



Thank you for downloading

# Cover, Title Page, and Acknowledgements

from the Center on Innovations in Learning website  
[www.centeril.org](http://www.centeril.org)

This report is in the public domain. While permission to reprint this publication is not necessary, it should be cited as:

Murphy, M., Redding, S., & Twyman, J. (Eds.). (2013).  
*Handbook on innovations in learning*. Philadelphia, PA: Center  
on Innovations in Learning, Temple University; Charlotte,  
NC: Information Age Publishing. Retrieved from [http://www.  
centeril.org/](http://www.centeril.org/)



Handbook on  
**Innovations in  
Learning**

**Editors**

**Marilyn Murphy  
Sam Redding  
Janet Twyman**

## Acknowledgements

The editors wish to acknowledge several colleagues for their contributions to the production of this volume. Our thanks to Stephen Page for his thoughtful and insightful editorial expertise and cover design, and to Robert Sullivan for his skillful copyediting of the volume and development of the glossary. We thank Pam Sheley for designing, coordinating, and overseeing the book's publication and Lori Thomas for reviewing and proofreading multiple drafts. Allison Crean Davis gave us feedback on key chapters, and Karen Mahon provided a complete, external review of the book.



[www.centeril.org](http://www.centeril.org)

The Center on Innovations in Learning (CIL) is a national content center established to work with regional comprehensive centers and state education agencies (SEA) to build SEAs' capacity to stimulate, select, implement, and scale up innovations in learning.

Learning innovations replace currently accepted standards of curricular and instructional practice with new practices demonstrated to be more effective or more efficient in the context in which they are applied.

The Center on Innovations in Learning is administered by the Institute for Schools and Society (ISS) at Temple University, Philadelphia, Pennsylvania, in partnership with the Academic Development Institute (ADI), Lincoln, Illinois.

The Center is funded by the U.S. Department of Education, Office of Elementary and Secondary Education (OESE), under the comprehensive centers program, Award # S283B120052-12A.

The opinions expressed herein do not necessarily reflect the position of the supporting agencies, and no official endorsement should be inferred.

©2013 Center on Innovations in Learning, Temple University, Philadelphia, PA  
Cover Design: Stephen Page

# Table of Contents

<b>Foreword and Overview .....</b>	<b>v</b>
<i>Marilyn Murphy</i>	

## Part 1: Innovation in Learning

<b>What Is an Innovation in Learning?.....</b>	<b>3</b>
<i>Sam Redding, Janet S. Twyman, and Marilyn Murphy</i>	
<b>Stimulating Innovation (or Making Innovation Meaningful Again) .....</b>	<b>17</b>
<i>Maureen M. Mirabito and T. V. Joe Layng</i>	
<b>Innovation, Implementation Science, and Data-Based Decision Making: Components of Successful Reform .....</b>	<b>33</b>
<i>Ronnie Detrich</i>	
<b>The Logic of School Improvement, Turnaround, and Innovation.....</b>	<b>51</b>
<i>Sam Redding</i>	

## Part 2: The Student in Learning Innovation

<b>Innovative Practice in Teaching the English Language Arts:Building Bridges Between Literacy In School and Out.....</b>	<b>63</b>
<i>Michael W. Smith</i>	
<b>Innovations in Language and Literacy Instruction.....</b>	<b>77</b>
<i>Michael L. Kamil</i>	
<b>Specialized Innovations for Students With Disabilities .....</b>	<b>95</b>
<i>Joseph R. Boyle</i>	
<b>Getting Personal: The Promise of Personalized Learning .....</b>	<b>115</b>
<i>Sam Redding</i>	

## Part 3: Technology in Learning Innovation

<b>Education + Technology + Innovation = Learning? .....</b>	<b>135</b>
<i>T.V. Joe Layng and Janet S. Twyman</i>	
<b>Games in Learning, Design, and Motivation .....</b>	<b>151</b>
<i>Catherine C. Schifter</i>	
<b>Advances in Online Learning.....</b>	<b>167</b>
<i>Herbert J. Walberg and Janet S. Twyman</i>	
<b>Learning, Schooling, and Data Analytics.....</b>	<b>181</b>
<i>Ryan S. J. d. Baker</i>	

## Part 4: Reports From the Field: Innovation in Practice

<b>Idaho Leads: Applying Learning In and Out of the Classroom to Systems Reform .....</b>	<b>195</b>
<i>Lisa Kinnaman</i>	
<b>Using Response to Intervention Data to Advance Learning Outcomes.....</b>	<b>209</b>
<i>Amanda M. VanDerHeyden</i>	
<b>Innovation in Career and Technical Education Methodology .....</b>	<b>229</b>
<i>Mark Williams</i>	
<b>Glossary .....</b>	<b>249</b>
<i>Robert Sullivan</i>	
<b>Authors' Biographies .....</b>	<b>265</b>

The *Handbook on Innovations in Learning* focuses on innovations—both methodological and technological—in teaching and learning that promise to surpass standard practice in achieving learning outcomes for students. The chapters in this Handbook consider best practice from the perspective of topics emerging as priorities in education. Each of the authors presents a concise review of the literature on the topic of the chapter, an explanation of what the topic means in relation to education, and, importantly, suggests action principles for states, districts, and schools.



**[www.centeril.org](http://www.centeril.org)**

The Center on Innovations in Learning (CIL) is a national content center established to work with regional comprehensive centers and state education agencies (SEA) to build SEAs' capacity to stimulate, select, implement, and scale up innovations in learning.

Learning innovations replace currently accepted standards of curricular and instructional practice with new practices demonstrated to be more effective or more efficient in the context in which they are applied.

The Center on Innovations in Learning is administered by the Institute for Schools and Society (ISS), in the College of Education at Temple University, Philadelphia, Pennsylvania, in partnership with the Academic Development Institute (ADI), Lincoln, Illinois. The Center is funded by the U.S. Department of Education, Office of Elementary and Secondary Education (OESE), under the comprehensive centers program, Award # S283B120052-12A.

The opinions expressed herein do not necessarily reflect the position of the supporting agencies, and no official endorsement should be inferred.