

Self-Regulated Strategy Development in Writing: Scaling Up and Policy Implications from an Evidence-Based Practice

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Monday, January 13, 2020

12:00 – 1:00 pm, Education 2010

Abstract: Over 100 studies of the SRSD instructional approach for teaching writing have been conducted from grades 2 to 12, across over 12 countries, and by multiple research teams. SRSD has been deemed an evidence-based practice for typically achieving writers, and writers significantly below grade level, by four independent groups. SRSD is not a complete writing program, but achieves significantly higher effect sizes, or impact on learning to write, than any other researched instructional approaches in writing. Educators and policymakers face significant challenges and barriers in getting evidence-based practices into schools, as seen in SRSD research and practice. For evidence-based practices to be transformative in education, as they have been in medicine, effective partnerships between policymakers and those invested in education, our students, and our schools are clearly critical.

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Bio: Dr. Karen R. Harris is the Mary Emily Warner Professor of Education at the Mary Lou Fulton Teachers College, Arizona State University. She has worked in education for more than 40 years, initially as a general education teacher in a coal-mining town in West Virginia, and then as a special education teacher for students ages 13-21 with learning, emotional, behavioral, and/or cognitive challenges in Nebraska. Harris's research focuses on validating instructional approaches derived from integrating multiple theoretical views and evidence-based practices, as well as effective PD for these approaches. She developed the Self-Regulated Strategy Development (SRSD) model of strategies instruction, which has been deemed evidence-based in both special and general education. Harris is a former editor of the *Journal of Educational Psychology* and was lead editor of the *APA Educational Psychology Handbook*. She has authored 14 books and more than 200 peer-reviewed articles and chapters in special education, general education, and educational psychology. She is a Fellow of both the American Educational Research Association and the American Psychological Association and has served in leadership roles for AERA, APA, and CEC. Harris has been recognized nationally and internationally for significantly influencing thinking and research in the field of learning and instruction.