

Peter Effect in the Preparation of Reading Teachers

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Citation Report

#	ARTICLE	IF	CITATIONS
1	Validation of an instrument for assessing teacher knowledge of basic language constructs of literacy. <i>Annals of Dyslexia</i> , 2012, 62, 153-171.	1.2	48
2	Why the New Zealand National Literacy Strategy has failed and what can be done about it: Evidence from the Progress in International Reading Literacy Study (PIRLS) 2011 and Reading Recovery monitoring reports. <i>Australian Journal of Learning Difficulties</i> , 2013, 18, 139-180.	0.2	23
3	Why poor children are more likely to become poor readers: The school years. <i>Australian Journal of Education</i> , 2013, 57, 190-213.	0.9	91
4	What teachers don't know and why they aren't learning it: addressing the need for content and pedagogy in teacher education. <i>Australian Journal of Learning Difficulties</i> , 2014, 19, 75-91.	0.2	71
5	What Do Preservice Teachers from the USA and the UK Know about Dyslexia?. <i>Dyslexia</i> , 2014, 20, 1-18.	0.8	67
6	Making time for literacy: teacher knowledge and time allocation in instructional planning. <i>Reading and Writing</i> , 2014, 27, 1353-1378.	1.0	47
7	Analysis of Malay word structure by pre-service special education teachers: foundation-level knowledge for remedial instruction. <i>Australian Journal of Learning Difficulties</i> , 2014, 19, 33-46.	0.2	2
8	Spelling Mastery and Spelling through Morphographs: Direct Instruction programs for beginning and low-progress spellers. <i>Australian Journal of Learning Difficulties</i> , 2015, 20, 55-81.	0.2	2
10	The Efficacy of Multimedia Modules for Teaching Basic Literacy-Related Concepts. <i>Exceptionality</i> , 2015, 23, 237-257.	1.1	16
11	Pre-service teachers' knowledge of phonemic awareness: relationship to perceived knowledge, self-efficacy beliefs, and exposure to a multimedia-enhanced lecture. <i>Annals of Dyslexia</i> , 2015, 65, 142-158.	1.2	22
12	Early childhood educators' perceived and actual metalinguistic knowledge, beliefs and enacted practice about teaching early reading. <i>Australian Journal of Learning Difficulties</i> , 2015, 20, 113-128.	0.2	17
13	Excellence and Equity in Literacy Education. , 2015, , .		11
14	â€œOrganizing the mess in my mindâ€™: EFL teachers' perceptions and knowledge of English orthography. <i>Reading and Writing</i> , 2015, 28, 611-631.	1.0	17
15	Promising Practices in the Preparation of Special Educators to Provide Reading Instruction. <i>Intervention in School and Clinic</i> , 2015, 51, 82-89.	0.8	4
16	The Dyslexia Dilemma: A History of Ignorance, Complacency and Resistance in Colleges of Education. <i>Journal of Childhood & Developmental Disorders</i> , 2016, 2, .	0.3	5
17	How well prepared are pre-service teachers to teach early reading? A systematic review of the literature. <i>Australian Journal of Learning Difficulties</i> , 2016, 21, 69-98.	0.2	11
18	Supports for Vocabulary Instruction in Early Language and Literacy Methods Textbooks. <i>Reading and Writing Quarterly</i> , 2016, 32, 527-549.	0.6	6
19	Conocimientos de los maestros acerca de la dislexia del desarrollo: implicaciones educativas. <i>Aula Abierta</i> , 2016, 44, 63-69.	0.3	6

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20	Language and reading instruction in early yearsâ€™ classrooms: the knowledge and self-rated ability of Australian teachers. <i>Annals of Dyslexia</i> , 2016, 66, 28-54.	1.2	48
21	Measuring teachersâ€™ knowledge of vocabulary development and instruction. <i>Reading and Writing</i> , 2016, 29, 321-347.	1.0	9
22	Reading Difficulties in Young Children. <i>Policy Insights From the Behavioral and Brain Sciences</i> , 2016, 3, 177-184.	1.4	6
23	Introduction to the special issue on teacher knowledge from an international perspective. <i>Annals of Dyslexia</i> , 2016, 66, 1-6.	1.2	11
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26	Perceptions and Knowledge of Literacy Constructs by Elementary School Teachers of ELLs. <i>Educational Forum</i> , 2016, 80, 61-78.	0.9	5
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28	Knowledge and beliefs about developmental dyslexia in pre-service and in-service Spanish-speaking teachers. <i>Annals of Dyslexia</i> , 2016, 66, 91-110.	1.2	41
29	Enhancing the metalinguistic abilities of pre-service teachers via coursework targeting language structure knowledge. <i>Annals of Dyslexia</i> , 2016, 66, 55-70.	1.2	17
30	A comparison of schools: teacher knowledge of explicit code-based reading instruction. <i>Reading and Writing</i> , 2017, 30, 653-690.	1.0	19
31	Students Improve in Reading Comprehension by Learning How to Teach Reading Strategies. An Evidence-based Approach for Teacher Education. <i>Psychology Learning and Teaching</i> , 2017, 16, 197-211.	1.3	8
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36	An analysis of the ecological components within a text structure intervention. <i>Reading and Writing</i> , 2018, 31, 2041-2064.	1.0	23
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39	Characterizing the knowledge of educators receiving training in systematic literacy instruction. <i>Annals of Dyslexia</i> , 2019, 69, 21-33.	1.2	14
40	Introduction: teacher perception, self-efficacy and teacher knowledge relating to literacy. <i>Annals of Dyslexia</i> , 2019, 69, 1-4.	1.2	7
41	The effectiveness of intelligent tutoring systems on K students' reading comprehension: A metaâanalysis. <i>British Journal of Educational Technology</i> , 2019, 50, 3119-3137.	3.9	44
42	Barreras para el Aprendizaje y la ParticipaciËn en la Escuela del Alumnado con Dislexia: Voces de Familias. <i>Revista Internacional De Educacion Para La Justicia Social</i> , 2019, 8, 113.	0.1	9
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46	Morphology Matters, but What Do Teacher Candidates Know About It?. <i>Teacher Education and Special Education</i> , 2019, 42, 246-262.	1.6	13
47	The impact of a sustained oral language professional learning program on Australian early years­ teachers­ knowledge, practice and beliefs: a mixed-methods exploration. <i>Professional Development in Education</i> , 2020, 46, 178-194.	1.7	2
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51	The ¢GIST¢of the reading comprehension problem in grades 4 and 5. <i>Dyslexia</i> , 2020, 26, 323-340.	0.8	12
52	Resisting Positionings of Struggle in ¢Science of Teaching Reading¢Discourse: Counterstories of Teachers and Teacher Educators in Texas. <i>Reading Research Quarterly</i> , 2020, 55, S319.	1.8	8
53	Exploring Preservice Teachers Engagement With Live Models of Universal Design for Learning and Blended Learning Course Delivery. <i>Journal of Special Education Technology</i> , 2022, 37, 112-123.	1.4	7
54	Australian preservice teachers and early reading instruction. <i>Australian Journal of Learning Difficulties</i> , 2020, 25, 65-82.	0.2	6
55	Introduction to the special issue: ¢Teacher knowledge of literacy skills¢. <i>Dyslexia</i> , 2020, 26, 117-119.	0.8	1
56	Preservice educators' and noneducators' knowledge and perceptions of responsibility about dyslexia. <i>Dyslexia</i> , 2020, 26, 220-242.	0.8	16

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62	Advancing School Professionals's Dyslexia Knowledge Through Neuroscience: Bridging the Science-Education Gap Through Developmental Psychology. <i>Frontiers in Education</i> , 2021, 5, .	1.2	3
63	Dual-qualified teachers and speech-language therapists reflect on preparation and practice in school-based language and literacy. <i>Child Language Teaching and Therapy</i> , 2021, 37, 249-263.	0.4	6
64	Inclusion, Dyslexia, Emotional State and Learning: Perceptions of Ibero-American Children with Dyslexia and Their Parents during the COVID-19 Lockdown. <i>Sustainability</i> , 2021, 13, 2739.	1.6	13
65	Examining Teacher Preparation for Code-Related Reading Instruction: An Integrated Literature Review. <i>Reading Research Quarterly</i> , 2021, 56, S317.	1.8	9
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75	Exploration of American General and Special Education Teacher Candidates' Self-Efficacy to Teach Reading and Reading-Related Constructs. , 2020, , 63-81.		2

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76	New Directions in Preservice and Inservice Professional Development for Teaching Students with and Without Specific Learning Disabilities in Middle Childhood and Early Adolescence. <i>Literacy Studies</i> , 2016, , 255-274.	0.2	1
77	Intervention and Assessment of Spelling Skills in LD Classrooms. <i>Literacy Studies</i> , 2016, , 91-103.	0.2	3
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88	The Impact of Self-Efficacy on Leveraging Technology in the Classroom. <i>Advances in Educational Marketing, Administration, and Leadership Book Series</i> , 2020, , 244-261.	0.1	1
89	The Rationale, Focus, Features, and Uses of the Book. <i>Literacy Studies</i> , 2020, , 1-11.	0.2	0
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91	Evaluating Teachers' Learning, Perceptions, and Cultural Differences Following Professional Development for Early Literacy Software. <i>Canadian Journal of Learning and Technology</i> , 2021, 47, .	0.4	1
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99	What do teacher educators know about English spelling?. <i>Reading and Writing</i> , 2022, 35, 2049-2074.	1.0	1
100	Preservice teachers' intention for constructivist ICT integration: implications from their Internet epistemic beliefs and internet-based learning self-Efficacy. <i>Interactive Learning Environments</i> , 2024, 32, 102-114.	4.4	1
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103	Chilean preservice teachers and reading: a first look of a complex relationship. , 0, , .		1
104	Teachers' Opinions about the Teaching of Reading in Spain. <i>Psicologia Educativa</i> , 2023, 29, 65-73.	0.5	1
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107	Virtual Practice for Authentic Classrooms. <i>Advances in Higher Education and Professional Development Book Series</i> , 2022, , 137-157.	0.1	0
109	The Teachers' Perceptions and Knowledge of Reading Assessment Survey: A Validation Study. <i>Reading and Writing Quarterly</i> , 0, , 1-23.	0.6	0
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112	Assessing blended and online-only delivery formats for teacher professional development in Kenya. <i>Cogent Education</i> , 2023, 10, .	0.6	0
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