

## Great Resources

There is a world of information about the results of high quality educational research. However, linking this research to the world of teachers has been a problem. Research journals are expensive, teachers have not typically been trained to seek out and interpret this resource, and there often remains the thorny issue of implementation of research into effective practice.

The web has provided an access portal to vast quantities of information, but, as we've all experienced, there is no guarantee of the quality of such information. There are many sites that claim to make use of an evidence-base – often to sell a product. So separating worthwhile, trustworthy sites can be a fraught process.

The following list is one informally developed over a number of years through researching materials for teachers to read as an introduction to how evidence-based practices might be incorporated into one's teaching.

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**[Video Clips of DI in Action](#)** In addition to videos showcasing DI in the classroom, this page also offers interviews with teachers, video case studies, and an interview with Zig Engelmann, creator of Direct Instruction. <http://education-consumers.org/DIvideos.htm>

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**Individual Growth and Development Indicators (IGDIs)** can be employed to assess the effects of one's teaching. What's needed are (a) goals or standards, (b) points of comparison against which to assess change or difference, and (c) trustworthy ways of measuring students' performance. Useful for Response to Intervention program monitoring.

<http://www.myigdis.com/>

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Various helpful **literacy and numeracy sites** at:

<http://www.catplace.net/teachersfavourites/literacy.html>

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### **Lead for Literacy from Harvard**

<http://isites.harvard.edu/icb/icb.do?keyword=lesaux&pageid=icb.page541445>

The Harvard Graduate School of Education has published a series of one-page memos for policymakers and early learning leaders on how to improve early literacy. These **Lead for Literacy** one-pagers use research-based evidence and are designed to help leaders avoid common mistakes in early education programs. Each memo revisits assumptions that guide current policies and practices, outlines common pitfalls, and presents solutions to pressing issues.

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This excellent video on synthetic phonics was produced by a Speech pathologist, Alison Clarke.

<http://www.youtube.com/watch?v=9e8SJFuGRFM>

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**Child Trends offers reviews of specific programs for various issues.**

**Child Trends** reviews studies of children at each stage of their development. <http://www.childtrends.org>

- **[Child Poverty](#)**: the effects of poverty on children's development
- **[Child Welfare](#)**: children and adoption, foster care, and kinship care
- **[Early Childhood Development](#)**: children's development from birth through early elementary school
- **[Education](#)**: children's academic achievement (K-12) and behavior in school; how families, communities, and schools help support children
- **[Fatherhood & Parenting](#)**: how involved parents affect their children and adolescents
- **[Health](#)**: the physical and socio-emotional health of children and teens

- **Evaluation**:the use of data to assess the strengths and weaknesses of programs and, policies to improve their effectiveness
- **Indicators of Child Well-Being**: the use of trends information from infancy through early adulthood
- **Marriage & Family**:sexual behavior, contraception, pregnancy, and childbearing
- **Positive Development**: measurement of positive behaviors, relationships, and attitudes
- **Teen Sex & Pregnancy**: factors associated with risky adolescent sexual behavior and teen pregnancy
- **Youth Development**:research and evaluation of out-of-school time programs.

For Example, WHAT WORKS FOR FEMALE CHILDREN AND ADOLESCENTS: Lessons from Experimental Evaluations of Programs and Interventions [http://www.childtrends.org/files/Child\\_Trends-2012\\_08\\_20\\_WW\\_FemaleChildrenAdolescents.pdf?utm\\_source=Gender+Differences+in+What+Works+for+Boys+and+Girls&utm\\_campaign=WW+Gender+Differences&utm\\_medium=archive](http://www.childtrends.org/files/Child_Trends-2012_08_20_WW_FemaleChildrenAdolescents.pdf?utm_source=Gender+Differences+in+What+Works+for+Boys+and+Girls&utm_campaign=WW+Gender+Differences&utm_medium=archive)

WHAT WORKS FOR MALE CHILDREN AND ADOLESCENTS: Lessons from Experimental Evaluations of Programs and Interventions. [http://www.childtrends.org/files/Child\\_Trends-2012\\_08\\_20\\_WW\\_MaleChildrenAdolescents.pdf?utm\\_source=Gender+Differences+in+What+Works+for+Boys+and+Girls&utm\\_campaign=WW+Gender+Differences&utm\\_medium=archive](http://www.childtrends.org/files/Child_Trends-2012_08_20_WW_MaleChildrenAdolescents.pdf?utm_source=Gender+Differences+in+What+Works+for+Boys+and+Girls&utm_campaign=WW+Gender+Differences&utm_medium=archive)

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**Project Write:** Steve Graham and his colleagues at Vanderbilt recently launched **Project Write**, designed to improve the writing and self-regulation behaviours of students in grades 1-3. The website provides an overview of the stages of instruction; lesson plans that use two strategies to teach persuasive writing; and a resource page of online and print resources. <http://www.kc.vanderbilt.edu/projectwrite/index.html>

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The Education Consumers Foundation has a page on Direct Instruction Resources - for those interested in learning more about DI, including videos <http://www.education-consumers.org/ECF-DI.htm>

The TA Center on Positive Behavioral Interventions and Supports has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices. Some excellent evidence-based resources. <http://www.pbis.org/default.aspx>

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Two Youtube videos for classroom management are: <http://www.youtube.com/watch?v=vv1R7o81x2Q>

<http://www.youtube.com/watch?v=s9yOOwGYfU&feature=relmfu>

Another Youtube by the same presenter is checking for understanding:  
<http://www.youtube.com/watch?feature=endscreen&NR=1&v=vd7TO9alAss>

This next two seem to be pretty good video presentations on basic classroom management rules:<http://www.youtube.com/watch?v=MVMsqYX62Uo&feature=related>

<http://www.youtube.com/watch?v=-Wna3p4On1A&feature=related>

About classroom management strategy This certainly seems extreme but...

<http://www.youtube.com/watch?v=YZQFErJn-Eg&feature=related>

This one makes the point about being organized, planning, consulting with others:

<http://www.youtube.com/watch?v=bcOXnabIAsM&feature=related>

Ideas for classroom rewards [http://www.teachingideas.co.uk/more/management/contents\\_rewardideas.htm](http://www.teachingideas.co.uk/more/management/contents_rewardideas.htm)

We have the student teacher game being played with great skill and enjoyment by Randi Saulter at <http://www.rocketmath.com/p/free-downloads.html> There's a written description as well that can be downloaded.

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A substantial body of NIFDI research has examined the effectiveness of the DI curricula. These studies have confirmed the accumulated findings of decades of other studies showing that students studying with DI have higher achievement scores and stronger growth rates than students studying with other curricula. These results have appeared with reading<sup>1,2,8,9,10,13,15</sup> and math<sup>7</sup>; in urban<sup>1,2,7</sup>, rural<sup>2,8</sup> and suburban<sup>8,13,15</sup> settings; with middle class high achieving students<sup>13</sup>; with high risk students<sup>16</sup>, general education students<sup>1,2,7,8,9,10,13,15,16</sup> and special education students<sup>15</sup>; with schools that are predominantly African American<sup>1,7,9</sup>, those with substantial numbers of Hispanic students<sup>2,8,15</sup> and those with large numbers of non-Hispanic whites<sup>8,13,15</sup>; and with children from pre-school age<sup>10</sup> through middle school<sup>4</sup>. The strong positive results appear in studies examining state test scores<sup>4</sup>, curriculum-based measures<sup>2,4,8,10</sup> and norm-referenced tests<sup>1,4,7,9,10</sup>; in the United States as well as in other countries<sup>11</sup> and with randomized control trials<sup>10,13,14</sup> as well as quasi-experimental designs<sup>1,2,4,7,8,9,11,15</sup>.

The National Institute for Direct Instruction (2012). NIFDI's Research Office. <http://www.nifdi.org/15/nifdis-research-office>

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PBS Kids is the brand for children's programming aired by the Public Broadcasting Service (PBS) in the United States. The programming is non-commercial. It is aimed at children ages 2 to 12. It also offers a website with many educational online games for children. These are listed by topic, and include reading games, letter games, number games, science games, maths games, literacy games, spelling games, and vocabulary games. <http://pbskids.org/games/>

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The TA Center on Positive Behavioral Interventions and Supports has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.

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

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The National Center on Response to Intervention is housed at the American Institutes for Research and works in conjunction with researchers from Vanderbilt University and the University of Kansas. It is funded by the U.S. Department of Education's Office of Special Education Programs (OSEP).

<http://www.rti4success.org>

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Education Consumers Foundation: Whether you are a parent who is trying to understand the style of teaching used in your child's classroom or a legislator who is looking for a fair-minded assessment of a proposed

remedial education program, we can point you to useful, consumer-friendly information. If your question can better be answered by experts outside our Network, we will help you find a resource that is sympathetic to your interests. [ecf@education-consumers.org](mailto:ecf@education-consumers.org)

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The Literacy Clinic at NIU Online videos on the big elements important in reading instruction. Phonemic Awareness Phonics, Fluency, Vocabulary, Comprehension Strategies, Comprehension of Fiction Texts, Writing with Younger Children. <http://www.youtube.com/user/TheLiteracyClinic>

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See the great array of practical resources in classroom management, behaviour management, assessment, and instruction at the University of Kansas website called Special Connections – Connecting teachers to strategies that help students with special needs successfully access the general education curriculum. <http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/speconn/index.php>

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The McGraw Hill website has many resources and information about Direct Instruction programs [www.sradirectinstruction.com](http://www.sradirectinstruction.com)

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Norbert Rennert created a website that allows you to create completely decodable wordlists in English. You only need to select which letters you want the words to have and the page displays them for you. <http://call.canil.ca/english/index.html>

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Dr. Patricia Mathes, Institute for Reading Research, SMU has presentations on reducing reading failure and on teaching students with cognitive impairments. <http://smu.edu/education/readingresearch/presentationpublications.asp>

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Columbus State University Center for Quality Teaching and Learning *Reading Webliography*. Describes the many reading instruction resources available freely on the web [http://cqtl.colstate.edu/teach/reading\\_webliography.php](http://cqtl.colstate.edu/teach/reading_webliography.php)

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Video clip on harm caused by balanced literacy <http://www.youtube.com/watch?v=YPTXWo5wZXI&feature=related>

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Video arguing that introducing a sight word approach first is damaging many kids. <http://www.youtube.com/watch?v=SCNDFTBkPBQ&feature=fvw>

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What works in education? The Best Evidence Encyclopedia (BEE) presents reviews of research-proven educational programs. <http://www.bestevidence.org/index.cfm>

Slavin, R.E., Lake, C., Chambers, B., Cheung, A., & Davis, S. (2009, June). *Effective beginning reading programs*. Baltimore, MD: Johns Hopkins University, Center for Data-Driven Reform in Education. [http://www.bestevidence.org/reading/begin\\_read/begin\\_read.htm](http://www.bestevidence.org/reading/begin_read/begin_read.htm)

Slavin, R.E., Lake, C., Davis, S., & Madden, N. (2009, June) *Effective programs for struggling readers: A best evidence synthesis*. Baltimore, MD: Johns Hopkins University, Center for Data-Driven Reform in Education. [http://www.bestevidence.org/word/strug\\_read\\_Jul\\_07\\_2009.pdf](http://www.bestevidence.org/word/strug_read_Jul_07_2009.pdf)

Slavin, R.E., Cheung, A., Groff, C., & Lake, C. (2008). Effective reading programs for middle and high schools: A best evidence synthesis. *Reading Research Quarterly*, 43(3), 290-322. [www.bestevidence.org/word/mhs\\_read\\_Feb\\_2008\\_RRQ.pdf](http://www.bestevidence.org/word/mhs_read_Feb_2008_RRQ.pdf)

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Toddling Toward Reading: A Reading Rockets resource on helping preschoolers toward literacy success. <http://www.readingrockets.org/shows/launching>

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An evidence-based instructional method for improving **fluency** is repeated reading. A set of repeated reading fluency materials (primary and secondary grades) is the Quickreads material (<http://www.quickreads.org/>) developed by Elfrieda Hiebert. These materials contain multiple short passages on the same topic, and using many of the same words.

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**LD OnLine** is the leading website on learning disabilities, learning disorders and differences.  
[www.ldonline.org/](http://www.ldonline.org/)

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**Reading Rockets** offers a wealth of reading strategies, lessons, and activities designed to help young children learn how to read and read better. Our reading resources assist parents, teachers, and other educators in working with struggling readers who require additional help in reading fundamentals and comprehension skills development. <http://www.readingrockets.org/> For example, in their Sep 2011 newsletter they provide resources for:

- In Focus: Screening for reading difficulties | Phonemic awareness
- Books & Authors: Writer Erica Perl | When I grow up booklist | Weather literacy pack
- Ideas for Educators: Reading intervention programs | The super book of web tools | Museum Box
- Ideas for Parents: RTI: A primer for parents | Teaching cause and effect | Video read alouds
- Research & News: Grading the digital school | Reforming the school calendar | Ed Data Express

[http://support.weta.org/site/MessageViewer?em\\_id=41386.0&dlv\\_id=45562#infocus](http://support.weta.org/site/MessageViewer?em_id=41386.0&dlv_id=45562#infocus)

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**Get Ready to Read!** is a US program to build the early literacy skills of preschool children. GRTR! brings research-based strategies to parents, early education professionals, and child care providers to help prepare children to learn to read and write. The goal is to ensure that all children have opportunities to become successful readers. Get Ready to Read! is an initiative of the National Center for Learning Disabilities. The many resources include a quick 20 question screening tool for 4 year olds.

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

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**Prof. Dorothy Bishop** provides an insight into what parents should look out for and what to consider when evaluating if alternative solutions for dyslexia will be effective -includes discussion of the 'smoke and mirrors' in the Dore treatment test result statistics, cognitive dissonance and a study which showed that people are overly impressed by scientific explanations which include 'neuroscience waffle':

<http://www.dystalk.com/talks/60-evaluating-alternative-solutions-for-dyslexia>

This ppt. by Prof Bishop is worth viewing too:

<http://psyweb.psy.ox.ac.uk/oscci/presentations.htm/BDA%202008b.ppt>

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**The History of Direct Instruction:** [http://www.youtube.com/watch?v=W\\_qR-af706w&feature=channel\\_page](http://www.youtube.com/watch?v=W_qR-af706w&feature=channel_page)

See also a channel on YouTube called "Direct Instruction Fan". Other videos at

<http://www.youtube.com/watch?v=HNawzsbmj6c>

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Video of how one US school performs daily 1-minute timings of reading in a classroom. First you will see a simple three-person walk-through demonstration of the procedure. Next is the entire classroom as it is executed on a daily basis. This is a 5<sup>th</sup> grade class in Reading Mastery 6 but the same procedure is done in all grades.

[http://www.charterdayschool.com/new/resourcefiles/Reading%20Triads\\_0001.wmv](http://www.charterdayschool.com/new/resourcefiles/Reading%20Triads_0001.wmv)

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21 **logical fallacies** in psychology. <http://kspope.com/fallacies/fallacies.php>

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### **Response to Intervention (RTI)**

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). *Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide.* (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

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**The Reading Resource Project** from the Literacy Empowerment Foundation offers educators the opportunity to do so. Stock your classroom library or literacy program with high quality, leveled tradebooks for \$68.00 per hundred books. Empowerment Foundation: Reading Resource Project at [http://www.literacyhelp.org/reading\\_resource\\_project/](http://www.literacyhelp.org/reading_resource_project/)

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The **Behavior Mod Info** site provides current information about humane, evidence-based methods of promoting appropriate human behaviour. <http://behaviormod.info/>

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**The Institute For Literacy and Learning** has overheads and sound files of eminent researchers discussing literacy instructional interventions for struggling learners, young and old <http://www.theinstituteforliteracyandlearning.org/library.php>

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**The National Center for Special Education Personnel and Related Services Providers'** (NASDSE) website has a document detailing the research literature upon which Response to Intervention (RtI) is based. It can be downloaded for free at <http://www.nasdse.org/Portals/0/Documents/Download%20Publications/PNA-0776.pdf>

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**Washington Learning Systems** has developed free reproducible language and early literacy activities by well known researcher Angela Notari-Syverson. Available at [www.wlearning.com](http://www.wlearning.com)

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**Free US Department of Education publications.** More than 6,000 titles on education: literacy, maths, etc <http://www.edpubs.ed.gov>

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**Florida's Statewide Professional Development Provider for Reading:** Lots of research and reports [http://flare.ucf.edu/FLaRE\\_Research.htm](http://flare.ucf.edu/FLaRE_Research.htm)

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**Illinois School Psychologists Association:** A series of PowerPoint presentations on issues in literacy instruction. <http://www.ilispa.org/modules/smartsection/item.php?itemid=57>

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### **Reading and the Brain**

Hosted by Henry Winkler, who has had his own struggles with reading, *Reading and the Brain* explores how brain scientists are working to solve the puzzle of why some children struggle to read and others don't. Startling new research shows the answer may lie in how a child's brain is wired from birth. <http://www.readingrockets.org/shows/watch#brain>

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**Lots of downloadable tip sheets on teaching, and behaviour management** <http://specialed.about.com/popular.htm>

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**TEXT PROJECT:** Bringing the right texts to beginning readers <http://www.textproject.org/>

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**Visual cognition lab videos** [http://viscog.beckman.uiuc.edu/djs\\_lab/demos.html](http://viscog.beckman.uiuc.edu/djs_lab/demos.html)

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## **Powers of ten demonstration**

<http://micro.magnet.fsu.edu/primer/java/scienceopticsu/powersof10/index.html>

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**Keith Stanovich's site:** The eminent researcher has numerous articles on reading research and on rationality/critical thinking <http://leo.oise.utoronto.ca/~kstanovich/reading.html#>

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<http://raisingchildren.net.au/>

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## **Video on poor class management at**

<http://video.google.com.au/videosearch?q=classroom+misbehavior&docid=-4987331934932953225&num=10&so=0&start=20>

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**Best Evidence Encyclopedia:** a free web site created by the Johns Hopkins University Center for Data-Driven Reform in Education (CDDRE) under funding from the Institute of Education Sciences, U.S. Department of Education. It is intended to give educators and researchers fair and useful information about the strength of the evidence supporting a variety of programs available for students in grades K-12.

<http://www.bestevidence.org/about/about.htm>

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## **Video clips -**

BBC Newsnight videos show how Ruth Miskin's synthetic phonic programme was used to 'turn around' reading at Britannia Village primary school.

<http://news.bbc.co.uk/1/hi/programmes/newsnight/4700537.stm>

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Final Report (Newsnight 17/07/06) The school has moved from the bottom to the top of the school league tables in just two years!

[http://news.bbc.co.uk/nolavconsole/ukfs\\_news/hi/newsid\\_5180000/newsid\\_5189600/bb\\_rm\\_5189694.stm](http://news.bbc.co.uk/nolavconsole/ukfs_news/hi/newsid_5180000/newsid_5189600/bb_rm_5189694.stm)

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Debbie Hepplewhite, Ruth Miskin, Dr Dominic Wyse and Katy Kowalska discuss synthetic phonics:

[www.teachers.tv/strandProgramme.do?strandId=59957&transmissionProgrammeId=275080](http://www.teachers.tv/strandProgramme.do?strandId=59957&transmissionProgrammeId=275080)

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This Teachers' TV programme focuses on Brooklands School's teaching of Jolly Phonics, which has led to Ofsted commending its pupils for achieving outstanding progress in English.

<http://JPschool.notlong.com>

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Video clips of children doing the Jolly Phonics sounds and actions

[www.midsomernorton.bathnes.sch.uk/phonics.htm](http://www.midsomernorton.bathnes.sch.uk/phonics.htm)

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The **What Works Clearing House** lists Reading Mastery as one of the programs with research to document its effectiveness with English Language Learners. See

<http://www.whatworks.ed.gov/InterventionReportLinks.asp?iid=258&tid=10&pg=IntRating.asp>

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**Video on sloppy maths teaching (Everyday maths)** <http://www.youtube.com/watch?v=Tr1qee-bTZI>

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**Video on DI** <http://au.todaytonight.yahoo.com/video#>

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**The Access Center:** Improving Outcomes for All Students K-8. Provide technical assistance that strengthens capacity to help students with disabilities effectively learn in the general education curriculum. Lots of valuable material [www.k8accesscenter.org](http://www.k8accesscenter.org)

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The **IRIS Center** materials on education. They have many modules across a range of issues, such as general education, special education. They also have four modules on behavior management. Go to <http://iris.peabody.vanderbilt.edu/onlinemodules.html/>

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MIT's **OpenCourseWare**: a free and open educational resource (OER) for educators, students, and self-learners around the world. It is a publication of MIT course materials, and does not require any registration <http://ocw.mit.edu/OcwWeb/Global/AboutOCW/about-ocw.htm>

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**Recognition and Response.org** is a comprehensive online resource that provides educators with information about this approach to early education. This site offers information and resources to help early educators address the needs of young children (3 to 5 year-olds) who show signs that they may not be learning in an expected manner, even before they begin kindergarten. Established by the National Center for Learning Disabilities <http://www.recognitionandresponse.org/>

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**Best Evidence Encyclopedia** Which educational programs have been successfully evaluated in valid scientific research? The Center for Data-Driven Reform in Education at Johns Hopkins University, funded by the U.S. Department of Education, has created a free website called the Best Evidence Encyclopedia <http://www.bestevidence.org/>

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**The Center for Effective Collaboration and Practice** and its research fellows have collaborated with several journals to produce articles on timely and relevant topics regarding children and youth with behavioral and emotional difficulties. <http://cecp.air.org/resources/journals/Journal.asp>

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The **Partnership for Reading** website offers a database containing abstracts of approximately 460 research studies related to the teaching of reading in grades K-3. [www.nifl.gov/partnershipforreading](http://www.nifl.gov/partnershipforreading)

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**Harnessing The Scientific Spirit To Improve Learning 2005** *A series of podcasts.* Education is becoming more scientific. Today, the use of rigorous scientific methods to establish a body of credible knowledge about how children learn, how teachers might best teach different kinds of children, and how schools might best be organized is emerging. [http://www.centerforsri.org/index.php?option=com\\_content&task=view&id=153&Itemid=84](http://www.centerforsri.org/index.php?option=com_content&task=view&id=153&Itemid=84)

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**Successful Programs For Children and Families.** The Promising Practices Network (PPN) provides quality evidence-based information about **what works** to improve the lives of children, families, and communities. <http://www.promisingpractices.net/>

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National Center on **Student Progress Monitoring** <http://www.studentprogress.org/default.asp>

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Classic EBD Literature: <http://EBDBlog.com/2005/10/12/classic-ebd-literature/>

Classic LD Literature: <http://LDBlog.com/2005/10/12/classic-ld-literature/>

Classic Teaching Literature: <http://TeachEffectively.com/2005/10/12/classic-teaching-literature/>

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**Canadian Language and Literacy Research Network** <http://www.cllrnet.ca/>

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**The University of Kansas Special Connections** site:

Instructional and behavioural strategies to assist **special students** to thrive in general classrooms.

<http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/speconn/index.php>

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**National Education Association** - resources full of practical tips and tools to get your **classroom in order.** <http://www.nea.org/neaodayextra/discipline.html>

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**The NIFL website** is based on the [ARCS, a study that assessed the reading of 955 adult learners](#). Researchers tested participants individually on eleven skills (components) that contribute to reading ability.  
<http://www.nifl.gov/readingprofiles/Index2001.htm>

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If a file is too big to email, place it and the recipient's address on [www.yousendit.com](http://www.yousendit.com). A free service.

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**Literacy Campus:** Free online courses that help prepare you for an active role in adult and family literacy programs. <http://www.literacycampus.org/course/index.asp>

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**CITEd:** Review of available technology tools used for K-8 math instruction by the [Center for Implementing Technology in Education](#) (CITEd) at <http://www.citeducation.org/default.asp>

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A school that uses [Mediated Learning](#), [Precision Teaching](#), and [Direct Instruction](#) to bring about learning results. <http://www.learningincentive.com>

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A site with plenty of abstracts of **research papers on reading**.  
<http://www.citeulike.org/user/garyfeng>

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Siegfried (Zig) Engelmann's site with **articles on instruction** by the maestro  
<http://www.zigsite.com/>

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An extensive site from the University of Indiana with much information on **reading development, its assessment, and methods of teaching**. <http://www.indstate.edu/blumberg/presm/index.htm>

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**Illinois Loop:** A large and well constructed site with a collection of resources and articles related to educational reform in literacy and related topics. [www.illinoisloop.org](http://www.illinoisloop.org)

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**The CEC Alerts series** (<http://teacheffectively.com/>) is an initiative of the Council for Exceptional Children. The site offers evaluations of various approaches. They recommend some activities as well supported - GO FOR IT: Phonological Awareness instruction, Class-wide Peer Tutoring, Mnemonic Instruction, Formative Evaluation, Direct Instruction. They are less enamoured by the research behind other activities - USE CAUTION: Social Skills Instruction, Reading Recovery, Co-Teaching, High-Stakes Assessment

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Various links regarding **reading writing, spelling**: <http://etec.colstate.edu/ram/webliography.htm>

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**Martin Kozloff's** brilliant or crazy musings <http://educationation.org/>

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For **psychological assessment** issues: <http://www.hoagiesgifted.org/tests.htm>

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Sharon Sewell's **Direct Instruction** site <http://www.mps.k12.al.us/board/cai/is/di/index.php>

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The **Centre for Development and Learning (CDL)** specializes in the development and dissemination of leading edge research, knowledge, training and best practices from diverse yet related fields that impact educational success. "To my knowledge, CDL is the only organization worldwide that is working to connect knowledge from the medical, psychological, educational and judicial fields to multiply the benefits to children." --Michael Fullan, Dean, Ontario Institute for Studies in Education, University of Toronto  
[http://www.cdl.org/resources/reading\\_room.html](http://www.cdl.org/resources/reading_room.html)

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**Bruce Murray**, distinguished researcher, has how to teach reading articles at  
<http://www.auburn.edu/~murraba/>

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55th International **Dyslexia Association Conference** (2004 Philadelphia) notes at:

[http://www.interdys.org/servlet/compose?section\\_id=5&page\\_id=214](http://www.interdys.org/servlet/compose?section_id=5&page_id=214)

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The **Division for Early Childhood** (DEC) is one of seventeen divisions of the [Council for Exceptional Children](#) (CEC), an organisation dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. The Division for Early Childhood promotes policies and advances evidence-based practices that support families and enhance the optimal development of young children who have or are at risk for developmental delays and disabilities. Numerous resources, best practices and bibliographies at <http://www.dec-sped.org/aboutdec.html>

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**Children of the Code.** Great interviews with eminent researchers about the scientific approach to reading at <http://www.childrenofthecode.org/interviews/index.htm>

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### **A Model of Teacher Effectiveness.**

A report by Hay McBer to the Department for Education and Employment - June 2000

<http://www.teachernet.gov.uk/docbank/index.cfm?id=1487>

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### **Centre for Evidence-Informed Policy and Practice in Education.**

The EPPI-Centre was established in 1993 to address the need for a systematic approach to the organisation and review of evidence-based work on social interventions. See articles at <http://eppi.ioe.ac.uk>

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### **National Research and Development Centre for Adult Literacy and Numeracy.**

NRDC is the national centre dedicated to research and development on adult literacy, language and numeracy. It was established as part of Skills for Life, the national strategy for improving adult literacy and numeracy skills. Articles at

<http://www.nrdc.org.uk/content.asp?CategoryID=424>

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### **Institute for Human and Machine Cognition**

Bibliography on concept maps and concept mapping at <http://www.ihmc.us>

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**Three randomization plan generators** at <http://www.randomization.com/>

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**On Jim Wright's** page there are numerous resources: Kids as Reading Helpers: A Peer Tutor Training Manual at [www.jimwrightonline.com/pdfdocs/prtutor/peerTutorManual.pdf](http://www.jimwrightonline.com/pdfdocs/prtutor/peerTutorManual.pdf)

### **Launching & Monitoring the Peer Tutoring Program**

[www.jimwrightonline.com/pdfdocs/prtutor/prtutor\\_chap3.pdf](http://www.jimwrightonline.com/pdfdocs/prtutor/prtutor_chap3.pdf)

### **Curriculum-Based Measurement: A Manual for Teachers** at

[www.jimwrightonline.com/pdfdocs/cbaManual.pdf](http://www.jimwrightonline.com/pdfdocs/cbaManual.pdf)

### **Curriculum-Based Measurement Workshop Participant Packet**

[www.jimwrightonline.com/pdfdocs/brouge/cbaWkshpPacket.PDF](http://www.jimwrightonline.com/pdfdocs/brouge/cbaWkshpPacket.PDF)

### **The Savvy Teacher's Guide: Reading Interventions That Work**

<http://www.jimwrightonline.com/pdfdocs/brouge/rdngManual.PDF>

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### **Intervention Central**

This site offers free tools and resources to help school staff and parents to promote positive classroom behaviours and foster effective learning for children and youth.

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

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### **Research and Training Center (RTC) on Early Childhood Development**

The major aim of the Research and Training Center (RTC) on Early Childhood Development is to implement a coordinated and advanced program of applied research on knowledge and practice that improves interventions associated with the healthy mental, behavioral, communication, preliteracy, social-emotional, and interpersonal development of infants, toddlers, and preschoolers with or at risk for developmental disabilities. Carl Dunst provides easy to read summaries of the evidence behind different nontraditional approaches such as, dolphin therapy, hippotherapy, melonic intonation therapy, and so forth. There are also several very useful documents that define "evidence-based practices." See at <http://www.researchtopractice.info/products.php#bridges>