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English Language Learning Resource

Effective Practices for English Language Learners: Principals from Five States Speak. This document addresses questions about how best to assist students who face the significant dual challenge of acquiring the content knowledge necessary for academic success and simultaneously developing their English language competency. Looking at key practices in schools with high populations of non-native speakers of English that have achieved exemplary academic success in their second, acquired language, this document details findings from 49 school principals on nine factors, including school and student characteristics, instructional supports and strategies for ELLs, and barriers to effective instruction for ELLs. It is available for download at the COI website, http://centeroninstruction.org/resources.cfm?category=ell&subcategory=materials&grade_start=0&grade_end=12#281.

Math Resource

The Nation's Report Card: Mathematics 2009. This report presents results of the 2009 National Assessment of Educational Progress (NAEP) in mathematics at grades 4 and 8. Highlights of the results show that gains in overall average scores seen in earlier years did not continue at grade 4 but did continue at grade 8. There were no significant changes from 2007 to 2009 in the score gaps between White and Black students or between White and Hispanic students at either grade 4 or grade 8. For more information and to access the full report, go to http://centeroninstruction.org/resources.cfm?category=math&subcategory=materials&grade_start=4&grade_end=8#277.

Reading Resource

The Nation's Report Card: Reading 2009. This report presents results of the 2009 National Assessment of Educational Progress (NAEP) in reading at grades 4 and 8. Results show that the overall average score for fourth-graders in 2009 was unchanged from the score in 2007 but was higher than the scores in other earlier assessment years from 1992 to 2005. The average score for eighth-graders in 2009 was one point higher than in 2009 and four points higher than 1992 but was not consistently higher than in all the assessment years in between. There were no significant changes from 2007 to 2009 in the score gaps between White and Black students or between White and Hispanic students at either grade 4 or grade 8. To access this report, go to http://centeroninstruction.org/resources.cfm?category=reading&subcategory=materials&grade_start=4&grade_end=8#273.

RTI Resources

Features of State Response to Intervention Initiatives in Northeast and Islands Region. This report, developed by REL and the Institute of Education Sciences, describes an analysis of documents related to RTI that are publicly available on state education agency websites in the nine Northeast and Islands Region jurisdictions: Connecticut, Maine, Massachusetts, New Hampshire, New York, Puerto Rico, Rhode Island, Vermont, and the

Virgin Islands. This document concludes that RTI is supported in seven jurisdictions as an overall school instructional improvement approach or an approach to determine special education eligibility. It also finds that RTI documents in the seven jurisdictions address the core features of RTI as defined by the National Research Center on Learning Disabilities. For more information and to access this document, go to

http://centeroninstruction.org/resources.cfm?category=specialEd&subcategory=materials&grade_start=0&grade_end=12#274.

How the EBIS/RTI Process Works in Secondary Schools. This document developed by the Tigard-Tualatin School District in Tigard, OR includes information on EBIS (Effective Behavior and Instructional Support) as a structured, systematic process (1) to review school-wide behavior and academic data in order to evaluate the effectiveness of core programs, (2) to screen and identify students needing additional academic and/or behavior support, and (3) to plan, implement, and modify interventions for these students. The document can be downloaded from the COI website at http://centeroninstruction.org/resources.cfm?category=specialEd&subcategory=materials&grade_start=7&grade_end=12#275 or you can go to <http://www.tsd.k12.or.us/district/ebis> for more information from the school's website.

Fidelity of Implementation within an RTI Framework. This resource includes an archived copy of an October 2009 webinar produced by the National Center for Response to Intervention and led by Dr. Daryl Mellard which provides background knowledge about fidelity and how it plays an integral role within the entire RTI framework at the school and classroom levels. It includes examples of how to assess fidelity and offers resources and tools that can be used for this purpose such as Action Plans for Administrators and Teachers, Observation Checklists, and Student Satisfaction Surveys. These can be accessed from the COI website at http://centeroninstruction.org/resources.cfm?category=specialEd&subcategory=materials&grade_start=0&grade_end=12#279.

A Guidance and Resource Manual for New Mexico's RTI Framework. The New Mexico Public Education Department has updated its Response to Intervention: A Systematic Process to Increase Learning Outcomes for All Students with a new manual that provides guidance and tools for its school districts and charter schools to use to build technically sound systems to implement RTI effectively. Called The Student Assistance Team and the Three-Tier Model of Student Intervention, it offers an overview of the RTI Framework in New Mexico, information on regulatory support and research, explanation of the Student Assistance Team (SAT), a discussion of intervention techniques, and instructions for integrating good student behavior into the tiered framework. It also has a number of ready-made forms to assist educators in developing their own tools. It is available for download from the COI website at http://centeroninstruction.org/resources.cfm?category=specialEd&subcategory=materials&grade_start=0&grade_end=12#282.

School Improvement Grant (SIG) Program Resources

School Improvement Grant (SIG) Recorded Webinar Series. As further technical assistance to the recently released National Content Centers' *Handbook on Effective Implementation of School Improvement Grants* published by the Center on Innovation and Improvement (CII), CII has collaborated with the National Network of State School Improvement Leaders (NNSSIL) to develop a series of recorded webinars that explain the four intervention models related to the School Improvement Grants: Turnaround, Restart, Closure, and Transformation. PowerPoint presentation slides used during each of the webinars are also available. In addition, a webinar/PowerPoint presentation on the Selection Process and one on Communicating about School Reform (including speaker notes) are available at the same website, <http://www.centerii.org/webinars/>.

School Improvement Grant (SIG) Transformation Toolkit. As a companion piece to the SIG (School Improvement Grant) Handbook and recorded webinar "The Transformation Model", the Center on Innovation and Improvement (CII) has developed a Transformation Toolkit. This resource was developed to provide states and districts with action items and resources for implementing the SIG transformation model, and to help districts and schools in their school transformation efforts. It is available in both Word and PDF format. For more information, go to COI's website at http://centeroninstruction.org/resources.cfm?category=reading&subcategory=materials&grade_start=0&grade_end=12#280.

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The Center on Instruction is one of five content centers to support the regional comprehensive centers in providing technical assistance to SEAs and districts/schools in need of improvement. The goal of COI is to supply much of the research-based information, products, guidance, analyses, and knowledge on instruction in reading, mathematics, science, special education, and English language learning that Regional Comprehensive Centers use when working with States.

Please send any suggestions or comments regarding our E-Newsletter to COI-info@rmcres.com. We would love to hear from you! If you've received this newsletter in error, or if you wish to unsubscribe, please email us at COI-info@rmcres.com and write "unsubscribe" in the subject line.

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