**Special Topic for 2021: Pandemic Research and Responses**

We prepare timely research and thought pieces regarding effects of the coronavirus pandemic on education systems and interventions across the globe.

**Calculating the educational impact of COVID-19**


---

**Assessment and Evaluation**

- 1. Pandemic Research and Responses

**Instruction**

- 2. Early Childhood Development

**Language**

- 4. Policies and Systems

**Social and Emotional Learning**

- 5. Teacher Training and Professional Development

---

RTI authors in boldface

---
Assessment and Evaluation

We examine purpose, methods, results, and impact in the field of assessing student capacity and learning in developing countries.

2020


2019


2018


2017


2016

**Early Childhood Development**

We investigate factors affecting children’s early cognitive and physical development, as well as their educational success.

**In press**


**2021**


**2020**


**2019**


**2018**


**2017**


**Instruction**

We promote innovative instructional techniques, especially for low-resource settings, and study their soundness and effectiveness.

**2020**


**2019**


**2017**


**Language**

We investigate the effects of language policies and multilingualism on teachers’ instruction and children’s learning.

**In press**


**2019**


2018


Policies and Systems

We research individual countries’ policies in education data management, systems, finance, accountability, decentralization, budgeting, and planning and management, as well as the international community’s contributions to such policies.

In press


2020


2019


2018

2019


2018


Teacher Training and Professional Development

We work to enhance teachers’ professional skills as a means to improve student outcomes.

2020

Structured Pedagogy How-To Guide Series. technical documents developed by RTI International under the Implementing the Science of Teaching grant through funding from the Bill & Melinda Gates Foundation.

This work is licensed under a Creative Commons Attribution 4.0 International License


Piper, B., & DeStefano, J. (2020). Structured pedagogy can really work: A note for education leaders. https://scienceofteaching.s3.eu-west-3.amazonaws.com/index.html#/lessons/pw4nS4OM7i8RINT_Li_2HI1Qn0s0RPf3


2019


2018


Ch. 5 – Slade, T. S., Kipp, S., Cummings, S., & Nyirongo, K. (2018). Short message service (SMS)–based remote support and teacher retention of training gains in Malawi. (pp. 131–167)
Ch. 6–Harden, K., Pflepsen, A., & King, S. (2018). Relationships between coach support and teachers’ adoption of new instructional practices: Findings from the Nigeria Reading and Access Research Activity (RARA). (pp. 169–204)


**Technology**

We investigate and apply cost-effective technologies to collect data for decision making and to improve coaching and classroom instruction.

**In press**


**2020**


**2019**


**2018**


**2017**

