

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

☞ **Bringing Literacy Strategies into Content Instruction: Professional Learning for Secondary-Level Teachers**

The Center on Instruction's new publication provides research-based guidance on academic literacy instruction in the content areas, specifically focusing on the effective use of text in content areas. The paper reviews the research evidence about content-area literacy instruction for adolescents and suggests ways teachers can use content-area texts to enable students to understand subject-specific vocabulary and concepts. This document also provides a brief synopsis of working with adult learners and the most promising professional development practices identified in research.

www.centeroninstruction.org/files/Bringing%20Literacy%20Strategies%20into%20Content%20Instruction.pdf

☞ **Some Schools Grouping Students by Skill, not Grade Level**

Instead of simply moving kids from one grade to the next as they get older, some districts are grouping students by ability. Once they master a subject, they move up a level. This practice has been around for decades, but was generally used on a smaller scale, in individual grades, subjects or schools. Now, in the latest effort to transform the bedraggled Kansas City, MO. schools, the district is about to become the largest one to try the approach. Starting this fall officials will begin switching 17,000 students to the new system to turnaround trailing schools and increase abysmal test scores.

www.usatoday.com/news/education/2010-07-05-grade-held-back_N.htm

☞ **New Response to Intervention (RTI) Resources**

■ **Essential Components of RTI – A Closer Look at Response to Intervention**

The National Center on Response to Intervention has published a brief describing the essential components of RTI. The brief provides a definition of RTI, reviews essential RTI components, and responds to frequently asked questions.

www.rti4success.org/images/stories/pdfs/rtiessentialcomponents_042710.pdf

■ **Expanding Staff Skills Under RTI: Interventionist, Consultant, Data Analyst**

Most schools must rely on the capacity of their existing staff as they implement Response to Intervention. Certainly, each group of educators in a school system – teachers, support staff, administrators, paraprofessionals – possess unique abilities that enrich the RTI initiative. However, RTI also requires that staff move away from compartmentalized job descriptions to begin to adopt a shared set of more general, cross-disciplinary RTI skills. Educators holding a variety of positions should be prepared to serve as needed as RTI interventionists, consultants, and data analysts. General definitions of each of the roles are identified in this document.

For more information regarding roles and a detailed set of RTI relevant skills go to

<http://www.interventioncentral.org/index.php/blog/35-systems-change/219-rti-interventionist-consultant-data-analyst>.

■ **Reaching a Positive ‘RTI Tipping Point’: Tips for Schools**

Districts implementing RTI are discovering that the RTI model is complex and contains a large number of interlinked components.

In the RTI-ready school, for example, ‘evidence-based’ interventions for struggling students are arranged in a multi-tier continuum; students are matched to intervention services based on profile of need; the integrity of interventions are routinely measured to ensure that they are carried out correctly; data are collected on each intervention to assess baseline levels, set goals for expected improvement, and measure actual student progress; and the school’s RTI model is designed to be attainable using existing resources and to be scalable and sustainable over time (Glover & DiPerna, 2007).

In fact, full implementation of the RTI represents nothing short of comprehensive schoolwide reform. Yet educators in any building or district charged with rolling out RTI can become so caught up in the thicket of details required to implement the model that they may lose sight of whether they are in fact accomplishing their global objective: to reengineer the school culture and teacher attitudes and realign resources to better support struggling learners.

To view the full article visit, www.interventioncentral.org/index.php/blog/35-systems-change/218-rti-tipping-point

■ Instruction Tools Chart – RTI

The Response to Intervention Center has released an Instruction Tools Chart, which provides ratings on the quality of studies demonstrating efficacy for instructional programs used within an RTI context.

www.rti4success.org/chart/instructionTools/

☞ What Works Clearinghouse: Students with Learning Disabilities

The What Works Clearinghouse website has available intervention reports that look at the research on reading programs designed for students in the grades 3-12 whose reading achievement is below the proficient level, including popular programs such as Read 180, Voyager Reading®, and Read Naturally®.

www.ies.ed.gov/ncee/wwc/reports/topic.aspx?tid=19

☞ Topics for High School Improvement

The National High School Center identifies research-supported improvement tools and products to assist education consumers in locating credible and useful information. In addition, the National High School Center has developed comprehensive Research Review Criteria to identify high-quality research on pressing high school improvement topics.

Topics include:

- ✓ Overarching Strategies for High School Reform
- ✓ Literacy
- ✓ Curriculum and Instruction
- ✓ Use of Technology

www.betterhighschools.org/topics

