



# ALIGNING EDUCATOR PREPARATION PROGRAMS TO THE SCIENCE OF READING

*Policy Brief*  
2024

## OVERVIEW

Aligning educator preparation programs (EPPs) to the science of reading (SOR) is intended to ensure that elementary education, early childhood, special education educators licensed in a state as well as candidates seeking an instructional leader license have been provided with preparation that delivers a strong foundation in evidence-based literacy instruction and that educator preparation programs provide specific and objective evidence that attest to the quality of their preparation in early literacy. To ensure an individual seeking state licensure at the elementary, early childhood, special education (K-5) level can effectively teach an evidence-based model of literacy instruction, it is important these individuals be able to demonstrate sufficient knowledge in the science of reading prior to receiving licensure.

## KEY COMPONENTS

### Establish a State Reading Panel

The State Reading Panel will develop and submit for State Board approval foundational literacy skills standards required by all educator preparation and alternative certification providers for the instruction of candidates seeking licensure at the kindergarten through grade five level in elementary education, early childhood, and special education, as well as candidates seeking an instructional leader license. The standards shall be aligned to the science of reading and shall not include the three-cueing systems model of teaching word reading.

### Administer a Science of Reading Licensure Exam

The licensure exam should assess teachers' knowledge of the science of reading.

- Candidates seeking initial licensure at the elementary education, early childhood, and special education (K-5) level must pass such assessment at or above the cut score.
- Candidates seeking licensure renewal at the elementary education, early childhood, and special education (K-5) level must obtain a literacy endorsement that demonstrates sufficient knowledge in the practice and instruction of reading or successfully complete coursework where at least one (1) credit hour is in the knowledge, practice, and instruction of the science of reading.

### Align Educator Preparation Programs with the Science of Reading

Educator preparation programs providing instruction to candidates seeking licensure at the elementary, early childhood, and special education level as well as candidates seeking an instructional leader license must:

- provide training on reading instruction focused on the foundational literacy skills standards developed by the State Reading Panel and approved by the State Board; and
- conduct curriculum audits specific to early literacy courses to ensure alignment to the state standards, including coursework to address linguistically and culturally diverse learners;
- report to the Department by October 1 of each calendar year certain data about the effectiveness of programming and faculty credentials.

Any new or existing educator preparation program provider seeking renewal must require faculty of such programs to participate in an evidence-based science of reading professional development course every five years or attend one (1) science of reading professional development training annually that is offered or approved by the Department.



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## Annually Report the Educator Preparation Program's Status

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An annual report compiled by the State Board that includes important information about the status and effectiveness of educator preparation programs and their faculty, including the number of faculty members at each program who successfully complete coursework in the science of reading, and the number and percentage of teacher candidates who successfully pass licensure exams on their first attempt and during a retake round.

### FOR MORE INFORMATION

Learn more in our [Model Policy](#).

