SITE: <https://scottbickell.github.io/vsl-louisam-preview/>

Header: Louisa C. Moats, Ed.D.

## Education and Bio

**arvard University Graduate School of Education, Ed.D.** (1982) Reading and Human Development  
 **Peabody College of Vanderbilt, M.A.** (1969) Learning Disabilities/Special Education  
 **Wellesley College, B.A.** (1966) Music

Dr. Moats has been a teacher, psychologist, researcher,graduate school faculty member, and author of many influential scientificjournal articles, books, and policy papers on the topics of reading, spelling,language, and teacher preparation. After a first job as a neuropsychologytechnician, she became a teacher of students with learning and readingdifficulties, earning her Master’s degree at Peabody College of Vanderbilt.Later, after realizing how little she understood about teaching, she earned adoctorate in Reading and Human Development from the Harvard Graduate School ofEducation. Dr. Moats spent the next fifteen years in private practice as alicensed psychologist in Vermont, specializing in evaluation and consultationwith individuals of all ages and walks of life who experienced reading,writing, and language difficulties. At that time, she trained psychology interns in the Dartmouth MedicalSchool Department of Psychiatry. Dr. Moats spent one year as resident expertfor the California Reading Initiative; four years as site director of the NICHDEarly Interventions Project in Washington, DC; and ten years as researchadvisor and consultant with Sopris Learning.

Dr. Moats was recently a contributing writer of the CommonCore State Standards. In addition to the LETRSprofessional developmentseries, Dr. Moats’ books include Speech to Print: Language Essentials forTeachers(Brookes Publishing); Spelling: Development, Disability, andInstruction (Pro-Ed); Straight Talk About Reading(with Susan Hall,Contemporary Books), and Basic Facts about Dyslexia.

## Positions Held

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| --- | --- |
| **2002 -** | **President,** Moats Associates Consulting, Inc. Served as a contributing writer of the Common Core State Standards for the National Governors’ Association and the Council of Chief State School Officers. |
| **2001 - 2011** | **Consultant Advisor for Literacy Research and Professional Development** Sopris West Educational Services, Longmont, Colorado (.6 FTE) Obtained and served as Principle Investigator of two SBIR grants from the National Institutes of Health, National Institute of Child Health and Human Development. Designed, wrote, and implemented Language Essentials for Teachers of Reading and Spelling, a professional development series on research-based reading instruction. Served as lead consultant on professional development to the US Department of Education’s Reading First initiative. |
| **1997 - 2001** | **Clinical Associate Professor of Pediatrics**, University of Texas at Houston - Health Science Center; **Project Director**, NIH, National Institute of Child Health and Human Development, Early Interventions Project, Washington, DC (Section of R01 grant to the University of Texas).  In this role, provided invited testimony three times to the House Committee on Education and the Workforce. |
| **1996 - 1997** | **Distinguished Visiting Scholar**, Sacramento County Office of Education and Center for the Improvement of Reading Instruction  Obtained $1,000,000 grant from the state to the County Office to design, write, and implement professional development for all California teachers of reading (The Reading Lions Project). |
| **1993 - 2004** | **Professional Development Director**, The Greenwood Institute, Putney, Vermont  An intensive summer program to train teachers in language, reading, and spelling instruction. |
| **1984 - 1996** | **Licensed Psychologist** (Private Practice), Upper Valley Associates in Psychology, East Thetford, Vermont. Specialized in evaluation of language, reading, spelling, writing, and related learning problems in individuals of all ages. |
| **1992 - 1996** | **Adjunct Assistant Professor of Clinical Psychiatry, Department of Child Psychiatry**, Dartmouth Medical School Responsible for conducting and participating in bimonthly seminars for psychologists and medical students in training at Dartmouth Medical School. |
| **1992 - 1997** | **Senior Lecturer**, St. Michael’s College, Department of Graduate Education.  Taught courses on language essentials for teachers of reading. |
| **Spring, 1994** | **Visiting Faculty**, Dartmouth College Education Department  Taught undergraduate course on Adolescent Psychology. |
| **1982 - 1984** | **Associate in Education**, Harvard Graduate School of Education Taught modular courses in language and learning disabilities for graduate students at HGSE. |
| **1975 - 1985** | **Instructor in Special Education**, Goddard College and St. Michael’s College (summer program) |
| **1976 - 1978** | **Educational Specialist in Neuropsychology**, Tufts-New England Medical Center (Entered doctoral program at Harvard in 1977). |
| **1975 - 1976** | **Consulting Teacher**, Sumner Academy, Nashville, TN |
| **1972 - 1975** | **Coordinator of Day Treatment**, Serendipity Diagnostic and Treatment Center, Sacramento, CA |
| **1971 - 1972** | **Day Curriculum Supervisor**, Project Re-Ed, Nashville, TN |
| **1970 - 1971** | **Resource Room Teacher**, Nashville Public Schools |
| **1966 - 1968** | **Neuropsychology Laboratory Technician**, Tufts-New England Medical Center, Boston |

## Boards and Awards

**dvisory Boards, Profession Organizations, and Charitable Organizations**  
  
*Present:*  
  
Vice-President, Board of Directors, International Dyslexia Association  
  
Professional Advisory Board, Association of Academic Language Therapists  
  
*Previous:*  
  
Board of Directors (12 years) and Vice President (5 years), International Dyslexia Association.Chair, Standards and Practices Committee; Developed IDA’s *Knowledge and Practice Standards for Teachers of Reading.*Served as *de facto*Editor of *Perspectives on Language and Literacy*.  
  
Professional Advisory Board, Association of Academic Language Therapists   
Professional Advisory Board, National Center for Learning Disabilities (8 years)  
  
Advisory Committee on Exceptional Youth, United States Department of State, Office of Overseas Schools (6 years)  
  
President, Learning Disabilities Fund of Vermont (10 years)   
  
Board of Advisors, Washington Literacy Council (4 years)   
  
  
**Editorial**  
  
Editor-at-large, Scientific Studies of ReadingEditor-at-large, *Annals of Dyslexia*  
  
Guest Reviewer, *Reading and Writing: An Interdisciplinary Journal* **Memberships**Society for the Scientific Study of Reading  
  
International Dyslexia Association  
  
Learning Disabilities Association of America **Awards and Honors**Distinguished Service Award, Vermont International Dyslexia Association, 1994  
  
Margot Marek Book Award, New York Branch of IDA (with Susan Hall), 1999  
  
Jeanne Chall Memorial Lecturer, the Network, Cambridge, Massachusetts, 2002  
  
Orton Memorial Lecturer, National IDA Meeting, 2003  
  
Innovator Award, International Multisensory Structured Language Education Council (2005)  
  
Lifetime Achievement Award, Institute for Language and Literacy (2007)  
  
Lifetime Achievement Award, Prentice School (2008)

Video: [](https://scottbickell.github.io/vsl-louisam-preview/?wvideo=uwbur4cmee)

[LETRS Author Louisa Moats on CCSS and Reading](https://scottbickell.github.io/vsl-louisam-preview/?wvideo=uwbur4cmee)

## Quote: (if desired)

“Teaching reading to a student who does not learn easily or naturally is a complex and challenging professional enterprise that requires deep knowledge of content, of the cognitive and language factors that shape student learning, and of pedagogical detail.”

— Dr. Louisa Moats

Renowned Literacy Expert and Author of LETRS

TABS SECTION:

Conferences (will be replaced by “What’s New” or “Articles” or such)

### Webinars

\*Hard Words  
Original broadcast: March 2019

Millions of American students do not read at even a basic level for their grade. Students often fall behind to the extent that they are recommended for interventions or assessed as having a learning disability, when in fact, the problem is they did not receive adequate and appropriate reading instruction. The truth is—and research proves this—that effectively teaching reading is a science in and of itself, and teachers need proper training. If educators are prepared to teach all five essential components of literacy instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension) the result is higher student success rates.

\*The Truth about Dyslexia  
Original broadcast: October 2018

As a consequence of advocacy, many states have now adopted laws pertaining the identification and treatment of dyslexia. While recognition of dyslexia is long overdue, conflicts between scientific evidence and popular beliefs continue to complicate implementation of these well-intentioned laws. Dr. Louisa Moats, author and nationally recognized literacy expert, will address quandaries such as the definition of dyslexia, appropriate criteria for identification, teacher preparation, and selection and use of instructional approaches.

\*Teacher Preparedness

Original broadcast: July 2018

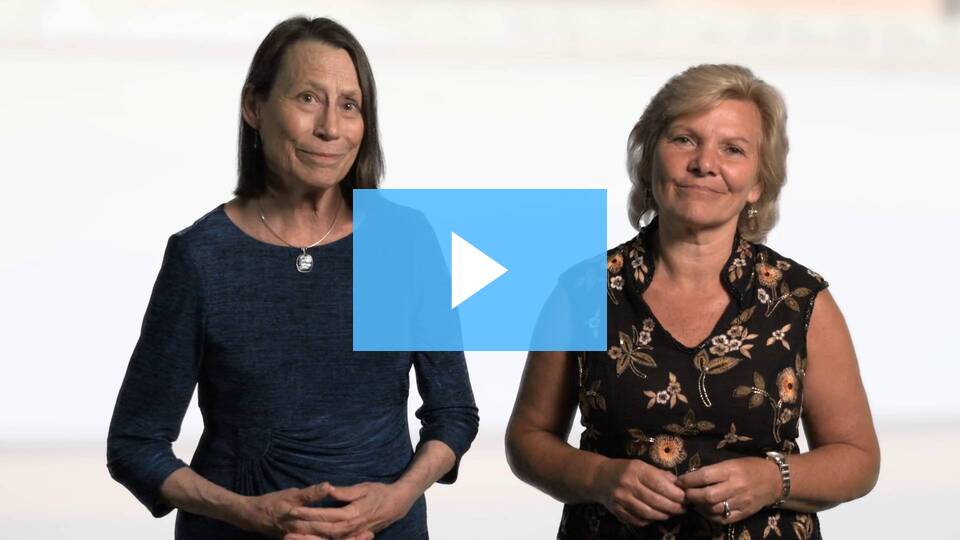
Poor preparation of teachers specializing in reading and learning disabilities is contributing to this country’s literacy problem. In this insightful presentation, nationally recognized literacy expert Dr. Louisa Moats explores why this problem exists and what administrators and teachers can do to help students achieve greater success.

### Publications

### **RECENT BLOGS**

* [Hard Words: A Webinar to Discuss What Teachers Need to Know About Teaching Reading](https://www.voyagersopris.com/blog/edview360/2019/03/20/hard-words-a-webinar-to-discuss-what-teachers-need-to-know-about-teaching-reading)
* [It's Dyslexia: What's a Teacher to Do?](https://www.voyagersopris.com/blog/edview360/2018/10/04/its-dyslexia)
* [Debunking 5 Popular Myths About Dyslexia](https://www.voyagersopris.com/blog/edview360/2018/04/26/literacy-expert-debunks-5-popular-myths-about-dyslexia)
* [Equipping Teachers to Address Today's Reading Challenges with Provessional Development](https://www.voyagersopris.com/blog/edview360/2018/03/01/equipping-teachers-to-address-today's-reading-challenges-with-professional-development)
* [Defending the "D" Word: Dyslexia](https://www.voyagersopris.com/blog/edview360/2017/10/05/defending-the-d-word-dyslexia)
* [Don't Miss the Point: Content-Focused Reading Instruction is Crucial](https://www.voyagersopris.com/blog/edview360/2017/05/17/Dont-Miss-the-Point-Content-Focused-Reading-Instruction-Is-Crucial)
* [Staying Grounded in Reading Realities: A Better Approach for Struggling Readers](https://www.voyagersopris.com/blog/edview360/2017/03/29/Staying-Grounded-in-Reading-Realities-A-Better-Approach-for-Struggling-Readers-)
* [Motivating Struggling Adolescent Readers: Try Relevance & Success](https://www.voyagersopris.com/blog/edview360/2017/01/25/Motivating-Struggling-Adolescent-Readers-Try-Relevance-Success)
* [How Teacher Talk Affects Student Vocabulary Growth](https://www.voyagersopris.com/blog/edview360/2016/01/06/How-Teacher-Talk-Affects-Student-Vocabulary-Growth)
* [Staying Grounded in Reading Realities](https://www.voyagersopris.com/blog/edview360/2015/12/02/Staying-Grounded-in-Reading-Realities)

### **INSTRUCTIONAL MATERIALS**

* [LETRS (Language Essentials for Teachers of Reading and Spelling](https://www.voyagersopris.com/professional-development/letrs/overview).LETRS® is a professional development course that bridges deep, meaningful research into practical classroom success. It provides educators with the background, depth of knowledge, and tools to teach language and literacy skills to every student. LETRS can be used regardless of the literacy program in use. Published by Voyager Sopris Learning
* [LANGUAGE! Live](https://www.voyagersopris.com/literacy/language-live/overview). A blended instructional system for poor readers at the middle school and high school levels. Developed and published by Voyager Sopris Learning
* [Spelling by Pattern](https://www.voyagersopris.com/literacy/primary-spelling-by-pattern/overview). Javernick, E. and Moats, L.C. (2007) Longmont, CO: Sopris West.
* [Spellography](https://www.voyagersopris.com/literacy/spellography/overview). Moats, LC & Rosow, B. Longmont, CO: Sopris West.
* Scholastic Spelling (Grades 1-6). Moats, L.C. & Foorman, B.F. (1997). New York: Scholastic.
* [](https://scottbickell.github.io/vsl-louisam-preview/?wvideo=dc3my1xo1d)
* [Louisa Moats, Ed.D.](https://scottbickell.github.io/vsl-louisam-preview/?wvideo=dc3my1xo1d)

Recommendations:

### **Websites**

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| |  |  | | --- | --- | | **Information about LETRS Training** [www.letrs.com](http://www.letrs.com/) **American Federation of Teachers, articles about reading** [www.aft.org](http://www.aft.org/) **National Council on Teacher Quality, reports on teacher  education practices** [www.nctq.org](http://www.nctq.org/) **Children of the Code, interviews with reading experts** [www.childrenofthecode.org](http://www.childrenofthecode.org/) **International Dyslexia Association, information about  reading disabilities** [www.interdys.org](http://www.interdys.org/) **Reading Rockets, video series** [www.readingrockets.org](http://www.readingrockets.org/) **Information for parents and advocates seeking guidance  about special education** [www.wrightslaw.com](http://www.wrightslaw.com/) **National Center for Learning Disabilities (NCLD),  information about LD** [www.ncld.org](http://www.ncld.org/) |  | |  |

### **Readings**

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|  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | |  | | --- | | ***Leaving Johnny behind: Overcoming barriers to literacy and reclaiming at-risk readers*** Roseville, MN: Learning Dynamics Press. Pedriana, A. (2009) A principal's story of what leaders should be taught about reading, but usually aren't, and why it matters. Proceeds from the sale of Leaving Johnny Behind will be donated to inner city school libraries. Buy online now by visiting[www.leavingjohnnybehind.com](http://leavingjohnnybehind.com/) |  |  | | --- | | ***Becoming a professional reading teacher*** Baltimore: Paul Brookes Publishing. Aaron, P.G., Joshi, R. M., & Quatroche (2008) A solid treatment of foundation concepts and practices in language-based reading instruction.  [Buy online now](http://www.amazon.com/Becoming-Professional-Reading-Teacher-P/dp/1557668299/ref=sr_1_1?ie=UTF8&s=books&qid=1264649573&sr=1-1) |  |  | | --- | | ***Instruction and assessment for struggling writers: Evidence-based practices*** New York: Guilford Press. Troia, G.A. (Ed.) (2009) A very strong compilation of chapters on writing instruction.  [Buy online now](http://www.amazon.com/Instruction-Assessment-Struggling-Writers-Evidence-Based/dp/1593859929/ref=sr_1_1?ie=UTF8&s=books&qid=1264649724&sr=1-1) |  |  | | --- | | ***Diagnosing learning disorders: A neuropsychological framework*** (2nd edition). New York: Guilford. Pennington, B.F. (2009) The best book for clinicians and psychologists.  [Buy online now](http://www.amazon.com/Diagnosing-Learning-Disorders-Second-Neuropsychological/dp/1593857144/ref=sr_1_1?ie=UTF8&s=books&qid=1264650044&sr=1-1) | |  | |  |

### **Journals**

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| **American Educator** (AFT)  **Reading and Writing: An Interdisciplinary Journal**(Springer)  **Annals of Dyslexia and Perspectives on Language and Literacy** (IDA)  **Scientific Studies of Reading** (Erlbaum)  **Journal of Learning Disabilities** (Pro-Ed) |

FAQ

To come