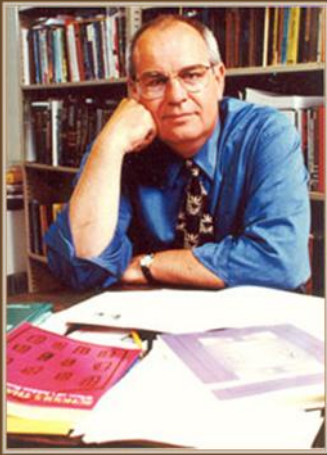


Dr. Richard Allington



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Professor of Education

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New!

Richard Allington is a professor of education at the University of Tennessee. His research interests in reading and learning disabilities, exemplary literacy instruction, and the impacts of federal education policies. He was an elementary school classroom teacher and a Title I director in poor rural schools prior to beginning his career as a teacher educator and instructional researcher. Dr. Allington has served as president of the National Reading Conference and the International Reading Association. Dr. Allington has been named to the IRA Reading Hall of Fame. Dr. Allington serves on several editorial boards and has authored over 100 research articles and several books.

Classroom Instructional Strategies

Dr. Allington teaches workshops on Intervention For Struggling Readers: What Really Matters, and Fluency Interventions: What Really Matters.

Intervention design principles for helping struggling readers:

1. Reading volume
2. Appropriate texts: match to reading level
3. Explicit and personalized instruction
4. Coherence and balance between classroom teacher and intervention teachers

Reading interventions that accelerate reading growth:

1. Very small groups or tutoring
2. Majority of time engaged in reading
3. Use of texts interesting to student
4. Expert teacher delivers intervention
5. Meaning and meta-cognitive focus

Dr. Allington states that good teachers, effective teachers, manage to produce better achievement regardless of which curriculum materials, pedagogical approach, or reading program is selected. It's all about finding out what works best for the individual child and group of children in front of you.

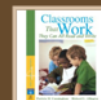
Reading List for the Month



No Quick Fix, The RTI Edition: Rethinking literacy programs in America's elementary schools



What Really Matters for Struggling Readers: Designing Research-Based Programs



Classrooms that work: They can all read and write.

References

Allington, R. (2005) "Ideology is Still Trumping Evidence."

Allington, R. (2007) Reading Interventions That Accelerate Reading Growth: Research Based Characteristics

Allington, R. (2002) What I've learned about effective reading instruction from a decade of studying exemplary elementary classroom teachers."

<http://web.utk.edu/~tjre/faculty/rallington.html>

<http://teachersread.net/About.htm>