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**RTI Resources**

The Center on Instruction is working to identify practices that may be effective in implementing Response to intervention (RTI) at the school, district, and state levels. Two recently published documents address these issues at the state level and at the school level:

***Conversations with Practitioners: Current Practice in Statewide RTI Implementation - Recommendations and Frequently Asked Questions.*** This document describes *state-level* efforts to implement RTI in eight states. A planning meeting with representatives from each of the eight participating states and their respective Regional Comprehensive Centers was held in March 2008. Participants identified important implementation considerations and recommended technical assistance strategies related to the implementation of RTI at the state level. This document summarizes the findings from the meeting. In addition, a series of frequently asked questions about state-level RTI implementation is interspersed throughout the document. It can be downloaded at [http://centeroninstruction.org/resources.cfm?category=specialEd&subcategory=materials&grade\\_start=0&grade\\_end=12#209](http://centeroninstruction.org/resources.cfm?category=specialEd&subcategory=materials&grade_start=0&grade_end=12#209).

***Implementing Response to Intervention: Practices and Perspectives from Five Schools - Frequently Asked Questions.*** This document describes the *school-level* implementation of RTI at five schools across the country, with particular focus on instruction and the implementation of effective practices. A "frequently asked questions" (FAQ) format is used, with answers based on the collective experience of the five schools (three elementary, one intermediate, and one middle school) that are implementing elements of RTI, including evidence-based instruction, progress monitoring, structures for regulating the intensity of intervention, and professional development. It can be downloaded at [http://centeroninstruction.org/resources.cfm?category=specialEd&subcategory=materials&grade\\_start=0&grade\\_end=8#210](http://centeroninstruction.org/resources.cfm?category=specialEd&subcategory=materials&grade_start=0&grade_end=8#210).

***RTI Tiered Instruction Goes Mainstream.*** This Fall 2008 issue of **Northwest Education**, developed by the Northwest Regional Educational Laboratory, is devoted solely to RTI in the general education classroom. It provides examples of RTI at both the elementary and high school levels, as part of a comprehensive reading program and as part of a math program. It also includes an interview with Dean Fixsen of the National Implementation Research Network on "the gap between what research has shown to be effective and what actually gets put into practice." This document can be downloaded at <http://www.nwrel.org/nwedu/14-01/>.

***Response to Intervention: The Future of Secondary Schools.*** This article is the first in a two-part series on RTI at the secondary level in the March 2008 issue of the National Association of School Psychologists (NASP) Principal Leadership. It includes a general explanation of RTI, its importance to secondary school principals, and a description of the components of effective RTI programs. It is available for download at <http://www.nasponline.org/resources/principals/RTI%20Part%20I-NASSP%20February%2008.pdf>.

***Response to Intervention at the Secondary Level.*** This article is the second in a two-part series on RTI at the secondary level in the March 2008 issue of the National Association of School Psychologists (NASP) Principal Leadership. It discusses tiered interventions including whole-school, small-group, and individual interventions that make RTI initiatives successful. It is available for download at <http://www.nasponline.org/resources/principals/RTI%20at%20the%20Secondary%20Level%20Part%20II%20March%20NASSP.pdf>.

***Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades.*** The What Works Clearinghouse (WWC) has released a practice guide to help educators identify struggling readers and implement evidence-based strategies to increase academic achievement. It details screening students for reading problems, designing a multi-tier intervention program, adjusting instruction to help struggling readers, and monitoring student progress. The guide can be downloaded at [http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_reading_pg_021809.pdf)

## Reading Resources

***WebEx: New Resources for Elementary Reading: Materials - Administration - Coaching.*** Debby Houston Miller of the COI-Reading Strand presented an interactive WebEx on February 27, 2009, providing a brief introduction and review of four recently released elementary school level products to identify how they might be helpful to RCCs in their work. The archived WebEx is available for download at <http://tinyurl.com/bnro4p>. The resources, also available on the COI website at <http://centeroninstruction.org> under Reading/K-3 are:

- ***Principal's Reading Walk-Through: Kindergarten-Grade 3 -- Professional Development Module***
- ***Using Student Center Activities to Differentiate Reading Instruction: A Guide for Teachers***
- ***Leading for Reading: An Introductory Guide for K-3 Reading Coaches***
- ***Reviewing a Reading Program***

***The Striving Readers Program*** aims to improve the reading skills of middle- and high-school-aged students reading below grade level by investigating (1) supplemental literacy interventions targeted toward students who are reading significantly below grade level and (2) cross-disciplinary strategies for improving student literacy through discretionary, competitive grants with a strong experimental evaluation component. Striving Reader grants were awarded to eight sites in March 2006 with plans to continue the interventions at least through the five years of the grant. During each year of implementation, independent evaluators under contract to the grantee track and measure the program's implementation. Annual implementation reports describe the school context, the logic model for the intervention, the implementation research questions and implications for implementation of the adolescent literacy intervention. Project Profiles provide a brief summary of the setting, literacy model under investigation, research questions, and the evaluation design used in the project. A cross-site synthesis provides an analysis of common elements and findings across

the eight projects to date. To access these documents, go to <http://www.ed.gov/programs/strivingreaders/performance.html>.

## Math Resources

***WebEx: Focusing on State Standards: The Next Step Toward a Coherent K-12 Experience for All Students.*** The Center on Instruction's Math Strand hosted a WebEx on March 17, 2009, which looked at the PK-8 Curriculum Focal Points from the National Council of Teachers of Mathematics (NCTM). Cathy Seeley, former president of NCTM and a major contributor to the creation of the Curriculum Focal Points, explained how this new generation of state standards may look different in a post-Focal Point world. She also discussed the challenges of bringing focus and coherence from PK-8 to high school and what changes may be necessary across the board as attention is shifted toward a more robust PK-12 experience for all students to be ready for college and the workplace. The archived WebEx and the PowerPoint presentation can be accessed from the COI website at <http://centeroninstruction.org/pdevents.cfm>.

***Current Models for Evaluating Effectiveness of Teacher Professional Development: Recommendations to State Leaders from Leading Experts.*** This document summarizes the proceedings of a CCSSO conference in which leaders in the fields of research and evaluation of teacher professional development discussed how to use findings from research to develop quality, effective professional development programs for teachers. It is available for download at <http://www.ccsso.org/content/pdfs/Current%20Models%20for%20Eval%20Effect%20of%20Teacher%20PD%20summary%20Report.pdf>.

## ELL Webinar

***WebEx: Recommendations for Instruction of Adolescent Newcomers.*** Drs. Mabel Rivera and Ani Moughamian from the Center on Instruction's ELL Strand presented at a webinar hosted by National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs (NCELA) March 4, 2009. They discussed recommendations for instruction and organization of effective programs for Adolescent Newcomers, based on the Practical Guidelines for the Education of English Language Learners series. The archived webinar can be accessed from the COI Professional Development web page at <http://centeroninstruction.org/pdevents.cfm>.

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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@rmces.com](mailto:COI-info@rmces.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@rmces.com](mailto:COI-info@rmces.com) and write "unsubscribe" in the subject line.

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