

## **Study Summary**

### **What is the purpose of the study?**

The importance of a strong reading foundation has been well documented by rigorous research and is one of the primary goals of the *No Child Left Behind* Act of 2001, as is the development of highly qualified teachers. In the spirit of this legislation, Congress has mandated that the U.S. Department of Education study the preparation of pre-service teachers related to the essential components of reading.

### **Who is conducting the study?**

The U.S. Department of Education has contracted with Optimal Solutions Group and the American Institutes for Research to conduct the study.

### **What questions will the study answer?**

- 1) To what extent does the content of teacher education programs focus on the essential components of early reading instruction?
- 2) To what extent are graduating pre-service teachers knowledgeable about the essential components of early reading instruction?

### **How will the questions be answered?**

Twenty-five graduating pre-service teachers will be selected at random from each of 100 selected institutions and asked to participate in the *Teacher Preparation Program and Knowledge Survey*. The survey will include questions about pre-service teachers' exposure to and knowledge about the essential components of early reading instruction; data will be collected on campus.

### **What results will the study provide?**

The study will provide national estimates of pre-service teachers' exposure to and understanding of each of the essential components of early reading instruction.

### **Timeline**

- ❑ Spring 2007 – Survey administration
- ❑ Fall 2007 – Final report submitted to the U.S. Department of Education



STUDY OF  
TEACHER PREPARATION IN  
EARLY READING INSTRUCTION

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