

Eastern Oregon University Science of Reading Training



Case Study

The Client

Eastern Oregon University

The Project

Train educators in the science of reading to improve literacy instruction and outcomes in Oregon

The Challenge

Teachers and leaders often lack adequate preparation in the science of reading framework, which poses a challenge for students, especially those with dyslexia and other reading difficulties, who struggle to learn to read. In response to the need for explicit, systematic, and structured literacy instruction in schools across Oregon, Eastern Oregon University developed a Reading Clinic to train pre-service educators in evidence-based literacy instruction. Led by Dr. Ronda Fritz, an associate professor at Eastern Oregon University, the Reading Clinic empowers educators with the knowledge, skills, and resources they need to effectively teach reading to all students. However, the program required additional resources and expertise to provide in-service teachers with the tools and professional development needed to teach reading to all students.

The Solution

Through philanthropic funding, Eastern Oregon University's Reading Clinic incorporated Public Consulting Group's (PCG's) "Building a Strong Foundation for Lifelong Literacy Success" professional development modules into in-service training for educators. These modules provided evidence-based instruction in topics such as diagnostic assessment, explicit instruction, and tools and resources for small group lessons, enhancing the clinic's hands-on learning experiences.

This partnership supported the Reading Clinic's commitment to the science of reading, as educators need not only a deep understanding of how children learn to read, but also evidence-based instructional practices to effectively teach reading. As such, the clinic's training program combines rigorous coursework with practical application. Participants learn about the science of reading, exploring the essential components of reading instruction, from phonemic awareness to text comprehension. They also learn how to administer diagnostic assessments, design explicit and systematic lessons, and provide targeted support through small-group instruction. Even after the program concludes, the clinic provides educators with ongoing support to truly transform their practice.

The Result

By empowering educators with deep knowledge of the science of reading, a robust toolkit of evidence-based instructional practices, and ongoing implementation support, Eastern Oregon University and PCG have catalyzed meaningful change in schools across Oregon.

Over 94 percent of Reading Clinic participants feel that the modules are helpful for their role or function, and this impact extends to their classrooms as well. In Oregon's Hood River School District, a second-grade class started the semester with 36 percent of students at benchmark according to the Dynamic Indicators of Basic Early Literacy Skills (DIBELS®) test. The class achieved 78 percent of students at benchmark by the end of that semester after their teacher participated in the clinic. The two students in that class with dyslexia made incredible growth in their reading abilities as well.

Reading Clinic trainers are now leading programs in and supporting districts across the state to implement evidence-based practices aligned with their unique curricula and contexts. There are also plans to create regional clinics that will equip even more educators with tools they need to leverage evidence-based literacy instruction. Together with PCG, the Reading Clinic aims to change how reading is taught across the state.

“I have appreciated the time to read, learn, and reflect. Watching the videos and assessing explicit teaching was eye opening and enabled me to see my own practice as well.”

- Reading Clinic participant

Contact us to learn more.



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