

Dr. Morton Botel

Dr. Botel has spent 50+ years in education as a teacher of social studies, English, math, and core curriculum, a reading clinician, a Reading/English Supervisor, an Assistant Superintendent: in Curriculum and Curriculum Research, and a Professor of Education. He has authored/produced over 200 publications for children, teachers, literacy professionals, school leaders and parents in the areas of Literacy Education, English, reading, math, spelling, study skills and assessment. From 1980 until becoming Emeritus professor in 2006 he held the William T. Carter Research Chair as Professor of Education and Child Development at the Graduate School of Education, University of Pennsylvania. He is a recipient of the Lindbach Award for distinguished teaching.

Following completion of his doctorate at the University of Pennsylvania in 1951, his career can be characterized as a continuing search for ways of working in partnership with teachers to implement comprehensive, balanced, research-based and flexible state-of-the-art literacy frameworks. These frameworks have been based on the practices of successful teachers, scientific research and expert opinion. As Reading and English Supervisor of the Bucks County, PA Intermediate Unit in 1952, he identified Five Critical Literacy Experiences as: Developing Comprehension, Developing Composing, Developing Life-Time Reading through Self-Selected Reading, Developing Phonics and Structural Analysis Competence, and Developing Study Skills. The Pennsylvania Department of Education commissioned two of his more recent published frameworks. Together, they became the State's plans for implementing the National Right to Read initiatives for more than twenty-five years.

The 1978 framework was entitled *THE PENNSYLVANIA COMPREHENSIVE READING\ COMMUNICATION ARTS PLAN (PCRP)*. It conceptualized the "balancing of interrelated critical literacy experiences" as a theory and research-based way to energize and maximize students' knowledge and thinking through literacy learning across the curriculum. In 1982, a consortium of 22 national educational associations in the content areas commissioned Dr. Botel to write a chapter in their monograph *The Essentials of Education*, based on PCRP. Most school systems throughout the State of Pennsylvania adopted PCRP as their framework for designing and implemented comprehensive literacy initiatives with financial support from federal grants over a ten-year period. In 1982, he established the *PENN LITERACY NETWORK (PLN)* at the Graduate School of Education, University of Pennsylvania to enable teachers and school leaders, through year long and multi-year long credit-bearing seminars, to implement their own realization of the 1978 and 1988 frameworks. By 2009, more than 30,000 professional educators throughout the country had enrolled in one or more of these seminars, many supported by the Annenberg Foundation. Dr. Botel continues to serve as PLN's Senior Advisor.

In 1988, he and a colleague, Dr. Susan Lytle, wrote the successor to the PCRP. The updated and expanded framework was entitled: *THE PENNSYLVANIA FRAMEWORK FOR READING/ WRITING AND TALKING ACROSS THE CURRICULUM (K-12)*, also referred to as PCRP II. Its framework of lenses for reflecting on learning and critical literacy experiences continues to be a central premise of the current Pennsylvania Literacy Framework issued in 2002 and in the present edition of *THE PLAINER TRUTHS*.

Dr. Botel is a past board member and president of the *International Reading Association* (1959-62) and was elected in 1994 to its Reading Hall of Fame. He holds two honorary doctorates, one at Rider College in New Jersey and one at Holy Family College in Philadelphia.