

**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*
[2007https://www.yumpu.com/en/document/view/24882456/reading-language-arts-framework-california-department-of-](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 Steinhauer, 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