

DRS. BEATRICE S. AND DAVID I. MILLER  
EDUCATION SEMINAR SERIES  
INDIANA UNIVERSITY SCHOOL OF EDUCATION,  
BLOOMINGTON, INDIANA

PRESENTS

# **Richard L. Allington**

**Irving and Rose Fien Professor of  
Elementary and Special Education  
at the University of Florida**

**TUESDAY, APRIL 1, 2003  
4:30 P.M.**

**SCHOOL OF EDUCATION AUDITORIUM  
RECEPTION FOLLOWS IN THE ATRIUM**

## **IS THERE A READING COMPREHENSION PROBLEM IN WASHINGTON? IDEOLOGY TRUMPS EVIDENCE**

**The findings of the National Reading Panel have been and are continuing to be systematically misrepresented in federal legislation, federal regulations, and federal informational materials. The recent Secretary of Education's report on high-quality teaching ignores most of the available research on the topic and misrepresents the research on teacher education that is cited. Finally, the available evidence suggests that the USDE may be systematically violating the Local Control clause of the PL 110-107 (No Child Left Behind Act). It seems that either the leadership of the USDE has had difficulty comprehending the various reports or is engaged in a widespread and systematic campaign to misrepresent research findings for ideological ends.**

**Dr. Allington earned his Ph.D. at Michigan State University in Elementary and Special Education. He received the Outstanding Dissertation Award from the International Reading Association for his study of perceptual processing in young children. He was co-recipient of the Albert J. Harris Award from IRA in recognition of his work contributing to the understanding of reading and learning disabilities, a recipient of the Outstanding Reading Educator Award from the New York State Reading Association, and has been named to the IRA Reading Hall of Fame.**

**He has been a member of the Board of Directors of the International Reading Association and President of the National Reading Conference. He currently serves on the editorial boards of *Reading Research Quarterly*, *Reading Teacher*, *Remedial and Special Education*, the *Journal of Literacy Research* and the *Elementary School Journal*. He previously served terms on the editorial boards of the *Review of Educational Research* and the *Journal of Educational Psychology*, and as associate editor of the *Journal of Literacy Research*.**

**He is an author of over 100 research articles and several books, including *Classrooms That Work: They can all read and write* and *Schools That Work: All children are readers and writers*. His most recent books are *What Really Matters for Struggling Readers* and *Reading to Learn: Lessons from Exemplary 4<sup>th</sup> Grade classrooms*.**

*Discussion: Wednesday, April 02, 2002*

*10:00 a.m. to 11:00 a.m.*

*Room 2277, School of Education*