



CENTER FOR APPLIED RESEARCH IN EDUCATION

The Programs:

C.A.R.E. specializes in the implementation of research knowledge gained through the research program of the University of Oregon, the fountainhead of the Direct Instruction Model. The publishers of the instructional programs vary. The main publisher is SRA, but other research-based programs that C.A.R.E. may implement, depending on the needs of the students, are published by Sopris West, Phoenix Film BFA, the University of Oregon, and others. Some of the materials are unpublished.

The instructional programs for Upper Elementary, Middle School, and remedial High School students have 30 years of experimental comparison research supporting the remedial components and 20 years supporting the standards-based programs. The programs have been included on lists of effective programs by independent agencies such as the American Federation of Teachers and the National Effectiveness Panel. C.A.R.E. is listed as an implementer approved on the national Good Schools list of the Northwest Regional Laboratory. A recent study by the Center for Research on the Education of Students Placed at Risk (2002) found the Direct Instruction Model had the strongest evidence of effects on student achievement of any of the 29 national Comprehensive School Reform models. (Search the web for “CRESPAR” to get a copy of the study.)

In addition to instructional programs, schoolwide systems for managing the discipline and behavior of the school (the Positive Behavior Support Model), which was developed at the University of Oregon, is usually a component of a C.A.R.E. implementation.

The Services:

C.A.R.E. will provide initial training, in-class coaching, support and consultation that will give educators the knowledge and assistance necessary for them to implement the programs and the research with integrity. By guiding the school in establishing and coordinating a progress monitoring system for setting goals and problem solving to remove obstacles on a continuous basis, C.A.R.E. will help a school, or a district, achieve their goals.

The “Beacon School” Professional Development Model

A “Beacon School” is an implementation with a system for replicating itself. One or more schools (intermediate level and/or high school level) are selected to work with the Center for Applied Research in Education to implement the evidence-based programs with the Beacon system of training. These selected schools will receive a greater share of the resources available for such an implementation. In return for receiving a greater share of the resources, the Beacon school staff will agree to “pay forward” the benefits of these resources by sharing what they learn through the Beacon school training model. For example, teachers in the Beacon school will allow teachers who are just learning the model to come into their classrooms to work with them and their students as the teacher trainees learn how to respond to the specific needs of students and follow the specific procedures prescribed by the model.

Advantages of the “Beacon School” training model:

- Initial training emphasizes practice with real students.
- Intensive in-class coaching with initial training brings greater competence.
- A focus on student performance in follow-up coaching brings higher achievement.
- Initial wave of teachers trained become the host coaches and trainers for later waves.
- A district-wide, and state-wide implementation can proceed with growing internal support in a very cost-effective manner.
- Teachers receive opportunities for on-going professional growth and leadership within the district.

C.A.R.E.'s Large-scale Implementations

San Francisco USD
 Port Hueneme USD in Ventura Co.
 Sacramento City USD
 San Juan USD, Sacramento
 State of Hawaii
 Natomas USD, Sacramento

Timeline	Graphic Display of Growth of the Literacy Intervention Model	Number of training sessions; number of teachers trained in ea.	Running total: Number of teachers trained; number of students impacted (each teacher * 30)
Year 1 Sep to Dec	<p style="text-align: center;">(Beacon School)</p>	0; 20	20 Ts; 600 Ss
Jan		2; 40	60 Ts; 1800 Ss
Feb to Jun		4; 80	140 Ts; 4200 Ss
Apr to Jun		6; 120	260 Ts; 7800 Ss
Jul Aug		8; 160	420 Ts; 12,600 Ss
Year 2 Sep to Dec		27; 540	960 Ts; 28,800 Ss
Jan to Aug	18 Training centers (9 new); 5 trainings each	90; 1800	2760 Ts; 82,800 Ss
Year 3 Sep to Dec	36 Training centers (18 new); 5 trainings each	180; 3600	(2 nd cohort of Ss in year 1 schools, add bold number above.) 6780 Ts; 203,400 Ss
Jan to Aug	72 Training centers (36 new); 5 trainings each	360; 7200	13980 Ts; 419,400 Ss
Year 4 Sep to Dec	Double every half year	720; 14400	Problem solved

Figure 1. Expansion from a Beacon School Training Center. Note: A big-city district would have the problem solved by the second year. Most big city districts have approximately 30 to 40 middle and secondary schools.