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Math

Performance Patterns for Students with Disabilities in Grade 4 Mathematics Education in New York State. This report from REL Northeast, describes the mathematics performance of fourth-grade students with disabilities across schools categorized by need-to-resource capacity and compares their performance by school with that of general education students across New York State from 2003 to 2005. It finds that the percentage of students with disabilities scoring proficient increased over time and that the proficiency gap between this subgroup and general education students narrowed by one percentage point. The report is available for download at http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2008050.pdf.

Math Education Practices for Students with Disabilities and Other Struggling Learners: Case Studies of Six Schools in Two Northeast and Islands Region States. This report from IES/REL Northeast and Islands describes in-depth practices at six schools that are making targeted efforts to improve math education for students with disabilities and other struggling learners. It examines each school's practices for improving the math learning of all students as well as specific supports for students with disabilities and other struggling learners and identifies the challenges that schools face to serve students with diverse needs. The report is available for download at http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=161&productID=110.

Reading

Improving Adolescent Literacy: Effective Classroom and Intervention Practices. This practice guide from the What Works Clearinghouse offers five evidence-based recommendations for educators to use to improve literacy levels among adolescents in upper elementary, middle, and high schools. It also discusses the quality and quantity of evidence that supports them. This guide will help educators implement strategies to improve literacy practices, with examples of how this implementation may occur in a school setting. To access this document, go to http://ies.ed.gov/ncee/wwc/publications/practiceguides/#adlit_pg.

RTI

Responsive Instruction: Refining Our Work of Teaching All Children: Virginia's "Response to Intervention" Initiative. This October 2007 guidance document from the Virginia Department of Education is designed to assist their state's school

divisions in understanding RTI, its origins in educational practice and research, its usefulness and value, and ways it can be implemented effectively. To access this document, go to http://www.rrfcnetwork.org/index.phpoption=com_bookmarks&task=view&id=562.

Response to Intervention: A Systematic Process to Increase Learning Outcomes for All Students. The New Mexico Public Education Department has developed a manual that provides guidance and tools for its school districts and charter schools to use in order to build technically sound systems to effectively implement RTI. The manual can be downloaded at the COI website, http://centeroninstruction.org/files/NM%20RTI%20Manual.pdf.

Secondary Applications of RTI: A Guided Discussion. At the December 2007 NRCLD Response to Intervention Summit in Arlington, VA, Donald Deshler and Joseph Kovaleski led a breakout session titled "Secondary Applications of RTI: A Guided Discussion". The PowerPoint presentation and notes highlighting the discussion are available for download at the COI website, http://centeroninstruction.org/resources.cfm?category=specialEd&subcategory=materials&grade_start=6&grade_end=12#160.

Response to Intervention Dialogue Guides. These dialogue guides from the IDEA Partnership are models for conducting interactive discussions around the implementation of IDEA 2004 across stakeholders in states and districts, with such diverse audiences as local administrators, family, practitioners, teachers, service providers, policymakers, and higher education staff. Each dialogue guide includes: 1) facilitator's handbook, 2) topical documents with content information, 3) Dialogue Starters that identify questions to guide the dialogue. To access these guides, go to the COI website at http://centeroninstruction.org/resources.cfm?category=specialEd&subcategory=materials&grade_start=0&grade_end=12#171 or at the IDEA Partnership website, http://www.ideapartnership.org/page.cfm?pageid=28.

Response to Intervention Blueprints for Implementation - District and School Building Levels. NASDSE has released two documents in its Response to Intervention Blueprint series: *Response to Intervention Blueprints for Implementation: School Building Level* and *Response to Intervention Blueprints for Implementation: District Level.* These two documents provide step-by-step implementation guidelines, resources, and tips from experienced RTI implementers and are designed to provide a framework around which RTI implementation can be built. These two documents can be downloaded at the the COI website, http://centeroninstruction.org/files/SCHOOL.pdf and http://centeroninstruction.org/files/DISTRICT.pdf.   The final document in the series, the State Level Blueprint, will be available in the near future.

West Virginia RTI: An Implementation and Technical Assistance Guide for Districts and Schools. This guide developed by the West Virginia Department of Education Office of Special Education provides descriptions of the fundamental knowledge, skills, procedures and practices operationalized by schools in a 2005-2006 pilot program to study the benefits, challenges, costs and system changes inherent in implementing an RTI model. The document serves as an administrator's and practitioner's guide for implementing and sustaining a K-3 RTI model. The guide can be downloaded at the COI website, http://centeroninstruction.org/resources.cfm?category=specialEd&subcategory=materials&grade_start=0&grade_end=3#173.

Special Education/ELL

Addressing Promises and Challenges of Response to Intervention Models for

ELLs. Alfred Artiles presented this keynote address at the 31st annual conference of the New York State Association for Bilingual Education in March 2008. This PowerPoint presentation focuses on 1) trends in ELL placement in Special Education, 2) RTI as a viable option for ELLs, and 3) reflections on potential future directions for ELLs. The PowerPoint presentation can be downloaded at the COI website, http://centeroninstruction.org/resources.cfm?category=specialEd&subcategory=materials&grade_start=0&grade_end=12#169.

Preventing Disproportionate Representation: Culturally and Linguistically Responsive Prereferral Interventions. This practitioner brief from NCCRESt discusses four key elements of culturally and linguistically responsive prereferral intervention for culturally and linguistically diverse students: 1) preventing school underachievement and failure, 2) early intervention for struggling learners, 3) diagnostic/prescriptive teaching, and 4) availability of general education problem-solving support systems.This brief can be downloaded at the COI website, http://centeroninstruction.org/resources.cfm?category=specialEd&subcategory=materials&grade_start=0&grade_end=12#170.

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!

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