



**CENTRAL
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**Department of
Professional Education**

Science of Reading Implementation Update

Presented by:

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Core Beliefs



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- Reading is the foundation for all academic learning and key to success in life.
- Collective research proves the Science of Reading (SoR) is the best way to teach reading.
- Educator Preparation Programs (EPPs) are responsible for ensuring future teachers are well-versed in the Science of Reading and well-prepared to employ it in their classrooms.
- Methods proven ineffective for teaching reading should not be taught to preservice teacher candidates.

ACADEMIC EXCELLENCE

Current Status



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School	Program Type Undergrad or Grad	Grade	Adequate coverage of...					Count of Contrary Practices Out of 9
			Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehen- sion	
Central State University	UG	B	Yes 8.3 points	Yes 10 points	No 7.3 points	Yes 10 points	Yes 10 points	2



Overview of Reading Courses

- Reading curricula for primary, middle childhood, and intervention specialist programs include four, three-hour courses that address literacy standards.
- All courses are based on the SOR research, information on how the brain acquires all skills related to learning to read, literacy development, and include high-impact practices for instruction and application of knowledge.
- All courses address engagement with individual learners, including English Language Learners (ELLs), and students with learning differences, and speakers of language varieties.



12-hour Reading Block

- **EDU 2200** Introduction to the Teaching of Reading
- **EDU 3310** Language and Literacy/Microteaching
- **EDU 3315** Teaching Reading through Children's Literature/
Microteaching
- **EDU 3320** Phonics and Reading/Microteaching

3-hour Content Area

- **EDU 3330** Teaching Reading in the Content Area/Microteaching



Lower-level Course EDU 2200, Introduction to the Teaching of Reading

- Foundational course for the three upper-level courses
- Focuses on the research and science related to literacy development and becoming literate
- Includes two-week units on oral language development, phonemic awareness, phonics, fluency, vocabulary, reading comprehension, and writing.
- Introduction to the topic to dyslexia



Overview of Upper-level Courses

- Include microteaching, which requires students to develop lesson plans using SOR research and High-Quality Instructional Materials (HQIM) to implement with their peers.
- Require candidates to use data to inform instruction and implement the teach-assess-analyze cycle.
- Explore explicit instruction, implicit application, stages of reader development, dyslexia, and remediation through the Multi-Tier System of Supports (MTSS) and Response to Intervention (RtI) processes.



Upper-level Courses

- **EDU 3320** – Provides explicit and systematic instruction of phonemic awareness, phonics, fluency, and orthography. Each unit has a four- week focus each on topic.
- **EDU 3310** – Provides explicit and systematic instruction of vocabulary development, reading comprehension, syntax, and academic writing. Each unit has a four-week focus each on topic.



Upper-level Coursework

- **EDU 3315** - Teaches reading through Children's Literature. Emphasis is on genre, selection/use of multicultural literature, aesthetic/efferent reading using narrative and informational texts, dialogic discourse in processing text, critical thinking, and writing to reflect and respond.
- **EDU 3330** - Focuses on before, during, and after-reading strategies that enhance comprehension for all students, regardless of content area or grade level. Specific topics include new literacies, culturally responsive teaching, assessment, planning for content literacy instruction, developing vocabulary, and supporting learners with reading difficulties, such as dyslexia.

May 2024

Project Title: Fostering Literacy Excellence: Advancing the Reading Program at Central State University to Align with the Science of Reading and Enhance Pedagogical Practices

Scope of Work:

- Alignment of five reading courses offered to Education Majors aligned with SoR and the Knowledge and Practice Standards (KPS) developed by the International Dyslexia Association (IDA)
 - Texts, coursework, syllabi, assessments, state resources
- Updated training
 - Course developers
 - All adjunct faculty teaching any reading course

Areas of Opportunity



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- Ensure all areas of the SoR are more directly aligned with information gained through IDA resources, Lexia Training, and Orton Gillingham.
- Fortify courses in the areas of orthography and academic writing.
- Redesign the Content Area Literacy course to ensure all content area Preservice Teacher Candidates (PTC) include explicit reading and writing instruction and strategies in coursework.
- Research newly acquired recent materials aligned with SoR, Structured Literacy (SL), and IDA guidelines, ensuring all instructors have appropriate resources and trainings.
- Include more explicit reading instruction with individual learners, including English Language Learners (ELLs), struggling readers, and speakers of language varieties.

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Timeline



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Quarter 1: May 1, 2024 – July 31, 2024

- Develop an updated crosswalk using the new standards and reading competencies.
 - Inform our current alignment and address deficiencies.
- Create timeline based on priorities and efficiency
- Course developers begin outside training in focus areas, based on current need
- Begin work on courses
- Begin bi-weekly meetings and work sessions that will be held throughout the year, for all key personnel to collaborate and update the team.



Quarter 2: August 1, 2024 – October 31, 2024

- Develop and deliver trainings for all adjunct faculty assigned to teach reading courses for Fall, 2024
 - Trainings developed by CSU reading team based on updates to courses, SoR and SL based on information gleaned from summer training
 - Continue work on gaining access to ODEW Dyslexia modules for all faculty
- Continue meetings and work to collaborate on updates and changes
- Process updated courses through Faculty Senate

Timeline



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Quarter 3: November 1, 2024 – January 31, 2025

- Conduct focus group to gain feedback from adjuncts teaching reading courses, Fall 2024
- Deliver trainings for all adjunct faculty assigned to teach reading courses for Spring, 2025
 - Trainings developed by CSU reading team based on updates to courses, SoR and SL based on information gleaned from summer training
 - ODEW Dyslexia modules (pending permission from ODEW)
- Finalize updates and changes in coursework and process updated courses through Faculty Senate
- Evaluate student data obtained from key assessments and exams to ascertain effectiveness
- Submit syllabi and resources to outside expert for peer review

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Quarter 4: February 1, 2025 – April 30, 2025

- Conduct focus group to gain feedback from adjuncts teaching reading courses, Spring 2025
- Review and consider feedback from outside peer review
- Evaluate student data obtained from key assessments and exams to ascertain effectiveness
- Adjust course content based on data collected

Faculty



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Full-Time Faculty Credentials

- Dr. Sandra Sumerfield, Associate Professor of Reading and Literacy
 - Ohio Department of Education license, exp 6/25
 - K-8
 - Reading Endorsement K-12
 - BA Elementary
 - MA Reading Intervention
 - EdD Reading Education
- Dr. Stephanie Petricone-Turchetta, Assistant Professor
 - Rhode Island and Connecticut Departments of Education licenses
 - K-12 Reading Specialist
 - BA Elementary
 - MEd Reading
 - EdD Curriculum and Instruction
- Dr. Dianne Tetreault, Assistant Professor
 - Florida Department of Education license
 - K-12 Reading Certification
 - BA Elementary
 - MA Reading
 - EdD Reading Education

Adjunct Reading Faculty Requirements

- Undergraduate and Advanced Degrees in Education
- State Licensure with Reading endorsement/certification
- Minimum 3 years teaching
- CSU SoR Training, initial and follow-up
- ODEW Dyslexia module trainings (Pending permission)

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Questions/Concerns



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- Will faculty who reside outside Ohio have access to ODEW Science of Reading and dyslexia professional development?
- What proof should EPPs use to document that cooperating teachers have completed the required Science of Reading documentation?



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Thank you!

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