

Research – Resources – Report

1-888-605-1951

February 2009

www.dpi.state.nd.us/title1/index.shtm

Mission: To gather and share current research and resources with educators.

Research And Resources

☞ Accelerated Math

Accelerated Math is a progress-monitoring software tool that manages and monitors mathematics skills practice, from first grade math through calculus. Accelerated Math automatically prints customized practice assignments and tests for each student, scores student's work, and reports the results immediately. It keeps track of all student work and gives the teacher diagnostic information by printing individual and class reports. This report provides descriptions, definitions, synonyms, organizer terms, and types of use. It also includes valuable feedback from various educators.

http://wik.ed.uiuc.edu/index.php/Accelerated_Math

☞ Algebra in First Grade

Some Oregon students are being introduced to algebra as early as first grade – an approach that is paying off in later grades, with 80% of the eighth-graders passing state math exams. Instead of using flash cards and memorization techniques, students are asked to defend how they arrived at an answer, which teachers say helps them understand the lessons.

http://www.oregonlive.com/news/index.ssf/2008/12/math_education.html

☞ Coaches Help Lift Up Literacy in Schools

Instructional coaches, literacy coordinators, specialists – whatever you call them, these individuals step out of their classrooms to help other teachers become more effective in their instruction. They work side-by-side with teachers in the classroom observing, modeling, providing feedback, and planning lessons according to the needs and goals of individual teachers. Due to the expansion of coaching at the federal, state, and local levels, practitioners who have little data about the effectiveness and impact of coaching must decide whether or not to use literacy coaches.

<http://www.indystar.com/apps/pbcs.dll/article?AID=/20090129/L/OCAL0103/901290341>

☞ ECS Highlights Tools to Strengthen High School Transitions and Success

The Education Commission of the States (ECS) has released three new resources focused on policies to ensure academic success in high school. The policy briefs build on research suggesting the ninth-grade transition year, along with parental engagement and teacher preparation, are critical to academic success in and after high school. These policy briefs provide real answers to help state and district level leaders get parents of high school students involved in meaningful ways.

www.ecs.org/clearinghouse/79/10/7910.pdf

☞ Information About Classroom Walk-Throughs

When school and district leaders want to evaluate how particular goals or learning standards are being incorporated into daily classroom practices, a short walk-through may be appropriate. The following link contains timing tips, procedures, and points to remember when conducting a walk-through in any classroom.

http://www.ieanea.org/local/aeaw/content.asp?active_page_id=153

☞ National Early Literacy Panel Report

The National Early Literacy Panel Report, *Developing Early Literacy*, identifies research-based literacy best practices, reveals the best early predictors of literacy that provides clues for unlocking life-long learning, and underscores the need for translational research to address the gap in our nation's understanding of literacy. This report can provide teachers and families with knowledge on how young children's development can best be supported. In addition, the report can be used to shape educational policy and practice.

http://www.nifl.gov/nifl/news_events/NELP01-08-09.html

☞ New Ways to Score Intelligence

A new way to score IQ tests may help parents of children with intellectual disabilities to better understand their child's abilities, researchers say. "If this new method becomes widely available, we will be able to tell parents something more useful and more accurately diagnose and treat young children [with learning disabilities]," said Dr. David Hessel, a physician and University of California, Davis, associate professor of clinical psychiatry who led the study.

<http://www.sciencedaily.com/releases/2008/12/081215112701.htm>

☞ Study – Poverty May Impact Brain Development

"It's not just that these kids are poor and more likely to have health problems, but they might actually not be getting full brain development from the stressful and relatively impoverished environment associated with low socioeconomic status: fewer books, less reading, fewer games, fewer visits to museums," says Robert Knight, director of the Helen Wills Neuroscience Institute. The sample size is small, so educators should be wary of drawing large conclusions from this study.

<http://www.wholechildeducation.org/blog/?storyId=24471>

