

Alaska Reading Coalition

A coalition designed to ensure reading proficiency for all Alaskan students



Literate Nation Alaska, NAACP Anchorage, The Alaska Branch of the International Dyslexia Association, Decoding Dyslexia Alaska, Juneau Dyslexia, The Alaska Literacy Program, ITV Education & Disability Support Services, Assistive Technology Library, Connections that Work, LLC, Future Frontiers Tutoring, The Missing Links, Turning Leaf Literacy Center, and Read Write Alaska.

Summary: people don't understand the science or the simple process of reading. Our message is:

- It's science
- We know how to teach reading, we aren't doing it
- We can do it because we have road maps from places that are doing it.
- The science of reading is the body of knowledge that researchers have determined to be relevant to reading, reading acquisition, the assessment of poor reading, and remediation.
- It includes instruction related to interventions for helping nonreaders and poor readers to become competent readers.
- It includes instruction that helps proficient readers become advanced readers

The Great *Reading* Divides in Alaska.

October 22, 2018

Definitions: Social or Scientific

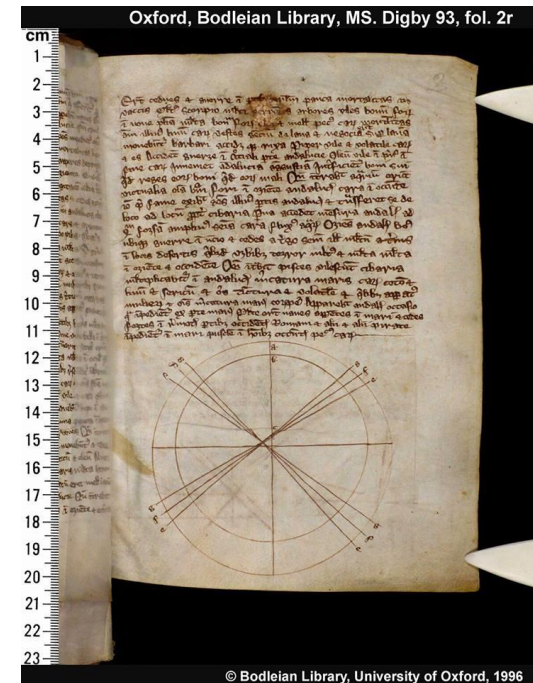
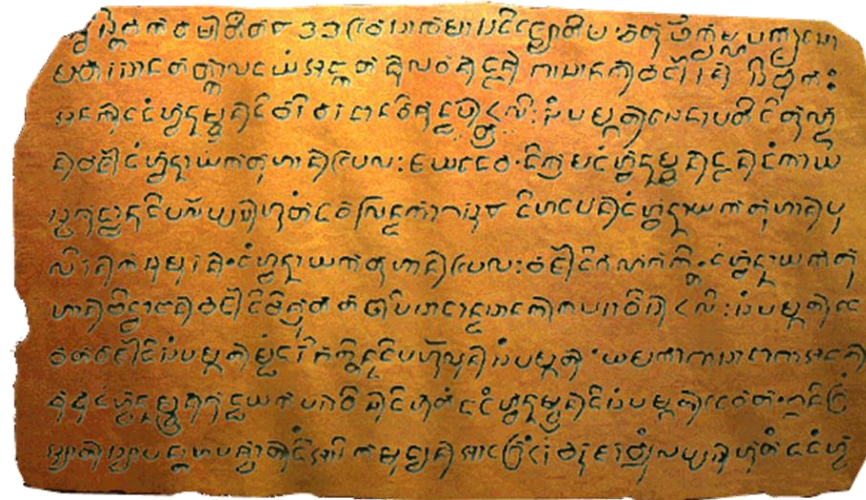


The National Assessment of Educational Progress (NAEP) is the only assessment that measures what U.S. students know and can do in various subjects across the nation, states, and in some urban districts.

The Great *Reading* Divides in Alaska.
This Means that We *Cannot* Leave Reading to Chance.

What is reading?

- Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. These facets integrate to make meaning from print. Simply put, reading is making meaning from print. (Reading Rockets)
- Reading is the “pot of gold” at the end of the rainbow.



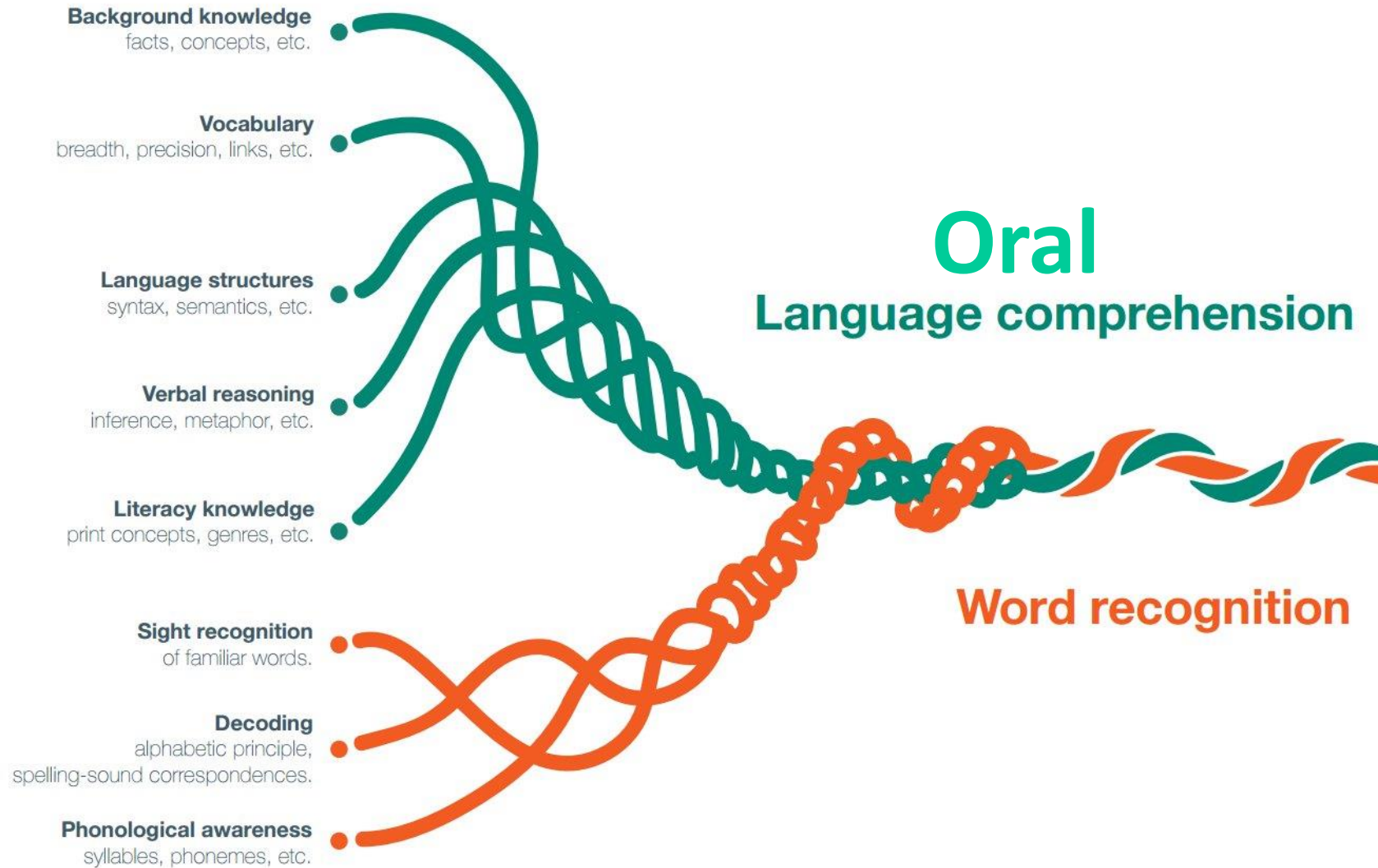
The Simple View of Reading: two interdependent processes



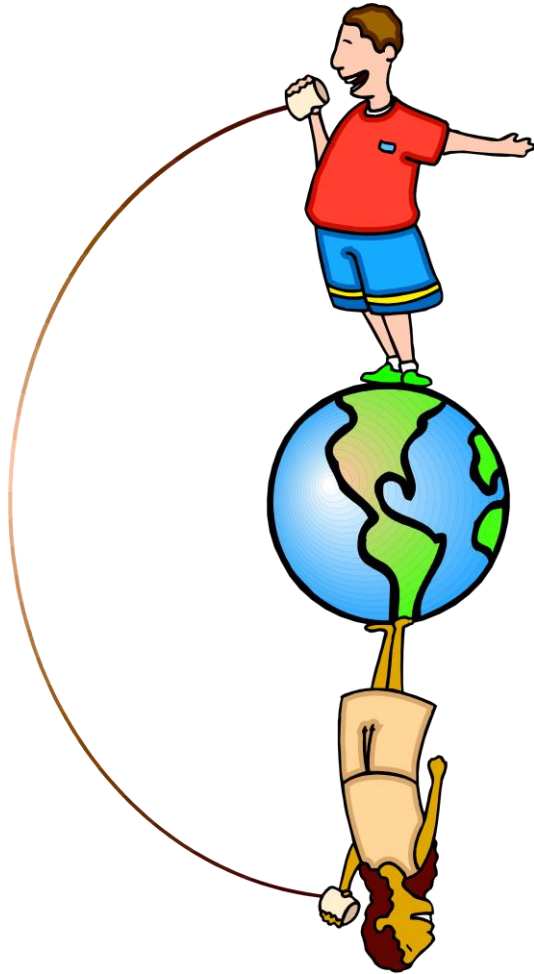
Proposed by researchers Gough and Tunmer in 1986 the simple view of reading and essential concepts have been thoroughly researched many times since then.

The many subskills that together weave reading

FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING⁷

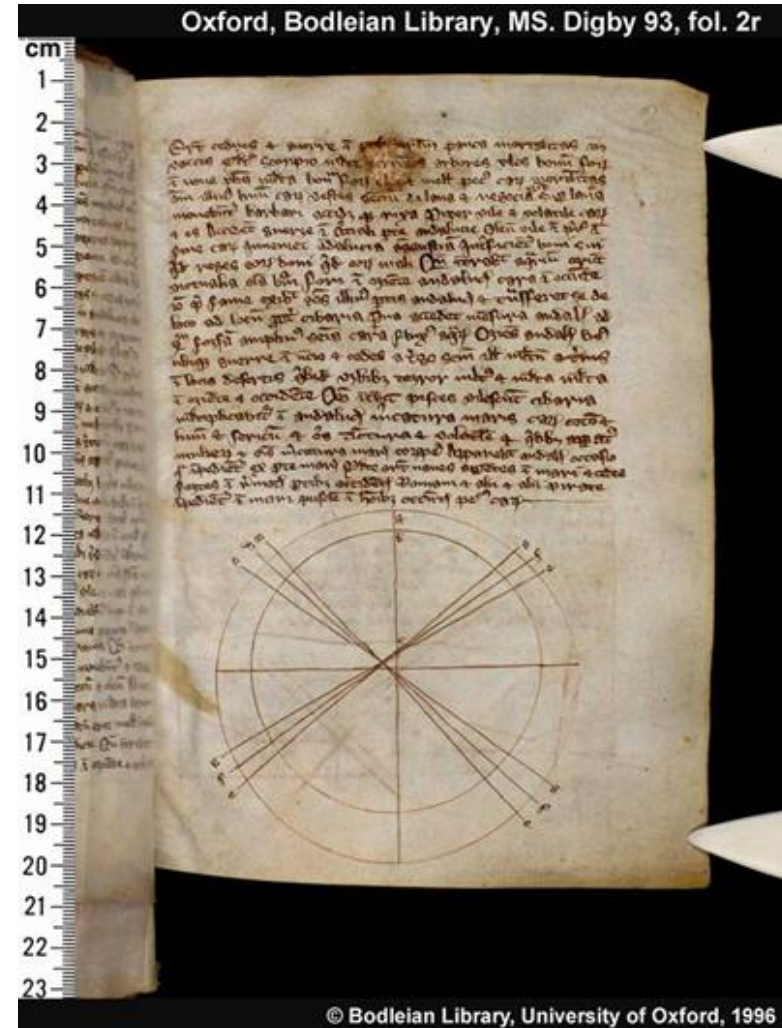


Oral Language Comprehension



oral and heard

Reading Comprehension



print you see

Oral Language Comprehension



Oral Language
Comprehension

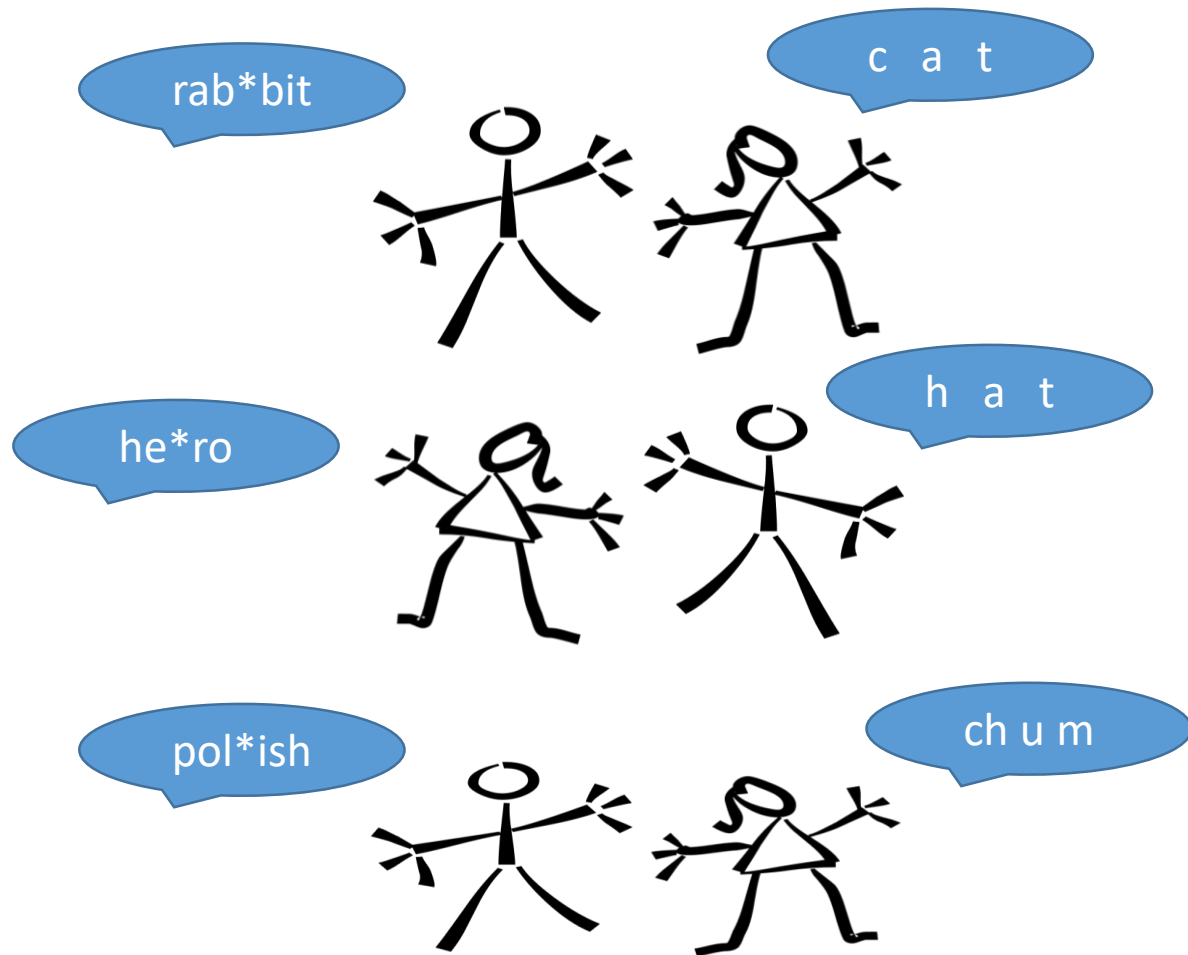
The Simple View of Reading: two interdependent processes



English Language Learner: low score

Student with dyslexia: high score

Decoding and automatic word recognition

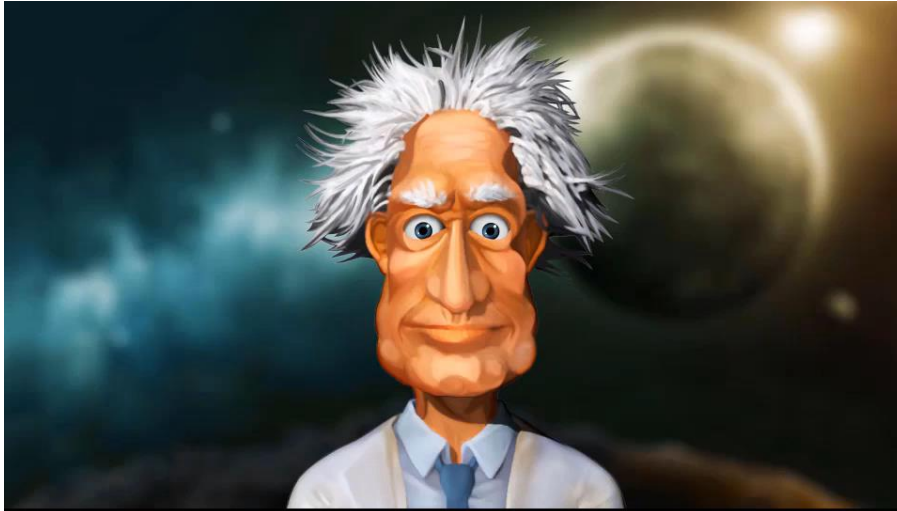


moose

Let's try that again. Do Not Read this Word!!!

sphygmomanometer

So how is a word read?



The Simple View of Reading: two interdependent processes



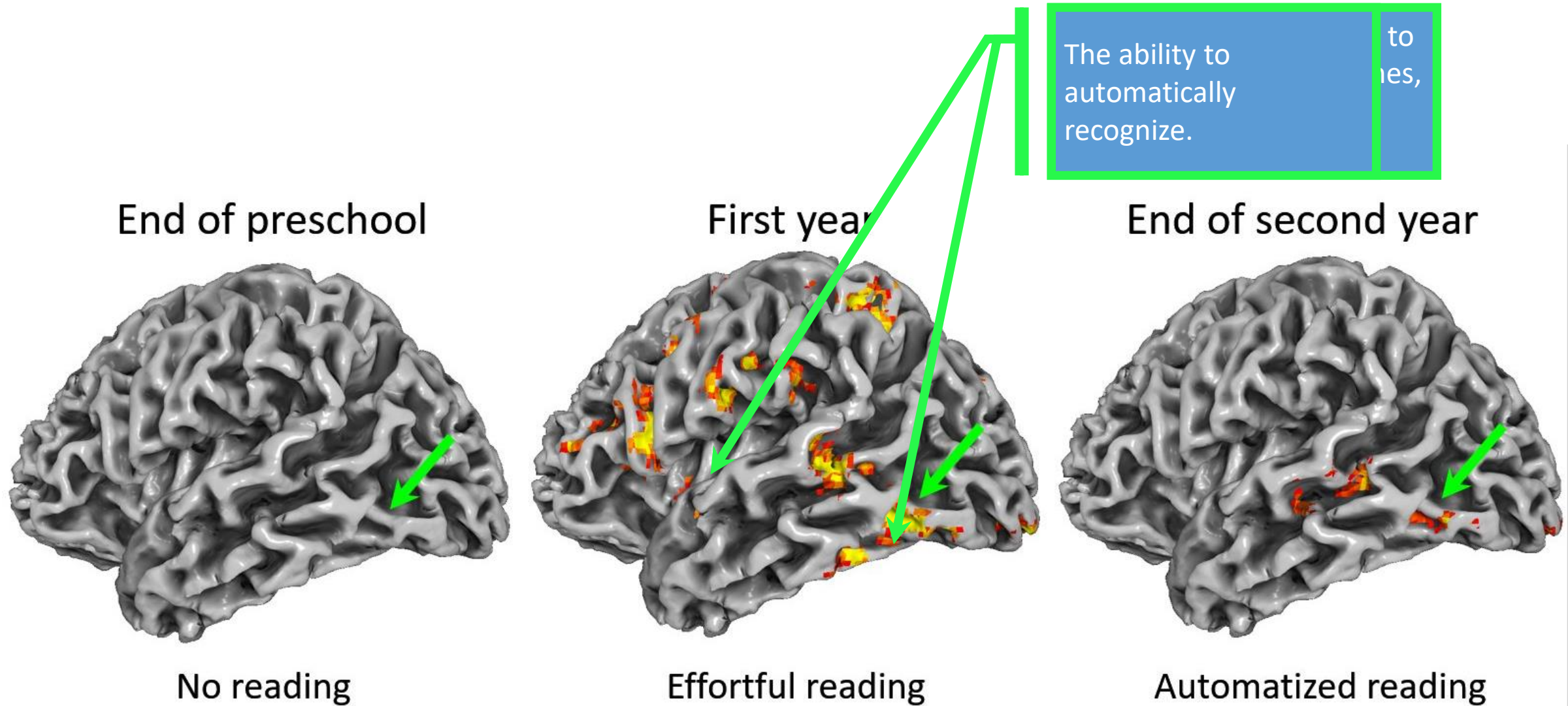
English Language Learner: low score

Student with dyslexia: high score

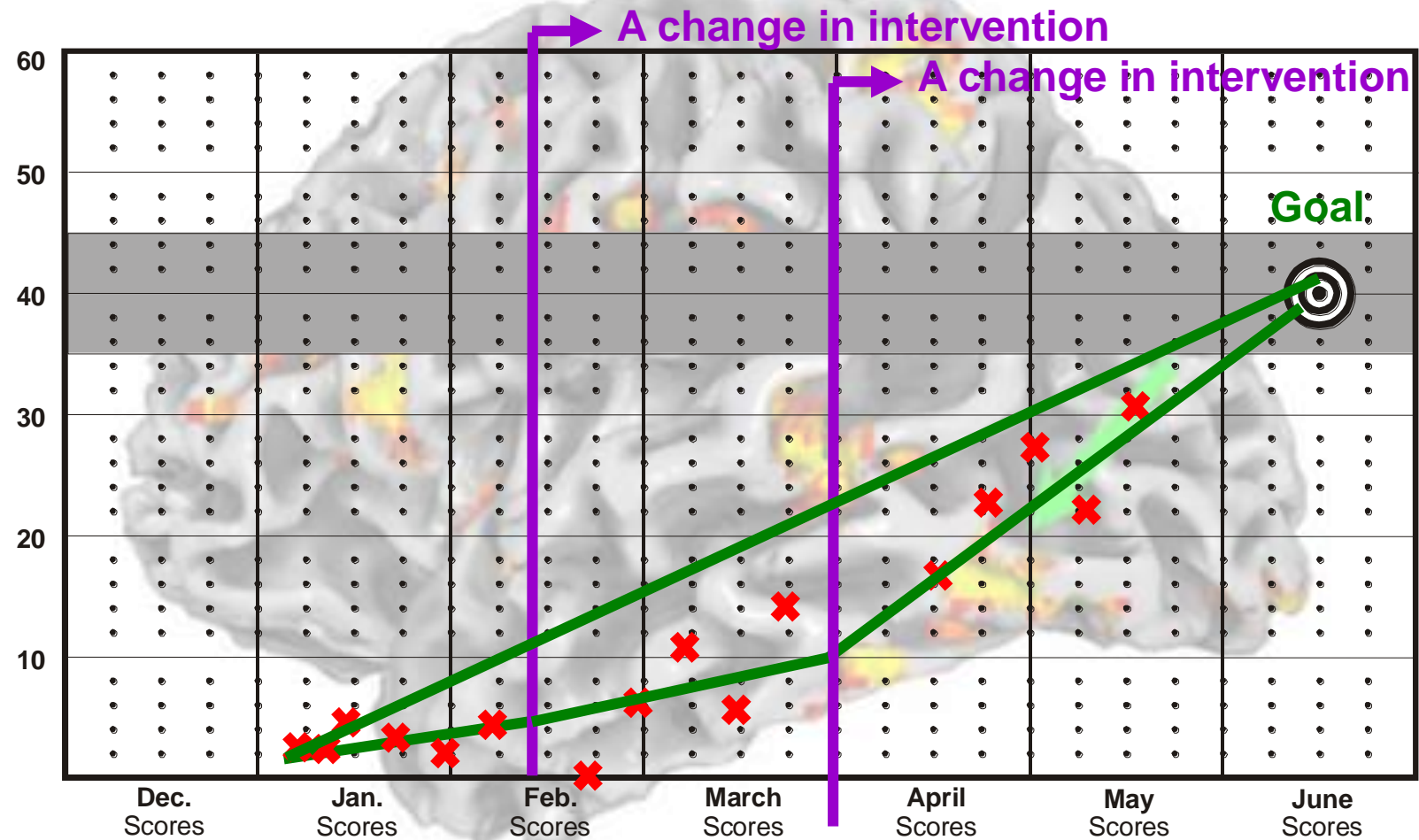
English Language Learner: ok score

Student with dyslexia: low score often driven by low phonological and phonemic awareness.

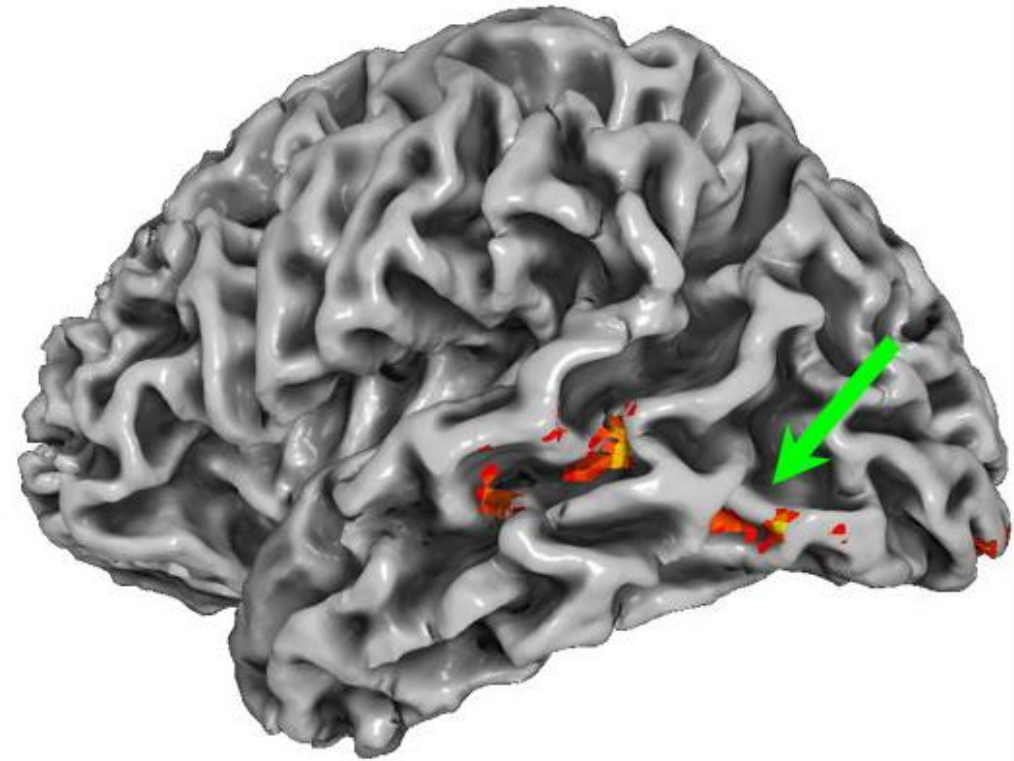
The Development of Reading in a Single Child



What about when learning to read is a struggle? How does it look when we intervene? How does RTI fit in to the reading brain?



End of second year



Automatized reading

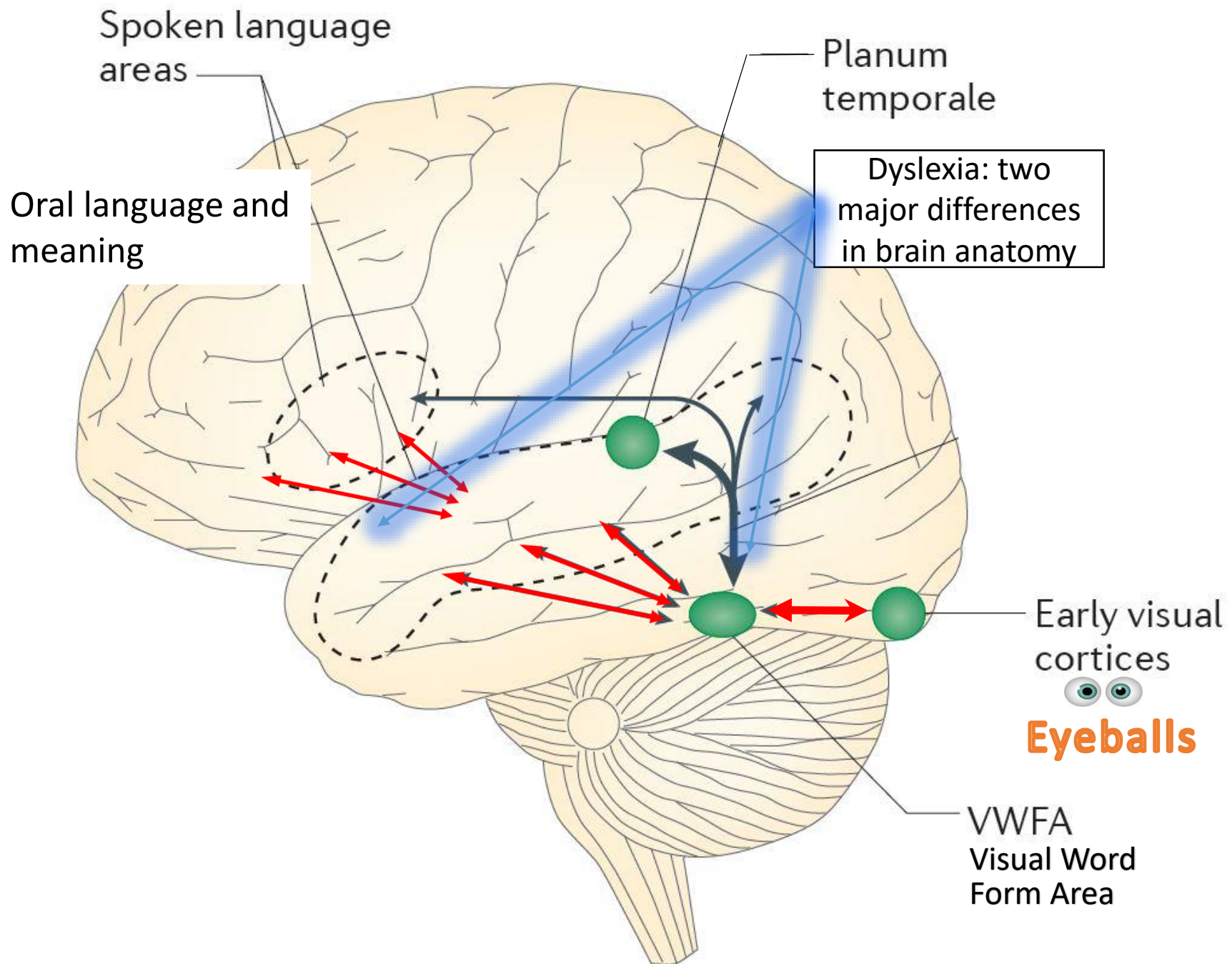
In summary, Dehaene leaves us with these truths.

In spite of variations in the speed at which we learn, all children have similar reading brains.

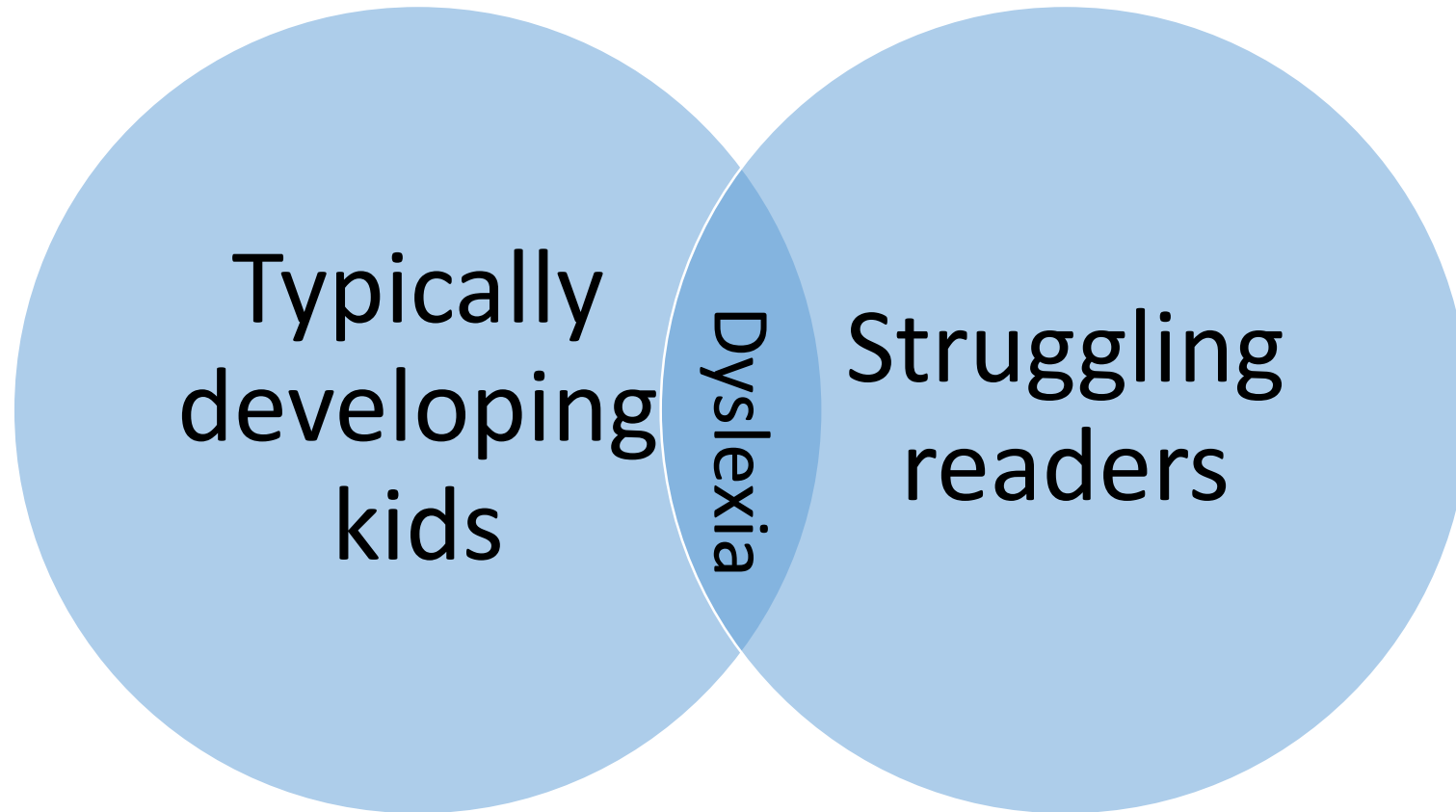
Their cerebral circuits are well tuned to systematic letter sound correspondences and have everything to gain from phonics and phonemic awareness. Instruction gives kids freedom to read anything & anywhere.

He continues to reiterate the need for early diagnosis.

And then finally, he states that although decoding is essential for beginning readers, vocabulary enrichment is equally important, particularly when the student comes from a underprivileged background, or from a family where English is a 2nd language like many students in Alaska.

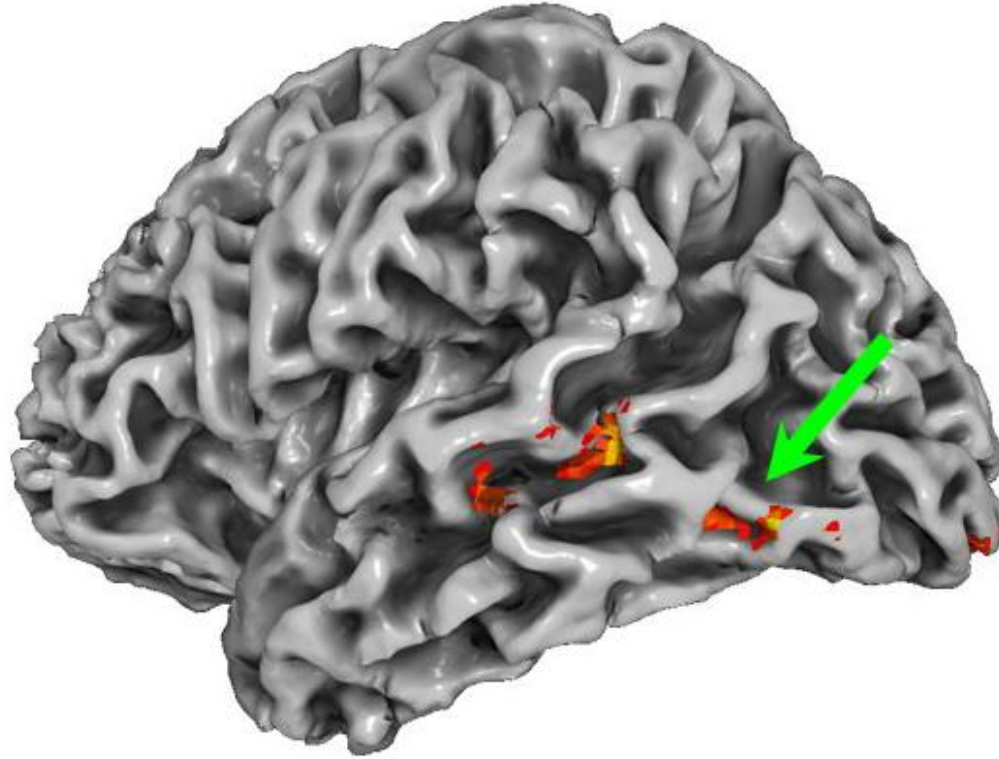


Good reading instruction is Good reading instruction. (Wisconsin)



Any statewide reading plan in Alaska needs to #saydyslexia.

End of second year



Automatized reading



Dr. Brenda Warren, **Board President, on the** Green Bay Area Public Schools Board. She has a PhD in Education Leadership, was a Pediatrician practicing between 1989-1996. She is speaking during the comment time while she sits on the Wisconsin Reading Task Force.

NIH-NICHD Multidisciplinary Research Program
(North America; Lyon, 1985-2005)

This map illustrates the locations of research sites funded by the NIH-NICHD Multidisciplinary Research Program across North America between 1985 and 2005. The sites are distributed across various states and provinces, with labels indicating the institution name and the principal investigator's name.

NICHD Sites:

- U of Washington:** Berninger
- Stanford:** Reiss
- U of Southern California:** Manis/Seidenberg
- Univ of California – Irvine:** Filipek
- San Francisco:** Herron
- U of California – San Diego, Salk Institute:** Bellugi
- Colorado LDRC:** Defries
- Colorado:** Moats
- Yale Methodology:** Fletcher
- U of Houston:** Francis
- U of Texas – Med Ctr:** Foorman/Fletcher
- U of Texas:** Vaughn
- Boy’s Town:** Smith
- U of Wisconsin:** Johnson-Glenburg
- Mayo Clinic:** Kalusic
- U of Kansas:** Shumaker
- U of Missouri:** Geary
- U of Arkansas – Med Ctr:** Dykman
- Toronto:** Lovett
- U of Michigan:** Morrison
- Northwestern U:** Booth
- Purdue U:** Hynd
- Duke U:** Goldston
- U of Louisville:** Molfese
- Georgia State:** R. Morris
- Bowman Gray:** Wood
- U of Georgia:** Stahl
- Florida State:** Torgesen/Wagner
- Univ of Florida:** Alexander/Conway
- Syracuse U:** Blachman
- SUNY Albany:** Vellutino
- Carnegie-Mellon:** [unlabeled]
- Rutgers U:** Scarboro-ugh
- Johns Hopkins:** Denckla
- D.C./Houston:** Forman/Moats
- Georgetown U:** Eden
- Gallaudet U:** LaSasso
- Children’s Hospital/Harvard LDRC:** Waber
- Emerson College:** Aram
- Beth Israel:** Galaburda
- Yale:** Shaywitz
- Haskins Labs:** Fowler/Lieberman
- Massachusetts:** Rayner
- Tufts:** Wolf

Montana

per Toni McFadden, Alaska Teacher
Placement

A startling gap

- Journals That Report Empirical Research on Reading are not in education
- Six reading and literacy journals that publish only empirical studies on reading acquisition or difficulty
- 26 non-literacy related journals regularly include empirical studies on reading
- There are 18 academic disciplines are represented among reading researchers
- more than 19 countries
- Inadequate and poor leadership
- “Books that accurately review reading research written for educational professionals are surprisingly scarce” (Kilpatrick, 2015)



Rapid Reference 1.1 Journals That Report Empirical Research on Reading

Reading/literacy journals that publish only empirical studies on reading acquisition and/or reading difficulties

Annals of Dyslexia

Scientific Studies of Reading

Dyslexia

Written Language and Literacy

Journal of Research in Reading

Reading and Writing: An Interdisciplinary Journal

Reading/literacy journals that routinely publish empirical studies on reading acquisition and/or reading difficulties

Journal of Literacy Research

Reading Psychology

Literacy Research and Instruction

Reading Research Quarterly

C. Disciplines

The following are academic disciplines represented among reading researchers.

Deaf education

Psychology—cognitive

Education

Psychology—developmental/child

Linguistics

Psychology—educational

Literacy/reading education

Psychology—experimental

Medicine—neurology

Psychology—neuropsychology

Medicine—pediatrics

Psychology—psycholinguistics

Medicine—ophthalmology

Psychology—school

Optometry

Special education

Psychology—behavioral

Speech/language pathology

To summarize: Silos cause reading professors themselves, to become instructional casualties.

- Silos amongst the early childhood education, literacy, and special education fields create isolation from the education-specific scientific fields carrying out critical empirical reading research. (Kilpatrick, 2015)
- This is discouraging since reading instruction research has an effect on the professors charged with educating Alaska's teacher candidates on how to teach reading. Consequently, isolation due to these silos causes reading professors themselves, to become instructional casualties.

Indoctrination of Professors and Teachers in Higher Education versus Science

- “an overwhelming challenge to get them to look to the science and research in the field and not to their neighbors for direction on how to teach reading effectively
- If everyone else is doing it, at least they are not alone in their ignorance and for them that is consolation enough.”

*Michele Boutwell, Coordinator and a Special Education School Improvement Specialist
Hewes Educational Center 2018, 2017*

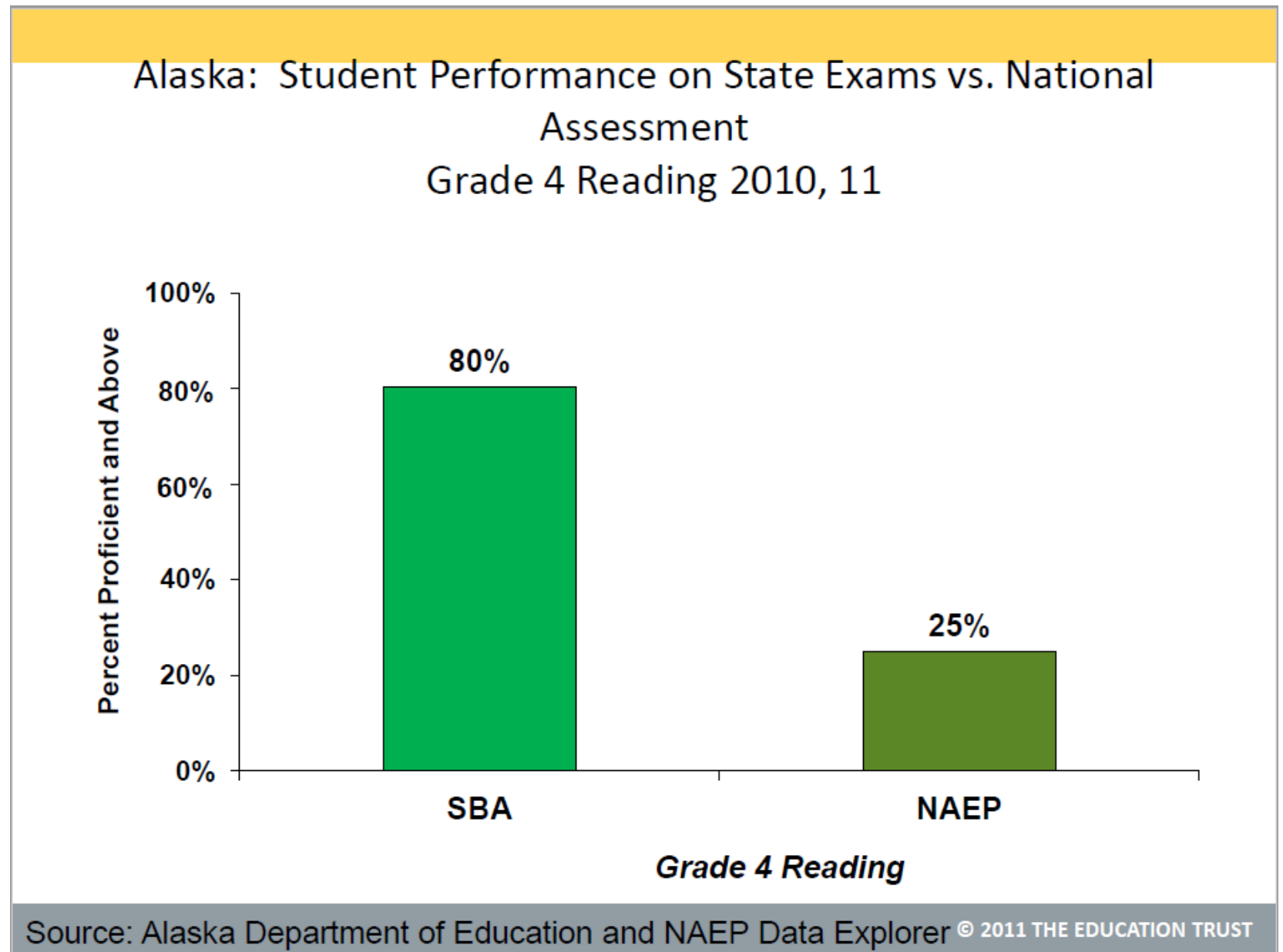
Indoctrination of Professors and Teachers in Higher Education versus Science, *cont.*



PEAKS does NOT measure early reading

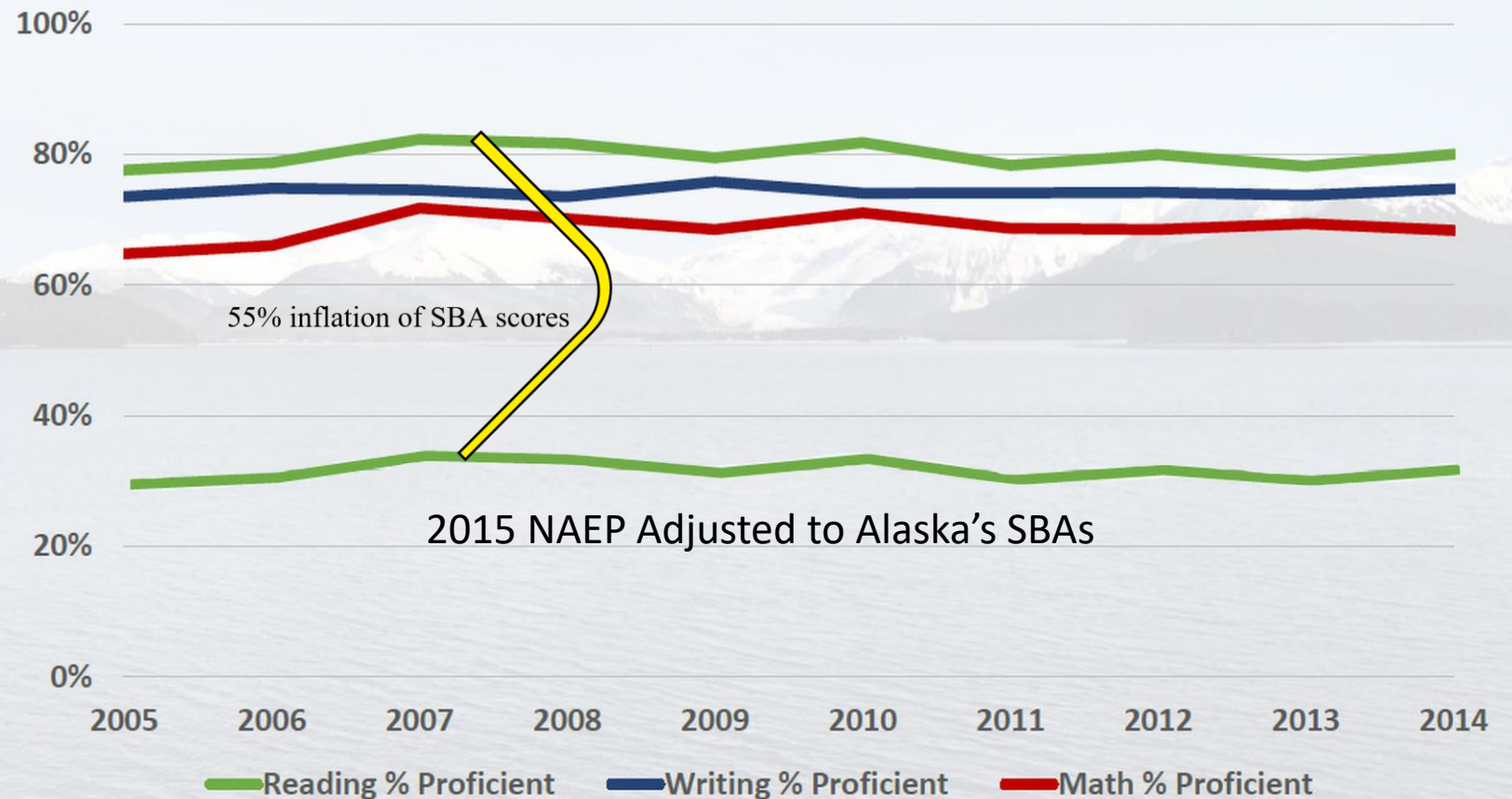
- We only measure ELA in third grade
- Measures how well children can navigate and understand a passage, but not if they can actually read the passage (headers, keywords)
- We stopped funding the K literacy assessment
- AK does have a reading problem, but the first problem is that we don't have any overall data that shows us what is happening or here.

How do the universities of education affect Alaska's reading outcomes? Flat scores no matter how low you set the bar.



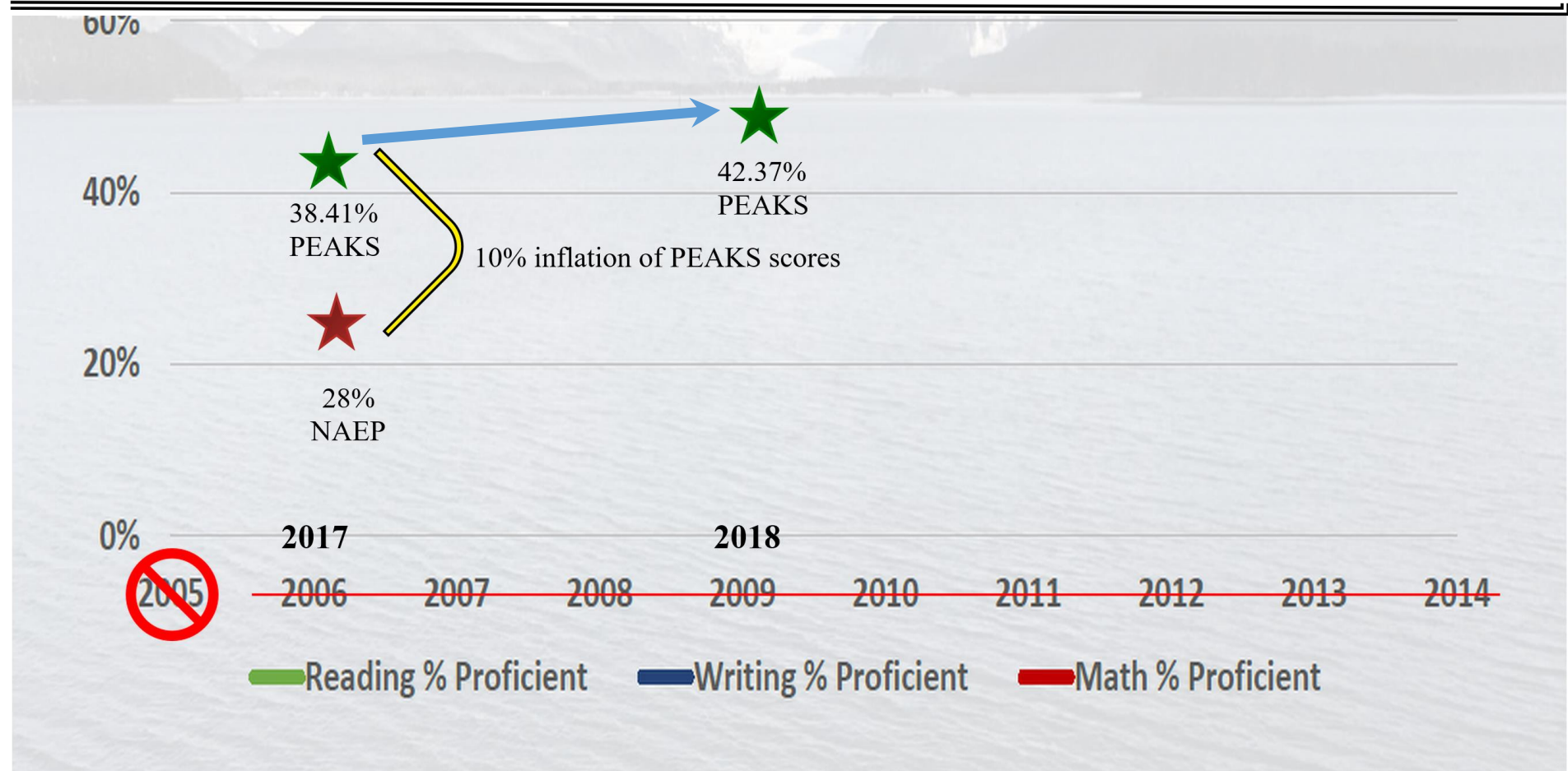
How do the universities of education affect Alaska's reading outcomes? Flat scores no matter how low you set the bar.

SBA Results by Content Area: Statewide, All Students



Here is
what we
are
watching
closely

PEAKS Results by Content Area: Statewide, All Students



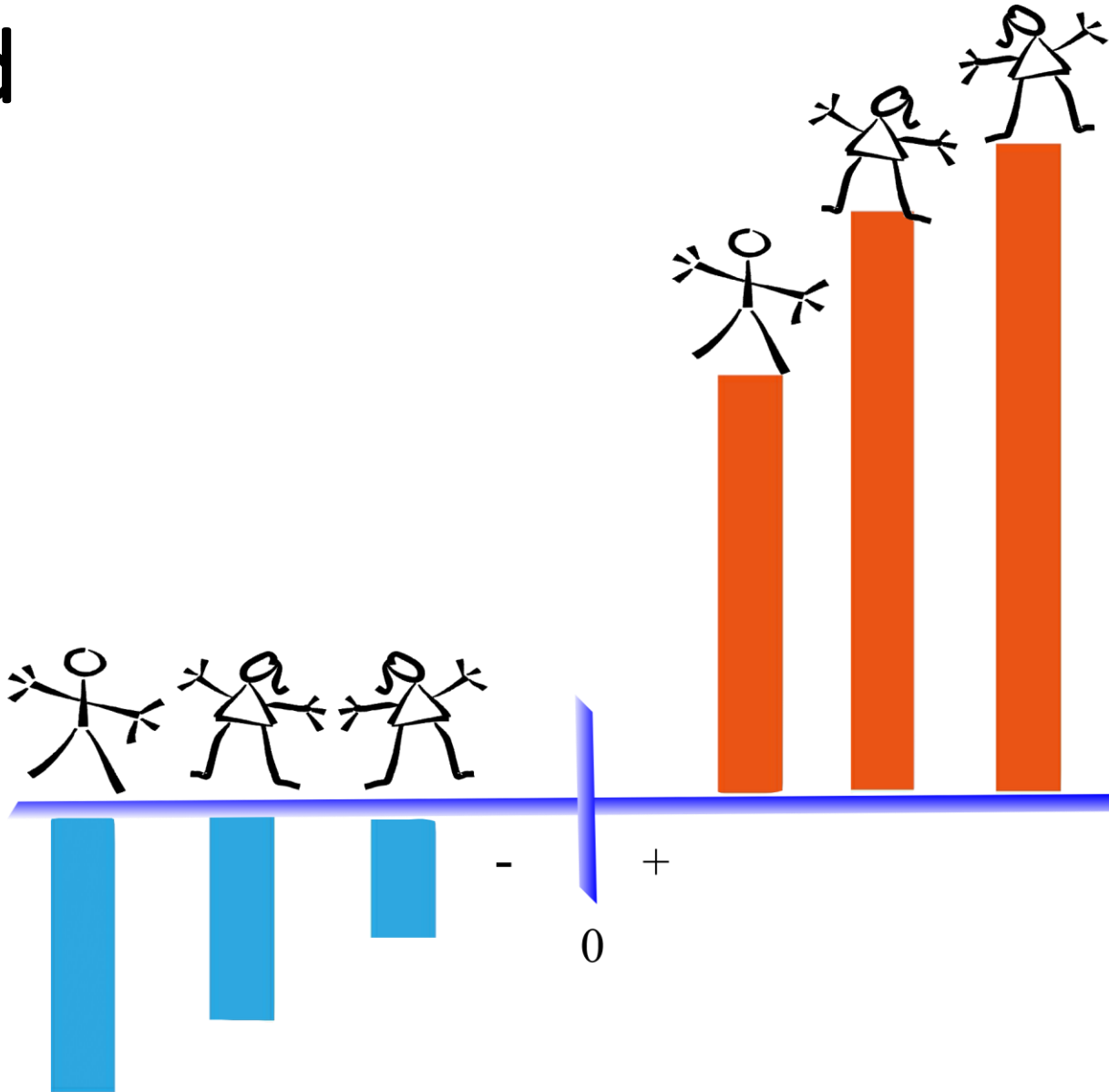


“Studies have concluded that the societal impact of highly skilled kindergarten teachers is profound enough to justify an annual salary of \$320,000.”

Raj Chetty, Harvard Economist

If science proves the importance of K-1 teachers to lay the ground work for literacy, then why are we ignoring the importance of Certified Teachers of Reading in every Classroom—highly knowledgeable and skilled?

VAMs, Value-added
modeling and why
we are not in the
VAMs fan club



Value Added Modeling

Hi Posie,

Like Dan, I am at a loss to identify anything as spec

----- Original message -----

From: "Goldhaber, Dan"

Date: 12/17/2014 7:42 PM (GMT-09:00)

To: posieboggs@literatenation.org

Subject: Re: RE. : Everyone's Doing It, but W

Posie, I wish I could be more helpful, but there's a problem is that we typically have very poor pr

One person you might want to ask is Jim Wyc

Good luck!

Dan

Dr. Goldhaber, Director, of CALDER recommended tha

My full email to him is attached below, however briefly, my
Are there any studies that have looked at student reading p
(MTEL90) as initial teacher licensure.

Even though I usually prefer the NAEP as a metric, I'm expanding my m

Thank you very much,
Posie Boggs
Literate Nation Alaska Coalition
907-727-5077

Sent via the Samsung Galaxy Note® 3, an AT&T 4G LTE smartphone

*Everyone's Doing It,
but What Does
Teacher Testing
Tell Us about
Teacher
Effectiveness?*

DAN GOLDHABER

ed student achievement. Sorry I could not be more helpful.

ndations of Reading exam

kills in reading instruction to student achievement. The
res.

d school that does lots of high quality research.

the Massachusetts Teacher Education Licensing, Foundations of Reading

Characterizing the Knowledge of Educators Receiving Training in Systematic Literacy Instruction

Soon to be published
In press, *Annals of Dyslexia*

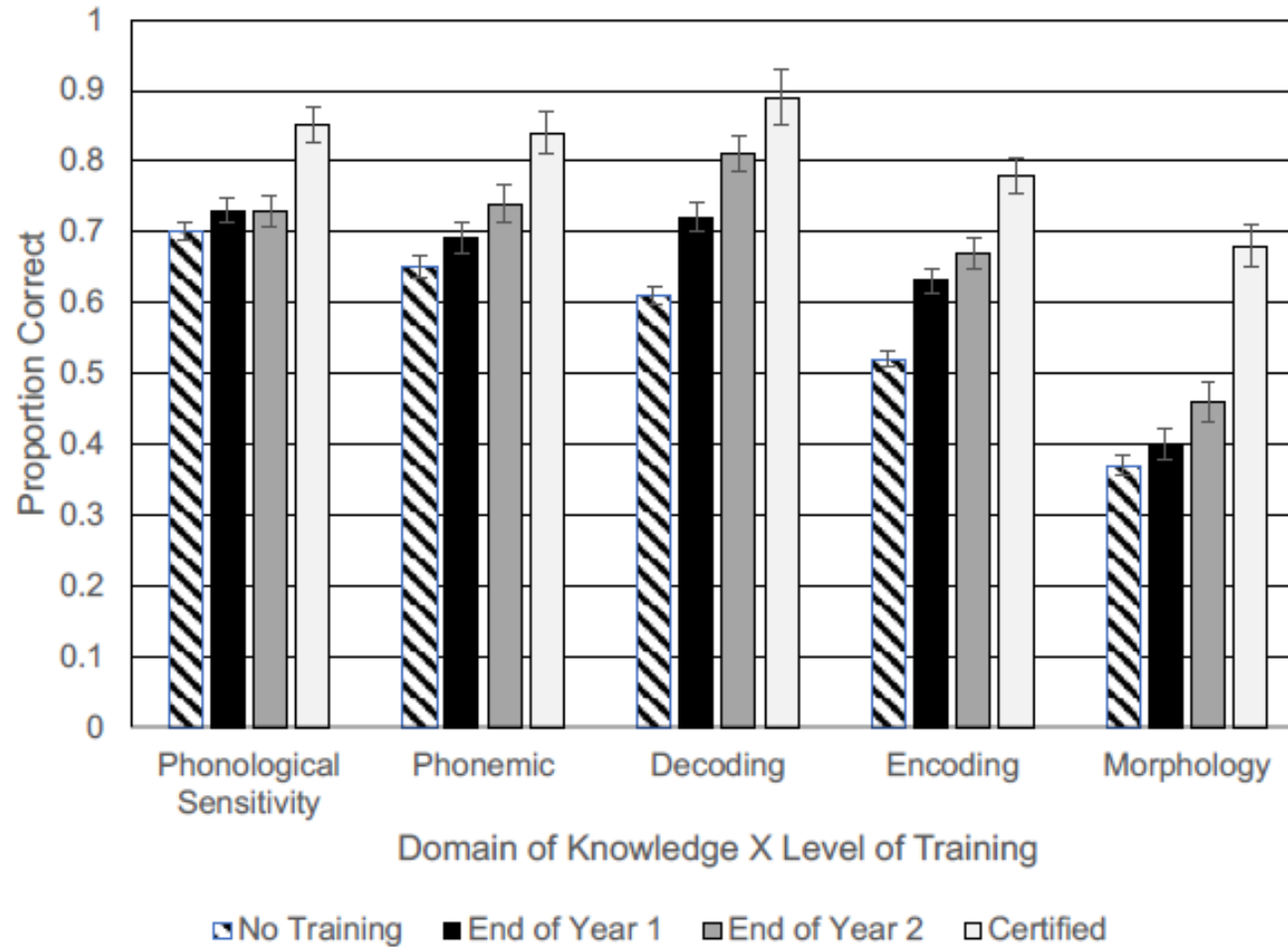
K. Melissa McMahan, Eric L. Oslund, and Timothy N. Odegard

Middle Tennessee State University

Figure 1

Performance on the Knowledge Test Subdivided by Level of Training and Domain of Knowledge

Findings



Soon to be published
In press, *Annals of Dyslexia*

Underperforming Teacher Prep Programs

“Finland had a 10% graduation rate in the 1950s.

In the late 1960s they shut down their Teacher Training Colleges, which were wildly varying in selectivity and quality and moved them to their most elite universities where they were producing their best teachers.”

Finland

(Amanda Ripley, The Smartest Kids in the World: And How They Got That Way, 2013)

Barriers that Alaska must workaroud to improve reading

- Cultural and social dynamics in university education programs
- University professors tied to products
- Teacher Effectiveness and knowledge and lack of acknowledging that teacher knowledge is important (Dan and Wyckoff)
- It is not all about curriculum. Teachers teach reading not curriculum.
- Hopelessness
- Silos between Research Centers and the classroom

Topics for the Task Force to consider

- A reading framework at the state level that includes the science of reading.
- Early Literacy Screening prescribed and specifically based on science and research
- Say Dyslexia – Your strongest teacher do. They know scientific instruction
- Professional Development that is ongoing and at times prescriptive
- Summer school and/or extended day to increase dosage
- Specialists (real ones) who pass reading competency exams & certification
- Licensure requirements
- Third grade reading policies, Dyslexia definition, screening, interventions
- Accountability via RTI to both DEED and the Legislature

#saydyslexia and **untie** the teacher's hands and **unite** the whole of Alaska's reading landscape

Colorado Reading to Ensure Academic Development (READ) Act

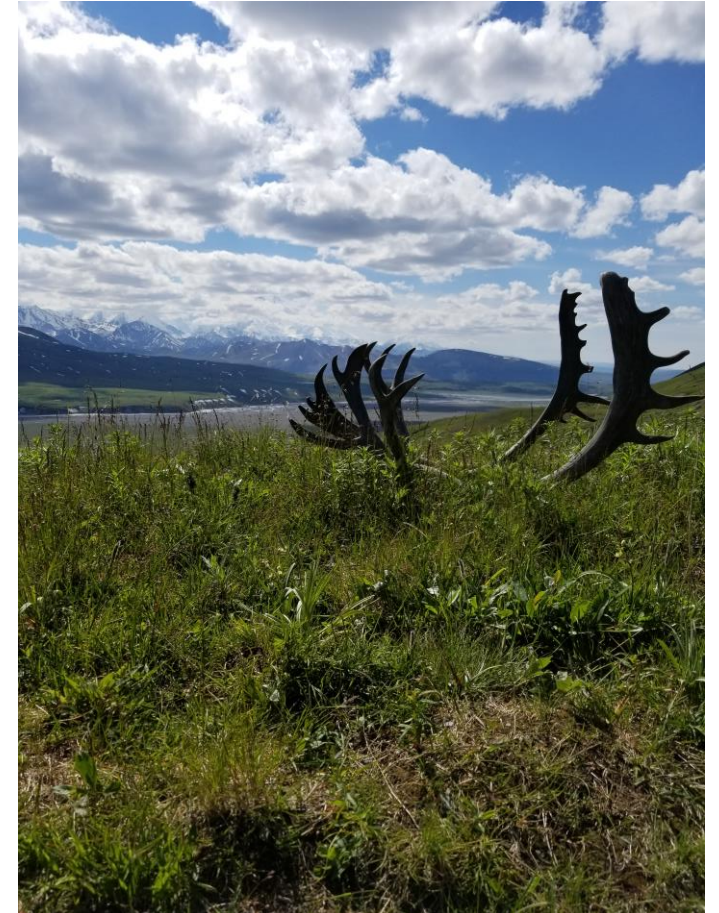
- Passed in the 2012 session, the READ Act:
 - Focuses on students identified highest risk category
 - Requires continual parent communication (READ Plan)
 - Provides funds to support intervention
 - Includes a provision related to advancement decisions for students completing K-3 who remain in the highest risk category
- Focuses on universal screening assessment, identification and intervention for students at risk to not read at grade level by the end of the third grade
 - Early screening for risk of reading challenges
 - Diagnostic assessment to identify specific reading skill gaps
 - Evidence-based instruction for all students and those receiving intervention supports
 - Continuous progress monitoring

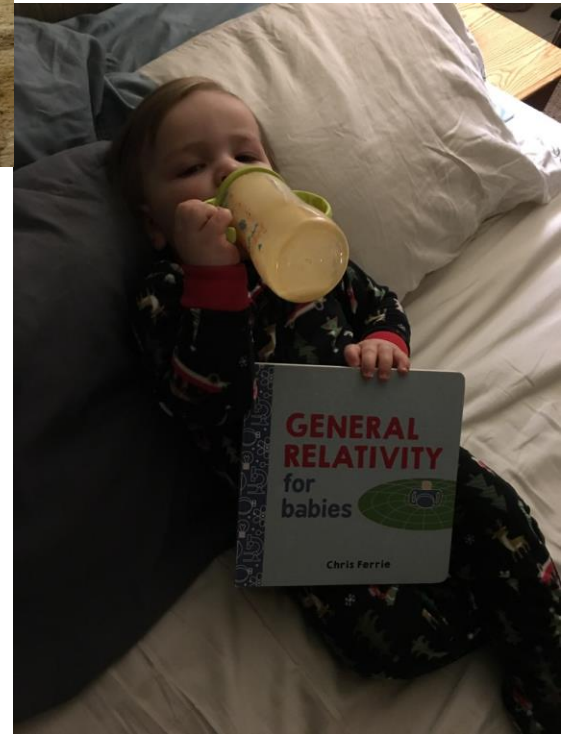
Start the site work: a long term reading plan.

Colorado READS Act



Alaska has not started





Phonological Awareness Simulation

- Earliest levels –**preschool to K-1, and struggling older readers**
- **K-1, and struggling older readers**
- **1st & 2nd grade, and older struggling readers including adults**
- **Late 2nd to 3rd grade and older struggling readers including adults**

float

pluck