



**Science of Reading Presentation
to the
Ohio House of Representatives Higher Education Committee**

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Chairman Young, Vice Chair Manning, Ranking Member Miller and members of the Ohio House Higher Education Committee, good morning and thank you for giving Cleveland State University the opportunity to provide an update on our progress in meeting state requirements related to teaching the Science of Reading. I serve as Cleveland State’s Provost and Senior Vice President of Academic Affairs. As the University’s chief academic officer, I oversee our eight academic units, including the Levin College of Public Affairs and Education, which is where our teacher preparation programs are housed.

I am proud of the work being done within the Levin College, which has been recognized as a national leader in urban policy — in fact, it is ranked fourth nationally and first in Ohio and the Midwest. The Levin College is preparing the next generation of public impact professionals — those who have a passion for public service, those who have a passion for change and a desire to invest in the communities in which we live, work and raise our families. Our mission is centered on cultivating educators and leaders who are committed to the community and the state, and I believe this is evident in our ongoing and strong commitment to serve as leaders in literacy, as evidenced by the following:

- CSU was one of the leaders of the Reading First (RF) Ohio Center, a statewide reading grant which targeted reading instruction in Grades K-3. CSU continues to build on this effort and the long-time Reading First Ohio Center initiative, expanding on the work done over the last 20 years and incorporating Science of Reading expertise.
- The Levin College and the School of Education and Counseling have strong partnerships across the state and demonstrate leadership throughout the educational ecosystem,

impacting the region and state addressing critical issues faced by education such as: (1) teacher retention and shortages, especially within urban areas; (2) supporting literacy; and (3) enhancing educational leadership.

- CSU's Cleveland Teaching Fellowship (funded by CMSD and The Cleveland Foundation) is a pipeline program that has just completed its 8th year of an urban residency program. This program has placed more than 300 interns who complete hundreds of hours in the classroom, receive professional development and mentorship from experienced urban teachers. The program has been successful as our fellows are staying in the Cleveland Metropolitan School District (CMSD), with 91% of the fellows in the most recent cohort being hired into an urban district in their first year and 66% accepting a position in CMSD. From a retention standpoint, 72% of the first cohort have been retained in their urban district. This is a point of pride for Levin and Cleveland Metropolitan School District, and its success is due to the solid partnerships and communication that centers on the betterment of our schools for the development of our future generations of leaders in NEO.
- The Community Learning Center for Children and Youth (CLC) is a year-round instructional facility serving children, youth, and families from the Greater Cleveland community. In a supervised educational setting, the Center instructs current and future educators by providing resources and services, including assessment and tutoring in literacy and math to children and youth.

I appreciate this Committee's attention and support of the implementation of the Science of Reading and am pleased to provide you with these updates. I also welcome and fully support Governor DeWine's, Chancellor Duffey's and the DeWine-Husted Administration's commitment and advancement of these policies and view the State's support of the full implementation of the Science of Reading as a positive development in education policy — one which will benefit reading instruction and overall student success for years to come.

I am pleased to be engaged in this effort as the chief academic officer at Cleveland State as well as through my work with leaders in education throughout the Greater Cleveland community. In fact, I was honored to join community leaders earlier this year for a roundtable discussion on the topic of Science of Reading with Governor DeWine at a gathering hosted by the Cleveland Public Library.

I am committed to this work and am pleased with the progress Cleveland State has made to ensure we have the curriculum in place to prepare excellent teachers with the knowledge and skills needed to teach the Science of Reading. I am confident that CSU will be fully prepared for the audit process conducted by the Ohio Department of Higher Education starting in January 2025.

I am happy to provide you with additional information needed and to respond to your questions. But, first, I would like to turn our presentation over to my colleague Dr. Laura Northrop, Associate Professor in K-12 Literacy and Education Policy at the Levin College of

Public Affairs and Education. Dr. Northrop will provide you with additional details on CSU's work regarding the Science of Reading and preparing future teachers in this area of instruction.

Thank you for your time and attention to this important matter.

Dr. Laura Northrop

Associate Professor in K-12 Literacy and Education Policy

Levin College of Public Affairs and Education, Cleveland State University

Chair Young, Vice Chair Manning, Ranking Member Miller and members of the House Higher Education Committee, my name is Dr. Laura Northrop, and I am an Associate Professor in K-12 Literacy and Education Policy in the Levin College of Public Affairs and Education, as well as the current Director of Research and Assessment in the Office of Instructional Excellence at Cleveland State University. Thank you for the opportunity to provide testimony on the Science of Reading and to share how Cleveland State University integrates the Science of Reading into our teacher preparation program.

I joined the faculty at Cleveland State University in 2016, and one of my primary responsibilities is teaching our K-12 literacy courses in our teacher education program to meet the requirements of Ohio's 12-Hour Reading and Literacy Core. Prior to joining Cleveland State, I worked at John Carroll University in a similar capacity, teaching the literacy core courses as well as helping to create and implement a graduate-level reading endorsement to meet the requirements of Ohio's Third Grade Reading Guarantee. Before working in higher education, I taught fifth to eighth grade in a variety of schools, including urban, suburban and rural settings.

Cleveland State offers several different teacher education programs, leading to licensure in the following areas: Primary to Grade 5 (P-5), Middle Childhood, Adolescent Young Adult and K-12 Intervention Specialists. Our literacy faculty support all the programs by teaching the required 12-Hour Reading and Literacy Core for the P-5, Middle Childhood and Intervention Specialists programs, as well as the required 3-Hour Reading in Content Areas for the Adolescent Young Adult program.

When I joined the faculty at Cleveland State, our literacy program had a solid foundation of courses built around the National Reading Panel's main components of reading instruction: phonological and phonemic awareness, phonics, oral reading fluency, vocabulary and comprehension. Since then, our faculty have continually worked to update and refine our curriculum to reflect current research and best practices in reading and to strengthen our teacher preparation program so that we can graduate solid teacher candidates who will be successful teachers in our partner districts. We welcome the current initiative on Science of Reading, and I am happy to share what Cleveland State has done in recent years to implement this policy.

First, between 2019 and 2021, we used a grant from the Ohio Dean's Compact to redesign our 12-Hour Reading and Literacy Core courses to further align our instruction with the Science of Reading. This included changes to instructional materials such as the addition of Gough and Tunmer's Simple View of Reading model; Scarborough's Reading Rope; Ehri's Phases of Word Recognition; and Seidenberg and McClelland's Four-Part Processing model, which are the main

theoretical models underpinning the Science of Reading initiative. This redesign process also allowed us to make sure important components of reading instruction, such as explicit and systematic phonics, structured literacy, and dyslexia screening and intervention are taught in multiple classes so that our students have multiple encounters with the material.

Another large part of our course redesign work was reviewing our textbooks and making changes where necessary to better align with the Science of Reading. Lastly, this redesign effort included the creation of several case studies that allow our students to analyze student data and create instructional plans based on the core components of reading instruction. With the release of the updated 12-Hour Reading and Literacy Core standards last year, our faculty are currently reviewing and revising our courses to make certain they meet these new standards.

I would like to highlight one experience our Cleveland State students earning the P-5 license have, which is during the final 12-Hour Reading and Literacy Core course when they participate in an 8-week tutoring program run through our Community Learning Center. In this field experience, students work one on one with a student in kindergarten through fifth grade who is having reading difficulties. Students write weekly lesson plans grounded in the tenants of Science of Reading and include explicit and systematic phonics instruction, oral reading fluency practice with decodable texts, and building knowledge and vocabulary through reading comprehension and writing activities.

Next, I would like to discuss how we are building knowledge and expertise in our faculty. In addition to our relevant master's and doctoral degrees, my colleagues and I have attended various workshops, presentations and conferences on the Science of Reading. We have presented several times at the Literacy Research Association annual conference on Science of Reading and dyslexia policies across the United States.

In addition to building our research expertise, our faculty are also committed to keeping current with the instructional practices and curriculum in K-12 schools. In this capacity, my colleagues and I have completed the Language Essentials for Teachers of Reading and Spelling (LETRS) training focused on the Science of Reading, which is a professional development program that many of the teachers in our partner districts have also completed. To ensure consistency across courses and faculty, we are developing complete "Quality Course Models" for all literacy courses. This will include a complete course packet with course lectures, assignments, in-class experiences, rubrics and assessments. This will support part-time instructors and provide course consistency in the content, experiences and expectations for all students.

Lastly, I would like to talk about how we currently monitor our students' progress and support their success. Our licensure programs complete a data review and program analysis every August, and literacy faculty work across all licensure programs to help analyze literacy data for each program. In addition, we review our students' scores on the OAE 190 Foundations of Reading licensure exam during this time. Reviewing this data allows us to make real-time and timely adjustments to our courses for the upcoming academic year. It also helps us identify more long-term changes necessary to better support our students.

In the future, our faculty will be continuing to work on strengthening our reading curriculum and better aligning it with Science of Reading and state initiatives. As noted previously, we are currently in the process of ensuring our courses are aligned to the new 12-Hour Reading Core standards; we are currently creating course modules to standardize our courses and to provide better support to our part-time instructors; and we are explicitly making clear the connections between our course content, the Science of Reading and K-12 instructional practices to our students.

Chairman Young and members of the Ohio House Higher Education Committee, again, thank you for his opportunity to provide you information on Cleveland State's important work preparing future teachers for Ohio schools and specifically on our efforts relating to the curriculum of the Science of Reading and enhancing literacy initiatives.

I'm pleased to answer any questions you may have.