

This document was printed from <http://www.ncte.org/policy-research/wwk/teacherprep/cochairscomments>.

## Literacy Teacher Preparation Task Force Cochairs Share Insights

In a [recent interview](https://web.archive.org/web/20191022232604/http://www.blogtalkradio.com/edutalk/2017/05/17/ncte-what-we-know-about-literacy-teacher-education) [<https://web.archive.org/web/20191022232604/http://www.blogtalkradio.com/edutalk/2017/05/17/ncte-what-we-know-about-literacy-teacher-education>] with Larry Jacobs of Ed Talk Radio, Dr. Louann Reid from Colorado State University and Dr. Victoria Risko of Vanderbilt University shared an overview of a new research advisory on literacy teacher preparation. This was a joint project of NCTE and the [International Literacy Association](https://web.archive.org/web/20191022232604/https://literacyworldwide.org/) [<https://web.archive.org/web/20191022232604/https://literacyworldwide.org/>] and you can read the [full report here](https://web.archive.org/web/20191022232604/http://www.ncte.org/policy-research/wwk/teacherprep) [<https://web.archive.org/web/20191022232604/http://www.ncte.org/policy-research/wwk/teacherprep>]. Below you'll find some excerpts from their conversation.



### Who is this advisory for?

The audience for the research advisory is people who are preparing teachers and then the literacy teachers we are preparing are in elementary, middle, and high schools. These are the people who help students to read and write and then more broadly read and write the world in not just print but also in visual images and critical literacy and all those kinds of literacies.

### What does a quality literacy teacher education program look like? What did the report show?

In this research advisory, we are reporting on the substantial evidence documenting the impact of teacher preparation courses on teacher learning, on their teaching practices in their classrooms as new teachers, and with some investigations, the impact of teacher preparation on pupil learning.

Literacy programs vary, yet high quality programs have 5 mutually enabling characteristics supported by research:

1. specific attention to knowledge development and application of this knowledge in the classrooms-teachers are teaching in authentic situations
2. prolonged engagements with students in k-12 settings
3. learning of prospective teachers develops with explicit guidance and application in specific settings
4. courses are tied together in a coherent fashion
5. specific attention to teaching diverse learners.

When programs have this coupling of supported mentoring and prolonged engagement in field settings, it is more likely that beginning teachers will teach with and maintain evidence-based literacy instruction in their classrooms as new teachers, and that these new teachers are more likely to persist and stay in the profession

### What's something interesting you learned?

Contrary to stories you often read in the media, there's evidence that new teachers do apply knowledge and skills they've gleaned from their teacher preparation programs in the classroom. But because initially survival is so important, they often don't do so until the 2nd and 3rd year of teaching. And, if these new teachers are told and made to forget what they learned in their preparation program by their new school, they are more likely to leave that school to go to another or to leave the profession entirely.

This underscores the importance of a coherent program that includes good relationships between preparation programs and the school districts where student teaching occurs. In places where this coherence is in place new teachers are more likely to stay in the profession which is a key to student success.

Copyright © 1998-2019 National Council of Teachers of English. All rights reserved in all media.  
1111 W. Kenyon Road, Urbana, Illinois 61801-1096 Phone: 217-328-3870 or 877-369-6283

Looking for information? Browse our [FAQs](https://web.archive.org/web/20191022232604/http://www.ncte.org/fag) [<https://web.archive.org/web/20191022232604/http://www.ncte.org/fag>], tour our [sitemap](https://web.archive.org/web/20191022232604/http://www.ncte.org/sitemap) [<https://web.archive.org/web/20191022232604/http://www.ncte.org/sitemap>], and [store sitemap](https://web.archive.org/web/20191022232604/https://secure.ncte.org/store/sitemap) [<https://web.archive.org/web/20191022232604/https://secure.ncte.org/store/sitemap>], or [contact NCTE](https://web.archive.org/web/20191022232604/http://www.ncte.org/contact) [<https://web.archive.org/web/20191022232604/http://www.ncte.org/contact>]

Read our [Privacy Policy](https://web.archive.org/web/20191022232604/http://www.ncte.org/privacy) [<https://web.archive.org/web/20191022232604/http://www.ncte.org/privacy>], [Statement and Links Policy](https://web.archive.org/web/20191022232604/http://www.ncte.org/links) [<https://web.archive.org/web/20191022232604/http://www.ncte.org/links>]. Use of this site signifies your agreement to the [Terms of Use](https://web.archive.org/web/20191022232604/http://www.ncte.org/terms) [<https://web.archive.org/web/20191022232604/http://www.ncte.org/terms>]