

Research – Resources – Report

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www.dpi.state.nd.us/title1/index.shtm

Mission: To gather and share current research and resources with educators.

Research And Resources

☞ Ask the Expert

Starting on January 12, 2009, the National High School Center will feature an "Ask the Expert" column. Dr. Lou Danielson, former director of OSEP and acting director of research for the National High School Center will serve as January's expert, focusing on tiered intervention at the high school level. Nettie Legters will serve as February's expert, discussing dropout prevention and Todd Flaherty will serve as March's expert, highlighting best practices in building capacity for high school improvement on the state, district, and school levels.

<http://www.betterhighschools.org/expert/default.asp>

☞ Online Data Tool

This online tool, developed by the Assessment and Accountability Comprehensive Center, contains four key components: a guide for the effective use of data to improve educational decision making; a map of key capacities needed at each educational level to support effective data use; standards and criteria for evaluating data tools and selecting diagnostic assessments; and a comprehensive list of resources on research for effective data use.

<http://datause.cse.ucla.edu/>

☞ RTI and Parental Involvement

The National Center on Response to Intervention has released a brief document providing information on parental involvement. This resource provides information and tips on what parents should expect with the Response to Intervention (RTI) process. In an RTI setting, parents are given information about children's needs, the interventions being used, who is providing instruction, and the academic progress of their child. Communication with parents enables parents participate in their child's education and become involved in the decision making process to assist in increasing their child's academic achievement.

www.nrclid.org/rti_practices/parent.html

☞ Storybooks on Paper are Better for Children Than Reading Fiction on a Computer Screen

Science Daily recently published an article, stating that some researchers believe that when we read on paper, we have a better understanding of the text than when we read on a computer screen. On a computer screen, there is more navigating and the distractions of moving text, which takes attention away from the reading. Experts agree, there is a need for more research in this area.

<http://www.sciencedaily.com/releases/2008/12/081219073049.htm>

☞ Using Challenging Concepts to Learn Promotes Understanding of New Material

Science Daily published an article about new research from the University of California-Santa Barbara that finds, in certain situations, learning more difficult concepts first can increase student learning. Students who learned the easiest concepts first found it more difficult to expand the concepts to apply to more difficult tasks.

<http://www.sciencedaily.com/releases/2008/12/081201105702.htm>

☞ Writing Leads to Deeper Learning

USA Today published a new report from the National Survey of Student Engagement, which finds that students who are provided with many challenging writing activities are more engaged, more analytical, and better able to synthesize and integrate ideas—the types of learning that are currently in the greatest demand by colleges and employers.

http://www.usatoday.com/news/education/2008-11-10-NSSE-writing_N.htm

