
Thank you for your request to our REL Reference Desk regarding evidence-based information about curriculum development and design. This response is provided on behalf of the requests made to each of the RELs.

The information below represents the most rigorous research available. Researchers consider the type of methodology and give priority to research reports that employ well described and thorough methods. The resources were also selected based on the date of the publication with a preference for research from the last ten years. Additional criteria for inclusion include the source and funder of the resource.

In addition, recommended research databases are provided in conducting your own literature search on other topics.

Question: *What is the importance of the role of research in curriculum development and design that has emerged in the last five years?*

Relevant Studies

1. Arens, S. A., Stoker, G., Barker, J., Shebby, S., Wang, X., Cicchinelli, L. F., & Williams, J. M. (2012). Effects of curriculum and teacher professional development on the language proficiency of elementary English language learner students in the Central Region. (NCEE 2012-4013). Denver, CO: Mid-continent Research for Education and Learning. Retrieved from http://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_20124013.pdf

Source: U.S. Department of Education, Institute of Education Sciences, Regional Educational Laboratory (REL) Program Publications

Link: http://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_20124013.pdf

Summary taken from “Interventions studied” section: “This study responds to regional and national needs by examining the impact on students’ English language proficiency of a particular set of ELL-specific classroom materials in combination with a specific teacher professional development program. The classroom materials used in this study, entitled *On Our Way to English (OWE)*, were authored by David Freeman, Yvonne Freeman, Aurora Colon Garcia, Margo Gottlieb, Mary Lou McCloskey, Lydia Stack, and Cecilia Silva and were published in 2003 by Rigby. According to the publisher, *OWE* is a comprehensive English curriculum for elementary classrooms (grades K–5) developed to provide ELL students with simultaneous access to English oral language development, comprehensive literacy instruction, and standards-based content area information in science and social studies (Freeman et al. 2003).

The professional development program, entitled Responsive Instruction for Success in English (RISE), was written by Clara Amador-Watson and published in 2004 by Harcourt Achieve. RISE is a professional development program designed to meet the needs of K–5 teachers by providing them with sustained adult learning opportunities to acquire the knowledge and skills to support ELL students in language and literacy learning. RISE is intended to be delivered to teachers in eight separate, core modules.

We conceptualized the intervention being examined as a dual intervention in which instructional resources and teacher professional development combine to improve student language proficiency.”

2. Lewis, K., McColskey, W., Anderson, K., Bowling, T., Dufford-Melendez, K., and Wynn, L. (2007). Evidence-based decisionmaking: assessing reading across the curriculum interventions (Issues & Answers Report, REL 2007–No. 003). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003chap.pdf

Source: U.S. Department of Education, Institute of Education Sciences, Regional Educational Laboratory (REL) Program Publications

Link: http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003chap.pdf

Summary taken from report: “... this report provides information on state initiatives in adolescent literacy and on external professional development or teacher support interventions designed to help content-area teachers increase their focus on reading. The report also describes the available evaluation data on the interventions identified for review.”

Recommended Research Databases

1. **Source:** U.S. Department of Education, Institute of Education Sciences, Regional Educational Laboratory (REL) Program
Link: <http://ies.ed.gov/ncee/edLabs/regions/>
Summary: This site provides information on each of the 10 REL contractors, with links to each of their individual sites. REL sites will provide specifics on the areas of research they are conducting.

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2. **Source:** U.S. Department of Education, Institute of Education Sciences, Regional Educational Laboratory (REL) Program Publications
Link: <http://ies.ed.gov/ncee/edlabs/projects/>
Summary: This site provides a listing of selected publications produced under the 2006–2011 REL contracts. New products resulting from recently awarded contracts for the 2012–2017 RELs will be posted on the site as they become available.
 3. **Source:** U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse (WWC)
Link: <http://ies.ed.gov/ncee/wwc/>
Summary: The WWC produces reports showing evidence of effectiveness in education research. The WWC reviews whether studies of educational interventions meet rigorous research standards.
 4. **Source:** U.S. Department of Education, Office of Planning, Evaluation & Policy Development, Doing What Works (DWW)
Link: <http://dww.ed.gov/>
Summary: This site provides a library of resources that may help teachers, schools, districts, states and technical assistance providers implement research-based instructional practice. Much of the content is based on information from IES' What Works Clearinghouse (resource #3). DWW provides examples of possible ways educators might apply research findings.
 5. **Source:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Research (NCER)
Link: <http://ies.ed.gov/ncer/>
Summary: The NCER supports rigorous research to improve the quality of education in the U.S. through various research programs, addressing issues in reading, writing, math, science, teacher quality, education leadership, education policy and finance, cognition and student learning, high school reform, and postsecondary education.
 6. **Source:** U.S. Department of Education, Institute of Education Sciences, Education Resources Information Center (ERIC)
Link: <http://eric.ed.gov/>
Summary: ERIC is an online digital library of education research and information that supports improvements in learning, teaching, educational decision-making, and research.

Search Process:

Key words and search strings used in the search:

Curriculum development; curriculum design

Institute of Education Sciences Resources (IES): U.S. Department of Education, Institute of Education Sciences, Regional Educational Laboratory (REL) Program Publications

Disclaimer:

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