

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

Behavior Reporter: Create Behavior Report Cards Online

The Behavior Reporter, published on Intervention Central's website, is an online application that allows you to quickly create custom Behavior Report Cards to rate student behavior in the classroom. This tool was designed by Jim Wright to support school intervention and assessment efforts.

Intervention teams can use Behavior Report Cards as a convenient tool for collecting data on problem student behavior. Once a referring teacher has identified student behaviors of concern, the team can rapidly create a Behavior Report Card customized to match that teacher's concern. The teachers can then collect behavior report card ratings on the student and bring those ratings as valuable baseline information to the initial Intervention Team meeting.

<http://www.interventioncentral.org/>

Driving Education Reform with Stimulus Funds: Redesigning Schools and Expanding Learning Time

President Obama and Secretary Duncan are calling on states to accelerate education reform and creatively use ARRA funds to impact long-term school improvements, one of the boldest of which is to rethink the traditional school calendar.

The most recent guidance from the U.S. Department of Education builds on the President's call for reform and encourages states to use ARRA funds to "add time to the school day and year, and redesign the school schedule to increase time for core academics, enrichment, and staff collaboration."

The Expanded Learning Time model offers a tremendous opportunity to impact student achievement on a wide scale. This briefing memo, published by the Education Commission of the States (ECS), is based on the successful Massachusetts model.

<http://www.ecs.org/clearinghouse/80/75/8075.pdf>

Effective Science Instruction: What Does K-12 Research Tell Us?

A debate continues over what constitutes effective science instruction. This brief, developed by the Center on Instruction and posted on their science website, endeavors to distill the research on science learning to inform a common vision of science instruction and to describe the extent to which K-12 science education currently reflects this vision. A final section on implications for policymakers and science education practitioners describes actions that could integrate the findings from research into science education.

<http://www.centeroninstruction.org/>

NCLD Releases Report: The State of Learning Disabilities (2009)

The National Center for Learning Disabilities (NCLD) has released *The State of Learning Disabilities (2009)* report on the status of children and adults with learning disabilities (LD) in the United States. This fascinating report shatters common myths about LD, provides benchmark data to compare and contrast how people with LD are faring in school and work, and provides a data-based perspective on what LD looks like in the context of education reform.

<http://www.nclld.org/stateofld>

Present, Engaged, and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades

This report, published on the National Coalition for Parent Involvement in Education (NCPIE) website, is written by Hedy Chang of the National Center for Children in Poverty (NCCP).

The report seeks to raise awareness of the critical importance of chronic early absence, synthesize available data on the scope of the challenge, and share emerging insights about how schools and communities can use chronic early absence to identify and address challenges affecting the social, educational, and physical well-being of children and their families before problems become intractable.

<http://www.ncpie.org/>

Online Resources for Identifying Evidence-Based, Out-of-School Time Programs: A User's Guide

This guide, produced by Child Trends, offers an overview of on-line resources that provides information on a wide range of evidence-based, intervention programs. These programs include, but are not limited to, out-of-school time programs.

http://www.childtrends.org/Files/Child_Trends-2009_07_26_RB_OnlineEBP.pdf

The RTI Data Analysis Teaming Process

Team meetings are a vital part of creating curricular improvements, designing interventions, and deciding which students will benefit from additional tiered instruction. These guidelines, based on Kovaleski and Pedersen's (2008) work on best practices in this area, is an outline of the recommended format for team meetings and are published on the RTI Action Network website.

<http://www.rtinetwork.org/Essential/Assessment/Data-Based/ar/TeamProcess>

