Teaching Recommendations for Reading-Education Components of B.Ed. Program

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ABSTRACT

This qualitative case study explored the suggestions of 69 elementary teachers, from 4 school settings, related to reading-education components of Bachelor of Education (B.Ed.) programs. Using semi-structured questionnaires, data were collected and analyzed on the basis of emerging patterns and themes related to particular topics recommended for inclusion. The key research question was: What patterns and trends appear in recommendations of elementary teachers regarding reading methodology instruction in Bachelor of Education programs? Other questions targeted by this research and that provided a context for program recommendations included: What impressions do teachers have related to the value of their preservice training experiences in reading education? What is the prevalence of active teaching of reading across disciplinary areas? What relationship is there between classroom teachers' level of confidence in teaching reading and their likeliness of initiating special education referrals?

Introduction

In response to the argument that university-based teacher preparation programs have done little to "ensure that teachers have been provided the essential knowledge, skills, and abilities to help students become proficient in reading" (Lyon & Weiser, 2009), this study was designed to elicit an initial collection of instructional topics recommended by teachers for reading-education components of Bachelors of Education (B.Ed.) degree programs. The study also addressed three other related topics of interest: teachers' perception of their own preservice training experiences, the profile of teachers across disciplinary areas in terms of the active teaching of reading, and the relationship between classroom teachers' level of confidence in teaching reading and their likelihood of initiating special education referrals.

Prior to this study there has been little research summarizing the recommendations of teachers regarding what components of teacher-training programs are essential in preparing elementary classroom teachers to teach reading although teachers are seen as critical in a field that recognizes that underprepared teachers have a distinctly negative impact on children's ability to read, thus hindering students' opportunities for future academic success (Lyon & Weiser, 2009; Rickford, 2005; Smith, 2009). The participants in this study—teachers currently practicing in an elementary school setting—were thus selected to offer information from previously unheard voices related to preservice reading-education instruction. The study extended from a general questionnaire, delivered to elementary school-based participants, into a series of follow-up questions completed by special education teachers who were part of the original group of respondents and who volunteered further participation.

Review of the Literature

The Impact of Methods Courses

The broad field of teacher preparation research examines specific instruction related to teaching in the content disciplines. Clift and Brady (2005), members of the American Educational Research Association panel on research and teacher education, examined research taking place between 1995 to 2001 that targeted the impact of methods courses, with a small portion of their work examining studies of reading and English Language Arts (ELA) teacher education courses. In a subsequent literature review, Risko et al. (2008) utilized reading teacher education research as a specific lens through which to identify broad themes of teacher educator practice specific to the teaching of reading. Conclusions from both reviews propose that pre-service teachers' pedagogical knowledge increases within structured teacher education formats involving opportunities to practice pedagogical knowledge with students. In a summary discussion related to a particular issue of the *Journal of Learning Disabilities*, Lyon and Weiser (2009) conclude that teachers "need to be taught specific, evidence-based strategies in their college courses and during effective professional development, both of which should be geared toward improving literacy through empirical research" (p. 479).

Content of Reading Instruction for Children

In addition to offering a straightforward argument related to the value of teacher education and its general content, previous research also identifies what actually constitutes instructional interactions that promote reading in children. Liang and Dole (2006), emphasize five instructional frameworks that support reading compre-

hension. Rickford (2005) outlines the necessity for instructional principles that go beyond attachment to particular published literacy programs, indicating that it is the teacher, not the program who makes the difference. Timperley and Alton-Lee (2008) synthesize 97 empirical studies that identify the kinds of teacher knowledge that have a positive impact on outcomes for diverse learners, addressing teacher agency in addition to capability. Pomerantz and Pierce (2010) explore particular preservice methods work in literacy instruction that improves performance assessments of teacher candidates.

It is the teacher, not the program who makes the difference.

The Gap in Previous Research

While many of the studies mentioned surveyed currently practicing teachers about their own training and practice related to the teaching of reading, none of the data provided indicate direct recommendations from practicing teachers in relation to the content of preservice training programs. In addition, no studies were located that linked confidence in the teaching of reading with special education referrals. The study at hand thus attempts to broaden understandings about the proposed content and importance of preservice training programs by analyzing data provided by teachers in the field. If there is a relationship between confidence in reading instruction and likelihood to initiate special education referrals, for example, such a connection could make even more apparent the necessity for classroom teacher expertise.

Conceptual Framework and Rationale for the Study

A number of assumptions are embedded within qualitative research. These include the idea that reality is "constructed by individuals interacting with their social worlds" (Merriam, 1998, p. 6). While social constructivism offers a framework for the kind of mediated learning necessary to support the neurological changes that occur as the brain teaches itself to read (Wolf, 2007), it is important to acknowledge that the particular methods involved in teacher mediation in relationship to reading instruction are still under discussion. Such methods may be many and varied (Connor et al, 2011) and it was the intent of this study to elicit the widest possible range of recommendations by practicing teachers regarding the content of preservice methods courses related to instruction in reading.

Methods

This qualitative case study explored elementary educators' backgrounds and recommendations for content in teacher education programs, related to the teaching of reading. Content analysis (Berg, 2009; Merriam, 1998) of data from one 'case' involving four school sites in two school divisions (one rural and one urban) addressed responses on semi-structured teacher questionnaires, exploring data through an interpretive stance (Seidman,

2006). Sifting through the data from participant responses to the initial 18-item questionnaire allowed conceptual categories to emerge and operate as placeholders for information related to teacher preparation without comparing particular schools or school divisions against each other. A follow-up questionnaire, provided to special education teachers from the initial pool of participants, offered the opportunity to explore particular questions in depth as well as triangulate data. Limitations of the study relate to numbers of teachers involved, in addition to anonymous provision of data disallowing individual follow-up questioning for the purposes of extension, clarification, or confirmation.

The collected results pertain to a cross section of 69 educators' impressions of their preservice training and description of their current responsibilities in actively teaching reading as well as their confidence levels in teaching reading and their propensity to initiate special education referrals. Data in a number of categories thus serves as a contextual framework for the ensuing recommendations from participants in terms of content for undergraduate elementary education programs.

Specific questions designed for the participants included: "How helpful were the B.Ed. courses you took in preparing you to teach reading? In your current job, do you directly and/or indirectly focus on the teaching of reading in your daily work with students? How confident would you rate yourself related to the teaching of reading in elementary school?" Another question asked classroom teachers to rate the likelihood of their initiating special education support for a student having trouble with reading. Responses to these questions provided a rich context for the key question of the study: "If you could recommend particular required topics for teacher education programs related to the teaching of reading, what would these required topics be?"

Follow-up participation from 13 special education teachers (12 working entirely as special education teachers, with 1 who also had duties as an administrator) provided responses to semi-structured interview questions and served to informally triangulate themes emerging from the data as well as offer further information. Questions were also presented to the special education teachers to elicit information about the percentages of students requiring reading assistance whose names were on active direct-instruction case lists.

The participating group of 69 practicing teachers included the following: 40 classroom teachers (teachers of preschool to grade eight); 1 participant who was both a classroom teacher and a special education teacher; 1 participant who was both a classroom teacher and a school administrator; 2 participants who taught English as an additional language; 12 special education teachers; 3 band or music teachers; 1 physical education teacher; 1 teacher librarian; 1 intern whose required literacy coursework was completed; 1 school counsellor who held a B.Ed. degree; and 6 administrators.

Findings

Helpfulness of Required Undergraduate Courses Related to Reading Instruction

Of the 61 participants who answered the question related to previous undergraduate coursework, 17 participants perceived their required undergraduate courses related to reading instruction to be 'helpful', two participants indicated a combination of 'helpful' and 'somewhat helpful', 33 responded 'somewhat helpful', one responded a combination of 'somewhat helpful' and 'not helpful', and eight responded 'not helpful', while eight other participants did not respond to this question. It is important to note that responses appeared through the range of graduating years and so degree of helpfulness did not seem to be affected by date of graduation.

Figure 1: Perceptions Regarding Undergraduate Courses Related to Reading Instruction
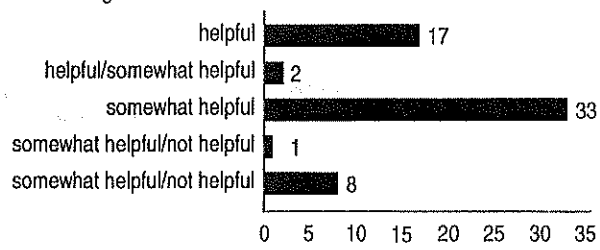
In summary, most of the respondents rated their required coursework as 'helpful' or 'somewhat helpful' on the basis of the inclusion of a variety of topics. One overarching theme that ran through the responses in all of the categories was the need for a balance between practice and theory, with explicit strategy instruction appearing as a common positive element of coursework.

Rosa stated: "I don't recall particular methods being highlighted. My best recall is interning and learning to teach reading by following the Mr. Mugs[1] program." In contrast, one participant said that her courses were "very activity based" with not enough underlying theory to support classroom decision making. Lack of techniques to increase reading comprehension, assessment ideas and support for struggling readers were listed as other negative aspects of preservice training. Where positive comments were included, they tended to support cases where teacher candidates experienced "direct instruction with students via specific group activities" and the inclusion of "instructional strategies... and methods to assess reading or help those who struggle."

Prevalence of Teaching Reading Across Job Descriptions

Prominence of Administrator Support for Reading. Of the seven administrators, including the one administrator who also worked as a classroom teacher, comments from all participants reinforced that both direct and indirect support for reading, depending on the setting, was provided through administration. Sheldon indicated "support for

[1] Mr. Mugs is the title character in a popular children's basal reading series used in Canadian elementary schools in the 1970s and early 1980s.

teachers through research and inservice." Dianne stated that "much of my work is around reading—talking to staff about readers' workshop, classroom walk-throughs, professional development, etc...." Glen commented that "listening to students read daily...supporting classroom teachers with professional development...having professional conversations regarding reading and reading strategies..." were practices that supported reading development at the school level. Poignantly, Lena's comment emphasized the importance of reading instruction when she indicated that "as an administrator, the children I deal with struggle with language (receptive and expressive) and are often non-readers as well. Behaviour presents itself due to poor communication and frustration."

Prominence of Music Teacher Support for Reading. Teachers who indicated that their primary responsibilities were music offered that "there are units that reading and research are required" or "reading is always present and needed in music." Bianca said, "I teach music—most of the reading we do is note reading. But I do introduce new terminology as it arises and we do practice sounding it out if it's foreign. I also keep a word wall in the room."

Prominence of Special Education Teacher Support for Reading. Almost all of the special education teachers involved in the study recommended that teacher education programs cover differentiated instruction, supporting preservice teachers in learning how to adapt instruction for students of varying levels and needs. Particular comments illustrated the importance of strategies to use with struggling readers including readers with disabilities, learners for whom English is an additional language, and the usefulness of assessment for learning as well as learning about the Record of Adaptations supplied by the Saskatchewan Ministry of Education. A clear pattern in the specific suggestions is variety: the message from participants was that teachers need to know many different ways of reaching students across the grades when it comes to literacy instruction. On teacher summarized the latter in these words: "Not just one method! We have students who require multi-modal teaching!"

On the follow-up questionnaire, the above results were triangulated in terms of special education participants stating for a second time the need for classroom teachers to understand differentiated reading instruction as well as have at their fingertips a wide repertoire of methods to teach all children across the grades. "In all honesty," said one participant, "the special education courses I took, especially the prescriptive teaching classes, were extremely useful as a classroom teacher, as there are always students with a wide variety of learning needs in every class." Student diversity was mentioned by a second participant who said "at our school very few students in grades 1 to 3 are reading at grade level within a classroom, they range from well above to well below."

Of the six special education teachers who responded to the follow-up questionnaire, responses indicated that an average of 87% of students referred for special education required reading instruction, with some of the special education teachers reporting percentages of above 90 and some indicating percentages in the 70s.

The kinds of assistance reported by special education teachers included comprehension strategies in addition to a combined focus on comprehension and decoding depending on students' needs. Recommendations that preservice teachers learn how to teach reading through knowledge of a variety of methods mirrored respondents' practices in their respective school settings. Explicit and intentional instruction was mentioned specifically by some of the participants as integral to the preparation of preservice teachers as teachers of reading, with partici-pants also talking about the need to balance theory with the very important "how" of reading instruction. Assess-ment was alluded to as one special education teacher out-lined cases where "classroom teachers often know that the student is not at grade level and needs support, but they cannot specifically tell me the areas that need develop-ment."

Prominence of Classroom Teacher Support for Reading. Confidence ap-peared to be clearly drawn from active teaching experi-ences as far as teachers were concerned, as all but four of the school-based educators who completed the ques-tionnaire (not including the school counsellor) indicated they taught reading directly while most respondents ac-knowledged both direct and indirect teaching of reading. In one single case, the respon-dent circled both 'yes' and 'no' for direct teaching, elaborat-ing that in this respondent's middle years' setting, the current focus was on writing strategies with reading taking second place; indirect sup-port was, however, fully acknowledged. In addition, three pre-kindergarten or kindergarten teachers clarified that supports for reading were incidental and indirect rather than direct. One middle years' classroom teacher said, "I don't teach ELA, however we do activities to improve reading comprehension and understanding." Perhaps teachers' comments in this regard was best summed up by Ann when she said about reading, "It's part of all we do."

Confidence Level in Teaching Reading

It is interesting to note that the level of confidence in teaching reading among the 69 participants was relatively constant between categories of 'very confident' and 'some-what confident' with no teachers rating themselves as 'not very confident', two teachers indicating they felt generally 'confident' and only 1 teacher indicating 'not at all confi-dent' but with a caveat—this participant felt very confident in the "average school" but "not at all confident" in the "community school" environment where higher needs were apparent.

Confidence Level and Special Education Referrals

Figure 3 demonstrates that of the 39 classroom teachers who completed the last portion of the question-naire including responses to questions about likelihood of special education referrals, 31 responses showed internal consistency among very confident and very likely (9), somewhat confident and very likely (10), very confident and somewhat likely (4), 'on the line' between somewhat confident and somewhat likely (4), pairing somewhat confident and somewhat likely (3), and indicating not at all confident and not at all likely (1) . It appears from this distribution of responses that teachers may be prone to special education referrals related to reading dependent on their level of confidence in teaching reading, however there is not enough data in this study to support this con-clusion to any strong degree. Further research is needed to support a clear correlation in this regard, however the data in this study does fall into an interesting pattern, as evidenced in the scattergram in Figure 2.
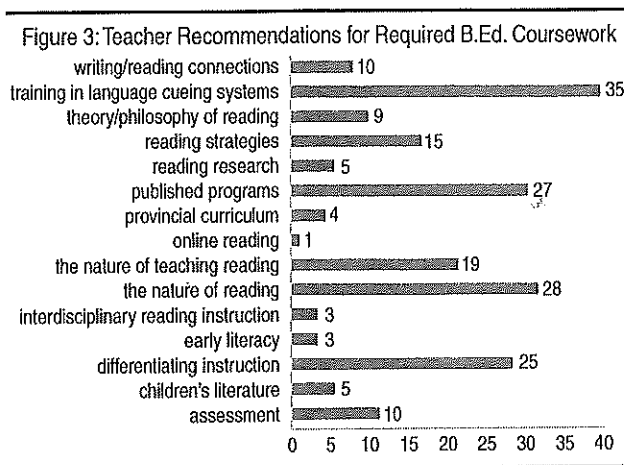
Figure 2: Relationship Between Level of Confidence and Special Education Referrals

		Level of Confidence in Teaching Reading			
		Very confident	Somewhat confident	Not very confident	Not at all confident
Likelihood of Initiating a Special Education Referral for Students Having Reading Difficulties	Very likely	XXXXX XXXX	XXXXX XXXX		
	Somewhat likely	XXXX	XXXXX		
	Not very likely	XXX	X		
	Not at all likely		X		X

N=39

Teachers' Suggestions for Undergraduate Programs to Support the Teaching of Reading

Themes Emerging from the Data. Themes emerging from the topics recommended by participants appear in Figure 3, with references included for the number of times a topic related to each theme was mentioned. Caution is advised in ascribing 'importance' in terms of a rating system, as without a complete list to start with, validity in terms of prioritization cannot be guaranteed. Most of the categories are self-explanatory, however "training in the language cueing systems" refers to references from teach-ers regarding instruction related to syntax, semantics, and/ or grapho-phonemics. It is important to contextualize this topic list as one generated from the particular participants of this study, keeping in mind how helpful they rated their own undergraduate coursework related to the teaching of reading and the aspects of it that they found most useful. It is also important to note the patterns and trends aris-ing from this topic list, and the interrelationship between these patterns and other data collected on the question-naires.

Figure 3: Teacher Recommendations for Required B.Ed. Coursework

Category	Value
writing/reading connections	10
training in language cueing systems	35
theory/philosophy of reading	9
reading strategies	15
reading research	5
published programs	27
provincial curriculum	4
online reading	1
the nature of teaching reading	19
the nature of reading	28
interdisciplinary reading instruction	3
early literacy	3
differentiating instruction	25
children's literature	5
assessment	10

It is clear that respondents offered a range of ideas consistent with many currently operating teacher education programs. The specific recommendations by participants could be utilized in follow-up studies as a checklist rather than elicited through open-ended data collection. Such a checklist might further explore a sense of the importance given to each topic within a pool of participants, and could be differentiated on the basis of a variety of coding strategies including gender and role. See Appendix A for a checklist adapted from the information provided in this study. While no topics were added to the checklist beyond information generated by participants, there were occasions where similar ideas were combined under one umbrella heading for neutral weighting of topics, and organizational clarity, thus the number of headings in Appendix A does not match the number of headings in Figure 3.

The Need for Diverse and Particular Instructional Methods. A dominant theme within the responses related to suggested topics appeared to be the need for diverse training that would support the flexible and authentic teaching of reading in real world settings. Rose stated: "I took middle years training in university but ended up teaching grade 1. So I think middle years training needs to focus more on teaching reading because of high EAL (English as an Additional Language) numbers, transiency, higher levels of ADHD. Teaching has changed a lot since I began." Genevieve called for: "Clear explicit instruction on all areas of literacy" while another participant asked for broad exposure as she demanded: "Not just one method! We have students who require multi-modal teaching!" Mae suggested: "Perhaps... students need more hands on/ more time spent in classrooms but must see variety of teaching styles/beliefs/techniques."

Within a call for diversity, particular participants requested particular topics. Max, a middle years' teacher advocating for phonics instruction, confided: "I have kids who can't sound out words when they read." Another participant wrote succinctly: "I would have liked to learn more about rules in teaching students to read." Other participants were concerned about ongoing assessment strategies. As Matt stated: "Teachers need to be able to determine where their students are at in terms of reading level. Students then can be given books at their level

and strategies can be used to move them forward. It is not enough to say, 'We will see where they are at next year.' We need to see where they are at next week."

Interdisciplinary threads were also mentioned that tie into requests for diverse instruction. As Elinor stated: "I'm glad I was a classroom teacher—in children's reading lives—as a music specialist I use the 'lingo' daily... we make inferences... use the strategies across subject matter." The Need for a Balance Between Theory and Practice. The balance between theory and practice came up as another important theme within the additional comments of participants. This is evident in Jimmy's statement on how teacher education programs should focus on "more practical and less theory" related to the teaching of reading. "I think I will again make mention to the importance of providing practical rather than theoretical information. Theory is important, but when we are only required to take two ELA courses I think practical resources and information will help guide a university student successfully through both their internship and their first years of teaching, more so than the theory, studies, and background information related to the teaching of reading."

Another participant somewhat contradicted this by stating: "Mostly, university instruction must keep up with and follow (and essentially serve or feed into) the theories and current research chosen by the provincial ELA curriculum writers, so university students can have the time to study the theory and then during internship and employment, practice, practice, practice practice." This participant, however, went on to state, "The province's universities need to service the school divisions' choices of theory and practical strategies" reinforcing once more the need for a practical approach. Penelope offered her opinion in this regard, stating: "I think the opportunity for university students to participate in a variety sampling 'seminar' like sessions on reading would be beneficial. Modelling for developing teachers is very important—being and seeing the 'in action' teaching."

The Need for Ongoing Professional Development. Another common theme in the data was related to the value of experience and ongoing professional development. Rose stated: "The best preparation I received to teach reading came from working at the Learning Disability Association." Both Rose and Sally speak in favour of School Division professional development. Joanne echoes this sentiment, indicating that her university classes were too theory based, without time spent putting ideas into practice: "I have utilized PD opportunities in my school division which have helped me grow as a teacher," she said. An early grad indicated that "no # of years at university would have prepared me to teach the Picture Word Inductive Method. I honestly think that the more Ed. Students can be in actual classrooms the better. Easier said than done—I know." This participant also speaks to how things are constantly in motion: "The ebb and flow of how the school division wants us to teach reading is perpetually changing (especially for us primary teachers)," another point that supports the necessity for ongoing professional development. Another participant, Dianne, indicated: "I don't ever remember talking about learning to read. Our School Division has spent lots of time and energy

supporting teachers in teaching reading. I think much of our teacher knowledge has come post B.Ed. (I know this to be very true of myself)." Louise supports the role of teacher professional learning communities regarding a readers' workshop model: "Through PLCs we are able to have meaningful conversations around what is successful and not."

Concerns with Present and Future Teaching. While many of the participants offered suggestions based on supports that have worked for them, others voiced issues they are currently having or anticipate having in their own classrooms and expressed the desire that these topics be addressed through undergraduate programming. Lena talked about the importance of parent engagement: "Families that don't support schools don't support reading. This has also been a strong determinant of reading success." She went on to talk about future trends related to the digital world: "I think technology such as iPads will be the great divider of reading acquisition. Families who buy books, e-readers and software that supports literacy will 'create' readers. Socio-economic status will become even more pronounced."

References to minority groups were mentioned, as in this statement about the need for additional support: "I have a large number of EAL students who struggle with basic letters. Through ...extra help in class by teachers and Educational Assistants (as well as Speech and Language Pathologists) they are learning more reading strategies to introduce letters and sounds which will eventually lead to reading." EAL students were also noted by another participant, who supported the importance of course work in teaching reading to EAL populations "especially in view of our growing immigrant population."

Assessment and its resulting action emerged again within this category from a participant clearly frustrated with managing classroom diversity when it comes to reading instruction. "Fountas and Pinnell (assessment) results show very few (students) at grade level; many are higher, many lower. How do you teach so many levels in one class?"

Summary

In addition to a list of 15 particular topics suggested by participants as important subject matter pursuits within undergraduate education programs, the need for diverse methods, a balance between theory and practice, and on-going professional development, in addition to addressing current concerns, were dominant themes emerging from the data.

Discussion and Implications

The most striking results of this case study relate to the wide range of topics suggested by the participants. That the participants within their own contexts have specific preferred strategies that relate to their own teaching is strong evidence for their collective call for diverse teaching methods as part of elementary undergraduate teacher-preparation programs. From the number of topics suggested as important elements of preservice teacher training related to the teaching of reading, and from specific com-

ments to this effect, it appears that practicing teachers see reading as a multifaceted process whose support involves numerous methods.

The checklist adapted from the participants' specific suggestions for undergraduate education programs (Appendix A) offers a neutral template for program evaluation and review, based on the suggestions of participants involved in this study.

In terms of further use of this checklist, the sorting of responses on such a checklist, in terms of characteristics such as gender and school role, could prove very interesting, in addition to a concerted look at aspects of the backgrounds of participants offering particular responses—such as calls for phonological awareness and comprehension strategies. In addition to these ideas for ongoing study, further research is needed to consider the possible mismatch of published literacy programs and theory, both in school division contexts and at the college and university level.

From statements given by participants, we might conceptualize teaching reading and writing as not only the provision of varied instruction for what is really a diverse category called 'typical learners' but also instruction that includes adaptations, modifications, and alternate curricular goals that are learner-based. Not only are teaching strategies critical in terms of reading, but varied individual assessment strategies, both formal and informal, summative and formative, are deemed necessary when it comes to assisting children and adolescents in their journey as readers. The responses of participants related to confidence in the teaching of reading and subsequent likelihood of initiating special education referrals is intriguing, as is the response of the single participant whose comment related to confidence teaching reading in the neighbourhood vs the inner city/community school setting. Further study is needed here to delineate whether a teacher's confidence in the teaching of reading is indeed a catalyst for special education involvement, as well as what differentiated strategies may be required from school to school.

Evidence that practicing teachers address reading instruction across disciplinary areas is not new (Croninger & Valli, 2009), however further research is necessary to identify what specific topics are key within certain subjects. In addition, a deeper exploration of connections between reading instruction and administration is highly recommended. A comprehensive study with a group of administrators, for example, matched with data from teaching colleagues, could be very illuminating as to what key factors in administration support classroom teachers and the teaching of reading.

Concluding Thoughts

A participant response that appeared only once on the questionnaires, but was documented numerous times in field notes related to informal responses from participants, was gratitude at the university/field connections inspired by this study. Matilda wrote: "Thank you for initiating this survey and for the opportunity to give feedback to the University!" An administrator later wrote in regards to the study, "one teacher remarked that in 34 years of

teaching no one had ever asked her opinion on teaching children how to read. When she superannuates, she will be taking a wealth of information and experience with her. She and many others felt honoured to be asked about their perceptions." For a voluntary study, a large proportion of potential participants agreed to participate (over 75%) and many indicated that this topic was timely and important. As Suzy stated, "Reading is vital and many teachers and students are failing at this skill." It was clear that the practicing teachers believed the study to be worthy and considered themselves to be important sources of information regarding program design and review. It is anticipated that this initial study might serve as a basis for further research of this nature, and that further studies will operate on a wider scale to explore in more detail the complex question of teacher education related to the teaching of reading and connected to educators' thoughts in this regard. ∎

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Appendix A
Checklist of Topics for B.Ed. Coursework Derived from Teachers' Recommendations

The Cueing System
Grapho Phonemics
- [ ] Phonemic Awareness
- [ ] Phonics
- [ ] Sight Words
- [ ] Word Families
- [ ] Work Attack Skills
- [ ] Syntax
- [ ] Semantics
- [ ] Other (indicate)_____

Supports for Reading
- [ ] Oral Language
- [ ] Early / Emergent Literacy
- [ ] Parental Engagement
- [ ] Spelling
- [ ] Writing / Reading Connections
- [ ] Other (indicate)_____

Children's Literature
- [ ] Quality Literature
- [ ] All Genres
- [ ] Online Reading
- [ ] Critical Literacy
- [ ] Other (indicate)_____

Assessment
- [ ] Formative
- [ ] Summative
- [ ] Miscue Analysis
- [ ] Kidwatching and Mini Lessons
- [ ] Other (indicate)_____

Curricular Underpinnings
- [ ] Curriculum: Knowledge of ELA Outcomes / Indicators
- [ ] Theory/Philosophy of Literacy Learning
- [ ] The Process of Reading: Reading Skills and Strategies
- [ ] Reading Research
- [ ] The Product of Reading: Reading Comprehension
- [ ] The Nature of Reading
- [ ] The Nature of Teaching Reading

Teaching Approaches
- [ ] Basal Reader
- [ ] Language Experience Approach
- [ ] Children's Literature Approach
- [ ] Other (indicate)_____

Differentiating Instruction
- [ ] Teaching a Range of Abilities
- [ ] Methods for Adaptions, Modifications, and Alternate Goals
- [ ] Learning Disabilities
- [ ] English as an Additional Language
- [ ] Engaging Reluctant Readers
- [ ] Other (indicate)_____

Teaching Frameworks
- [ ] Directed Listening Thinking Activity (DLTA)
- [ ] Directed Reading Thinking Activity (DRTA)
- [ ] Literature Circles
- [ ] Modeling
- [ ] Read Alouds
- [ ] Think Alouds
- [ ] Readers' Workshop
- [ ] Writers' Workshop
- [ ] Reader Response
- [ ] Reading Instruction Across the Grades
- [ ] Interdisciplinary Reading Instruction
- [ ] Other (indicate)_____

Published Programs
- [ ] PWIM (Picture Word Induction Model)
- [ ] LIPS (Lindamood Phoneme Sequencing)
- [ ] Daily Five
- [ ] Reading Recovery
- [ ] Guided Reading / Levelled Books
- [ ] Basal Readers
- [ ] Six Traits of Writing
- [ ] Other (indicate)_____

- [ ] Other (indicate):