


free, research-based resources


# eCatalog

**EFFECTIVE SCIENCE INSTRUCTION**  
WHAT DOES RESEARCH TELL US?  
*From Research to Practice*



CENTER ON INSTRUCTION


**EXTENSIVE READING INTERVENTIONS**  
IN GRADES K-3  
*From Research to Practice*



CENTER ON INSTRUCTION

**EFFECTIVE INSTRUCTION FOR**  
ADOLESCENT STRUGGLING READERS  
*Professional Development Module*

FACILITATOR'S GUIDE



CENTER ON INSTRUCTION


**CONVERSATIONS WITH PRACTITIONERS:**  
CURRENT PRACTICE IN STATEWIDE  
RTI IMPLEMENTATION  
*Recommendations and Frequently Asked Questions*



CENTER ON INSTRUCTION


**PRINCIPAL'S READING WALK-THROUGH:**  
KINDERGARTEN-GRADE 3  
*Professional Development Module*

PARTICIPANT'S GUIDE



CENTER ON INSTRUCTION

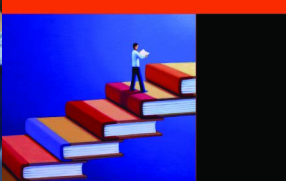
**MATHEMATICS INSTRUCTION FOR**  
STUDENTS WITH LEARNING DISABILITIES  
OR DIFFICULTY LEARNING MATHEMATICS  
*A Guide for Teachers*



CENTER ON INSTRUCTION


*Book #12*

*Practical Guidelines for the Education of English Language Learners*  
**RESEARCH-BASED RECOMMENDATIONS**  
FOR THE USE OF ACCOMMODATIONS IN  
LARGE-SCALE ASSESSMENTS




CENTER ON INSTRUCTION

**ASSESSMENTS TO GUIDE ADOLESCENT**  
LITERACY INSTRUCTION



CENTER ON INSTRUCTION

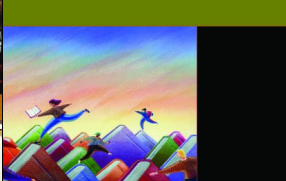
**INTERVENTIONS FOR ADOLESCENT**  
STRUGGLING READERS  
*A Meta-Analysis with Implications for Practice*



CENTER ON INSTRUCTION

*Book #13*


*Practical Guidelines for the Education of English Language Learners*  
**RESEARCH-BASED RECOMMENDATIONS**  
FOR SERVING ADOLESCENT NEWCOMERS



CENTER ON INSTRUCTION


**PRINCIPAL'S READING WALK-THROUGH:**  
KINDERGARTEN-GRADE 3  
*Professional Development Module*

FACILITATOR'S GUIDE




CENTER ON INSTRUCTION

**A COMPREHENSIVE K-3 READING**  
ASSESSMENT PLAN  
*Guidance for School Leaders*



CENTER ON INSTRUCTION


*Practical Guidelines for the Education of English Language Learners*  
**RESEARCH-BASED RECOMMENDATIONS**  
FOR INSTRUCTION AND ACADEMIC  
INTERVENTIONS



CENTER ON INSTRUCTION

**REVIEWING A READING PROGRAM**  
*Professional Development Module*

PARTICIPANT'S GUIDE




CENTER ON INSTRUCTION

**EFFECTIVE INSTRUCTION FOR**  
ADOLESCENT STRUGGLING READERS  
*A Practice Brief*



CENTER ON INSTRUCTION

**IMPROVING LITERACY INSTRUCTION**  
IN MIDDLE AND HIGH SCHOOLS  
*A Guide for Principals*



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**CENTER ON  
INSTRUCTION**

September 2009



# *e*Catalog

*A collection of resources developed by the Center on Instruction*

*Ruth Dober*

*Angela Penfold*

RMC Research Corporation

Second Edition September 2009



CENTER ON  
INSTRUCTION

This publication was created by the Center on Instruction, which is operated by RMC Research Corporation in partnership with the Florida Center for Reading Research at Florida State University; Instructional Research Group; the Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston; and The Meadows Center for Preventing Educational Risk at The University of Texas at Austin.

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## WELCOME TO OUR CATALOG

The Center on Instruction brings you the second edition of its collection of free, Center-developed, research-based resources. Since 2005, the Center has worked with the nation's preeminent researchers, practitioners, and technical assistance providers to deliver a suite of publications, professional development events, workshop presentations, and other resources about K–12 instruction in reading, mathematics, science, special education, and English language learning.

To date, the Center has created more than 70 resources which are featured in this ecatalog. These resources are not available in hard copy; they are only available to download—for free—through COI's website at [www.centeroninstruction.org](http://www.centeroninstruction.org). You have our permission to reproduce and distribute these resources (and charge for duplication and mailing only).

In addition, the Center on Instruction has reviewed and made available about 180 additional resources that examine the latest research, capture the content of important professional development activities, or illustrate the applications of research findings in classroom settings. These resources are also available at the Center's website.

On occasion, our clients (Regional Comprehensive Center staff members) and others such as representatives of state departments of education have asked for a quick-reference catalog of materials created specifically by the Center on Instruction. We plan to update this catalog from time to time. You will find the catalog posted on the home page of the Center's website; in the web version, resource titles serve as live links to the materials themselves.

We welcome your comments on this reference booklet and hope that it will play an important role in your professional development efforts.





## K-3 READING

### ***Principal's Reading Walk-through: Kindergarten–Grade 3***

This suite of professional development materials is designed as a user-friendly tool for classroom walk-through implementation that can identify research-based reading instruction in the classroom quickly and accurately. It includes a Participant's Guide, a Facilitator's Guide, a PowerPoint Presentation Module for Facilitators (with embedded video clips of classroom scenarios), and a Principal's Orientation PowerPoint Presentation with speaker notes, to be delivered by principals to introduce the PRWT to their staff. The recommended delivery methods are a one-day session followed by a half-day session scheduled within a four-week time span, a weekly study group, or self-guided instruction. **February 2009**

***Two Publications and two PowerPoints***

### ***Using Student Center Activities to Differentiate Reading Instruction: A Guide for Teachers***

This guide, designed for technical assistance providers working with state education leaders to improve reading achievement, describes a suite of Student Center Activities offering teachers a wide range of activities to engage students in differentiated reading activities during small-group work in the classroom. The activities target specific skills, scaffold student learning, and provide engaging practice to extend student learning and increase the time focused on critical reading skills at all levels of reading proficiency. Originally prepared for use in Florida schools, these activities are appropriate in any elementary school context and are consistent with scientific research on reading instruction. **February 2009**

***Publication***

### ***Leading for Reading: An Introductory Guide for K-3 Reading Coaches***

This suite of resource materials is designed to prepare school-based reading coaches who work with teachers to improve reading instruction in K-3. The materials support a four- or five-day professional development event, although they can be used in alternate formats. The materials include three components: a Participant's Guide for use in the workshop sessions and as a long-term resource for attendees, a Facilitator's Guide to provide information for session leaders (e.g., speaker notes, activity instructions), and a slide presentation with embedded video clips that illustrate practical application of the content. **October 2008**

***Two Publications and a PowerPoint***

### ***Teaching All Students to Read in Elementary School: A Guide for Principals***

This "quick start" guide for elementary school-level instructional leaders is based on scientific research on reading and reading instruction as well as on studies of successful schools and interviews with successful principals. It includes critical elements of an effective reading program in elementary school, critical tasks for principals as literacy leaders, and special considerations for reading instruction after third grade. **September 2007**

***Publication***



## K-3 READING

### ***Designing High Quality Professional Development: Building a Community of Reading Experts in Elementary Schools***

**Publication**

This brief, adapted from a product created by the National Center for Reading First Technical Assistance (NCRFTA), provides guidelines for building a high-quality professional development program to support reading instruction in elementary schools. **October 2006**

### ***A Comprehensive K-3 Reading Assessment Plan: Guidance for School Leaders***

**Publication**

Because scientific studies have repeatedly demonstrated the value of regularly assessing reading progress, a comprehensive assessment plan is a critical element of an effective school-level plan for preventing reading difficulties. This guide provides valuable information for school leaders. The general principles outlined, such as the early identification of students who are struggling in learning to read, are based on scientific findings, but the detailed recommendations for implementation derive from practical experiences in helping many school leaders implement successful plans. **October 2006**

### ***New Resources for Elementary Reading: Materials—Administration—Coaching***

**Webinar**

This webinar, presented by Debby Houston Miller, provides a brief introduction and review of four recently released elementary school level products developed by the Center on Instruction. The Webinar describes how they might be helpful to RCCs in their work. The archived WebEx file is available for download. **February 2009**

## K-3 READING

## INTERVENTIONS

### ***Extensive Reading Interventions in Grades K-3: From Research to Practice***

**Publication**

This report summarizes relevant high-quality research studies and synthesizes their findings on the effects of extensive reading interventions (comprising at least 100 instructional sessions) and related implications for practice for students with reading problems or learning disabilities in an RTI setting. **October 2007**

### ***An Overview of Extensive Reading Interventions in Grades K-3: From Research to Practice***

**Webinar**

This webinar provided an opportunity for authors Sharon Vaughn and Jeanne Wanzek to present findings from the *Extensive Interventions in Grades K-3: From Research to Practice* report and to discuss the implications of reading-related issues for primary-grade students at risk for reading difficulties and learning disabilities. The archived WebEx file and the PowerPoint presentation from the meeting are available for download. **October 2007**





## INTERVENTIONS

## K-3 READING

### ***Intensive Reading Interventions for Struggling Readers in Early Elementary School: A Principal's Guide***

**Publication**

This guide provides information critical to developing and implementing an effective school-level intervention program. It is designed to suggest some guiding principles along with examples of how these principles can be put into operation to develop an effective school-level system for meeting the instruction needs of all students.

**August 2006**

## ADOLESCENT LITERACY

### ***Adolescent Literacy Walk-through for Principals: A Guide for Instructional Leaders***

**Publication**

This document is designed to build knowledge as well as to train and support secondary school principals to become better instructional leaders who work to ensure reading proficiency for all students through the use of the "reading walk-through" (RWT) for reading classrooms in grades 4–5 and for content-area classrooms and reading intervention classrooms in grades 6–12. It includes the historical uses of RWT, challenges and obstacles to using RWTs, and sample templates for RWT Checklists. **May 2009**

### ***Introducing the Adolescent Literacy Walk-through for Principals: A Guide for Instructional Leaders***

**Webinar**

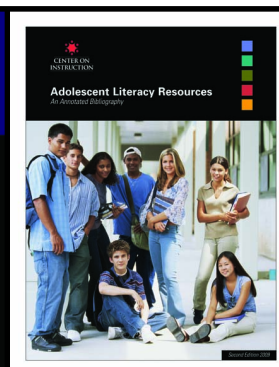
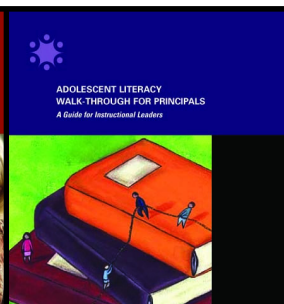
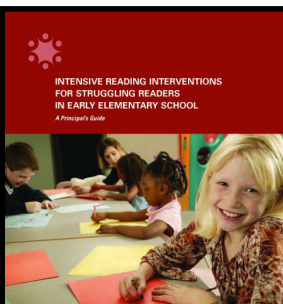
This webinar is designed to help participants understand how to utilize the *Adolescent Literacy Walk-through for Principals* resource. Hosted by Debby Houston-Miller, the webinar offers a brief overview of the product's development and research base and a description of how the document and an adolescent literacy principal walk-through process can be used to support state and district literacy plans and academic literacy instruction in school sites. The archived WebEx file and the PowerPoint presentation from the session are available for download.

**August 2009**

### ***Adolescent Literacy Resources: An Annotated Bibliography—Second Edition 2009***

**Publication**

The Second Edition (2009) of this annotated bibliography is designed as a companion piece to the *Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction*. It updates an array of research summaries and policy documents on reading and reading comprehension for students in grades 4–12 and organizes the results into four categories aligned with information provided in other adolescent literacy guidance documents previously developed by the Center on Instruction: Policy and Leadership, Assessment for Instruction, Academic Literacy in the Content Areas, and Interventions for Struggling Readers. **February 2009**



## ADOLESCENT LITERACY

### **Assessments to Guide Adolescent Literacy Instruction**

**Publication**

This guide, a companion volume to two other publications from the Center on Instruction, *Academic Literacy Instruction for Adolescents* and *Improving Literacy Instruction in Middle and High Schools: A Guide for Principals*, provides information about the key elements of a comprehensive assessment plan to improve literacy instruction for adolescents. It also provides examples of assessments and assessment systems currently in use or under development to improve literacy instruction for students in grades 4–12. **January 2009**

### **Improving Literacy Instruction in Middle and High Schools: A Guide for Principals**

**Publication**

Another companion piece to *Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction*, this “quick start” guide for principals of both middle and high schools identifies three goals for secondary school literacy initiatives and provides elements of instruction required to meet these goals. It then outlines the critical elements of a school-level literacy action plan. **September 2007**

### **Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction**

**Publication**

This guidance document is designed to assist literacy specialists in improving educational policy and practices in the area of adolescent literacy. It makes recommendations for (1) improving literacy-related instruction in the content areas (e.g., science, social studies, history, literature), (2) interventions for students reading below grade level, and (3) supporting literacy development in adolescent English language learners. Also included are comments from experts in response to questions about methods for improving academic literacy in adolescents and about methods for improving academic literacy in the content areas and examples of state activities in support of improved adolescent literacy in California, Florida, Rhode Island, and Washington. **March 2007**

### **An Overview of Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction**

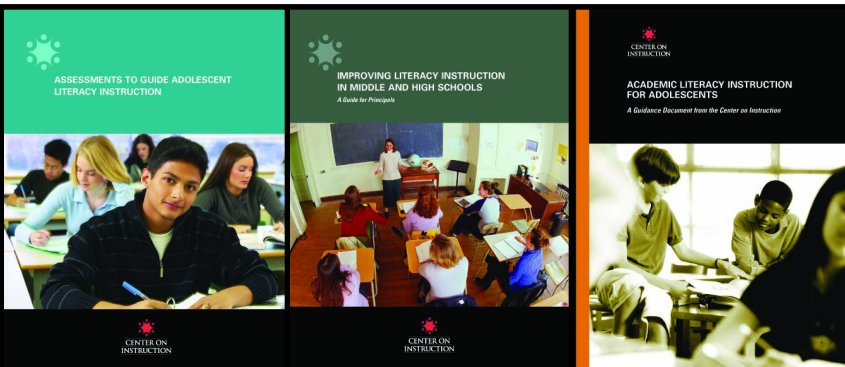
**Video Conference**

Primary author of the document *Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction*, Joe Torgesen provided an overview of the newly released document in a video conference. The videoconference archive and PowerPoint presentation are available for download. **April 2007**

### **Enhancing and Supporting Academic Literacy Instruction for Adolescents: A Guide to Ongoing Site-Based Professional Development**

**Publication**

This short guidance document will provide information relevant to state-level personnel who might be interested in developing a literacy professional development initiative in their state. It will include a discussion of the role of coaches in a state literacy plan and recommendations for various ways to support development of teacher skills to implement practices to improve student literacy outcomes. **Coming Spring 2010**





## ADOLESCENT LITERACY

### **Adolescent Literacy Institute**

### **Meeting Materials**

The Center on Instruction hosted an Adolescent Literacy Institute in New Orleans on October 15–17, 2008, for staff from the Regional Comprehensive Centers and invited state representatives to encourage deeper understanding and effective use of two adolescent literacy products developed by the Center on Instruction. The meeting included presentations from national experts Joe Torgesen, Barbara Foorman, Greg Roberts, Colleen Reutebuch, and Jade Wexler, as well as small and large group discussion, orientation to *Assessments to Guide Adolescent Literacy Instruction*, and a training of trainers session for *Effective Instruction for Adolescent Struggling Readers: Professional Development Module*. **October 2008**

## ADOLESCENT STRUGGLING READERS

### **Effective Instruction for Adolescent Struggling Readers**

### **Four Publications and two PowerPoints**

This suite of resources has two purposes. First, it is designed to guide the delivery of instruction for adolescent struggling readers, particularly secondary interventions in the general education context. Second, it seeks to deepen technical assistance providers' knowledge of reading-related issues for adolescents with reading difficulties and learning disabilities and enrich providers' work with SEAs and LEAs. Detailing selected research-based instructional practices associated with positive effects for adolescent struggling readers, the suite comprises (a) a meta-analysis, (b) a practice brief, (c) a professional development module, and (d) training of trainers materials. These resources align with *Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction*.

**(a) Interventions for Adolescent Struggling Readers: A Meta-Analysis with Implications for Practice** summarizes and synthesizes aspects of recent research on reading instruction for adolescent struggling readers to determine the relative effectiveness of interventions and outlines implications of these findings for practice. It focuses on interventions to improve students' reading vocabulary, accurate decoding of unfamiliar words in text, reading fluency and their use of reading comprehension strategies. **August 2007**

**(b) Effective Instruction for Adolescent Struggling Readers: A Practice Brief** takes the meta-analysis a step further for educators and decision-makers working in the field. It addresses the five reading components, compares successful and struggling readers' behaviors, and describes effective school-based instructional practices. **March 2008**

**(c) Effective Instruction for Adolescent Struggling Readers: Professional Development Module** combines information from the meta-analysis and practice brief into an interactive presentation on effective, research-based instruction in secondary reading. It includes a PowerPoint presentation with speaker's notes and a Facilitator's Guide. NOTE: Depending on your Web browser, you may have to save the file to your computer in order to see the notes. **July 2008**



## ADOLESCENT STRUGGLING READERS

**(d) The Training of Trainers PD Module** is designed to train others to facilitate presentations of the Effective Instruction for Adolescent Struggling Readers: Professional Development Module. It contains all slides from the EIASR PD Module, presentation guidelines, and suggestions for customizing the PD for different audiences. A handout on customizing the PD is also provided. **July 2009**

### **Adolescent Literacy Institute**

The Center on Instruction hosted an Adolescent Literacy Institute in New Orleans on October 15–17, 2008, for staff from the Regional Comprehensive Centers and invited state representatives to encourage deeper understanding and effective use of two adolescent literacy products. The meeting included presentations from national experts Joe Torgesen, Barbara Foorman, Greg Roberts, Colleen Reutebuch, and Jade Wexler, as well as small and large group discussion, orientation to *Assessments to Guide Adolescent Literacy Instruction*, and a training of trainers session for *Effective Instruction for Adolescent Struggling Readers: Professional Development Module*.

**October 2008**

### **Meeting Materials**

## K–12 LITERACY

### **Reviewing a Reading Program: Professional Development Module**

Selecting a reading program can be overwhelming and time-consuming for teachers, curriculum specialists, district leaders, or state leaders. The Florida Center for Reading Research (FCRR) developed Guidelines for Reviewing a Reading Program to assist reviewers in determining if a program is consistent with the scientific research on reading. Based on that work, the Center on Instruction has developed a set of professional development tools (a Facilitator's Guide, Participant's Guide, and the PowerPoint presentation) which include a two-day professional development program to guide reviewers of reading programs through the review process using the FCRR Guidelines as the focal point. The Participant's Guide also contains resources: charts, summaries, and the guidelines themselves. **February 2009**

### **Two Publications and a PowerPoint**

### **K–3 and Adolescent Literacy Workshop**

In February 2006 the Center on Instruction hosted a two-day workshop for Regional Comprehensive Centers' staff on the topic of K–12 literacy. The training presented strategies for supporting literacy problems for average and struggling readers and research-based strategies for literacy instruction and content enhancement. Presenters included Joe Torgesen, Marcia Kosanovich, Nell Duke, John Guthrie, and Keith Lenz. This workshop was a catalyst for focusing on adolescent literacy as a top priority of the Center on Instruction. Presentations from this workshop are available on the COI website. **February 2006**

### **Meeting Materials**



[www.centeroninstruction.org](http://www.centeroninstruction.org)



**A Summary of Nine Key Studies: Multi-Tier Intervention and Response to Interventions for Struggling Students in Mathematics** **Publication**

This summary of nine studies provides information about evidence-based practices for Tier 2 interventions and how to use RTI in mathematics. This annotated bibliography identifies and describes the most current research available on the use of RTI to help students struggling to learn math while focusing on the most useful information available to help teachers and other school personnel understand and utilize what we know about RTI in mathematics education. **January 2009**

**Mathematics Instruction for Students with Learning Disabilities or Difficulty Learning Mathematics: A Synthesis of the Intervention Research** **Publication**

This meta-analysis synthesizes experimental and quasi-experimental research on instruction that enhances the mathematics performance of students with learning disabilities in grades 1–12. It reports the findings from this synthesis, discusses the implications for practice, and suggests next steps for research and professional development efforts in this field. **December 2008**

**Mathematics Instruction for Students with Learning Disabilities or Difficulty Learning Mathematics: A Guide for Teachers** **Publication**

This guide for teachers is a companion piece to the recently released meta-analysis *Mathematics Instruction for Students with Learning Disabilities or Difficulty Learning Mathematics: A Synthesis of the Intervention Research*. Based on the findings of this report, seven effective instructional practices were identified for teaching mathematics to K–12 students with learning disabilities. It describes these practices and, incorporating recommendations from *The Final Report of The National Mathematics Advisory Panel* as well, specifies research-based recommendations for students with learning disabilities and for students who are experiencing difficulties in learning mathematics but are not identified as having a math learning disability. **December 2008**

**A Synopsis of “A Synthesis of Empirical Research on Teaching Mathematics to Low-Achieving Students”** **Publication**

Baker, Gersten, and Lee synthesized findings from 28 years of research on interventions for students struggling in learning math, in a report, “A Synthesis of Empirical Research on Teaching Mathematics to Low-Achieving Students.” This synopsis of that report highlights the key findings and outlines recommendations for practice that follow from the findings. It focuses on the need for guidance in implementing effective interventions as states and districts expand RTI models across curricula and beyond the primary grades. **August 2007**



***Presentation on A Synthesis of Empirical Research on Teaching Mathematics to Low-Achieving Students******Webinar***

In this webinar, Scott Baker and Russell Gersten, two of the authors of the original research article, discussed their synthesis and provided an update on research in the area of math interventions since its 2002 publication. The archived WebEx, the PowerPoint presentations from the webinar, the synopsis, and the synthesis report itself are available for download. **September 2007**

***Focusing on State Standards: The Next Step Toward a Coherent K–12 Experience for All Students******Webinar***

This webinar examines the National Council of Teachers of Mathematics (NCTM) PK–8 Curriculum Focal Points and addresses how this new generation of state standards may look different in a post-Focal Point world. Cathy Seeley, former president of NCTM and a major contributor to the creation of the Curriculum Focal Points, also discussed the challenges of bringing focus and coherence from PK–8 to high school and what changes may be necessary across the board as attention is shifted toward a more robust PK–12 experience for all students to be ready for college and the workplace. The archived WebEx and the PowerPoint presentation from the session are available for download. **March 2009**

***Developing a Working Knowledge of the National Mathematics Panel Report******Meeting Materials***

This conference focused on the National Math Panel's Final Report and ways Regional Comprehensive Centers can help the states respond to its recommendations. It included experts in the fields of response to intervention, formative assessment, teacher content knowledge, algebra readiness, and interventions for students struggling to learn mathematics. Presentation materials from the meeting are available for download. **December 2008**

***The Use of Mathematics Specialists in Elementary School Mathematics Programs******Webinar***

In this webinar, math experts Deborah Loewenberg Ball and Hung-Hsi Wu discussed the use of mathematics specialists in elementary school mathematics programs. The archived WebEx and the PowerPoint presentation from the session are available for download. **December 2008**



## INSTRUCTION AND INTERVENTIONS

## MATHEMATICS

### ***Algebra Readiness: Mathematics Interventions for Struggling Students in Grades 6–8***

**Webinar**

This webinar was designed to provide information on recent research on mathematics interventions that allow us to understand what knowledge and skills students need to succeed in algebra. Russell Gersten and Brad Witzel led a discussion focused on what should be included in the content of math intervention programs and which instructional strategies are the most effective for delivering these intervention programs. The archived WebEx and the PowerPoint presentations from the meeting are available for download. **April 2008**

### ***Providing Evidence-Based Practices and Implications of NCTM (National Council of Teachers of Mathematics) Focal Points***

**Meeting Materials**

This math summit, held in collaboration with the New York Regional Comprehensive Center, addressed early math assessment, screening and progress monitoring, pre-algebra and algebra instruction and assessment, curriculum Focal Points, and teacher content knowledge. Experts presenting at the meeting included Russell Gersten, Ben Clarke, Skip Fennell, Leanne Geller, Lynn Fuchs, James Milgram, Pam Stecker, Scott Baker and David Chard. PowerPoint presentations from the meeting are available for download. **November 2006**

### ***Teachers' Mathematical Content Knowledge***

**Publication**

This guide will describe the essential mathematical content knowledge and skills teachers need to know in order to provide adequate instruction in middle school mathematics, teach the key concepts defined by the NCTM Focal Points for students in grades 5–8, and support algebra readiness. **Coming Winter 2009–2010**

## ASSESSMENT

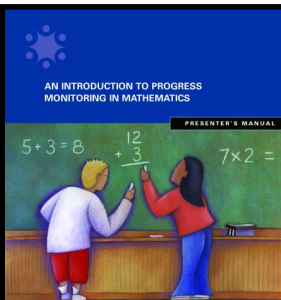
## MATHEMATICS

### ***An Introduction to Progress Monitoring in Mathematics***      **Publication and PowerPoint**

This professional development module includes a PowerPoint presentation and a Presenter's Manual. It describes progress monitoring, explains common techniques often mistaken for progress monitoring, discusses application of progress monitoring at the elementary and at the secondary grade levels, and provides resources for additional information. **June 2009**

### ***An Overview of Recent Developments in Mathematics Progress Monitoring***      **Webinar**

In this webinar, Anne Foegen and Pam Stecker, authors of *An Introduction to Progress Monitoring in Mathematics*, presented an overview of the basic concepts of formative assessment and progress monitoring, briefly reviewed traditional tools and recent developments in the area of measures and research, and offered an opportunity for questions and answers on progress monitoring. The archived WebEx and the PowerPoint presentation from the meeting are available for download. **April 2009**



[www.centeroninstruction.org](http://www.centeroninstruction.org)

## MATHEMATICS

## ASSESSMENT

### ***Curriculum-Based Measurement in Mathematics: An Evidence-Based Formative Assessment Procedure***

**Publication**

This report describes M-CBM (Mathematics Curriculum-Based Measurement) including a brief history of curriculum-based measurement, basic procedures, implications for practice, and additional resources. It also reviews the research that supports the use of M-CBM. **September 2007**

### ***Screening for Mathematics Difficulties in K–3 Students***

**Publication**

This report looks at the effectiveness of existing early screening measures and discusses the key features needed to screen kindergarten through third grade students for difficulties in mathematics. **May 2007**

### ***An Overview of Recently Released Math Resources: Screening for Mathematics Difficulties in K–3 Students, and Curriculum-Based Measurement (CBM) in Elementary Mathematics***

**Webinar**

This webinar presented and discussed two recently released math resources. Author Ben Clarke presented Screening for Mathematics Difficulties in K–3 Students. Authors Erica Lembke and Pam Stecker presented Curriculum-Based Measurement in Mathematics: An Evidence-Based Formative Assessment Procedure. The archived WebEx is available for download as well as materials presented during the WebEx. **November 2007**

## MATHEMATICS

## PROFESSIONAL DEVELOPMENT

### ***Identifying Professional Development Needs in Mathematics: A Planning Tool for Grades 3–7***

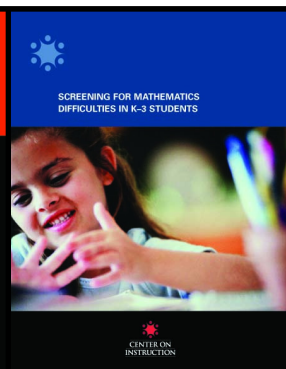
**Two Publications**

This resource is a planning tool to identify professional development needs specific to mathematics. It includes a series of guiding questions that help SEAs evaluate their existing programs and identify professional development activities that meet their needs. It is designed to be used by Regional Comprehensive Centers in their work with State Departments of Education, but may also be used by SEAs and districts independently. Includes a Word version of the tool itself for easy use. **September 2009**

### ***CCSSO Professional Development Materials: A Navigation Guide***

**Publication**

This guide is designed to help RCCs and SEAs sift through the large collection of PD materials and resources available from the Council of Chief State School Officers (CCSSO) website. It includes a statement of the purpose of the CCSSO materials, a description of the types of materials available, an explanation on how to use the materials, summaries of the major strengths and limitations, and points to consider before using the materials. **December 2008**





## SCIENCE

### ***Effective Science Instruction: What Does Research Tell Us?***

***Publication***

This brief distills the research on science learning to inform a common vision of science instruction and to describe the extent to which K–12 science education currently reflects this vision. A final section on implications for policymakers and science education practitioners describes actions that could integrate the findings from research into science education. **July 2008**

### ***High Quality Science Instruction: Findings from Research***

***Meeting Materials***

This workshop was designed for RCC staff members and state personnel to increase their understanding of and ability to support high quality science instruction. As part of the meeting, the elements of effective science instruction were presented and participants engaged with vignettes of science instruction to increase their understanding of the various elements. Materials from the meeting are available for download. **May 2008**

## RESPONSE TO INTERVENTION

### ***RTI CTRL: Response to Intervention Classification Tool and Resource Locator***

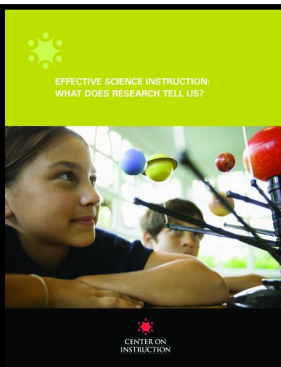
***Online Tool***

This resource from the Center on Instruction contains both a web-based self-assessment and resource filtering tool that SEAs can use to determine their level of RTI implementation, and find resources that are relevant to their needs. The self-assessment allows users to indicate their current implementation activities within several elements of RTI, and the results of the assessment yield a unique set of useful resources that are relevant given the user's current implementation level and that may provide guidance as RTI is further implemented. The resources consist of those that are relevant to RTI implementation that have already been internally reviewed and are posted on the COI website. **July 2009**

### ***Introduction to RTI CTRL: Response to Intervention Classification Tool and Resource Locator***

***Webinar***

This webinar, led by Dr. Saro Mohammed, provided an overview to RTI CTRL (Response to Intervention Classification Tool and Resource Locator) and a description of how this tool can help RCCs build the capacity of SEAs. RTI CTRL is a web-based self-assessment and a resource filtering tool that SEAs can use to find resources that are relevant to their needs. The archived WebEx and PowerPoint presentation from the meeting are available for download. **August 2009**



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## RESPONSE TO INTERVENTION

### ***Implementing Response to Intervention: Practices and Perspectives from Five Schools—Frequently Asked Questions***

**Publication**

This document focuses on RTI implementation, particularly effective instruction, with an emphasis on strategies that may be effective for organizing, introducing, and managing the research-based practices that constitute RTI. It presents an overview of five public schools selected to be followed during the process of RTI implementation: how the exemplars were selected, a description of how each site implements RTI, trends, lessons learned, challenges, etc. It then presents frequently asked questions about implementation, provided by staff in Regional Comprehensive Centers in collaboration with key individuals from the visited sites. **March 2009**

### ***Snapshots from Five Schools Implementing RTI: Practices and Perspectives***

**Webinar**

This webinar discussed how RTI is being implemented in different content areas in both elementary and middle schools in five RTI implementation sites. It preceded the release of the publication *Implementing Response to Intervention: Practices and Perspectives from Five Schools. Frequently Asked Questions*. The PowerPoint presentation and the audio file of the webinar are available for download. **December 2007**

### ***Conversations with Practitioners: Current Practice in Statewide RTI Implementation—Recommendations and Frequently Asked Questions***

**Publication**

This document chronicles the challenges and successes experienced by the eight states and seven Regional Comprehensive Centers involved in the March 2008 meeting on State RTI Implementation held in Phoenix. It outlines the larger project involving these participants and identifies important implementation considerations, such as the definition of RTI and its alignment with existing initiatives, leadership roles, implementation capacity, and instructional aspects of implementation. It then summarizes their recommendations for technical assistance that may be useful to other Regional Comprehensive Centers assisting in large-scale (including statewide) RTI implementation. **March 2009**

### ***A Summary of Nine Key Studies: Multi-Tier Intervention and Response to Interventions for Struggling Students in Mathematics***

**Publication**

This summary of nine studies provides information about evidence-based practices for Tier 2 interventions and how to use RTI in mathematics. This annotated bibliography identifies and describes the most current research available on the use of RTI to help students struggling to learn math while focusing on the most useful information available to help teachers and other school personnel understand and utilize what we know about RTI in mathematics education. **January 2009**





## RESPONSE TO INTERVENTION

### ***State RTI Implementation Meeting***

### ***Meeting Materials***

The Center on Instruction Special Education strand met with eight state representatives (Alaska, California, Idaho, Mississippi, Pennsylvania, Texas, Vermont, and Wyoming) and their Regional Comprehensive Centers cohorts in Phoenix in March 2008 to discuss statewide implementation of RTI. Previously collected data on RTI implementation in these states was reviewed and synthesized. Participants also provided input on future deliverables designed to help other Regional Comprehensive Centers and states as they implement RTI. Documents from this meeting are available for download. **March 2008**

### ***Response to Intervention Symposium***

### ***Meeting Materials***

The Center on Instruction hosted a one-day symposium on Response to Intervention in Austin, Texas in April 2006. Nationally known presenters Jack Fletcher, Don Compton, Doug Marston, Sharon Vaughn and Joe Witt provided information on recent empirical and practical developments related to Response to Intervention models and methods. PowerPoint presentations from this meeting are available for download. **April 2006**

## ENGLISH LANGUAGE LEARNING

### ***Effective Language and Reading Interventions for English Language Learners and English Language Learners with Disabilities***

### ***Publication***

This report presents information about assessment, instructional interventions, and professional development with a particular focus on ELL students who have been identified with a language and/or learning disability or who are at-risk for reading difficulties. The focus of the intervention section is on those that have demonstrated success at remediating reading for ELLs who have either identified language impairment, reading and/or learning disabilities, or those who are performing significantly below their peers in reading achievement. The report also offers recommendations followed by discussion and empirical evidence for the types of instructional interventions that best serve ELLs who are at risk for reading difficulties who may or may not have an identified language and/or learning disability. **September 2009**

### ***Language Development Instruction for English Language Learners***

### ***Publication and PowerPoint***

Intended for state and district leaders, this professional development module provides background knowledge on language development, language assessment of English Language Learners, academic language instruction and vocabulary K–12. It is designed to be used as a four-hour train-the-trainer session. Other options include using the materials in the Facilitator’s Guide as a study group tool with other ELL professionals or using the information and completing the activities as a self-study guide. **June 2009**

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## ENGLISH LANGUAGE LEARNING

### ***Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for Instruction and Academic Interventions (Book 1) and Professional Development Supplement for Book 1*** **Publication and PowerPoint**

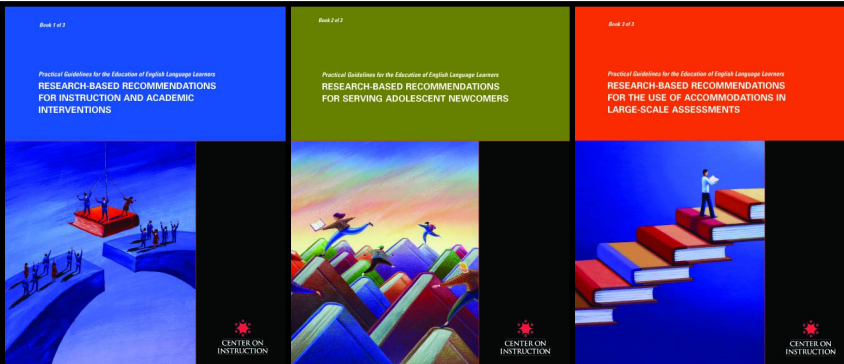
This book is the first in a series of three *Practical Guidelines for the Education of English Language Learners*. It provides evidence-based recommendations for policymakers, administrators, and teachers in K–12 settings who seek to make informed decisions about instruction and academic interventions for ELLs. The domains of focus include reading and mathematics, and the recommendations apply to both a class-wide instructional format and individualized, targeted interventions, depending on the population and the goals of the instruction. The professional development PowerPoint supplements the content of this book. The detailed slides and speaker notes summarize and augment the information contained in the book and may be used to provide professional development during inservice training to educators teaching in grades K–12. **October 2006, November 2007**

### ***Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for Serving Adolescent Newcomers (Book 2) and Professional Development Supplement for Book 2*** **Publication and PowerPoint**

This book is the second in a series of three *Practical Guidelines for the Education of English Language Learners*. It was written primarily for the group of ELLs who are adolescent newcomers to the United States and who have a relatively short period of time in which to simultaneously develop academic language skills and master grade-level content. It provides evidence-based recommendations for policymakers, administrators, and teachers in middle and high schools who seek to make informed decisions about effectively serving adolescent newcomers. The professional development PowerPoint supplements the content of Book 2 of the Practical Guidelines series. The detailed slides and speaker notes summarize and augment the information contained in the book and is intended to provide professional development during in-service training to educators teaching in grades K–12. **October 2006, November 2007**

### ***Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for the Use of Accommodations in Large-Scale Assessments (Book 3) and Professional Development Supplement for Book 3*** **Publication and PowerPoint**

This book is the third in a series of three *Practical Guidelines for the Education of English Language Learners*. It focuses particularly on research-based recommendations on the use of accommodations to increase the valid participation of ELLs in large-scale assessments. The professional development PowerPoint supplements the content of Book 3 of the Practical Guidelines series. The detailed slides and speaker notes summarize and augment the information contained in the book and is intended to provide professional development during in-service training to educators teaching in grades K–12. **October 2006, November 2007**





## ENGLISH LANGUAGE LEARNING

### ***Teleconference on Practical Guidelines for the Education of English Language Learners***

***Podcast***

The Center on Instruction's ELL strand director David Francis delivered a teleconference presentation providing an overview of the series of *Practical Guidelines for the Education of English Language Learners* for the RCCs and provided an opportunity for them to ask questions. A podcast was archived and is available for download.

**December 2006**

### ***Presentation on Practical Guidelines for the Education of English Language Learners***

***PowerPoint***

ELL strand director David Francis delivered an overview presentation describing the series of *Practical Guidelines for the Education of English Language Learners* at the LEP Partnership meeting in Washington, DC on October 28–29, 2006, when the series was released. The PowerPoint presentation is available for download.

**October 2006**

### ***Exemplary Programs***

***Publication***

This technical report identifies top performing elementary, middle, and high schools in five states by examining the achievement of ELLs in each state as an indicator of academic success, selecting schools with a high percentage of ELL enrollment and low socio-economical status, and using statistical models for each level of education and subject to predict the expected percentage of ELLs passing with either proficient or advanced scores. The report then identifies the characteristics of these schools through interviews with their principals and/or assistant principals. **Coming Winter 2009–2010**

### ***Practical Guidelines for Teaching English Language Learners across Instructional Models***

***Publication***

This guidance document focuses on research that addresses issues in the effectiveness and use of the three primary instructional models used with ELL students in districts across the country: dual language programs, transitional bilingual programs, and English-only programs. It also provides classroom instructional strategies that have been demonstrated to be effective within specific instructional models. It is intended to help decision-makers and practitioners make well-informed choices for the instruction of their ever-increasing ELL population.

**Coming Winter 2009–2010**

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## ENGLISH LANGUAGE LEARNING

### **Presentation on Promising Research-based Practices in Instruction and Assessment for English Language Learners**

**Webinar**

This webinar addresses promising practices that have been identified within the current research base for working with English Language Learners in both instruction and assessment. Dr. Ani Moughamian updated information regarding research-based practices and provided some additional recommendations for an RTI framework for assessment, native language assessment, progress monitoring of ELLs, accommodations, and using multiple data sources to ensure a comprehensive language and literacy screening and assessment system for ELLs. The archived WebEx and PowerPoint presentation from the session are available for download. **June 2009**

### **Presentation on Data-based Instructional Decision Making for ELLs**

**Webinar**

This webinar identified key information that should be considered when planning data-based and differentiated instruction for English Language Learners. Dr. Mabel Rivera presented updated information from the literature regarding the importance of language proficiency and formative evaluation tools during the instructional planning process. The archived WebEx and PowerPoint presentation from the session are available for download. **May 2009**

### **Workshop on Language Development and Reading Interventions for ELLs**

**Meeting Materials**

The Center on Instruction held a two-day train-the-trainer workshop that included research and instructional strategies related to (1) language development and (2) reading interventions for ELLs with and without disabilities. It provided guidance on the use of two in-process products from the Center on Instruction on these topics. The language development session of the train-the-trainer workshop included research in academic language. The session on effective interventions for teaching reading to ELLs with and without disabilities provided RCCs with the knowledge of research and effective strategies necessary to guide states as they offer professional development training to teachers of ELLs. PowerPoint presentations from this meeting are available for download. **May 2008**

## SPECIAL EDUCATION

## SYNOPSIS OF RECENT RESEARCH

### **A Synopsis of "The Use of Reading and Behavior Screening Measures to Predict Nonresponse to School-Wide Positive Behavior: A Longitudinal Analysis" Publication**

To investigate the ways in which academic and behavior problems develop, McIntosh, Homer, Card, Boland, and Good (2006) conducted a retrospective longitudinal analysis of the interaction between reading skills and problem behavior among students from kindergarten through grade 5 in a school district that was implementing universal support systems for both reading and behavior. The authors also sought to determine the usefulness of screening assessments in reading to predict responses to school-wide positive behavior support. This synopsis outlines the authors' hypotheses, describes the results of their data analysis from reading and behavior measures, and discusses implications of these results for prevention of and intervention in both reading and behavior problems. The study appeared in *School Psychology Review*, 35, 275–291. **October 2008**



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# SYNOPSIS OF RECENT RESEARCH

# SPECIAL EDUCATION

## Presentation on the Relationship Between Reading Difficulties and Problem Behavior

Webinar

This webinar provided a professional development opportunity to accompany *A Synopsis of "The Use of Reading and Behavior Screening Measures to Predict Nonresponse to School-Wide Positive Behavior: A Longitudinal Analysis."* It focused on the prevention of reading difficulties and/or problem behavior. McIntosh, Horner, Chard, Boland & Good (2006) conducted a longitudinal analysis examining the interaction between reading skills and assessments in predicting responsiveness to school-wide positive behavior support. Author Kent McIntosh discussed hypotheses concerning the ways in which behavior problems and reading difficulties interact, the results of the analysis of data from reading and behavior measures, and the implications of these results for prevention and intervention of both reading and behavior problems. **October 2008**

## A Synopsis of "Improving Comprehension of Expository Text in Students with Learning Disabilities: A Research Synthesis"

Publication

Students with learning disabilities often experience difficulty making the transition from primary-level "learning to read" to upper-level "reading to learn." This synopsis of "Improving Comprehension of Expository Text in Students with Learning Disabilities: A Research Synthesis" discusses the results of a synthesis of 29 studies that addressed instructional approaches for enhancing reading comprehension and their implications for helping students with LD improve their reading comprehension in content-area instruction. The authors describe two main types of interventions: content enhancement and cognitive strategy instruction, both found to be highly effective in this population. **July 2008**

## Presentation on Improving Expository Text Comprehension in Students with Learning Disabilities

Webinar

This webinar provided a professional development opportunity accompaniment to *A Synopsis of "Improving Comprehension of Expository Text in Students with Learning Disabilities: A Research Synthesis."* One of the authors, Asha Jitendra, discussed the results of the synthesis that addressed instructional approaches for enhancing reading comprehension in upper elementary, middle, and high school students with learning disabilities. **June 2008**

## A Synopsis of "The Power of Feedback"

Publication

Feedback, defined as information about performance, is an integral aspect of instruction and learning. In their article "The Power of Feedback" published in the Review of Education Research (Review of Education Research, 77, 81–112), Hattie and Timperley synthesized the results of 12 meta-analyses of 196 studies that included feedback as an instructional strategy. This synopsis of their article highlights the findings from their analysis, reviews the evidence related to its impact on learning, and suggests applications in the context of overall classroom instruction as well as interventions with students who are struggling or who have learning disabilities. **April 2008**



A Synopsis of "Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle & High Schools"

Publication

This synopsis distills the findings reported in "Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle & High Schools" by Graham & Perin, who conducted an analysis of experimental or quasi-experimental studies involving students in grades 4-12 who participated in interventions focused on improving writing skills (learning to write) or learning content-area material through writing (writing to learn). Special attention was paid to findings for students with learning disabilities. February 2008

Presentation on Identifying and Implementing Key Components of Effective Writing Instruction

Webinar

This webinar provided a professional development opportunity accompaniment to A Synopsis of "Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle & High Schools." It focused on writing as a critical aspect of literacy and one in which effective instructional techniques and models for intervention are needed. Presenter Dr. Steve Graham, co-author of "Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle & High Schools," described the results and the implications for selecting and implementing effective instructional methods for adolescent writing, especially for students who are struggling or have learning disabilities. February 2008

A Synopsis of "A Synthesis of Empirical Research on Teaching Mathematics to Low-Achieving Students"

Publication

Baker, Gersten, and Lee synthesized findings from 28 years of research on interventions for students struggling in learning math, in a report, "A Synthesis of Empirical Research on Teaching Mathematics to Low-Achieving Students." This synopsis of that report highlights the key findings and outlines recommendations for practice that follow from the findings. It focuses on the need for guidance in implementing effective interventions as states and districts expand RTI models across curricula and beyond the primary grades. August 2007

Presentation on A Synthesis of Empirical Research on Teaching Mathematics to Low-Achieving Students

Webinar

This webinar provided a professional development opportunity accompaniment to A Synopsis of "A Synthesis of Empirical Research on Teaching Mathematics to Low-Achieving Students." Scott Baker and Russell Gersten, two of the authors of the original research article, discussed their synthesis and provided an update on research in the area of math interventions since its 2002 publication. Implications for practice are also discussed. The archived WebEx file, the PowerPoint presentation from the meeting, the synopsis and the synthesis article are available for download. September 2007





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