

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.	1.7	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.	0.8	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.	1.5	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.	0.8	71
5	What Do Preservice Teachers from the USA and the UK Know about Dyslexia?. <i>Dyslexia</i> , 2014, 20, 1-18.	1.5	67
6	Making time for literacy: teacher knowledge and time allocation in instructional planning. <i>Reading and Writing</i> , 2014, 27, 1353-1378.	1.7	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.	0.8	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.	0.8	2
10	The Efficacy of Multimedia Modules for Teaching Basic Literacy-Related Concepts. <i>Exceptionality</i> , 2015, 23, 237-257.	1.5	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.	1.7	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.	0.8	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.	1.7	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.	1.0	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.	0.8	11
18	Supports for Vocabulary Instruction in Early Language and Literacy Methods Textbooks. <i>Reading and Writing Quarterly</i> , 2016, 32, 527-549.	1.4	6
19	Conocimientos de los maestros acerca de la dislexia del desarrollo: implicaciones educativas. <i>Aula Abierta</i> , 2016, 44, 63-69.	0.5	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.	1.7	48
21	Measuring teachersâ€™ knowledge of vocabulary development and instruction. <i>Reading and Writing</i> , 2016, 29, 321-347.	1.7	9
22	Reading Difficulties in Young Children. <i>Policy Insights From the Behavioral and Brain Sciences</i> , 2016, 3, 177-184.	2.4	6
23	Introduction to the special issue on teacher knowledge from an international perspective. <i>Annals of Dyslexia</i> , 2016, 66, 1-6.	1.7	11
24	Pre-Service Teachers are Competent in Phonological Processing Skills: How to Teach the Science of Reading. <i>Reading Psychology</i> , 2016, 37, 885-916.	1.4	4
25	Preservice and inservice teachersâ€™ knowledge of language constructs in Finland. <i>Annals of Dyslexia</i> , 2016, 66, 111-126.	1.7	13
26	Perceptions and Knowledge of Literacy Constructs by Elementary School Teachers of ELLs. <i>Educational Forum</i> , 2016, 80, 61-78.	1.8	5
27	Preservice teacher knowledge of basic language constructs in Canada, England, New Zealand, and the USA. <i>Annals of Dyslexia</i> , 2016, 66, 7-26.	1.7	42
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.	1.7	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.	1.7	17
30	A comparison of schools: teacher knowledge of explicit code-based reading instruction. <i>Reading and Writing</i> , 2017, 30, 653-690.	1.7	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.	2.0	8
33	Mentoring teachers in systematic phonics instruction: effectiveness of an intensive year-long program for kindergarten through 3rd grade teachers and their students. <i>Reading and Writing</i> , 2018, 31, 425-456.	1.7	28
34	Improving teacher training in Ethiopia: Shifting the content and approach of pre-service teacher education. <i>Teaching and Teacher Education</i> , 2018, 70, 1-11.	3.2	24
35	Kindergarten and first grade teachers' content and pedagogical content knowledge of reading and associations with teacher characteristics at rural low-wealth schools. <i>Teaching and Teacher Education</i> , 2018, 74, 190-204.	3.2	18
36	An analysis of the ecological components within a text structure intervention. <i>Reading and Writing</i> , 2018, 31, 2041-2064.	1.7	23
37	Reading Development and Difficulties. , 2019, , .		15
38	Knowledge about basic language constructs among teachers of English as a Foreign Language in China and South Korea. <i>Annals of Dyslexia</i> , 2019, 69, 136-152.	1.7	6

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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.	1.7	14
40	Introduction: teacher perception, self-efficacy and teacher knowledge relating to literacy. <i>Annals of Dyslexia</i> , 2019, 69, 1-4.	1.7	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.	6.3	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.	0.9	9
43	Orton Gillingham: Who, What, and How. <i>Teaching Exceptional Children</i> , 2019, 51, 240-249.	1.0	25
44	Reforming teacher education in Nigeria: Laying a foundation for the future. <i>Teaching and Teacher Education</i> , 2019, 79, 153-163.	3.2	8
45	Etiology of teacher knowledge and instructional skills for literacy at the upper elementary grades. <i>Annals of Dyslexia</i> , 2019, 69, 5-20.	1.7	18
46	Morphology Matters, but What Do Teacher Candidates Know About It?. <i>Teacher Education and Special Education</i> , 2019, 42, 246-262.	2.6	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.	2.8	2
48	Becoming a teacher of early reading: charting the knowledge and practices of preâservice and newly qualified teachers. <i>Literacy</i> , 2020, 54, 58-69.	0.9	3
49	Supplementing teacher knowledge using webâbased Intelligent Tutoring System for the Text Structure Strategy to improve content area reading comprehension with fourthâand fifthâgrade struggling readers. <i>Dyslexia</i> , 2020, 26, 120-136.	1.5	21
50	Teachers' knowledge about language constructs related to literacy skills and student achievement in low socioâeconomic status schools. <i>Dyslexia</i> , 2020, 26, 200-219.	1.5	30
51	The ÉGISTÉ of the reading comprehension problem in grades 4 and 5. <i>Dyslexia</i> , 2020, 26, 323-340.	1.5	12
52	Resisting Positionings of Struggle in ÉScience of Teaching ReadingÉ Discourse: Counterstories of Teachers and Teacher Educators in Texas. <i>Reading Research Quarterly</i> , 2020, 55, S319.	3.3	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.	2.2	7
54	Australian preservice teachers and early reading instruction. <i>Australian Journal of Learning Difficulties</i> , 2020, 25, 65-82.	0.8	6
55	Introduction to the special issue: ÉTeacher knowledge of literacy skillsÉ. <i>Dyslexia</i> , 2020, 26, 117-119.	1.5	1
56	Preservice educators' and noneducators' knowledge and perceptions of responsibility about dyslexia. <i>Dyslexia</i> , 2020, 26, 220-242.	1.5	16

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57	Using conceptual change theory to help preservice teachers understand dyslexia. <i>Annals of Dyslexia</i> , 2020, 70, 62-78.	1.7	17
58	Phonological awareness in Arabic: the role of phonological distance, phonological-unit size, and SES. <i>Reading and Writing</i> , 2020, 33, 1649-1674.	1.7	27
59	Exploring the nature of associations between educators's knowledge and their emergent literacy classroom practices. <i>Reading and Writing</i> , 2020, 33, 1399-1422.	1.7	16
60	Do kindergarten teachers possess adequate knowledge of basic language constructs to teach children to read English as a foreign language?. <i>Annals of Dyslexia</i> , 2020, 70, 79-93.	1.7	4
61	An Analysis of Reading Comprehension Questions in Kenyan English Textbooks. <i>Technology, Knowledge and Learning</i> , 2021, 26, 429-441.	4.9	2
62	Advancing School Professionals's Dyslexia Knowledge Through Neuroscience: Bridging the Science-Education Gap Through Developmental Psychology. <i>Frontiers in Education</i> , 2021, 5, .	2.1	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.	0.9	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.	3.2	13
65	Examining Teacher Preparation for Code-Related Reading Instruction: An Integrated Literature Review. <i>Reading Research Quarterly</i> , 2021, 56, S317.	3.3	9
66	The development and validation of the Teachers' Self-Efficacy Beliefs for Literacy Instruction in the 21st Century (TBLI21c) scale: a pilot study. <i>Journal of Research in Reading</i> , 2021, 44, 654-674.	2.0	4
67	Elementary Teachers's Knowledge of Foundational Literacy Skills: A Critical Piece of the Puzzle in the Science of Reading. <i>Reading Research Quarterly</i> , 2021, 56, S287.	3.3	20
68	It's difficult since there is no rhyme or reason: Spelling relevance in an EFL context. <i>Reading and Writing</i> , 2022, 35, 245-272.	1.7	2
70	Characterizing the knowledge of educators across the tiers of instructional support. <i>Annals of Dyslexia</i> , 2022, 72, 79-96.	1.7	4
71	Early Language Education in Singapore. <i>Springer International Handbooks of Education</i> , 2021, , 1-26.	0.1	0
72	A Text Structure Analysis of Fourth and Sixth Grade Maltese Textbooks. <i>Technology, Knowledge and Learning</i> , 2021, 26, 407.	4.9	1
73	The Componential Model of Reading (CMR): Implications for Assessment and Instruction of Literacy Problems. , 2019, , 3-18.		12
74	Phonics and Spelling: Learning the Structure of Language at the Word Level. , 2019, , 39-62.		5
75	Exploration of American General and Special Education Teacher Candidates's 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. Literacy Studies, 2016, , 255-274.	0.3	1
77	Intervention and Assessment of Spelling Skills in LD Classrooms. Literacy Studies, 2016, , 91-103.	0.3	3
78	Teacher Knowledge Needed for Differentiated Early Reading Instruction. , 2015, , 194-213.		2
79	Actual Disciplinary Knowledge, Perceived Disciplinary Knowledge, Teaching Experience and Teacher's Training for Reading Instruction: A Study with Primary Portuguese and American Teachers // Conhecimento disciplinar efectivo, conhecimento percebido.... Revista De Psicodidactica, 2013, 19, 45-65.	1.3	5
81	Connecting Research and Practice through Teacher Knowledge. , 2015, , 29-48.		0
82	Teachers' Knowledge About Beginning Reading Development and Instruction. , 2015, , .		0
83	Relationships between LINUS Teachers' Knowledge of Basic Language Constructs, Teaching Experience and Perceived Teaching Abilities. Universal Journal of Educational Research, 2018, 6, 1962-1973.	0.2	2
84	Learning to Improve: Report of a Three-Year Capacity-Building Project Leveraging Professional Development + Coaching to Improve Third-Grade Reading Outcomes. Advances in Literary Study, 2019, 07, 193-223.	0.1	2
85	The Lexile Leap: Consequences for Foundational Skills and Accountability Achievement. Universal Journal of Educational Research, 2019, 7, 1882-1891.	0.2	0
86	The effect of different teacher literacy training programmes on students' word reading abilities in government primary schools in Northern Nigeria. School Effectiveness and School Improvement, 2022, 33, 198-217.	2.9	2
87	Beyond Knowledge. Advances in Higher Education and Professional Development Book Series, 2021, , 285-300.	0.2	2
88	The Impact of Self-Efficacy on Leveraging Technology in the Classroom. Advances in Educational Marketing, Administration, and Leadership Book Series, 2020, , 244-261.	0.2	1
89	The Rationale, Focus, Features, and Uses of the Book. Literacy Studies, 2020, , 1-11.	0.3	0
90	Phonemic Awareness among Rural Primary School English Language Teachers in Sarawak. International Journal of Asian Social Science, 2020, 10, 434-449.	0.4	0
91	Evaluating Teachers' Learning, Perceptions, and Cultural Differences Following Professional Development for Early Literacy Software. Canadian Journal of Learning and Technology, 2021, 47, .	0.6	1
92	Promoting Pre-Service Teachers' Reading Attitudes through Literature Circles: A Mixed Methods Design. International Journal of Educational Methodology, 2020, 6, 653-667.	0.8	5
93	Early Language Education in Singapore. Springer International Handbooks of Education, 2022, , 867-892.	0.1	0
94	What do teachers know about dyslexia? It's complicated!. Reading and Writing, 2022, 35, 2077-2107.	1.7	6

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95	From knowing to doing: assessing the skills used to teach reading and writing. Reading and Writing, 2022, 35, 2023-2048.	1.7	1
96	Speech-language therapist and teacher knowledge of early literacy skills. Child Language Teaching and Therapy, 0, , 026565902211011.	0.9	0
97	Graph Manipulation and the Impact on Pre-Service Teachersâ€™ Accuracy in Evaluating Progress Monitoring Data. Teacher Education and Special Education, 2023, 46, 65-82.	2.6	2
98	Exploring the Truth of Michael Yudinâ€™s Claim: The More Time Students With Disabilities Spend in General Classrooms, the Better They Do Academically. Journal of Disability Policy Studies, 2023, 33, 236-252.	1.5	15
99	What do teacher educators know about English spelling?. Reading and Writing, 2022, 35, 2049-2074.	1.7	1
100	Preservice teachersâ€™ intention for constructivist ICT integration: implications from their Internet epistemic beliefs and internet-based learning self-Efficacy. Interactive Learning Environments, 2024, 32, 102-114.	6.4	1
101	Introduction to the special issue on practitioner knowledge to support reading and writing: new directions and approaches. Reading and Writing, 0, , .	1.7	0
102	Linguistic awareness and dyslexia beliefs among teachers of students who are blind or visually impaired. Reading and Writing, 2022, 35, 2109-2129.	1.7	2
103	Chilean preservice teachers and reading: a first look of a complex relationship. , 0, , .		1
104	Teachersâ€™ Opinions about the Teaching of Reading in Spain. Psicologia Educativa, 2023, 29, 65-73.	0.9	1
105	Science of Reading in Special Education Teacher Preparation. Intervention in School and Clinic, 0, , 105345122211300.	1.0	1
106	Reading habits and attitudes in first-year EFL student teachers and their implications for literature course design in an Austrian study programme. Language, Culture and Curriculum, 2023, 36, 240-256.	3.2	0
107	Virtual Practice for Authentic Classrooms. Advances in Higher Education and Professional Development Book Series, 2022, , 137-157.	0.2	0
109	The Teachersâ€™ Perceptions and Knowledge of Reading Assessment Survey: A Validation Study. Reading and Writing Quarterly, 0, , 1-23.	1.4	0
110	Using Multimodal Virtual Instruction to Build Preservice Teachersâ€™ Knowledge of Dyslexia. Excelsior Leadership in Teaching and Learning, 2023, 15, 57-80.	0.2	0
111	The roots of reading for pleasure: Recollections of reading and current habits. Literacy, 0, , .	0.9	0
112	Assessing blended and online-only delivery formats for teacher professional development in Kenya. Cogent Education, 2023, 10, .	1.5	0
113	PROTOCOL: Language of instruction in schools in lowâ€•and middleâ€•income countries: A systematic review. Campbell Systematic Reviews, 2023, 19, .	3.0	0

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114	Writing knowledge, practices, efficacy, interests, attitudes, and beliefs of deaf education teachers: a randomized controlled trial. <i>Frontiers in Psychology</i> , 0, 14, .	2.1	0
115	What do classroom teachers of varying backgrounds know about English spelling?. <i>Annals of Dyslexia</i> , 0, , .	1.7	0
116	Literacy Practices in Zambia: Becoming Literate in a Multilingual Classroom. <i>Literacy Studies</i> , 2023, , 405-437.	0.3	0
117	Professional Development in Phonological Awareness for Early Childhood Educators in Low-Income, Urban Classrooms: A Pilot Study Examining Dosage Effects. <i>Annals of Dyslexia</i> , 0, , .	1.7	0
118	Signed Rhyme and Rhythm With Deaf Children: Early Childhood Teacher Interviews. <i>Journal of Deaf Studies and Deaf Education</i> , 0, , .	1.2	0
119	Language of instruction in schools in lowâ€and middleâ€income countries: A systematic review. <i>Campbell Systematic Reviews</i> , 2023, 19, .	3.0	0