

# THE US EDUCATION CRISIS: WE KNOW A PATH OUT

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## THINK OF MY PRESENTATION AS AN OVERVIEW

- Transforming education into an evidence-based profession and mounting successful state-wide reading initiatives are complex activities, to say the least. My presentation is a fast-paced overview of these complexities and how we can deal with them. So don't worry about taking notes because you will have access to my slide deck, and can, at your leisure, look more closely at the slides that interest you. Eventually I, with the help of many others, will have a complete, way-to-long, paper that will cover this content in detail.

## PART I: THE PROBLEMS

What we know about students in the US  
education system

### Fact 1

Economically disadvantaged students, particularly students of color, are failing in school.

## Fact 2

Economically disadvantaged students in well run schools and districts perform at higher-than-expected levels.

## What we know about teachers and principals in the US education system

- Virtually all educators entered the field because of wanting to make a difference in the lives children.
- Virtually all educators are graduates of colleges of education.

## So, these are our predicaments:

- Large numbers of economically disadvantaged students particularly students of color, are failing needlessly at a horrendous rate.
- Educators who care deeply about children are not taught how to teach beginning reading and therefore cannot effectively teach vulnerable students.

**HERE IS THE GOOD NEWS!**  
WE HAVE REAL WORLD EXAMPLES FROM ALL THE  
AREAS LISTED BELOW OF HOW TO RAISE  
STUDENT ACHIEVEMENT STATE-WIDE

1. LEGISLATION
2. FRAMEWORKS
3. STANDARDS
4. INSTRUCTION
5. CURRICULUM MATERIALS
6. STAFF DEVELOPMENT
7. ASSESSMENTS
8. LEADERSHIP
9. REGIONAL READING CENTERS

Three aspects of the US education system that hinder effective teaching and increasing student achievement

First, too many cooks spoil the soup,  
as shown in figure 1

Teachers and principals are usually overwhelmed by often contradictory advice and requirements from the 24 components I have identified as making up the US education system

Figure 1: Four categories of components that determine to a large degree how principals and teachers think and behave.

Figure 1: Four Types of Components of K-12 Education System			
Supporters	Controllers	Implementers	Influencers
District/state professional development providers	Federal level: Congress and the President	State licensing boards: new and renewal	Professional organizations
Commercial professional development providers	State level: Legislature and the Governor	Superintendent and other administrators	Advocacy groups
Departmental specialists at state and district levels: curriculum, special education, etc.	State boards of education (if elected)	Curriculum standards	Media
Publishers/instructional materials	District school boards (if elected)	State assessments	Lawsuits
Regional service providers		Criteria for adoption of instructional materials	
		Accountability procedures	
		State department of education	
		Federal department of education	
		Education regulations, policies, and laws	
		Teachers' unions	

Second, our education system does not have a single clear purpose.

Educators in the US education system may focus on at least four different, often contradictory, purposes, which further confuses teachers and principals

1. The Scholar Academic Ideology
2. The Social Efficiency Ideology
3. The Learner Centered Ideology
4. The Social Deconstruction Ideology

Third, we do not have adherence to the vast, interdisciplinary body of scientific evidence about how best to teach early reading and substantial evidence for teaching in other areas.

A recent report in 2023 by the National Council on Teacher Quality found inadequate progress.

- The number of elementary programs teaching scientifically based reading instruction has reached 50%. In 2013 it was 35%. (Question: How would we react if we were told that medical schools are improving and that now 50% of them use evidence-based medicine?).
- No aspect of teacher preparation is more influential than clinical practice. Only 4% of teacher education programs ensure mentor teachers are high performing and have the skills necessary to effectively mentor teacher candidates.

In a survey of university classes (2022) that prepare teachers to teach beginning reading, the results showed:

- Many programs (40%) still teach multiple instructional practices that run counter to the research on effective reading instruction.
- Only 25% of programs adequately cover all five core components of scientifically based reading instruction.
- Two out of three programs fail to adequately address phonemic awareness, a important component of reading in an alphabetic writing system such as English

## False Content

Myth 1: Give children simple books that interest them and they will learn to read and to love literature.

Myth 2: Children learn to read in different ways.

Myth 3: Systematic phonics and spelling should only be used for remedial instruction.

Myth 4: Explicit teaching of phonics and spelling kills the love of reading.

Myth 5: Give children time, they'll catch on or catch up.

Instructional programs are the principal tool educators have to guide the work they do with their students. At a minimum these tools should not harm students.

## Reading Recovery

“Advocates for Reading Recovery have justified the program's high cost — estimated to be up to **\$10,271 per student** — by saying that the program reduces the need for further reading intervention.”

A significant amount of money has been devoted to Reading Recovery. Costs are estimated at \$10,271 per student. Multiplying this number by an estimated **2.4 million children** who have received Reading Recovery since its inception in 1984 sets the total expenditures on this program at near **2.5 billion dollars**.

A new, federally funded study that looked at thousands of children found that children who received Reading Recovery had scores on state reading tests in third and fourth grade that were below the test scores of similar children who did not receive Reading Recovery. In other words, **children were better off if they did not receive Reading Recovery.**

## Programs by Calkins, Fountas, And Pinnell

In 2019, a nationally representative EdWeek Research Center survey found that 43 percent of K-2 early reading and special education teachers use Fountas and Pinnell's Leveled Literacy Intervention, the intervention companion to Fountas and Pinnell Classroom. The same survey found that 16 percent of teachers used the Units of Study for Teaching Reading.

Based on enrollment for the 2021-22 school year, **the number of students who received instruction from programs by these three authors is in the millions.**

“EdReports—...Fountas and Pinnell Classroom didn't meet expectations for text quality or alignment to standards... a negative evaluation of the Units of Study [by Lucy Calkins] from the Teachers College Reading and Writing Project, another popular early reading program.”

## Are Non-Evidence-Based Instructional Programs Racist?

More than half the African American, Hispanic and English Language Learners scored below basic on the 2022 NAEP, fourth grade reading. Reading Recovery is intended for these students who are having difficulty learning to read. Programs by Calkins, Fountas, and Pinnell are so widely used that many of these students are in their programs. We must consider if allowing the continued use of non-evidence-based reading programs is a form of unintentional racism.

## Pseudo Professions Cause Harm

A pseudo profession has some of the characteristics of a mature profession but lacks crucial elements, particularly evidence and accountability.

## Why/how do pseudo professions become genuine professions and thereby reduce harm to their clients?

The **first step** in how a pseudo profession becomes a genuine profession involves a crisis. A crisis is necessary to make a paradigm shift from pseudo-science to a science based on rigorous scientific research. A crisis forces legislators to demand evidence that serves as the basis for licensing. All genuine professions, defined by legislation and regulations, started as a pseudo profession.

One way to view accountability: The three Cs of Accountability, as defined by the Executive Leadership group:

- Clear request from an educational leader.
- Commitment from the educational practitioner to complete the assignment.
- Consequences for performance.

Three examples of crises in three different professions:

Seafaring  
Accounting  
Medicine

## MEDICINE

The metamorphosis of medicine took more than a century. As the historian Theodore Porter explains, the path was not smooth:

“...and even resisted the use of instruments. The stethoscope was acceptable, because it was audible only to them, but devices that could be read out in numbers or, still worse, left a written trace, were a threat to the intimate knowledge of the attending physician.<sup>26</sup>”

## THE THALIDOMIDE DISASTER

- The Food and Drug Administration, founded in 1938 as part of the New Deal initially accepted both opinions from clinical specialists and findings from experimental research when determining whether drugs did more good than harm. However, the Thalidomide disaster (resulting in deformed newborns) led to the Kefauver Bill of 1962, which required drugs thereafter to be proven to be effective and safe before they could be prescribed, with little attention paid to the opinions of clinical specialists.

## EDUCATION: BECOMING A GENUINE PROFESSION

**The journey will be long and arduous, but evidence and accountability will prevail.**

### Second step:

Accountability is imposed by elected government officials and/or University Presidents/provosts, in the form of **evidence-based licensing for teachers** and **certification of professors** who teach licensure courses and **professional development providers** for elementary teachers.

These professions have national evidence-based exams to become licensed and have provisions for the license to be revoked. (Attorneys take a state exam because laws vary from state to state.)

CPAs	Merchant mariners
Attorneys	Electricians
Doctors	Plumbers

**Education does not have a national licensure exam and there are no provisions for revoking an educator license for teaching ineffective/harmful content.**

## Summary

All professions begin as pseudo professions, in which practitioners unwittingly cause harm to varying degrees.

A crisis precipitates government intervention, in the form of licensing, which must have a reliable system for establishing an evidence base. Licenses based on the evidence are used in medicine, accounting, law, sea faring, plumbing, electricians,

A person's license can be revoked, which protects the public from on-going harm from a practitioner not implementing the requirements of the license.

## PART 2: THE NEED FOR EVIDENCE ADVOCATES

### Evidence Advocates Play Key Roles in Successful Educational Initiatives

“When you're working on something that's so critical to a life—to a child's life—belief systems don't cut it. Evidence cuts it.”

—Dr. Reid Lyon, a preeminent evidence advocate

An organized evidence-based education initiatives must have one or more champions: governor, well-know legislator, university president, prominent businessperson, or celebrity.

These champions **must** have the support of evidence advocates

Once the evidence has been assembled and used as the basis for the practices that teachers and principals must implement, the license requirement can be codified and content for professional development can be scripted

Evidence-based licensing and professional development cannot be implemented until the college faculty that teach certification courses and professional development providers demonstrate knowledge of the evidence base and how to teach it.

Reform champions must recognize that developing an evidence base with accountability provisions must not be a consensual process, created from the opinions and preferences of traditional educators

### But what exactly is an EA?

- understands all the components of the education system and how each can influence what happens at the state, district, and classroom levels.
- understands scientific research and can work with researchers to translate the findings into practice.
- works closely with legislators and governors at the state level to pass laws and help in recruiting EAs to work with them.

### Continued: what exactly is an EA

- builds coalitions that bring together the various components around the use of evidence.
- understands what is needed at the state, school and district levels: Materials, training, professional development, assessments, staffing, scheduling.
- assembles a team of researchers, HPEs, and assessment and other types of experts.

## Experimental Research Evidence Base for Beginning Reading: for licensure and for professional development for current educator work force

Reading SIMPLIFIED

## LOST BUT FOUND: REDISCOVERING 50+ YEARS OF READING RESEARCH

### 1967, *Learning to Read: The Great Debate*

In the 1967 national study by Harvard's Jeanne Chall, she concludes, "A code emphasis tends to produce better overall reading achievement by the beginning of fourth grade than a meaning emphasis." (p. 127).

### 1975, *The Psychology of Reading*

The classic 1975 textbook, *The Psychology of Reading* by Eleanor Gibson and Harry Levin, states, "[T]he beginners must learn to use spelling-to-sound correspondences; there is nothing in language behavior or other content previously acquired by the child that will transfer to this aspect of the reading task." (pp. 323-4).

### 1985, *Becoming a Nation of Readers*

The U.S. federally sponsored report from 1985, *Becoming a Nation of Readers*, by Anderson, Hiebert, Scott, and Wilkinson argues, "Since English is an alphabetic language, there is a fairly regular connection between the spelling of a word and its pronunciation. Every would-be reader must 'break the code' that relates spelling to sound and meaning" (pp. 10-11).

### 1990, *Beginning to Read: Thinking and Learning about Print*

In Marilyn Adams 1990 literature review, *Beginning to Read: Thinking and Learning about Print*, she concludes, "[R]eading depends on connections between spellings, speech sounds, and meanings." (italics in original; p. 234).

### 1997, *Why Our Children Can't Read and What We Can Do About It: A Scientific Revolution in Reading*

Cognitive psychologist Dianne McGuinness explains, "If you mislead the child into thinking that the alphabetic code is completely abstract and arbitrary and ignore the complex logic in the way our spelling code is structured, you will inevitably fail to teach most children to read and spell efficiently. Seen this way, you can understand why whole language approaches are actually anti-reading methods..." (pp. 160-1).

### 1998, *Preventing Reading Difficulties in Young Children*

The 1998 literature review hosted by the U.S. National Research Council and written by Snow, Burns, and Griffin, *Preventing Reading Difficulties in Young Children*, notes, "Truly productive reading—the ability to read novel words—comes only from an increase in orthographic representations that include phonology. This requires attention to letter strings and the context-sensitive association of phoneme sequences to these letter strings" (p. 73).

### 2000, *National Reading Panel Report*

The meta-analytic report from the U.S. federally-funded National Reading Panel states, "Findings provided solid support for the conclusion that systematic phonics instruction makes a bigger contribution to children's growth in reading than alternative programs providing unsystematic or no phonics instruction" (p. 2-92).

### 2001, *How Psychological Science Informs the Teaching of Reading*

A literature review by eminent researchers Rayner, Fooriman, Perfetti, Pesetsky, and Seidenberg, concludes, "The instructional goals for alphabetic systems seem clear: Children need to learn that the letters of their alphabet map onto speech segments of their language... [F]or more than 30 years, research has supported the effectiveness of methods that are based on direct instruction in phonics or decoding" (p. 43).

Reading SIMPLIFIED

## LOST BUT FOUND: REDISCOVERING 50+ YEARS OF READING RESEARCH

(continued...)

### 2005, *National Inquiry into the Teaching of Literacy (Australia)*

The Australia commissioned review led by Ken Rowe—the National Inquiry into the Teaching of Literacy—states, "It was clear, however, that systematic phonics instruction is critical if children are to be taught to read well, whether or not they experience reading difficulties." (p. 11).

### 2006, *Independent Review of Teaching of Early Reading: Final Report*

The UK commissioned *Independent Review of Teaching of Early Reading: Final Report* by Sir Jim Rose states, "It is therefore crucial to teach phonic work systematically, regularly and explicitly, because children are highly unlikely to work out this relationship for themselves. It cannot be left to chance, or for children to ferret out, on their own, how the alphabetic code works." (pp. 18-9).

### 2007, *Proust and the Squid: The Story and Science of the Reading Brain*

Reading scientist Mayrianne Wolf explains, "The major discovery for a novice reader is Amelia's increasingly consolidated concept that the letters connect to the sounds of the language. This is the essence of the alphabetic principle... Learning all the grapheme-phoneme correspondence rules in decoding comes next for her, and this involves one part discover and many parts hard work. Aiding both are three code-cracking capacities: the phonological, orthographic, and semantic area of language learning" (p. 117).

### 2008, *Developing Early Literacy: Report of the National Early Literacy Panel*

Another US report but focused on children under 5—Report of the National Early Literacy Panel—concludes "[T]he strong, positive, and statistically significant impacts of code-focused interventions on children's skills in the domains of PA, AK, oral language, reading, and spelling reported for the overall analyses hold regardless of the age of the children included in the studies..." (p. 112).

**2009, Reading in the Brain: The New Science of How We Learn to Read**  
 French neuroscientist Stanislas Dehaene writes, "The punch line is quite simple: we know that conversion of letters into sounds is the key stage in reading acquisition. All teaching efforts should be initially focused on a single goal, the grasp of the alphabetic principle whereby each letter or grapheme represents a phoneme" (p. 228).

**2015, Essentials of Assessing, Preventing, and Overcoming Reading Difficulties**  
 School psychologist David Kilpatrick reviewed decades of intervention research and writes, "Early, explicit, and systematic instruction in phonics, along with direct instruction in phonological awareness, can prevent reading difficulties and can also remediate reading difficulties" (p. 25).

**2017, The Reading Mind: A Cognitive Approach to Understanding How the Mind Reads**  
 Cognitive scientist Dan Willingham reviewed how the mind reads and notes, "The fact that writing codes spoken language should lead us to expect that explicit teaching of the code will be an important part of learning to read." It is (*italics added*; p. 23).

**2018, Language at the Speed of Sight: How We Read, Why So Many Can't and What Can Be Done about It**  
 Cognitive neuroscientist Mark Seidenberg explains, "It should now be clear why becoming alphabetic is a major hurdle that requires instruction, feedback, and practice. The child has to think phonemically, which involves both phonology and orthography, and learn arbitrary cross-modal associations between graphemes and phonemes...The amount of instruction required depends on the child and how they are taught" (p. 120).

**EXTRA CREDIT:** 2018. The lit review by leading researchers Castles, Rastle, & Nation, "Ending the Reading Wars: Reading Acquisition from Novice to Expert"

While other areas of education have not received the research attention that beginning reading has received, IES has relied on experimental research in producing 31 practice guides. In areas lacking experimental research, we can look to the knowledge of High Performing Educators

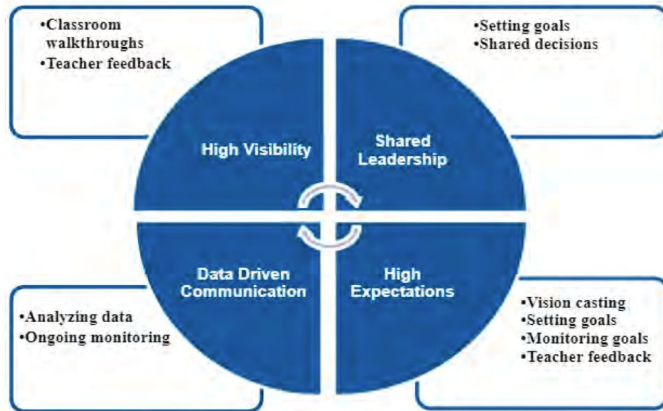
**Who are high performing educators (HPEs)**

Educators who, over several consecutive years, have consistently produced higher-than-expected levels of achievement in their students.

HPEs are needed to serve in the roles below in their area of expertise:

- Be part of a planning group to develop the proposed requirements for teacher certification
- Consult on methods to monitor and support professors who will be evaluated on their knowledge and teaching of the content required for the licensures in their area of expertise.
- Advise on the development of school, district, and statewide student-achievement improvement initiatives.
- Be part of a planning group to develop professional development sessions and present at conferences.

*The Four-Pronged Approach to Instructional Leadership Practices*



An analysis of commonalities among states that have made dramatic improvements in student achievement can be the source of practices for state level education administrators.

1. recognize the need for a multi-year strategy, rather than a piecemeal approach, to changing literacy instruction.
2. invest in initial statewide training for educators, followed by ongoing support as teachers applied what they learned in their classrooms.
3. ensure that teachers and students get high-quality instructional tools grounded in the science of reading.

1. use classroom observations and rubrics to determine how well teachers are implementing the new reading strategies, so district and state officials can identify areas for improvement, or areas where teachers might need additional training or more resources.
2. screen early elementary students three times a year to identify struggling students and develop an improvement plan for the identified students
3. Provide struggling students with interventions aligned to the curriculum used during core instruction, so that what they learn during tutoring, summer programs or before- and after-school programs connects with what happens in their classrooms.

## I. Colleges of Education

### Course content

- Based on scientific evidence, otherwise the IES practice guides, and if they are not sufficient, then HPE practices.
- Content experts from outside of colleges of education for secondary credentialing

### Practicum content

- Essential: practicum and course content align
- Input from k-12 HPEs knowledgeable about the relevant practicum content for a specific course. These HPEs should be from general education, special education, multilingual education.

### Practicum placement

- Essential: practicum placement aligns with practicum and course content
- Input from principals and superintendents HPEs because of their knowledge about appropriate practicum placement locations
- Supervision is evidence based, designed by high performing coaches, and carried out by a person skilled in teaching the content of the practicum

## Curriculum Evaluation: Goals And Issues

By Marcy Stein

**Goals** of The Curriculum Evaluation *process* should be designed to:  
*Clearly* determine the extent to which programs are grounded in research and  
*reliably* determine *substantive differences* among programs.

**Issues** with the Curriculum Evaluation process include:

Often *subjective*

Evaluation criteria *not based on research*

Lack of *consistency among evaluators* (reliability)

*Overemphasis on adherence to standards\**

## Note on Using Standards

“A curriculum review process that gives greater weight to adherence to standards than to impact on learning **is not identifying high-quality curricula; it is identifying conforming curricula.**”

Polikoff, M.S., Petrilli, M. J., and Loveless, T. (2020). A Decade on, Has Common Core Failed? Assessing the impact of national standards. *Education Next*, 20(2), 72-81

## Ed Reports Criteria: *Vague Language*

**In.** Materials, questions, and tasks **directly teach** foundational skills to build reading acquisition by providing systematic and explicit instruction in the alphabetic principle, letter-sound relationships, phonemic awareness, and phonological awareness (K-1), and phonics (K-2) that demonstrate a transparent and research-based progression for application both in and out of context.

**In.** **Explicit instruction** in phonological awareness (K-1) and phonics (K-2).

**Ip.** **Instructional opportunities are frequently built into the materials** for students to practice and gain decoding automaticity and sight-based recognition of high-frequency words. This includes reading fluency in oral reading beginning in mid-Grade 1 and through Grade 2.

**Iq.** **Materials, questions, and tasks provide systematic and explicit instruction in and practice of word recognition and analysis skills in a research-based progression in connected text and tasks.**

**Is.** Materials, questions, and tasks provide **high-quality lessons and activities** that allow for differentiation of foundational skills, so all students achieve mastery of foundational skills..

## Colorado Criteria: More Specific Language

Section 2: Explicit Instruction – Students are introduced to the new skill before they are asked to perform it.

Lessons include instructional routines and/or scripts that note what the teacher should say, include a step-by-step sequence, include procedures, and consistent academic language and vocabulary that relates back to grade level outcomes and standards.

Routines include language for the teacher to introduce, define or explain new skills through demonstration and modeling before students are asked to perform the skills.

There are multiple opportunities for students to practice new skills with instructions for the teacher to give immediate corrective feedback.

## How EA can respond to the ways the education system evades accountability and remains a pseudo profession

1. Multiple conflicting purposes.
2. Lack of acknowledgment of the evidence base.
3. The education system is made up of 24 components that send mixed messages.
4. Academic freedom.
5. Our students are unique. Because they are unique, evidence based on other students is not relevant to our school population.

6. Low expectations and blaming the victim.
7. Teaching is an art, not a science.
8. Resist new directives.
9. Ignore new directives.
10. Out with the old and in with the new.

The 80-million-dollar paper.

Earlier, I referred to my paper, “Why Education Experts Resist Effective Practices” as my 80 million dollar paper. Here’s the story.

Figure 1 – List of Key Components of the California Reading Initiative

Below is an outline of 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*
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)]
  - 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 by evidence advocates
  - 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, of the David and Lucile 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. Ricard J. Riordan, Mayor of Los Angeles in (1999-2001) sought Reading Lions assistance to support LAUSD in purchasing and training K-3 teachers and administrators in its evidence based instructional program.
  - f. 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

8. LEADERSHIP by evidence advocates continued
  - g. 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
  - h. Dr. Merlin C. Wittcock, Graduate School of Education, and Dr. Linda Gibboney, Director, Education Extension Division
  - i. 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*.
  - j. 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)
10. 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)
11. 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

### MISSISSIPPI READING INITIATIVE

- Kelly Butler is working on the key elements of the Mississippi reading initiative, which you will all have access to. These key elements are of great value because they are in place and functioning right now.

### Texas Reading Initiative



### Some of my EA activities in Texas

- The business community in Texas laid the groundwork for the initiative.
- I helped recruit some outsiders to support the strong reading researchers already located in Texas.
- The governor's business Council wanted to dispel the myth of low expectations for youth of color.

### EXAMPLES OF EA AT THE NATIONAL LEVEL

- Distributing National Reading Panel Report
- Identifying valid k through third grade progress monitoring measures for Reading First

Finally, we need to get the attention of leaders. "If you are not outraged, you are not paying attention."

– Louisa Moats

Early in my presentation I said we would discuss how we transform education and replicate state-wide reading initiatives via evidence-based accountability initiatives. **We can do this!** Here are my ideas for what we need. What are your thoughts?

1. One or more champions **to commit to this work**: a governor, legislative leader, prominent businessperson, and/or celebrity.
2. A tool kit for each of the following:
  - a. Governors
  - b. Legislators
  - c. University presidents/provosts
  - d. Business leaders
  - e. Parent and other advocacy groups
  - f. School boards, state and local

3. Content for the tool kits relevant to a person's role
  - a. Talking points
  - b. Evidence summaries (with a focus on early reading but also including other content areas) for each role in education:
  - c. Abbreviated summaries for legislative staff, governor's staff, and university/provost staff.
  - d. Carefully vetted examples of use of evidence tied to accountability in existing legislation, policies, regulations.
  - e. Examples of vetted resources for each role: Teachers, principals, district administrators, superintendents, and state department of education administrators.
  
4. What might a Center an Education Advocacy provide besides the tool kits? On-call EAs? Detailed guidance on how the Regional Labs might provide EA support?