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Mathematics

On March 13, 2008, the National Mathematics Advisory Panel presented its Final Report to the President of the United States and the Secretary of Education. To download a copy of the report, go to

<http://www.ed.gov/about/bdscomm/list/mathpanel/index.html>. The executive summary succinctly describes the 45 main findings and recommendations. The core report is a relatively brief 65 pages in more detail and describes the key recommendations made by the panel advisers. The website also contains the five Task Group reports which provide extensive material on each of the major topics addressed: Core Knowledge and Concepts Necessary to Succeed in Algebra, Relevant Research on Learning Processes (i.e. how students learn mathematics), Instructional Practices, Teachers and Teacher Development, and Assessment.

Also available on the website is a Fact Sheet and the draft subcommittee reports on Standards of Evidence, Instructional Materials, and the National Survey of Algebra Teachers for the National Math Panel.

Special Education

The Center on Instruction recently released *Effective Instruction for Adolescent Struggling Readers: A Practice Brief*, which aligns with two other COI publications, *Reading Interventions for Adolescent Struggling Readers: A Meta-Analysis with Implications for Practice* and *Academic Literacy Instructions for Adolescents: A Guidance Document from the Center on Instruction*. This practice brief focuses on the five reading components adolescents need to succeed in school and beyond. Each component (word study, fluency, vocabulary, comprehension, and motivation) is discussed in terms of the available research, comparisons of successful and struggling readers behaviors, and recommended instructional practices. The brief is available at the Center on Instruction website, http://centeroninstruction.org/resources.cfm?category=reading&subcategory=materials&grade_start=4&grade_end=12#146.

The IDEA Partnership has released a PowerPoint and advanced presenter's guide that outlines advantages of Response to Intervention (RTI) and its framework within general education, and provides an explanation for how to use this framework as part of the Specific Learning Disability identification process. It is intended both for those who are beginning to wrestle with how to implement SLD identification in an RTI framework and for those who are looking for a resource that will help them train others on RTI. The PowerPoint is available at <http://www.ideapartnership.org/documents/RTI-advanced-ppt-7-30-07.ppt>. The presenter's guide is available at <http://www.ideapartnership.org/documents/RTI->

[advanced-presenter-guide-7-30-07.pdf](#) .

The Office of Special Education Programs (OSEP) has recently funded the Center for State Implementation and Scaling-up of Evidence-based Practices (SISEP) to focus on smart and strategic implementation strategies. It will work to improve state capacity to carry out implementation, organizational change, and systems transformation strategies to maximize achievement outcomes for all students. The co-directors are Dean Fixsen and Karen Blase of the University of South Florida. For more information, visit <http://www.scalingup.org> .

Using Response to Intervention for Washington's Students has the potential for serving as a template for other states considering producing their own RTI implementation guides. This document from the Washington State Superintendent of Public Instruction explains the principles and components of the RTI process and provides guidelines related to decision-making within an RTI system, recommends how to use RTI data to identify specific learning disabilities, answers common questions, and identifies additional RTI resources. It is useful for administrators at the state, district, and building levels. The appendices include forms for schools to print out and use. This resource is available at http://centeroninstruction.org/resources.cfm?category=specialEd&subcategory=exemplars&grade_start=0&grade_end=12#147.

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 apenfold@rmcres.com. We would love to hear from you!

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