



**SPECIAL EDITION**  
**COI Resources for Great Leaders:**  
**Elementary School Principals**

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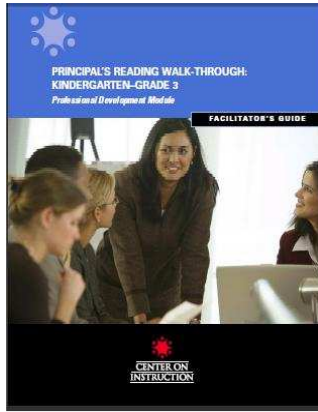
The Center on Instruction is introducing a series of monthly Special Editions of the **COI Today** newsletter that will spotlight a few of our high-quality resources that are particularly relevant and useful now as states and districts concentrate on implementing programs related to the American Recovery and Reinvestment Act (ARRA), School Improvement Grants (SIG), Race to the Top (RTTT) grants, and other initiatives. All of our research-based and rigorously reviewed resources are available **free** for download at <http://centeroninstruction.org>.

In future issues we will address such topics as resources for **middle and high school principals, effective teachers** (elementary, middle, and high school), **teaching mathematics to struggling readers, teaching English language learners, RTI**, and **adolescent literacy** strategies.

One of the priorities of the U.S. Department of Education is Great Leaders and Great Teachers. To help principals become more effective as Great Leaders, in this first issue the Center on Instruction is highlighting a few of our tools designed specifically for elementary school principals.

**[Center on Instruction's  
 Principal's Reading Walk-through: K-3 Professional Development Module](#)**

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 this tool to their staff. The files for all of these documents can be downloaded by clicking on the titles below. The recommended delivery is 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.

The Center on Instruction then held a webinar on February 28, 2009, to introduce this PD module, along with three other recently released elementary school level products (*Reviewing a Reading Program*, *Leading for Reading Professional Development Module*, and *Using Student Center Activities*), to identify how it might be helpful to RCCs in their work with states. The archived WebEx can be accessed at <http://centeroninstruction.org/pdevents.cfm#43>.

- [PowerPoint Presentation Module for Facilitators](#)
- [Participant's Guide](#)
- [Facilitator's Guide](#)
- [PowerPoint Principal Orientation with speaker notes](#)

### **[Center on Instruction's Teaching All Students to Read in Elementary School: A Guide for Principals](#)**



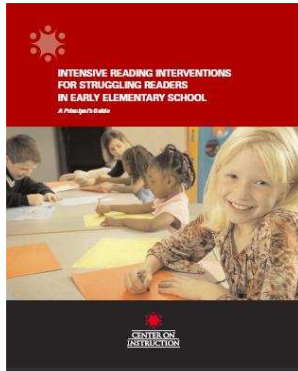
This "quick start" guide for elementary school-level instructional leaders, developed by the Center on Instruction, is based on scientific research on reading and reading instruction as well as on studies of successful schools and interviews with successful principals. It includes critical elements of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

- [Teaching All Students to Read in Elementary School: A Guide for Principals](#)

### **[Center on Instruction's Intensive Reading Interventions for Struggling Readers in Early Elementary School: A Principal's Guide](#)**

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 operationalized to develop an effective school-level system for meeting the instruction needs of all students.

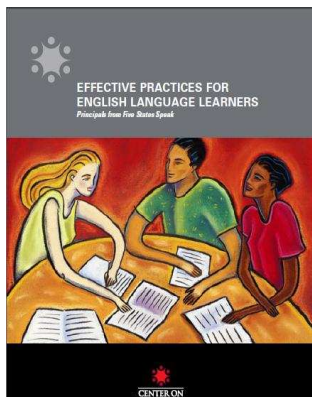
In a May 2006 webcast, author Joe Torgesen provided an



overview of this guide; this archived webcast can be accessed at <http://www.wfsu.org/fcrr/#archived>.

- [Intensive Reading Interventions for Struggling Readers in Early Elementary School: A Principal's Guide](#)

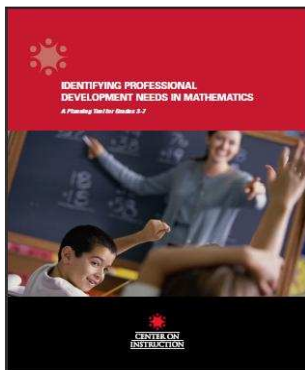
### **Center on Instruction's Effective Practices for English Language Learners: Principals from Five States Speak**



This document addresses questions about how best to assist students who face the significant dual challenge of acquiring the content knowledge necessary for academic success and simultaneously developing their English language competency. Looking at key practices in schools with high populations of non-native speakers of English that have achieved exemplary academic success in their second, acquired language, this document details findings from 49 school principals on nine factors, including school and student characteristics, instructional supports and strategies for ELLs, and barriers to effective instruction for ELLs.

- [Effective Practices for English Language Learners: Principals from Five States Speak](#)

### **Center on Instruction's Identifying Professional Development Needs in Mathematics: A Planning Tool for Grades 3-7**



This resource identifies 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. A Word version of the tool itself is also provided for easy use.

- [Identifying Professional Development Needs in Mathematics](#)
- [Word Version: Planning Tool for Identifying PD Needs in Mathematics](#)

**Other, COI-reviewed, resources available on the COI website that may be of interest to elementary school principals include:**

- [\*Current Models for Evaluating Effectiveness of Teacher Professional Development: Recommendations to State Leaders from Leading Experts\*](#). This document summarizes the proceedings of a CCSSO conference in which leaders in the fields of research and evaluation of teacher professional development discussed how to use findings from research to develop quality, effective professional development programs for teachers. It is available for download at [http://ld.mspnet.org/media/data/CCSSO\\_PD\\_Eval\\_Report.pdf?media\\_000000005626.pdf](http://ld.mspnet.org/media/data/CCSSO_PD_Eval_Report.pdf?media_000000005626.pdf).
  
- [\*Supporting Teachers Who Are Implementing Student Progress Monitoring: A Guide for Administrators\*](#). This PowerPoint presentation from the National Center for Student Progress Monitoring 2006 Summer Institute discusses issues related to successfully implementing CBM at the school or district level, including administrative leadership and support for staff and addresses how to support the implementation of CBM in classes that have students with disabilities and/or English Language Learners.
  - [Supporting Teachers who Are Implementing Student Progress Monitoring: A Guide for Administrators](#)
  - [Handouts for Supporting Teachers Who Are Implementing Student Progress Monitoring: A Guide for Administrators](#)

Please visit our website at <http://centeroninstruction.org> to find other relevant resources that can be downloaded **FREE**.

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The Center on Instruction is one of five content centers to support the regional comprehensive centers in providing technical assistance to SEAs and districts/schools in need of improvement. The goal of COI is to supply much of the research-based information, products, guidance, analyses, and knowledge on instruction in reading, mathematics, science, special education, and English language learning that Regional Comprehensive Centers use when working with States.

Please send any suggestions or comments regarding our E-Newsletter to [COI-info@rmcres.com](mailto:COI-info@rmcres.com). We would love to hear from you! If you've received this newsletter in error, or if you wish to unsubscribe, please email us at [COI-info@rmcres.com](mailto:COI-info@rmcres.com) and write "unsubscribe" in the subject line.

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