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**SPECIAL EDITION****COI RESOURCES FOR ARRA**

One of the guiding principles of the American Recovery and Reinvestment Act (ARRA) is to improve student achievement through continuous school improvement and reform. Education Secretary Arnie Duncan has encouraged states and schools to "take advantage of these short-term stimulus funds to invest in strategies that will drive improvements for years to come."

- As states, districts, and schools consider the use of State Fiscal Stabilization Funds or if they are applying for Race to the Top funding, COI's resources can guide them in decision-making about what reforms work and how to implement them most effectively.
- COI's resources can provide understanding on how to train and support teachers to improve teacher quality, use data to inform instruction, and turn around the lowest performing schools by providing high quality instruction, effective interventions, and support for teachers.
- COI's resources can help identify strategies to ensure that students receive the best education possible based on the latest research.

Below are some targeted products from the Center on Instruction which can be high-quality, effective resources to states, districts, and schools as they work in the four reform priority areas.

**Reform Priority: Effective Use of Data**

***A Comprehensive K-3 Reading Assessment Plan: Guidance for School Leaders.*** This document provides guidance to school leaders about a comprehensive assessment plan as a critical element of a school-level plan for preventing reading difficulties.  
<http://www.centeroninstruction.org/files/K-3%20Reading.pdf>.

***Curriculum-based Measurement in Mathematics: An Evidence-based Formative Assessment Procedure.*** This report describes Mathematics Curriculum-based Measurement (M-CBM) including basic procedures, implications for practice, and further resources. It also reviews the research that supports the use of M-CBM.

<http://centeroninstruction.org/files/CBMeasurements.pdf>.

***Practical Guidelines for the Education of English Language Learners: Research-based Recommendations for the Use of Accommodations in Large-scale Assessments.*** This book, the third in a series of three Practical Guidelines for the Education of English Language Learners, provides research-based recommendations on the use of accommodations to increase the valid participation of ELLs in large-scale assessments. The book is accompanied by a PowerPoint presentation with detailed slides and speaker notes to summarize and augment the information contained in the book, which may be used to provide professional development during inservice training to educators in elementary, middle, and high schools. <http://www.centeroninstruction.org/files/ELL3-Assessments.pdf>.

## **Reform Priority: Improving Teacher Quality**

***Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction.*** This guidance document provides recommendations (1) for improving literacy-related instruction in the content areas or across the entire school day, (2) for interventions for students reading below grade level, and (3) for supporting literacy development in adolescent English Language Learners. <http://www.centeroninstruction.org/files/Academic%20Literacy.pdf>.

***Effective Instruction for Adolescent Struggling Readers.*** This suite of resources is designed to guide the delivery of instruction for adolescent struggling readers, particularly secondary interventions in the general education context. It details selected research-based instructional practices associated with positive effects of adolescent struggling readers through (1) a meta-analysis, (2) a practice brief, (3) a professional development module consisting of a PowerPoint presentation and a facilitator's guide, and (4) a set of training-of-trainers materials. [http://centeroninstruction.org/resources.cfm?category=special&subcategory=&grade\\_start=&grade\\_end=#153](http://centeroninstruction.org/resources.cfm?category=special&subcategory=&grade_start=&grade_end=#153).

***Principal's Reading Walk-through K-3.*** This suite of professional development materials (PRWT) 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 introducing the PRWT to their staff. [http://centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade\\_start=&grade\\_end=#203](http://centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_start=&grade_end=#203).

***Leading for Reading: An Introductory Guide for K-3 Reading Coaches.*** This suite of materials is designed to prepare school-based reading coaches who work with teachers to improve reading instruction in K-3. It includes a participant's guide for use in the workshop sessions or as a long-term resource, a facilitator's guide to provide information for sessions leaders (including speaker notes, activity instructions), and a PowerPoint presentation with embedded video clips illustrating practical application of the content. [http://centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade\\_start=&grade\\_end=#176](http://centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_start=&grade_end=#176).

## Reform Priority: Turning Around Low-Performing Schools

***Extensive Reading Interventions in Grades K-3: From Research to Practice.*** This report summarizes high-quality research studies and synthesizes their findings on the effects of extensive reading interventions and related implications for practice for students with reading problems or learning disabilities in an RTI setting. <http://www.centeroninstruction.org/files/Extensive%20Reading%20Interventions.pdf>.

***Mathematics Instruction for Students with Learning Disabilities or Difficulty Learning Mathematics: A Guide for Teachers.*** This guide, a companion piece to the meta-analysis, *Mathematics Instruction for Students with Learning Disabilities or Difficulty Learning Mathematics: A Synthesis of the Intervention Research*, uses the findings from the meta-analysis to identify seven effective instructional practices 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. <http://centeroninstruction.org/files/Teaching%20Math%20to%20SLD%20LD%20Guide.pdf>.

***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 on the elements of an effective reading program in elementary school, critical tasks for principals as literacy leaders, and special considerations for reading after third grade. <http://www.centeroninstruction.org/files/Principals%20Guide%20Elementary.pdf>.

## Reform Priority: Standards and Assessments

***Assessments to Improve Instruction in Academic Literacy for Adolescents: A Guidance Document from the Center on Instruction.*** This document provides information about the key elements of a comprehensive assessment plan to improve literacy instruction for adolescents. It provides examples of assessments and assessment systems currently in use or under development to improve literacy instruction for students in grades 4-12. [http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade\\_start=&grade\\_end=#197](http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_start=&grade_end=#197).

***Curriculum-based Measurement in Mathematics: An Evidence-based Formative Assessment Procedure.*** This report describes Mathematics Curriculum-based Measurement (M-CBM) including basic procedures, implications for practice, and further resources. It also reviews the research that supports the use of M-CBM. [http://www.centeroninstruction.org/resources.cfm?category=math&subcategory=&grade\\_start=&grade\\_end=#122](http://www.centeroninstruction.org/resources.cfm?category=math&subcategory=&grade_start=&grade_end=#122).

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