



Vol. 3 No. 11

Tuesday, November 24, 2009

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Adolescent Literacy Resources

Time to Act: An Agenda for Advancing Adolescent Literacy for College and Career Success. This report from Carnegie Corporation of New York's Council on Advancing Adolescent Literacy describes the research base and data on how to help students "read to learn." It also includes a discussion of best practices and describes how the practices and recommendations in the document are currently being implemented in schools and district across the country and, if implemented widely, hold promise for helping students become more skilled readers as they enter college and careers. This report is available at http://centeroninstruction.org/resources.cfm?category=reading&subcategory=materials&grade_start=4&grade_end=12#251.

Reading in the Disciplines: The Challenges of Adolescent Literacy. This guidance document from the Carnegie Corporation of New York's Council on Advancing Adolescent Literacy discusses some of the challenges for adolescents who struggle with written texts in the academic subject areas of history, science, mathematics, and literacy. It also explores how standards, assessments, and teaching instruction can be strengthened in order to support these readers. The guidance document is available at http://centeroninstruction.org/resources.cfm?category=reading&subcategory=materials&grade_start=4&grade_end=12#253.

Measure for Measure: A Critical Consumer's Guide to Reading Comprehension Assessments for Adolescents. This guide from the Carnegie Corporation of New York's Council on Advancing Adolescent Literacy draws together evidence on nine of the most commonly used, commercially available reading comprehension assessments for use with adolescents. It provides a critical view into the strengths and weaknesses of each. Authors Lelia Morsy, Michael Kieffer, and Catherine Snow focus on the utility of assessments for the purposes of screening groups of students to identify those who struggle and diagnosing their specific needs. The guide is available at http://centeroninstruction.org/resources.cfm?category=reading&subcategory=materials&grade_start=4&grade_end=12#252.

K-12 Resources

Using Student Achievement Data to Support Instructional Decision Making. This guide from the Institute of Education Sciences (IES) provides a framework to help educators use student achievement data to guide classroom decisions such as adapting lessons, classroom goals, or instructional grouping in response to student needs as well as creating conditions to support effective use of assessment data. It is available at http://centeroninstruction.org/resources.cfm?category=reading&subcategory=materials&grade_start=0&grade_end=12#260.

RTI Resources

The Status of State-level Response to Intervention Policies and Procedures in the West Region States and Five Other States. Response to intervention (RTI) can be both a system for providing early interventions to struggling students and a special education diagnostic tool for evaluating and identifying students with specific learning disabilities. Contributing to the very limited literature on state-level approaches, this report developed by the U.S. Department of Education

Institute of Education Sciences describes how nine states define and support RTI at the state level, based on data collected between June and August 2008. The full report is available at http://centeroninstruction.org/resources.cfm?category=specialEd&subcategory=materials&grade_start=0&grade_end=12#254.

Culturally Responsive Response to Intervention. Culturally responsive educational systems are grounded in the belief that culturally and linguistically diverse students can excel in academic endeavors. This resource is an online professional learning module developed by NCCRESt, consisting of three "academies" designed to (a) introduce culturally responsive RTI, (b) use data to assess student progress and inform decision making, and (c) ensure culturally responsive supports. Each academy provides a facilitator manual, PowerPoint, and participant handouts. It is available at http://centeroninstruction.org/resources.cfm?category=specialEd&subcategory=materials&grade_start=0&grade_end=12#255.

Kansas Multi-Tier System of Supports: Innovation Configuration Matrix (ICM). This matrix developed by the Kansas State Department of Education describes the principles and practices within a Multi-Tier System of Supports. It focuses on the essential system components that are consistent across all ages (early childhood through high school) and across all domains (academic and behavior). The primary use of this matrix is to assist in the understanding of a multi-tiered system and describe what it may look like when implemented within a district, building, or other community agency. It is available at http://centeroninstruction.org/resources.cfm?category=specialEd&subcategory=materials&grade_start=0&grade_end=12#256.

Kansas Multi-Tier System of Supports: Research Base. This document from the Kansas State Department of Education is structured to align with the *Kansas Multi-Tier System of Support (MTSS) Innovation Configuration Matrix* above. It was created to assist in the understanding of the actual research base underlying the principles and practices of MTSS. It is not intended to be a comprehensive review of all research that supports MTSS but a highlight of some main pieces of work. It is available at http://centeroninstruction.org/resources.cfm?category=specialEd&subcategory=materials&grade_start=0&grade_end=12#257.

WebEx: The High School Tiered Interventions Initiative. The Center on Instruction, the National Center on Response to Intervention, and the National High School Center partnered to host a webinar on September 23, 2009, to describe this collaborative initiative (HSTII) that will enhance the understanding of tiered intervention models emerging in high schools across the country. Presenters Greg Roberts from the Center on Instruction, Tessie Rose from the National Center on Response to Intervention, and Lou Danielson, Joe Harris, and Jenny Scala from the National High School Center provided a description of the work being conducted by this collaborative group. The archived webinar and the PowerPoint presentation from the webinar are available for download at <http://centeroninstruction.org/pdevents.cfm#57>.

Special Education/ARRA Resources

American Recovery and Reinvestment Act of 2009: Using ARRA Funds Provided through Part B of the Individuals for Disabilities Act (IDEA) to Drive School Reform and Improvement. This document from the U.S. Department of Education provides guidance on possible uses of IDEA Part B funds made available under ARRA. The document is available at http://centeroninstruction.org/resources.cfm?category=specialEd&subcategory=materials&grade_start=0&grade_end=12#258.

The American Recovery and Reinvestment Act: Opportunities for High School Improvement. This policy brief, developed by the National High School Center, offers an overview of the major provisions of ARRA that may be used for funding high school improvement initiatives. It highlights suggestions made by the Department of Education regarding ways funds may be spent and provides best practices and resources related to these suggestions. It is available at http://centeroninstruction.org/resources.cfm?category=specialEd&subcategory=materials&grade_start=8&grade_end=12#259.

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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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