon Spalding teachers and Teacher Instructors.

In this issue, we have a double header to report. SCTI and kindergarten and pre-school teacher Kendy Richards was named the 2006 District Teacher of the year by Big Horn Country School District#1 in Wyoming.

In March of this year, the Lovell Area Chamber of Commerce also honored Kendy as District One Outstanding Educator.

When asked about these awards, Kendy said, "It was because of the knowledge I gained from becoming a Spalding teacher that enabled me to reach out and teach others how to teach reading.

The Spalding Method has empowered and excited me to teach children, their parents and other teachers. Reading used to be such a gray area for me. I never knew how to teach reading until I learned from Spalding.

After 10 years of teaching, I learned how reading could be concrete and sequential. Spalding changed my life and the lives of my students."

Thank you for the wonderful accolade, Kendy, and Congratulations!

Spalding in Australia

Education has been making news in Australia, little of it good. Australia, like the US and Great Britain, continues to reap the whole language whirlwind. Excerpts from recent articles in *The Australian* newspaper tell the tale.

Spelling skills Decline

According to education writer Justine Ferrar, a study published in *The Australian Educational and Developmental Psychologist* reveals spelling tests administered to more than 40,000, age 15, South Australian students show a 14 percent score decline between 1978 and 1993.

Study authors Peter Westwood (University of Hong Kong) and Kerry Bissaker (Finders University) observed that less attention was given to direct teaching of spelling skills during the 1980s. (South Australia was the most adamant of the states in its embrace of whole language and rejection of phonics.) As stated in the study, teacher directed methods were rejected for "a freer and more developmental child-centered approach."

* * *

That is one way to describe what happened. In fact, the so-called developmental approach lacked substantiating evidence and did not promote children's cognitive development. As researcher Louisa Moats pointed out in the Winter issue of *American Educator*, "Research has repeatedly shown that learning to spell and learning to read rely on much of the same underlying knowledge - such as the relationships between letters and sounds - and, not surprisingly, that spelling instruction can be designed to help children understand that knowledge, resulting in better reading."

Moats also cited research showing a strong relationship between spelling and writing. "Writers who must think too

hard about how to spell use up valuable cognitive resources needed for higher level aspects of composition (Singer and Bashir, 2004)."

Although not mentioned by Moats, Romalda Spalding reached the same conclusions 50 years ago and structured her method accordingly.

Punctuation and Grammar skills low

Under the headline, "Words failing year 7 students," *The Australian* reported that the *English Language and Literacy Assessment* administered in March showed that a majority of students entering high school this year have difficulty with punctuation and grammar as well as spelling. Among the findings:

- Only 27% of students knew where to put the apostrophe in "children's excitement,"
- Only 35 percent were able to place the apostrophe in "can't,"
- Less than half of all 7 year students tested could identify verbs or adjectives,
- Only 7 percent could spell "definitely."

Dr. Jean Mulder of Melbourne University observed that Australian schools no longer specifically teach grammar and these poor literacy results show that approach is not working. Mulder was quoted as saying that grammar "needs to be taught in context, by looking at the way words are used, not just their function, and in doing that to be able to name things, like this word is a verb, this word a noun."

* * *

We don't think Dr. Mulder has been reading the new *Spalding Teachers' Guides*, but her words provide a pretty good description of the way grammar is taught in the *Guides*.

As these news stories attest, when research is rejected or ignored, and unsubstantiated theories are foisted on



hapless children, the effects are damaging and far reaching.

A parent strikes back

Yvonne Meyer is a mom who experienced those effects first hand when she discovered her son had not been taught to read. Yvonne recently made news by taking Brighton Grammar School (a private school) to the Victorian Civil and Administrative Tribunal. (*Spalding News* readers may remember that she was a member of the federal inquiry into literacy teaching which found the government-sponsored curriculum in Victoria heavily weighted toward the whole language approach.)

As reported in *The Australian*, "The 2005 federal inquiry into the best way to teach children how to read concluded that the phonics approach was vitally important and that schools should evaluate their programs in the light of research proving that whole language, by itself, is insufficient in teaching children how to read."

* * *

Meyer vs. Brighton Grammar School seeks to put teeth into that finding. The case raises broad accountability issues, specifically to what extent schools (government and private) should be held accountable for their performance. More specifically, the case raises the issue of whether private as well as government schools can be required to structure their teaching according to research findings indicating which practices are best.

(Continued on page 8.)



Save the Date

Australia

(continued from page 7)

On the road again ...

Director of Spalding Outreach and Marketing, Jim Sexton, is on the road again. He is making presentations and hosting the Spalding booth at:

- ACSI (Association of Christian Schools International)
Marriott Hotel 200 N
Centennial Way, Mesa, AZ
Oct. 5-6, 2006
- ACSI (Association of Christian Schools International)
Sacramento Convention Center, Sacramento, CA
Oct. 19-20, 2006

- Reading Reform Foundation
Hilton Towers
6th Avenue between 53rd and 54th Streets, New York, NY
Oct. 22, 2006
- IDA (International Dyslexia Association) Conference
Convention Center,
Indianapolis, IN
Nov. 8-11, 2006
- ACSI (Association of Christian Schools International)
Anaheim Convention Center
Anaheim, CA
Nov. 20-21

Whatever the case outcome, such media attention to education will almost certainly increase public scrutiny of all Australian schools, and that, by itself, is a very good thing.



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to Reading success*

