



Special Edition # 3 - COI Resources for Great Teachers

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CONTACT US

Center on Instruction
Angela Penfold
Project Director

RMC Research Corporation
1000 Market St., Bldg. 2
Portsmouth, NH 03801

603-422-8888
1-800-258-0802
Fax: 603-436-9166
COI-Info@rmcres.com
www.centeroninstruction.org

One of the priorities of the U.S. Department of Education is Great Teachers and Leaders. In this third issue of the Special Edition series of COI Today, we highlight a few of our tools and resources designed specifically to **help teachers become more effective**. These resources 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>.

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



This guide from the Center on Instruction 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.

An archived WebEx introducing the guide can also be downloaded at <http://tinyurl.com/bnro4p>. The document itself can also be downloaded [here](#).

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



This guide for teachers developed by the Center on Instruction is a companion piece to the meta-analysis from the Center on Instruction's *Mathematics Instruction for Students with Learning Disabilities or Difficulty Learning Mathematics: A Synthesis of the Intervention Research*. Based on the findings of this report and *The Final Report of the National Mathematics Advisory Panel*, seven effective instructional practices were identified for teaching mathematics to K-12 students with learning disabilities. The document can be downloaded [here](#).

Bringing Literacy Strategies into Content Instruction



This document provides research-based guidance on academic literacy instruction in the content areas, specifically focusing on the effective use of text in content areas. It reviews the research evidence about content-area literacy instruction for adolescents and suggests ways teachers can use content-area texts to enable students to understand the vocabulary and concepts they contain. It also provides a brief synopsis of working

with adult learners and the most promising professional development practices identified in research.

An archived webinar providing an introduction to this document can be accessed [here](#). The document itself and the PowerPoint presentation can be downloaded [here](#).

Instructional Models and Strategies for Teaching English Language Learners



This publication from the Center on Instruction offers educators and policymakers guidance on research-based strategies that have been effective in instructing English Language learners (ELLs). Regardless of the model that school districts select, teachers--especially those who have not been trained to work with ELLs--need help to determine the most effective strategies to accelerate student learning and maximize instructional time.

An archived webinar providing an introduction to this document can be accessed [here](#). The document itself and the PowerPoint presentation can be downloaded [here](#).

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



This report developed by the Center on Instruction 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. It 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. The document can be downloaded [here](#).

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



This suite of resource materials developed by the Center on Instruction is designed to prepare school-based reading coaches who work with teachers to improve reading instruction in kindergarten through grade three. 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.

[Facilitator's Guide](#)
[Participant's Guide](#)
[PowerPoint Presentation Module](#)

An archived webinar providing an introduction to the professional development module can be accessed [here](#).

Effective Instruction for Adolescent Struggling Readers: A Practice Brief



This practice brief from the Center on Instruction addresses the five reading components, compares successful and struggling readers' behaviors, and describes effective school-based instructional practices. It is part of a suite of resources detailing selected research-based instructional practices associated with positive effects for adolescent struggling readers. The suite is comprised of (a) a meta-analysis, (b) a practice brief, (c) a professional development module, and (d) training of trainers materials. The entire suite of materials, including the practice brief, can be downloaded [here](#).

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



Although writing has received less attention than reading, it is a critical aspect of literacy and one in which effective instructional techniques and intervention models are needed. The Center on Instruction's synopsis distills the findings reported in **Writing Next**, with special attention to findings for students with learning disabilities. It identifies 11 instructional strategies, listed in decreasing order of effect size.

An archived webinar in which co-author Steve Graham described the results and implications presented in this report can be accessed [here](#). The synopsis is available for download [here](#).

Other resources (COI-reviewed) available on the COI website useful to teachers include:

[Doing What Works \(DWW\) Website](#). Doing What Works (DWW) is a website dedicated to assisting teachers in the implementation of effective educational practices. It contains practice guides developed by IES that evaluate research on the effectiveness of teaching practices described in the guides and examples of possible ways this research may be used. To access this website, visit <http://dww.ed.gov>. DWW also provides tables describing the DWW tabs that address literacy and provides a quick reminder about the content to enhance presentations, professional development and general usage of the materials. The "Roadmaps" to Early Childhood Language and Literacy and Adolescent Literacy provide a quick overview and are available for download below, along with the more detailed inventories of the DWW website by topic. The documents can be downloaded [here](#).

[Improving Reading Comprehension in Kindergarten through 3rd Grade](#). This guide presents a set of evidence-based practices that teachers and other educators can use to successfully teach reading comprehension to young readers. The panel review indicates that students who read with understanding at an early age gain access to a broader range of texts, knowledge, and educational opportunities, making early reader comprehension instruction particularly critical. It also describes the evidence that supports the practices and gives examples of how they can be implemented in the classroom. The practice guide can be downloaded [here](#).

[Differentiated Instruction: Part 1](#). This packet of materials developed by the Vaughn Gross Center for Reading and Language Arts provides presenter notes as well as participant handouts for a training for teachers as they implement differentiated instruction in the classroom. It discusses the different dimensions of instruction and how to differentiate within and across these dimensions to meet students' needs. It also discusses the importance of using good management techniques to effectively differentiate instruction. The documents can be downloaded [here](#).

[Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades](#). This practice guide from IES to help educators identify struggling readers and implement evidence-based strategies to increase academic achievement. It details screening students for reading problems, designing a multi-tier intervention program, adjusting instruction to help struggling readers, and monitoring student progress. The guide can be downloaded [here](#).

[Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#). This practice guide from IES offers five evidence-based recommendations for educators to use to improve literacy levels among adolescents in upper elementary, middle, and high schools. It also discusses the quality and quantity of evidence that supports them. This guide will help educators implement strategies to improve literacy practices, with examples of how this implementation may occur in a school setting. To access this document, click [here](#).

[Teaching Exceptional Children](#). The Council for Exceptional Children's May/June 2007 issue, edited by guest editors Douglas and Lynn Fuchs, provides a cogent framework for understanding RTI as a means of preventing academic failure and identifying students as having learning disabilities. The articles in this special issue present a coherent set of developmental practices that can provide administrators and practitioners with an understanding of the benefits of using RTI and demonstrate how instruction and a tiered approach to service delivery, along with progress monitoring, can be implemented within schools and classrooms. The articles can be accessed [here](#).

[The Secondary Literacy Instruction and Intervention Guide](#). This 2007 guide developed by the Stupski Foundation provides an overview of the Content Literacy Continuum (CLC), a replicable district-level model of instruction to meet the differentiated needs of struggling adolescents. This guide can be downloaded [here](#).

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

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 key topics related to the Elementary and Secondary Education Act (ESEA) to the 16 Regional Comprehensive Centers for their work with states and districts.

If you've received this newsletter in error, or if you wish to unsubscribe, please email us at COI-info@rmcres.com.

Center on Instruction, Angela Penfold, Project Director
[RMC Research Corporation](#)

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