

# Best of the Web: Locating Resources, Tools and Strategies That Work!

## *How to Identify "What Works"*

### ***Scientific, Research-Based Instruction***

- Curriculum and educational interventions that have been proven to be effective for most students based on scientific study.

### ***Evidence-Based Practice***

- Educational practices/instructional strategies supported by relevant scientific research studies.

### ***Consider:***

- Results from randomized controlled trials published in peer reviewed journals (Highest standard and not common in educational research at this point in time)
- The duplication of results by other researchers
- A consensus within the research community on whether a critical mass of studies point toward a particular conclusion (converging evidence – i.e. National Reading Panel, National Math Panel)

### ***Be Cautious:***

- Anecdotal information not supported by empirical evidence
- Opinion
- Claims by vendors and publishers (Some products are excellent but investigate them thoroughly and make sure they are aligned with the needs of the building/district)

### ***Best Advice:***

- Use the **data available in your district to identify areas of greatest need** and explore resources in those specific areas from sites that have been created to objectively review programs, practices and products.
- Explore free resources prior to buying packaged programs
- Spend time researching any product you decide to purchase in order to make sure that it supports the specific goals identified by analyzing the data available in your district
- Integrate professional wisdom with the best empirical evidence available to make instructional decisions
- Measure progress frequently – interventions with strong evidence may not work in every setting or with every child

## Research-Based Practices (General)

### **IES What Works Clearinghouse** <http://ies.ed.gov/ncee/wwc/aboutus/>

The What Works Clearinghouse (WWC) is an initiative of the U.S. Department of Education's Institute of Education Sciences and was created to provide a central source for scientific evidence for what works in education. The WWC produces **user-friendly practice guides** for educators that address instructional challenges with research-based recommendations for schools and classrooms and assesses the rigor of research evidence on the **effectiveness of interventions (programs, products, practices, and policies)**, giving educators the tools to make informed decisions.

**Click on the "Publications and Products" tab on the toolbar at the top of the homepage to access the following:**

- ***Practice Guides*** – Very practical and highly recommended – Each of these guides has been developed by a panel of nationally recognized experts and are subjected to external peer review. ***Each guide can be downloaded for FREE*** and contains clear recommendations based on research,

strategies for overcoming potential roadblocks, and an indication of the strength of evidence supporting each recommendation. **Some of the current topics include the following:**

- *Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools*
  - *Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades*
  - *Reducing Behavior Problems in the Elementary School Classroom*
  - *Dropout Prevention*
  - *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*
  - *Effective Literacy and English Language Instruction for English Learners in the Elementary Grades*
  - *Out-of-School Time to Improve Academic Achievement*
  - *Organizing Instruction and Study to Improve Student Learning*
- **Topic Reports** – These reports compile the information from intervention reports in a particular topic area and provide an overview of ratings of effectiveness which allows users to easily compare the ratings and indexes of numerous programs in one topic area. Once released, topic reports are no longer updated, and users are instead encouraged to use the “Create Your Own Summary of Research Findings” feature on each topic area page for the most up-to-date information in available research and intervention reports.

### **Center on Instruction (COI)**      <http://centeroninstruction.org/index.cfm>

The Center on Instruction is one of five content centers serving as resources for the 16 regional U.S. Department of Education Comprehensive Centers. The Center provides a collection of scientifically based research and information on **K-12 instruction in reading, math, science, special education, and English language learning**. Products **may be downloaded for FREE** and include workshop presentations, professional development modules, research summaries and guidebooks.

To access information, click on one of the topics listed in the toolbar on the left side of the homepage – **“Reading”, “Math”, “Science”, “Special Education”, “English Language Learning” and “Hot Topics” (currently adolescent literacy and response to intervention)**. After choosing a topic, users can further narrow their search by choosing to review information in two grade level bands (grades K-3 and 4-12)

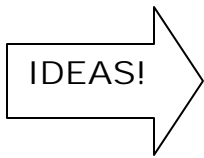
**Listserve** - Visitors can subscribe to their listserve and will receive a monthly newsletter (current and archived newsletters are also available on the site) and notices when new materials are posted to the site – **Highly Recommended**

### **Intervention Central**      <http://www.interventioncentral.org/>

The site was created by Jim Wright, a school psychologist and school administrator from Central New York with **the goal of making quality Response-to-Intervention resources available to educators at no cost**. Visit to check out newly posted academic and behavioral intervention strategies, download publications on effective teaching practices, and use tools that streamline classroom assessment and intervention. There is an astonishing amount of resources available on this site and just a few will be highlighted below (the amount of information available can initially appear overwhelming but it's worth taking some time to explore this site).

On the toolbar located on the left side of the homepage you will find the following:

- Click on **Intervention Ideas** and you will find a list of interventions covering numerous topic areas and a number of online tools (CBM probe generators, behavior report card generator, online reinforcer survey generator, etc.)
- Click on **CBM (Curriculum-Based Measurement) Warehouse** and you will find sample CBM charting worksheets, CBM probes, progress monitoring graphs (computer and by hand), CBA assessment list builders (English and Spanish), CBM manuals and training materials. An online CBM application called **ChartDog**, is also available and allows you to enter any student's CBM data to instantly make progress-monitoring time-series graphs. *ChartDog* graphs are dynamically generated images that you can print, save to your computer hard-drive, or email as attachments.



- **Analyze data** gathered by your building and district to **identify critical needs and determine resources needed** (through the completion of the needs assessment in the CCIP or the Decision Framework if participating in the Ohio Improvement Process [OIP])
- Based on the critical needs identified, review resources that provide an **overview of instructional practices that have evidence of effectiveness**.
  - IES What Works Clearinghouse practice guides can be reviewed by the district or building leadership teams or grade level teams to provide a high level overview of recommended practices and the research supporting them. **(these guides are not a substitute for high quality professional development)**

## Response to Intervention

### **RTI Action Network** <http://www.rtinetwork.org/>

The **RTI Action Network** is dedicated to the effective implementation of Response to Intervention (RTI) in school districts nationwide. The site contains **a variety of free resources** for districts and other stakeholder groups including webcasts, national online forums, implementation guidelines and research summaries. **This site is well-organized and VERY user-friendly** and the contributors are nationally known experts on RtI. Here's a few key areas on the site (which can be accessed by clicking on the items on the toolbar on the left side of the homepage):

- **Learn about RTI – information on:**
  - How RTI helps students succeed
  - Research supporting RTI
  - How RTI benefits diverse student groups and addresses disproportionality
  - Why RTI can be a valuable component of a complete evaluation for LD.
  - How RTI can help lessen - and prevent - problem behaviors.
- **Getting Started** and **Essential Components of RTI**
- **Connect with Others** – Includes a RTI Blog, Discussion Board, Voices from the Field, and a Leadership Network.

**You may be especially interested in the following:**

- **Ask the Experts** – An excellent FAQ – answers provided by national RtI experts
- **RTI Action Newsletter** (current and archived)– **Visitors can sign up to receive a monthly RTI Action Update newsletter – Highly Recommended**

### **National Center on Response to Intervention** <http://www.rti4success.org/>

The American Institutes for Research and researchers from Vanderbilt University and the University of Kansas -- through funding from the U.S. Department of Education's Office of Special Education Programs (OSEP) -- have established the National Center on Response to Intervention. There are so many **FREE** resources on this site that it can be a little overwhelming to navigate at first but it may be helpful to start with the following:

- At the top of the toolbar on the homepage, click on **Resources** and you will find:
  - **Library** - Resources (briefs, fact sheets, presentations, media) have been placed under one or more of 18 categories related to RTI)
  - **Training Modules** – The first set of training modules are available and the topic is curriculum-based measurement (CBM) – **These are well done** and they contain handouts, training manuals, powerpoint presentations and webinar recordings.
  - **Newsletter** – **The RTI Responder** (current and archived)– **Visitors can sign up to receive a monthly newsletter – Highly Recommended**
- At the top of the toolbar on the homepage, click on **Tools/Interventions** and you will find information on **screening, progress monitoring and tiered instruction tools**. The National Center on Response to Intervention has established a standard process to evaluate the scientific rigor of commercially available tools and interventions that can be used in an RTI context. There are very few tools listed at

this time (and only in the areas of screening and progress monitoring) but more will be added over time. **This chart was previously located on the National Center on Student Progress Monitoring's website but has been moved to this site.**

- At the top of the toolbar on the homepage, click on *Events* and you find information on previous webinars which also include handouts, powerpoint presentations and webinar recordings.

### **Center for Student Success – University of Cincinnati**

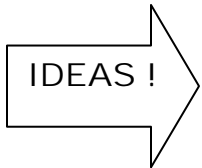
**[http://www.cech.uc.edu/student\\_success](http://www.cech.uc.edu/student_success)**

The Center for Student Success is affiliated with the School Psychology Program at the University of Cincinnati. The mission of the Center is to provide support and resources for schools, educators, and families for effective, research-based practices to promote positive outcomes for all students in Ohio. A specific focus of the Center is supporting the implementation of effective, comprehensive systems of instruction and intervention (within a response to intervention framework). The center is just getting started but has already hosted a Summer Institute this past June. To access copies of the presentations from this institute, click on *"UC Summer Institute"* on the toolbar on the left side of the homepage.

### **NASDSE Response to Intervention *Blueprint* Series** <http://www.nasdse.org/>

NASDSE (National Association of State Directors of Special Education) in conjunction with CASE (Council of Administrators of Special Education) developed two Response to Intervention (RtI) *Blueprint* documents available for **FREE** download: *Response to Intervention Blueprints for Implementation: District Level* and *Response to Intervention Blueprints for Implementation: School Building Level*.

These documents provide step-by-step implementation guidelines and resources and tips from RtI implementers with many years of experience. The *Blueprints* are intentionally designed to provide a framework around which RtI implementation can be built. These *Blueprints* can be a great tool to self-assess to what extent the different components of RtI are in place in your district and buildings.



- Remember that **RtI is NOT a program, a curriculum or a new way to sort or categorize children**. RtI is a **framework** for implementing a comprehensive and integrated system of instruction and intervention to meet the needs of ALL students.
- RtI does not require districts to "start from scratch" and eliminate the work the district is currently engaged in. Use the RtI framework ***in conjunction with other improvement activities currently in place in your district and building*** to build on the effective practices already in place. The information from the websites above can help identify areas in your plan that may need additional support.

## Behavior

### **OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)** <http://www.pbis.org/>

The National Technical Assistance Center on Positive Behavior and Intervention Supports was established to address the behavioral and discipline systems needed for successful learning and social development of students. Positive Behavior Support (PBS) aims to prevent inappropriate behavior through teaching and reinforcing appropriate behavior and social skills. The process is consistent with the core principles of RtI as it provides a comprehensive system of interventions based on the needs of all students. **The site is very well organized** and provides a significant number of planning and evaluation tools, research-based information on PBS, resource links, video links, and power point presentations. **Visitors can also sign up to receive newsletters and new articles as they are added to the site.**

**ALSO SEE** - “Reducing Behavior Problems in the Elementary School Classroom” Practice Guide from the IES What Works Clearinghouse (located in the **Research-Based Practices (General)** section of the handout)

**ALSO SEE** – A variety of behavioral interventions are located in the “Intervention Ideas” section of the Intervention Central website (located in the **Research-Based Practices (General)** section of the handout)

## Reading - Research-Based Literacy Instruction and Interventions

### **University of Oregon – Big Ideas in Beginning Reading**

<http://reading.uoregon.edu/>

This website provides information on the essential components of reading instruction, assessment within a comprehensive schoolwide reading model, evaluating and selecting core, supplemental and intervention reading programs and links to other helpful reading resources.

From the homepage, you can access the following from the toolbar located at the top of the page:

- **Beginning Reading** – Provides information on the critical dimensions of a schoolwide beginning reading model
- **The Big Ideas** – Provides succinct information on the five essential components of reading instruction (phonemic awareness, alphabetic principle, fluency with text, vocabulary and comprehension) including teaching strategies and video clip examples of instruction
- **Curriculum, Instruction and Assessment** – Contains tools to help evaluate and select a core reading program, descriptions of reading assessments and information on instruction and assessment in a schoolwide reading model.

### **The Florida Center for Reading Research**      [www.fcrr.org](http://www.fcrr.org)

Provides free lesson structures for differentiated reading instruction and information on core reading activities, student center reading activities for grades K-5, interventions for struggling readers, and reading assessment at the elementary, middle and high school levels. The site also provides information targeted to parents, teachers, administrators, literacy coaches and researchers.

**Just to highlight a few of the helpful resources located on this site**, from the homepage click on “**For Teachers**” on the toolbar on the left side of the page. When the page opens, click on the following links located under “**Curriculum and Instruction**”:

- **Differentiated Reading Instruction: Small Group Alternative Lesson Structures for All Students** - This document was prepared to provide guidance to *Reading First* Coaches and Teachers but **can be downloaded for FREE** by any visitor to the site. The purpose of the document is to assist teachers in designing small group, differentiated reading instruction in grades K-3 based on the instructional needs of students.
- **Student Center Activities and Instructional Routines Search Tool** - Use the search tool to find and print **FREE** specific instructional routines and 522 individual student center activities and their accompanying activity masters by grade level, reading component (PA, P, F, V, C), subcomponent, and/or DIBELS measure.

Look on the toolbar on the left (still in the “For Teachers” section) and click on “**Interventions for Struggling Readers**” – at the bottom of the page are two links – **Supplemental and Intervention Programs** and **Tier 3 Intervention Programs**. Both of these links will take you to lists of programs that FCRR has reviewed that fit within these categories (**These are not endorsements of specific programs** – FRCC indicates “We would encourage schools to use the table below very carefully. It is meant only as an initial indicator of the extent to which specific areas of instruction are explicitly included in programs that have been reviewed. **The best strategy is always to consider the specific needs of the students with whom the program will be used, and then pick a program that will most powerfully meet those needs**”.)

## **The Vaughn Gross Center for Reading and Language Arts**

**<http://www.texasreading.org/utcrla/materials/>**

The Vaughn Gross Center for Reading and Language Arts (VGC) is dedicated to improving the educational outcomes of traditionally underrepresented student populations, such as English language learners and students with learning difficulties. The center has more than 60 products related to effective, research-based reading instruction for **prekindergarten, primary, secondary, and special education** students.

Clicking on the above link will take you to the **“Vaughn Gross Center Materials”** page which includes a variety of professional development guides, videos, CD-ROMs, and booklets addressing a range of reading topics, including phonological awareness, phonics, fluency, vocabulary, and comprehension. *If “SE” appears next to the title of a product, it means that it has been adapted for special education.* Almost all of the products and publications **can be downloaded for FREE** (some of the materials reference the Texas Essential Knowledge and Skills but the content is relevant to any state).

All of the materials can be explored digitally through an online database called **Searchlight** which is also located on this page. By clicking on the link for Searchlight you will be connected to a database that will allow you to use keywords to search for specific topics and to explore instructional materials by grade, topic or resource. **Many of the classroom lessons/activities also provide suggestions for progress monitoring.** A good way to get started is to click on the **“Go Explore”** link on the Searchlight homepage, which will take you to three categories of materials to browse.

## **Reading Rockets** **<http://www.readingrockets.org/>**

Reading Rockets provides **FREE** reading strategies, lessons, and activities designed to help young children learn how to read and read better. Resources are designed to assist parents, teachers, and other educators working with struggling readers who require additional help in reading fundamentals and comprehension skills development. Only a few of the many outstanding resources on this site will be highlighted but taking time to explore this site is **HIGHLY RECOMMENDED**.

From the homepage, click on **“Classroom Strategies”** on the toolbar located on the left side of the page and you will find a **searchable library of strategies to build fluency, vocabulary, comprehension, and writing skills** that include:

- Instructions on how to use the strategy
- Downloadable templates
- Examples
- Recommended children's books to use with the strategy
- Differentiation for second language learners, students of varying reading skill, students with learning disabilities, and younger learners
- Supporting research

This site also has **an excellent section for parents** which can be accessed by clicking on the **“For Parents”** tab on the toolbar at the top of the homepage

## **Stupski Foundation – Secondary Literacy Instruction and Intervention Guide**

**<http://www.stupski.org/publications.htm>**

The Stupski Foundation is an organization committed to supporting district leaders in their efforts to transform public education. They provide numerous **free** publications including **The Secondary Literacy Instruction Intervention Guide** which outlines a district-level model incorporating evidence-based and research-validated literacy resources to meet the differentiated needs of struggling adolescents. These tools and resources are designed around the context of the University of Kansas' Content Literacy Continuum (CLC) secondary literacy framework which reflects the RTI principles and the three-tiered model. **The guide also provides detailed descriptions of secondary literacy intervention programs and screening and diagnostic tests for secondary students.**

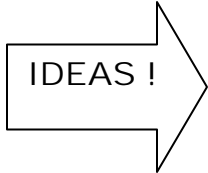
**ALSO SEE - Practice Guides from the IES What Works Clearinghouse** (located in the **Research-Based Practices (General)** section of the handout)

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

*"Improving Adolescent Literacy: Effective Classroom and Intervention Practices"*

*"Effective Literacy and English Language Instruction for English Learners in the Elementary Grades"*

**ALSO SEE** - *"Culturally Responsive Literacy Instruction" Practitioner Brief from the National Center for Culturally Responsive Educational Systems* (located in the **Culturally Responsive Practices** section of the handout)



- Reading instruction has a strong research base so many excellent resources are available in this area. Many of these websites provide instructional activities that can be **used within the general curriculum or to provide targeted and intensive interventions when matched to student needs.**
- Reading Rockets dedicates an **entire section of their website for parents** which contains a significant amount of practical reading suggestions, fact sheets and book suggestions. The site also links to Colorin Colorado which provides **numerous resources for Spanish-speaking families of English language learners.**
- Adolescent literacy continues to grow as an area of interest and many resources are becoming available to address this topic. The guide produced by the Stupski Foundation provides a very **comprehensive example of the implementation of a tri-tiered literacy model at the secondary level.**

## Mathematics

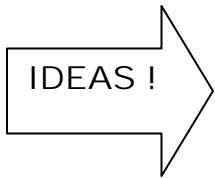
### **The Vaughn Gross Center for Reading and Language Arts** **[http://www.texasreading.org/utcrla/pd/SERP\\_Math.asp](http://www.texasreading.org/utcrla/pd/SERP_Math.asp)**

This center is conducting research on a 3-Tier Mathematics Model for grades K, 1, and 2. The project is focused on developing early screening and progress monitoring assessments for early mathematics and developing intervention booster lessons for struggling math students. Much of this work is being field tested in Texas and is very preliminary but the site does have some materials for download that are worth reviewing (documents and presentations). The link above will take you to a page titled "3 Tier Mathematics Model". On the right side of the page you will find a box labeled "**SERP-M Resources**". Click on the word "**Downloads**" in that box and it will take you to the lists of presentations.

**ALSO SEE** - *"Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools" Practice Guide from the IES What Works Clearinghouse* (located in the **Research-Based Practices (General)** section of the handout)

**ALSO SEE** – *A variety of math interventions are located in the "Intervention Ideas" section of the Intervention Central website and math assessment tools are located in the "CBM Warehouse" section* (located in the **Research-Based Practices (General)** section of the handout)

**ALSO SEE** – *Review the resources available in the "Math" section located on the Center on Instruction's website* (located in the **Research-Based Practices (General)** section of the handout)



- Information on research-based instruction and interventions in mathematics continues to lag behind literacy but some evidence is beginning to emerge. The IES What Works Clearinghouse practice guide mentioned above can be reviewed by district or building leadership teams or grade level teams to provide a **high level overview of recommended practices and the research supporting them for students in elementary and middle school.**
- The **National Math Panel Report**, which was released in 2008, also provides direction and can be located at: <http://www.ed.gov/about/bdscomm/list/mathpanel/index.html> **(the report contains an executive summary that lists key recommendations)**

## Progress Monitoring/Screening Tools

### **National Center On Student Progress Monitoring**

<http://www.studentprogress.org/default.asp>

Progress monitoring is a scientifically based practice that is used to assess student academic performance and evaluate the effectiveness of instruction and is an essential component of RTI implementation. The National Center on Student Progress Monitoring's contract with OSEP has now ended but this website will continue to maintain all of the FREE information and other resources on the implementation of progress monitoring that can be used at the classroom, building, local and state level. These resources include downloadable articles, PowerPoint presentations and FAQs, and additional resources on student progress monitoring, Curriculum-Based Measurement (CBM), applying decision making to IEPs and other research based topics. **NOTE: The tools review chart previously hosted on this site has now been moved to the National Center on Response to Intervention. The information on this site focuses more on the "how" and "why" of progress monitoring whereas the CBM Warehouse in the Intervention Central website provides sample tools and progress charts.**

From the homepage, click on "**Resources**" located on the toolbar at the top of the page and a page with a list of topics will open. Clicking on any one of these topics will take you to a number of different types of presentations, papers, and webinars **so this can be overwhelming**. You'll want to **narrow your search to specific topics of interest** such as progress monitoring in math or applications of progress monitoring to IEP and program development.

### **DIBELS Data System** [Pay site but free materials also available]

<https://dibels.uoregon.edu/>

The DIBELS Data System is a web-based database that schools and districts can use to enter student performance results and create reports based on scores from DIBELS (*Dynamic Indicators of Basic Early Literacy Skills*) and literacy measures for native Spanish speakers called IDEL (*Indicadores Dinámicos del Éxito en la Lectura*). The Data System tracks and measures progress at the student, class, school, and district level. Reports can be created immediately after scores are entered, providing immediate feedback and allowing for timely decision making.

**DIBELS is a fee-based system** (1\$ per student per academic year if you use their reporting system), **however, users can download DIBELS and IDEL materials (administration manuals, benchmark assessments, and progress monitoring materials) for FREE from the site by creating a password and ID** (just click in the **Download Materials** box on the left side of the homepage).

## **AIMSweb [Pay Site]**

<http://www.aimsweb.com/>

AIMSweb markets a full range of Curriculum-Based Measurement services and schools that subscribe receive training in the administration of CBM, are supplied with all probes for student monitoring, can store their school CBM data in an online database, and can generate graphs of group and individual student performance.

## **STAR Early Literacy, Math, and Reading Series [Pay Site]**

<http://www.renlearn.com/default.aspx>

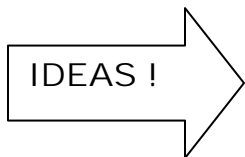
Renaissance Learning, Inc. has developed the STAR series of Early Literacy, Math, and Reading measures. These progress-monitoring assessments provide sensitive measures of student progress to improve learning and teacher planning.

## **STEEP (System to Enhance Educational Performance) [Pay Site]**

<http://www.isteep.com/datatools.html>

The STEEP site offers a series of tools for assessment, progress-monitoring, and data management. The STEEP program also includes an RTI-ready problem-solving model, as well as scripted interventions.

***ALSO SEE** – A variety of progressing monitoring resources and tools are available in the “CBM Warehouse” section of the Intervention Central website (located in the **Research-Based Practices (General)** section of the handout)*



- Technology packages that support screening and progress monitoring do simplify the task of gathering and reviewing data quickly in order to make adjustments in instruction and a few well known packages have been highlighted above. It is possible to use some of the free tools available in Intervention Central's CBM warehouse but this will require planning. **Identifying and intervening early when students demonstrate learning problems can have significant long-term benefits and can justify the additional planning that may be required.**
- If the district is not currently administering any screening or progress monitoring assessments, using the free tools to measure the progress of students on IEPs and students receiving supplemental interventions might be a good place to start.

## English Language Learners (ELL)

### **Colorín Colorado**

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

Colorín Colorado is a free bilingual web-based service that provides information, activities and advice for educators and Spanish-speaking families of English language learners (ELLs). Teachers who work with English as a Second Language learners will find ESL/ESOL/ELL/EFL reading/writing skill-building children's books, stories, activities, ideas and strategies to help PreK-3, 4-8, and 9-12 students learn to read. Reading Rockets (featured in the Reading section of this handout) is a sister site so there is a great deal of crossover between the sites and the organization of the sites is very similar. Although the site focuses on Spanish-speaking families, many of the strategies are applicable to all students, no matter what their primary language. Just to highlight a few of the fantastic resources on this site:

From the homepage, click on **“For Educators”** on the toolbar on the left side and you will find information in the following categories:

- Background Information
- Reaching Out to Hispanic Students and Families
- Placement and Assessment
- Teaching Reading
- Teaching Content Areas

- Bright Ideas
- Frequently Asked Questions

A variety of other resources can be accessed from the toolbar including free guides and toolkits, video and webcasts and e-newsletters. Visitors can also click on the “**web resources**” link on the toolbar and search a wide range of organizations, topics, educational initiatives, and online resources, including a number of Spanish-language websites. **Highly Recommended.**

**ALSO SEE** - “*Diversity and Disproportionality – Learn how RTI benefits diverse student groups and addresses disproportionality*” located on the RTI Action Network website (in the **Response to Intervention** section of the handout)

**ALSO SEE** - *Resources available from the National Center for Culturally Responsive Systems* (located in the **Culturally Responsive Practices** section of the handout)

**ALSO SEE** - “*Effective Literacy and English Language Instruction for English Learners in the Elementary Grades*” *Practice Guide from the IES What Works Clearinghouse* (located in the **Research-Based Practices (General)** section of the handout)

**ALSO SEE** – *Review the resources available in the “English Language Learning” section located on the Center on Instruction’s website* (located in the **Research-Based Practices (General)** section of the handout)

## Culturally Responsive Practices

### **National Center for Culturally Responsive Educational Systems (NCCREST)**

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

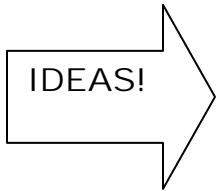
Provides technical assistance and professional development to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers and reduce inappropriate referrals to special education. The project targets improvements in culturally responsive practices, early intervention, literacy, and positive behavioral supports. This site contains a vast amount of resources and is definitely worth exploring but these are a few key resources and products that are very user-friendly.

- **Click on “Tools and Products” on the menu bar (these resources can be downloaded for FREE)**
  - ***Practitioner Briefs*** – Brief user-friendly pamphlets that explain research and its application to specific practices, roles, or policies that impact the extent to which disproportionality is experienced by children and their families. Just a few of the topics addressed by the briefs include the following:
    - Professional Learning for Culturally Responsive Teaching
    - A Cultural, Linguistic and Ecological Framework for Response to Intervention with English Language Learners
    - Culturally Responsive Literacy Instruction
    - Preventing Disproportionate Representation: Culturally and Linguistically Responsive Prereferral Interventions
  - ***Tools*** - a variety of self-assessment tools and rubrics related to culturally responsive practices, policies and programs
- **Click on “Library” on the menu bar** – takes you to a digital library which is hosted by the Equity Alliance at Arizona State University and offers a virtual collection of journal articles, books, and other types of publications whose subjects are relevant to the study and practice of creating culturally responsive educational systems. The library is set up so that you can *browse* through it or *search the catalog* for more specific topics using keywords such as *multicultural education* or *academic achievement*. ***The library also allows you to customize a collection by using your previous selections as a guide.***

- Click on “Equity Matters” on the menu bar and sign up for the Equity Matters newsletter

**ALSO SEE** - “Diversity and Disproportionality – Learn how RTI benefits diverse student groups and addresses disproportionality” located on the RTI Action Network website (in the **Response to Intervention** section of the handout)

**ALSO SEE** - Resources available from *Colorín Colorado* (located in the **English Language Learners** section of the handout)



- The number of English language learners (ELLs) continues to grow in schools across the nation. As a result, a significant amount of resources are being developed to provide educators with the tools necessary to meet their instructional needs.
- If your district is serving ELL students, the data may indicate that the ELL subgroup is not performing well. In this case, these resources may be extremely helpful, however, **they are not a substitute for high quality professional development on ELL instruction or culturally responsive instructional practices.**
- A **free assessment tool** titled “Equity in Special Education: A School Assessment Guide for Culturally Responsive Practice” (Located in the “tools” section on the NCCRESt website) is available to allow schools to conduct a self-assessment of their programs and practices in five domains: (a) School Governance, Organization, Policy and Climate, (b) Family Involvement, (c) Curriculum, (d) Organization of Learning, and (e) Special Education Referral Process and Programs.

## Technology – Assistive/Instructional

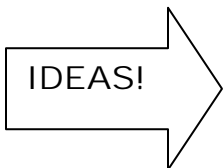
### **Center for Implementing Technology in Education (CITeD)**

<http://www.cited.org/index.aspx>

CITeD is funded by the U.S. Department of Education, Office of Special Education Programs and is a cooperative effort of the American Institutes for Research (AIR), the Center for Applied Special Technology (CAST), and the Education Development Center (EDC). **It is not operated by a vendor so it provides objective information on a variety of products.**

Just to name a few features, the site has a TechMatrix which can be accessed by clicking on the “**TechMatrix- your guide to technology tools for learning**” box on the right side of the homepage. This matrix is a powerful tool for finding educational and assistive technology products for students with special needs and allows the district to compare the features of many different technology tools in a variety of areas (math, reading, writing, planning and organization, etc.). **Strongly recommended**

From the homepage, click on the “**Learn Center**”. This section of the site showcases select resources and targeted tools to help educators meet everyday educational challenges through technology. Search the resources by role and responsibility to find a broad range of information and related research.



- Technology can enhance instruction, scaffold learning for students with diverse learning needs and provide opportunities for students to demonstrate what they know in a variety of ways. In addition, multi-modal literacy is considered an essential 21<sup>st</sup> century skill.
- Collaborate with the technology coordinator(s) and librarian(s) in your district to identify existing resources in your district and to discuss ways to integrate technology more effectively in classrooms and for students with diverse learning needs.

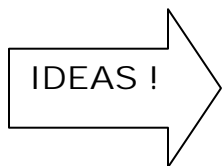
## Universal Design for Learning

### **National Center on Universal Design for Learning** <http://www.udlcenter.org/>

More than 30 national organizations have banded together as the National UDL Task Force to promote UDL in federal, state, and district initiatives and to incorporate UDL into federal policy. The National UDL Task Force works to incorporate the principles of UDL into federal policy and practice initiatives.

Just to highlight one set of resources on the site, click on the “**Implementation – Be the Change**” tab on the toolbar on the top of the homepage and you will find some **resources for putting UDL into practice**. **These resources include:**

- The **UDL Guidelines - Educator Checklist** to design UDL curriculum
- **OSEP's UDL Toolkit** with resources for UDL implementation
- Resources on UDL from the **Center for Implementing Technology in Education** (see a longer description of this center in the **Technology – Assistive/Instructional** section of this handout).
- **UDL Book Builder**, a free tool to help educators create their own instructional materials loaded with learning supports and multimedia features.



- As indicated by the membership of the National UDL Task Force, the principles of Universal Design for Learning are being embraced by a wide variety of organizations. The National UDL Task Force works to incorporate the principles of UDL into federal policy and practice initiatives and have joined together to recommend UDL legislative language for the reauthorization of NCLB. The Task Force also made recommendations for the incorporation of UDL language in the Higher Education Act reauthorization, which were incorporated into the Higher Education Opportunities Act (HEOA) of 2008.
- The **National Education Association** has developed a policy brief titled “**Universal Design for Learning (UDL): Making learning accessible and engaging for all students**” which clearly states that UDL pertains to all students, not just students with disabilities. The brief can be located on NEA's website at <http://www.nea.org/tools/29111.htm>

*Do you have helpful resources you would like to share?*

*If so, send them to [barbara.murphy@ode.state.oh.us](mailto:barbara.murphy@ode.state.oh.us) and we will continue to build this list!!*