NATIONAL COMPREHENSIVE CENTER FOR TEACHER QUALITY

Scientifically Based Reading Instruction Innovation Configuration

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Authors

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Original Source

This innovation configuration originally appeared in the following resource, which fully describes the innovation configuration, clarifies its purpose, and provides examples of what each component may look like in the classroom.

Smartt, S. S., & Reschly, D. J. (2007). *Barriers to the preparation of highly qualified teachers in reading* (TQ Research & Policy Brief). Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved May 12, 2011, from http://www.tqsource.org/publications/June2007Brief.pdf

Instructions for Using Innovation Configurations

The following resource describes the content and purpose of innovation configurations, outlines their intended use as syllabus evaluation tools, and provides scoring guidelines and examples for clarification.

National Comprehensive Center for Teacher Quality. (2011). *Innovation configurations: Guidelines for use in institutions of higher education and professional development evaluation.* Washington, DC: Author. Retrieved May 12, 2011, from http://www.tqsource.org/publications/IC_Guidelines.pdf

Introduction

The poor performance of America's fourth graders on national examinations of reading proficiency and a national mandate imparted in the Elementary and Secondary Education Act, as reauthorized by the No Child Left Behind (NCLB) Act, and the Individuals with Disabilities Education Act have highlighted the centrality of scientifically based reading research and instruction in the preparation of elementary and special education teachers. This innovation configuration is based on the established scientifically based reading research and can be used to evaluate general and special education teacher preparation and professional development programs for improving the teaching of reading.

Scientifically Based Reading Instruction Innovation Configuration

Essential Components	Variations					
	Code = 0	Code = 1	Code = 2	Code = 3	Code = 4	Rating
Instructions: Place an X under the appropriate variation implementation score for each course syllabus that meets the criteria specified, from 0 to 4. Score and rate each item separately. Descriptors and examples are bulleted below each of the components.	**There is no evidence** that the component is included in the class syllabus.	Syllabus mentions **content related to the component**.	Syllabus mentions the component and requires **readings and tests or quizzes**.	Syllabus mentions the component and requires **readings, tests or quizzes, and assignments or projects for application.** • Observations • Lesson plans • Classroom demonstration • Journal response	Syllabus mentions the component and requires **readings, tests or quizzes, assignments or projects, and teaching with application and feedback.** • Fieldwork (practicum) • Tutoring	Rate each item as the number of the highest variation receiving an X under it.
Scientifically Based Reading Research (ESEA/IDEA) • *Preventing Reading Difficulties in Young Children* (1998) • National Reading Panel Report (2000) • Reading success for **all** students • Scientifically based research – randomized studies, peer reviewed, replicated, minimize bias • ESEA mandates scientifically based reading research • Research-based strategies • Five essential elements of reading: Phonemic Awareness, Phonics, Fluency, Comprehension, Vocabulary						

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Phonemic Awareness (This topic is ideally subsumed under the broader topic Phonological Awareness.) • Individual speech sounds, phonemes • Early indicator of risk • Precursor to phonics • Detect, segment, blend, manipulate phonemes (sounds) (e.g., /b/ /a/ /t/ = *bat*) • Rhyming, alliteration in preschool and kindergarten • Elkonin boxes (common activity)						
Phonics • Correspondence of sounds and letters • Phoneme–grapheme correspondences • Blending, decoding, encoding • Syllable types • Prefixes, suffixes, base words • Nonsense words (assessment) • Alphabetic Principle • Word analysis • Words composed of letters (graphemes) that map to phonemes • Letters and sounds working in systematic way						

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Fluency • Rate, accuracy, and prosody • Repeated readings • Fluency training • Partner reading • Measurable goals • Charting progress						
Vocabulary • Taught directly and indirectly • Preteach • Oral language • Multiple contexts, meanings • Choosing and leveling words for explicit instruction • Word consciousness • Context • Morphemes						
Comprehension • Questioning strategies (i.e., before, during, and after reading) • Summarize/predict/retell • Metacognitive strategies • Both narrative and expository text structure • Collaborative strategic reading						

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Integration • Planned connections of instruction for five essential elements of reading • Weaving of five essential components of reading (or any combination of components), first taught in isolation and always placed back in meaningful context • Integrated						
Systematic Instruction • Planned/purposeful/sequential • Step-by-step • Example: teach certain letters (*b, m, a*) before others (*y, x, tch*). • Teach from easy to more difficult • Directions for determining whether reading programs use skills sequence and provide adequate practice						

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Explicit Instruction • Direct/straightforward • No room for guessing • Example: This is the letter *B*; it represents the /b/ sound. • I do it, we do it, you do it						
Screening Assessment • Early identification and prevention • Brief measures • **All** students • Identifying students who require additional support • Valid and reliable instruments						
Progress Monitoring • Ongoing and frequent assessment for those requiring additional support • Providing additional support, monitoring every 1–2 weeks, and so on • Instructional modifications made accordingly • Reflects appropriateness of the teacher's intervention						

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The National Comprehensive Center for Teacher Quality is a collaborative effort of ETS, Learning Point Associates, and Vanderbilt University.

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About the National Comprehensive Center for Teacher Quality

The National Comprehensive Center for Teacher Quality (TQ Center) was created to serve as the national resource to which the regional comprehensive centers, states, and other education stakeholders turn for strengthening the quality of teaching—especially in high-poverty, low-performing, and hard-to-staff schools—and for finding guidance in addressing specific needs, thereby ensuring that highly qualified teachers are serving students with special needs.

The TQ Center is funded by the U.S. Department of Education and is a collaborative effort of ETS, Learning Point Associates, and Vanderbilt University. Integral to the TQ Center's charge is the provision of timely and relevant resources to build the capacity of regional comprehensive centers and states to effectively implement state policy and practice by ensuring that all teachers meet the federal teacher requirements of the current provisions of the Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind Act.

The TQ Center is part of the U.S. Department of Education's Comprehensive Centers program, which includes 16 regional comprehensive centers that provide technical assistance to states within a specified boundary and five content centers that provide expert assistance to benefit states and districts nationwide on key issues related to current provisions of ESEA.

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