

Dear Commission on Teacher Credentialing,

My name is Sharon Dunn; retired principal of Loudon Elementary School, Panama-Buena Vista Union School District. I was principal of Loudon Elementary, PBVUSD from 2010 – 2019. I am writing to you to convey there is an extreme need to improve teacher preparation in reading, especially preparing our teachers to pass a **literacy instruction performance assessment**.

As a principal, I was successful in leading the efforts to turn our very low performing elementary school (high poverty, EL, high mobility, etc.) in the right direction showing significant growth in ELA CAASPP (an avg. of 10% growth year after year 2015-2019). We were able to improve reading outcomes by equipping ourselves with the knowledge of the **Science of Reading** and learning about evidence-based reading instruction (Exhibits A and B below). It is extremely important for future California teachers to be equipped in the Science of Reading and learn about evidence-based reading instruction. We do not want California's children to continue to pay the price for ill-equipped/prepared teachers.

The definition of the Science of Reading is best described by Dr. Louis Moats:

"The body of work referred to as the "science of reading" is not an ideology, a philosophy, a political agenda, a one-size-fits-all approach, a program of instruction, nor a specific component of instruction. It is the emerging consensus from many related disciplines, based on literally thousands of studies, supported by hundreds of millions of research dollars, conducted across the world in many languages...These studies have revealed a great deal about how we learn to read, what goes wrong when students don't learn, and what kind of instruction is most likely to work the best for the most students." Dr. Louisa Moats

Through the science we know how students learn to read, what goes wrong when they don't learn, and what kind of instruction is most likely to work the best for the most students... Why are most schools of education not informed and integrating brain research from developmental psychology, educational psychology, cognitive science, and cognitive neuroscience from the past 50 years? Our children's future depends on how well they can read...which is ultimately a direct outcome of how well our pre-service and in-service teachers are prepared by our colleges/universities. We can prevent reading failure...it is our moral obligation and responsibility to do so. 66% of fourth grade students are not proficient in reading in this country. Together, we can change that outcome and prevent reading failure.

I would be happy to talk with anyone who would like more information regarding improving reading outcomes.

Sincerely,

Sharon Dunn

Exhibit A

Data pulled from TOMs Online Reporting System. The numbers in each grade level represent the percentage of students meeting/exceeding **CCSS standards for ELA**. The Avg column adds each grade level's percentage together and is then divided by the number of grade levels.

PBVUSD School Site	CAASSP Year	Grade 3	Grade 4	Grade 5	Grade 6	Avg	Avg Growth %	Test Years	Percent Change
Roy W. Loudon Elementary	2015	23	12	21	27	20.75			
	2016	42	25	27	34	32		2015-2016	11.25
	2017	39	55	26	39	39.75		2016-2017	7.75
	2018	48	62	48	50	52		2017-2018	12.25
	2019	68	62	48	58	59	9.5625	2018-2019	7

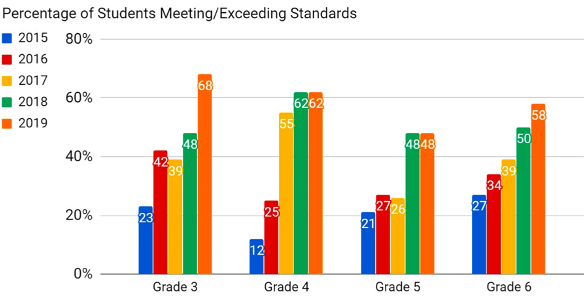


Exhibit B

January 2020:
93% of Sixth
Grade students
read accurately and
fluently on grade
level...

2016-2017	Beginning of Year: 70% (81 of 116)
	Middle of Year: 74% (86 of 130)
	End of Year: 76% (90 of 119)
2017-2018	Beginning of Year: 89% (107 of 120)
	Middle of Year: 85% (100 of 118)
	End of Year: 89% (110 of 124)
2018-2019	Beginning of Year: 88% (75 of 85)
	Middle of Year: 82% (70 of 85)
	End of Year: 83% (69 of 83)
2019-2020	Beginning of Year: 90% (107 of 119)
	Middle of Year: 93% (108 of 116)
	End of Year: 0% (0 of 0)

School: Loudon Elementary School
Grade: Sixth Grade

Multi-Year Percent at Benchmark



Acadience Reading K-6

