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P. David Pearson is a professor in the Language and Literacy Program of the Graduate School of Education at the University of California, Berkeley. At Berkeley, he conducts a line of research related to issues of reading instruction and assessment at local, state, and national levels. Before coming to Berkeley, he served as the John A. Hannah Distinguished Professor of Education and co-director of the Center for the Improvement of Early Reading Achievement at Michigan State University. He has also served as Dean of the College of Education, co-director of the Center for the Study of Reading, and Professor of Curriculum and Instruction at the University of Illinois.

Dr. Pearson has been active in many professional organizations and has served as president of both the National Reading Conference and the National Conference of Research in English. His awards include the National Reading Conference's Oscar S. Causey Award, the International Reading Association's William S. Gray Citation of Merit, and the Alan Purves Award from the National Council of Teachers of English. In 2003, he was elected to the National Academy of Education. Dr. Pearson's publications include the *Handbook of Reading Research*, now in its fourth volume, and over 180 articles and chapters. He has served on the boards of *Reading Research Quarterly*, the *Journal of Literacy Research*, *Review of Educational Research*, the *Journal of Educational Psychology*, *Cognition and Instruction*, *Research in Teaching English*, and *Visible Language*, and as editor of *Reading Research Quarterly*, *NRC Yearbook*, and the *Review of Research in Education*. Before receiving his Ph.D., Dr. Pearson taught elementary school in California.

Dr. Pearson served on the national Validation Committee created by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) to review, revise, and vote of the Common Core State Standards in Mathematics and English Language Arts. He also spearheaded an initiative to create a research base underlying the indicators of text complexity that are used to scale text difficulty for the standards. He also advises groups who are attempting to create assessments that can measure the degree to which students, schools, districts, and states can meet the standards.