



TO HELP ALL INDIVIDUALS ACQUIRE THE MEANS FOR FULL PARTICIPATION IN SOCIETY BY DEVELOPING, EVALUATING, AND DISSEMINATING EFFECTIVE LITERACY INSTRUCTIONAL AND ASSESSMENT PRACTICES.

The Tennessee Reading Research Center (TRRC) began in 2022 as a collaboration between the University of Tennessee system and the Department of Education. It is currently the only reading research center in the country to connect multiple campuses within a university system. Collectively, faculty and staff bring expertise in reading development, writing development, early literacy, adolescent literacy, effective instruction, valid and reliable assessment, speech and language, educational technology for literacy, preparation of literacy educators, and literacy research methodology.

Our vision is to be a leading producer of respected literacy research and a trusted source of effective literacy practices.

Our core values, resources, and other information can be found on our website.

READING 360

The purpose of the Reading 360 Research Center is to serve as a partner to the Tennessee Department of Education by evaluating and independently analyzing the effects of the Reading 360 initiatives on students' achievement, teachers' instruction, and use of high-quality instructional material, and the university's preparation for future educators.

EXPERTISE

The faculty, staff, and collaborators of the Tennessee Reading Research Center offer a variety of expertise for supporting stakeholders in Literacy, Research and Evaluation, and Implementation Science.

RESEARCH

The projects conducted at the Tennessee Reading Research Center address all aspects of literacy across the lifespan and in different settings. Drawing upon the expertise of our faculty and staff, we conduct studies that examine how reading and writing develop among different learners, what instruction is most effective for improving literacy under what conditions, and how to measure students' literacy skills in appropriate ways.

Varied Practice Reading

This project involves a semester-long Tier 2 intervention, that provide students multiple exposures to critical science and social studies language and information while building students' reading fluency, vocabulary, and comprehension as well as writing skills.

Project LIBERATE

This study will examine the effectiveness of a blended curriculum (Read 180®) for improving the literacy outcomes of adolescents in juvenile justice schools who have reading difficulties. LIBERATE also will explore factors that mediate or moderate the impact of literacy instruction.



Dr. Deborah Reed currently serves as the Director of the TRRC and is a Professor on faculty at the University of Tennessee, Knoxville. Dr. Reed's work has been funded by state education agencies, private foundations, and the Institute of Education Sciences. Prior to entering academia, Dr. Reed spent the first 10 years of her career as an English language arts and reading teacher as well as a preK-12 reading specialist, working primarily with students from diverse backgrounds who were exhibiting serious reading difficulties. She has been conducting research on literacy since 2006 and has provided technical assistance in numerous states since 2003.