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## Spalding's Courses Renamed "Multisensory Instruction of Language Arts"



Starting this year, Spalding's Writing Road to Reading Course 1 and Course 2 will now be known as "[Multisensory Instruction of Language Arts](#)" (MILA), Part 1 and Part 2. But more has changed than just the name.

## Did You See This Story?

Spalding placed 10 schools on Arizona's top 50 list. You can read all about it in our [Fall 2013 newsletter...](#)



### 2014 Summer Course Schedule

The summer schedule for our new Multisensory Instruction of Language Arts courses is now posted online. The first courses start June 2 in Grand Coteau, LA and in Phoenix. We'll also make stops in MI, MT, NY, WI, UT and OH. [See the complete schedule for courses 1 and 2.](#)

*"Spalding's course has been very enlightening and really makes teachers look at reading in a whole new light."*

The sequence for teaching the rules has been reordered and practice activities have been added.

These new courses will adhere closely to the practical application of the new 3<sup>rd</sup> edition Teacher Guides.

Emphasis is on delivering concepts and lessons effectively and in an efficient manner so the children learn to read quickly. The goal is to help the teachers know exactly what they have to do beginning week 1 and all through the rest of the year, which has always been SEI's goal.

### Now Implementing The Spalding Method® Is Even Easier

"The new MILA courses will make implementing The Spalding Method even easier for the teacher," said SEI Executive Director for Educational Services Janie Carnal. "We've provided more resources, more information and more detail in the Teacher Guides. We want to increase teachers' understanding of the 3rd edition Teacher Guides and all the resources we're providing."

Janie added the Teacher Guides are key for helping teachers implement the theory behind The Spalding Method, which is, of course, contained in "The Writing Road to Reading" textbook. It's also important teachers know where in the textbook to find the list of phonograms, the spelling vocabulary words, the rules, the sample dialogues as they introduce new concepts, and the research that makes Spalding such a solid program.

- Cherish DeAngelo,  
Second Grade  
Teacher  
Freedom Preparatory  
Academy  
Provo, UT



Have you subscribed to Spalding's [YouTube Channel](#) yet? Then you're missing videos like this one that discusses how "The Writing Road to Reading©" is a curriculum with proven results for English language learners. Watch this video [here](#).

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***"Attending the Spalding Coaching program provides the guidance and support for me to engage teachers in quality conversations that promote student learning and fidelity to the Spalding Method."***

"The WRTR textbook provides a deeper explanation of the philosophy and methodology. It provides the support teachers will always need as they implement The Spalding Method," said Janie. "The course procedures will not change, but practical application of the newly-learned skills will be implemented throughout the course. Using good practices help the brain function at its optimal level. There will be less emphasis on the instructor lecture and more emphasis on participant practices so that the teachers feel very confident that they are prepared to teach The Spalding Method in their classrooms. The emphasis will be on increasing the level of active participation and effective teaching in the revised courses."

The new MILA courses will also help teachers make good decisions about their students so they know when to advance instruction.

"The Curriculum Department works toward finding ways to make the teacher's job easier and better. We're trying to improve what is learned in the course so it can be translated into the classroom," said Janie. "We learn so much from our observations in the classrooms. We're able to observe what is working well and what is not. We have identified areas where our courses can be improved so that teachers can more easily teach the objectives from the Teacher Guides."

MILA 1 emphasizes the spelling component where students learn how to read. But they may not always understand word meanings. MILA 2 focuses on reading

- Christina Pou  
Kyrene Traditional  
Academy

comprehension and on objectives that are essential for improving students' writing.

Kindergarten Reading: Literature				
Common Core Standards	Spelling Teacher's Guide Lesson Objectives			
	Days	Objectives	Weeks	Objectives
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	Reading: 1	2	Reading: 20 21 22 23, 24 25 26, 27 28, 29 31 32	1 1, 2, 3 1, 2 1, 2 1, 2 1 2
RL.K.2 With prompting and support, retell familiar stories, including key details.			Reading: 22 23, 24 25 26, 27 28, 29 31 32	1 1, 2 1 2
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	Reading: 1 2 3, 4, 5 6 7, 8, 9 10, 11 12, 13	2, 3, 4 2, 4 1 1, 2 1, 2, 3	Reading: 20 21, 22 23, 24 25 26, 27 28, 29 31	1 1, 2, 3 1, 2 1 1, 2 1

How much does The Writing Road to Reading curriculum correlate to the Common Core State Standards? See for yourself [here](#).

“Our new two-part course is a total language arts program, and you really can’t do one well without the other. You need them both,” said Janie. “What we’ve learned over the years is it’s easy to teach students to read using our method, but they still need to understand the strategies for better writing and reading comprehension — and that’s what we do in the MILA 2 course.”

Each 45-hour MILA training course meets the International Dyslexia Association (IDA) standards for teachers of reading. These rigorous standards have also been reviewed and accredited by the International Multisensory Structured Language Education Council (IMSLEC).

### 2014 Summer Course Schedule Now Posted Online



Reinforce students' knowledge of phonograms and text structure — as well as aid their comprehension — with our [Leveled Readers](#).

The summer schedule for our new Multisensory Instruction of Language Arts courses is now posted online. The first courses start June 2 in Grand Coteau, LA and in Phoenix. We'll also make stops in MI, MT, NY, WI, UT and OH. [See the complete schedule for courses 1 and 2.](#)

“Calls from schools for summer courses are coming in every day,” noted Janie.

## 17 Graduate from February Coaching Course

## 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 that 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.

*Chairman of the Board*  
Dr. Ronald G. Sipus



The Feb. 6-7 Spalding Coaching Course 1, held at SEI's Phoenix headquarters, recently graduated 17 participants representing approximately 13 schools.

SEI hopes to have every Spalding Certified Teacher Instructor (SCTI) also become a Spalding Certified Coach. SEI Executive Director for Educational Services Janie Carnal and former SEI Director of Research & Curriculum Mary E. North, Ph.D., originally designed the coaching course to help school administrators identify mentoring teachers.

“We thought it was essential to help these mentors know how to communicate with other teachers and effect change at their school. The Coaching Course helps them identify what needs to be reinforced or refined so Spalding teachers can improve their instruction,” said Janie. “It’s making sure Spalding gets implemented well so that students in every classroom benefit.”

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*COO*  
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*Executive Director for  
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[www.spalding.org](http://www.spalding.org)

SEI is trying to bring in as many SCTIs as it can for this training because when they're presenting in their courses, they're also coaching.

"We want the teachers who are Spalding certified to take this class. It will improve their ability to help other teachers during the courses and with implementing Spalding," said Janie. "It's an excellent class."

### **Registration Now Open for September Course**

The next Spalding Coaching Course is Sep. 4 and 5. To reserve your space, email your Spalding Course Coordinator. Because space is limited to 20, participants will be enrolled according to the date registrations are received. The courses are held annually on the first Thursday and Friday in September and February.

The Spalding Coaching 1 Course is designed for individuals currently coaching Spalding teachers or those who may wish to do so in the future. It teaches mentoring skills necessary to help teachers successfully implement The Spalding Method. The course also provides effective coaching strategies and a 4-step process to identify and overcome problems and attitudes that can inhibit professional growth. A written overview of Spalding Revised Grade Level Teacher Guides helps teachers more

effectively use the guides in the classroom.

Prerequisites: Successful completion of The Writing Road to Reading 1 Course and The Writing Road to Reading 2 Course.

## **Attendees' Praise for Spalding Coaching Course**

### **1**

*"After attending the coaching class, I felt prepared and informed. I am confident that I will be able to implement the coaching process at my school."*

- Crystal Telep, 5th Grade Teacher, SCTI, Adams Traditional School

*"The practice watching videos of teachers in a mock observation was very useful and helpful. I thought this course was very helpful!"*

- Dan Shaffer, SCTI, Tempe, AZ

*"The skills that I am learning here will benefit me as a teacher, a coach, and in any future leadership role I take on. I am excited about what I will bring back to my school to help build a stronger, more effective program for our students."*

- Kirsten Bulger, Sequoia Lehi Charter School, Mesa, AZ

*"The modeling of pre- and post-observation conference was extremely helpful in knowing how to be supportive yet focused on the well-being of our*

students.” Kristi Mineer, Archway North Phoenix  
“It’s really exciting to learn strategies to improve Spalding instruction throughout our school.”

- Laura Roth, Maryvale Prep

“The Coaching 1 class provided me with many beneficial resources and new ideas that I am very excited to bring back to my school. As an Instructional Coach at Legacy Traditional School, I found the Spalding Teacher Observation Checklist a very valuable tool to bring back and implement when coaching the teachers. Overall, this class has given me more confidence in coaching my teachers in the Spalding Method.”

- Brittany Afsa, Legacy Traditional School

“Attending the Spalding Coaching program provides the guidance and support for me to engage teachers in quality conversations that promote student learning and fidelity to the Spalding Method.”

- Christina Pou, Kyrene Traditional Academy

“The Spalding Coaching course has been extremely beneficial. As a new Instructional Coach this year, I have wanted clear procedures for coaching the teacher. I now feel confident in my abilities to effectively coach the teachers in Spalding and in other subject areas.”

- Rebecca Pentland, Legacy-Athlos Traditional

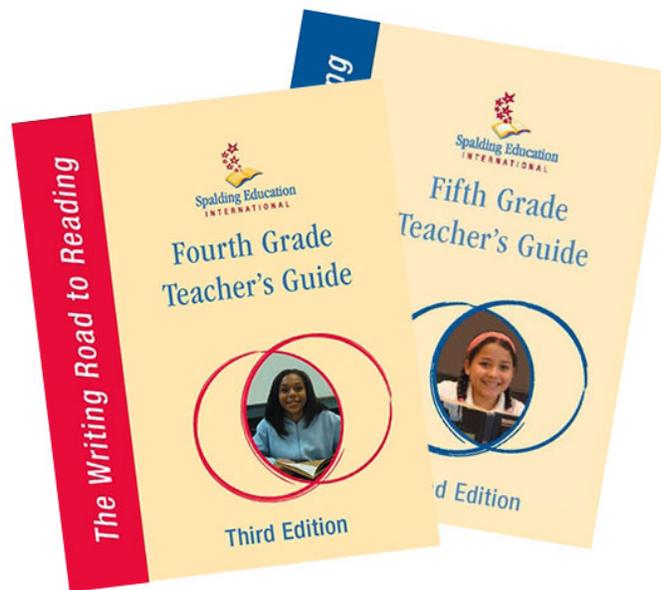
“The Concern-Based Model presented the stages of

*concerns in an organized fashion so that I could better understand and recognize a stage and be able to help a teacher move to the next level.”*

- Margie Clouse, Great Hearts Archway/Veritas Academies

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## **New 3rd Edition of 4th & 5th Grade Teacher Guides Available Now; 6th Grade in April**



Updating the last of the Teacher Guides to the 3rd edition will be completed in April. Each 3rd edition correlates with the 6th revised edition of "The Writing Road to Reading" and Common Core State Standards. The 3rd edition of the [4th grade Teacher Guide](#) was released in February, the

5th grade Guide will be released this month, and the 6th grade Guide will be available in April.

Some major revisions to the Guides were in clarifying when rules should be taught, writing specific objectives for teaching syllable types and patterns, coordinating writing opportunities with the reading lesson, expansion of examples for teaching new concepts, additional information in teacher tips, and expanded reading objectives that provide teachers with explicit and sequential information for teaching text structure, literary appreciation, and comprehension strategies.

Other updates to the 3rd edition Teacher Guides include:

- Expanded teacher tips in lesson planning.
- Elaborated reading objectives.
- Amplified definitions and more example sentences in the objectives (to facilitate lesson planning).
- Literature selections for teaching reading concepts.
- More opportunities for children to practice writing paragraphs and compositions.
- An extended explanation in the Delivering section for teaching word analysis, syllable types, and syllable patterns.

Spalding's curriculum has always been integrated so

that children learn the connection between speaking, writing, and reading. A few minor adjustments to correlate Spalding terminology with Common Core terminology were also made, such as, “citing evidence from the passages to support thinking” was added.

“While other educational organizations work revising and updating curricula to align with the new Common Core Standards, ‘The Writing Road to Reading’ curriculum already fulfills and exceeds the majority of the Common Core State Standards’ requirements,” said Janie. “That gives our teachers a significant advantage.”

The K-3<sup>rd</sup> grade Teacher Guides were released last year. The new guides are a smaller, more convenient size (8.75 x 11”), as well as feature the user-friendly continuous spiral — which allows the guides to lie flat, opened to the pages currently being used.

These new Guides have received glowing accolades from teachers.

“I love the new Teacher Guides! The new Guides have made it so easy to refer back and forth from Writing Road to Reading book and my Teacher Guide. Whenever I am teaching a new concept, I can turn right to the page in WRTR and find the exact dialogue needed to present the concept in a clear,

precise way,” said Heather Bosshardt, a kindergarten teacher at Thomas Edison Charter School in Nibley, Utah.

“And the size is so convenient to hold, the hints on the side of each week are priceless and very useful, and the objectives for each subject are so detailed and defined. I am never uneasy about teaching because I know with Spalding, I’m given all of the resources I need to understand and teach at a greater depth.”

“Thank you for all you do. I love the Spalding program and the successes my students have each day because of this wonderful program,” added Heather.

The new Teacher Guides are available at the online Spalding Store for just \$70, slightly less than the older editions. Customers replacing previous editions receive a 30 percent discount — reducing the price to \$49.00 (use coupon code: NewTG). Each Teacher Guide includes 32 weeks of grade level lesson plans, Scope and Sequence sections (so instruction can be adjusted for children needing help and those requiring challenge), instructional procedures and assessment forms.

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**Spalding has Entered the World of Apps!**



Spalding's first app is appropriately called "Phonograms." This app currently works on Android smartphones, 7" tablets, and 10" tablets, and can be downloaded from the Google Play Store. A search for Spalding Education or Phonograms will find the app — or [follow this link](#). The full version is available for \$3.99. An Apple iPhone and iPad version is planned for the future.

The app contains the following options:

- **Phonogram Introduction** – All 70 phonograms plus the 17 additional phonograms are introduced in sets. A teacher's voice says the sound(s) followed by a pause, allowing the student to say the sound(s).
- **Oral Phonogram Review** (random order) – The

phonogram card is shown followed by a pause allowing the student to say the sound(s) of the phonogram. Then the teacher's voice says the sound — thus allowing the student to verify he/she said the sound correctly.

- **Written Phonogram Review** (random order) – The screen shows an image of lined paper and pencil while the phonogram sound(s) are played, and if needed, a cue is given. A pause occurs while the student says the sound(s) and writes the phonogram using his/her own paper, and then the card is shown.
- **Differentiated Practice** – The teacher or parent selects the specific phonograms that need extra practice, and then proceeds to Phonogram Introduction, Oral Phonogram Review, or Written Phonogram Review.

If you would like to test drive the app, there is a free demo version called “Phonograms Demo” that allows the student to sample the first 10 phonograms with the introduction, oral phonogram review, written phonogram review, and differentiated practice options.

“We think this app is going to be hugely popular,” says SEI Executive Director for Educational Services Janie Carnal. “We fully expect to start hearing phonograms out in public while people are using this app.”

SEI is determined not to be a “one-app-and-done”

company, as the organization is already brainstorming other future app ideas.

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## **SEI Bids Farewell to Phyllis; Welcomes New Staff Member**



Friends and customers of Spalding will be saddened to learn that SEI Office Manager **Phyllis Baltisberger** will retire March 21 after more than 10 years with the organization. Phyllis approached her many duties over the years with dedication, diligence and... humor. She will be missed for all three.

We welcome **Kerri Porter** who comes to SEI with many years' experience in business management and accounting at schools in the greater Phoenix area. She started in early February and is quickly assuming her job's many accounting duties, as well as fulfilling part of Phyllis' job.

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## Florida's Interesting Strategy for Boosting Schools' Low Reading Scores

*Editor's Note: At first blush, the results of a Florida intensive reading program looked good. But a closer inspection raised questions about the steps taken to boost low reading scores and whether the program really delivered the intended outcome. Read the following story to find out why.*

In March 2012, the Florida state Legislature passed a law requiring the 100 lowest-performing schools on the reading scores from the Florida Comprehensive Assessment Test (FCAT) to provide an extra hour of "intensive reading instruction" beyond the normal school day. For the most part, it appears to have

worked.

While other states have implemented extended-time programs, Florida's is unique in that it's the only one with a complete focus on reading.

The state Office of Program Policy Analysis and Government Accountability's review of the early results of the initiative shows that 66 of the 100 schools rose off the lowest performer list. Thirty remained on the list, while four closed. Some schools liked the program so much that 30 of them on the 2012-13 list opted to keep it for this school year, even though they were no longer on the list.

Laurie Lee, the deputy director of the state education department's Just Read, Florida! Office, said, "Did [the extra hour] contribute to their improvement? I would certainly think it did, just having that focus on reading, the intensity during that additional hour."

But in looking more closely at the results, some of the findings were paradoxical. Only 20 of the 100 schools performed better than those at demographically similar schools that did not add the extra hour for reading instruction.

After reading the above, we questioned whether adding an hour of instruction really improved the reading scores at the targeted schools. Or does it make more sense to just do it right the first time? By

switching to the Writing Road to Reading and training teachers in The Spalding Method, students would learn to read during the regular school day.

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## Education News Bits

### *From Education Week*

In the past decade, the number of **charter schools** has tripled and the number of students served has more than quadrupled, making charter schools the largest and fastest-growing element of the nontraditional public sector. The US has 5,500 charter schools responsible for educating 1.7 million students in the 2010-11 school year.

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To address the current **challenges facing school systems**, 54% of survey respondents agreed significant changes in the governance or structure of their school districts are needed. District officials say such factors as fiscal challenges and accountability pressures are driving this need to make changes.

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Public school administrators were recently asked to list the educational services that most influenced the operation of their district and could be viewed as **competitors of traditional public schooling**. The results:

58% - Private Schools

53% - Virtual or Online Schools

53% - Home Schooling

48% - Charter Schools

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According to the US Census Bureau, **per-pupil spending** in 2011 (the most current year for which data is available) dropped for the first time in 40 years. In addition, districts are still feeling the effect of the 2008 recession. In the 2007-08 school year, total K-12 spending was \$600 billion. In the 2010-11 school year, spending dropped to \$520 billion.

According to the National **Home Education Research Institute**, the US currently has 2.2 million home-schooled students. This accounts for 3-4% of America's K-12 students.

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A prominent researcher who reviewed **classroom textbooks promoted as aligned to the Common Core** judged them largely a “sham” to help boost publishers’ share of a \$9 billion annual market. The researcher, William Schmidt, and his team analyzed some 700 textbooks from 35 textbook series for grades K-8 that are now being used by 60 percent of public school students in the US. Of those textbooks claiming to be aligned to CCSS, Schmidt said some were “page by page, paragraph by paragraph” virtually identical to their old, pre-common-core versions.” Major publishers quickly rushed to their defense calling the research “shortsighted.”

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**Editor’s Note:** *Regarding these two Common Core articles below, SEI’s curriculum required no “major*

*transition” as 90% of our materials already correlated with CCSS. If schools adopted The Writing Road to Reading curriculum and enrolled teachers in our Multisensory Instruction of Language Arts course, their problems implementing CCSS would be solved.*

In taking an **early look at Common Core implementers** at four different schools throughout the US, a study finds that:

- The field hasn't produced enough good instructional materials that reflect the new standards, so educators are struggling to create their own;
- Professional development for the standards is too often quick and shallow; and
- Educators are caught in a tough spot as their students approach tests that aren't aligned to what they're being taught.

An article about Aaron Grossman, a curriculum specialist in Nevada’s Washoe County School District who is working on a **strategy for helping teach the new reading and math Common Core standards**, cites some of the challenges schools are facing implementing CCSS. These challenges include:

- Districts and teachers continue to struggle with finding instructional resources adequately aligned to the common core.
- There's still a big need for useful forms of

professional development and continued coaching support for teachers.

- While the standards were meant to be a major transition for educators, but the same sort of dramatic shift is not reflected in the textbooks and other resources that claimed to be aligned with the core standards.

## HUMOR CORNER

### What's "UP" with the English Language?

There is a two-letter word that perhaps has more meanings than any other two-letter word, and that is "UP."

It's easy to understand UP, meaning toward the sky or at the top of the list, but...

- When we awaken in the morning, why do we wake UP?
- At a meeting, why does a topic come UP?
- Why do we speak UP and why are the officers UP for election and why is it UP to the secretary to write UP a report?
- We call UP our friends.
- And we use it to brighten UP a room, polish UP the silver; we warm UP the leftovers and

clean UP the kitchen.

- We lock UP the house and some guys fix UP the old car.
- At other times the little word has real special meaning.
- People stir UP trouble, line UP for tickets, work UP an appetite, and think UP excuses.
- To be dressed is one thing, but to be dressed UP is special.
- A drain must be opened UP because it is stopped UP.
- We open UP a store in the morning but we close it UP at night.
- We seem to be pretty mixed UP about UP!
- To be knowledgeable about the proper uses of UP, look the word UP in the dictionary.
- In a desk-sized dictionary, it takes UP almost 1/4th of the page and can add UP to about thirty definitions.
- If you are UP to it, you might try building UP a list of the many ways UP is used.
- It will take UP a lot of your time, but if you don't give UP, you may wind UP with a hundred or more.
- When it threatens to rain, we say it is clouding UP.
- When the sun comes out we say it is clearing UP.
- When it rains, it wets the earth and often messes things UP.

- When it doesn't rain for awhile, things dry UP.

One could go on and on, but let's wrap it UP, for now our time is UP, so... it is time to shut UP!

Now it's UP to you what *you* do with this information.

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