| BEST PRACTICES RESOURCE GUIDE |
| for |
| ELEMENTARY, MIDDLE, and HIGH SCHOOLS |

Elementary School Best Practices

☐ Small class size – Pupil/Teacher ratio

☐ Vertical and Horizontal articulation at each grade level and across grade levels

☐ Professional development for all instructional staff which supports school goals

☐ Sub group analysis of New Mexico Standards Based Assessment (NMSBA) and short cycle assessments

☐ Programmatic alignment to New Mexico standards and benchmarks

☐ Tutoring for all students

☐ Curriculum alignment within and between grade levels

☐ Systems Alignment

☐ School Safety

☐ Parent and Community Involvement

References for Elementary School Best Practices

Elementary Best Practice Study is a program components and organizational structure that best meets the needs of elementary students (K-6). The recommendations will include the impact of the design of future buildings, the operation of all elementary schools, the identification of the core curriculum, the determination of the instructional time for the elementary curriculum, and the various ways to increase student achievement. http://www.isd194.k12.mn.us/EPreface.htm

SEDL has recently added two new articles to the list of "topics" articles available on their website.
http://www.sedl.org/reading/topics.html

A Position Statement of the International Reading Association (June 2002) What 8s Evidence-Based Reading Instruction?

Put Reading First is a guide to research-based reading written by teachers for teachers. It provides analysis and discussion in five areas of reading instruction: phonemic

awareness, phonics, fluency, vocabulary, and comprehension. This is a teacher friendly publication and suggests implications for classroom instruction.
http://www.nifl.gov/partnershipforreading/publications/PFRbooklet.pdf

Parents Guide
http://www.nifl.gov/partnershipforreading/publications/Parent_br.pdf

Teaching To The Core – Reading, Writing and Mathematics is an inclusive, practical, insightful summary of what we currently know about best instructional practice. It will be an excellent reminder of the variety of strategies that should be occurring in the classroom and of the importance of the varying role that excellent teachers play. It is a great tool for study groups of teachers to use to support each other in improving instruction.

Improving Literary Understanding Through Classroom Conversation gives excellent insight into some of the more sophisticated strategies for helping students improve their comprehension of what they read. It is helpful for primary and upper elementary students.
http://cela.albany.edu/env.pdf

Every Child A Reader (from the Center for the Improvement of Early Reading Achievement, CIERA) deals with the following aspects of children becoming proficient readers:

- Recommended practices are based on research
- Word recognition and comprehension are emphasized
- Practices cover a developmental continuum from kindergarten to third grade
- Appropriate practices are suggested for struggling readers and English language learners

http://www.ciera.org/library/instresrc/ecr/index.html

Read to Be Ready Grant
http://www.dese.mo.gov/divimprove/curriculum/rtbr/index.htm

Teaching Reading IS Rocket Science: What Expert Teachers of Reading Should Know and Be Able To Do (from the American Federation of Teachers) proposes that the difficulty of teaching reading has been underestimated, discusses some of the things teachers need to know to improve reading instruction and makes recommendations about improving teacher preparation and professional development in reading.
http://www.aft.org/Edissues/rocketscience.htm

Preventing Reading Difficulties In Young Children (from the National Research Council) is a summary of what we know about teaching preschool and primary children to be successful readers based on current and past research.
http://books.nap.edu/books/030906418X/html/R1.html

Every Child Reading: An Action Plan **-** Every Child Reading: An Action Plan (The Learning First Alliance). In this publication the Learning First Alliance calls on educators, policy makers, and others to adopt practices that are consistent with available research on how to teach effectively. It suggests the skills that should be developed at each of the following levels: Early Childhood, First Grade, Second Grade and Beyond. Finally, here is the end to the whole language - phonics debate in easy to read, explicit form. Here is the consensus of 17 of the nation's leading experts reaching a final consensus after reviewing the National Research Council's "Preventing Reading Difficulties in Young Children." If you need an action plan on reading, this is a must read.
http://www.learningfirst.org/readingaction.html

Report of the National Reading Panel: Teaching Children To Read
This publication is a review of the scientific research literature on reading and implications for reading instruction. It explains key components of research based reading including alphabetic, fluency comprehension, and breaks them down into topics that teachers can study and implement in their classrooms. It also asks the important questions about each topic of whether or not instruction in the topic improves reading and if so, how is the instruction best provided. This is a must read for those of you who are working to improve reading instruction in your classrooms.
http://www.nichd.nih.gov/publications/nrp/smallbook.pdf

Phonemic Awareness and the Teaching of Reading
Much has been written and researched about the importance of the acquisition of phonemic awareness. This paper defines phonemic awareness, discusses the research and its implications for instruction, especially in the primary grades.
http://www.reading.org/pdf/phonemic_aware.pdf

Every Child Reading: A Professional Development Guide
This publication is a companion to Every Child Reading: An Action Plan. It identifies the components of effective research based reading instruction and describes the professional development needed to support improved instruction.
http://www.learningfirst.org/readingguide-all.html

A Guide for Parents & Ready to Read, Ready to Learn
FIRST LADY Laura Bush recently issued "A Guide for Parents: How Do I Know a Good Early Reading Program When I See One?" & "Ready to Read, Ready to Learn." She also announced her plans to focus America's attention on recruiting the best & brightest to the teaching profession & ensuring that all young children are ready to read & learn when they enter the classroom.
http://www.ed.gov/inits/rrrl/guide.html
http://www.ed.gov/inits/rrrl/index.html

30 Years of Research: What We Now Know About How Children Learn to Read
30 Years of Research: What We Now Know About How Children Learn to Read

summarizes research on reading from the National Institute of Child Health and Human Development. In addition to summarizing the research, this publication explains seven major implications of the results for early reading instruction.
http://daisy.ym.edu.tw/~jrlee/30years.html

Why Children Succeed or Fail at Reading
This summary of NICHD's research on children with learning disabilities explains the difficulty about 20% of our children have learning to read. Ways of identifying a reading disability are mentioned and methods for treating the disability are discussed.
http://www.nichd.nih.gov/publications/pubs/readbro.htm

Middle School Best Practices

☐ Content Alignment to state standards professional development and funding to support professional development

☐ Middle school curriculum development teaching excellence

☐ Curriculum design
    Critical thinking schools
    Teaching for transfer (arts projects)
    Coaching based professional development
    Teaching for understanding framework
    Educating with technology

☐ Parent and community involvement
    Team Teaching

☐ Incorporating math and science
    Aligning assessment
    Innovative curriculum

☐ Teacher Retention
    Teaching Teams
    Effective principals' leadership
    Effective use of data

☐ Standards alignment
    Professional development
    Tech based activities

☐ Community centered learning
    Improved graduation rate
    Technology professional development
    Laptop initiatives

☐ Curriculum development and standards alignment
   Learning science through activities

☐ Classroom management science

☐ Public assessments
   Reading programs
   Classroom management
   Standards based assessment

☐ Differentiating instructors
   Teaching for understanding
   Backward design curriculum
   Understanding by design method

References for Middle School Best Practices

www.**marcopolo**-education.org/

http://www.learner.org/teacherslab/;

http://learnweb.harvard.edu/alps/home/index.cfm

http://www.enc.org/focus/topics/inquiry/index.htm

http://www.mdk12.org/practices/good_instruction/projectbetter/middlely/index.html;

http://www.education-world.com/help/guide.shtml;

http://www.pbs.org/teachersource;

http://glef.org/

http://ali.apple.com;

http://www.microsoft.com/education/mctn/?ID=MCTN;

http://school.discovery.com/teachers/;

http://www.teachnet.com;

http://www.teachervision.com/;

http://www.lasw.org/index1.html

http://www.ubdexchange.org/ubd.html

http://www.essentialschools.org;

http://www.thegateway.org;

http://www.kn.pacbell.com/wired/fil/;

High School Best Practices

☐ Continuous improvement

☐ Virtual High School: thousands of students in hundreds of high schools across the globe choose to participate in VHS

☐ Raising standards

☐ AVID (Advancement Via Individual Determination. AVID is an in-school academic support program for grades 5-12 that prepares students for college eligibility and success.

☐ Work-based learning

☐ Florida Virtual School: an internet-based public school, fully accredited.

☐ Pearl River School District: incorporates quality principles and values, and maintaining fiscal stability and improving cost effectiveness. (Baldrige National Quality Award)

☐ Integrated learning

High School Best Practices Resource Guide

Southern Regional Education Board (SREB): 10 Key Practices.
www.sreb.org/programs/hstw/Outstanding/opindex.asp

Virtual High School
www.govhs.org/announce.nsf/Home
Southern Regional Education Board (SREB): 10 Key Practices.
www.sreb.org/programs/hstw/Outstanding/opindex.asp

AVID
www.avidonline.org/info/?ID=549&rVid=1

Southern Regional Education Board (SREB): 10 Key Practices.
www.sreb.org/programs/hstw/Outstanding/opindex.asp

Florida Virtual School
www.flvs.net/_about_us/index_au.htm

Pear River School district
www.nist.gov/public_affairs/peralriver.htm

Southern Regional Education Board (SREB): 10 Key Practices.
www.sreb.org/programs/hstw/Outstanding/opindex.asp