


Research – Resources – Report

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

Mission: To share and disseminate current research and resources to educators.

Research	Resources
<p>☞ Classroom Strategies for Helping Low-Achieving Students Meet Standards</p> <p>Research shows that student success or failure depends, in large part, on what goes on in the classroom (see the School quality vs. student background page on this website). In 2002, McREL researchers synthesized current research on classroom strategies to identify those that are most effective in raising the achievement of students who are low achieving or at risk of failure. This synthesis of research identified six general classroom strategies found to be most effective.</p> <p>www.mcrel.org/Newsroom/hottopicStrategies.asp</p> <p>☞ Rural Schools That Beat the Odds</p> <p>Read the stories of successful, high-needs rural schools in McREL's research report. The report contains four case studies of <i>Rural Schools that Beat the Odds</i> by highlighting how these four unique rural schools have helped their students achieve despite the hardships they face. The success stories presented in this report can give schools ideas to use in their own school improvement efforts.</p> <p>www.mcrel.org/topics/products/235</p> <p>☞ Instructional Practices Associated with Higher Levels of Student Achievement</p> <p>What, exactly, do highly effective teachers do in their classrooms to help students learn at higher levels? Research tells us that one key trait of effective teachers is their use of instructional strategies that work.</p> <p>Through a meta-analysis of more than 30 years of research on classroom instruction on student achievement, McREL researchers identified nine categories of instructional strategies that have a high probability of improving student achievement.</p> <p>www.mcrel.org/Newsroom/hottopicInstruction.asp</p>	<p>☞ A Principal's Guide to Intensive Reading Interventions for Struggling Readers in Early Elementary Schools (K-3)</p> <p>This guide provides information critical to developing and implementing an effective school-level intervention program. It is designed to provide some guiding principles along with examples of how these principles can be operationalized to develop an effective school-level system for meeting the instructional needs of all students.</p> <p>www.centeroninstruction.org/files/Principal%20s%20Guide%20to%20Intervention1.pdf</p> <p>☞ Effective Reading Programs for Middle and High Schools: A Best Evidence Synthesis</p> <p>This report, by Robert Slavin from Johns Hopkins University (August 13, 2007), provides a list of reading programs that have been proven to help middle and high school students in grades 6-12 to succeed. This report includes reading curricula, computer assisted instruction, and instructional process programs.</p> <p>www.bestevidence.org click on "Secondary Reading"</p> <p>☞ A Wealth of Math Resources</p> <p>This link on the Center of Instruction's website contains numerous math resources, including screening tools, a multi-tiered intervention model, evidence-based practices and interventions, and much more!</p> <p>www.centeroninstruction.org/resources.cfm?category=math&subcategory=&grade_start=&grade_end=</p> 

Research (continued)

☞ Want to be Good at Science? Math is Key

A *San Francisco Chronicle* article, written by Randolph Schmid, AP Science Writer, reports on research that finds students who take more mathematics courses in high school are more likely to succeed in college-level science courses. This fact, gathered from results of a student survey conducted by researchers at the Harvard-Smithsonian Center for Astrophysics, comes as no surprise to most people.

“The most important thing for high school science teachers is to make sure there is lots of math in whatever science course they teach,” Sadler said. “Math is so important in college science.” This research is supported by the National Science Foundation.

<http://sfgate.com/cgi-bin/article.cgi?f=/n/a/2007/07/26/national/w111044D35.DTL>

☞ Benefits of Hand Gestures

According to a *Washington Post* article, research shows that educators who use hand gestures while teaching are more likely to convey their ideas to their students. The article goes on to report that students who make hand movements while thinking about new ideas have a better chance of retaining information.

Researchers today are looking beyond the dated perception that the brain functions like a computer, and instead, are exploring the pathways that link the body and mind – and their findings are influencing education.

www.washingtonpost.com/wp-dyn/content/article/2007/08/05/AR2007080501179.html

☞ Research on Students Most At Risk of Dropping Out

The Education Commission of the States (ECS) recently released a brief that summarizes the findings of five studies that address issues such as:

- Early predictors for dropping out of school
- Ninth-grade predictors of risk
- School characteristics linked to higher graduation rates

<http://www.ecs.org/clearinghouse/75/33/7533.pdf>

Resources (continued)

☞ Evidence-Based Interventions and Lesson Plans

This is a website devoted to sharing proven teaching practices. It contains a variety of resources for reading, math, and writing interventions; assessment screening; and progress monitoring. It also includes printable lesson plans defining the materials required, the time needed to implement, and a step-by-step listing of the process to follow.

www.gosbr.net

☞ Response to Intervention at the High School Level

Meeting the Needs of Significantly Struggling Learners in High School: A Look at Approaches to Tiered Intervention, authored by Helen Duffy of the National High School Center at the American Institutes for Research, takes a look at the issues involved in successfully implementing Response to Intervention (RTI) at the secondary school level. The report defines two RTI models, explores the benefits and challenges faced at the high school level, and outlines the resources needed to support this work.

www.betterhighschools.org/docs/NHSC_RTIBrief_08-02-07.pdf

☞ A Website for All

The Florida Center for Reading Research has an outstanding website with resources for teachers, parents, and administrators.

- Teachers – Under the “For Teachers” section, there are detailed lesson plans on teaching reading.

In addition, there is an entire site devoted to Interventions for Struggling Readers.

- Administrators – Under the “For Administrators” section, check out the principals walk through checklists.

These checklists provide principals of kindergarten through third grade with a tool to effectively structure classroom visits in order to observe effective reading instruction. This tool provides a snapshot of classroom organization, instruction, and learning opportunities in the reading classroom.

www.fcrr.org

