



Selected COI Resources Addressing the ARRA Reform Area

Effective Leaders and Teachers

High Quality Instruction and Interventions

Academic Literacy Instruction for Adolescents: A Guidance

Document from the Center on Instruction. This document is designed to improve educational policy and practices in adolescent literacy. It recommends improvements in literacy-related instruction in the content areas and across the entire school day, interventions for students reading below grade level, and supporting literacy development in adolescent English Language Learners.

<http://www.centeroninstruction.org/files/Academic%20Literacy.pdf>

Effective Science Instruction: What Does Research Tell Us? A debate continues over what constitutes effective science instruction. This brief distills the research on science learning to inform a common vision of science instruction and describe the extent to which K–12 science education currently reflects this vision. A section on implications for policymakers and science education practitioners describes actions that could integrate the findings from research into science education.

<http://www.centeroninstruction.org/files/Characteristics%20of%20Effective%20Science%20Instruction%20REVISED%20FINAL.pdf>

Language and Reading Interventions for English Language Learners and English Language Learners with Disabilities.

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 intervention section focuses on successful efforts at remediating reading for ELLs who have either identified language impairment or reading and/or learning disabilities, or 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 ELL students who may or may not have an identified language and/or learning disability.

<http://www.centeroninstruction.org/files/Lang%20and%20Rdng%20Interventions%20for%20ELLs%20and%20ELLs%20with%20Disabilities.pdf>

Download these resources free at www.centeroninstruction.org

About COI

The Center on Instruction, a national comprehensive center funded by the U.S. Department of Education, collaborates with the nation's preeminent researchers, practitioners, and technical assistance providers to offer resources about instruction in reading, mathematics, science, special education, Response to Intervention (RTI), and English language learning. These resources include research syntheses, practice guides, professional development modules, and classroom observation tools that Regional Comprehensive Centers, state departments of education, and district and school administrators have successfully used in their work to improve the quality of instruction in our nation's schools.

As you apply for ARRA funds and implement your plan, COI's resources can help you identify reforms that work and how to implement them. As you advance reforms in the area of "effective leaders and teachers," consider that COI's resources cover:

- the research on high quality instruction and interventions;
- using data to inform instruction;
- high quality coaching and professional development for your teachers; and
- how to improve teacher and principal effectiveness.

This handout offers a selection of resources available from the Center on Instruction. You can download them for free from the COI website, www.centeroninstruction.org. Other resources, not COI-developed but COI-reviewed, are also available from the site.



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Mathematics Instruction for Students with Learning Disabilities or Difficulty Learning

Mathematics: A Guide for Teachers. From the findings of COI's meta-analysis *Mathematics Instruction for Students with Learning Disabilities or Difficulty Learning Mathematics: A Synthesis of the Intervention Research*, seven effective instructional practices were identified for teaching mathematics to K–12 students with learning disabilities. This guide 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 students who are experiencing difficulties in learning mathematics but are not identified as having a math learning disability.
<http://www.centeroninstruction.org/files/Teaching%20Math%20to%20SLD%20LD%20Guide.pdf>

Using Data to Inform Instruction

An Introduction to Progress Monitoring in Mathematics. This professional development module, consisting of a PowerPoint presentation and presenter's manual, describes progress monitoring, explains common techniques often mistaken for progress monitoring, and discusses the application of progress monitoring in mathematics at both the elementary and secondary levels.

http://www.centeroninstruction.org/resources.cfm?category=math&subcategory=&grade_start=&grade_end=#229

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/files/Assessment%20Guide.pdf>

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

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

Coaching and Professional Development for Teachers

Designing High Quality Professional Development: Building a Community of Reading Experts in Elementary Schools. This brief provides guidelines for building a high-quality professional development program to support reading instruction in elementary schools.

<http://www.centeroninstruction.org/files/Tip%20Sheet.pdf>

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. Designed to be used by Regional Comprehensive Centers in their work with State Departments of Education, this resource may also be used by SEAs and districts independently.

<http://www.centeroninstruction.org/files/Identifying%20PD%20Needs%20in%20Math%20A%20Planning%20Tool.pdf>

A Word version of the tool itself is also available:

<http://www.centeroninstruction.org/files/Needs%20Assessment%20for%20Mathematics%20Professional%20Development%20Dynamic%20Tool.doc>

Leading for Reading: An Introductory Guide for K–3 Reading Coaches. This suite of resource materials prepares school-based reading coaches to improve reading instruction in kindergarten through grade three. The materials support a four- or five-day professional development event, as well as alternate formats. The materials include three components: a Participant’s Guide, a Facilitator’s Guide (with speaker notes and activity instructions), and a slide presentation with embedded video clips that illustrate practical application of the content.

http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_start=&grade_end=#176

Principal Leadership

Adolescent Literacy Walk-through for Principals: A Guide for Instructional Leaders. This guide, designed to help principals monitor and support adolescent literacy instruction in their schools more effectively, can be used at the late elementary school level, in content-area classes in middle and high school, and with intervention groups or classes. It provides a scaffold to build principals' understanding of scientifically based reading so that principals can gather information about the quality of literacy and reading intervention instruction. It can also be used as a data collection guide for planning targeted professional development and resource allocation. It includes examples of what a principal might expect to see in a classroom as well as templates that states, districts, and schools may use or adapt.

<http://www.centeroninstruction.org/files/Adol%20Lit%20Walk%20Through.pdf>

Improving Literacy Instruction in Middle and High Schools: A Guide for Principals. This quick start guide for principals of both middle and high schools identifies three goals for secondary school literacy initiatives and describes elements of instruction required to meet these goals. It also outlines the critical elements of a school-level literacy action plan. This document is a companion to the *Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction* as well as *Assessments to Improve Instruction in Academic Literacy for Adolescents: A Guidance Document from the Center on Instruction*.

<http://www.centeroninstruction.org/files/Principal%20s%20Guide%20Secondary.pdf>

Principal’s Reading Walk-through: Kindergarten-Grade 3—Professional Development Module.

The Principal's Reading Walk-Through (PRWT) K–3 is a set of professional development tools to support principals in identifying and documenting research-based reading instruction in the classroom quickly and accurately. It includes a Participant's Guide, a Facilitator's Guide, a PowerPoint presentation (with embedded video clips of classroom scenarios), and a Principal's Orientation PowerPoint presentation with speaker notes to be delivered by principals when introducing the PRWT to their staff members. The recommended delivery modes are a one-day session followed by a half-day scheduled within a four-week time span, a weekly study group, or self-guided instruction. The full suite of materials for this professional development module can be found at

http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_start=&grade_end=#203



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