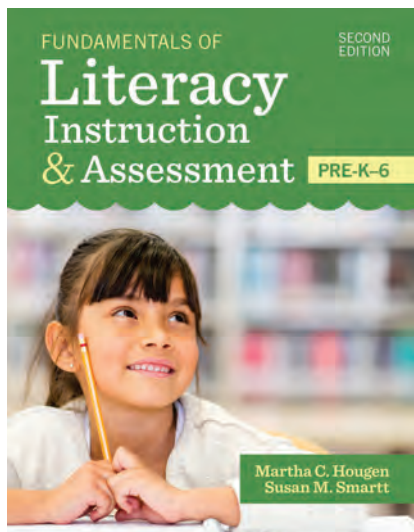


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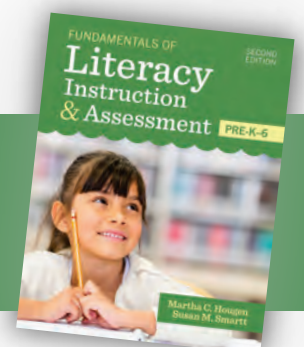
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"This treasure is a must read for all pre-service teachers! Hougen and Smartt bring together the science of reading and effective instruction and assessment from the perspective of reading scientists and educators."

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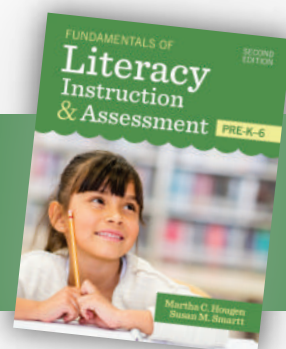


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As a general and special education teacher, public school administrator, and university faculty member, Dr. Hougen has dedicated her work to improve the achievement of students who struggle with learning. She supports teacher educators, teacher candidates, classroom teachers, and specialists to implement the science of literacy.

While working at the Meadows Center for Preventing Educational Risk at The University of Texas at Austin College of Education, Dr. Hougen led the Higher Education Collaborative (HEC). The HEC provided collaborative and professional development opportunities for teacher educators in literacy throughout Texas. She continued this work on a national scale with the Collaboration for Effective Educator Development, Accountability, and Reform Center (CEEDAR Center) at the University of Florida, working with state departments, institutes of higher education, and school districts.

Currently, Dr. Hougen is a national consultant collaborating with state departments and institutes of higher education to improve educator preparation. She also serves on the board of the Center for Effective Reading Instruction.

Dr. Hougen has contributed to numerous professional publications on literacy and teacher education including two textbooks: *The Fundamentals of Literacy Assessment & Instruction Pre-K–6*, 1st and 2nd editions (2012 and 2020) and *The Fundamentals of Literacy Assessment & Instruction 6–12* (2014).

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Dr. Smartt owned and directed a reading clinic for more than 20 years in which she provided comprehensive psycho-educational assessments, dyslexia evaluations, and tutoring services. She has been a classroom teacher, a reading coach, a reading specialist, and a principal. She was an early contributor to the development of *LETRS (Language Essentials for Teachers of Reading and Spelling)* (Moats & Tolman, 2017) and past president of the Tennessee branch of the International Dyslexia Association. Her publications include journal articles, edited volumes, and books on research-based reading intervention and policy initiatives, including *Next STEPS in Literacy Instruction: Connecting Assessments to Effective Interventions* (Smartt & Glaser, 2010). Currently, Dr. Smartt tutors and provides advocacy services for students with dyslexia.

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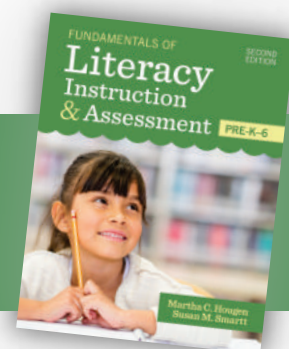


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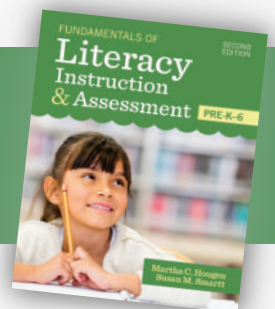


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Dr. Drew is an associate professor of Special Education and Interventions at Central Connecticut State University (CCSU). Her research examines writing instruction, disciplinary literacy, and professional development and serves as a bridge to connect general and special educators in supporting struggling learners. The goal of her research is to support teachers in improving students' writing outcomes through professional development and intervention research, specifically writing to learn and writing within the disciplines. Dr. Drew served as a literacy consultant for many districts including Boston Public Schools and Providence Public School District. Prior to joining CCSU, she taught middle school social studies and language arts in Massachusetts and has additional teaching experience at the preschool, elementary, and high school levels.

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Ms. Ebbers taught middle and elementary grades for 15 years before moving into administration, curriculum writing, and research. Her doctoral studies focused on vocabulary development, morphological awareness, and the development of literacy. Her curricular materials are published by Voyager Sopris Learning. Her children's literature is published by Rowe Publishing.

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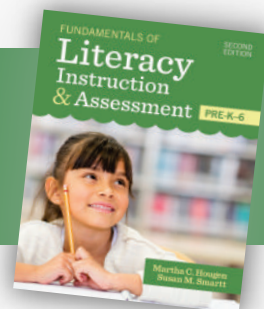


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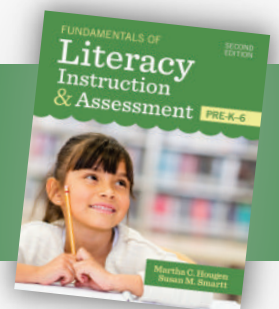


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