

OCTOBER 2009 E-NEWSLETTER

1. Using Student Achievement Data to Support Instructional Decision Making

The What Works Clearinghouse at the U.S. Department of Education has released a guide offering five recommendations to help educators effectively use data to monitor students' academic progress and evaluate instructional practices. The guide recommends that schools set a clear vision for schoolwide data use, develop a data-driven culture, and make data part of an ongoing cycle of instructional improvement. The guide also recommends teaching students how to use their own data to set learning goals.

Visit: http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf

2. Teacher Preparation for Response to Intervention in Middle and High Schools

This National Comprehensive Center for Teacher Quality policy brief describes how middle and high school teachers are trained in the RTI process. The tiered model of instruction is used to improve classroom and school results and to achieve the key goals of the Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind (NCLB) Act (2002), and the Individuals with Disabilities Education Improvement Act (IDEA, 2004). The brief is intended for teachers at the middle- and high school-levels and for the university faculty and continuing professional development personnel who educate teachers.

Visit: <http://www.tqsource.org/publications/September2009Brief.pdf>

3. National Comprehensive Center for Teacher Quality's Suite of Resources Relating to Teachers of English Language Learners

The National Comprehensive Center for Teacher Quality has released a collection of resources focusing on policy and practice relating to the preparation and certification of English language learner (ELL) teachers.

- **Teaching English Language Learners: A Complex System**

This practice brief provides an overview of the different components necessary for supporting English language instruction. It focuses on the impact of these components on the preparation and recruitment of teachers of ELL students.

http://www.tqsource.org/pdfs/TQ_Policy-to-PracticeBriefELL.pdf

- **Preparing Teachers of English Language Learners**

This issue paper addresses the challenges of preparing general education and ELL teachers for classroom contexts that include a diverse array of languages and cultures. The paper also includes an Innovation Configuration for evaluating teacher preparation programs and professional development in this area.

<http://www.tqsource.org/pdfs/PreparingTeachersofELLSprelim%20ed.pdf>

- **Certification and Licensure for Teachers of English Language Learners**

This policy database provides an overview of state-level policies related to ELL teacher certification and licensure currently in place across the country

<http://www.tqsource.org/pdfs/CertificationandLicensureforTeachersofELLs.pdf>

4. Toward a Research Agenda for Understanding and Improving the Use of Research Evidence

Education Northwest has released a report identifying when, how, and under what conditions research evidence is used by policymakers and practitioners; what other sources of information these individuals rely on; and what factors serve as barriers or facilitators to using research evidence in making policy and practice decisions.

Visit: <http://www.nwrel.org/researchuse/report.pdf>

5. Indian Education Policies in Five Northwest Region States

This REL Northwest report categorizes the Indian education policies of five Northwest Region states based on 13 key policies identified in the literature. It also describes the legal methods used to adopt them, such as statutes, regulations, and executive orders. The study found that six of the key policies had been adopted by all five states: adopting academic standards for teaching students about the history and culture of America's indigenous peoples, involving Native Americans on advisory boards, promoting Native American languages through teacher certification, allowing students to learn their native language as part of their education program, and providing tuition assistance for college-bound Native American students.

Visit: http://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/REL_2009081.pdf

6. How State and Federal Accountability Policies Have Influenced Curriculum and Instruction in Three States: Common Findings from Rhode Island, Illinois, and Washington

Published by the Center on Education Policy (CEP), this report looks at how classroom practices in Rhode Island, Illinois, and Washington State have been influenced by state accountability policies and NCLB. The report examines how teachers and administrators have responded to increased accountability and pressure to meet state standards. Drawing from case studies of 18 schools in the three states, CEP highlights the national implications of how accountability impacts curriculum and instruction and provides recommendations to help mitigate some of the harmful effects of standards-based accountability systems.

Visit: <http://www.cep-dc.org/document/docWindow.cfm?fuseaction=document.viewDocument&documentid=296&documentFormatId=4396>

7. Effective Uses of Funding Support for Schools in Need of Improvement

This brief, prepared by the Center for Comprehensive School Reform and Improvement, investigates effective uses of funding support for schools in need of improvement. The Center examined schools and districts in which thoughtful and well-articulated use of federal, state, and local funds has resulted in innovative and effective reform that can be replicated or adapted in other, similar sites. They reviewed research on district improvement efforts and conducted interviews with district personnel in nine districts across the United States to find practices that are effective in supporting school improvement.

Visit: http://www.centerforcsri.org/files/CenterIssueBrief_Sept09.pdf

8. Successful School Turnarounds: Seven Steps for District Leaders

The Center for Comprehensive School Reform and Improvement has released an issues brief drawing from the cross-sector research base on successful turnarounds. It offers seven steps for district leaders to support turnaround principals and maximize their chances of success.

Visit: <http://www.centerforcsri.org/files/CenterIssueBriefSept09.pdf>