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Global civic unrest



Vanity Fair (2020, September)



R. Schmidt/AFP (2020, June)



The New Yorker (2020, June)

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Global schooling changes







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Global working changes



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Why, should we be having
this discussion about reading
right now?

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Education remains one of the best chances we have for a more equitable and just society, especially for the most vulnerable amongst us.

“
ONCE YOU LEARN TO
READ, YOU WILL BE
FOREVER FREE.
”
FREDERICK DOUGLASS

Reading remains paramount and it is where we lead for change.

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So far, what have we, FCRR,
been doing to address reading?

spoiler alert: A LOT!

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Why evidence-based?
When it comes to children, why not be sure?

[Redacted]

[Redacted]


Watch the video at: <https://www.youtube.com/watch?v=EMgA-v2nRWE>

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We have helped to increase the availability of evidence-based and evidence-informed interventions, professional development, standards, and tools to improve reading for all learners.

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Over 50 VPK Student Center Activities focused on **alphabet knowledge, phonological awareness, oral language, and vocabulary.** Available at <https://www.fcrr.org/student-center-activities/pre-kindergarten>.

Phonological Awareness

Website (free for everyone)

Lesson objectives aligned with evidence, standards, and benchmarks

Materials, activities, and suggestions for adaptations and extensions included

PA20 Sound Detective

Objective
The children will segment and blend onset and rime in words.

Materials
• Letter cards (A-Z, a-z)
• Two Magnetic Letters (Magnetic Letters)
• One Plastic Letter (Plastic Letters)
• One Plastic Letter (Plastic Letters)
• One Plastic Letter (Plastic Letters)
• One Plastic Letter (Plastic Letters)

Activity
After a brief introduction, children will work with a partner to play detective while segmenting and blending onset and rime in words.
1. Place the Letter cards and Letter of Onset and Rime Cards on a flat surface.
2. Children put on detective hats and hold magnifying glasses.
3. Taking turns, child one chooses a picture from the board, says the word, and segments the onset and rime. For example, the child chooses a picture of a pan and says, "pan, /an/".
4. Child two says the word by blending the onset and rime, "pan" and says a magnifying glass to search on the Rime board for the matching picture.
5. Place the match on the rime board, and say, "Mystery Solved!"
6. Play again.

Adaptations and Extensions
• Have the child name a word with the same onset and break word apart into onset and rime.

"pan, /p/ /an/

©2014 Office of Early Learning

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IES > WWW

Select topics to Find What Works based on the evidence

Library
Behavior
Teacher Excellence
K-12 Mathematics
Children and Youth with Disabilities
English Learners
Career Center
Early Childhood

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

Phonemic Awareness

PA.01

Objective
The student will segment phonemes in words.

Materials
• One Plastic Letter (Plastic Letters)
• One Plastic Letter (Plastic Letters)
• One Plastic Letter (Plastic Letters)
• One Plastic Letter (Plastic Letters)

Activity
After a brief introduction, children will work with a partner to play detective while segmenting and blending onset and rime in words.
1. Place the Letter cards and Letter of Onset and Rime Cards on a flat surface.
2. Children put on detective hats and hold magnifying glasses.
3. Taking turns, child one chooses a picture from the board, says the word, and segments the onset and rime. For example, the child chooses a picture of a pan and says, "pan, /an/".
4. Child two says the word by blending the onset and rime, "pan" and says a magnifying glass to search on the Rime board for the matching picture.
5. Place the match on the rime board, and say, "Mystery Solved!"
6. Play again.

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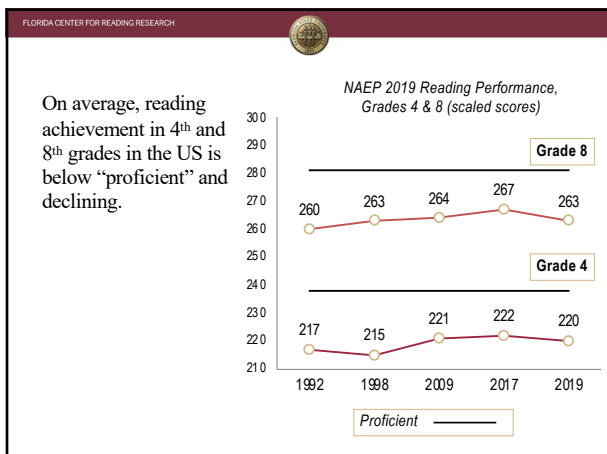
Instead, we've got growing public discontent...

22

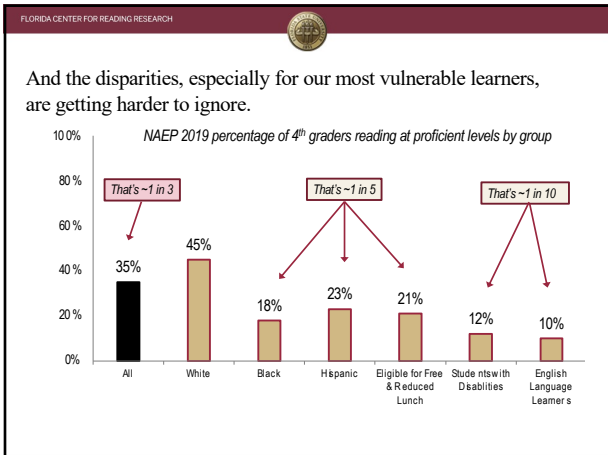
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...and our academic colleagues aren't too comfortable either.

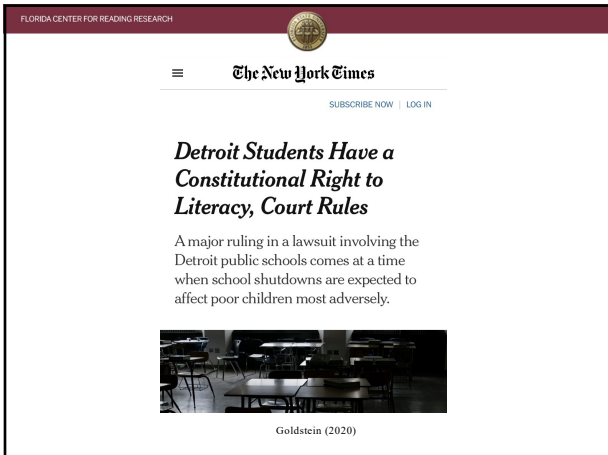
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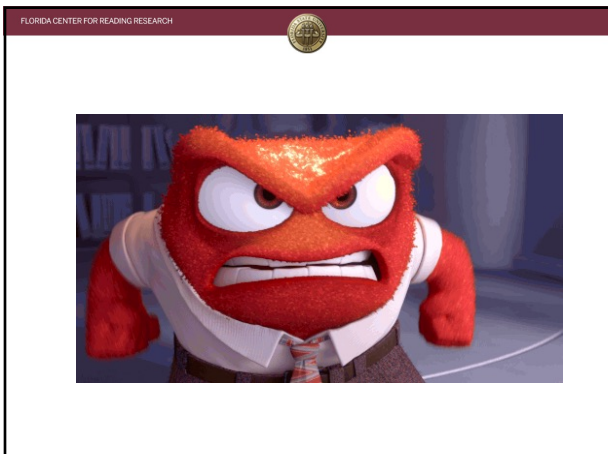
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What is our charge in this moment to address reading?

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CARTOONSTOCK
Search ID: daniel752

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The “last mile” problem

25 January, 2020

Why Is It So Hard to Improve Reading Achievement?

Interesting question. Before I answer, let me ask one: What keeps Jeff Bezos, the founder of Amazon, up at night? You know Amazon, the trillion-dollar corporation that delivers something like a 5 billion packages a year. I’m at a professional meeting. The chair asks what “levers” we have for...

[READ MORE](#)


“...why change if what you are doing is working?...Why change if you can’t trust the people who are urging you to change?”

“The last mile rhetoric shouldn’t be a hair-on-fire message, but one that acknowledges both the current successes and the need to do better.... We know you’ve been successful in teaching reading, but the goal line has moved.

What’s our last mile?

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Defining the Problem for Researchers

We have all 3 problems. We need a collective to solve them because the process of translating research is really, really hard.


Problem	We don't know what works	We know what works, we can't get the end user to do it	We can get them to do it, but not at scale
Solution	Basic research and efficacy studies to identify what matters, what is malleable, and what makes it change	Effectiveness, dissemination, and implementation studies to examine use of what has worked in controlled conditions in "real-world" contexts.	
Engaging Stakeholders	Let us figure that out , then we can design the intervention to fix it (sometimes together, sometimes not)	Let's work together to implement the intervention, understand conditions needed to promote its uptake and sustained use, and examine population level outcomes in response to widespread use.	

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Defining the Problem for Practitioners




What do I do on Monday?

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Defining the Problem for Practitioners



What you want...

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Defining the Problem for Practitioners




You have reached the life model decoy of Tony Stark.

What you get....

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Defining the Problem for All of Us



“
IT'S TIME TO PUT AWAY
THE HARSH RHETORIC,
LOWER THE TEMPERATURE,
SEE EACH OTHER AGAIN,
LISTEN TO EACH OTHER
AGAIN.

AND TO MAKE PROGRESS
WE HAVE TO STOP
TREATING OUR
OPPONENTS AS OUR
ENEMIES.

Joe Biden
US President-elect

Maybe what we all need????

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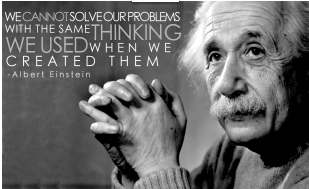
Balancing

improvement
(doing it better)

and


innovation
(doing it differently)

or


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*"The light bulb wasn't invented by continuously improving the candle...it was about **understanding what the job to be done was and then stepping back to look for solutions to solve this...**you could spend lots of time and energy making a candle burn the longest or the brightest, but you would never get to a lightbulb it would always be a candle. In the same hand if you don't truly understand what the 'job to be done' is then you could waste precious time and resource improving processes not fit for purpose."*

-Daniel Senter
Innovation vs Continuous Improvement
Posted: 12/04/2014



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What is guiding our thinking about how we can help push us all forward?

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A Roadmap

- Balanced attention across the translational science process
- Cultivating translational scientists
- Transactional public engagement
- Collective communication about a single shared problem

TRANSNATIONAL READING RESEARCH QUARTERLY

Translational Science: A Road Map for the Science of Reading

Emily J. Solari
University of Virginia, Charlottesville, USA

Nicole Patton Terry
Florida State University, Tallahassee, USA

Nadine Clark
University of Virginia, Charlottesville, USA

Tiffany P. Hagood
University of Virginia, Charlottesville, USA

Nancy J. Nelson
University of Virginia, Charlottesville, USA

Jill M. Persing
University of Virginia, Charlottesville, USA

Yasmin Weisberg
Florida State University, Tallahassee, USA

Sarah English
University of Virginia, Charlottesville, USA

Abstract
Despite a wealth of evidence that has informed our understanding of how the brain works and how it develops, a critical gap remains in our understanding of how to best use this knowledge to improve reading outcomes. This gap is the result of a lack of communication and collaboration between scientists and educators. This special issue of the Quarterly provides a platform for scientists and educators to share their perspectives on this critical gap and to discuss ways to bridge it. The issue is organized into four sections: (1) The current state of the science of reading, (2) The current state of the practice of reading, (3) The current state of the communication and collaboration between scientists and educators, and (4) The future of the science of reading. The issue is intended to be a resource for scientists, educators, and policymakers who are interested in improving reading outcomes for all students.

Keywords
Translational science, science of reading, reading outcomes, communication, collaboration, public engagement, collective communication, shared problem.

Solari et al. (2020)

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Translational Team Science

CHARACTERISTICS OF A TRANSLATIONAL SCIENTIST

BOUNDARY CROSSER
They break down the barriers between disciplines and create new pathways for collaboration.

TEAM PLAYER
They work well with others and are able to share their knowledge and resources.

PROBLEM SOLVER
They are able to identify and solve complex problems that require a multidisciplinary approach.

COMMUNICATOR
They are able to communicate their findings to a wide range of audiences, including the public.

ADAPTIVE
They are able to adapt to changing circumstances and new challenges.

CREATIVE
They are able to think outside the box and come up with innovative solutions.

RESILIENT
They are able to bounce back from setbacks and continue to work towards their goals.

ETHICAL
They are able to make decisions that are based on sound ethical principles.

LEADER
They are able to inspire and motivate others to work towards a common goal.

GLOBAL CITIZEN
They are able to understand and appreciate the needs and perspectives of people from different cultures and backgrounds.

Defining the Characteristics of Team Translational Science

Translational science is a multidisciplinary approach to research that seeks to address complex problems by integrating knowledge from different disciplines. It is characterized by the following traits:

- Interdisciplinary:** Team members from different disciplines work together to share their expertise and resources.
- Collaborative:** Team members work together to identify and solve problems, sharing ideas and resources.
- Communicative:** Team members communicate their findings to a wide range of audiences, including the public.
- Adaptive:** Team members are able to adapt to changing circumstances and new challenges.
- Creative:** Team members are able to think outside the box and come up with innovative solutions.
- Resilient:** Team members are able to bounce back from setbacks and continue to work towards their goals.
- Ethical:** Team members are able to make decisions that are based on sound ethical principles.
- Leader:** Team members are able to inspire and motivate others to work towards a common goal.
- Global Citizen:** Team members are able to understand and appreciate the needs and perspectives of people from different cultures and backgrounds.

Gilliland et al., (2019)

Petscher et al., (2020)

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Formal public engagement in a crowded, controversial space is difficult for individuals and our universities.

The National Academies of Sciences, Engineering, and Medicine (2017) suggests that the purpose of formal public engagement is to “facilitate the exchange of information, knowledge, perspectives, and preferences among groups that differ in expertise, power, and values and **help them find common ground.**” (p. 25)

NASE (2017)

Miller (January 24, 2020)

Chronicle of Higher Education

Lemann (November 21, 2019)

These are urgent times, says Nicholas Lemann, and the mismatch between politics and academic truth-seeking has become severe.

Chronicle of Higher Education

Care a University Save the World?

A new movement is underway to find out.

Chronicle of Higher Education

During World War II and the Cold War, professors were thought of as experts first and teachers second. That's no longer the case, writes Arthur O. Miller.

Research Universities Are a Wasted Resource

They could help solve some of the world's biggest problems, but no...

Chronicle of Higher Education

During World War II and the Cold War, professors were thought of as experts first and teachers second. That's no longer the case, writes Arthur O. Miller.

Research Universities Are a Wasted Resource

They could help solve some of the world's biggest problems, but no...

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Communicating science well is also critical.

(hint: yelling at, judging, or berating folks doesn't help.)

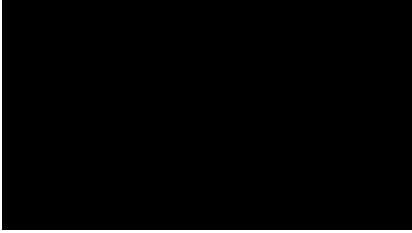
- Myth: nonscientists are simply uninformed so all all we have to do is explain the facts.
- Reality:
 - scientific fact is nuanced, complex, evolving, and rarely “settled”
 - there are a lot of “communicators”
 - sometimes folks do need more info, communicated better, to increase their appreciation for the evidence.
 - but often, acting on evidence is more related to an individual’s background, characteristics, values, beliefs, and interactions with mass media.

“We’ve GOT to make noises in greater amounts! So, open your mouth, lad! For every voice counts!”

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Dissemination & implementation science are critical for translational science, but these models don't exist in reading.



National Center for Advancing Translational Sciences
<https://www.ncbi.nlm.nih.gov/ncats/>

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Partnership is not just a value. It is a tool that can be leveraged to support research and practice.



Michael Jordan
Basketball Player
(Born 1963)
QuoteHD.com

or




Michael Jordan
Basketball Player
(Born 1963)
QuoteHD.com

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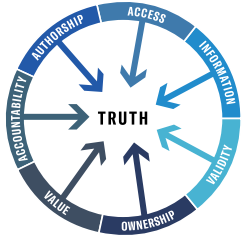
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"If evidence matters, we must care how it gets made."
 --Chicago Beyond



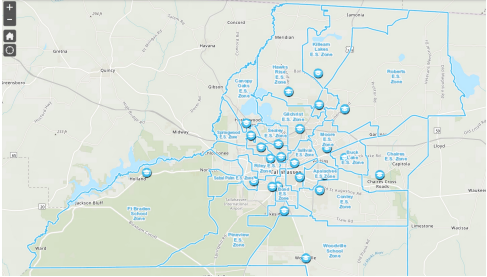
Chicago Beyond (2018)

This guide begins by naming seven inequities held in place by power, and calls out how they get in the way of truth and impact.



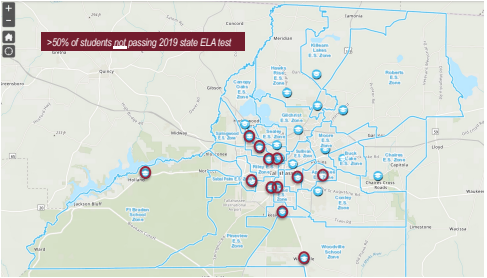
It's about who gets a seat at the table to ask and answer the questions that we say matter.

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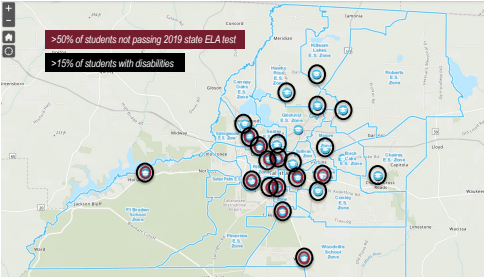
Why should we reading researchers be thinking about these issues?
Elementary schools in our "backyard"

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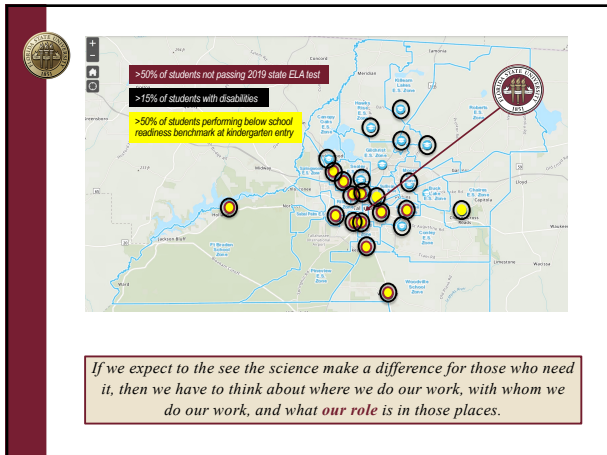
>50% of students not passing 2019 state ELA test

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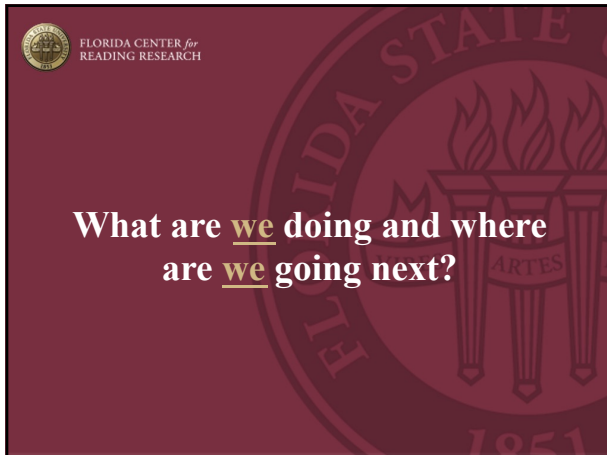


>50% of students not passing 2019 state ELA test
>15% of students with disabilities

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FCRR
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Improving reading through science

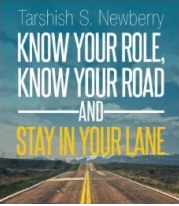

The Florida Center for Reading Research (FCRR) is an interdisciplinary research center at Florida State University. Drawing from multiple disciplines, FCRR investigates all aspects of reading across the lifespan. Through rigorous and robust **research, innovation, and engagement**, FCRR advances the science of reading to improve learning and achievement from birth through adulthood.

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A word of caution...

"There's something very important I forgot to tell you! Don't cross the streams... It would be bad... Try to imagine all life as you know it stopping instantaneously and every molecule in your body exploding at the speed of light." –Dr. Egon Spengler

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When it comes to **research**, FCRR will continue to be a place for discoveries.



Variable Vowel
COLLABORATIVE
An interdisciplinary LO Hub



READING FOR
UNDERSTANDING
**FLORIDA CENTER FOR
READING RESEARCH**



FCRR
FLORIDA CENTER for READING RESEARCH
English Learners
Voluntary Prekindergarten



NatPAT
NATIONAL PROJECT on
ACHIEVEMENT in TWINS



FLORIDA
LEARNING DISABILITIES
RESEARCH CENTER



ATLAS
Accelerating Target Language
to Achieve Success



FCRR
FLORIDA CENTER for READING RESEARCH
Core Knowledge Language Arts



Project VOICES

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Florida Learning Disabilities Research Center

The FLDC is one of 11 federally funded (ED) centers. The purpose of the center is to conduct research on the causes and consequences of learning disabilities and related conditions. The center is located at the University of Florida and is led by Dr. David C. Geary.

Project VOICES

Project VOICES is a five-year project of the FLDC. The project is designed to investigate the causes and consequences of learning disabilities and related conditions. The project is led by Dr. David C. Geary.

Variable Vowel Collaborative

The Variable Vowel Collaborative is a research center that focuses on the study of the human brain. The center is located at the University of Florida and is led by Dr. David C. Geary.

Project VOICES

Project VOICES is a five-year project of the FLDC. The project is designed to investigate the causes and consequences of learning disabilities and related conditions. The project is led by Dr. David C. Geary.

Efficacy of the Core Knowledge Language Arts Read Aloud Program in Kindergarten through Second Grade Classrooms (CKLA)

The purpose of this project is to test the efficacy of the Core Knowledge Language Arts Read Aloud Program in Kindergarten through Second Grade Classrooms. The project is led by Dr. David C. Geary.

Project VOICES

Project VOICES is a five-year project of the FLDC. The project is designed to investigate the causes and consequences of learning disabilities and related conditions. The project is led by Dr. David C. Geary.

English Learners Voluntary Prekindergarten (EL VPK)

The Institute of Education Sciences recently announced a four-year grant to the Florida Center for Reading Research to explore effective instructional practices for 4-year-old Spanish-speaking English learners in Florida PreK classrooms. The grant was awarded to Drs. Chris Lonigan (Psychology), Beth Phillips (Education), and Chris Schatschneider (Psychology).

FCRR Director Dr. Don Compton states, "IES continues to recognize the important contributions that Chris makes to our understanding of the role of school readiness in providing the foundations necessary for effective early learning in EL students. His leadership in this area is unparalleled."

Learn more about this important new study in the infographic below.

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When it comes to **innovation**, FCRR will continue to be a place that pushes the field forward for researchers, practitioners, and other education stakeholders.

LDbase

REL SOUTHEAST
Regional Educational Laboratory of Florida State University

Reach Every Reader

Weaving the Story:
A Multimedia Approach to Dissemination

1 Message
2 Format
3 Channel

National Center on Improving Literacy

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REL SOUTHEAST
Regional Educational Laboratory of Florida State University

Putting Research into Action

The Regional Educational Laboratories (RELs) work in partnership with educators and policymakers to develop and use research that improves academic outcomes for students

Purpose: The REL Southeast partners with states, school districts, and other stakeholders in Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina to inform and improve education practice and policy in the region.

How:

- knowledge of the region's education systems and contexts
- responsiveness to the needs of state and local educators within the region
- connect our partners to research- and evidence-based practices, programs, and resources to help them address their most pressing problems of practice.
- deep understanding of the critical issues to be addressed.
- extensive expertise in research, analytical technical support, and dissemination

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REL Southeast has developed tools for early childhood centers and teachers to use to support **emergent literacy instruction** in four critical areas that support conventional literacy skills: print knowledge, phonological awareness, vocabulary, and oral language, available at: <https://ies.ed.gov/ncee/edlabs/regions/south-east/elpic/>

Website (free for everyone)

Facilitator materials

Participant materials

Evidence-Based Recommendations

Professional Learning Community EMERGENT LITERACY

Introduction

With support from a recent facilitator, the Professional Learning Community designed a professional learning community to support the implementation of the emergent literacy instruction in four critical areas that support conventional literacy skills: print knowledge, phonological awareness, vocabulary, and oral language.

The PLC members are engaged in a professional learning community that is focused on the implementation of the emergent literacy instruction in four critical areas that support conventional literacy skills: print knowledge, phonological awareness, vocabulary, and oral language.

The PLC is a professional learning community that is focused on the implementation of the emergent literacy instruction in four critical areas that support conventional literacy skills: print knowledge, phonological awareness, vocabulary, and oral language.

Each module includes 3 sessions, for a total of 12 sessions. The facilitator for each session is a member of the PLC. The facilitator for each session is a member of the PLC. The facilitator for each session is a member of the PLC.

Although the modules were designed to be used as a complete set of materials, and implement group individual learning, they can be used in a variety of ways. The modules can be used in a variety of ways. The modules can be used in a variety of ways.

Because the PLC members have group opportunities, sessions should include at least 2 teachers and a facilitator. The PLC members should include at least 2 teachers and a facilitator. The PLC members should include at least 2 teachers and a facilitator.

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Supporting Your Child's Reading at Home

Website (free for everyone)

A companion website designed for families, with explanations of the recommendations, activities, and YouTube videos demonstrating activities is also available at: https://ies.ed.gov/ncee/edlabs/regions/southeast/foundations/kindergarten_intro.asp.

Evidence-Based Recommendations (lay language)

YouTube Demo Videos (access on phones; diverse families in their own homes)

Activities (PDF to download; extension ideas)

Recommendation 3: Blending Letters, Recognizing and Reading words

Help your child blend letters to read words and recognize common word parts and words, and knowledge that is with words.

Blending Words

Blending is the ability to put sounds together to read a word. To read a word, children must know the sound for each letter, know the order the letters go into a word, and know how to put the sounds together to make the word. This is called blending. When you hear a word, you can blend the sounds to know what the word is. For example, you can hear the sounds /b/ /l/ /e/ /t/ and put them together to make the word "belt".

The Family Resource includes three activities, organized from easier to more difficult (Levels 1, 2, and 3). The Family Resource also includes comprehension books that you can read with your child. These books are made up of pages with the same story and pictures but with different words. Read the story and make up your own story.

Letter Patterning

Blending with Letter Patterns (Level 1)

This video shows a parent and child working together to blend words. The parent says the word "cat" and the child says "c-a-t". The parent then says "dog" and the child says "d-o-g". The parent then says "house" and the child says "h-o-u-s-e". The parent then says "apple" and the child says "a-p-p-l-e". The parent then says "banana" and the child says "b-a-n-a-n-a". The parent then says "orange" and the child says "o-r-a-n-g-e". The parent then says "grape" and the child says "g-r-a-p-e". The parent then says "melon" and the child says "m-e-l-o-n". The parent then says "peach" and the child says "p-e-a-c-h". The parent then says "strawberry" and the child says "s-t-r-a-w-b-e-r-r-y". The parent then says "kiwi" and the child says "k-i-w-i". The parent then says "goose" and the child says "g-o-o-s-e". The parent then says "lion" and the child says "l-i-o-n". The parent then says "tiger" and the child says "t-i-g-e-r". The parent then says "elephant" and the child says "e-l-e-p-h-a-n-t". The parent then says "giraffe" and the child says "g-i-r-a-f-f-e". The parent then says "zebra" and the child says "z-e-b-r-a". The parent then says "hippo" and the child says "h-i-p-p-o". The parent then says "kangaroo" and the child says "k-a-n-g-a-r-o-o". The parent then says "platypus" and the child says "p-l-a-t-y-p-u-s". The parent then says "platypus" and the child says "p-l-a-t-y-p-u-s". The parent then says "platypus" and the child says "p-l-a-t-y-p-u-s".

Blending with Letter Patterns (Level 2)

This video shows a parent and child working together to blend words. The parent says the word "cat" and the child says "c-a-t". The parent then says "dog" and the child says "d-o-g". The parent then says "house" and the child says "h-o-u-s-e". The parent then says "apple" and the child says "a-p-p-l-e". The parent then says "banana" and the child says "b-a-n-a-n-a". The parent then says "orange" and the child says "o-r-a-n-g-e". The parent then says "grape" and the child says "g-r-a-p-e". The parent then says "melon" and the child says "m-e-l-o-n". The parent then says "peach" and the child says "p-e-a-c-h". The parent then says "strawberry" and the child says "s-t-r-a-w-b-e-r-r-y". The parent then says "kiwi" and the child says "k-i-w-i". The parent then says "goose" and the child says "g-o-o-s-e". The parent then says "lion" and the child says "l-i-o-n". The parent then says "tiger" and the child says "t-i-g-e-r". The parent then says "elephant" and the child says "e-l-e-p-h-a-n-t". The parent then says "giraffe" and the child says "g-i-r-a-f-f-e". The parent then says "zebra" and the child says "z-e-b-r-a". The parent then says "hippo" and the child says "h-i-p-p-o". The parent then says "kangaroo" and the child says "k-a-n-g-a-r-o-o". The parent then says "platypus" and the child says "p-l-a-t-y-p-u-s". The parent then says "platypus" and the child says "p-l-a-t-y-p-u-s". The parent then says "platypus" and the child says "p-l-a-t-y-p-u-s".

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FLORIDA CENTER FOR READING RESEARCH

QMI
Quantitative
Methodology & Innovation

Through partnerships and tools, we are building capacity to produce, disseminate, and use knowledge derived from research.

ReCLiE
Reading, Learning, and Engagement

IDB
International Development Bank

Sol's ARC
Transforming Education

neuhaus
EDUCATION CENTER
Teaching. Reading. Reaching.

QMI Shiny Apps

Letter Growth Tool

Letter Growth Tool

A.R. CHRONICLES

Library 101 Checklist

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CBM at Home

Website (free for everyone)

In partnership with the Center on Teaching and Learning, QMI has created CBM at Home, a resource designed for parents and caregivers to help them understand their children's risk for developing reading difficulties, available at: <https://qmi-fcr.shinyapps.io/CBMatHome/>

Informed by research studies on predicting reading performance

Demonstration videos and links to additional materials to support understanding and next steps

Home **Grade Selection** **Instructional Video** **Test Materials** **Risk for Reading Difficulties**

Brought to you by: **QMI** **Center on Teaching and Learning** **CTL**

Funding provided by: **Research Every Reader**

Welcome to CBM

NEXT

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IRD
Innovative Research Dissemination
@TheFCRR

FCRR LAUNCHES POWERFUL NEW RESOURCE DATABASE
The new database will help educators find research from across the country's educational programs, projects, and centers.

SCORE! FOR READING!

The Dyslexia Toolkit
Research, Education Policy, and Practice

Barriers to the effects

A perspective for change

#AtHomeWithFCRR

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FCRR's resource database is a catalogue of hundreds of resources in various formats and for various stakeholders to support research dissemination and use, available at: <https://fcrr.org/resource-database>

Website (free for everyone)

For multiple audiences, age levels, and types of learning.

Resource Database

Search Resources: Resource Type: Project

Age Level: Pre-K/Kindergarten Elementary School Middle School High School Undergraduate Graduate Doctoral Adult

Sort By: Relevance Date Added

Resources include:

- PDF Big Data Challenge for Teachers
- Search Research to Identify Best Practices for Reading
- Career Development: How Do We Do It?
- Designing State Assessment Systems
- Designing State Assessment Systems
- Designing State Assessment Systems

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When it comes to **engagement**, FCRR will continue to be a place to learn and to partner, locally, nationally, and internationally.

Images showing various groups of people engaged in activities, including:

- A group of people standing in front of a building.
- A group of people standing in front of a banner.
- A group of people standing in front of a banner.
- A group of people standing in front of a banner.
- A group of people standing in front of a banner.
- A group of people standing in front of a banner.
- A group of people standing in front of a banner.
- A group of people standing in front of a banner.

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The VILLAGE
FLORIDA CENTER FOR READING RESEARCH

Mission: taking a place-based, collective impact approach, The Village creates, supports, and sustains research-practice partnerships to support reading achievement, school readiness, and school success among vulnerable children and youth.

How We Partner:


- connect** our partners to research- and evidence-based practices, programs, and resources to help them address their most pressing problems of practice.
- champion** our partner's programs, activities, and initiatives that support children, families, schools, and communities.
- collaborate** to provide our partners with evidence that helps them learn, tell their story, and act to improve outcomes for children, families, schools, and communities

FLORIDA GRADE-LEVEL READING CAMPAIGN
LEON COUNTY SCHOOLS
READ UP
whole child 100 SCHOLASTIC
LEON
NNERPP
NATIONAL NETWORK OF EDUCATION RESEARCH-PRACTICE PARTNERSHIPS
wfsu
PUBLIC MEDIA

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A COVID example:
PLEASE READ Summer Reading Project
<https://www.fcrr.org/news/fcrr-read-partnership-tackles-covid-19-learning-loss>



FCRR'S READ UP PARTNERSHIP TACKLES COVID-19 LEARNING LOSS

When the COVID-19 pandemic hit Leon County early last spring, local schools were left in uncharted waters. As practitioners focused on the immediate issues of health and safety as well as the challenges of remote learning, FCRR mobilized to tackle the learning loss the pandemic would inevitably cause.

[READ MORE >](#)

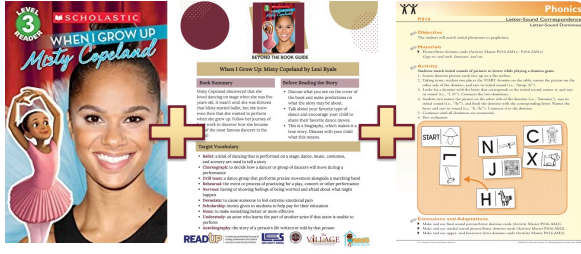
We set out to address 4 critical barriers to student reading achievement during COVID 19:

1. learning loss
2. limited resources at home
3. digital divide
4. parent and family stress/trauma

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PLEASE READ Summer Reading Project



But are resources and access enough to make families feel comfortable, not so stressed, and able to enjoy learning with their child at home?

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Thanks to our partnership with the Florida Grade Level Reading Campaign & Walmart Foundation we created 50 demonstration videos!

Engagement by the numbers:

- 628 views
- 59 posts = 46,416 impressions
- 11 posts = 19,685 reached
- 15 posts = 327 media views

Research study forthcoming...

https://www.youtube.com/playlist?list=PLP56SP4sK1_eHtG9iDNFekA73_CgmDXOhC

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Nigeria Centre for Reading Research and Development

National Center for Reading Interventions and Research in India

Macquarie University Centre for Reading

Macquarie University Centre for Reading

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"Science experiments are hard work," says Pete. "But being on an awesome team makes them a whole lot easier!"

COOLEST EXPERIMENT at the SCIENCE FAIR

It is the **diversity** of our collective that is our strength.

Harnessing that power will get us to the finish line.

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@TheDrPT
@TheFCRR
@fsueducation



Stay tuned and thank you!

Thank you to the colleagues, researchers, students, teachers, children, families, leaders, and partners who have and continue to contribute to my journey as a scholar and a learner. I can't wait to see what kind of "good trouble" we get into next!
