

Teacher Preparedness Survey - Fundamentals of Literacy

Report Date: Friday, Dec 23, 2016

232

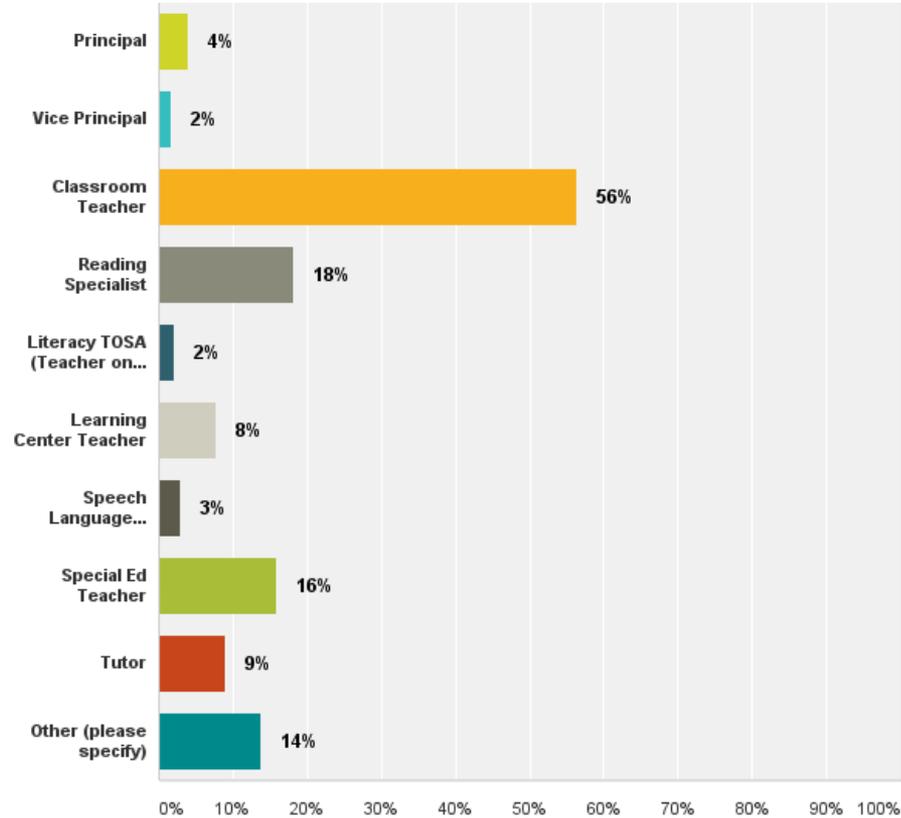
Total Responses

Date survey distributed via email and social media: Saturday, July 21, 2016

Created by: Decoding Dyslexia Oregon

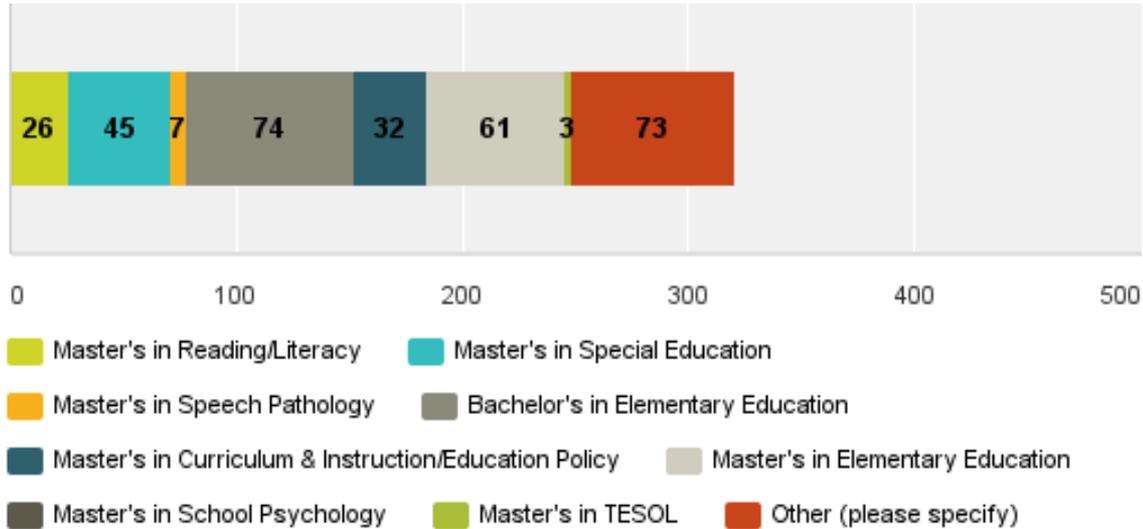
Q1: What is your current position? If retired or not currently working, which former positions did you hold. (Check all that apply.)

Answered: 232 Skipped: 0



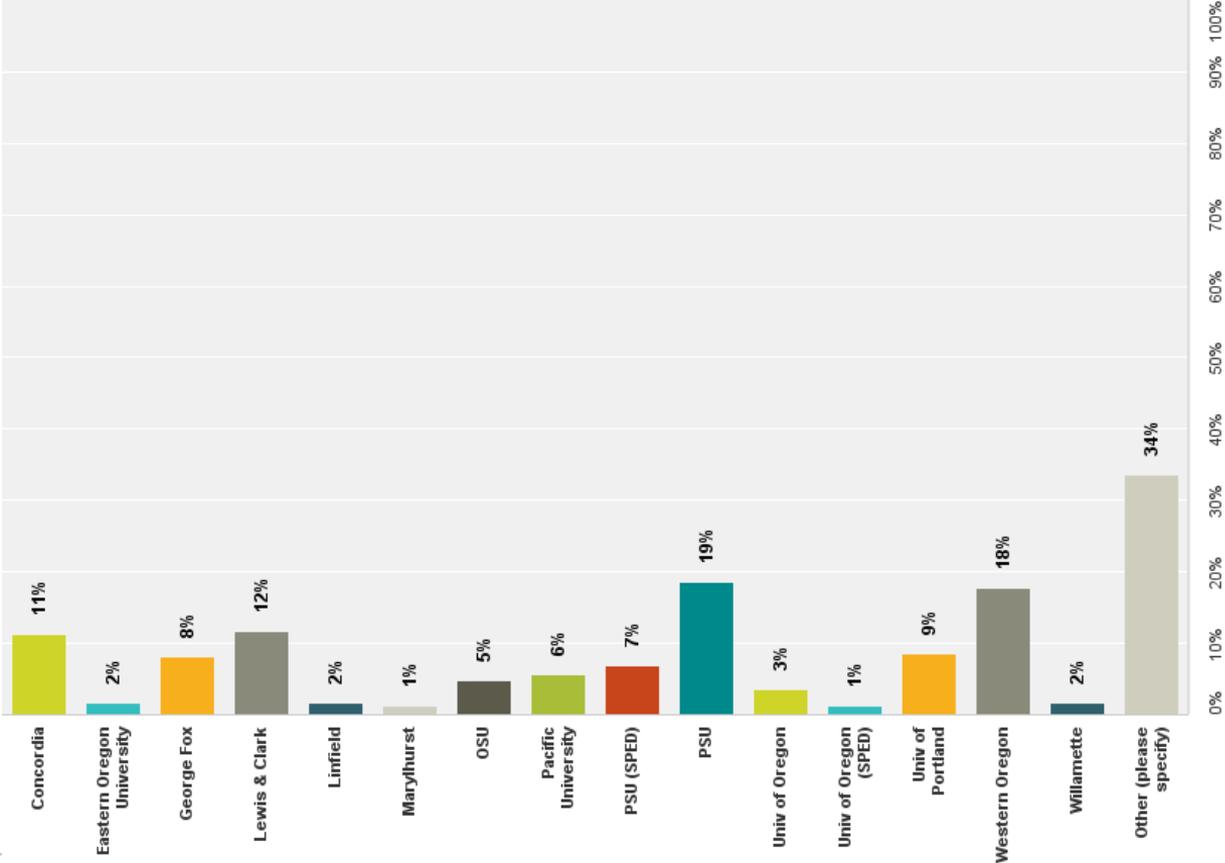
Q2: Which degrees related to Education do you have? (Check all that apply.)

Answered: 232 Skipped: 0



Q3: Which teacher training program(s) did you attend? (Check all that apply.)

Answered: 232 Skipped: 0



Q3: Which teacher training program(s) did you attend? (Check all that apply.)

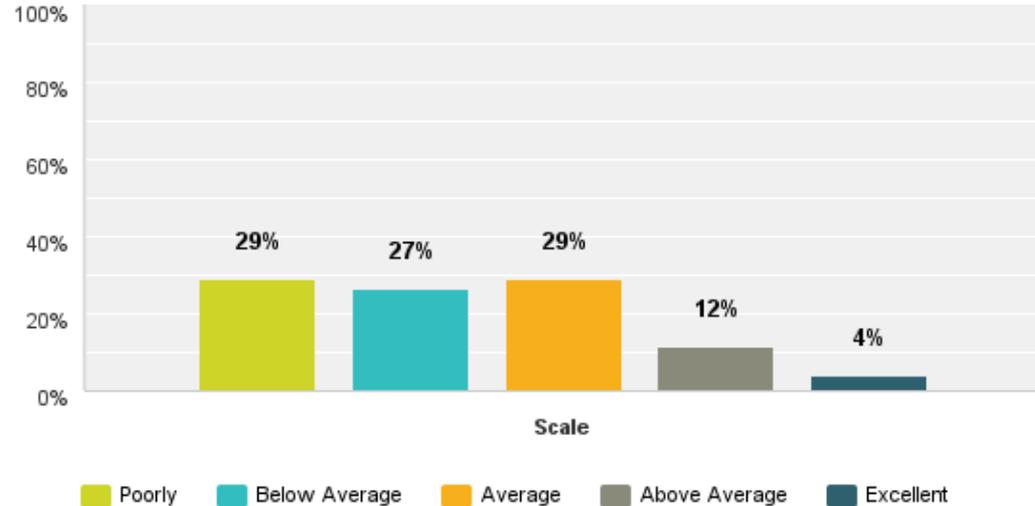
Answered: 232 Skipped: 0

Other (please specify):

- Warner Pacific College
- St. Mary's College of California
- Carroll college
- Carroll College in Helena, MT
- Warner Pacific
- Corban
- L & Clark for reading endorsement only; State University of New York for undergraduate (Fredonia) and graduate (Cortland)
- George Washington University
- Barton Dyslexia Screening Seminar--credits through UC San Diego
- Out-of-State
- Utah State University, Southern Utah University
- San Francisco State University
- Linn Benton Community College
- For reading endorsement
- CSUF, National University,
- Western Washington at Fairhaven
- Lesley University for MA
- California Baptist University
- Seattle University
- Orton Gillingham training--2 years
- Peabody College, now Vanderbilt
- Pacific Lutheran University
- Dallas Baptist University
- Illinois State University
- Dual inclusion program
- Cal State San Marcos
- Point Loma Nazarene College
- Northwest Nazarene University
- Lesley University
- University of the Pacific (California)

Q4: On a scale of 1 to 5, how well did your university coursework prepare you to teach reading to struggling learners (including those with dyslexia)?

Answered: 232 Skipped: 0



Q4: On a scale of 1 to 5, how well did your university coursework prepare you to teach reading to struggling learners (including those with dyslexia)?

Answered: 232 Skipped: 0

Comments:

"I did not even hear the word "dyslexia" once in my entire teacher ed program. We had one class in special education, and the entire class focused broadly on the disabilities that could qualify a student for service and the IEP process."

"Dyslexia was never brought up once, in my course work or in my student teaching experience."

"I do not recall specifically being trained re: dyslexia. Just strategies to work with struggling readers."

"The term "dyslexia" was never used. When questioned the response was that it is not a condition that is noted due to the lack of indicators."

"Would love to have learned more about kids with reading difficulty, including dyslexia, and how these students learn different."

"It was appalling to see how our universities are now following the research and teaching teachers what they need to know about the brain and learning. One thing that I would like to point out is that in the training I received there were people from all over the country who have their doctorates in Reading and never had one single class in dyslexia. This is not only an injustice, this is morally wrong. It is morally wrong to have all the research and knowledge of a language processing difference like dyslexia and not teach our educators about it."

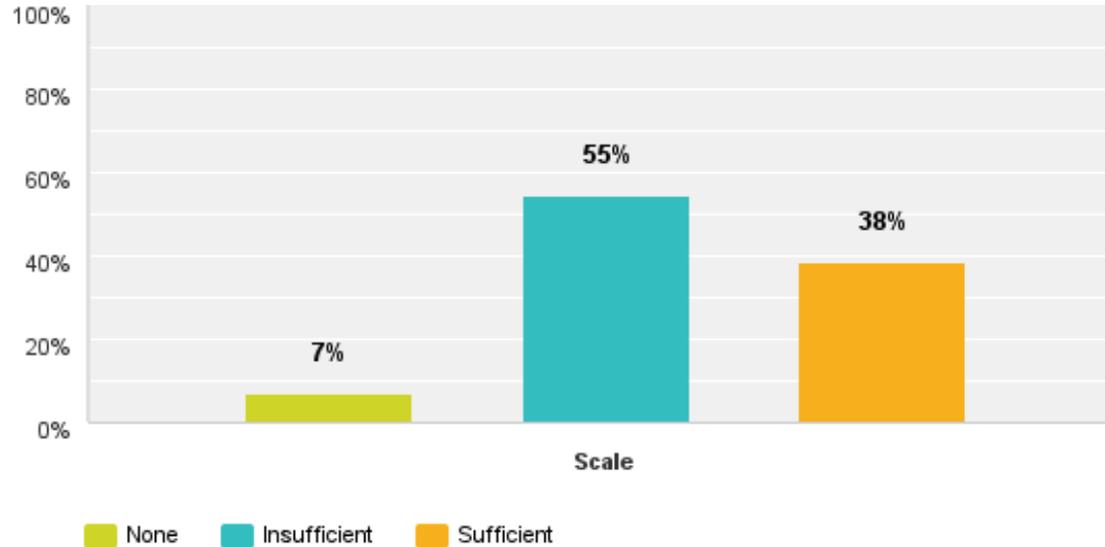
"There was no specific instruction dedicated to Dyslexia - just strategies and tools for "struggling" readers."

"I graduated in 1990. I don't recall learning a thing about dyslexia."

"We did not even discuss "dyslexia" as it was deemed too controversial and confusing."

Q5: How much coursework did you receive on the fundamentals of reading acquisition?

Answered: 232 Skipped: 0



Q5: How much coursework did you receive on the fundamentals of reading acquisition?

Answered: 232 Skipped: 0

Comments:

“Had one reading course as undergraduate thus insufficient. However, I had more reading classes when I earned my endorsement but not much on dyslexia.”

“I only received a limited amount of this during my courses for ESOL”

“We were taught to make book bags for children. We were also taught that "running records" or simply listening to a child read, were sufficient assessment in the classroom. I remember my professor explaining that all children will read, and the few that can't quite get it will go to SPED and learn to read there. The thing the professor emphasized was making sure each book bag had a nice variety of books, and that each child should be reading books at his or her "level.”

“I learned the foundational skills and feel extremely comfortable teaching Pre-K through 8th grade and beyond.”

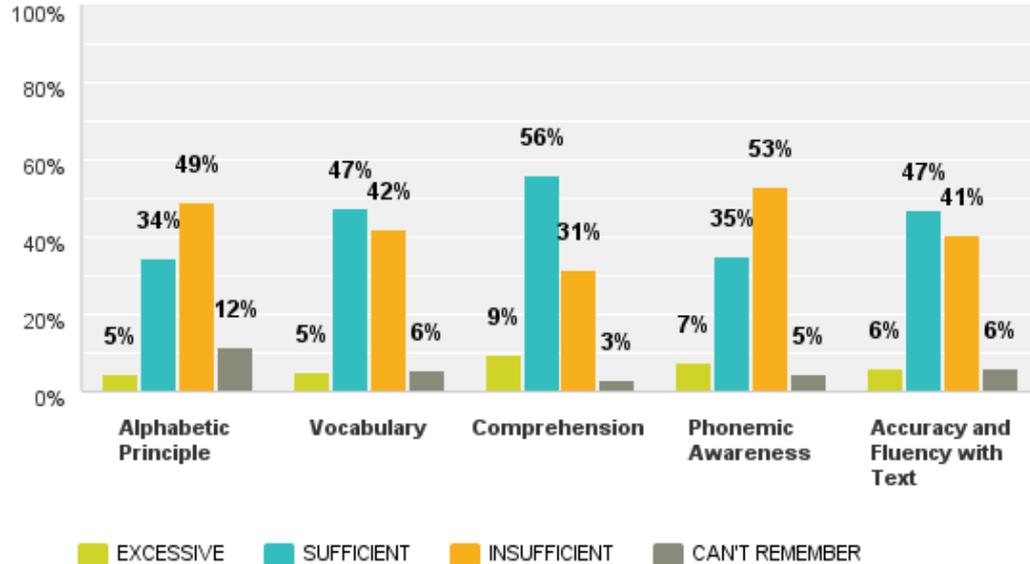
“Most of the knowledge I gained regarding the teaching of reading to struggling readers was through my doctoral work and personal studies.”

“One course for teaching reading in my Master's program.”

“We were taught to make book bags for children. We were also taught that "running records" or simply listening to a child read, were sufficient assessment in the classroom. I remember my professor explaining that all children will read, and the few that can't quite get it will go to SPED and learn to read there. The thing the professor emphasized was making sure each book bag had a nice variety of books, and that each child should be reading books at his or her "level.”

Q6: The National Reading Panel recommends five big ideas in reading instruction. Please indicate how much training you receive in each of the five areas:

Answered: 232 Skipped: 0



Q6: The National Reading Panel recommends five big ideas in reading instruction. Please indicate how much training you receive in each of the five areas:

Answered: 232 Skipped: 0

Comments:

"My coursework was heavy on theory of education and needed more practical application."

"I graduated at a time when the instruction of these were weak. I believe that the principles are being taught. What is not being taught is what dyslexia is and how to remediate it. It is not being acknowledged."

"I get training on my own, in addition to what my district provides for me."

"Sufficient, practical instruction with each principle in graduate coursework, not undergrad."

"I got more instruction in these with my ESL cert and English BA than in general teacher training coursework."

"I say "excessive" only because I made this part of my dissertation studies."

"Too much time spent on developing literacy in the classroom setting when so many children cannot even get started due to basic sound-symbol challenges. Teachers need to understand how auditory and visual processing forms the foundational for reading skills."

"My instruction was almost all in reading comprehension and almost nothing in decoding."

"My training in undergraduate courses did not train me nearly enough!!"

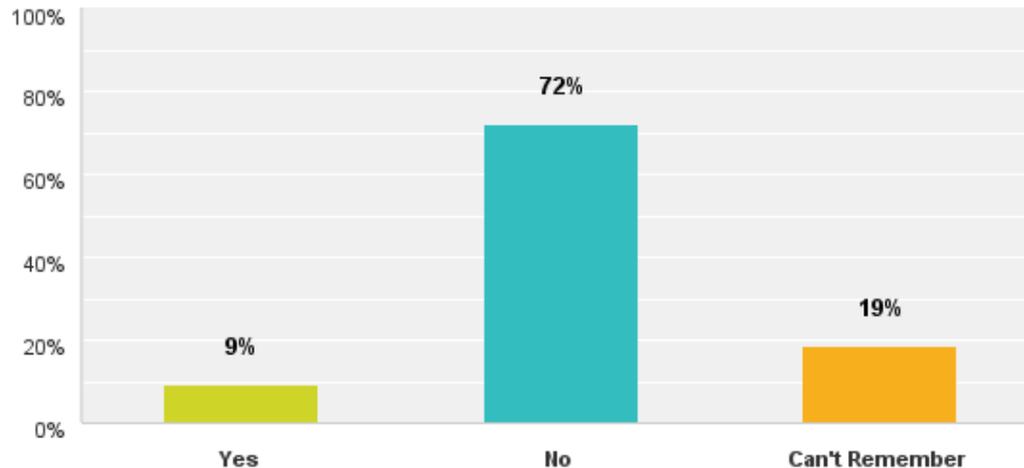
"The focus was more about using books in your teaching, not at all about teaching kids how to read!"

"This training was obtain from attending Susan Barton seminars, and IDA conferences NOT from my coursework at university."

"Too focused on outdated methods of instruction that have not been effective for most students who struggle with reading issues."

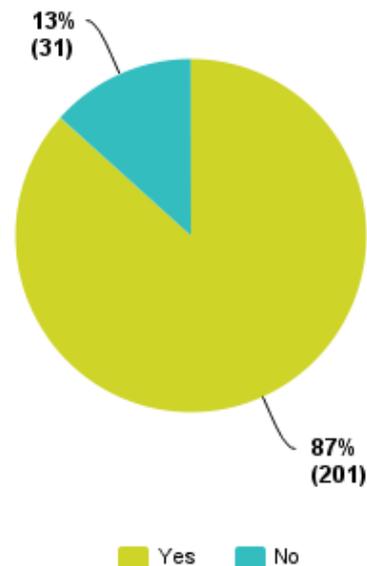
Q7: Did your teacher preparation program teach you about the six different types of syllables?

Answered: 232 Skipped: 0



Q8: Have you spent your own money and time to pursue additional ideas for teaching struggling learners to read (including those with dyslexia) because of insufficient availability of coursework and background in your teacher preparation program?

Answered: 232 Skipped: 0



Q8: Have you spent your own money and time to pursue additional ideas for teaching struggling learners to read (including those with dyslexia) because of insufficient availability of coursework and background in your teacher preparation program?

Answered: 232 Skipped: 0

Comments:

"I have been seeking out every training that is offered in the PDX metro area. I also ask each new TOSA, administrator in our district as to how to get support for my students and what programs can I use."

"I have received training in what is dyslexia, screening for it, and how to remediate it. I have acquired a well-respected Orton-Gillingham based program with my own money and am certified at the master level in the program. In addition, I have had to leave the state to get training in how to remediate the phonemic deficiencies of students who have phonological dyslexia. I am trained in the Lindamoodbell program. All of these programs are research based programs that most schools in our area do not offer, nor do they have anyone trained to competent levels in administering the programs. This must change at the university level. It is clearly a systemic problem."

"My eyes were really opened to some problems my students are having after I went to the dyslexia workshops this past year."

"Despite the fact that there are many journals devoted to reading disabilities where new research is routinely presented on dyslexia, there was no mention of the wealth of evidence for neurological basis of dyslexia or effective reading instruction for these children in my education program. I had to spend years and a lot of personal resources attending conferences to learn how to effectively help my students with severe reading disabilities. I wish I've had at least some foundation in multi-sensory instructional techniques while in school.

"I attended as many IDA/ORBIDA conferences as I could."

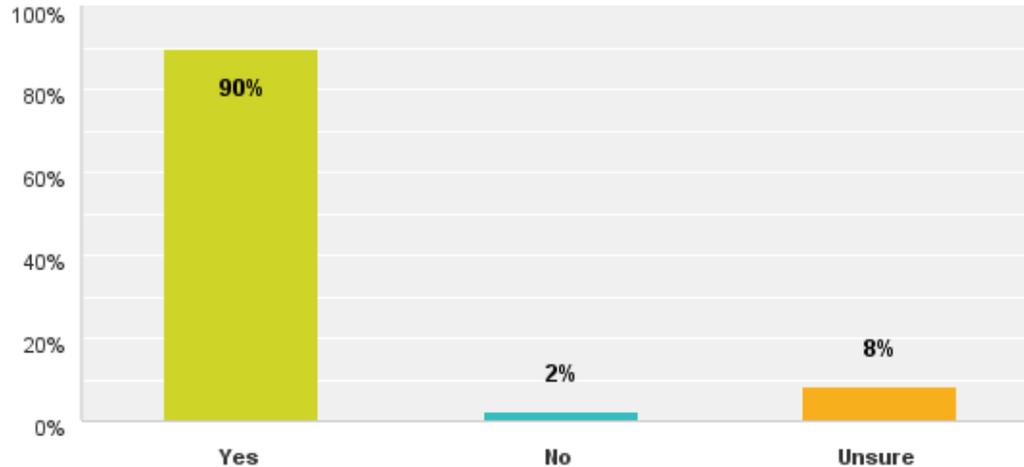
"I spent my own money to become trained in Slingerland I and Slingerland II."

"I got my reading endorsement and received intense training in a popular intervention program called Reading Recovery in the early 1990's."

"My dyslexic therapist certification course work was completed through the Shelton School, which is IMSLEC accredited."

Q9: Do you think general education teachers would benefit from additional coursework in phonemic awareness and decoding?

Answered: 232 Skipped: 0



Q9: Do you think general education teachers would benefit from additional coursework in phonemic awareness and decoding?

Answered: 232 Skipped: 0

Comments:

“They would also greatly benefit from more coursework on dealing with struggling students in general. The gen ed student teachers that come to our building have little to no training.”

“Most of us have received adequate training for the average reader, but almost none for the struggler.”

“Last year I met a second grade teacher who did not know what a syllable was. I almost never find a gen ed teacher who knows how to teach phonemic awareness, or even that it can be taught.”

“Oh my goodness, yes!! It is foundational and critical.”

“There should be extra emphasis in Kindergarten and first grade on these subjects.”

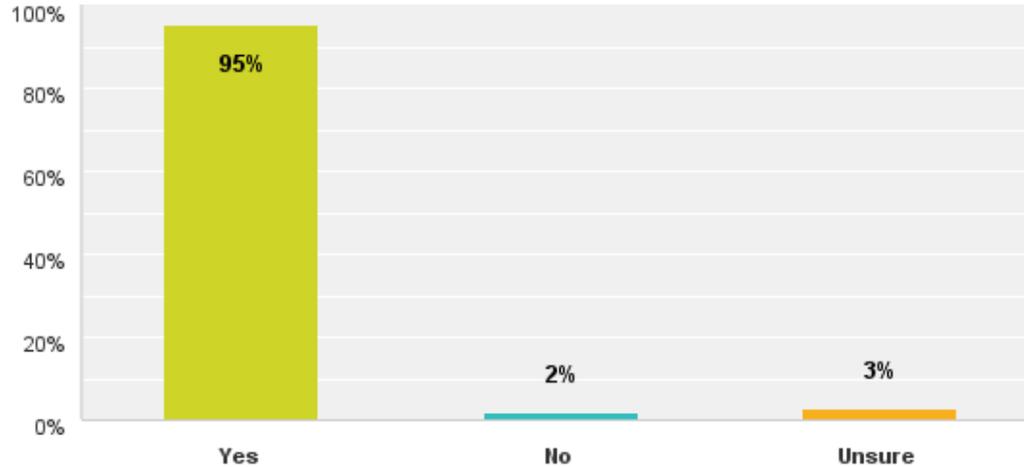
“Definitely at the elementary; for middle grades teachers the amount of content to cover is already high and I don't see how it fits in a gen ed class. Additional intervention classes instead at the middle grades, which would also be less embarrassing for students.”

“I get a lot of push back from administrators for teaching phonemic awareness and the 6 types of syllables. I teach 3rd grade and almost none of them know it. Most of them didn't need the knowledge to learn how to read, but it doesn't hurt them. I am constantly being told that it is not appropriate for 3rd graders to be reviewing/learning these skills.”

“Research shows that the person (teacher) who has the most contact with the child has the greatest influence on the child's reading success. It is imperative that teachers not only be taught about phonemic awareness, but they must understand why it so critical to a child's ability to learn to read.”

Q10: Do you think general education teachers would benefit from additional coursework on how to help struggling readers (including those with dyslexia).

Answered: 232 Skipped: 0



Q10: Do you think general education teachers would benefit from additional coursework on how to help struggling readers (including those with dyslexia).

Answered: 232 Skipped: 0

Comments:

"85% of students in Special Ed. Struggle due to reading problems. The specialists are not equipped to provide the interventions these students need to be successful. This must change. Most teachers I know are pretty upset at their university or college when they finally learn about dyslexia from outside sources."

"Because my course work did not include this, I know I would greatly benefit from it."

"Struggling readers don't often get categorized in the school system with what specific learning disability contributes to their struggles so specifics for working with children with dyslexia is not presented as different strategies...this is a flaw in the system."

"YES!!!!!!!!!!!!!! Since they have the struggling readers for most of the day, they need to understand where their students, what they need and what to provide during their small group instruction time."

"This should be mandatory because the interventions that are being used are not helping these struggling readers."

"This should be mandatory. Every class has a student with dyslexia, every class should have a teacher who knows how to teach dyslexic students."

"Based on my administrative experience, many teachers still do not have alternative strategies or a working knowledge of the "Big Five" to address struggling readers. This is true for general an special ed teachers alike."

"Absolutely. This should be considered part of a basic undergrad teacher training program."

"Dyslexia comprises a large part of the student population. 1 in every 5 students will statistically have dyslexia at varying severity levels. Those children are in the teacher's classroom. It is imperative that the teacher have training, understanding, sensitivity, and know how to best meet the needs of this kind of learner."