Strong readers need teachers who understand the **Science of Teaching Reading**

Elementary general education and special education teachers must have a strong foundation in evidence-based methods of teaching reading. When they do, all students, including English learners and those with dyslexia, can become strong readers.

What Can We Do?

1 Make the science of teaching reading a required part of **Teacher Preparation Programs**

ONLY 37% of teacher preparation programs in the U.S. teach the science of learning to read[1]

2 Assess the science of reading on **State Licensing Exams**

11 STATES Require all teacher candidates to demonstrate knowledge of the science of teaching reading in order to become licensed to teach[1]

5 STATES Require only general education teachers to demonstrate knowledge of the science of teaching reading in order to become licensed to teach[1]

All states should require elementary and special education teacher candidates to pass an assessment of the science of teaching reading.

3 Provide **job-embedded, targeted professional learning** for practicing teachers

66% OF DISTRICTS find providing targeted professional development a challenge[2]

There is a **30% REDUCTION** in the special education achievement gap when high-quality teaching is in practice[3]

Many students are referred to special education because they struggle to read or master basic math skills. It's imperative that special education teachers have the same expertise in evidence-based reading and math practices as general education teachers.

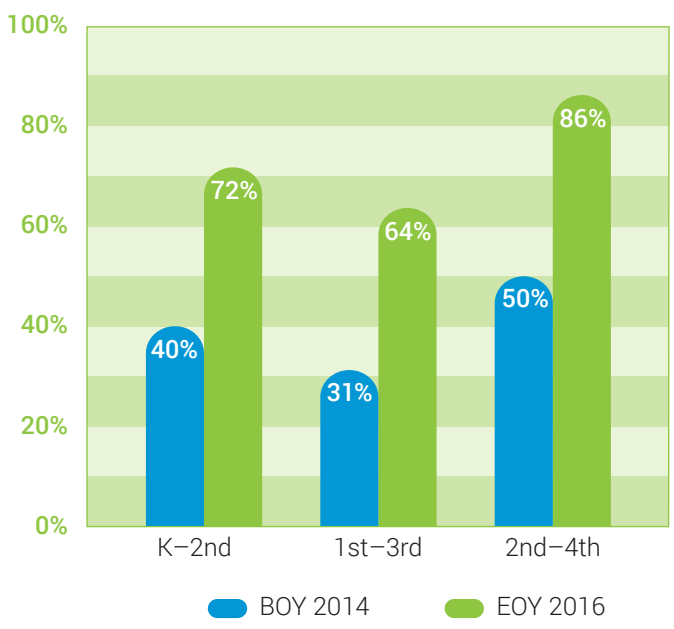
Long-term professional development should include:

- Instruction on evidence-based methods of teaching reading
- Guidance on implementing high-leverage practices (HLPs)
- Coaching, including modeling lessons and analyzing data

Improve Instruction, Improve Reading and Writing

It's a fact, **when teachers have more effective instructional skills, students are more successful.** Lincoln Unified School District in California achieved their goal of improving literacy achievement at the K-3 grade levels by implementing a sustained professional learning program with the help of CORE, a professional learning services provider.

Through reading instruction workshops and on-site teacher and leadership coaching, Lincoln USD students made significant gains over a three year period at every school and grade level.



Lincoln USD, California: DIBELS Percent Approaching or at Benchmark 2014–2016

If you'd like to strengthen special education and general education teachers' instructional skills to ensure all students excel, especially your most vulnerable, contact CORE to discuss how we can create a targeted professional learning program for your team.

CORE®

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Sources:

1. *Strengthening Reading Instruction through Better Preparation of Elementary and Special Education Teachers*. National Council on Teacher Quality. August 2018.
2. Speak Up Research Project for Digital Learning, 2017 Findings. Project Tomorrow.
3. Brookings Report, "The Importance of High Quality General Education for Students in Special Education," Setren and Gordon, April 20, 2017.