

Strong readers need teachers who understand the Science of 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 reading a required part of Teacher Preparation Programs



ONLY 37% of teacher preparation programs in the U.S. teach the science of learning to read¹

2

Assess the knowledge of the science of reading on State Licensing Exams

11 STATES require all teacher candidates to demonstrate knowledge of the science of reading in order to become licensed to teach¹



5 STATES require only general education teachers to demonstrate knowledge of the science of reading in order to become licensed to teach¹



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

3

Provide job-embedded, targeted professional learning for practicing teachers



66% OF DISTRICTS find providing targeted professional development a challenge²

There is a 30% REDUCTION in the special education achievement gap when high-quality teaching is in practice³



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:

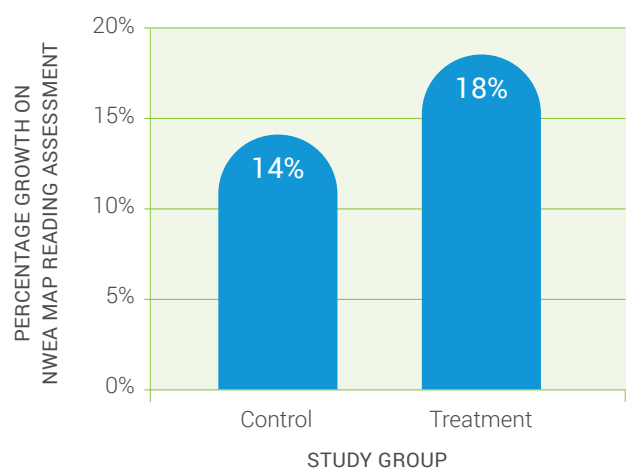
- Instruction on evidence-based methods of teaching reading, based on the science of reading
- Guidance on implementing explicit and systematic instruction on the essential reading skills
- Coaching, including modeling lessons and analyzing data
- Selection of assessments and curriculum materials that are designed based on the science of reading

Improve Instruction, Improve Reading and Writing

It's a fact – when teachers have more effective instructional skills, students are more successful. During the 2017-18 school year, CORE provided professional development and technical assistance to elementary teachers and administrators in Pajaro Valley Unified School District (CA), implementing, in addition to their broader ELA instruction, the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), a reading foundational skills program. A third-party study found that students in classes with teachers participating in CORE professional development showed significantly greater growth in reading skills than did students in classes with teachers who did not receive CORE Professional Development.

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

Comparison of Treatment and Control Group Percentage Reading Skills Growth Based (NWEA MAP Reading Skills Assessment; Adjusted Pretest Mean)



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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.