

Research – Resources – Report

1-888-605-1951

March 2009

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

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

Research And Resources

☞ **Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades**

This guide, recently published on the USDE Institute of Education Sciences website, offers five specific recommendations to help educators identify struggling readers and implement evidence-based strategies to promote their reading achievement. Teachers and reading specialists can utilize these strategies to implement RTI and multi-tier intervention methods and frameworks at the classroom or school level. Recommendations cover how to screen students for reading problems, design a multi-tier intervention program, adjust instruction to help struggling readers, and monitor student progress.

http://ies.ed.gov/ncee/wwc/publications/practiceguides/#rti_reading_pg

☞ **Classrooms with Revolving Doors: Recommended Practices for Elementary Teachers of At-Risk and Highly Mobile Students**

This information brief, prepared for the National Center for Homeless Education at SERVE by Dr. Patricia Popp, Dr. Leslie Grant, and Dr. James Stronge from The College of William and Mary, discusses the challenges many teachers face of students entering, withdrawing, and re-entering throughout the school year. It highlights information regarding qualities of effective teachers and the needs of their students, whether they are experiencing homelessness or if they are a military family. Some teacher qualities mentioned include the ability to understand the needs of their students, creating a positive learning environment, planning lessons based on concepts and skills that promote success, and the monitoring of students to maximize learning.

http://www.serve.org/nche/downloads/eff_teach_elem.pdf

☞ **Cognitive Strategy Instruction (CSI)**

CSI is a tool intended to help students develop the necessary skills to be self-regulated learners. Strategy instruction is one of the most effective ways of improving academic performance for children with learning difficulties. Cognitive strategy instruction provides a series of interventions in which students are taught thinking strategies that they can use to perform better in reading, mathematics, writing, studying, and other areas. The site was created by Dr. Bob Reid and Torri Lienemann, University of Nebraska-Lincoln. This site will show you how to implement instructional strategies, provide examples, and provide a forum to discuss your experiences and questions.

www.unl.edu/csi/index.shtm

Retrieved on February 27, 2009 at www.interventioncentral.org/.

☞ **Intervention: Earobics**

Many North Dakota schools use or have used Earobics in their classrooms. *What Works Clearinghouse* has recently updated their site to include research information on Earobics. This interactive software provides literacy skills instruction to students in pre-K through third grade.

http://ies.ed.gov/ncee/wwc/reports/beginning_reading/earobics/

☞ **Preventing Future High School Dropouts**

The Advocacy and Action Guide for NEA State and Local Affiliates, written by Dr. Marcella Dianda, identifies areas and school districts with the highest dropout rates and discusses possible actions to address this problem. It also addresses out-of-school factors that increase dropout rates and identifies school practices and policies that increase high school graduation rates and effective dropout prevention programs.

<http://www.nea.org/assets/docs/dropoutguide1108.pdf>

☞ **Strong Leaders, Strong Achievement Model Policy for Producing the Leaders to Drive Student Success**

A good deal of research in the area of leadership has helped to generate a broad agreement on what constitutes a comprehensive leadership program or policy. Positive measures such as the Educational Leadership Policy Standards (Interstate School Leaders Licensure Consortium) have helped inform the development and improvement of many leadership programs and policies. The risk, however, is that in implementing a "comprehensive" set of standards or requirements, those elements noted by research as most critical to improving achievement can simply become another box on a check-off list. The purpose of this brief is to help reduce that risk by focusing on those factors most closely linked to student success.

<http://www.ecs.org/clearinghouse/79/23/7923.pdf>

☞ **Students Involved with Music Do Better in School**

Students that take music lessons in or out of school and have parents that attend concerts achieve better in reading and math in early childhood and adolescence. A study in the journal of *Social Science Quarterly* confirms this correlation.

<http://www.sciencedaily.com/releases/2009/02/090210110043.htm>

