

Things to remember

- The baseline for impact of educational research: low
- But the mechanisms may not be direct
- Long-term, gradual, cumulative effects on the nature of discourse, the questions that are asked—Weiss's notion of enlightenment

A bit of the history

- Huey's 1906 book
- The size of the unit taught (whole word)—conflated with the degree of progressivism
- Chall The Great Debate
- Whole language – bad teaching but good teacher relations
- Standards movement as background
- Lots of advances in cognitive research

1995

- Committee established
- Limited intellectual conflict
- Serious political conflict

Three criteria for impact

- Knowledge—packaged in ways that make it accessible
- Structures—that make knowledge use possible
- Timing—good luck or good planning

Knowledge access

- Mature and convergent research findings
- The six opportunities to learn
- The easy reader version
- Lots of committee involvement in dissemination

Structures for implementation

- The standards movement had started
- Reading Excellence passed in 1998—PD and funding
- CIERA funding for dissemination
- Reading First (though PRD became a stealth citation for a while) and more funding for PD
- State literacy plans and teams

Timing

- People were sick of the reading wars
- The most combative warriors were dying off
- The focus shifted from what works for some to what works for all
- Some aspects of timing are serendipitous, but others are created [vide adolescent literacy]