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**Our new website!**

The Center on Instruction has launched its updated website, designed to have a more contemporary look as well as provide easier access to your specific needs for high-quality, useful, and relevant educational resources. You can now navigate by topics of interest (left-hand side), which will take you to a page where you can easily *View All Available Resources* or make your selection of sub-categories and/or types of resources. Now you can also access COI professional developments relevant to those topics through the same search simply by checking the "Professional Development Events" box where applicable. However, you can still access Professional Developments Events by clicking on the link in the bar across the top of the web page, then selecting *View All Professional Developments Events* or make your selection by clicking on the specific topics listed there to view/download archived files of webinars, PowerPoint presentations used during in-person or virtual meetings, and handouts and other resources provided during the professional development events.

Of particular note is the addition of a new category of resources, **eLearning**, which will identify relevant reviewed resources on web-based learning, computer-based learning, virtual classrooms and digital collaboration. **IMPORTANT: To sign up or add eLearning to your preferences to receive notification whenever we post a new eLearning resource, please click [here](#).**

**New eLearning Resources**

***National Standards for Quality Online Teaching.*** This publication from iNACOL (International Association for K-12 Online Learning) provides states, districts, online programs, and other organizations with a set of quality guidelines for online teaching and instructional design. In addition to the scoring rubric, the document provides a list of references and resources for further information. The publication can be downloaded [here](#).

***Going Virtual! The Status of Professional Development for K-12 Online Teachers.*** This report is Phase I of the Going Virtual! research series and explores the practices and models of professional development being used in K-12 virtual schools and programs across the United States. Researchers from Boise State University conducted a national survey of online K-12 teachers, administrators, and professional development trainers specifically working with fully online programs and courses in 2006-2007. The findings add to the emerging knowledge of professional development for state-led programs by looking more in-depth and across multiple contexts of K-12

online schools and programs. The report can be downloaded [here](#).

***Going Virtual! Unique Needs and Challenges of K-12 Online Teachers.*** This report is Phase II of the Going Virtual! research series and analyzes the unique needs and challenges of K-12 online teachers. Boise State University conducted a national survey during Fall 2008 of online teachers from virtual schools, supplemental online programs, and brick-and-mortar programs offering online courses. The findings provide practical information for policymakers seeking to establish national and state standards for K-12 online teachers and for trainers designing professional development programs. The report can be downloaded [here](#).

***Virtual K-12 Public School Programs and Students with Disabilities: Issues and Recommendations - A Policy Forum Proceedings Document.*** Because so little is known about how virtual K-12 public school programs are serving students with disabilities, Project Forum at NASDSE (National Association of State Directors of Special Education) convened a policy forum in February 2010. This proceedings document brief also details the policy recommendations developed during the forum to address these challenges. To access this brief, click [here](#).

***Professional Development for Virtual Schooling and Online Learning.*** This issue brief from the North American Council for Online Learning recognizes that professional development is a current concern in K-12 online learning. It examines the types of professional development necessary to implement successful online learning initiatives such as developing new distribution methods to enable equity and access for all students, providing high-quality content, and shifting management structures to support performance-based approaches through data-driven decision-making. It is available for download [here](#).

***When Success Is the Only Option: Designing Competency-based Pathways for Next Generation Learning.*** This document from iNACOL summarizes the current status of competency-based programs throughout the country. Competency-based programs have the potential to aid in the evolution of education from a time-and-place-based system to a student-centric model of learning that provides students with multiple pathways for mastering competencies and/or standards. Included in the report is a definition of competency-based programming, descriptions of current programs, a discussion of challenges facing innovators, and a comprehensive list of resources. Although online learning is not specifically addressed in the report, there are substantial implications for competency-based pathways in eLearning. The document can be downloaded [here](#).

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The Center on Instruction is one of five content centers that 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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