



the Spalding NEWS

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Spalding Education
INTERNATIONAL

★ Recertification Seminar ★ ★ Emphasis on Research ★



The theme of the 2009 Recertification Seminar was “52 Years of Scientifically-Based Reading Instruction.” It was thus appropriate that an updated version of the Spalding foundation course, ILA 1, was introduced. Spalding veterans will recall that ILA 1 began life as Spalding 1. Now ILA 1 has been revised to be known henceforth (or until the next revision) as *Writing Road to Reading 1*, (WRTR 1).

As presenters explained, research does not stand still and neither does Spalding.

Mrs. Spalding wanted students to become lifelong learners. She expected no less of those who teach them. That is why Spalding continues to attend to current research and teachers’ needs and revise accordingly. As one seminar presenter commented, “Spalding revises frequently, and every revision improves content delivery.”

Concerns-Based Instruction

Over the past several years, the Spalding Curriculum Development Committee

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Professional Development Comparison & Analysis



A recent study* from Stanford University will be of interest to all who have had the benefit of Spalding courses.

The study compared professional development in high-achieving nations abroad with U.S. practice. Researchers found that professional development abroad reflects research-derived principles of effective learning, while in the U.S., “one shot workshop approaches” are the norm.

A review of the literature revealed that the one-shot model of fewer than 16 contact hours (2 days or less) is insufficient for changing instructional practice or improving student achievement.

Short-term professional development “showed no effects on student learning.” However, longer duration programs “averaging 49 hours of engagement around a specific topic or teaching strategy showed positive and significant effects on student achievement.”

SEI has been dealing with the effects of the short-term norm for decades. Because such workshops tend to require little of participants, those enrolled in a Spalding course for the first time often suffer “culture-shock.” They are not accustomed to a 45-hour commitment requiring significant intellectual investment, including nightly homework.

Overcoming that shock can be a significant challenge for Spalding Certified Teacher Instructors. It is one of the reasons that the new WRTR 1, previewed at the 2009 Certification Seminar, incorporates additional shock-mitigation strategies. (See *Concerns-Based Model*, p. 3.)

Once participants get past their initial misgivings, many are eager to continue Spalding training beyond the initial 45 hours.

The study also found that professional development is most useful when it focused “on concrete tasks of teaching, assessment, observation and reflection.” The greatest impact on classroom practice occurs when the focus is “on enhancing teachers’ knowledge of how to engage in specific pedagogical skills and how to teach specific kinds of content to learners.” That’s a pretty good description of Spalding Professional Development!

Researchers also saw benefit in the use of school-based coaches to tighten the connection between training provided externally and teachers’ application of new strategies.

“Coaching models recognize that if professional development is to take root in teachers’ practice, on-going and specific follow-up is necessary to help teachers incorporate new knowledge and skills in classroom practice...” The study also found that “collegial, job-embedded models of support appeared to have more effect on practice than traditional workshop models of training.”

Spalding Accredited Schools provide exactly the kind of “job-embedded” support described. Having an SCTI on staff to observe, coach, and provide additional professional development means that support for grade-level Spalding teachers is sustained and provides continuing opportunities for improving instruction and student learning.

The researchers were cautious in their conclusions, generally citing the paucity of replicable studies and the need for more research. However, they emphasized that their data “indicate that the intensity and duration of professional development offered to U.S. teachers is not at the level necessary to have noticeable impacts on

instruction and student learning.”

SEI, of course, is an exception to that statement. ★

**Professional Learning in the Learning Profession, A Status Report on Teacher Development in the U.S. and Abroad, School Redesign Network at Stanford University*

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.

President Warren J. North
Vice President. Dr. Ronald G. Sipus
Director of Instruction,
& Certification. Carole L. Wile
Director of Research Dr. Mary North
& Curriculum
Associate Director of Research
& Curriculum Janie Carnal
Director of Outreach
& Marketing. Jim Sexton
Director of Publications. Marcia Sielaff

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Recertification Seminar (continued from page 1)

(CDC) applied the *Concerns-Based Model of Professional Development* (CBAM) to new curriculum for *Parent Introduction of Spalding*, *Spalding for Home Educators*, *Spalding Coaching 1 and 2* and now the new *WRTR 1* course. In this model, the participants' concerns are of prime importance.

Both corporate and academic research indicate that content proficiency is not enough when conveying new information and methodology. The presenter must also be sensitive to concerns that may inhibit listeners from incorporating the new learning in their professional duties.

The focus at this year's Spalding Certified Teacher Instructor (SCTI) Seminar was on learning to use CBAM with



Janie Carnal, Assoc. Dir. of Research & Curriculum

participants in the new WRTR 1.

Janie Carnal emphasized that WRTR 1 instructors are not only teachers, but also participants' first coaches.

Typical participant concerns were modeled and sample appropriate and inappropriate responses provided.

As Janie said, thoughtfully implemented, this approach will take participants from where they are to where they need to be to successfully teach *The Method*.



Victoria Wilber and Sydna Zilm model CBAM

Basic Premises for WRTR 1

Before reviewing the revised curriculum, Dr. North explained the three basic premises which guided the revision: Spalding courses and products must incorporate basic Spalding philosophy; Spalding Professional Development must reflect the latest research findings; revisions should always make *The Spalding Method* easier to teach and learn.

Dr. North revealed that one of the consistent findings of the *ASU Longitudinal Research Study* (begun in 2006) is that students of teachers who use the *Spalding Teacher Guides* are more successful than students of more experienced teachers who did not use the *Guides*.

That disclosure prompted SEI and the Curriculum Development Committee to more directly connect WRTR 1 with use of the *Guides*. SCTIs were delighted to discover that incorporating the *Guides* in WRTR 1 also increases instructional ease, consistency, and efficiency.

Framework

Dr. North also noted that WRTR 1 is

organized around the 5 research-based components identified by the National Reading Panel as essential to effective instruction. Phonemic Awareness, Phonics, Vocabulary, Comprehension, and Fluency have always been part of ILA 1 but they are the organizational framework for WRTR 1.

Focus on Courses

On Saturday, Jim Sexton, Director of Outreach and Marketing, reviewed the steps in Spalding Professional Development and previewed the new Outreach and Marketing plan launched this year. The focus of his presentation was on helping SCTIs encourage participants to continue their Spalding training.

Jim noted that much has been accomplished since the last Spalding Recertification Seminar. He directed participants' attention to the display of *Spalding Beginning Readers* in the back of the room.

Series 1 of the *Readers*, published in 2008, is carefully crafted to provide practice of the phonograms as they are learned and reinforce knowledge of text types.

This year, the first eight books of the



Spalding Beginning Readers

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Seminar (continued from page 2)



From left to right: Spalding Pioneers Jerry Dawson (LA), Carol Margeson, Australia, Bertha Zapata (TX), and Pam Courson, Candy Murray, Janie Carnal, (all AZ). Brenda Dixon, NY, (not shown).

final series of Readers, matched to more advanced student skill levels, were provided for review at the Seminar.

Presentations & Tributes

Your editor saved the account of the Friday night banquet for last. It was a celebratory event. Gift bookends were presented to Spalding Pioneers, SCTIs with 15 or more years of service, by SEI President Warren North. Honoring the Pioneers is always an occasion for fond reminiscence.

Coaching 2 completers received their certificates as *Spalding Certified Executive Trainers*. They will assist Carole Wile, Director of Instruction, Certification, and Accreditation, with on-site observations and help teachers improve their Spalding skills.

Executive Trainers will also help Carole qualify candidates for Spalding certification by observing instruction and by viewing classroom tapes. In addition, they will be dispatched as Spalding emissaries to acquaint boards of education, administrators, parents, and teachers with *The Method*.

(Carole and husband Don were ill and unable to attend the Seminar. After a visit



From left to right: Executive Trainers David Weembhoff (MI), Sydna Zilm (AZ), Janie Carnal (AZ), Clare Sorenson (UT), Debra Stoddard, Candy Murray, Bonnie Norris, Annie Elmore, and Dr. Mary North (all AZ), Betty Henson (AZ), Eileen Oliver (AL), Carole Wile (not shown)

to Urgent Care they spent most of the three days recuperating in their hotel. Spalding News is happy to report they are fully recovered.)

Board member Jim North spoke at the banquet. He explained the current economic situation and discussed the outlook for the future.

The high point of the evening was the tribute to Mary and Warren North.

They were honored for their many years of selfless service to SEI. The tribute, organized by the CDC Committee and Spalding staff, was a well-kept secret. The Norths knew nothing about it until it happened. Jim Sexton addressed the North's tireless efforts on behalf of children, and Janie Carnal read the staff tribute.





Spalding Certified Teacher Instructors

Staff Tribute

"Words fail us. This is a difficult admission from the staff of an organization devoted to the recognition, understanding, and proper use of words.

Words fail us in attempting to pay proper tribute to Mary and Warren North whose dedication, determination, and gentle humanity defy our powers of description.

For those of us who have had the privilege of working with them, they have modeled unstinting devotion to a cause and a tireless work ethic that belies their years.

They were members of that small, but brave, band that sounded "general quarters" when children succumbed to the spreading scourge of illiteracy and others were beguiled by false assumptions and assurances.

Time has vindicated their cause, but their true accomplishments cannot be enumerated. They are the unknown number who lead full and productive lives because Romalda Spalding had a dream and Mary and Warren North refuse to allow the dream to die."



Inscribed music box presented to Mary North. "Creating Reading Stars! Many are blessed by your talent, time and continual dedication."

They were presented with gifts, a book conveying appreciative comments, and wishes for their continued good health and service to literacy.



Inscribed clock presented to Warren North: "Thanks for your time, talent, financial support, and ongoing dedication to Spalding!"

Appreciation Expressed & Deserved

SCTIs work very hard teaching courses and generally “are happy in their work” to quote a line from an old movie. However, as is the case when teaching children, classes differ and some afford more enjoyment than others.

When a course is over, SCTIs sometimes worry about whether participants learned enough and whether they will be able to apply Spalding content and methodology to benefit their students.

Betty Henson, one of our most conscientious instructors, was reassured when she received the following notes at the end of her recent ILA 2 course.



Thank you for leading a chatty and eager group of women through your wonderful class of ILA II.

I am already implementing it in my classroom and there is more than you would think which can be very effective in the 8th grade classroom.

I truly appreciate your time and effort.

Sincerely,

Holly Ditallo



Thank you so much for the Spalding learning experience. I've continued to use the underlinings of essential words and it was cute to see some of the students use this method on their AIMS last week.

*I wish you well on future classes.
Vanessa Fromm (8th grade)*



Spalding News shares these notes with our readers to credit Betty and also to note how well Spalding can work in Junior High.



Preparing for Last Year of ASU Study

Spring 2009 is a busy time for SEI. In addition to the April 2009 Recertification Seminar, Dr. Mary White of ASU, and Dr. Mary North, Director of Research Curriculum, held a briefing for Spalding third-grade teachers involved in the ASU study. The meeting was held in the SEI classroom on May 2nd.

At that time, an overview of study design, reporting and fidelity requirements, and use of the *Third Grade Teacher's Guide*

were discussed.

SEI is looking forward to the next and last year of the study and the final ASU report.

The study has been an enormous, but necessary, expense for SEI. Numerous newspaper articles have revealed that many language arts programs' alleged scientific research does not meet the research-based criteria set forth by *No Child Left Behind*.

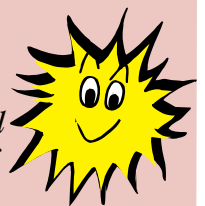
The ASU research study does meet those criteria and, based on results so far, we have every reason to anticipate a favorable report.

At long last, SEI will have experimental research evidence to validate what all who have taught Spalding have known for over 50 years. *The Spalding Method* is not only effective, it produces superior student achievement compared to other programs.



Fact Fun

This is for students (usually boys) who revel in collecting assorted, unrelated facts about the world. Put that curiosity to use by asking questions like those below. It's a great way to stimulate interest in geography. Tell them their answer won't count unless they can find it on the map. It is also a good way to discern the extent of background knowledge for reading comprehension. Some answers may surprise you and your students.



1. Which ocean is the deepest?
2. Which is the second deepest?
3. Which is the longest river in the world?
4. Which is the second longest?
5. Which lake is the largest?
6. Which is second largest?
7. Which country eats the most chocolate?
8. Which two countries have the highest life expectancy?
9. Which country has the most cows?
10. Which country eats the most ice cream?

Answers on page 8



Q Do you have any additional recommendations on using application questions during OPR? I would like to better use the time to increase higher level thinking. It seems that many teachers get stuck using the same questions week after week.

A Ask your students questions using different words each week, e.g., "Can I use this phonogram (ck) in the word struck? Why/why not? Can I use this phonogram (ck) in the word strike? Why/why not?" You can also use the spelling words for that week in asking questions if any are applicable to the phonograms in OPR.

Q I am currently working in a Reading First/Title I school. I am required to have reading centers, but I am not very creative. Can you suggest some ways students can use what is taught during direct instruction, besides having students pair up for phonogram reviews? My students are all English Language Learners with reading levels between early 1st grade and early 3rd grade. I'm particularly looking for something for my early 1st graders.

A If you are with the children needing most help during the center activities, you can do the following:

1) Have children read, using dictated words from their spelling/vocabulary

notebooks, for spelling (by sound/syllables) and for reading (whole word in normal speech). Reading for spelling is an excellent way for children to develop automatic word recognition.

2) Also select from the *Word Builder Cards* words in Sections A-M (1st 50) and have them practice with a partner.

3) Ask this small group to explain the markings of individual words in their spelling/vocabulary notebooks, e.g., "Why is *ay* underlined in *way*?" or "Why is r. 4 beside me?"

Q Does Spalding publish Narrative, Informative-Narrative and Informative worksheets for Reading and Writing Lessons? I saw them used on the videos (which are fabulous, by the way) and thought I would ask before I create my own.

A Text structure graphic organizers are shown in WRTR 110, 114, 117, 136, 138, and 140. Use the organizers on those pages to make your own. Copies are included in the participant binder for people taking a WRTR-1 (Writing Road to Reading-1) course.

Q My son and I are venturing into the new area of cursive. When the letter *t* is written as a first letter of a word, is there an upswing or should we just start "up high"? From what I've read, it appears that an upswing is only used when needed as a "connector" but nothing specific is listed for the letter *t*.

Also, we are on list P. For the word *notice*, should it be listed as a job 3 "silent e"? The *c* and the *e* are underlined in my manual but a small number 3 is not listed as a subscript. Is this just a printing error?

A 1) The lower-case letter *t*, when written in cursive as the first letter of a

word, starts with a tall upswing. Then pull a straight line down to the base line and connect with the next letter in the word.

2) Yes, the word *notice* should have a 3 written beside the silent *e* to indicate job 3. It has been corrected in the latest printing. Thanks for bringing it to our attention.

Q Why does the word *gardening* not have two *ns*? Seems like rule 10 should apply here.

A Rule 10 does not apply to *gardening* because the accent is on the first syllable. (See WRTR 224.)

Q What were the procedures for OPR, WPR, and Spelling Dictation for students who know the phonograms. I can't find it in the Guides.

A Page 10, *Delivering in the Sixth-Grade Guide* says that once students consistently do the phonograms correctly on OPR, WPR, they should do them less frequently. Once a month is usually enough to retain them in long-term memory.

Q We are wondering how to correctly syllabicate the word *familiarity*. In *WRTR* it has it *fam il i ar i ty*, but on the word analysis CD it *fa mil i ar i ty*. We are wondering which is correct.

A The correct syllabication of *familiarity* is *fa mil i ar i ty*. This word is being corrected in *The Writing Road to Reading*. The syllable patterns are vowel consonant vowel, suffix, 2-syllable suffix in that order. ★

Follow the Money

The state of Arkansas is considering plans to evaluate teachers across the state using research-based criteria.

Sandra Stotsky, professor of education reform at the University of Arkansas, has suggested a dedicated test of research-based reading instructional knowledge for all prospective elementary school teachers, special education, and early childhood teachers.

According to the *Arkansas News*, this is already being done in California, Connecticut, Massachusetts, and Virginia.

If such is truly the case, and more states follow this example, there is hope at last for changing the way reading is taught in colleges of education.

To date, most teacher education programs have shown little interest in aligning reading instruction with research.

However, if prospective teachers cannot be employed because they lack the knowledge to teach effectively, the news is likely to spread with the result that others will seek their professional training elsewhere.

Colleges of education have been called the cash cows of post secondary education. They are among the most lucrative programs in their institutions.


A significant decline in enrollment could be the catalyst to reform recalcitrant colleges of education and improve teacher quality.

Who says the age of miracles is past? 



Fact Fun

(Continued from page 7)

1. Pacific - Average depth is 4,280 meters (14,040 feet).
2. Average depth of the Indian Ocean is 3,900 meters (12,800 feet).
3. Nile River is 4,135 miles long.
4. Amazon is the world's second-longest river, 3,980 miles.
5. Caspian Sea, 143,200 square miles
6. Lake Superior, 31,700 square miles
7. Switzerland
8. Andorra, 83.5 years and San Marino, 81.6 years
9. India with 226.1 million cattle
10. Australia, 44.3 pints per capita 



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23335 N. 18th Drive, Suite 102,
Phoenix, AZ 85027.

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