

The Poetics Of Biblical Narrative Ideological Literature And The Drama Of Reading Indiana Studies In Biblical Literature

Resources in Education Research in Education Reading the Literary Island What Indiana's Education Schools Aren't Teaching About Reading The Reading Teacher A Study of Reading in Indiana Middle, Junior, and Senior High Schools The Public School Journal A Coöperative Study of Reading in Sixteen Cities of Indiana The Official Railway Guide Journal of Reading Indiana Pharmacist The American Reports James Nelson Burnes The ... Yearbook of the National Reading Conference Research Centers Directory Current Index to Journals in Education The Inland Educator Journal of the House of Representatives of the State of Indiana at Their ... Session How to Read a Film National Teacher Kathrine Merrie Bonin National Council on Teacher Quality Jack W. Humphrey Indiana University. School of Education. Bureau of Cooperative Research Isaac Grant Thompsom James Nelson Burnes National Reading Conference (U.S.). Meeting Indiana. General Assembly. House of Representatives James Monaco

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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 other findings include 1 most education schools in indiana are not teaching the science of reading 2 institutional

characteristics do not make some programs more likely than others to teach the science of reading 3 there are few differences between the preparation that is required for general education teachers and what is required for special education teachers 4 most programs ignore the science of reading or present it as an approach that is no more valid than others 5 few required texts address the science of reading many courses still rely on texts that predate the national reading panel report 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 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 and 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 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 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 four appendices are included 1 scoring 2 sample of syllabi 3 ratings for the required texts and 4 request for information a bibliography is included contains 25 figures and 32 footnotes

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now thoroughly revised and updated the book discusses recent breakthroughs in media technology including such exciting advances as video discs and cassettes two way television satellites cable and much more

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