

What Indiana's Education Schools Aren't Teaching About Reading

National Council on Teacher Quality

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National Council on
Teacher Quality

In May 2006 the National Council on Teacher Quality (NCTQ) released a groundbreaking study, *What Education Schools Aren't Teaching About Reading – and What Elementary Teachers Aren't Learning*. The primary findings were disheartening: in a representative sampling of education schools in 35 states, only 15 percent of schools appeared to provide prospective elementary teachers with the most basic knowledge of effective reading instruction.

In response to interest generated by the national study, NCTQ issued an open letter to state school chiefs offering a comprehensive analysis of reading courses taught in all the teacher preparation programs in the state using the same methodology developed for the national study. In 2007, Indiana became the first state to accept this offer, commissioning NCTQ to look at how well the state's 45 education schools¹ were preparing Indiana's future teachers to teach children how to read.

Reading achievement in Indiana remains flat, despite the dedication of considerable state resources. The state wanted to examine whether part of the solution to its chronic student underperformance in reading might lie in teacher preparation, questioning whether the quality of undergraduate teacher preparation was adequate to meet Indiana's workforce and economic development interests. The preparation of elementary teachers to teach reading is a logical starting point, as students' future academic achievement is linked to the trajectory established by their early reading achievement. Indiana leaders were interested in exploring how the states' colleges and

¹ Although there are 45 education schools in the state, the study only includes 41 schools. Three institutions (Ancilla College, Earlham College, and Wabash College) do not offer training to elementary teachers and were therefore excluded. Vincennes University only offers a two-year program and was similarly excluded.

universities could strengthen their teacher preparation programs to improve K-12 student achievement statewide.

Indiana's Governor, the Superintendent of Public Instruction and the Commissioner for Higher Education worked together to enlist the cooperation of Indiana's teacher preparation programs.

At the request of the Indiana Department of Education's Center for Exceptional Learners, the study was broadened to include preparation of elementary special education teachers. This expansion allowed for the comparison of teacher preparation across the domains of general and special education.

Effective Reading Instruction

Student reading achievement in Indiana remains a chronic problem, one that is unfortunately shared throughout the country. Data from the National Assessment on Educational Progress (NAEP) show that the disappointing performance of Indiana students is very similar to the performance of students nationwide,

Figure 1 Fourth Grade Reading Achievement on the National Assessment of Educational Progress NAEP

	Indiana	National
Students Reading Below Proficient Level	67%	67%
Students Reading Below Basic Level	32%	33%
Free and Reduced Lunch Eligible Students Reading Below Proficient Level	81%	80%
Free and Reduced Lunch Eligible Students Reading Below Basic Level	46%	50%

The National Institutes of Health views the nation's reading problem as a significant, ongoing public health crisis. For more than forty years, the National Institute for Child Health and Human Development (NICHD) has followed tens of thousands of children and adults over decades to determine how people learn to read and why some people struggle. The resulting body of research has shown that while some children learn to read with apparent ease, a significant number of other children find the path to literacy far more difficult and by no means assured. In the case of these children, it matters very much what kind of curriculum and teaching strategies are used. By routinely applying the lessons learned from the scientific findings to the classroom, much reading failure is now considered largely avoidable. It is estimated that the current failure rate could be drastically reduced.

To do so, elementary classrooms must incorporate certain research-based practices, including:

- Early identification of children at risk of reading failure;
- Daily training in linguistic and oral skills to build awareness of speech sounds or *phonemes*;
- Explicit instruction in letter sounds, syllables, and words accompanied by explicit instruction in spelling;
- Teaching phonics, the understanding of the relationship between sounds and the letters that represent those sounds, in the sequence that research has found leads to the least amount of confusion, rather than teaching it in a scattered fashion and only when children encounter difficulty;

- Practicing skills to the point of “automaticity” so that children do not have to think about decoding a word when they need to focus on meaning;
- Concurrently with all of the above building comprehension skills and vocabulary knowledge;
- Frequent assessment and instructional adjustments to make sure children are progressing.

Regardless of race or poverty level, 40 percent of all kindergartners require this explicit, systematic approach in order to learn how to read. Most other kindergarteners appear to learn how to read regardless of the method by which they are taught.² Research has shown that academic success, as defined by high school graduation, can be accurately predicted by reading skill at the end of third grade.³ Avoiding or resolving reading difficulties early requires all students to have teachers skilled in providing explicit and systematic reading instruction.

Unfortunately, the path to getting these scientifically proven practices into the nation's classrooms has been anything but smooth. For more than a century, there has been deep philosophical disagreement about how children should be taught to read. The "Reading Wars" is generally meant to refer to the last two decades of the twentieth century, when the clash between whole language advocates and those supporting a skills-based approach reached its apex. But the Reading Wars raged long before then.

In the late 19th and early 20th centuries, progressive educators such as Horace Mann and John Dewey rejected the standard phonics-based approach to teaching reading.

² Lyon, G. Reid (1998) Overview of reading and literacy initiatives. Statement to the Committee on Labor and Human Resources.

³*Preventing reading difficulties in young children.* Snow, Catherine; Burns, M. Susan and Griffin, Peg, Editors; Committee on the Prevention of Reading Difficulties in Young Children. Washington, DC: U.S. Government Printing Office, p.21

Mann described letters as "skeleton-shaped, bloodless, ghostly apparitions" and encouraged teaching children whole, meaningful words.⁴ Starting in the 1930's, a strong movement to emphasize reading for meaning over mechanistic drills emerged.⁵ This "look-say" method encouraged early readers to memorize a core group of frequently used words and then use context clues to identify new words, in the process relegating phonics to "the position of an ancillary tool."⁶ The method gained ascendancy with the widespread adoption of the look-say readers, such as the *Dick and Jane* books.⁷

In 1955, Rudolph Flesch captured national attention with his book *Why Johnny Can't Read*. Flesch argued that Johnny couldn't read because educators and publishers were withholding phonics instructions from him. Flesch's scathing condemnation of the whole-word method whipped up support among parent activists, some educators, and federal agencies, spurring a phonics revival. Schools adopted phonics-based programs, but these programs stressed letter-sound associations through rote memorization at the expense of building comprehension strategies. Flesch succeeded in promoting phonics, but by oversimplifying reading, he turned it into a political and moral battle, unnecessarily polarizing educators around the two approaches.

Portending what was to come, reading expert Jeanne Chall cautioned against swinging the pendulum too far back to phonics. If schools overly emphasized phonics, wrote Chall in 1967, "the suggested cure will be a 'natural' approach – one that teaches

⁴ Quoted in Adams, Marilyn J. (1990). *Beginning to read: thinking and learning about print*. Cambridge, MA: MIT Press, pp. 22-23.

⁵ Adams, p. 23.

⁶ Adams, p. 23.

⁷ Adams, p. 37; Chall, Jeanne (1967). *Learning to read: The great debate*. New York: McGraw-Hill.

whole words and emphasizes reading for meaning and appreciation at the very beginning."⁸

Indeed, in the late 1960's two college professors, Frank Smith and Ken Goodman, launched the "whole language" movement. They argued that reading was a natural process that did not require formal drills. This concept took hold with progressive educators frustrated with dull phonics workbooks and spelling programs, interspersed too infrequently with good children's literature. By the mid-1980's, whole language had a dedicated following in education schools and among professional organizations, such as the International Reading Association and the National Council of Teachers of English.

By the 1980's, the scientific evidence was strong enough to debunk many of the assumptions underpinning whole language but also to challenge the ascendancy of stand alone phonics instruction. Persuading school boards, educators and textbook publishers to adopt the full set of scientific findings – many of whom had strong allegiances to either phonics or whole language, but to whole language in particular – would prove to be inordinately difficult. Strong academic efforts such as the Commission of Reading's *Becoming a Nation of Readers* (1985), Marilyn Jager Adams' *Beginning to Read* (1990) and the National Research Council's *Prevention of Reading Difficulties in Young Children* (1998) seemed only to add fuel to the fire, their message largely dismissed by most educators. The political tide did appear to turn when test scores in school districts using whole language curricula plummeted. In 1997, California's whole language experiment ended abruptly after its reading scores fell to the lowest in the nation, scoring only higher than Guam.

⁸ Chall, p. 308.

In an effort to end the reading wars and definitively determine the most effective strategies for teaching young children to read, the U.S. Congress commissioned the National Reading Panel (NRP), a panel of reading experts tasked with reviewing decades worth of reading research. In 2000, the NRP issued its landmark report *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*. Charged by Congress to assess the research base and effectiveness of various approaches to teaching children to read, the NRP set a high standard for the research it would review, limiting its purview to scientific, quantitative studies. The panel concluded that effective reading instruction includes explicit, systematic teaching of phonemic awareness and phonics, guided oral reading to improve fluency, direct and indirect vocabulary building, and exposure to a variety of comprehension strategies. (See Figure 1) The evidence for phonemic awareness, phonics and fluency was especially strong. Although less research about effective strategies for improving vocabulary and comprehension was available, the panel concluded that these two components were equally important to reading mastery. The panel also found that whole language instruction – with its emphasis on connecting children with meaningful text as the key to developing fluency and comprehension – that ignores or obscures phonics and phonemic awareness was ineffective, especially for students with poor language skills and little exposure to print. Finally and importantly, the panel noted that explicit preparation "for both new and established teachers" has been shown to produce higher student achievement.

Figure 2 The Basic Components of Effective Reading Instruction	
Phonemic Awareness	The ability to hear, identify and manipulate the individual sounds, or phonemes, in spoken words.
Phonics	The understanding that there is a predictable relationship between phonemes, the sounds of spoken language, and graphemes, the letters and spelling that represent those sounds in written language.
Reading Fluency	The ability to read text accurately and quickly
Vocabulary Development	Development of stored information about the meanings and pronunciation of words necessary for communication. There are four types of vocabulary: <ul style="list-style-type: none"> a. listening vocabulary – the words needed to understand what is heard b. speaking vocabulary – the words used when speaking c. reading vocabulary – the words needed to understand what is read d. writing vocabulary – the words used in writing
Comprehension Strategies	Strategies for understanding, remembering and communicating with others about what has been read

Summarized from *Put Reading First: The Research Building Blocks for Teaching Children to Read*⁹

While some findings by the National Reading Panel were initially met with resistance, with many educators expressing skepticism over its methodology and findings, no subsequent work of serious scholarship has refuted its findings.

Study Methodology

Selection of Education Schools

This study includes all 41 institutions in Indiana that house education schools offering undergraduate elementary teacher preparation programs. Institutions only offering graduate¹⁰ or secondary programs were not included. By including all

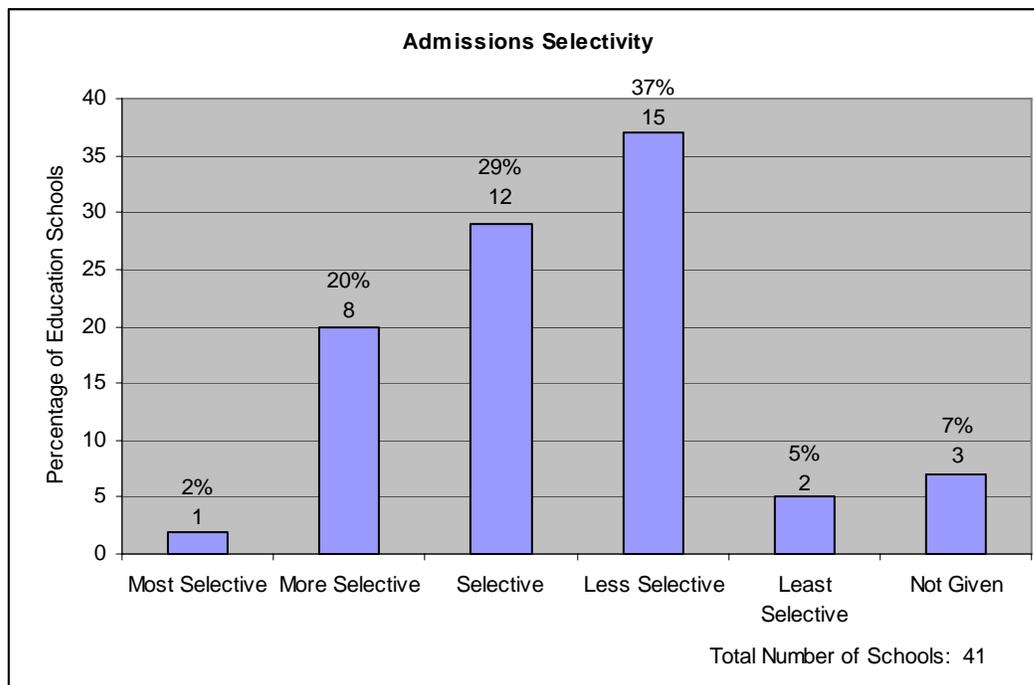
⁹ Armbruster, Bonnie; Lehr, Fran and Osborn, Jean. *Put Reading First: The Research Building Blocks for Teaching Children to Read*. National Institute for Literacy, 2001.

¹⁰ The University of Notre Dame responded to the request for information although it only offers a graduate preparation program, and was included in the study. In addition, DePauw University was

undergraduate preparation programs in the state, the study sample includes institutions that differ on important characteristics including size, location, selectivity, population and accreditation (see Figures 2–6).

This study looks at the preparation of both elementary general education teachers and elementary special education teachers. Of the 41 institutions included in this study, 12 do not prepare elementary special education teachers. Therefore, the study includes analyses of 41 institutions' general education programs and 29 institutions' special education programs.

Figure 3



included although it was in the process of changing to a 5-year program. All data in this study refer to DePauw's former undergraduate program, which was in operation at the time of data collection and analysis.

Figure 4

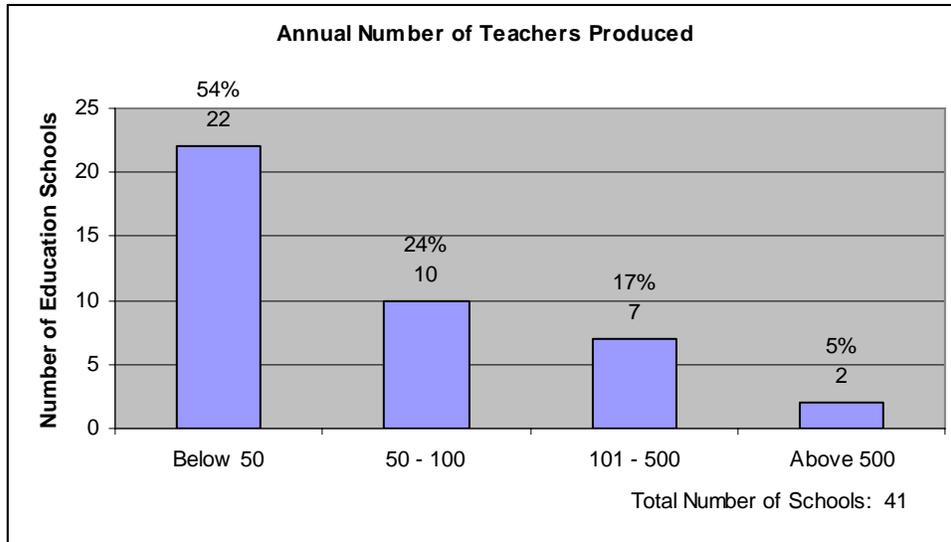


Figure 5

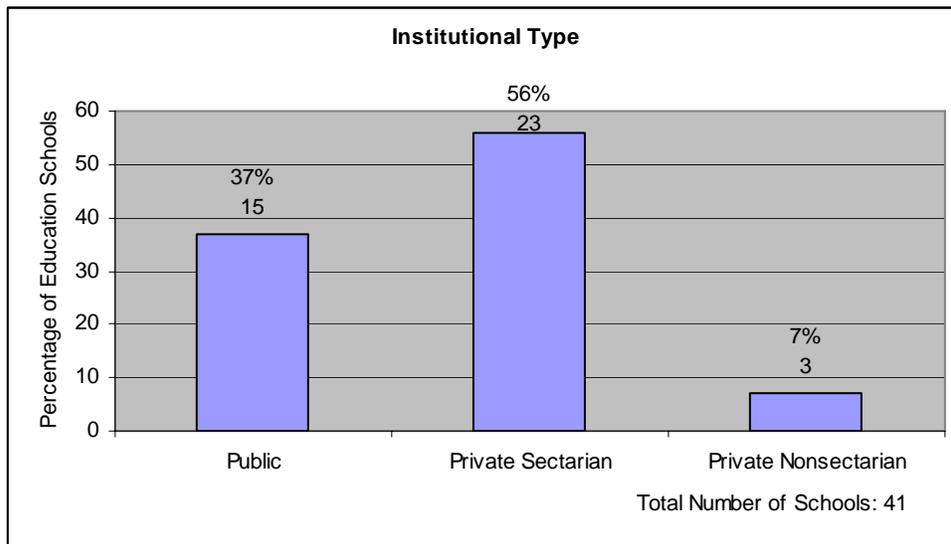


Figure 6

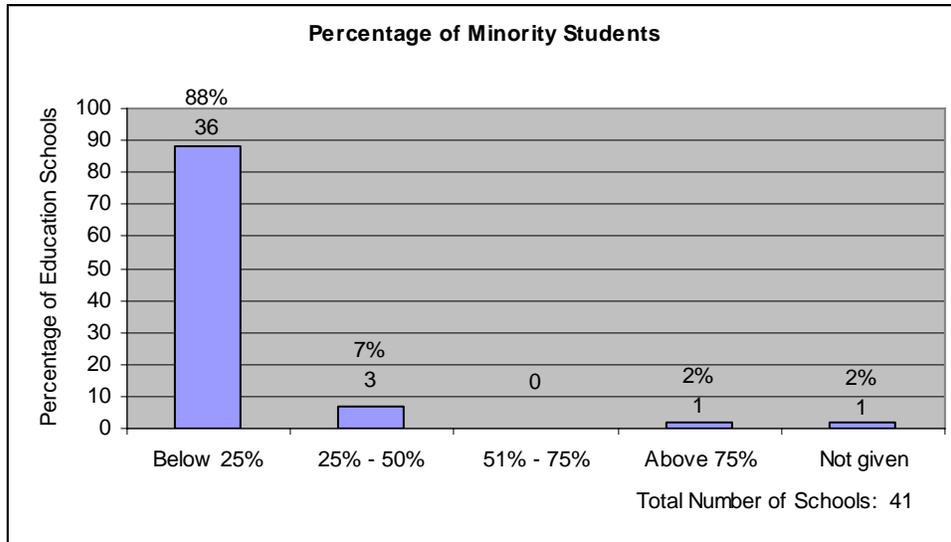
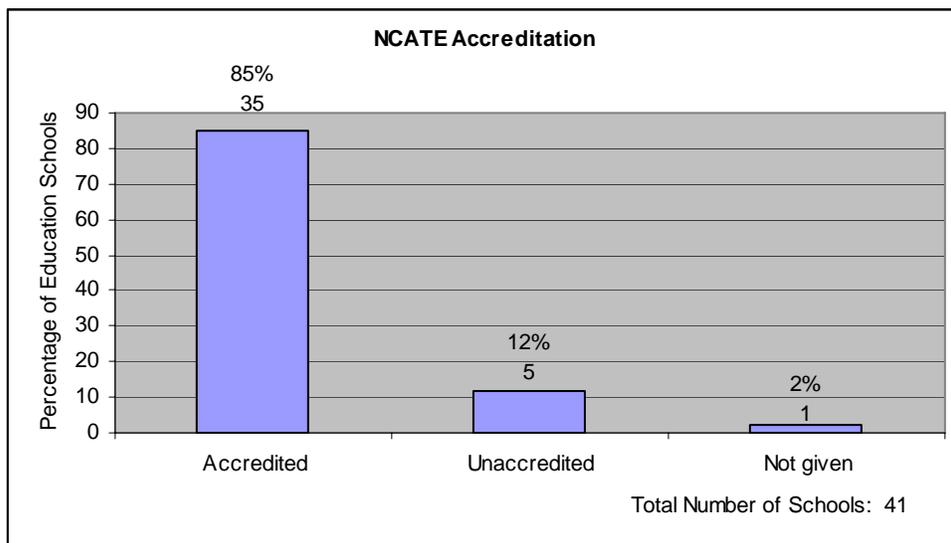


Figure 7



Selection of Courses

In April 2007 the Indiana Commission for Higher Education sent a request to each of the qualifying institutions, asking them to identify their elementary reading courses.

Institutions were asked to identify any and all courses that met the following three criteria:

1. Any course that teaches **early reading instruction**. This included courses focusing on the areas of "early reading," "language arts," "reading assessment," "corrective reading," "reading across the content areas," or any courses that referenced reading methodologies.
2. Any reading course required of a teacher aspiring to teach **kindergarten through fifth grade** and seeking elementary/primary generalist, elementary/intermediate generalist or exceptional needs: mild intervention/elementary certification in Indiana.
3. Only **required** reading courses. Elective coursework was not included as the purpose of the study was to determine the content in reading instruction that an institution deemed essential and in which *all* teacher candidates graduating from that institution would have been trained.

All required courses identified by institutions were included in the study, although some appeared not to include any aspect of early reading instruction. Identified courses that were determined not to be required of *all* students were excluded, with the exception of courses where students were required to choose among a specific and finite set of options. In a few cases, additional required courses were identified by NCTQ; upon verification from the institution, these courses were added to the study. Out of a total of 189 submitted course syllabi, this identification and screening process resulted in a total

sample of 169 courses, 162 required of teacher candidates in general education programs, and 116 required for special education teacher candidates.¹¹

Obtaining the Syllabi and Purchasing Texts

The institutions were also asked to provide the syllabus for each identified course. This was a departure from the methodology used in NCTQ's national study, in which the syllabi were collected without the cooperation of the institutions in the sample. Three education schools declined to cooperate with the request from the Indiana Commission for Higher Education, and did not identify courses and/or provide syllabi. Because the study's purpose was specifically to analyze *all* education schools in Indiana, these institutions were not excluded. This ensured that the findings were not dependent upon (or tainted by) response rate. Required reading courses at these institutions were identified according to the criteria above and syllabi were obtained through Internet searches or by hiring students to collect them. The study thus includes every required course at each of Indiana's 41 institutions providing elementary teacher preparation, making it possible to accurately analyze the full program at each institution.

Syllabi were screened to ensure that they were current and complete. Where syllabi representing multiple sections of a single course were provided, one section was selected at random. Syllabi were also screened to identify the texts and other readings required for each course. Every required text that had not already been reviewed by NCTQ for the national study was purchased. Newer editions of previously reviewed texts were also obtained.

¹¹ Many courses were required of both general education and special education teachers.

Evaluating Institutions

Although individual courses are the unit of analysis, the purpose of this study was not to pass or fail individual courses. The intent, rather, was to consider all of the required coursework overall to determine whether or not the *program* graduates students that have received sufficient and appropriate training in effective reading instruction. An individual course might cover two of the five components of good reading instruction, while another course covers the remaining three. It is quite possible that an elementary education program might use the content of two, three, or four courses to deliver the full spectrum of teacher training in this area. For that reason, the findings of this study are not based on whether individual courses passed or failed. Rather, the methodology combined all of the scores from all of the required reading courses at the same institution.

This study looked at the reading courses required for teacher candidates preparing for both general elementary certification, offered at all 41 institutions in the sample, and elementary special education certification, offered at only 29 of the 41 institutions in the sample. Of the 29, the required reading courses for both general elementary and special education were identical at 19 institutions. There were differences in the requirements for general education and special education teachers at 10 institutions, resulting in separate analyses of each program.

Rating the Courses

Courses were analyzed to assess the degree to which the five components of effective reading instruction identified by the National Reading Panel report – phonemic

awareness, phonics, fluency, vocabulary and comprehension – were taught. Each course was rated on three factors:

1. The quality of the required texts for teaching the basic components of effective reading instruction;
2. The lecture time devoted to teaching the five components;
3. Any kind of assignment that was given to students in which they would demonstrate their knowledge of reading instruction: writing assignments; tests, quizzes or exams; and demonstrations or practice of a particular skill.

The methodology used for this study accounts for the fact that a syllabus is only a limited representation of the content of a course. Ideally, course content would be assessed by observing each lecture. As auditing each lecture of more than one hundred courses is simply not practical, the methodology errs on the side of caution, granting institutions the benefit of the doubt. Consequently, this study only evaluated whether courses included rudimentary coverage of effective reading instruction; courses need not provide extensive and/or exemplary training to score well. A course could provide only cursory treatment of the science of reading and still receive high ratings if it included required readings of high quality.

Rating the Syllabi

Each of the syllabi was reviewed and separately rated by two reviewers in a blind review process. The reviewers, who were all practitioners with extensive background training in the science of reading instruction, were trained to use the scoring rubric. If the two reviewers were unable to reach consensus, a third reviewer was available to break

any ties. If a syllabus lacked sufficient detail to allow the researchers to make reasonable judgments, the syllabus was rated as “unclear.” It should be noted that a course never received a low rating on the basis that the syllabus did not contain sufficient information.

In evaluating the syllabus, the reviewers looked for evidence that each of the five components of effective reading instruction was the topic of 1) part of a lecture; 2) one complete lecture; 3) multiple lectures; or 4) not covered at all. Two lectures devoted to a single component were deemed sufficient to receive the maximum score, even though in practice a course would need to spend far more time than two lectures to explain the more difficult concepts to grasp, such as phonemic awareness. Nevertheless, the bar was kept low to avoid giving a low rating to any institution which could be considered borderline.

When considering the lectures, the reviewers generally did not have enough information from the syllabi to speculate about the quality and specific content of the lecture or class discussion. For example, a course that simply listed “phonics” as a lecture topic would still receive full credit, even though the instructor might have spent the lecture telling students why phonics should be considered an elective strategy.

Even in instances when the syllabus provided evidence to the reviewers that a lecture did not align with the science of reading, though it purported to teach about one or more component, the course *still* received full credit for covering the topics. The purpose of the syllabi review was to quantify time spent on the five reading components, not to try and assess the content that was delivered.

The reviewers also analyzed whether students in the course were expected to demonstrate their knowledge of effective reading instruction by different kinds of assignments and/or assessments.

The process and methodology for reviewing syllabi is described in further detail in Appendix A.

Rating the Texts

The evaluation of the texts was a separate process from the analysis of the syllabi. Texts reviews were conducted by literacy experts hired as consultants for this project. Text reviewers did not evaluate syllabi, and syllabus reviewers did not evaluate texts. The text reviewers had no knowledge of the syllabi ratings for the courses using particular readings or texts.

Texts reviewed for the national study were not reviewed again unless a new edition was available. The courses in this study used 49 textbooks already reviewed. 121 new reviews were conducted. The figure below summarizes how texts were rated; a more detailed description of the process and methodology for reviewing texts is described in Appendix A.

Figure 8 How Texts Were Rated

Rating	Explanation
Acceptable core textbook	The text accurately and thoroughly covers all five components of good reading instruction.
Acceptable supplemental	The text accurately and completely covers one or more, but not all, of the five components of effective reading instruction and is suitable as a supplemental reading for a course.
Not acceptable core textbook	The text was intended to be a comprehensive source on effective reading instruction but was inaccurate and/or incomplete.
Not acceptable supplementary	The text was intended to cover some aspect of reading instruction but did not cover even one component of effective reading

	instruction in an accurate and/or complete manner
Not relevant ¹²	The text was not intended to teach teachers how to provide effective reading instruction.

The study design accommodated possible ways in which a reviewer’s judgment about a text might lead to the wrong conclusion about a course. First, an instructor might assign a reading to serve as an example of different viewpoints – for example, as an illustration of the history of the reading wars. However, it seemed unlikely that an instructor trying to illustrate multiple sides of the debate would only include readings that supported one side. Because courses earned high ratings for appropriate content without a corresponding deduction of points for inappropriate content, there is no resulting penalty to a course that might be using texts in such a manner.

The second accommodation dealt with the possibility that instructors might rely on lectures almost exclusively to deliver content, seldom referring to the material contained in the texts. For example, an education school might require the use of certain assigned texts. The methodology anticipates this scenario by making it possible for a course to pass even if the texts were rated inadequate. Even if the texts were not rated highly, a course could still pass if there were evidence that about one third of the lectures were dedicated to the science of reading.¹³

The third accommodation considered that many instructors might use only a portion of a particular text. Only one or two chapters might be referenced from a book

¹² Some textbooks required for these courses were deemed irrelevant based on titles and content unnecessary for the study (children's literature, grammar handbooks, career guides etc.) and, therefore, were not reviewed. Others were evaluated by the expert reviewers and determined to be irrelevant.

¹³ It is also possible and seemingly just as likely that an instructor might choose to ignore texts of good quality; there does not appear to be any bias that makes one scenario more likely than the other.

that is far more comprehensive in nature, or a supplemental text might be used in connection with a lecture topic for which it is not appropriate. In many cases, the syllabus indicates the extent to which a course relies on a particular text by listing the daily reading assignments. To the extent possible, text ratings for a particular course were made in consideration of how the text was used. When this could not be determined, the benefit of the doubt was given that the text was used in a suitable manner.

Findings

Finding No. 1: Most education schools in Indiana are not teaching the science of reading.

An overall score for each elementary program (general education and/or special education, as applicable) was computed based on how much exposure to the five components of effective reading instruction its required reading courses gave to teacher candidates. Education schools that provided exposure to all five components received a score of 100 percent, with schools that taught only one out of five components receiving a score of 20 percent. Schools that taught none of the five components received a zero. For one program, an overall score could not be computed, because the syllabi were too vague to enable reviewers to assess either the quantity or quality of what the courses covered.

Almost all of the 41 institutions in the study earned a "failing grade," in spite of the fact that the study design makes it quite easy for an institution to pass. Mere

reference to each of the five components of effective reading instruction could have earned an institution a passing score, yet few were able to meet this relatively low bar.

Only 11 out of 70 programs¹⁴ (16 percent) were found to teach all the components of the science of reading. These 11 programs were housed at eight institutions, six of which passed for all elementary programs and two of which passed for only one elementary program.

Institutions That Passed for All Elementary Programs

- Franklin College -- general education program¹⁵
- Indiana University – South Bend – both general education and special education programs
- Indiana University-Purdue University – Indianapolis -- both general education and special education programs
- Purdue University – both general education and special education programs
- Purdue University – Calumet¹⁶ -- general education program
- Purdue University – North Central¹⁷ -- general education program

Institutions That Passed for Only One Elementary Program

- Huntington College – special education program only; the general education program failed
- Indiana State University – special education program only; the general education program failed

¹⁴ 41 general education programs and 29 special education programs

¹⁵ Franklin College does not offer a special education program.

¹⁶ Purdue University-Calumet does not offer a special education program.

¹⁷ Purdue University-North Central does not offer a special education program.

Only eight of the 41 institutions in the state (20 percent) offer a program for elementary candidates that teaches the five components. Two of these eight, however, only cover all five of the components of effective reading instruction in their special education programs, neglecting the need for general elementary teacher candidates to acquire such knowledge.

To summarize, *only six of the 41 institutions in Indiana (15 percent) ensure that all elementary teacher candidates –whether in their general education or special education programs – have been exposed to the science of reading.* These institutions are Franklin College, Indiana University-South Bend, Indiana University-Purdue University-Indianapolis, Purdue University, Purdue University-Calumet, and Purdue University-North Central.

Figure 9 – Evidence of Reading Science in Indiana's Education Schools

Elementary General Education Programs

<p>100% <i>Passed, adequately treated all five of the components</i></p> <p>Franklin College Indiana University – South Bend Indiana University/Purdue University – Indianapolis Purdue University Purdue University – Calumet Purdue University – North Central</p>	<p>40% <i>Failed to treat adequately 3 of the 5 components</i></p> <p>Indiana Wesleyan University Saint Mary's College</p>	<p>0% <i>Failed to treat adequately any of the components</i></p> <p>Ball State University Butler University Hanover College Indiana University – Northwest Indiana University – Southeast Indiana University/Purdue University – Columbus Manchester College Martin University Oakland City University Saint Joseph's College Taylor University – Fort Wayne University of Evansville University of Notre Dame University of Southern Indiana</p>
<p>80% <i>Failed to treat adequately 1 of the 5 components</i></p> <p>Valparaiso University</p>	<p>20% <i>Failed to treat adequately 4 of the 5 components</i></p> <p>Calumet College of St. Joseph Goshen College Grace College and Theological Seminary Huntington College Indiana University – Bloomington Indiana University – Kokomo Indiana University/Purdue University – Fort Wayne Marian College Saint Mary-of-the-Woods College Taylor University University of Saint Francis</p>	<p>Unclear</p> <p>Tri-State University</p>
<p>60% <i>Failed to treat adequately 2 of the 5 components</i></p> <p>Anderson University Bethel College DePauw University Indiana State University Indiana University - East University of Indianapolis</p>		

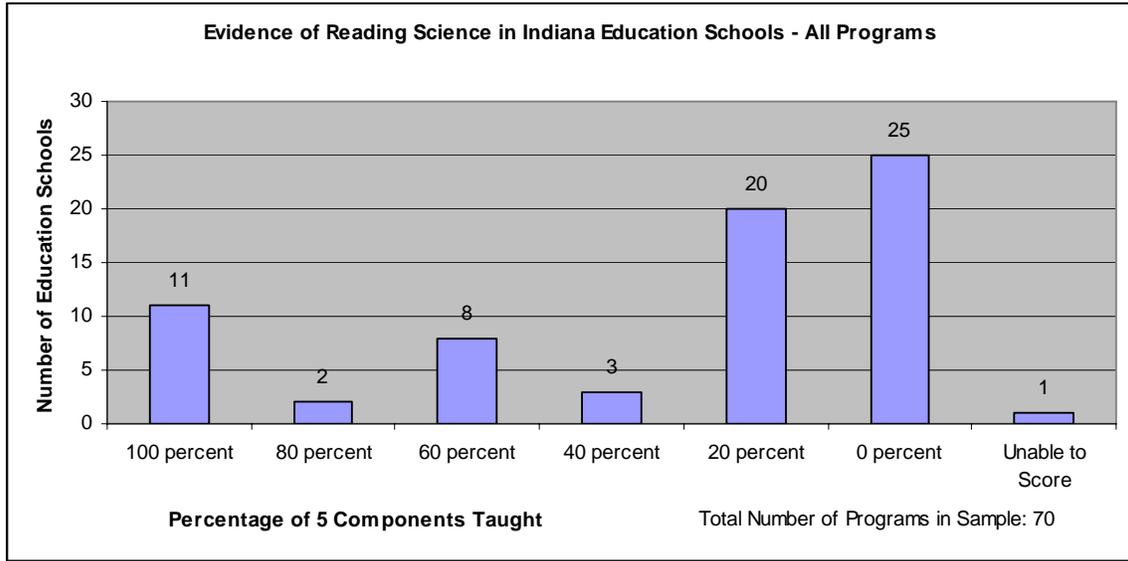
Figure 10 – Evidence of Reading Science in Indiana's Education Schools

Elementary Special Education Programs

<p>100% <i>Passed, adequately treated all five of the components</i></p> <p>Huntington College Indiana State University Indiana University – South Bend Indiana University/Purdue University – Indianapolis* Purdue University*</p>	<p>40% <i>Failed to treat adequately 3 of the 5 components</i></p> <p>Indiana Wesleyan University</p>	<p>0% <i>Failed to treat adequately any of the components</i></p> <p>Ball State University* Butler University* Indiana University – Northwest* Indiana University – Southeast* Indiana University/Purdue University – Columbus* Manchester College* Martin University Oakland City University* Taylor University – Fort Wayne* University of Evansville University of Southern Indiana*</p>
<p>80% <i>Failed to treat adequately 1 of the 5 components</i></p> <p>Valparaiso University*</p>	<p>20% <i>Failed to treat adequately 4 of the 5 components</i></p> <p>Goshen College* Grace College and Theoretical Seminary* Indiana University – Bloomington* Indiana University/Purdue University – Fort Wayne Marian College Saint Mary's College Saint Mary-of-the-Woods College* Taylor University* University of Saint Francis</p>	
<p>60% <i>Failed to treat adequately 2 of the 5 components</i></p> <p>Anderson University* University of Indianapolis*</p>		

* denotes a program in which the general education and special education requirements are identical

Figure 11 – Evidence of Reading Science in Indiana's Education Schools



**Figure 12 – Evidence of Reading Science in Indiana's Education Schools
Elementary General Education Programs**

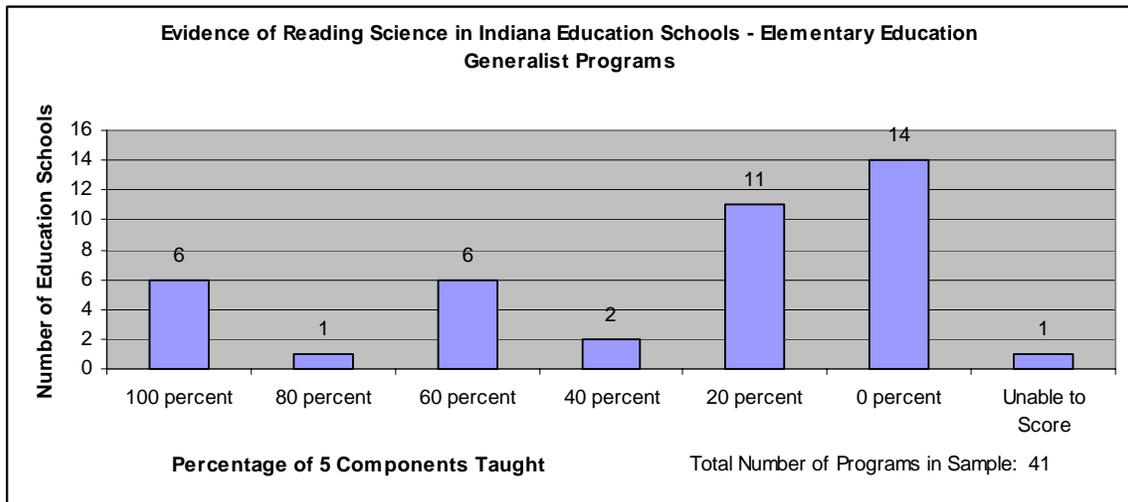
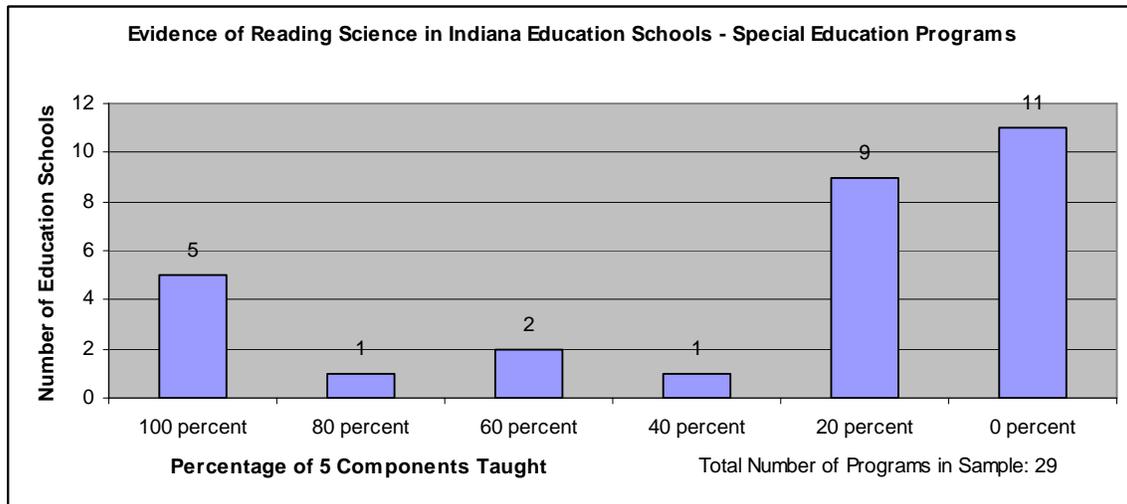


Figure 13 – Evidence of Reading Science in Indiana's Education Schools Elementary Special Education Programs



The percentage of passing programs coincides with the percentage that passed in the original sample in NCTQ's national study. Indiana schools are about as likely as schools nationally to expose teacher candidates to the science of reading. However, at the other end of the spectrum, Indiana schools differ significantly from the national sample. While about 30 percent of institutions in the national study made no reference to the science of reading in their courses, nearly 40 percent of institutions in Indiana failed to address any of the five components, even though many of these institutions identified as many as **six** courses as purportedly preparing teacher candidates to teach reading.

Finding No. 2: *Institutional characteristics do not make some programs more likely than others to teach the science of reading.*

The study considered the institutional characteristics of Indiana's education schools in order to determine whether these characteristics might make certain programs more likely to teach the science of reading. As shown in Figures 2-6, accreditation status, number of teachers produced each year, admissions selectivity, public/private status, and minority enrollment were evaluated. The small number of Indiana institutions teaching the science of reading is diverse in terms of most of these characteristics, and there appears to be little to suggest that institutional characteristics are influential in this regard. However, there are noteworthy findings related to some of these characteristics.

National accreditation does not guarantee high quality reading instruction. As in NCTQ's national study, accreditation by the National Council for Accreditation of Teacher Education (NCATE) does not increase the likelihood that an Indiana education school will teach the science of reading. Although approximately 50 percent of education schools nationally are accredited by NCATE, a full 85 percent of Indiana's education schools have NCATE accreditation. Nearly all of the schools that were teaching the science of reading have NCATE accreditation, but that is only a small percentage of schools in the state. Nearly all of the schools that were *not* teaching the science of reading – a much higher percentage – also have NCATE accreditation.

In sum, NCATE accreditation offers no assurance that teacher candidates will be exposed to effective reading instruction.

The more selective education schools in the state do not expose teacher candidates to the science of reading. With only one exception, all of the schools that were found to teach the science of reading are categorized as "less" or "least" selective institutions. While too few schools passed overall to generalize that less selective schools are more likely to teach the science of reading, it is indeed surprising that none of the institutions categorized as "most" or "more selective" and only one out the 12 schools categorized in the middle range of "selective" are exposing prospective teachers to effective reading instruction.

The largest teacher producers in the state do not teach the science of reading. More than half of the state's education schools produce fewer than 50 teachers per year across multiple programs, and more than three quarters graduate fewer than 100 teachers per year. Less than ten institutions across the state produce more than 100 teachers annually, and only two graduate more than 500 teachers. The two largest producers – Indiana University Bloomington and Ball State University – graduate more teachers each year than all of the small producers combined. Yet these two schools do not expose prospective teachers to the science of reading.

In sum, based on the size of the programs that *are* teaching the science of reading, it appears a safe conclusion that most teachers prepared in the state of Indiana are not exposed to effective reading instruction.

Finding No. 3: *There are few differences between the preparation that is required for general education teachers and what is required for special education teachers.*

Requirements are in some cases less for special education teachers.

Unlike NCTQ's national study, this study also looked at the preparation that prospective elementary special education teachers receive in reading. As important as it is for every elementary teacher to know the most effective strategies for teaching children to read, expertise in this area is of paramount importance for special education teachers, since reading disabilities account for about 80 percent of all learning disabilities.¹⁸ In light of the high incidence of reading disabilities and the fact that the standard for this study was only *exposure* to effective reading instruction, it might be expected that all special education programs would meet this bar. The findings, however, are quite the opposite.

Of the 29 institutions that offer elementary special education programs, 19 require the identical coursework in reading for special education candidates as for general education candidates. Most of Indiana's institutions do not feel that special education teachers need any additional training in this area beyond what general education teachers receive. Even when the reading preparation for the general elementary education teacher is exemplary, special education teachers need more in terms of both knowledge and skills, such as learning to identify reading difficulties, implement corrective reading strategies and deliver related assessment adequately and appropriately.

¹⁸ Snow, p. 89.

Only 10 of the 29 institutions offering certification for both general elementary education and special education actually had different reading requirements.¹⁹ Five programs – Indiana Wesleyan University, Marian College, Martin University, Saint Mary's College, and the University of Evansville – actually required teachers preparing to teach elementary special education to take *less* coursework in reading than teachers preparing to teach general elementary education. Most of the remaining institutions did require additional coursework in reading for their special education teachers, but usually this coursework did not include exposure to the components of effective reading instruction.

Figure 14 Special Education Program Breakdown

Institution	Does the institution offer an elementary special education program?	Are the required reading courses for general ed and special ed teachers the same?
Anderson University	Yes	Yes
Ball State University	Yes	Yes
Bethel College	No	
Butler University	Yes	Yes
Calumet College of St. Joseph	No	
DePauw University	No	
Franklin College	No	
Goshen College	Yes	Yes
Grace College and Theological Seminary	Yes	Yes
Hanover College	No	
Huntington College	Yes	No
Indiana State University	Yes	No

¹⁹ As described in the methodology section of this report, institutions identified the courses that included preparation in reading instruction. Fourteen institutions with special education programs indicated that their reading coursework requirements were different for special education than for general education. However, upon review, the syllabus reviewers found all of the additional coursework identified by four of these institutions to be irrelevant to the teaching of reading. Institutions identified courses such as "Math Concepts and Manipulatives," "Learning and Motivation for All Grades," "Exploring Teaching as a Career," and "Introduction to Educational Technology and Computing," as additional required reading courses that special education teacher candidates must take.

Indiana University	Yes	Yes
Indiana University – East	No	
Indiana University – Kokomo	No	
Indiana University – Northwest	Yes	Yes*
Indiana University – South Bend	Yes	No
Indiana University – Southeast	Yes	Yes*
Indiana University/Purdue University – Columbus	Yes	Yes
Indiana University/Purdue University – Fort Wayne	Yes	No
Indiana University/Purdue University – Indianapolis	Yes	Yes
Indiana Wesleyan University	Yes	No
Manchester College	Yes	Yes
Marian College	Yes	No
Martin University	Yes	No
Oakland City University	Yes	Yes*
Purdue University	Yes	Yes*
Purdue University – Calumet	No	
Purdue University – North Central	No	
Saint Joseph's College	No	
Saint Mary's College	Yes	No
Saint Mary-of-the-Woods College	Yes	Yes
Taylor University	Yes	Yes
Taylor University – Fort Wayne	Yes	Yes
Tri-State University	No	
University of Evansville	Yes	No
University of Indianapolis	Yes	Yes*
University of Notre Dame	No	
University of Saint Francis	Yes	No
University of Southern Indiana	Yes	Yes
Valparaiso University	Yes	Yes

* denotes schools that provided additional coursework for their special education programs, but all courses were deemed irrelevant upon review.

Figure 15

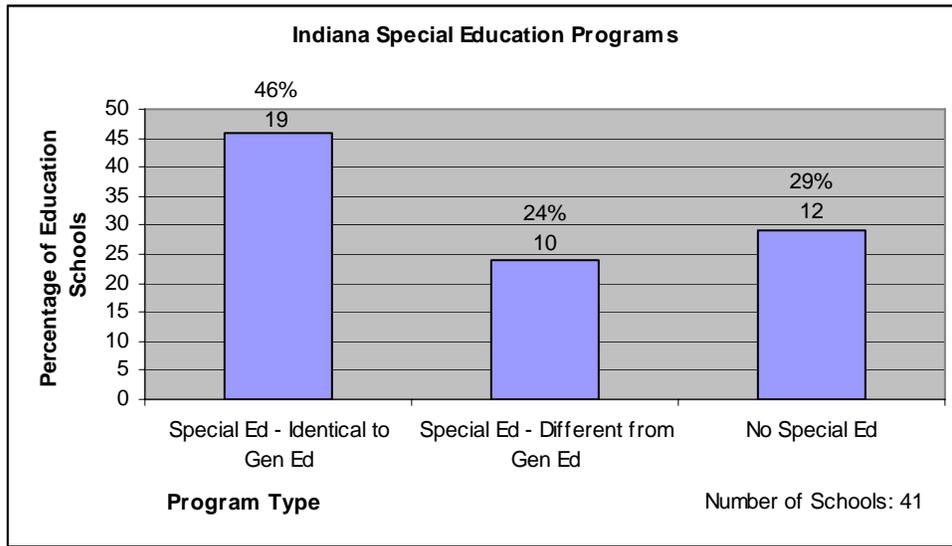


Figure 16

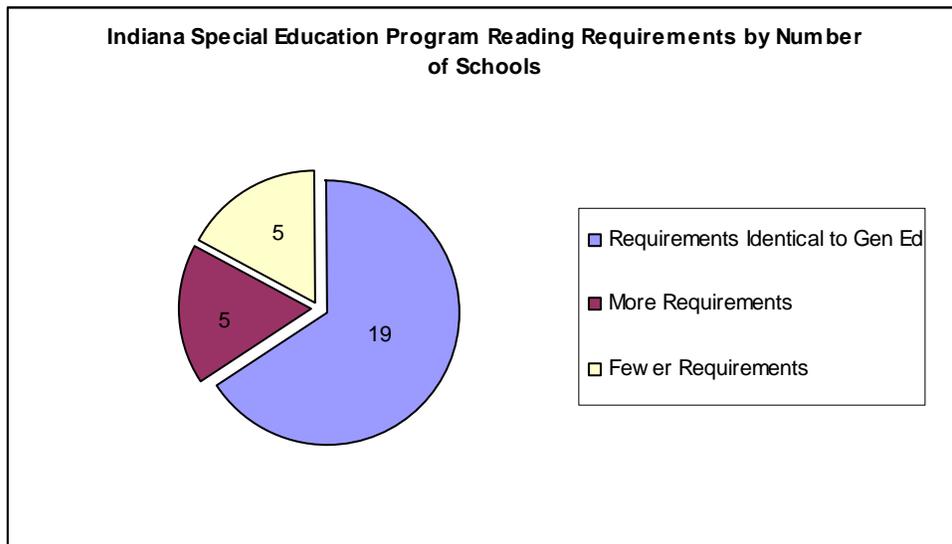


Figure 17 Institutions Requiring <i>Less</i> Preparation in Reading for Special Education Teachers
Indiana Wesleyan University
Marian College
Martin University
Saint Mary's College
University of Evansville

Finding No. 4: *Most programs ignore the science of reading, or present it as an approach that is no more valid than others.*

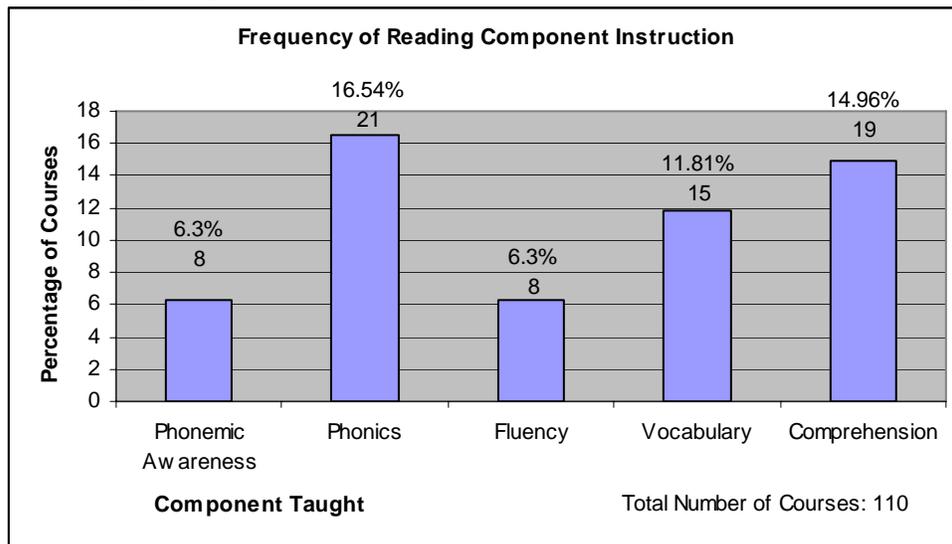
Courses were analyzed to determine which individual components of effective reading instruction (phonemic awareness, phonics, fluency, vocabulary and comprehension) were taught with the most regularity. Similar to NCTQ's national study, the component taught most frequently in Indiana's reading courses was phonics, taught in 1 out of 4 courses, followed closely by comprehension, taught in slightly more than 1 out of 5 courses. (See Figure 16)

This finding might be surprising to those who equate "phonics" with scientifically based reading instruction, and assume that phonics instruction is anathema to those philosophically opposed to the science of reading. One possible explanation for the high occurrence of phonics relative to the other components (and relative to the overall failure of Indiana's education schools to teach the science of reading) is that instructors are less

ideologically opposed to phonics instruction than they are reluctant to teach what they themselves do not know. This hypothesis is bolstered by the fact that phonemic awareness and fluency, the two "newest" components – in terms of the recency of research connecting these components to effective reading instruction – were the least likely to be addressed in required reading courses.

No matter the reason for the frequency that phonics was taught compared to the other four components, it was rarely taught well. It was clear from the analysis that in many cases where phonics was addressed it was generally done so in a perfunctory manner – and/or as one of a set of strategies that teachers might use in reading instruction. This, combined with the fact that three out of four courses did not address phonics, suggests that philosophy is indeed still the primary explanation for why teacher educators are not teaching the science of reading.

Figure 18 – What Single Component of Effective Reading Instruction is Taught Most Frequently?



Most required reading courses in Indiana's education schools continue to expose teacher candidates to reading strategies that do not reflect the findings of the National

Reading Panel report. When the reading science is included in courses, it is most commonly presented as a strategy that has no more validity than other approaches. The best way to illustrate these findings is with quotes directly from the syllabi and texts. These quotes all come from courses in which the specific purpose was to teach reading (as opposed to courses determined to be irrelevant by the syllabus reviewers or courses which included reading but as one of multiple purposes). Particularly egregious or inflammatory quotes are not presented here; quotes were selected that are *representative* of an entire syllabus or text.

Content Incompatible with the Science of Reading. Numerous courses include content that is not based on the science of reading, emphasizing such topics as teaching reading through literature or writing and cueing systems. Other courses attempt to address the science, but inaccurately present key findings.

"It's very difficult to talk about one without relying upon the other."²⁰ –*From the introduction to a literacy methods course at the University of Southern Indiana, describing children's literature and literacy.*

"We will explore the constructivist underpinnings of [early childhood] curriculum as well as its classroom manifestations..."²¹ – *Part of a course description from Butler College*

²⁰ Instructional programs that rely on children's literature to teach literacy skills embed phonics and the other skill development in reading and writing activities. Counter to the scientific research, skills like letter-sounds relationships are taught incidentally, usually based on key letters that appear in student reading materials, rather than providing the explicit and systematic instruction in a predetermined sequence proven. This is not to say that children should not have access to good literature; it just should not be the basis of skills instruction. See *Put Reading First*, p. 17

"Examine the writing process and its function as a means of gaining literacy competency"²² – *An objective from a course at Bethel College*

"This class examines children's play and its relationship to reading development..."²³ – *Part of a course rationale St. Mary-of-the-Woods College*

"Students will develop an understanding of the relationship between language cueing systems and the reading act."²⁴ – *Part of a course's statement of intent at Indiana University Southeast*

Content that Portrays the Science of Reading as an Approach That Is No More Valid Than Others. The methods future teachers will use to teach reading once they are in their own classrooms are repeatedly cast as a personal decision. Strategies are presented as being equally valid, and how one teaches reading is merely a teacher's own decision about what suits him or her best. This ignores the widespread and compelling scientific evidence to the contrary.

²¹ Constructivist learning theory is based on the work of the psychologist Lev Vygotsky and forms the basis of the whole language approach to reading.

²² Writing and reading are both literacy skills. The whole language approach to reading emphasizes independent writing as a means to gaining reading skills; this is contrary to providing explicit and systematic instruction in reading skills.

²³ The National Reading Panel did not find any relationship between play and reading development.

²⁴ One of the primary assumptions of the whole language approach to reading is the use of context cueing, which involves having children identify new words by discerning their meaning in the context of the text, as opposed to teaching children to decode the sounds of a new word to read it.

"Pre-service teachers will respond to and discuss their own and others' personal reading and writing experiences and apply that knowledge to working with children." –*A goal for a course at Indiana State University*

"Examine and determine what processes in our model of reading can and should be taught and assessed." – *One of a course's objectives at Indiana University-Northwest*

"Articulate a personal theoretical position and philosophy of reading/literacy that will provide a foundation for literacy instruction in your classroom." – *One of a course's objectives at Tri-State University*

"It is very important to examine our assumptions, attitudes and beliefs because they are what often drive our pedagogical decisions. Throughout the semester [we] will discuss the forces that are shaping our choices and try to come to terms with what we really believe. In interview situations, you will most likely be asked to describe your reading program and defend your position. This exercise will help you to be able to answer confidently, as well as go into your first classroom knowing what you believe about good reading instruction. The final class session will be a sharing of the journey of our reading philosophies. You may do this traditionally via a 3-5 page paper OR you can do an arts-based representation (poem, collage, reader's theater, big book, song, dance etc.) Students who are willing to explore with this non-traditional evaluation form will be rewarded for their risk with highly inflated grades because I believe you will learn more from taking

the risk and explaining your process than from writing a traditional paper. – *One of a course's assignments at Goshen College*

"Now that you have learned about assessing and teaching literacy skills to students at all levels, write a personal philosophy statement about your approach to literacy instruction. Think about what you value, what you plan to do in your own classroom, and why you will use the methods that you select. Be sure to include in your statement information about how you plan to work with students who are considered to be struggling readers/writers." – *Culminating assignment for a course at St. Mary-of-the-Woods College*

The study also found that many courses that are supposed to focus on reading instruction include many other unrelated or semi-related topics, for example the teacher candidate's reading and writing skills or the teacher as a professional. While these may well be important topics for prospective teachers to address, it is deeply problematic to spend the limited time that should be devoted to effective reading instruction on these areas. The following quotes demonstrate some examples; it should be reiterated that these quotes are taken only from courses in which the specific purpose was supposedly to teach reading.

"Students will create a classroom web site that represents his/her professional philosophy, provides activities for students as well as parents, and demonstrates the ability to organize a successful classroom website." – *An assignment from a course at Manchester College*

"Each student will need to obtain and review the school improvement plan for the host school." – *An assignment from a course at Purdue University-Calumet*

"You will keep a notebook in which you write regularly in order to develop yourself as a writer." -- *A course assignment at Butler University*

"You will learn to do something you have been wanting to learn to do for the past while (change the oil in your car, play a simple tune on the guitar, make tamales, turn flips while swimming laps, batik fabric etc.) in order to monitor how you learn and what you think about as you learn something new." – *a course's culminating project at Goshen College*

Finding No. 5: Few required texts address the science of reading. Many courses still rely on texts that predate the National Reading Panel report.

This study reviewed every required reading for each required reading course. Other than observing all of the lectures for each required reading course in the state, the required texts for these courses provide the best indication of what instructors are teaching and what prospective teachers are learning. These texts reflect the content that instructors believe is most important to know about reading instruction. While the purpose of the course syllabus is to provide an outline of the course, the texts provide essential detail.

One of the most surprising findings in NCTQ's national study was the sheer volume of reading texts in use. The earlier national study included reviews of more than

200 texts. No single text was in use in more than a handful of courses, and it was clear that there was no consensus within the field about scholars or texts that serve as essential reading. In contrast, NCTQ's recent national study of teacher preparation in mathematics, *No Common Denominator: The Preparation of Elementary Teachers in Mathematics by America's Education Schools*, identified about a dozen textbooks in use in a sample of a similar size.

The texts required in Indiana's reading courses, however, show that the national reading study did not come anywhere close to identifying all of the reading texts in use in programs preparing elementary teachers to teach reading. While the average number of texts per course in the national study was 1.8, in Indiana it was 2.5. The Indiana study included a total of 170 texts, of which 49 were also reviewed for the national study and 121 were reviewed for the first time for the Indiana study. This increase cannot be attributed to the fact that the national study did not include special education coursework, since only 19 texts were required in courses that only prospective special education teachers must take.

One might have reasoned that the wide variation in texts in the national study might have to do with regional preferences and contexts as well as specific states' standards for teacher preparation. The findings in Indiana do not support that notion. The large number of texts in use in Indiana's education schools shows that the field is truly a free-for-all, with every instructor selecting texts according to his or her own personal criteria.

This free-for-all might be of little concern if the texts in use were of high quality. Unfortunately, the texts required by Indiana's education schools are of no better quality

than the dismal findings of the national study. The quality of almost all of the reading texts required in Indiana is poor. Their content includes little to none of the science of effective reading instruction, and in many cases, the content is inaccurate and/or misleading.

Of the 170 texts included in this study, literacy experts found only five (2.9%) that were acceptable as general, comprehensive textbooks for a reading course. Each of these texts was in use in only a single course, and three of these courses were only required in special education programs.

Figure 19 Acceptable Comprehensive Textbooks

Author	Title	Year	Required for General Ed or Special Ed
Bos, Candace S. & Vaughn, Sharon	<i>Strategies for Teaching Students with Learning and Behavior Problems</i> (6th ed)	2006	Special education only
Carnine, Douglas W., Silbert, Jerry, Kame'Enui, Edward J., & Tarver, Sara	<i>Direct Instruction Reading</i> (4th ed)	2003	Special education only
Tompkins, Gail E.	<i>Literacy for the 21st Century: Teaching Reading and Writing in Grades 4 Through 8</i>	2003	General education only
Birsh, Judith R.	<i>Multisensory Teaching of Basic Language Skills</i> (2nd ed)	2005	Special education only
Graves, Michael F., Juel, Connie, & Graves, Bonnie B.	<i>Teaching Reading in the 21st Century</i> (4th ed)	2006	General education only

Another 27 texts were considered suitable for teaching one or more components of effective reading instruction, and just one of these texts was required only by a special education course. Most of the remaining texts were rated unacceptable, whether they

were intended for use as comprehensive or as supplemental materials. These texts either failed to address the science of reading entirely or conveyed it inadequately or inaccurately. Some additional texts were classified as not relevant, because they were not designed to teach any aspect of reading instruction. This rating is not meant to indicate inferior quality; the rating makes no judgment on quality at all. Though these texts were irrelevant to teaching reading, they may have dealt quite appropriately with ancillary topics such as language arts, study skills, or data analysis. Appendix C provides a nearly complete list of all the reviewed texts and their ratings, omitting children's literature and topics entirely unrelated to reading.²⁵

With so many texts found to be unacceptable, the question arises as to whether instructors are continuing to assign outdated texts, published before the National Reading Panel report, or whether they are assigning more recent texts, but which ignore the National Reading Panel's findings. The answer appears to be a healthy dose of both. Of the 81 unacceptable comprehensive and supplemental texts, 20 were published prior to the 2000 publication of the National Reading Panel report, and 61 were published after. Only six courses require the NRP report itself as a text that prospective teachers must read.

²⁵ As noted earlier, in addition to children's literature some courses included as required texts teacher biographies, career guides and similarly unrelated topics. These texts are not included in Appendix C.

Figure 20 – Ratings for Texts²⁶

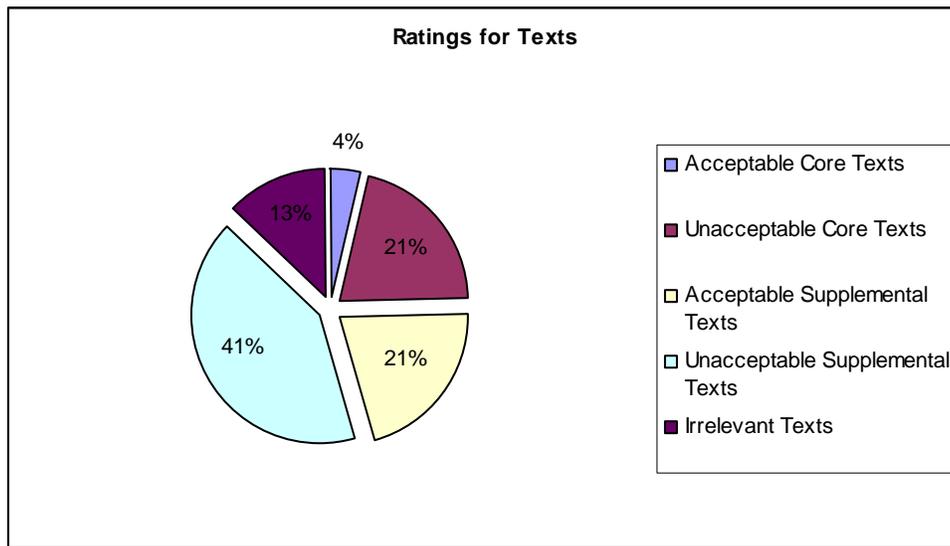


Figure 21 – Most Frequently Read Texts in Indiana

Text	Author	Rating	Times Used
<i>Literacy for the 21st Century: A Balanced Approach</i> (4th ed)	Tompkins, Gail E.	Not acceptable core	15
<i>Remediating Reading Difficulties</i> (4th ed)	Crawley, Sharon J. & Merritt, King	Not acceptable core	7
<i>Flynt-Cooter Reading Inventory for the Classroom</i> (5th ed)	Flynt, E. Sutton & Cooter, Robert B.	Not acceptable supplemental	7
<i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i> (3rd ed)	Bear, Donald R., Invernizzi, Marcia, Templeton, Shane R., & Johnston, Francine	Acceptable supplemental	6
<i>Teaching Reading in Today's Elementary Schools</i> (9th ed)	Roe, Betty D., Smith, Sandy H., & Burns, Paul C.	Not acceptable supplemental	6
<i>Self-Paced Phonics: A Text for Educators</i> (4th ed)	Dow, Roger S. & Baer, G. Thomas	Not acceptable supplemental	6
<i>Put Reading First: The Research Building Blocks for Teaching Children to</i>	Armbruster, Bonnie B. & Osborne, Jean	Acceptable supplemental	6

²⁶ The figure does not include texts required in courses deemed to be irrelevant.

<i>Read</i>			
<i>Phonics They Use: Words for Reading and Writing (4th ed)</i>	Cunningham, Patricia M.	Not acceptable supplemental	6
<i>Guided Reading: Good First Teaching For All Children</i>	Fountas, Irene C. & Pinnell, Gay Su	Not acceptable supplemental	6

Finding No. 6: *Few courses reflect a scholarly approach to the science of reading. Most courses do not require students to read research studies or to prepare an academic paper that requires research. Course requirements and expectations are generally low level.*

The failure of so many courses to address the scientific research about effective reading instruction is consistent with most courses' overall approach to training teachers in reading instruction. This approach can be summed up best by what it lacks: The overwhelming majority of courses preparing teacher candidates in reading are marked by a noticeable absence of scholarship. Although many courses claim to be "research-based," few require students to read directly from research studies or scholarly journals. Still fewer assign students to write a research paper, which would require them to organize, analyze and synthesize multiple perspectives. The study identified only eight courses (7%²⁷) that required any sort of research paper.

Quite the contrary from assignments that require the critique of someone else's perspective, most courses include assignments that call for students to present their own feelings and observations. The most common assignment is a "literacy memoir," in which students reflect on their own experiences learning to read:

²⁷ The percentage is based on the total number of relevant courses, not the total identified by institutions.

"Reflect on your own personal experiences with reading in the elementary grades" –
course assignment from Bethel University

"History of Self as a Reader Paper: Each student will reflect on their development and history as a reader or as a non-reader, (however you see yourself) and will write a short paper describing that development and history." – *course assignment from Indiana University-Southeast*

"Write a personal narrative from your earliest reading memories. This may include remembrances of how your home literacy practices as well as your school formal reading instruction helped shape you as a beginning reader. Think about how your personal experiences may be shading your thinking about teaching students to read." – *course assignment from Goshen College*

Courses include few assignments that require practical application of skills and knowledge. Teacher candidates seldom have to develop lesson plans and even less frequently are asked to simulate delivering instruction in a classroom setting. Many courses appear to emphasize fun over learning, with few activities assigned to students that would require the aspiring teacher to demonstrate an understanding of how children learn to read.

"Pre-service teachers will participate in Literature Circles with peers while reading a Newberry-quality chapter book." – *course assignment from Indiana State University*

"Participate in monthly book discussion groups using literature read by students in middle childhood." – *course assignment from Butler University*

"Students will select a poem to share with the class. The student should provide copies of the poem for all classmates. In addition to reading the poem aloud, the student will provide at least one suggestion for how the poem could be used to enhance learning." – *Course assignment at Indiana University/Purdue University-Columbus, in which students receive more credit for bringing enough copies for each class member than for connecting the poem to an instructional purpose.*

"Read a Newberry Award, Newberry Honor book, or other award-winning or recommended historical fiction novel... It must also be longer than 100 pages. It should be a book that you haven't read before. Create a "Culture Kit" to go along with your book..." – *course assignment at the University of Southern Indiana*

The extra credit policies of many courses provide further evidence of their low academic rigor. Teacher candidates can receive additional points toward their course grade for such activities as giving blood (Bethel College), bringing treats to class (University of Indianapolis) and, in one course, praying for the struggling reader being tutored (Taylor University-Fort Wayne). While all of these may be worthwhile activities, the fact that they contribute to students' grades is alarming. Many courses also offer extra

credit for joining local or national reading organizations (for example at Indiana University Bloomington and the University of Saint Francis), including some that are staunchly opposed to the science of reading.

Finding No. 7: Many schools identified highly irrelevant courses as related to preparing elementary teachers to teach reading, suggesting they may not have a clearly articulated approach to addressing this critical area of teacher preparation.

As discussed in the methodology section, the process for identifying the required reading courses at each institution in Indiana was conducted quite differently than what was done for NCTQ's national study. Unlike the national study, in which courses were identified and materials were collected without the cooperation of the institutions in the sample, Indiana institutions were asked to identify and provide syllabi for any course that included preparation in early reading instruction. As a result of the institutions themselves identifying the relevant courses, it was expected that considerably fewer courses that turned out not to include any aspect of early reading instruction would be included than in the national study, which purposefully cast the widest possible net. However, this did not turn out to be the case.

The 41 Indiana institutions included in this study originally identified a total of 189 required reading courses. Yet the syllabus reviewers found that 59 of these courses did not contain any aspect of reading instruction.²⁸ The reviewers found them to be all together irrelevant to the topic of preparing prospective teachers to teach children how to

²⁸ Twenty additional courses originally identified by institutions were excluded because they were not required of all students in the program.

read. Examples of such course titles include "Introduction to Literature," "Media for Children," "Science Methods and Technology" and "Art across the Curriculum."

Institutions most certainly wanted to portray their programs in the best possible light, and so it is understandable that they would want to submit any and all courses that might increase their overall score. But that so many irrelevant courses were identified suggests a more problematic explanation than simple hopeful over-identification. It appears that these institutions may not have a clear framework for how they prepare teachers to teach reading, and they may not really know which courses are and are not addressing particular aspects of this essential area of teacher preparation. Further, it is important to note that this large over-identification of courses cannot be attributed to an integrative approach to reading across the curriculum, as these courses were found not to include *any* aspect of reading instruction.

Special education programs were even more likely to identify irrelevant courses. The 41 general education programs identified 30 irrelevant courses, while the 29 special education programs identified 42 irrelevant courses. Several special education programs, including Oakland City University and Purdue University identified more than eight courses, few of which included reading instruction at all. Course titles included "Math Concepts and Manipulatives," "Learning and Motivation for All Grades," "Exploring Teaching as a Career," and "Introduction to Educational Technology and Computing." Either many of these courses are intended to include reading instruction and do not, or programs lack a systematic and defined approach to reading instruction.

Figure 22

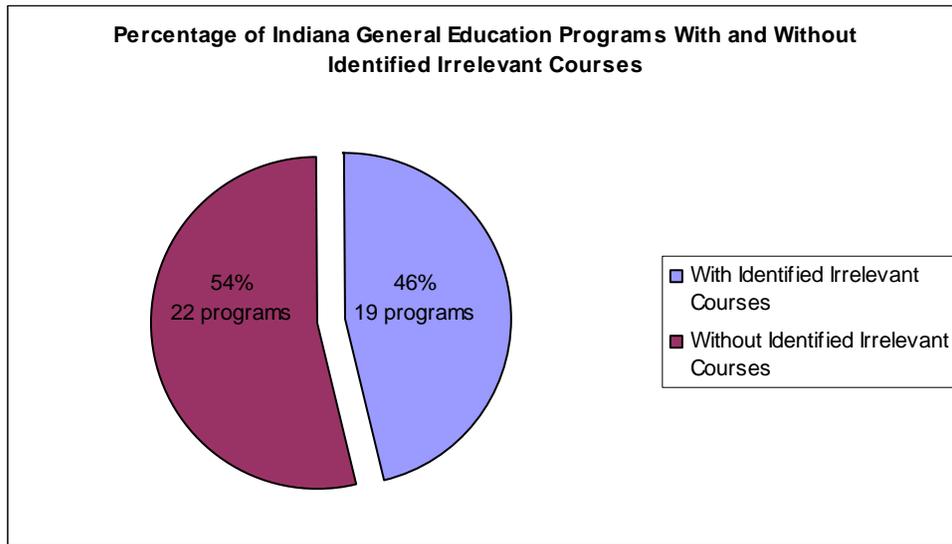
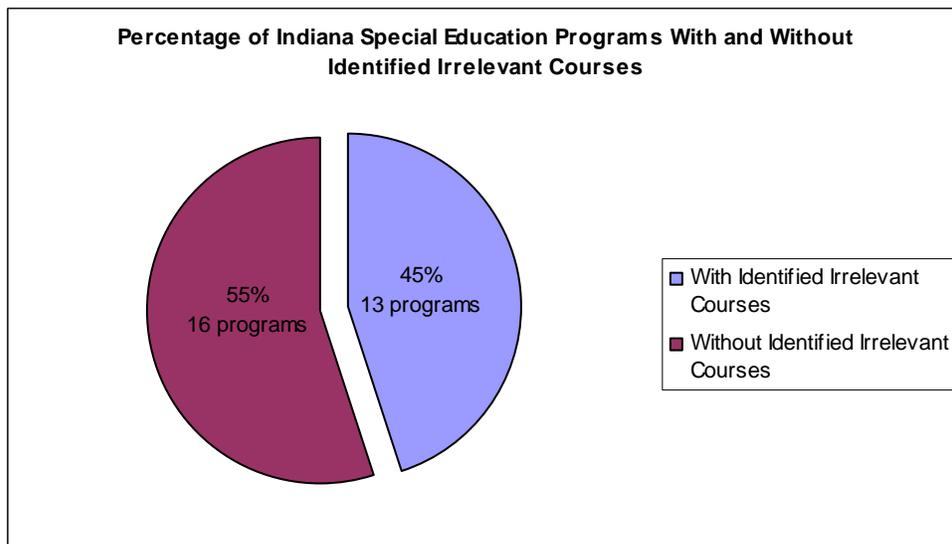


Figure 23



Finding No. 8: *Indiana's own weak standards in what teacher candidates need to know about reading instruction may help to explain why so few institutions teach the science of reading.*

All teacher preparation programs are subject to the state's approval and oversight. Indiana does not mandate the professional education coursework that teacher candidates must take to qualify for licensure, but rather, identifies a set of standards that teacher preparation programs must meet. This standards-based approach has become increasingly popular in many states, as it is intended to give programs greater flexibility in how they deliver content. The syllabi reviewed for this study showed a keen awareness of Indiana's standards relating to reading instruction. The syllabi for 45 percent of courses included the specific standards as part of the syllabus itself.

Unfortunately, this awareness of the state's standards is unrelated to better teacher preparation in effective reading instruction, because the standards do not address the science of reading. Indiana embeds its reading standards into its English Language Arts content area standards for early and middle childhood generalists. The standards are very broad and make no mention of scientifically based reading instruction. They do not reflect the five components of effective reading instruction or the findings of the National Reading Panel.²⁹

Of course, there is nothing in Indiana's standards that *prevents* education schools from incorporating the science of reading. But in the absence of this guidance from the state, programs are left with more than flexibility to decide *how* their teacher candidates will learn the components of effective reading instruction; they are left with the flexibility

²⁹ National Council on Teacher Quality. *Indiana State Teacher Policy Yearbook 2007*, p. 35

to decide *if* their teacher candidates will learn the components of effective reading instruction. The results of this study show quite definitively how most education schools in Indiana are inappropriately exercising that flexibility.

Recommendations

Despite extensive scientific evidence on the most effective ways to teach young children to read, most education schools in the state of Indiana are not exposing elementary teacher candidates to this science. It is approaching a decade since the National Reading Panel issued its report, which would seem to be sufficient time for its findings to be fully incorporated into practice, particularly for new teachers.

Unfortunately, the failure of the academic community to make the science of reading central to teacher preparation means that students in Indiana and across the country continue to be deprived of effective reading instruction.

Fortunately, there are practical steps that can be taken to remedy the state of teacher preparation in reading in Indiana, and none are excessively costly or complicated. Since this report focuses specifically on Indiana, all recommendations are directed to the state and its education schools.

The State of Indiana

First and foremost, Indiana needs to improve its reading standards and require a licensure test based on those standards. The state of Indiana already has a set of standards whose purpose is to communicate the state's expectations to its teacher preparation programs. Unfortunately, in the area of reading instruction, these standards

are broad, and do not include the science of reading in general or the five components of effective reading instruction. The state should revise these standards – for both general education elementary teachers and special education elementary teachers – so that they clearly and specifically direct institutions that they must train teachers in the science of reading. Indiana already has standards in place, so there does not appear to be a philosophical objection to establishing guidelines for the state’s education schools.

But improving the state’s standards is only the first step. Strong standards are certainly important and necessary, but, in and of themselves, they provide no assurance that education schools will teach to them. A licensure test is the only practical way to ensure that the state’s expectations are met. Indiana does require elementary general and special education teacher candidates to pass the Praxis II Reading Specialist Test prior to licensure; however, multiple studies of Praxis reading tests have deemed most tests in this series, including the Reading Specialist test, inadequate for assessing knowledge of scientifically based reading instruction.³⁰ The state should require a test that teachers cannot pass without sufficient knowledge of the science of reading.

The requirement of a test that specifically assesses teacher’s knowledge of the science of reading would serve two critical functions. It would assure school districts that they are hiring new teachers who already possess the fundamental understanding of effective reading instruction. It would also show which institutions were successfully training teacher candidates in the science of reading. Those schools that face strong internal

³⁰S. Stotsky, "Why American Students Do Not Learn to Read Very Well: The Unintended Consequences of Title II and Teacher Testing," *Third Education Group Review* 2 No. 2 (2006); and D. W. Rigden, *Report on Licensure Alignment with the Essential Components of Effective Reading Instruction* (Washington, D.C.: Reading First Teacher Education Network, 2006).

resistance to teaching the science of reading may be able to overcome this challenge if their students must pass a specific test on it before they can receive a teaching license.

Only a handful of states currently require a stand-alone test that assesses a teacher's knowledge of the reading science. In particular, the tests in Massachusetts and Virginia stand out for the quality of their assessments, and could serve as effective models. Notably, Connecticut has recently adopted Massachusetts's test, demonstrating a willingness on the part of Massachusetts to share what it has developed.

Indiana should also ensure that adherence to state standards are factored into its process for approving education schools. A minimum pass rate on a rigorous test of the science of reading should be required for program approval. In general, Indiana's oversight of its programs does not appear to be very stringent, as it has placed only one education school on probation in the last three years.³¹ The state should consider failure to properly train teachers in the science of reading as grounds for withholding state approval.

Unlike some states, Indiana does not require national accreditation for programs as part of the state approval process. As the results of this study show that national accreditation offers no assurance of high quality reading instruction, the state should continue to keep accreditation entirely separate from its approval process.

The state might also consider ways that it can play a role in educating higher education institutions, school districts, prospective teachers, as well as the general public, about the importance of ensuring that teachers are well prepared to teach children how to read. In addition to setting policy, the state is also in a unique position to help see that

³¹ States are required under federal law to identify and publicly report on low-performing programs. These reports are available at: <https://title2.ed.gov/Title2DR/StateHome.asp>.

changes are enacted at a practical level. If the Indiana Department of Education, Commission for Higher Education, Governor's office, State Board of Education and Education Roundtable all work together and identify improving the quality of teacher preparation in reading as a statewide priority, much can be accomplished. Until that time, taxpayer and tuition dollars will continue to be spent poorly, and Indiana students will continue to lack well trained teachers.

Education schools

It seems clear that Indiana's higher education institutions that train prospective teachers need to build faculty expertise in the science of reading. Whether the primary explanation for the lack of preparation Indiana's teacher candidates receive in effective reading instruction is philosophical opposition or unawareness of the research science, the situation cannot be improved without an eye to faculty. Education schools need to acknowledge that they may not have the expertise available to deliver coursework that provides a strong grounding in the science of reading. They may need both to hire new faculty members and to provide current teacher educators with professional development. When it comes to hiring new faculty in reading-related fields, education schools need to make expertise in the science of reading a priority. Bringing in new faculty members who are well versed in sound reading instruction and providing substantive professional development to current faculty members are essential to improving reading instruction for future teachers.

But there are other areas beyond faculty that education schools must also address. Deans and program directors must carefully consider whether the overall program is

designed to provide sufficient and proper coverage of reading instruction. Program design should ensure that there is a coordinated sequence to teacher training in reading. Too many programs have courses with repeating or overlapping content, while significant topics go unaddressed. While there may not be a magic number of courses that elementary teachers need in reading, it seems clear that one is too few, and five or six is probably too many, particularly if prospective teachers have to cobble together little bits of reading content from many courses that each has multiple purposes.

While education schools are taking a critical look at their course of study in reading, they should also consider the preponderance of textbooks in use. Reading and evaluating a variety of perspectives is certainly an important part of the academic pursuit; however, there is no evidence that suggests this is the reason for so many textbooks in use. Students are exposed to different but inaccurate, incomplete and often misleading accounts of reading instruction. When a strong text is in use in a particular course, there is a high likelihood that students will be exposed to an extremely poor one in their next course. Education schools may be reluctant to mandate which texts instructors should use in their courses, but they should at least provide guidance to help them make better selections among the vast number of available options.

Education schools also need to put particular focus on their special education programs and assess whether they are truly designed to prepare special education teachers to teach children with learning disabilities to read. Schools that require even *less* training for special education teachers in reading than for general education teachers send a simply unacceptable message that reading is not a skill that special education teachers need to be prepared to teach. While there is certainly a very small percentage of students

with cognitive disabilities so severe they are unlikely ever to learn to read, the expectation should be that special education students are capable of becoming readers. Programs that require *identical* requirements for special education and general education teachers also need attention to ensure that special education teachers are in fact well prepared to teach students with disabilities to read.

College or university leadership must also be aware of the poor quality of reading instruction in their education schools or education departments. University presidents frequently take a hands-off approach to education school matters, but they must play a role in bringing about the necessary changes. Not only are they responsible for the quality of teachers their institutions produce, but their graduates' skills will directly impact the potential of subsequent generations to pursue higher education.

Conclusion

NAEP data conclusively demonstrate that Indiana – like the rest of the nation – has a literacy problem. Only 33 percent of Indiana's fourth graders are proficient readers, and 32 percent do not even read at a basic level. These data are only more dismal when disaggregated by income and ethnicity: only 54 percent of disadvantaged and 43 percent of African-American fourth graders can read at even a basic level.³² Decades of trying to remediate reading failure have proven unsuccessful. Fortunately, these trends need not continue. Research has now shown unequivocally that effective early reading instruction can *prevent* reading failure and is the key to ensuring that all children learn how to read.

But children cannot get the instruction they need unless they have skilled teachers well prepared to deliver it. And teachers will not have the expertise they need unless the

³² NAEP (2007) Indiana State Report Card

education schools they attend properly train them. The findings of this study make it clear that Indiana's students cannot expect to be taught with instructional strategies and methods grounded in scientific research, because there is little likelihood that their teachers were trained by the education schools they attended to use them. In fact, there is little likelihood that teachers' education schools even *exposed* them to the science of reading.

As the first state to accept NCTQ's offer to review the quality of reading instruction provided by its education school, Indiana has already taken an important step that demonstrates its willingness to cast a critical and reflective eye on its elementary teacher preparation. The results show that there is much work to be done. New regulations, specifically to the state's standards and licensure test requirements, are needed to prompt higher education institutions to change. However, a sense of integrity and commitment to quality teaching and sound instruction, as well as to the well-being and success of all children, should likewise inspire these institutions to change. If education schools want to be respected for the same professionalism and rigor as medicine and law, they need to adopt the same rigorous research-based standards, something that *is* possible in the field of reading. The research exists. At this point, it is a matter of schools adopting this research and training teachers to put it into practice in Indiana's classrooms. Institutional changes coupled with licensure requirements that ensure that elementary teachers will not be certified without knowing the science of reading will help to ensure that all of Indiana's students get the effective early reading instruction they need to prepare them for future academic success.

Appendix A: SCORING

All courses received a three-part score relating to: 1) the quality of the required texts as they pertained to the science of reading; 2) the number of lecture topics devoted to each of the five components of effective reading instruction; and 3) evidence that students were held accountable for their knowledge of reading science.

Courses could receive a maximum of 15 points for each of the three parts. A perfect overall score was 45 points.

Scoring Methods

1. Texts – Courses earned 0 to 15 points based on the quality of their required texts.

A course earned a score of 15 by including a single comprehensive textbook that included a complete and accurate treatment of effective reading instruction. A course could also earn a score of 15 by combining several good texts. In fact, most texts were not intended to be comprehensive textbooks, but dealt with one particular component, such as phonics. To accommodate the many texts that dealt with only a portion of the reading science, each text had to be classified as to its intended purpose:

- **Acceptable Core Textbook:** The text accurately and thoroughly covered all five components of the science of teaching reading. Score: 15
- **Not Acceptable Core Textbook:** While the text was *intended* to be a comprehensive source on reading instruction, it was neither accurate nor complete. Score: 0

- **Acceptable Supplemental:** The text was not *intended* to be a comprehensive textbook, but was intended to cover one, two, three or four of the five components of effective reading instruction. It covered all of the included components accurately and completely; texts that were found to be inaccurate for any one included component were discounted completely. (This is because it was not sufficient for a text to be only “partly” good, risking the exposure of prospective teachers to misinformation.) Score: 3 points for each component addressed up to 12 points maximum for covering four components
- **Not Acceptable Supplemental:** While the text was intended to cover one or more components of effective reading instruction; it was neither accurate nor complete. Score: 0
- **Not Relevant:** Reading instruction was not the intended topic of the text. Score: 0

Illustration: Accumulating Points through Text Quality

	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Total
Text A	0	0	0	0	3	3
Text B	3	3	3	3	3	15
Total	3	3	3	3	3	15

In the illustration above, Text A was found to be an acceptable supplement text, with an accurate discussion of one component, comprehension. Text B was found acceptable as a comprehensive text. The scores were not added up; the top score earned for any single component was the maximum score. For example, both texts earned the maximum score

of 3 for comprehension. The total score for comprehension was 3, not 6. The course above earned the maximum possible score for texts: 15.

Reading Packets: Reading packets are sometimes used in courses, in addition to or instead of textbooks. These packets are generally compilations of a variety of journal articles, chapters from different books, and research papers. Reading packets were only analyzed for courses that otherwise would not have passed, in case the reading packet might contain high quality readings that would change a course's score from failing to passing.

Multiple Editions of a Text: If different editions of the same text were assigned within a single course, each edition was scored separately.

Accounting for Partial Reading of a Text: When only part of a text was read, the overall text rating was adjusted accordingly. An instructor may have only assigned select chapters of a comprehensive text that was rated acceptable, using that text in support of some, but not all, of the instructional components. The text rating was adjusted downward to reflect the text's usage in that course. For example, a particular text may have earned a top score of 15. However, the instructor only assigned pages 50-100 to be read, skipping all but the chapter on phonics. For that course and that course only, the score for that text would be reduced to 3.

2. Lecture Topics – Courses earned 0 to 15 points based on the frequency that a particular component was taught (as evidenced by the course syllabus), with a maximum score of 3 for each component.

Possible scores per component:

0 = No lectures were dedicated to a certain component.

1 = Part of one lecture was dedicated to a certain component.

2 = One whole lecture was dedicated to a certain component.

3 = Two or more lectures were dedicated to certain component.

The maximum score possible per course was 15, which indicated that two or more lectures were dedicated to each of the five components.

Illustration: Accumulating Points through Lecture Time

	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Total
Number of Lectures	0	1	0	1/2	2	
Points	0	2	0	1	3	6

In the above illustration, the course earned only 6 points because the instructor did not devote sufficient lecture time to any of the components except comprehension. A stronger course that devoted at least two lectures to each component of effective reading instruction would have received a 3 in each of the five categories, earning a maximum total score of 15.

Synonyms Used for Rating Syllabi: When assessing the lecture topics outlined in course syllabi, the reviewers allowed for the possibility that instructors would not necessarily use uniform terminology to describe the five components of reading instruction.

Synonyms for each of the five components were considered and accepted. For example, a course received credit for phonemic awareness if it included lectures on phonological awareness or phoneme awareness. Similarly, structural analysis, letter-sound correspondence, sound-symbol correspondence, word analysis, alphabetic principle, alphabetic code and morphology were all considered synonymous with phonics. Reading rate and developing fluent readers counted as fluency, just as sight words and word meaning counted as vocabulary. Prior knowledge and reading for meaning were recognized as comprehension.

3. Student Accountability – Courses earned 0 to 15 points based on whether students were held accountable in any way for acquiring knowledge related to the five components.

Courses did not earn points for accountability if neither the texts nor the lectures discussed any of the five components. If course had earned points for either lectures or reading, then accountability was evaluated. Three ways were considered in which an instructor could hold students accountable for the knowledge they had acquired by reading the texts or in lectures: a) homework assignments; b) quizzes, tests and/or exams; and c) practice teaching.

A. Assignments (scores ranged from 0 to 3 for each component)

0 = No graded assignments were assigned on a component of reading.

1 = Part of a graded assignment dealt with a component of reading.

2 = One graded assignment dealt in its entirety with a component to reading.

3 = More than one graded assignment dealt in its entirety with a component of reading.

B. Quizzes, tests, exams (score of only 0 or 3 possible for each component)

0 = Students were not required to demonstrate knowledge of a component in any quiz, test or exam.

3 = Students were required to demonstrate knowledge of a component in order to pass a quiz, test or exam.

C. Practice (scores ranged from 0 to 3 for each component)

0 = Students did not have to do any practice teaching to demonstrate what they had learned.

1 = Students had to devote part of a practice teaching session to demonstrate what they had learned.

2 = Students had to devote one practice teaching session to demonstrate what they had learned.

3 = Students had to devote two or more practice teaching sessions to demonstrate what they had learned.

Illustration: Accumulating Points through Student Accountability

	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Total
Homework Assignments	0	0	1	2	2	
Quizzes, tests, exams	0	3	0	3	3	
Practice Teaching	0	0	2	0	3	
Points	0	3	2	3	3	11

The rubric was structured so that instructors did not have to hold students accountable using all three methods available to them (assignments, tests, and practice). One method was sufficient. For example, the above example shows that the course got the highest score possible for phonics by requiring students to demonstrate their knowledge on tests and quizzes. It did not affect the score that there was not a written assignment or practice teaching related to phonics. As another example, although comprehension received the highest possible score for each accountability measure, the final score for that component was 3, not 9. The highest score on any one measure prevailed.

Figure 24

RATING AN INDIVIDUAL COMPONENT: THE RANGE OF POINTS

Instruction: Texts 0-3	Instruction: Lectures 0,1,2,3	Instruction Total 0-6	Needs Further Resolution*	Confirmed Instruction Score -	Accountability Score 0,1,2,3	Score for a Single Area 0-9	Result for a Single Component
if 0	and u	then 0	No	~	not eligible	then 0	Failed
if 0	and 0	then 0		~	not eligible	then 0	Failed
if 0	and 1	then 1		~	not eligible	then 1	Failed
if 0	and 2	then 2		~	not eligible	then 2	Failed
if 0	and 3	then 0/3	Yes	if 3	and u	then u	Unclear
				if 3	and 1	then 4	Failed
				if 3	and 2	then 5	Passed
				if 3	and 3	then 6	Passed
if 3	and u	then 3/u	Yes	if 3	and u	then u	Unclear
				if u	and u	then u	Unclear
				if u	and 0	then 0	Failed
				if u	and 1	then u	Unclear
				if u	and 2	then u	Unclear
				if u	and 3	then u	Unclear
if 3	and 0	then 3/0	Yes	if 3	and u	then u	Unclear
				if 3	and 0	then 3	Failed
				if 3	and 1	then 4	Failed
				if 3	and 2	then 5	Passed
				if 3	and 3	then 6	Passed
if 3	and 1	then 4	No	if 4	and u	then u	Unclear
				if 4	and 0	then 4	Failed
				if 4	and 1	then 5	Passed
				if 4	and 2	then 6	Passed
				if 4	and 3	then 7	Passed
if 3	and 2	then 5	No	if 5	and u	then 5	Passed
				if 5	and 0	then 5	Passed
				if 5	and 1	then 6	Passed
				if 5	and 2	then 7	Passed
				if 5	and 3	then 8	Passed
if 3	and 3	then 6	No	if 6	and u	then 6	Passed
				if 6	and 0	then 6	Passed
				if 6	and 1	then 7	Passed
				if 6	and 2	then 8	Passed
				if 6	and 3	then 9	Passed

**Ambiguous scores would prompt additional analysis, including a more in-depth look at the texts and consultation with outside experts, if possible, to resolve the ambiguity.*

Figure 25

RATING THE WHOLE COURSE: THE RANGE OF POINTS

Instruction	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
Text 1	0 or 3				
Text 2	0 or 3				
Text 3	0 or 3	0 or 3	0 or 3	0 or 3	0 or 3
Total Text Score	Highest score of any text				
Lectures	U,0,1,2,3	U,0,1,2,3	U,0,1,2,3	U,0,1,2,3	U,0,1,2,3
Total Instruction	Text score plus lecture score				
Range of Scores Possible for Instruction	0-6	0-6	0-6	0-6	0-6
Score Needed to Proceed (otherwise course fails in that component)	3	3	3	3	3
Accountability	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
Assignments	U,0,1,2,3	U,0,1,2,3	U,0,1,2,3	U,0,1,2,3	U,0,1,2,3
Quizzes, Tests, Exams	U,0,3	U,0,3	U,0,3	U,0,3	U,0,3
Practice Teaching	U,0,1,2,3	U,0,1,2,3	U,0,1,2,3	U,0,1,2,3	U,0,1,2,3
	Highest score of three				
Total Score	U, 0-9				
Minimum Score Needed to Pass	5	5	5	5	5

Appendix B: Sample of Syllabi

Highly Rated Syllabus

Elementary Methods for Exceptional Learners

██████████ – Fall 2007

Department of Education
██████████

Time: Wednesday, 6-9 p.m.

Location: ██████████

Instructor: ██████████

E-mail:

Office: By appointment

Textbook: Birsh, Judith (1999).

Multisensory Teaching of Basic Language Skills. Third Edition:
Baltimore: Paul H. Brookes Publishing Co.

Credit hours: 3 hours

Purpose of this course:

Emphasis in this course will be on characteristics of children who have mild disabilities and the methods and materials used for intervention and remediation. A variety of strategies that facilitate student success in the least restrictive environment will be discussed. Additionally modifying curriculum and environments to ensure student success will be stressed. The use of direct instruction and assessment of instruction to plan instructional objectives for the exceptional learner will be discussed along with the connection between daily planning and its relationship to the individual education plan.

Course objectives- see linkage to standards on attachment

Students will demonstrate knowledge of:

1. Characteristics and definitions of students with high incidence disabilities: LD, mild, ADD/ADHD, ASD, and ED.
2. The development of special education and legislative base of services for high incidence children.
3. The role of brain imaging and the neural connectors associated with high incidence disabilities and functioning
4. **The Scientifically Based Reading Research (SBRR)** findings and determinations.
5. The definition, demonstration and implementation of direct explicit instruction as a means for effective instruction with students.
6. In depth knowledge of oral language development and language related to the learning of LD children, reading an education.
7. **The 5 pillars of SBRR** essential for success in learning to read and the methods, strategies and approaches to teaching them.
8. The rationale for teaching handwriting as a vital component of teaching literacy skills.
9. Instruction in clarity and precision in both process and product of written expression for students.
10. How to teach mathematical concepts, relationships and language utilizing Structure Arithmetic.
11. The **explicit instruction** necessary for learning to spell and its foundational link to reading.
12. Effective learning strategies, organizational strategies and study skills to involve students in productive participation in their learning

Great reference
to SBRR
Good!

13. **Formal and informal assessments** to make decisions on an ongoing process to determine student progress.
14. . The variety of service delivery models and how to accommodate and modify for the high incidence student.
15. Guidance for educators in working with and for parents of students with high incidence disabilities.
16. The writing and development of IEPs with measurable annual goals and benchmark objectives.

Methods of Instruction

Methods of instruction in this course include lecture, power point presentations, class participation, practicum experiences, speakers, and class discussion.

Course Requirements

1. **Assigned reading** – Please complete all assigned reading prior to class. The textbook and supplemental readings are essential for building your background knowledge and for participation in class.
2. **Class participation and attendance** – Class participation is the foundation of instructional methodology. In order to participate, you must attend class. If you are ill or cannot attend class because of a family emergency, you must call me prior to class. All college policies related to attendance will be followed.
3. **Assignments (General Information)** – All assignments are due on the date indicated. They are considered late on the next calendar date. Please make sure that all assignments are given to the instructor with name, the title of the assignment, and the class. If you use an idea that is not your own, please give credit to the person, magazine, or book. Plagiarism is a serious offense.
4. **Tests** – will be taken on the date planned. No make up tests will be allowed unless previous arrangements with the instructor have been made.
5. **Assignments (Specific Information)** –
 - A. **SBRR Practicum** - arrangements with local schools, principals and teachers have been made to apply methods of instruction with students in the elementary grades.
 - B. **Participation** – arrangements with area school and teachers have been made to **participate in assessment**, scoring and interpretation of **informal assessments**.
 - C. **Speaker response** – Please develop no less than 3 typed questions prior to class the night of a guest speaker. Record your responses and turn in your paper that same night.
 - Good. D. **Explicit Instruction** – develop a brief lesson to display your knowledge of the use of explicit instruction.
 - Vocab. Good. E. **Vocabulary Instruction** – using the Bringing Words to Life format, choose six-nine words to introduce and your definition.
6. **The midterm and the final exam** – these dates are on the calendar. The midterm and final are comprehensive.

What assessments?
Good.
5 components ←

Good.
Vocab. Good.
Exam

Grading

Point distribution of assignments – your final grade will be determined out of a possible 150 points.

<u>Assignment/Activity</u>	<u>Point Value</u>
Class Participation	30 points
Explicit Instruction	10 points
Vocabulary Instruct.	10 points
SBRR Practicum	20 points
Speaker questions	30 points (total)

Portfolio Entry	20 points
Midterm	15 points
Final	15 points

Grading Scale for letter grades:

Percentage:	Letter Grade:	Percentage:	Letter Grade:
100-93	A	72-70	C-
92-90	A-	69-67	D+
89-87	B+	66-63	D
86-83	B	62-60	D-
82-80	B-	59-0	F
79-77	C+		
76-73	C		

Tentative Class Calendar: Fall 2004

SBRR!

Date	Reading	Class Topic	Assignment
Sept. 1		Class requirements, syllabus, video, & National Reading Panel Findings,	
Sept. 8	Ch. 10-13 Raymond	Mild Disabilities – LD, Mild, ADD/HD, ASD, brain research	
Sept. 15	Ch. 1 Birsh Supplemental	Multisensory Instruction & Direct (explicit) Instruction	Speaker Questions
Sept. 22	Ch. 2, 3, 4 & 5	Language, ABC Knowledge, PA, LiPs, & LAC	Speaker Questions
Sept. 29	Ch. 6 Beck Readings	Decoding, Fluency, Vocabulary & sight word Instruction	Vocab. Lesson
Oct. 6	Ch. 7	Comprehension – real text & V&V	
Oct. 13	Ch. 9 & 10	Handwriting & Written Expression	Explicit Instruction Lesson
Oct. 20	Prep for Test & Syracuse	Social Skills	Midterm
Oct. 27	Ch. 11	Math Instruction	
Nov. 3	Ch. 12, 13, & 15	Integration, Study Skills & adaptations & modifications	
Nov. 10	Ch. 14	Assessment	
Nov. 17	Supplemental	IEP Development, goal writing	
Nov. 24	Ch. 18 Birsh	Parenting children w/ mild disabilities and parents as team members, Case	Speaker Questions

Strug. Reader

PA and Phonics

Phonics
Fluency
Vocab. } all 3

Comp

Assessment
What tupe?

		Conference Skills	
Nov. 25 & 26 Thanksgiving Break	Supplemental	Service delivery models, classroom setup, scheduling	
Dec. 1	Supplemental	Sci, SS, Specials, etc.	
Dec. 8		Practicum experience results	SBRR Portfolio Entry
Dec. 15			Final →

Exam
What does
is cover
exactly?

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Great
Read!

The information you acquire in this class and the learning outcomes you are expected to demonstrate were selected to assist you in making wise decisions as you consider how you will plan your instruction to motivate learners and encourage thinking, how to present stimulating and well-planned lessons, and evaluate student learning so that all your students will learn. The concepts and skills studied, the teaching strategies used, and the learning activities selected have been chosen based on research that validates their effectiveness. Further, their use reflects the values and attitudes possessed by the type of teachers we desire you to become. The goal is to enable you to become a wise decision-maker in the classroom. Course objectives and assignments are linked to INTASC Principles and are guided by the knowledge bases of the [REDACTED] Teacher Education Program.

Knowledge Base: The course is designed to assist you in choosing appropriate materials and methods for instruction and organization of a language arts program. You will acquire knowledge of the

components of a language arts program and various methods of teaching and evaluating performance. You will observe and engage in language arts activities in a school environment. You will effectively communicate and demonstrate the reading and writing processes. ——— demonstrate process.

Is process ever taught?

Course Objectives: Success in the course will be determined by the level at which you:

1. Identify and analyze the literacy abilities of children.
[REDACTED] T.P.P. Knowledge Base # III, IV INTASC Principles # 2, 3, 8
Assessed by class activities and fieldwork
2. Develop instruction to promote acquisition of language arts skills and strategies.
[REDACTED] T.P.P. Knowledge Base # I, II, III, IV, V INTASC Principles # 2, 3, 4, 5, 6, 7, 8, 9
Assessed by class activities, schoolyear calendar, literature reviews & instruction, and historical readings, language arts instruction
3. Recognize the six language arts skills in a literacy program.
[REDACTED] T.P.P. Knowledge Base # II, III INTASC Principles # 3, 4, 6
Assessed by class activities, exam, fieldwork
4. Appraise the various aspects of a reading, writing, and language arts program.
[REDACTED] T.P.P. Knowledge Base # I, II, III, IV INTASC Principles # 1, 9
Assessed by class activities, fieldwork, and exam
5. Articulate an understanding of language diversity and technology/media literacy.
[REDACTED] T.P.P. Knowledge Base # I, II, III, IV INTASC Principles # 2, 3, 7, 9, 10
Assessed by class activities, historical readings, literature reviews & instruction, language arts instruction

General Course Policies:

1. **Attendance:** Students are expected to attend all classes and be on time. Students should be prepared to participate in discussions and activities. Students should make every effort to notify the instructor in advance if a class must be missed for an acceptable excuse (i.e. illness, funeral, etc.) and are expected to find out the materials missed or announcements given.
2. **Materials:** You will need one (1) pocket folder for fieldwork and one (1) group folder for a project.
3. **Late Work:** Assignments are due on the scheduled date. Any exceptions to this policy will be made by prior arrangement and at the discretion of the instructor.
4. **Cell Phones:** Cell phones must be turned off and stowed in book bags during class. Any student using a cell phone for any reason (without permission) will be asked to leave the class and an unexcused absence will be recorded. Students using cell phones during exams or graded activities may be cited for cheating (at professor's discretion). In the case of expected emergencies, students may seek permission from the professor to leave their cell phones on during class, but the phone must remain in the book bag.
5. **Academic Honesty:** Academic honesty is highly valued at [REDACTED]. Plagiarism Policy - Any act of deceit, falsehood or stealing by unethically copying or using someone else's work in an academic situation is strictly prohibited. A student found guilty of plagiarism or cheating will receive an F (zero) for that particular paper, assignment or exam. Should this occur, the professor will have an interview with the student and will submit a written report of the incident to the Dean of the School of Education. If a second offense should occur, the student will be asked to appear before the professor, the Dean of the School of Education, and the Dean of Graduate Studies. The student should realize that at this point continuation in a course and even his/her academic career may be in jeopardy. In the event of a recommendation for dismissal, the matter shall be referred to the Graduate Council.

You must always submit work that represents your original words or ideas. If any words or ideas in assignments do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source.
6. **Writing Standards and Assignment Format:** The quality of writing is graded as part of every written assignment in the [REDACTED] transition program. Written communication is an essential tool for any professional. Correct grammar,

punctuation, spelling, and sentence structure are expected in your assignments. General writing criteria for assignments are based on the *Levels of Writing* attached to the syllabus. All assignments must be typed/word processed. Please use a standard size and style font, margins, and double spacing. Always use APA guidelines for all written work. Attach a cover-sheet to all assignments (not in folders) with your name, the assignment name, date, and course number/name.

7. In accordance with the provisions of the **ADA**, if you require any special assistance or adaptations to participate in this course, please contact the instructor immediately.

COURSE MANAGEMENT SYSTEM: The Angle Course Management System is being used as a web-based connection for this course. Copies of the syllabus, course assignments, other pertinent information, and dialogue among students and instructor will be available through the site. You access Angel at [REDACTED] with your Username for [REDACTED] e-mail and a password (the first 5 digits of your social security number or your selected entry). The course is listed as *Advanced Reading Methods*.

COURSE ASSIGNMENTS: Specific criteria and assessment standards for assignments will be discussed in more detail during the course.

Participation: Active involvement in class discussions and activities enhances learning. It also includes timely completion of assigned tasks and responsibilities. The quantity and quality of participation are important considerations for earning participation points. You must add something of substance to discussions (new ideas, your perspectives, pointed questions, etc.). Failure to participate will result in reduction in your points. (30 points, Level 1)

Literature Reviews and Instruction: Reading children's literature allows you to become more familiar with books appropriate for grades 3-6. Readings will provide you with opportunities to expand cultural horizons, consider Newbery Award books for instruction, and explore folktale variants. (50 points, Level 2)

Schoolyear Calendar: During the course, activities and resources related to school year months will be considered for classroom instruction. With partners, you will design a theme for one month and select related activities and resources to present to the class. (30 points, Level 2)

Historical Reading and Language Arts Instruction: Because students who use historical fiction novels recall significantly more details, main ideas, and total amount of

historical information (Smith, Manson, & Dobson, 1992), you will engage in a project to become more familiar with historical literature and develop language arts instruction related to the literature. The project will be a group effort with individual and group requirements and a presentation. (75 points, Level 2)

Fieldwork and School Experience: You engage in experiences to learn about teaching reading/language arts. You will document your activities in field reports. Experiences will include: 1) observation and interaction with children during reading/language arts instruction and other subject areas, 2) assisting with classroom reading/language arts activities, and 3) providing reading/language arts instruction in an elementary classroom. (50 points, Level 2)

Exam: An exam provides you with the opportunity to apply course content gained from textbooks, class activities, school experiences, and increased knowledge of literature and instruction. (25 points, Level 2)

COURSE GRADING: The final grade for the course will be determined as follows:

Class Activities	30 points	Fieldwork	50 points
Literature Review & Instruction	50 points	Historical Readings	75 points
Schoolyear Calendar	30 points	Exam	<u>25 points</u>
		Total	260 points

A	94-100%	A-	93%		
B+	92%	B	85-91 %	B-	84%
C+	83%	C	75-82%	C-	74%
F	Below 74%				

A = Clearly stands out as an excellent performer. Has unusually sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines.

B = Grasps subject matter at a level considered to be good to very good. Participates actively in class discussion. Writes well. Speaks well, in class. Accomplishes more than the minimum requirements. Produces high quality work.

C = Demonstrates a satisfactory comprehension of the subject matter. Accomplishes only the minimum requirements with little or no initiative. Communicates orally (in class) and in writing at an acceptable level for an adult.

F = Quality and quantity of work is unacceptable.

Note: This syllabus is not a legal contract; it is a planned outline for the course. We will not deviate from it unless changes seem essential. However, if changes are deemed necessary, they will be announced in class.

Tentative Schedule: You are expected to have read the material listed before the class period so that you can engage in discussions about the topic and related activities.

Date	Readings/Class Focus	Assignments
Oct. 9	Roe/Smith/Burns: Revisit Ch. 7 Major Approaches & Materials for Reading Instruction Read Ch 11: Use of Technology for Literacy Learning & Course Requirements	
Oct. 16	Tompkins: Part 1 Teaching Language Arts Today	Newbery Book
Oct. 23	Tompkins: Part 2 Listening	Folktale Set and 1 Calendar Sharing
Oct. 30	Tompkins: Part 3 Talking	1 Calendar Sharing
Nov. 6	Tompkins: Part 4 Reading <i>What exactly is being taught?</i>	Multicultural Book & 1 Calendar Sharing
Nov. 13	Roe/Smith/Burns: <i>Vocabulary</i> Revisit Ch. 4: Meaning Vocabulary <i>Good.</i> Revisit Ch. 12: Assessment of Student Progress & Text Difficulty <i>Good. Assessment</i> Tompkins: Part 6 Language Tools	Fieldwork (#1, 2, 3) [and #5 info sheet] & 1 Calendar Sharing
Nov. 20	Roe/Smith/Burns: Read Ch 10: Reading in the Content Areas & pp. 371-375 Graphic Aids <i>Are the graphic organizers? unclear.</i>	Historical Readings Group Folder & 1 Calendar Sharing
Nov. 27	Social Studies Unit (displays & peer evaluations) and Historical Readings/Language Arts Presentations	Historical Readings Presentation
Dec. 4	Tompkins: Part 5 Writing	1 Calendar Sharing & Fieldwork (#4, 5, 6)
Dec. 11	Roe/Smith/Burns: Revisit Ch. 11: Use of technology for Literacy Learning	Exam <i>Good. Exams cover?</i>

What assessment is being used? Is it SBRR?

Levels of Writing

Level 1

Style: Informal – in speech, similar to talking to close friends

Audience: Writer and, in some cases, teacher and peer group

Function: Thinking through writing, organizing thoughts, generating ideas, developing fluency, helping with memory

Form: Note-taking, journal writing, responses, lists, brainstorming, mapping, first drafts.

Evaluation: Content only, often not evaluated at all; mechanics, word usage, organization, spelling, and grammar are not considered.

Level 2

Style: More formal – in speech, similar to talking to an audience outside one's close circle of friends.

Audience: Writer, classmates, teacher, parents; audience may not be known well.

Function: Organizing thoughts coherently, developing ideas, explaining, informing; practical – to get work done.

Form: Exams, homework, multiple drafts, reports, summaries

Evaluation: Evaluated for content and form; common writing conventions expected as appropriate for grade and ability level.

Level 3

Style: Formal – in speech, similar to talking to people not known, like giving a formal speech.

Audience: Writer, classmates, teacher, parents, audience outside the classroom, an unknown audience.

Function: Learning the value of producing error-free writing, reach a wider audience, learning how to edit and proofread.

Form: Letters, reports, poetry, research papers, books, final drafts

Evaluation: Content and form of equal weight; all of the writing skills are expected to be correct; neatness and good handwriting or error-free typing important.

Source: Writing Across the Curriculum in Middle and High Schools

by Rhoda J. Maxwell

Allyn and Bacon 1996

Unclear Syllabus

Course Syllabus Spring 2007

Instructor: [REDACTED]
Office: [REDACTED]
Hours: Monday 8:00-3:00, Friday by appointment
School visitation: Tuesday, Thursday
Telephone: [REDACTED]

Prerequisites: Education 100, 200, 345, 422

Required Texts:

Clay, Marie M. (2005). *An Observation Survey of Early Literacy Achievement*.
Portsmouth, NH: Heinemann.

Miller, Debbie. (2002). *Reading with Meaning*. Portland, ME: Stenhouse Publishers.

Pressley, M., Allington, R., Wharton-McDonald, R., Collins-Block, C., Morrow, L.
(2002). *Learning to Read Lessons from Exemplary First-Grade Classrooms*. New York,
NY: The Guilford Press.

Catalogue Description:

The developmental aspects of reading acquisition as they relate particularly to the early stages of learning to read are explored. Background and techniques to promote reading acquisition are provided. Evaluation, diagnosis, and remediation of those early skills are stressed. Students learn how to involve parents in the development of pre-reading skills.

The Knowledge Base upon Which the Course is Founded:

The knowledge base for this course is primarily founded on recent research regarding scientific reading and assessment education. Some primary sources include:

Block, C., Israel, S., (2005). *Reading First and Beyond*. Thousand Oaks, CA: Corwin Press.
Good III, R., Kaminski, R., (2005). *DIBELS Dynamic Indicators of Basic Early Literacy Skills, (6th)*. Longmont, CO: Sopris West Educational Services.
Johns, J., Lenski, S., Elish-Piper, L., *Teaching Beginning Readers Linking Assessment and Instruction*. Dubuque, IO: Kendall/Hunt Publishing Company.
Morrison, G. (2006). *Fundamentals of Early Childhood Instruction, (4th)*. Upper Saddle River, NJ: Pearson.
Routman, R. (2003). *Reading Essentials*. Portsmouth, NH: Heinemann.
Vaughn, S., Linan-Thompson, S., (2004). *Research-Based Methods of Reading Instruction Grades K-3*. Alexandria, VA: Association for Supervision and Curriculum Development.

Special Needs Learners:

Students with special needs or circumstances should notify the instructor immediately.

Relationship of the Course to the [REDACTED] Conceptual Framework.

Indiana Standards, and the INTASC Principles:

The [REDACTED] Teacher Education Conceptual Framework and the Indiana Standards are largely based on a set of research-based principles about what beginning teachers should know and be able to do. These nationally recognized principles, established by the *Interstate New Teacher Assessment and Support Consortium* (INTASC) provide sets of dispositions, skills, and knowledge that are embedded in all of the coursework and experiences at the [REDACTED]. The principles embedded in this course are directly related to INTASC Principles One (Subject Matter) Four (Instructional Strategies), Six (Effective Communication) Seven (Planning Instruction) and Nine (Reflective Practitioner).

Course Evaluation:

Students will evaluate the course and the instructor at the end of the semester using the University-approved IDEA evaluation form.

Honor Code:

The [REDACTED] Honor Code applies to all work completed in this course. The honor code states: *I will neither give nor receive unauthorized aid nor will I tolerate an environment that condones the use of unauthorized aid.*

The profession of education holds its members to very high standards in terms of honesty, integrity, and behavior; to prepare students for professional life as a teacher, students will be held to the following expectations:

- Students are expected to follow ethical principles with respect to personal and academic honesty and integrity at all times;
- Students are expected to treat all persons with concern and respect, regardless of differing characteristics such as culture, race, gender, religion, age, status, or other human differences;
- Students are expected to follow all principles of confidentiality regarding the educational process;
- Students are expected to behave in an appropriately professional manner;

Simply stated, the faculty, our partner teachers, and principals are asking that all [REDACTED] teacher education students *do what is right*, at all times, including treating all others with the human respect they deserve. The faculty in the [REDACTED] School of Education believe that these expectations are as important as academic performance and failure to meet these expectations could lead to dismissal from the School of Education. If any faculty member, cooperating teacher, or supervisor observes or suspects a School of Education student may not be living up to the Code, he or she may refer the student for a faculty committee hearing during which plans to improve are discussed and documented; in extreme cases the hearing can result in the student's dismissal from teacher education.

Readings:

Students are required to be familiar with the content of the readings, regardless of whether or not the readings are discussed in class.

Evaluation and Grading:

Assignments will be accompanied by a grading rubric that outlines the required features and components needed for successful completion of the assignment. Each assignment will be worth a certain number of points; your final grade will be calculated based on the percentage of points you accumulate over the semester.

Attendance, Dispositions, and Grading Scale:

Students are expected to attend class as scheduled. A student's final grade may be lowered one letter grade if more than two (2) unexcused absences are accumulated. For each additional unexcused absence, a student's final grade will drop regardless of the level or quality of the student's work. Deadlines for assignments will be

announced; work is due by the deadline whether or not the student is present for class. It is the student's responsibility to arrange to make up work within two days of an unexcused absence.

Students are also expected to exhibit certain dispositions related to professional behaviors and attitudes; for example, students are expected to be punctual, turn in assignments on time, follow ethical principles, have a good sense of humor, and generally behave in a professional manner, both in class and out of class.

Grading Scale:

100-95% = A	93-94% = A-	
92-91% = B+	90-87% = B	86-85% = B-
84-83% = C+	82-77% = C	76-75% = C-
74-73% = D+	72-67% = D	66-65% = D-
64% and below = F		

Assignments/ Points for Course:

Six Practicum Sessions and Reflection papers (50 pts. Each)	300pts.
Professional Material Reviews	100 pts.
Lesson plans (2)	100pts.
Observation Survey	50pts.
Learning to Read Three reflections	150pts.
Reading for Meaning Chapter log	150pts.
Total Points	850pts.

What skills are students learning?

Written assignment?

Comprehension

This course is unclear due to no timeline of events or assignments.

Not Scoreable.

Appendix C: Ratings for the Required Texts

Author	Title	No. of Courses in which Text is Read	Rating
Allen, J.	<i>Tools for Teaching Content Literacy</i>	2	Acceptable Supplemental
Allington, R.	<i>Teaching Struggling Readers: Articles from the Reading Teacher</i>	1	Not Acceptable Supplemental
Armbruster, B.; Osborn, J.	<i>Put Reading First: The Research Building Blocks for Teaching Children to Read</i>	6	Acceptable Supplemental
Armstrong, Thomas	<i>The Multiple Intelligences of Reading and Writing: Making the Words Come Alive</i>	1	Not Acceptable Supplemental
Association for Supervision and Curriculum Development	<i>What research says about reading. Educational Leadership, 61(6)</i>	1	Acceptable Supplemental
Bader, L.A.	<i>Bader Reading and Language Inventory (1st ed)</i>	1	Acceptable Supplemental
Baer, G.T.	<i>Self-Paced Phonics: A Text for Educators (3rd ed)</i>	1	Acceptable Supplemental
Bear, D.R.; Invernizzi, M.; Templeton, S.R.; Johnston, F.	<i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (3rd ed)</i>	6	Acceptable Supplemental
Berghoff, Beth, Harste, Jerome C., Egawa, Kathryn A., & Hoonan, Barry T	<i>Beyond Reading and Writing: Inquiry, Curriculum, and Multiple Ways of Knowing</i>	1	Not Acceptable Supplemental
Birsh, J.R.	<i>Multisensory Teaching of Basic Language Skills (2nd ed)</i>	1	Acceptable Core
Bos, C.S.; Vaughn, S.	<i>Strategies for Teaching Students with Learning and Behavior Problems (6th ed)</i>	1	Acceptable Core
Bredekamp, S.; Copple, C.	<i>Developmentally Appropriate Practice in Early Childhood Programs (revised edition)</i>	1	Not Acceptable Supplemental
Brewer, J.	<i>Introduction to Early Childhood Education: Preschool through Primary Grades (5th ed)</i>	1	Not Acceptable Supplemental
Brewer, JoAnn	<i>Introduction to Early Childhood Education: Preschool through Primary Grades (4th ed)</i>	1	Not Acceptable Supplemental
Burns, M.; Sheffield, S.	<i>Math and Literature, Grades K - 1</i>	1	Not Relevant
Burns, M.; Sheffield, S.	<i>Math and Literature, Grades 2-3</i>	1	Not Relevant
Calkins, L.M.	<i>The Art of Teaching Writing</i>	1	Not Relevant
Calkins, L.M.	<i>The Art of Teaching Reading</i>	2	Not Acceptable Core
Carnine, D.W.; Silbert, J.; Kame'Enui, E.J.; Tarver, S.	<i>Direct Instruction Reading (4th ed)</i>	1	Acceptable Core
Clay, M.M.	<i>Running Records for Classroom Teachers</i>	1	Not Acceptable Supplemental
Clay, M.M.	<i>An Observation Survey of Early Literacy Achievement (revised 2nd ed)</i>	1	Not Acceptable Supplemental
Clay, M.M.	<i>An Observation Survey of Early Literacy Achievement (2nd ed)</i>	1	Not Acceptable Supplemental
Combs, M.	<i>Readers and Writers in Primary Grades: A Balanced and Integrated Approach (3rd ed)</i>	1	Not Acceptable Core
Combs, M.	<i>Developing Competent Readers and Writers in Primary Grades</i>	1	Not Acceptable Supplemental
Cooper, J.D.; Kiger, N.D.	<i>Literacy Assessment: Helping Teachers Plan Instruction (2nd ed)</i>	1	Not Acceptable Supplemental

Author	Title	No. of Courses in which Text is Read	Rating
Cornett, Claudia E.	<i>Creating Meaning through Literature and the Arts: An Integration Resource for Classroom Teachers (2nd ed)</i>	1	Not Relevant
Council for Exceptional Children	<i>Universal Design for Learning: A Guide for Teachers and Education Professionals</i>	1	Not Acceptable Supplemental
Cox, Carole	<i>Teaching Language Arts: A Student- and Response-Centered Classroom (5th ed)</i>	1	Not Acceptable Supplemental
Crawley, S.; Merritt, K.	<i>Remediating Reading Difficulties (4th ed)</i>	7	Not Acceptable Core
Crawley, S.; Merritt, K.	<i>Remediating Reading Difficulties (3rd ed)</i>	1	Not Acceptable Supplemental
Cunningham, P.M.	<i>Phonics They Use: Words for Reading and Writing (4th ed)</i>	6	Not Acceptable Supplemental
Cunningham, P.M.; Hall, D.P.; Sigmon, C.M.	<i>The Teacher's Guide to the Four Blocks: A Multimethod, Multilevel Framework for Grades 1-3</i>	2	Not Acceptable Core
Dahl, Karin L., Scharer, Patricia L., Lawson, Lora L., & Grogan, Patricia R.	<i>Rethinking Phonics: Making the Best Teaching Decisions</i>	1	Not Acceptable Supplemental
Daniels, H.	<i>Literature Circles: Voice and Choice in Book Clubs and Reading Groups (2nd ed)</i>	1	Not Acceptable Supplemental
Department of Linguistics, the Ohio State University	<i>Language Files (9th ed)</i>	1	Acceptable Supplemental
Derewianka, B.	<i>Exploring How Texts Work</i>	1	Not Relevant
DeVries, B.A.	<i>Literacy Assessment and Intervention for the Elementary Classroom</i>	5	Not Acceptable Core
Doake, D.D.	<i>Reading Begins at Birth</i>	1	Not Acceptable Supplemental
Dow, R.S.; Baer, G.T.	<i>Self-Paced Phonics: A Text for Educators (4th ed)</i>	6	Not Acceptable Supplemental
Ellery, V.	<i>Creating Strategic Readers</i>	1	Acceptable Supplemental
Farris, P.	<i>Language Arts: Process, Product and Assessment</i>	1	Not Acceptable Core
Fields, M.V.; Spangler, K.L.; Groth, L.	<i>Let's Begin Reading Right: A Developmental Approach to Emergent Literacy (5th ed)</i>	1	Not Acceptable Core
Fisher, D. ; Frey, N.	<i>Reading for Information in Elementary School: Content Strategies to Build Comprehension</i>	2	Not Acceptable Supplemental
Fisher, D.; Brozo, W.G.; Frey, N.; Ivey, G.	<i>50 Content Area Strategies for Adolescent Literacy</i>	1	Not Relevant
Fletcher, R.; Portalupi, J.	<i>Writing Workshop: The Essential Guide</i>	1	Not Acceptable Supplemental
Fletcher, R.; Portalupi, J.	<i>Craft Lessons: Teaching Writing K-8</i>	1	Not Acceptable Supplemental
Flippo, R.F.	<i>Assessing Readers: Qualitative Diagnosis and Instruction (2nd ed)</i>	1	Not Acceptable Supplemental
Flynt, E.S.; Cooter, R.B.	<i>Flynt-Cooter Reading Inventory for the Classroom (5th ed)</i>	7	Not Acceptable Supplemental
Fountas, I.C.; Pinnell, G.S.	<i>Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8</i>	3	Not Acceptable Core
Fountas, I.C.; Pinnell, G.S.	<i>Guiding Readers and Writers, Grades 3-6: Teaching Comprehension, Genre, and Content Literacy</i>	1	Not Acceptable Core
Fountas, I.C.; Pinnell, G.S.	<i>Guided Reading: Good First Teaching for All Children</i>	6	Not Acceptable Supplemental

Author	Title	No. of Courses in which Text is Read	Rating
Fox, B.J.	<i>Phonics for the Teacher of Reading (9th ed)</i>	5	Acceptable Supplemental
Fromkin, Victoria A., Rodman, Robert, & Hyams, Nina	<i>An Introduction to Language (8th ed)</i>	1	Acceptable Supplemental
Ganske, K.	<i>Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction</i>	1	Acceptable Supplemental
Gibbons, Pauline	<i>Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom</i>	1	Not Acceptable Supplemental
Gillet, J.W.; Temple, C.; Crawford, A.N.	<i>Understanding Reading Problems: Assessment and Instruction (6th ed)</i>	1	Not Acceptable Core
Glazer, J.I.; Giorgis, C.	<i>Literature for Young Children (5th ed)</i>	2	Not Relevant
Goodman, Kenneth S.	<i>On Reading</i>	1	Not Acceptable Core
Graves, M.F.; Juel, C.; Graves, B.B.	<i>Teaching Reading in the 21st Century (4th ed)</i>	2	Acceptable Core
Gullo, Dominic F. (Ed)	<i>K Today: Teaching and Learning in the Kindergarten Year</i>	1	Acceptable Supplemental
Hackney, C.S.	<i>Zaner-Bloser Handwriting Course</i>	2	Not Relevant
Harvey, S.; Goudvis, A.	<i>Strategies That Work: Teaching Comprehension to Enhance Understanding (1st ed)</i>	4	Acceptable Supplemental
Harwayne, Shelley	<i>Lifetime Guarantees: Toward Ambitious Literacy Teaching</i>	1	Not Acceptable Core
Harwell, Joan M.	<i>Complete Learning Disabilities Handbook: Ready-to-Use Strategies and Activities for Teaching Students with Learning Disabilities (2nd ed)</i>	1	Acceptable Supplemental
Hatch, J.A.	<i>Teaching in the New Kindergarten</i>	1	Not Acceptable Supplemental
Hennings, D.G.	<i>Communication in Action: Teaching Literature-Based Language Arts (8th ed)</i>	1	Not Relevant
Heward, William L.	<i>Exceptional Children: An Introduction to Special Education (8th ed)</i>	1	Acceptable Supplemental
Hill, L.T.; Stremmel, A.J.; Fu, V.R.	<i>Teaching as Inquiry: Rethinking Curriculum in Early Childhood Education</i>	1	Not Relevant
Hodges, Richard E. (Ed)	<i>What is Literacy?: Selected Definitions and Essays from the Literacy Dictionary: The Vocabulary of Reading and Writing</i>	1	Not Acceptable Supplemental
Jacobs, H.H.	<i>Getting Results with Curriculum Mapping</i>	2	Not Relevant
Jennings, J.H.; Caldwell, J.; Lerner, J.W.	<i>Reading Problems: Assessment and Teaching Strategies (5th ed)</i>	2	Not Acceptable Core
Jensen, E.	<i>Teaching with the Brain in Mind</i>	1	Not Acceptable Supplemental
Johns, J.; Berglund, R.	<i>Fluency Strategies & Assessments</i>	1	Acceptable Supplemental
Johns, J.; Lenski, S.; Elish- Piper, L.	<i>Early Literacy Assessments and Teaching Strategies</i>	1	Not Acceptable Supplemental
Johnston, J.; Invernizzi, M.; Juel, C.	<i>Book Buddies: Guidelines for Volunteer Tutors of Emergent and Early Readers</i>	1	Acceptable Supplemental
Jones, E.; Evans, K.; Rencken, K.S.	<i>The Lively Kindergarten: Emergent Curriculum in Action</i>	1	Not Acceptable Supplemental

Author	Title	No. of Courses in which Text is Read	Rating
Jones, F.H.	<i>Tools for Teaching</i>	1	Not Relevant
Kovalik, S.J.; Olsen, K.D.	<i>Exceeding Expectations: A Users Guide to Implementing Brain Research in the Classroom (3rd ed)</i>	1	Not Relevant
Lemlech, Johanna K.	<i>Curriculum and Instructional Methods for the Elementary and Middle School (6th ed)</i>	1	Not Acceptable Core
Lenski, S.D.; Nierstheimer, S.L.	<i>Becoming a Teacher of Reading: A Developmental Approach (1st ed)</i>	2	Not Acceptable Core
Lerner, Janet W.	<i>Learning Disabilities: Theories, Diagnosis, and Teaching Strategies (9th ed.)</i>	1	Acceptable Core
Leslie, L.; Caldwell, J.S.	<i>Qualitative Reading Inventory - 3</i>	1	Acceptable Supplemental
Leu, D.J.; Kinzer, C.K.; Wilson, R.M.; Hall, M.A.	<i>Phonics, Phonemic Awareness, and Word Analysis for Teachers: An Interactive Tutorial (8th ed)</i>	1	Not Acceptable Supplemental
Mariotti, A.S.; Homan, S.P.	<i>Linking Reading Assessment to Instruction: An Application Worktext for Elementary Classroom Teachers</i>	2	Not Acceptable Supplemental
Martens, P.	<i>I Already Know How to Read: A Childs View of Literacy</i>	1	Not Acceptable Supplemental
McCarney, S.B.; Wunderlich, K.C.	<i>The Pre-Referral Intervention Manual (3rd ed)</i>	1	Not Relevant
McCleary, S.C.; Scott, J.M.	<i>Diagnostic Reading Inventory for Primary and Intermediate Grades (3rd ed)</i>	1	Not Acceptable Supplemental
McCormick, S.	<i>Instructing Students Who Have Literacy Problems (5th ed)</i>	1	Not Acceptable Core
McLaughlin, M.; Allen, M.B.	<i>Guided Comprehension: A Teaching Model for Grades 3-8</i>	1	Not Acceptable Supplemental
Miller, D.	<i>Reading with Meaning: Teaching Comprehension in the Primary Grades</i>	2	Not Acceptable Supplemental
Miller, W.	<i>Strategies for Developing Emergent Literacy</i>	1	Not Acceptable Core
Mills, H.; O'Keefe, T.; Jennings, L.B.	<i>Looking Closely and Listening Carefully: Learning Literacy Through Inquiry</i>	1	Not Acceptable Core
Mooney, C.G.	<i>Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget, and Vygotsky</i>	1	Not Relevant
Moore, R.A.; Gilles, C.J.	<i>Reading Conversations: Retrospective Miscue Analysis with Struggling Readers, Grades 4-12</i>	1	Not Acceptable Supplemental
Morrow, L.	<i>Literacy Development in the Early Years (5th ed)</i>	5	Not Acceptable Core
Nettles, D.H.	<i>Toolkit for Teachers of Literacy</i>	1	Not Acceptable Supplemental
Nettles, D.H.	<i>Comprehensive Literacy Instruction in Todays Classrooms: The Whole, the Parts, and the Heart</i>	1	Not Acceptable Core
Opitz, M.F.; Rasinski, T.	<i>Goodbye Round Robin: 25 Effective Oral Reading Strategies</i>	1	Not Acceptable Supplemental
Outsen, N.; Yulga, S.	<i>Teaching Comprehension Strategies All Readers Need</i>	1	Acceptable Supplemental
Overton, Terry	<i>Assessing Learners with Special Needs: An Applied Approach (5th ed)</i>	1	Acceptable Supplemental
Owocki, G.; Goodman, Y.M.	<i>Kidwatching: Documenting Children's Literacy Development</i>	3	Not Acceptable Supplemental
Paley, V.G.	<i>The Girl with the Brown Crayon: How Children Use Stories to Shape Their Lives</i>	1	Not Acceptable Supplemental
Parkay, Forrest W. & Stanford, Beverly H.	<i>Becoming a Teacher (4th ed)</i>	1	Not Relevant

Author	Title	No. of Courses in which Text is Read	Rating
Pierangelo, R.; Giuliani, G.A.	<i>Assessment in Special Education: A Practical Approach (2nd ed)</i>	1	Acceptable Supplemental
Polloway, Edward A., Patton, James M., & Serna, Loretta	<i>Strategies for Teaching Learners with Special Needs (8th ed)</i>	1	Acceptable Supplemental
Popham, W.J.	<i>What Every Teacher Should Know About Educational Assessment</i>	1	Acceptable Supplemental
Pressley, M.; Allington, R.L.; Wharton-McDonald, R.; Block, C.C.; Morrow, L.M.	<i>Learning to Read: Lessons from Exemplary First-Grade Classrooms</i>	1	Not Acceptable Supplemental
Purcell-Gates, V.	<i>Other Peoples Words: The Cycle of Low Literacy</i>	1	Acceptable Supplemental
Rasinski, T.; Padak, N.	<i>Effective Reading Strategies: Teaching Children Who Find Reading Difficult (3rd ed)</i>	1	Acceptable Supplemental
Rasinski, Timothy & Padak, Nancy	<i>From Phonics to Fluency: Effective Teaching of Decoding and Reading Fluency in the Elementary School (1st ed)</i>	1	Acceptable Supplemental
Reutzel, D.R.; Cooter, R.B.	<i>The Essentials of Teaching Children to Read: What Every Teacher Needs to Know (1st ed)</i>	1	Acceptable Supplemental
Reutzel, D.R.; Cooter, R.B.	<i>Teaching Children to Read: Putting the Pieces Together (4th ed)</i>	1	Not Acceptable Core
Reutzel, D.R.; Cooter, R.B.	<i>Strategies for Reading Assessment and Instruction: Helping Every Child Succeed (2nd ed)</i>	3	Not Acceptable Supplemental
Rhodes, Lynn K.	<i>Literacy Assessment: A Handbook of Instruments</i>	1	Not Acceptable Supplemental
Richek, M.A.; Caldwell, J.S.; Jennings, J.H.; Lerner, J.W.	<i>Reading Problems: Assessment and Teaching Strategies (4th ed)</i>	1	Not Acceptable Supplemental
Roe, B.D.; Smith, S.H.; Burns, P.C.	<i>Teaching Reading in Today's Elementary Schools (9th ed)</i>	6	Not Acceptable Supplemental
Routman, R.	<i>Reading Essentials: The Specifics You Need to Teach Reading Well</i>	1	Not Acceptable Core
Rubin, D.; Opitz, M.F.	<i>Diagnosis and Improvement in Reading Instruction (5th ed)</i>	2	Not Acceptable Supplemental
Ruddell, R.B.	<i>Teaching Children to Read and Write: Becoming an Effective Literacy Teacher (4th ed)</i>	4	Not Acceptable Core
Rycik, M.T.; Rycik, J.A.	<i>Phonics and Word Identification: Instruction and Intervention (1st ed)</i>	1	Not Acceptable Supplemental
Schulman, M.B.; Payne, C.D.	<i>Guided Reading: Making it Work (Grades K-3)</i>	1	Not Acceptable Supplemental
Shanker, J.L.; Ekwall, E.E.	<i>Locating and Correcting Reading Difficulties (8th ed)</i>	2	Not Acceptable Supplemental
Shanker, J.L.; Ekwall, E.E.	<i>Ekwall/Shanker Reading Inventory (4th ed)</i>	1	Acceptable Supplemental
Shapiro, Edward S.	<i>Academic Skills Problems Workbook (revised edition)</i>	1	Acceptable Supplemental
Sibberson, F.; Szymusiak, K.	<i>Still Learning to Read: Teaching Students in Grades 3-6</i>	1	Not Acceptable Supplemental
Silvaroli, N.J.; Wheelock, W.H.	<i>Classroom Reading Inventory (10th ed)</i>	1	Not Acceptable Core
Silver, R.G.	<i>First Graphic Organizers: Reading</i>	1	Not Acceptable Supplemental
Strickland, K.	<i>Whats After Assessment?: Follow-up Instruction for Phonics, Fluency, and Comprehension</i>	1	Not Acceptable Supplemental
Strickland, K.; Strickland, J.	<i>Making Assessment Elementary</i>	1	Not Acceptable Supplemental

Author	Title	No. of Courses in which Text is Read	Rating
Taberski, S.	<i>On Solid Ground: Strategies for Teaching K-3</i>	1	Not Acceptable Supplemental
Temple, C.A.; Ogle, D.; Crawford, A.N.; Freppon, P.	<i>All Children Read: Teaching for Literacy in Today's Diverse Classrooms (1st ed)</i>	1	Acceptable Supplemental
Tomlinson, C.A.	<i>How to Differentiate Instruction in Mixed Ability Classrooms (2nd ed.)</i>	1	Acceptable Supplemental
Tomlinson, C.A.	<i>Fulfilling the Promise of the Differentiated Classroom, Strategies and Tools for Responsive Teaching</i>	1	Not Acceptable Supplemental
Tomlinson, C.A.; McTighe, J.	<i>Integrating Differentiated Instruction and Understanding by Design</i>	1	Not Relevant
Tompkins, G.	<i>Literacy for the 21st Century: Teaching Reading and Writing in Grades 4 Through 8</i>	1	Acceptable Core
Tompkins, G.	<i>Literacy for the 21st Century: Teaching Reading & Writing in Pre-Kindergarten Thru Grade 4 (2nd ed)</i>	2	Not Acceptable Core
Tompkins, G.	<i>Literacy for the 21st Century: A Balanced Approach (4th ed)</i>	15	Not Acceptable Core
Tompkins, G.	<i>Literacy for the 21st Century: A Balanced Approach (3rd ed)</i>	3	Not Acceptable Core
Tompkins, G.	<i>Language Arts: Patterns of Practice (6th ed)</i>	1	Not Acceptable Core
Tompkins, G.	<i>Language Arts: Content and Teaching Strategies (5th ed)</i>	2	Not Acceptable Core
Tompkins, G.	<i>50 Literacy Strategies: Step By Step (2nd ed)</i>	5	Acceptable Supplemental
Tompkins, Gail E.	<i>Language Arts Essentials</i>	1	Not Acceptable Supplemental
Vaughn, S.; Linan-Thompson, S.	<i>Research-Based Methods of Reading Instruction: Grades K-3</i>	1	Acceptable Supplemental
Walker, B.J.	<i>Techniques for Reading Assessment and Instruction</i>	1	Not Acceptable Supplemental
Walker, Barbara J.	<i>Diagnostic Teaching of Reading: Techniques for Instruction and Assessment (5th ed)</i>	1	Not Acceptable Supplemental
Weaver, C.	<i>Reading Process and Practice (3rd ed)</i>	1	Not Acceptable Core
Wilde, S.	<i>Miscue Analysis Made Easy: Building on Student Strengths</i>	3	Not Acceptable Supplemental
Wilson, R.M.; Hall, M.A.; Leu, D.J.; Kinzer, C.K.	<i>Phonics, Phonemic Awareness, and Word Analysis for Teachers: An Interactive Tutorial (7th ed)</i>	2	Acceptable Supplemental
Woods, M.L.; Moe, A.J.	<i>Analytical Reading Inventory (8th ed)</i>	1	Acceptable Supplemental
Woods, M.L.; Moe, A.J.	<i>Analytical Reading Inventory (7th ed)</i>	1	Acceptable Supplemental
Wurm, J.	<i>Working in the Reggio Way: A Beginners Guide for American Teachers</i>	1	Not Relevant
Yopp, H.K.; Yopp, R.H.	<i>Literature-Based Reading Activities (4th ed)</i>	1	Acceptable Supplemental
Zainuddin, Hanizah, Yahya, Noorchaya, Morales-Jones, Carmen A., & Ariza, Eileen N.	<i>Fundamentals of Teaching English to Speakers of Other Languages in K-12 Mainstream Classrooms</i>	1	Not Acceptable Supplemental
Zemelman, S.; Daniels, H.; Hyde, A.	<i>Best Practice: Today's Standards for Teaching and Learning in Americas Schools (3rd ed)</i>	1	Not Acceptable Supplemental
Zemelman, S.; Daniels, H.; Hyde, A.	<i>Best Practice: Today's Standards for Teaching and Learning in Americas Schools (2nd ed)</i>	1	Not Acceptable Supplemental

Author	Title	No. of Courses in which Text is Read	Rating
Zimmermann, S.; Hutchins, C.	<i>7 Keys to Comprehension: How to Help Your Kids Read It and Get It!</i>	1	Not Relevant

Appendix D: Request for Information



INDIANA *for* COMMISSION
HIGHER EDUCATION

April 26, 2007

Dear Dean of Education:

As you know, there has been considerable dialogue in this legislative session around the issue of highly qualified teachers and teacher workforce development with a particular focus on full-day Kindergarten and the importance of early literacy development. Within this context, we have received a legislative request for information related to how prospective Indiana elementary education teachers are being prepared to teach reading.

Specifically, the Commission has been asked to collect reading course syllabi from each Indiana college and university that prepares prospective elementary education teachers in order to provide a better understanding of how prospective elementary teachers in Indiana are currently being prepared to teach reading.

We have been asked to collect the following information by May 11, 2007.

- Copy of the syllabus (including information on textbooks and course readings used) for each reading course or practicum that a teacher preparing to teach Kindergarten through fifth grade is **required** to take at your institution.

*Note: This should include any **required** course that teaches early reading instruction and may include areas such as early reading, language arts, reading assessment, corrective reading, reading across content areas or any course that references reading methodologies under whatever title your institution may use. Please be sure to include course syllabi for all relevant certifications such as elementary/primary generalist or elementary/intermediate generalist.*

I have asked Ms. Aja May, in my office, to compile this information. Please send the information to her at your earliest convenience. Her contact information is as follows:

Aja May
Indiana Commission for Higher Education
101 W. Ohio St., Ste 550
Indianapolis, IN 46204
Email: ajam@che.state.in.us Phone: 317-464-4400 x20

It is our hope that this effort will yield a worthwhile "snapshot" which we can share with you at a later date. Please feel free to contact Aja with any questions you may have about this project.

Thank you.

Stan Jones