



# Standard 4: Struggling Reading

## What consumers need to know about teacher preparation

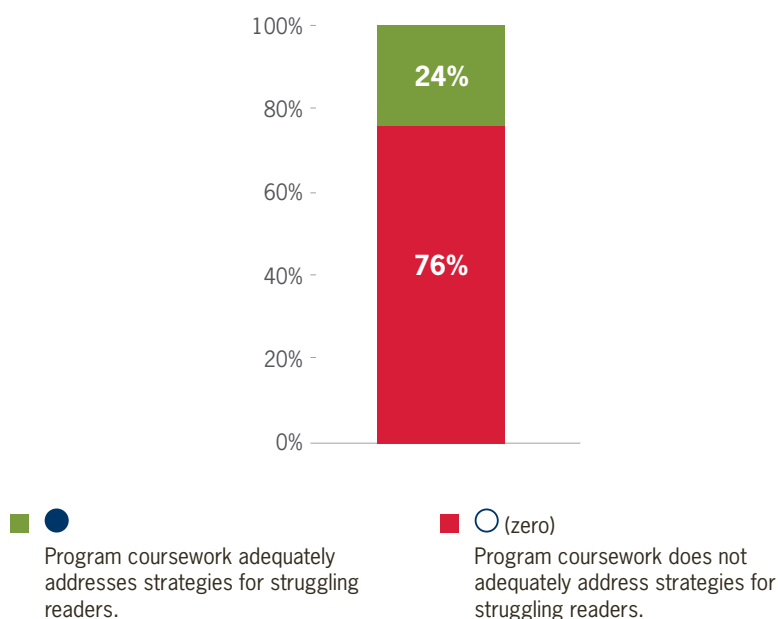
To learn more about how programs are scored on this standard, including how individual indicators are satisfied, please see its [scoring methodology](#).

In most cases, significant trouble in reading is the root cause of a student's diagnosis of a learning disability. So the best way to reduce the number of children in special education is to train teachers at the front line in the most effective strategies for preventing reading failure. In all but a few cases, early intervention by the classroom teacher can significantly improve the reading skills of students struggling to read.

This standard evaluates whether required reading courses for elementary teacher candidates present strategies to address struggling readers.

### Overview

Distribution of scores on Std. 4: Struggling Readers  
(N=685 elementary programs)



## Sample for this standard

The sample encompasses all undergraduate and graduate elementary programs for which data obtained were clear enough to evaluate.

### What are common reasons that programs do not satisfy the Struggling Readers Standard?

- *Coursework does not require high-caliber comprehensive reading textbooks to support instruction.* With a number of strong textbooks readily available, all instructors should require texts that adequately address strategies for struggling readers.
- *One or more literacy courses require a textbook that addresses struggling readers, but are not complemented by lectures and practice.* Lectures and practice must complement a strong textbook to fully support candidates as they learn how to differentiate instruction with the explicit purpose of remediating reading difficulties experienced by struggling readers.

Four institutions of higher education (IHEs) with undergraduate and graduate elementary programs in our sample earn the distinction of having both programs satisfy the standard: **California State University – Bakersfield, California State University – Dominguez Hills, California State University – East Bay, and Florida State University.**

Forty states have at least one elementary program in our sample at either the undergraduate or graduate level that meets this standard.

Eleven percent of programs in the sample meet this standard and also meet the **Early Reading Standard**, meaning that in addition to providing strategies for children who are not on the right reading trajectory, their coursework also more broadly addresses the five essential components of effective reading instruction.<sup>1</sup> Two programs provide especially strong early reading instruction and also meet this standard:

- ✓+ Both **Rockford College (IL)** and the **University of Minnesota – Morris** meet the **Struggling Reader Standard** and also earn a strong design designation on the **Early Reading Standard**.

## Programs that meet both the Struggling Readers and Early Reading Standards

Undergraduate elementary	Graduate elementary
Anderson University (IN)	American International College (MA)
Arcadia University (PA)	Biola University (CA)
Arkansas State University	California State University – Bakersfield
Cairn University (PA)	California State University – Dominguez Hills
California State University – Bakersfield	California State University – East Bay
California State University – Dominguez Hills	California State University – Sacramento
Chaminade University of Honolulu (HI)	Christopher Newport University (VA)
College of Saint Rose (NY)	Florida State University
College of Saint Scholastica (MN)	Loyola Marymount University (CA)
Dallas Baptist University (TX)	Loyola University Maryland

<sup>1</sup> Phonemic awareness, phonics, fluency, vocabulary and comprehension.

Undergraduate elementary	Graduate elementary
Delta State University (MS)	St. Mary's College of Maryland
Eastern Connecticut State University	University of California – Berkeley
Elon University (NC)	University of Maryland – College Park
Eureka College (IL)	University of Minnesota – Twin Cities
Florida Agricultural and Mechanical University	University of Montana
Florida Gulf Coast University	Western Governors University (UT)
Florida State University	
Fort Hays State University (KS)	
Fort Lewis College (CO)	
Gordon College (MA)	
Keuka College (NY)	
Knox College (IL)	
Langston University (OK)	
Lindsey Wilson College (KY)	
Loyola University Chicago (IL)	
Miami University of Ohio (OH)	
Minnesota State University – Mankato	
Muskingum University (OH)	
Neumann University (PA)	
Norfolk State University (VA)	
North Central College (IL)	
Northern Kentucky University	
Northwest Florida State College	
Northwestern Oklahoma State University	
Northwestern State University of Louisiana	
Olivet College (MI)	
Rockford College (IL)	
Stephen F. Austin State University (TX)	
SUNY – Fredonia (NY)	
Taylor University (IN)	
Texas A&M International University	
Texas A&M University – Corpus Christi	
Texas A&M University	
University of Alaska Fairbanks	
University of Colorado Colorado Springs	
University of Dayton (OH)	
University of Delaware	
University of Houston (TX)	
University of Louisiana at Lafayette	
University of Memphis (TN)	
University of Minnesota – Morris	
University of Mississippi	
University of North Carolina at Wilmington	
University of Science and Arts of Oklahoma	
University of South Alabama	

#### Undergraduate elementary

University of St. Francis (IL)  
University of Texas at Austin  
Wesleyan College (GA)  
William Carey University (MS)  
Wittenberg University (OH)

## More on preparation to teach struggling readers

Twenty-four percent of elementary programs meet this standard because they require coursework that may use texts, lectures or various types of practice that adequately address diagnosis of and intervention with struggling readers.

The remaining 76 percent of programs in our sample do not meet this standard.



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