**Special Edition # 2
COI Resources for Great Leaders:
Middle and High School Principals**

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In this second issue of the **Special Edition Series** of **COI Today**, we address resources for **middle and high school principals.**

The Center on Instruction recently introduced this series of monthly Special Editions of the **COI Today** newsletter to 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 the Special Editions, as well as the regular issues of **COI Today**, are available for download at the Center on Instruction website http://centeroninstruction.org. All of our research-based and rigorously reviewed resources are also available **free** for download.

One of the priorities for the reauthorization of ESEA is Great Leaders and Great Teachers. To help principals become more effective as Great Leaders, in last month's issue we highlighted a few of our tools designed specifically for *elementary school principals*. In this month's issue, we are focusing on tools specifically targeted for use by *middle and high school principals.*

Center on Instruction's
[Adolescent Literacy Walk-through for Principals: A Guide for Instructional Leaders – Grades 4-12](#)

This guide and accompanying scenarios of adolescent literacy instruction from the Center on Instruction, 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 instruction, as a means for a principal to gather information about the quality of literacy and reading intervention instruction in a school, and as a data collection guide for planning targeted professional development and resource allocation. It includes examples of what
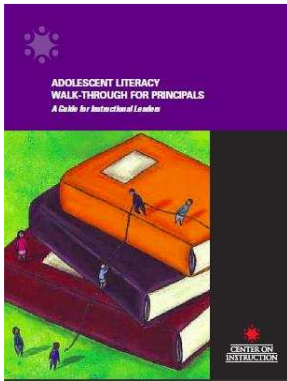
a principal might expect to see in a classroom as well as templates that states, districts, and schools may use or adapt.

The just-released supplementary scenarios, in response to requests from the field for illustrations of the concepts in the guide, provide examples of adolescent literacy instruction for 4th and 5th grade classrooms, and both content-area and reading intervention classrooms in grades 6-12. It also contains a brief summary of the walk-through guide itself, an orientation to the scenarios, and suggestions for ways to use them.

The Center on Instruction held a webinar August 10, 2009, as an orientation to this guide and to explain how an adolescent literacy principal walk-through process can be used to support state and district literacy plans. The archived WebEx file and PowerPoint presentation can be accessed at https://rmcres.webex.com/rmcres/lsr.php?AT=pb&SP=TC&rID=12741467&act=pb&rKey=8dcdd786ca5d8c09.

- Adolescent Literacy Walk-through for Principals: A Guide for Instructional Leaders - Grades 4-12
- Eight Scenarios Illustrating the Adolescent Literacy Walk-through for Principals
- PowerPoint: Adolescent Literacy Walk-through for Principals

Center on Instruction's Improving Literacy Instruction in Middle and High Schools: A Guide for Principals
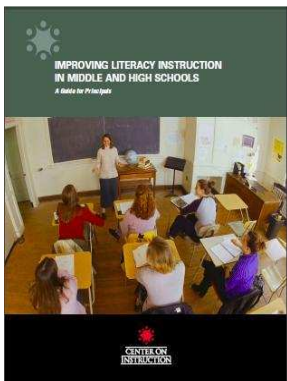
This "quick start" guide for principals of both middle and high schools from the Center on Instruction identifies three goals for secondary school literacy initiatives and provides elements of instruction required to meet these goals. It then outlines the critical elements of a school-level literacy action plan.

- Improving Literacy Instruction in Middle and High Schools: A Guide for Principals

Center on Instruction's Instructional Models and Strategies for Teaching English Language Learners
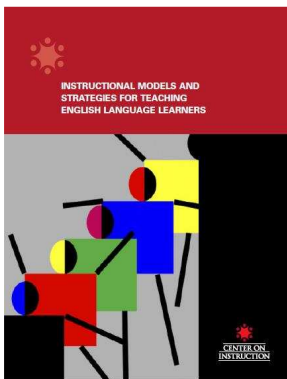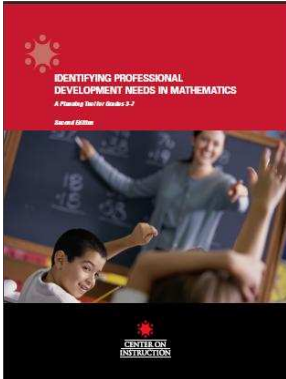
This publication from the Center on Instruction offers educators and policy-makers guidance on research-based strategies that have been effective in instructing English Language learners (ELLs). Regardless of the model that school districts select, teachers-- especially those who have not been trained to work with ELLs-- need help to determine the most effective strategies to accelerate student learning and maximize instructional time. This document outlines key contextual factors that decision-makers should take into account when making instructional choices for ELLs, provides a brief overview of bilingual and English-only instructional models, and considers the influence of the language of instruction on academic outcomes for ELLs.

The Center on Instruction held a webinar July 28, 2010, as an orientation to this document. The archived WebEx file and the PowerPoint presentation can be accessed at https://rmcres.webex.com/rmcres/lsr.php?AT=pb&SP=TC&rID=15200717&act=pb&rKey=3d078193497244ca.

- Instructional Models and Strategies for Teaching English Language Learners

- PowerPoint: Instructional Models and Strategies for Teaching English Language Learners

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

This newly updated resource from the Center on Instruction 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.

The second edition of this tool provides revised category headings for the needs assessment tool itself and clarifies several explanations of how the tool can be used. An upgraded edition of the Word version of the tool itself is also provided.

- Identifying PD Needs in Math - 2nd Edition

- Word Version: Identifying PD Needs in Math

Center on Instruction's Effective Practices for English Language Learners: Principals from Five States Speak
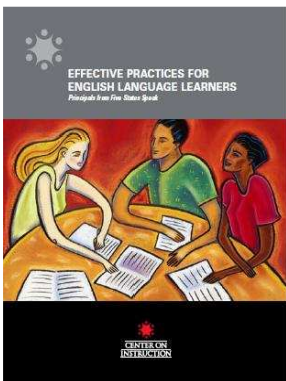
This document addresses questions about how best to assist students who face the significant dual challenge of acquiring the content knowledge necessary for academic success and simultaneously developing their English language competency. Looking at key practices in schools with high populations of non-native 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 Effective Instructional Practices for Students with Difficulties in Mathematics: Findings from a Research Synthesis

This PowerPoint, presented at the November 13-14, 2006, Math Summit: Providing Evidence-Based Practices and Implications of NCTM Focal Points, provides a review of meta-analysis findings on effective instructional practices for elementary and middle school students in the delivery of mathematics instruction.

- Effective Instructional Practices for Students with Difficulties in Mathematics: Findings from a Research Synthesis/Gersten,

Baker, and Chard

Effective Instructional Practices For Students with Difficulties in Mathematics: Findings from a Research Synthesis

Russell Gersten
Scott Baker
David Chard

Presented at the Center on Instruction
Mathematics Summit
November 13, 2006
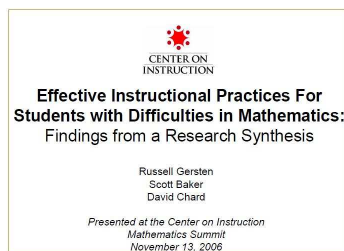
Other, COI-reviewed, resources available on the COI website that may be of interest to middle and high school principals include:

Teacher Support

- ***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.

- ***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

Response to Intervention

- **Response to Intervention: The Future of Secondary Schools**. This article is the first in a two-part series on RTI at the secondary level in the March 2008 issue of the National Association of School Psychologists (NASP) Principal Leadership. It includes a general explanation of RTI, its importance to secondary school principals, and a description of the components of effective RTI programs. It is available for download at http://www.nasponline.org/resources/principals/RTI%20Part%201-NASSP%20February%202008.pdf.

- **Response to Intervention at the Secondary Level**. This article is the second in a two-part series on RTI at the secondary level in the March 2008 issue of the National Association of School Psychologists (NASP) Principal Leadership. It discusses tiered interventions including whole-school, small-group, and individual interventions that make RTI initiatives successful. It is available for download at http://www.nasponline.org/resources/principals/RTI%20at%20the%20Secondary%20Level%20Part%20II%20March%20NASSP.pdf.

- **RTI in a Secondary School Setting**. In this archived presentation hosted by

SchoolsMovingUp, a high school administrator, a central office administrator, and a project lead/instructional coach share their experiences from four years of implementing the Content Literacy Continuum (CLC), a type of RTI framework, in a high poverty, high minority, suburban/semi-rural high school identified for improvement. To access this archived webinar, visit http://www.schoolsmovingup.net/cs/smu/view/e/2841. Viewing the archives requires registration but it is free and requires no obligation.

Mathematics Instruction

- **Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle Schools.** Taking early action may be key to helping students struggling with mathematics. This guide from the Institute of Educational Sciences (IES) makes eight recommendations designed to help teachers, principals, and administrators use Response to Intervention for the early detection, prevention, and support of students struggling with mathematics.

  - Assisting Students Struggling with Mathematics RTI for Elementary & Middle Schools

Literacy Instruction

- **Creating a Culture of Literacy: A Guide for Middle and High School Principals**. This 2005 report from the National Association of Secondary School Principals describes research-based practices that can be used to create a secondary school literacy instructional plan that not only targets the literacy of all students but also encourages postsecondary education and the enhancement of future employability. It also includes descriptions of schools that have implemented these practices. A hard copy of the document is $21 from the National Association of Secondary School Principals. However, it is available for free in PDF format from several internet sites, such as http://www.ecs.org/html/Document.asp?chouseid=6478.

- **Literacy Instruction in the Content Area: Getting to the Core of Middle and High School Improvement**. This report from the Alliance for Excellent Education describes issues that must be addressed as students move beyond achieving basic reading fluency, vocabulary, and comprehension skills to more advanced literacy skills that will enable them to succeed in academic content areas. It is available at http://www.all4ed.org/files/LitCon.pdf.

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