



Selected COI Resources Addressing the ARRA Reform Area

Turning Around Struggling Schools

Leading and Managing

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

This “quick start” guide for high school and middle school principals identifies three goals for secondary school literacy initiatives and provides elements of instruction required to meet them. 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 collection of tools for use in classroom walk-throughs, particularly in identifying research-based reading instruction in the classroom quickly and accurately. The tools include a participant’s guide, a facilitator’s guide, a PowerPoint presentation for facilitators (with embedded video clips of classroom scenarios), and a principal’s orientation PowerPoint with speaker notes to be delivered by principals when introducing the walk-through to their staff. Three delivery modes are recommended: a one-day session followed by a half-day session scheduled within four weeks; a weekly study group; or self-guided instruction.

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

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 middle and high school content-area classes, and with intervention groups or classes. It provides three types of support: building principals’ understanding of scientifically based reading instruction; helping principals gather information about the quality of literacy and reading intervention instruction; and guiding principals in data collection for planning targeted professional development and resource allocation. It

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 guide you in your decision-making about what reforms work and how to implement them most effectively. As you consider how to advance reforms in the area of “turning around our lowest achieving schools,” consider that

- COI’s resources can help you understand research-based practices to provide high quality instruction and effective intervention to reach struggling students.
- COI’s resources can help Principals understand how to plan initiatives to improve the instructional programs for students and how to serve as an instructional leader at their school.

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 COI website.



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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>

Instruction

Reading and Literacy

Reviewing a Reading Program K–12. This set of professional development tools guides reviewers of reading programs through the process developed by the Florida Center for Reading Research (FCRR). It consists of a PowerPoint, Facilitator's Guide and Participant's Guide.

http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_start=&grade_end=#175

Effective Instruction for Adolescent Struggling Readers. This collection of resources has two purposes. First, it guides the delivery of instruction for adolescent struggling readers, particularly secondary interventions in the general education context. Second, it deepens technical assistance providers' knowledge of reading-related issues for adolescents with reading difficulties and learning disabilities and enriches providers' work with SEAs and LEAs. Detailing selected research-based instructional practices associated with positive effects for adolescent struggling readers, this collection comprises (a) a meta-analysis, (b) a practice brief, (c) a professional development module, and (d) training of trainers materials.

All components can be found here:

http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_start=&grade_end=#153

Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction. This document recommends specific improvements for literacy-related instruction in the content areas or across the entire school day; suggests interventions for students reading below grade level, and suggests ways to support literacy development in adolescent English Language Learners. Also included are comments from experts about improving academic literacy in adolescents and examples of state activities in support of improved adolescent literacy in California, Florida, Rhode Island, and Washington.

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

Math and Science

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. 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.

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

A Word version of the tool itself is also provided:

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

Mathematics Instruction for Students with Learning Disabilities or Difficulty Learning

Mathematics: A Synthesis of the Intervention Research. This meta-analysis synthesizes experimental and quasi-experimental research on instruction that enhances the mathematics performance of students with learning disabilities in grades 1–12. It reports the findings from this synthesis, discusses the implications for practice, and suggests next steps for research and professional development efforts in this field.

<http://www.centeroninstruction.org/files/Teaching%20Math%20to%20SLD%20Meta-analysis.pdf>

Mathematics Instruction for Students with Learning Disabilities or Difficulty Learning

Mathematics: A Guide for Teachers. Based on the findings of the 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*, specifies research-based recommendations for students with learning disabilities and for students who experience 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>

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 final 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>

Response to Intervention

RTI CTRL: Response to Intervention Classification Tool and Resource Locator. This resource contains both a web-based self-assessment and resource filtering tool that SEAs can use to (a) determine their level of RTI implementation and (b) find relevant resources. The self-assessment allows users to indicate their current implementation activities within several elements of RTI. The results of the assessment yield a set of resources unique to the user's implementation level—resources that will likely prove useful in further RTI implementation.

<http://www.rtictrl.org>.

Conversations with Practitioners: Current Practice in Statewide RTI Implementation—

Recommendations and Frequently Asked Questions. This document describes state-level efforts to implement RTI in eight states. A planning meeting with representatives from each of the eight states and their respective Regional Comprehensive Centers was held in March 2008. Participants identified important implementation considerations and recommended technical assistance strategies related to the implementation of RTI at the state level. This document summarizes the findings from the meeting. Frequently asked questions about state-level RTI implementation appear throughout the document. Information on school-level implementation of RTI can be found in *Implementing Response to Intervention: Practices and Perspectives from Five Schools—Frequently Asked Questions*, which is also available for download on the COI website.

<http://www.centeroninstruction.org/files/Conversations%20with%20Practitioners%20Corr.pdf>

Multi-Tier Intervention and Response to Interventions for Students Struggling in Mathematics.

This summary of nine studies provides information about evidence-based practices for Tier 2 interventions and how to use RTI in mathematics. The annotated bibliography identifies and describes the most current research available on the use of RTI to help students struggling to learn mathematics.

<http://centeroninstruction.org/files/Summary%20of%209%20studies%20on%20RTI%20math%20and%20struggling%20math%20students.pdf>

English Language Learners

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 interventions that have demonstrated success at remediating reading for ELLs who have either identified language impairment, reading and/or learning disabilities or ELLs who perform 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 these student groups.

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

Practical Guidelines for the Education of English Language Learners: Research-based Recommendations for Instruction and Academic Interventions.

The first in a series of three books on Practical Guidelines for the Education of English Language Learners, this book provides evidence-based recommendations for anyone seeking to make informed decisions about instruction and academic interventions for ELLs: policymakers, administrators, and teachers in K–12 settings. The domains of focus include reading and mathematics, and the recommendations apply to both a class-wide instructional format and individualized, targeted interventions, depending on the population and the goals of the instruction.

<http://www.centeroninstruction.org/files/ELL1-Interventions.pdf>

Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for Serving Adolescent Newcomers.

This book, the second in a series of three books on Practical Guidelines for the Education of English Language Learners, deals primarily with ELLs who are adolescent newcomers to the U.S. and who have relatively short time to simultaneously develop academic language skills and master grade-level content. This book provides evidence-based recommendations for policymakers, administrators, and middle and high school teachers who seek to make informed decisions about effectively serving adolescent newcomers.

<http://www.centeroninstruction.org/files/ELL2-Newcomers.pdf>



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