

Optional reading for Doug Carnine's Oct. 13th Lit & Lunch

This document contains:

- A list of articles that advocate for the use of evidence in education.
- A list of the essential elements of the California reading initiative from the 1997-2007, as an example of what needs to be addressed in a statewide school improvement program, in this example, early reading.

Articles advocating the use of evidence in education.

[Rational Schools; The Role of Science in Helping Education Become a Profession](#)

Article in *Behavior and Social Issues*: The continuing failure to distinguish change from change with improvement punishes teachers and students alike—particularly diverse learners. Education is not meeting these challenges, in large part because education lacks the infrastructure of other professions. A rational process for transforming education is briefly described, as are the attendant changes in the relationships among the groups that control American education.

[Bridging the Research-to- Practice Gap](#)

Article in *Exceptional Children*. This paper presents a rationale and suggestions for increasing the quality of a market demand of research findings as a vital component of any serious effort to improve American education, Quality of research can be evaluated in terms of trustworthiness, useability and accessibility. The paper discusses how to nurture demand for research findings. At this time major educational decisions are influenced by the actions of four broadly defined groups; influence producers, regulation producers, knowledge producers and knowledge consumers. Responses to the paper are from representatives of the American Federation of Teachers; Learning Disabilities Association; National Alliance of Business; National Association of State Directors of Special Education; and Staff Director, Disability Policy Subcommittee, U.S. Senate. An additional response, which also synthesizes all responses, is provided by The Council for Exceptional Children.

[Facts Over Fads](#)

Op-ed in *Education Week*. Educators at all levels from classroom teachers to national policymakers, routinely use and approve materials and techniques without testing or evaluating them. Five examples of these occurrences are given. The field does not distinguish between innovations which merely create change, and reforms which are changes that yield improvement in student achievement.

[Beginning Reading for Bilingual Students](#)

NCITE column in *Educational Leadership*. Description of kindergarten program to teach reading to English Language Learners. Teachers used

systematic phonics to teach reading in Spanish and separately taught receptive

and expressive English language skills with a comprehensive, systematic and explicit instructional program. Teachers began a systematic and explicit reading program in English when students had mastered fundamentals of reading in Spanish and had learned enough English to understand the stories in the instructional materials.

Standards for Educational Leaders- Could California's Reading Results Show the Way

Op-ed in *Education Week*. Illustrates how responsible reform standards could have prevented wide-spread adoption of whole language which led to poor reading performance in elementary grades.

Is Innovation Always Good

Op-ed in *Education Week*. The emphasis must shift from prominent educators who have lots of unproven ideas to effective educators who have produced results. Innovations can be defined as a change with as yet unknown results. Education leaders typically act as if innovation will lead to improvement.

Trustworthiness, Useability and Accessibility of Educational Research

Source: *Journal of Behavioral Education*. The challenge facing researchers is how to promote an effectiveness standard to prevent complete domination by "political" ((we used the word political??)) standards. Bridging the gap between research and practice is critical in promoting an effectiveness standard.

Reform Flounders without Proactive Accountability

Op-ed/Article *LD Forum*. With proactive accountability, a rigorous inspection and evaluation procedure is mandated before a product or service is offered to the public. Both proactive and reactive accountability have an important role but fostering quality seems even more valuable than punishing malpractice. Because of the absence of proactive accountability, California teachers were cajoled and coerced into miseducating hundreds of thousands of children.

Using Research to Bolster Student Learning

Article in the *School Administrator*. Scientific or scholarly inquiry is thought generally to play a prominent role in formulating educational policy. Yet research findings are not key to how administrators solve problems related to student learning. Large-scale problems usually entail replacing major portions of current practices, which calls for research on those replacements. Smaller scale problems call for refinement strategies.

Learning is our Business

Article in *The Americans School Board Journal*. Description of a school board that developed its own system to ensure the quality of student learning. The board believed that issues having to do with learning

Expanding the Notion of Teacher Rights: Access to Tools that Work

are appropriate matters for the board's agenda, and to that end the board passes policies that deal directly with student learning.

Article in *Journal of Applied Behavior Analysis*. Hallmarks of other professions are their knowledge base and effective tools. In these professions, the tools have been extensively tested – prescription drugs, computer-aided design programs, electronic magnetic imaging machines and so forth. Teachers deserve the same protections as members of other professions—access to tools that have been carefully evaluated to ascertain their effectiveness.

Reforming Mathematics Instruction: The Role of Curriculum Materials

Article in *Journal of Behavioral Education*. Math textbooks largely define the math curriculum. Several aspects of math textbooks that strongly influence student learning are explained: the organization of lessons, the use of time, the rate of introducing new concepts, the quality of instructional activities, the nature of the examples, and the provision of guided and independent practice. Excerpts from math texts illustrate these factors.

Breaking the Failure Cycle in the Elementary School

Follow-Through DI

Instructional Design: The Hazards of Poorly Designed Instructional Tools

Article in *Learning Disabilities Forum*. The possibility that the use of poorly designed instruction in mathematic instruction can lead to students learning misconceptions that become stubborn impediments to future remediation efforts.

Investigating the Quality of Instructional Tools” A National Research Agenda

Article in *Learning Disabilities Forum*. Outlines the mission and strategies of NCITE to improve the curriculum design and quality of instructional tools for students with learning disabilities.

CALIFORNIA K-3 READING REFORM PROGRAM 1997 – 2007, UNDER THE DIRECTION OF THE READING LIONS CENTER: LEGISLATION, FRAMEWORK, STANDARDS, INSTRUCTION, CURRICULUM MATERIALS, STAFF DEVELOPMENT (ADMINISTRATORS, COACHES & TEACHERS), ASSESSMENTS, LEADERSHIP

Background: In 1996 Delaine Eastin, California Superintendent of Public Instruction, formed the Reading Task Force to focus on K-3 reading. Two of its members, Marion Joseph and William S. Furry of the Governor's Office, joined forces to implement the Reading Program Advisory recommendations. The key finding in the *Teaching Reading* report was “There is sufficient guidance now available from research about how children best learn to read and about how successful reading programs work to ensure that virtually every child will learn to read well, at least by the end of third grade.” (page 2)

The purpose of this document is to outline the major components of the Reading Lions Center efforts to support, promote, develop, and deliver staff development programs based upon the scientific research findings on beginning reading instruction.

1. LEGISLATION
 - a. *Guide to the California Reading Initiative, 1996-99*
2. FRAMEWORK
 - a. *Reading/Language Arts Framework for California Public Schools Kindergarten through Grade Twelve, 2007*<https://www.yumpu.com/en/document/view/24882456/reading-language-arts-framework-california-department-of->
3. STANDARDS
 - a. *Reading/Language Arts Framework for California Public Schools*
 - b. *Kindergarten through Grade Twelve, 2007 (Kindergarten- Grade 6 pages 47-173)*
4. INSTRUCTION
 - a. A Blueprint for Professional Development for Teachers of Early Reading Instruction
5. CURRICULUM MATERIALS
 - a. Houghton Mifflin Reading (K-5)
 - b. Houghton Mifflin Lectura (K-3)
 - c. Open Court Reading (K-5)
 - d. Open Court Reading Foro Abierto Para La Lectura (K-3)
6. STAFF DEVELOPMENT
 - a. Comprehensive Reading Leadership Program: Board Members and Superintendents
 - b. Comprehensive Reading Leadership Program: Board Members, Administrators, Teacher Leaders (4 modules)
 - c. Teacher Institutes (Introductory 40 hours, Advanced (40 hours), and Teacher Modules (specialized topics)
 - d. Coaches' Institutes [year 1 (10 days), year 2 (10 days) organized by curriculum materials]
 - e. Administrator Trainings (40 hours), Administrator Modules [20 modules (1-2 hours each)]
7. ASSESSMENTS
 - a. 6-8 Week Skills Assessments [specifically aligned to curriculum materials (K-5 for English programs, K-3 for Spanish programs)] <https://readingtests.info/>
 - b. Many schools (and all Reading First schools) used a scoring system developed to analyze student performance on the 6-8 Week Skills Assessment [(at the classroom level) which were used at local sites by administrators (including superintendents), coaches, and teachers]
 - c. STAR assessment (selected items from the Stanford 9 was used to account for standards achievement)
8. LEADERSHIP
 - a. Marion Joseph, member of California State Board of Education and visionary leader of most efforts for California's reading reform successes
 - b. William S. Furry, member of Governor Pete Wilson's office and writer of early California reading reform legislation.
 - c. John Mockler, Executive Director of California State Board of Education and Governor Appointed Secretary of Education
 - d. David W. Packard, Packard Foundation, funded Reading Lions 27 school district coaches (1 per 30 teachers), 1997-2000) and LAUSD coach coordinators for 7 years, with total monetary support from 1997-2000 of @ \$81 million
 - e. Key, very successful district-level school leaders (2002-2007)

- i. Governor Roy Romer, Superintendent, Los Angeles Unified School District
 - ii. Dr. Ronni Ephraim, Deputy Superintendent, Los Angeles Unified School District
 - iii. Dr. Jim Morris, Assistant Superintendent, Los Angeles Unified School District
 - iv. Dr. Chris Steinhauser, Superintendent, Long Beach Unified School District
 - f. Dr. Glen Thomas, Assistant Superintendent, Department of Curriculum & Instruction, California Department of Education, Executive Director of the California County Superintendents' Organization, Governor Appointed Secretary of Education
 - g. Dr. Merlin C. Wittock, Graduate School of Education, and Dr. Linda Gibboney, Director, Education Extension Division
 - h. Dr. Doug Carnine, Professor, University of Oregon, acted as an evidence advocate by testifying to the legislature, advising the state board on multiple issues such as the reading/language arts framework, and collaborating with other evidence advocates, for example, with the LA County office of Education, by bringing in principal coaches and helping plan the LA Times *Reading By 9 initiative*.
 - i. Dr. Alice R. Furry, Assistant Superintendent for Curriculum and Instruction at the Sacramento County Office of Education (1989-1998), Director of the David W. Packard Reading Project for 27 CA Districts (1997-2000), Advisor to the California Department of Education for the English Language Arts Framework (1999) and California State Board of Education on Reading: Legislation (AB 3482) and Reading First (1996-2006), and Executive Director for Reading Lions (2000-2007)
9. REGIONAL READING CENTERS
- a. Organized and directed 7 statewide regional reading centers that provided/delivered professional development programs under the direction of the Reading Lions Center (all centers situated in County Offices of Education: Alameda, Butte, Imperial, Los Angeles, Sacramento, San Diego, San Joaquin)
10. UNIVERSITY OF CALIFORNIA, LOS ANGELES Extension Division Course
- a. Offerings for LAUSD Teacher Attendees at Reading Lions Teacher Training Institutes (4 & 8 units of credit options) through UCLA, Extension Division – Graded by Reading Lions Coaches