



RESOLUTION

On Policy Mandates

WHEREAS International Reading Association believes that student learning is most likely to be maximized under conditions of local control; and

WHEREAS an open intellectual marketplace for ideas and a competitive economic marketplace for materials must be valued and protected as the basis for the improvement of reading instruction; and

WHEREAS in the United States policy makers at the state and national levels play an important role in the conduct and improvement of reading instruction, and have the potential to make a positive impact on reading education, research, and teacher education; and

WHEREAS the Association is concerned, therefore, with the trend for United States policy makers to mandate specific instructional practices, programs or materials, classroom reading assessments and narrowly restrictive content knowledge requirements for pre- and in-service preparation of reading teachers, since broad mandates can intrude on or even replace professional decision making, resulting in instruction that is less responsive to student needs, ultimately reducing the quality of instruction in schools and classrooms and limiting the potential for all students to become literate.; and

WHEREAS to be successful in promoting achievement in literacy learning, we must locate decision making at the point of service to students; therefore be it

RESOLVED that the International Reading Association urges United States policy makers to promote efforts that support the decision making of highly qualified teachers and the policies that allow publishers and developers to create materials and programs that are responsive to the needs of all students.

(Adopted May 1998; Reaffirmed February 2010)