

Reading Foundations: Institution Report

Manchester University

All children deserve to learn to read, and teachers need proper preparation to help them succeed. Research shows that over 90% of students could become proficient readers with effective instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension. However, NCTQ's research, along with others, has consistently found that teacher prep programs often fall short in providing this essential training. Since 2006, NCTQ has evaluated prep programs to ensure they align with the science of reading, holding up strong examples and calling out opportunities for improvement.

Reading Foundations Evaluation

NCTQ looks for evidence that aspiring teachers learn about the five components of strong reading instruction through four instructional approaches: instructional hours, background materials (e.g., textbooks, readings, and other resources), objective measures of knowledge, and practice/application. For each component, a program can earn up to three points for each instructional approach for a total of twelve points per component. A program must earn at least eight points on a given component to meet the threshold for adequate coverage.

COMPONENTS

Phonemic
Awareness

Phonics

Fluency

Vocabulary

Comprehension

MEASURED BY

Instructional
Hours

Objective
Measures of
Knowledge

Background
Materials

Practice/
Application

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Adequate coverage of core components (Up to 12 points per component: 8 points for adequate coverage)									Support for a range of learners (Up to 8 points per group; 5 points for adequate coverage)		
Type	Level	Grade	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Count of Contrary Practices	Struggling Readers	ELLs	Speakers of language varieties
Elementary	UG	A+	Yes (12.00)	Yes (12.00)	Yes (11.81)	Yes (11.00)	Yes (12.00)	0.00	Yes (6.00)	Yes (6.00)	No (4.75)
Elementary & Special Education	UG	A+	Yes (12.00)	Yes (12.00)	Yes (11.81)	Yes (11.00)	Yes (12.00)	0.00	Yes (6.00)	Yes (6.00)	No (4.75)

Program: Elementary (UG)

	Adequate coverage of core components (Up to 12 points per component: 8 points for adequate coverage)					Support for a range of learners (Up to 8 points per group; 5 points for adequate coverage)			
	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Count of Contrary Practices	Struggling Readers	ELLs	Speakers of language varieties
Overall	Yes (12.00)	Yes (12.00)	Yes (11.81)	Yes (11.00)	Yes (12.00)	0.00	Yes (6.00)	Yes (6.00)	No (4.75)
EDUC 341	11.00	12.00	9.69	9.00	6.25		5.13	2.00	5.13
EDUC 354	6.32	6.28	8.13	11.00	10.00		6.00	6.00	2.00
EDUC 401	7.64	6.00	7.00	4.00	6.00		5.00	4.00	0.00

See Detailed Course-Level Findings for more information

Program: Elementary & Special Education (UG)

Adequate coverage of core components (Up to 12 points per component: 8 points for adequate coverage)						Support for a range of learners (Up to 8 points per group; 5 points for adequate coverage)			
	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Count of Contrary Practices	Struggling Readers	ELLs	Speakers of language varieties
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EDUC 354	6.32	6.28	8.13	11.00	10.00		6.00	6.00	2.00
EDUC 401	7.64	6.00	7.00	4.00	6.00		5.00	4.00	0.00

See Detailed Course-Level Findings for more information

Recommendations

This review is one part of the process of identifying opportunities to improve alignment to the science of reading. Use the information in conjunction with further analysis from TPI-US to ensure programs are well-aligned.

- [Reading Foundations: Technical Report](#) provides additional information on how the standard was developed and how we score programs.
- Review exemplary [resources from A+ programs](#) to see course materials covering the five components.
- Use high-quality, research based background materials, such as those in NCTQ's [Reading Instructional Materials Database](#).

Questions? Contact Ron Noble, Chief of Teacher Prep at ron.noble@nctq.org