School Administrators: What Teachers Know (and Want To Know) About the Science of Reading

CHALLENGE:
Establish science of reading-based professional development and literacy instruction that yields measurable, systemic, and long-term results.

SOLUTION:
Lexia® LETRS® Professional Learning and **Lexia Aspire® Professional Learning**

Lexia LETRS™

Lexia ASPIRE® PROFESSIONAL LEARNING

Informed School Administrators Empower Their Teachers

Informed administrators are critical for literacy transformation. As **instructional leaders**, they understand and listen to their teachers' needs, and use that knowledge to deliver the **right solutions** for **everyone**.

This recent survey provides insights into teachers' thinking about the science of reading, its implementation, and professional learning opportunities, allowing school leaders to make knowledgeable choices to support their needs.

Survey Insights

The largest group of respondents were **classroom teachers** (42%), followed by **interventionist/specialists** (18%) and other roles like **ESL/ELL teachers** and **instructional coaches** (12% each).

42%

18%

12%

Current Teacher Knowledge

Science of Reading Familiarity

41% are very familiar.

41%

65% have some understanding.

65%

15% are not familiar at all.

15%

IMPLICATION: These results indicate a professional development focus should include a broader audience to ensure alignment across **all roles**, including special education.

Teacher Preparedness

Preparedness to Implement Science of Reading-Based Instruction

3.6

is the average teacher preparedness score on a scale of 1–5.

38%

of respondents strongly agree that accessing relevant professional development would enhance their career growth.

IMPLICATION: Teachers' strong interest in professional learning creates an ideal opportunity for administrators to provide structured training in science of reading-based literacy instruction. This targeted support **meets teachers' expressed needs** while equipping them with **evidence-based practices** to improve student reading outcomes.

Teacher Burnout and Lack of Professional Development

53%

More than **53%** of respondents believe a lack of professional development contributes to teacher burnout.

IMPLICATION: This response underscores the importance of offering regular, high-quality professional development to improve teacher **joy** and **job satisfaction**—and promote **retention**.

38% **of respondents strongly believe professional development enhances career growth.**

Impact of Science of Reading-Based Instruction

Responding educators saw a clear connection between science of reading-based literacy instruction, their professional growth, and their students' success.

For teachers:

42% reported an increased ability to differentiate instruction.

36% experienced boosted confidence.

30% enhanced personal development.

For students:

49% showed improved literacy outcomes.

27% increased student confidence.

40% experienced multiple positive impacts.

IMPLICATION: Teachers **see value** in science of reading-based instruction and **feel successful** when professional development supports their career growth. They also see a clear connection between the science of reading and **improved literacy outcomes** for their students.

Lexia's Professional Learning Solutions

LETRS and **Aspire** are designed to address literacy challenges while providing teachers with comprehensive, research-based professional development. The survey insights reveal a significant need for targeted training in the science of reading, with teachers expressing a strong desire for professional growth and support.

Lexia LETRS™

Lexia ASPIRE® PROFESSIONAL LEARNING

Spotlight on Student Success

"While using the strategies I've learned through LETRS, my overall fluency rate has increased from 40% fluent readers to 75% fluent readers. My reading comprehension has increased from 50% average to 80% average."

– Miranda Frost, Lynn Camp Elementary School, Knox County School District, Kentucky, second grade teacher

Spotlight on Teacher Success

"LETRS has given me a deeper understanding of the science of reading and given me concrete tools to help me implement it in my classroom. I feel like I am now truly able to meet my students' needs, and I feel confident that there is a way to help every struggling reader."

– Madeline Berry, Norton Elementary School, Jefferson County Public Schools, Kentucky, fourth grade teacher

The solution for administrators is clear. Embrace a systemic approach to literacy transformation, empowering teachers with the proven, evidence-based tools they need to support reading success for all students.

Learn More About Lexia Professional Learning Solutions

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