

Mount St. Joseph University

It Can Be Done! How One School of Education Embraced the Science and Redefined Their Teaching of Reading

Dr. Amy Murdoch and Dr. Laura Saylor  
Mount St. Joseph University



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Objectives

- Explore why the need to focus on the Science of Reading in Higher Education?
- Hear the story of how our university is preparing undergraduate and graduate educators in the science of reading.
- Discuss a state-wide project to encourage Universities to implement the Science of Reading in teacher preparation.



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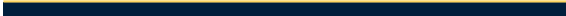
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Why Focus on the **Science** of Reading?



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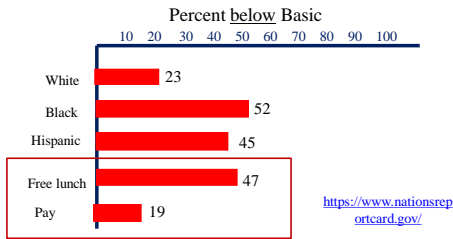
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2019 results from National Assessment of Educational Progress at 4<sup>th</sup> Grade

Overall, 34% of 4<sup>th</sup> graders performed below the Basic Level of Proficiency




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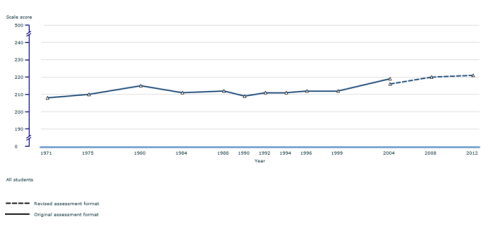
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NAEP Progress Data




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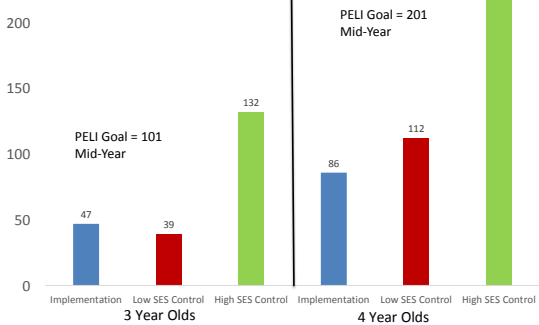
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Initial PELI Composite Scores




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### However....

- Reading skills are alterable, observable, measurable, and valid targets for change. We know how to improve reading achievement!

**“With the scientific discoveries that began over a half-century ago, we now have the good fortune of holding the keys to the locks that bar far too many children from having full access to society. It is time to put the keys in the locks and start turning them.”**

- National Council on Teacher Quality, 2007, p. 17

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### Teachers are POWERFUL

**“The Magic is in the Instruction”**

- Anita Archer, 2017

**“Every student deserves a great teacher, not by chance, but by design.”**

-Fisher, Frey, & Hattie, 2016, p. 2

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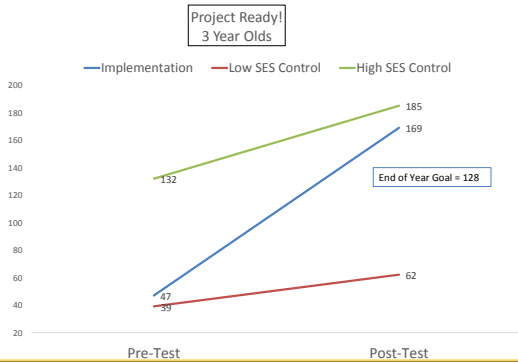
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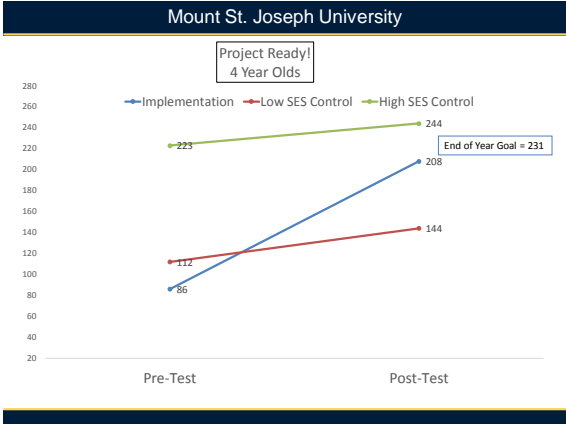
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This is a social justice issue.  
Our schools need support.

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“Various sources converge in suggesting that ill-informed, ineffective reading instruction practices are the norm in our classrooms, and that these contrast sharply with the content and principles of structured language and literacy teaching”

- Moats, 2017  
IDA Summer Perspectives

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Educational "Beliefs," Fads, and Pseudo-Science Still Dominate Our Public Schools

- Learning Styles
- Multiple literacies
- Brain based reading exercises—Brain Gym
- 3 Cueing System
- Guided guessing (whole language approaches)
- Video game based reading instruction
- **Reading is natural**

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Who Is to Blame?



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Teachers Feel...

- Regret
- Embarrassed
- Ashamed
- Angry
- Confused

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### Targets of Opportunity

State Policy

Universities

Students

Parents

Teachers

Administrators

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### We Can Do Better

- We know what it takes to create readers
- We can predict who may struggle with early screening
- We know the skills to teach, how to teach them and how much of each is necessary
- We know how to prevent reading failure and intervene with struggling readers

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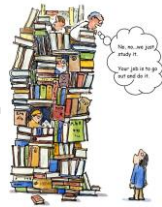
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### Why should educators embrace the Science of Reading?

Teacher preparation in traditional initial licensure programs that are situated colleges of education in the United States are not preparing teachers according to the science and research. Instead they **rely heavily on theories with little to no empirical evidence.**

HOW THE THINKER ABOUT  
 MARK SEIDENBERG  
 AT YOU ARE READING TI  
 LANGUAGE AT THE  
 SPEED OF SIGHT  
 READING THESE WORDS  
 HOW THAT YOU ARE AN E  
 HOW WE READ, THE B  
 WHY SO MANY CAN'T, I  
 AND WHAT CAN BE  
 WHY DONE ABOUT IT AN  
 WHETHER YOU WANT TO O



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## The Science of Reading

Reading is HIGHLY researched by cognitive psychologists, neuroscientists, as well as educational researchers. It is one of the oldest topics in experimental psychology. **We know a great deal about how to teach reading!**

### SO, What's the problem?

"There is a **profound disconnection** between the science of reading and educational practice. Very little of what we've learned about reading as scientists has had any impact on what happens in schools because the cultures of science and education are so different."

- Seidenberg, 2017, p. 9

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There is new awareness of the need to change.

Teacher preparation is being examined and pressured to change.

HOPE

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## Teaching Reading the Wrong Way

- Teacher preparation programs continue to ignore the sound science behind how people become readers.
- Emily Hanford of APM work on reading and science-based teaching.



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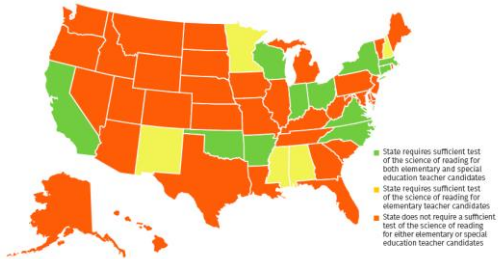
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### States that Require Testing of Reading Science for Regular and Special Educator Certification

National Overview




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### State Dyslexia Laws




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### Our Goal

Eliminate the research to practice gap.  
 Prepare teachers to implement the science of reading (and learning) so ALL children learn to read.

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### MSJU's Story

#### Currently

- Commitment across the School of Education to Science of Reading (and Learning) Model
- Enthusiastic administrative support (all levels)
- Reading Science Graduate Program
- Reading core in initial licensure programs teach Reading Science (100%)
- Five full time faculty who teach reading, all have a Reading Science model of practice and have common training:
  - Full LETRS Training (some at the instructor level)
  - Acadience Mentors
  - Orton Gillingham Training (some IMSLEC certified)
  - Commitment to attend reading science conferences each year (IDA, Reading League, Acadience Institute, Plain Talk)

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### How Did We Get Here?

- How?
  1. The change will come from the teachers!
  2. School, District, & Community Partnerships
  3. Work at the State Level
- A story in two parts: Graduate and now Undergraduate
- It all started with our Reading Science graduate program in 2008.




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### Master's Degree & Reading Endorsement

- 2008-2009 School Year Program began
  - One cohort of 11 students
  - Grant funded to begin—teachers serving children living in poverty
  - **The rest of the school was NOT reading science**
- 2010: Partnered with Mayerson Academy & Cincinnati Public Schools
  - CPS teachers were partially funded by their district
  - Held classes at Mayerson Academy until 2016
  - First included LETRS within our coursework
  - Approximately 75% were CPS teachers

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2013: Obtained Accreditation from the International Dyslexia Association

- Approached us to become accredited
- One of the 1<sup>st</sup> nine in the Nation




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- 2013-2016 Continued offering program at Mayerson Academy with high support of CPS teachers
  - 2013 district got funds to fully support teachers obtaining a Reading Endorsement
  - 2016 another set of funds to fully support teachers obtaining a Reading Endorsement
  - After 2016, funding supported ended.
  - For most of this time – Reading Science faculty = 2, hired Dr. Corbo 2015
- 2013 Added a Dyslexia Certificate to the program
- 2014 Began our fully online Reading Science program

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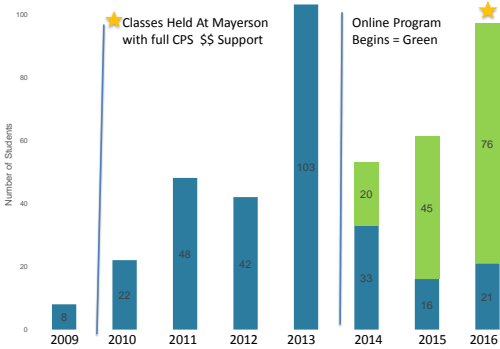
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Growth in Reading Science Program




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Partnership with CPS was KEY to our Growth

- Reading Science program = More than 250 teachers completed our program (2010 – 2015).
- Training for K-3 teachers on the Science of Reading
- Supported curriculum review of new reading program work & creation of additional training modules
- Training and coaching support of literacy specialists
- Intense work with specific schools
- Intense work with Dyslexia Pilot School – Mt. Washington
- Preschool curriculum consultation

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“Incorporating the Science of Reading into our curriculum and instructional practices has definitely benefitted our students in the kindergarten through grade three levels. We are fortunate to have a large and growing number of teachers who have learned the Science of Reading through the graduate program at Mount St. Joseph University. As educators, **we now have a powerful, common language around evidenced-based practices on how the brain makes sense of text that we employ daily to help our students become thriving readers and writers.**”

-Lucie Collier, K-3 Literacy Manager  
Cincinnati Public Schools

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Fully Online Reading Science

- Since 2017, we have run 3 cohorts a year, fully online with approximately 20 students per cohort.
- Students come from all over!
  - 28 different states
  - 5 different countries: US, Canada, Dubai, Bermuda, and Lao




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### Accredited Plus Program

June 2019



Ohio Reading  
Endorsement

Dyslexia Certificate – CERI  
Dyslexia Interventionist/  
Specialist

Master’s Degree

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### Fully Online Reading Science

- 2018 Partnered with Ohio Department of Education’s Ohio Literacy Project to provide course credit and a pathway to our program credentials
- 2019 Board of Trustees approved the creation of a doctoral program in Reading Science.



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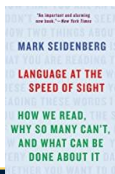
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### What About Teacher Preparation?

- Part 2 of our story, changing teacher preparation... REALLY started with gusto Spring 2017.
- Teacher Summit at MSJU, Superintendent of CPS Spoke, Education Advisory Board
- Amy gave the dean and the provost....Chapter 11



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### Good Timing

- Seidenberg, Hanford, CPS Superintendent, thriving graduate program, 090 Test of Reading became required.
- MSJ got a grant to create a dual-licensure program in special education and early childhood

*Let's Revise our Reading Core!*

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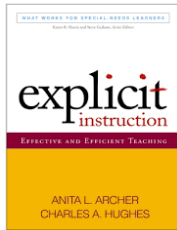
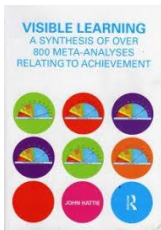
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### Not Just a Problem in Reading Education




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### Changing the "Culture of Education" Revising the Reading Core & Beyond

#### 2018-2019 School Year: Collaborative Work Groups

Themes permeated across School of Ed

- Explicit instruction
- Research rather than theory
- Rid our courses of myths
- Focus on social justice

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Revising the Reading Core

- Challenging Conversations
- Discussed a need for similar language and training – consistency across professors AND adjuncts
- Discussed the REQUIREMENT to share syllabi & resources (this is the new norm)
- Looked at all courses for alignment of content and building of skills
- This is what we are doing! Our new norm. Most were enthusiastic, one decided to leave. We hired a fabulous Reading Science person in their place.
- Found areas of need for further work: greater work on alignment, depth, and **field experiences**.

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Foundation of the Reading Science Program Courses

- Research from cognitive science
- Understanding of the essential elements of reading (The Simple View)
- Essential elements of effective instruction (instructional approaches that are based on research)
- Multi-Tiered Systems of Support (the application of data-based decision making)

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New Coursework for Undergraduates and Initial Licensure Programs

- RDG 215: Foundations of Literacy
- RDG 330: Phonological Awareness, Phonics and Fluency
- RDG 331: Vocabulary, Comprehension, & Writing
- RDG 338: Assessment, Instruction and Intervention
- RDG 391: Practicum (Structured Literacy--Orton Gillingham)

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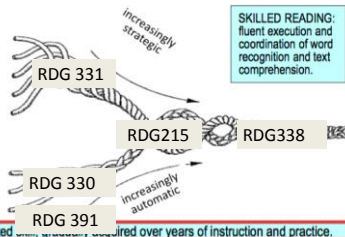
# Undergraduate Course Sequence Scarborough's Reading Rope (2001)

### LANGUAGE COMPREHENSION

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

### WORD RECOGNITION

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Reading is a multifaceted skill that is developed over years of instruction and practice.

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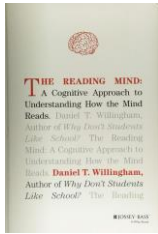
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# RDG 215: Foundations of Literacy




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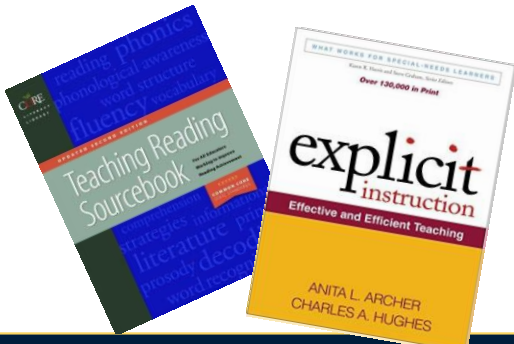
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# Used Throughout




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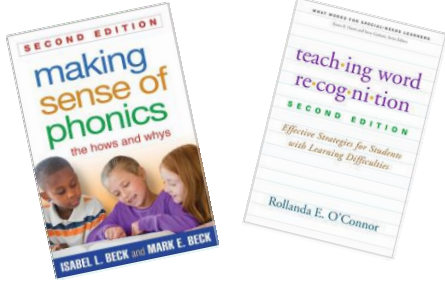
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RDG 330: Phonological Awareness, Phonics and Fluency



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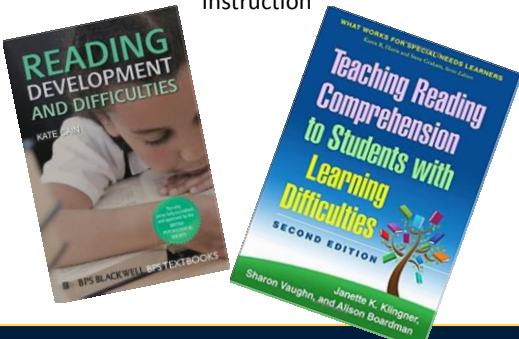
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RDG 331: Vocabulary, Comprehension, & Writing Instruction



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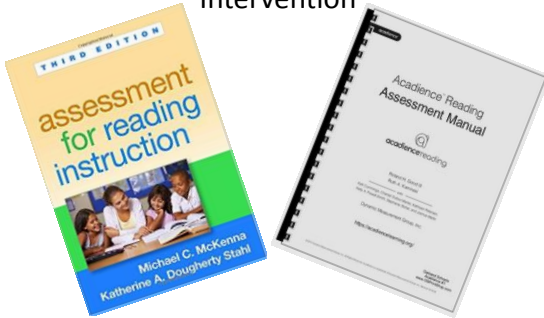
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RDG 338: Assessment, Instruction, & Intervention



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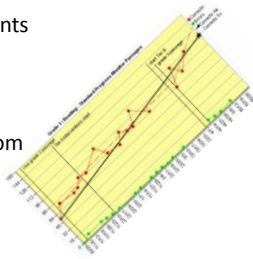
## RDG 391: Reading Practicum

**Challenges:**

Finding sites where students can tutor students during the school day

Identifying sites where students' efforts are supported by the classroom teacher

Transportation, time and school schedules




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## Also Last School Year

- Ohio Department of Education through the Ohio Dean's Compact Created a Higher Education Literacy Steering Committee with a purpose of spreading the Science of Reading across Ohio's Institutions of Higher Education.
- This group worked across the year to make recommendations about how to spread the Science of Reading. Interesting work!
- Goal was to provide grants to IHE to implement Science of Reading

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## Science of Reading Across Ohio

- Dean's Compact Literacy Steering Committee/ODE wanted model reading science curriculum for teacher preparation programs.
- Grants were awarded to universities to implement this new curriculum in teacher preparation programs AND to partner with a school district to work on the science of reading together.
- MSJU Faculty were asked to create the curriculum.

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### Model Curriculum

- For the Ohio Dean’s Compact grant MSJU Reading Science Faculty were asked to create model syllabi—Murdoch, Corbo, & Stollar
- Created a website to share this work

[www.msj.edu/scienceofreading](http://www.msj.edu/scienceofreading)

- Document defining the Science of Reading
- 4 Syllabi (Reading Core in Ohio is 4 Courses) with support materials
- Planning Checklist
- Resources List

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### Stronger Together: Advancing Reading Science (STARS)

- Ohio Dean's Compact grant in partnership with Cincinnati Public Schools
- MSJ Faculty and 13 school based intervention teams will go through a series of professional learning sessions to deepen knowledge of implementing the Science of Reading in urban schools
- Strengthen our Reading Core in teacher preparation with our district partner: identifying strong field placements in reading for our future teachers and continue to strengthen our reading.

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2019 OSEP Grant - Model Demonstration Projects for Early Identification of Students With Dyslexia in Elementary School

### PARTNERS

Promoting Achievement in Reading Through Needs-driven Evidence-based Reading Structures

Ohio Department of Education: Dr. Melissa Weber-Mayrer (PI)  
Mount St. Joseph University: Dr. Amy Murdoch & Dr. Wendy Strickler  
University of Cincinnati (Program Evaluation): Dr. Julie Morrison

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Working in Our Community Was KEY

- Professional development & coaching with area schools—CPS and beyond
- Ohio Department of Education Literacy Committees
  - Dyslexia Task Force
  - Ohio Reading Endorsement Standards Committee
  - Higher Education Literacy Steering Committee
  - Ohio Dean’s Compact
  - Early Literacy Steering Committee
  - PARTNERS Grant

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Lessons Learned & Ideas for Replication

Change will come from the teachers!

- Faculty learning and creating a culture of collaboration
- Find your supportive community & build (or create it)!
- Partner with districts, schools & teachers = SUPPORT PUBLIC EDUCATION
- Share Resources!

**Be Kind.** Say Yes! AND Have Courageous conversations

**Change IS Coming!**

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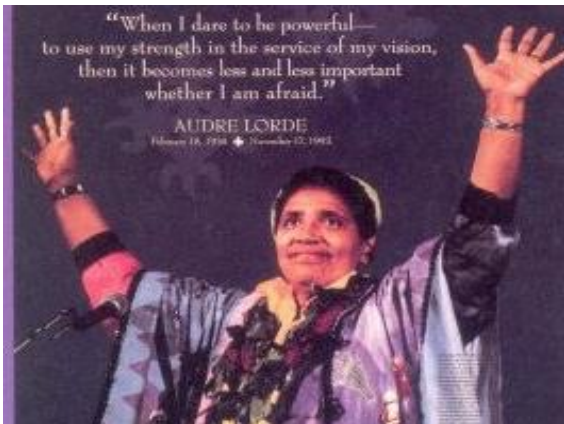
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## Questions



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