



En Route for Response to Intervention

As response to intervention (RTI) gets rooted in school and district reform efforts, state education agencies (SEAs) are looking for ways to support educators and chart the pathway for a successful RTI journey. Each state determines its RTI model, but what is common across the board is the inclusive vision of RTI. RTI is not intrinsically a special education program but a system that strengthens regular classroom instruction for *all* students. Different tiers of RTI support can ensure that all students receive strategies or interventions to help improve their learning.

Two of our states—Indiana and Michigan—are making great strides in launching statewide activities and support for RTI. The Michigan Department of Education, with support from the Great Lakes East Comprehensive Center, recently held a statewide RTI conference to share the RTI framework and guidance and to seek input on the resources needed. A second conference is being planned for the fall, and Michigan's RTI team is planning regional professional development to build local capacity for implementation (read Gary Appel's article on p. 3).

We also have been working with the Indiana Department of Education's RTI leadership team to implement Indiana's statewide RTI model along with the guidance and supporting materials. In Indiana, RTI stands for "response to *instruction*" to reinforce intended support for every student. Indiana's new comprehensive school pilot program, which will eventually support all of Indiana's public schools, was launched in July (read Frank De Rosa's article on p. 4). As states pursue the implementation of their RTI models, numerous resources and support are available through the [National Center on Response to Intervention](http://www.nclb.gov/nclb/rti/). Make sure you check out the resources. They are just a click or a phone call away.

Barbara Youngren, Director
Great Lakes East Comprehensive Center
and Great Lakes East staff members

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This quarterly e-newsletter delivers useful, relevant, and timely information related to the NCLB Act to educators in the three states of the Great Lakes East region: Indiana, Michigan, and Ohio.



Highlights of the Quarter

Microsoft SharePoint Continues to Grow as a Communication Tool

The Great Lakes East Comprehensive Center's work with SharePoint, a Microsoft Office collaboration tool that allows people to work together and document their work, continues to expand. (The [2010 winter issue](#) of the Great Lakes East e-newsletter on p. 2 describes in detail multiple SharePoint sites that Great Lakes East is currently hosting.) The SharePoint tool has been effective both for Great Lakes East's work as well as the work of other comprehensive and content centers. The most recent request for a SharePoint site came from the Missouri Statewide Collaborative and their work with the North Central Response to Intervention (RTI) Collaborative. The Missouri Collaborative was looking for a tool to foster communication and collaboration among its team members, including staff from the regional comprehensive center, content centers, Missouri Department of Education, and the North Central RTI Collaborative, who recommended Great Lakes East. The site that Great Lakes East designed for the Missouri team will allow team members to work collaboratively and move their work forward more efficiently.

Learning Point Associates and the American Institutes for Research Merge

On August 1, 2010, Learning Point Associates joined with the American Institutes for Research (AIR). Learning Point Associates CEO Gina Burkhardt will become an AIR executive vice president and director of AIR's Education, Human Development and the Workforce Division. Learning Point Associates will continue to operate the Great Lakes East Comprehensive Center, the Great Lakes West Comprehensive Center, the National Charter School Resource Center, the National Comprehensive Center for Teacher Quality, and the Regional Educational Laboratory Midwest. A press release about the merger is available at <http://www.learningpt.org/pressroom/pressreleases/pr20100727.pdf>.



Special Reports

Collaborative Response to Intervention Efforts in Full Swing in Michigan

By Gary Appel, Senior Consultant, Learning Point Associates

In spring 2009, the Michigan Department of Education (MDE) requested assistance from the Great Lakes East Comprehensive Center in the design and implementation of a statewide response to intervention (RTI) initiative. Districts were beginning to contact MDE with inquiries as they contemplated putting RTI in place in their schools. MDE was eager to provide support and guidance to these districts and hoped to encourage all districts to look closely at RTI as a core piece of the school improvement puzzle.

In anticipation of ongoing district requests, MDE formed a cross-office team in late spring 2009. The team involved staff members from the Office of Special Education and Early Intervention Services and the Office of Education Improvement and Innovation as well as representatives from intermediate school districts (ISDs) and higher education. Staff members from Great Lakes East, its partner RMC Research Corporation, and the National Center on Response to Intervention (NCRTI) rounded out the team.



Gary Appel

The team's purpose was to develop a statewide framework and guidance resources for RTI implementation. At early meetings, the team explored connections and interrelationships between the Michigan School Improvement Framework (SIF) that is required of all schools and the emerging RTI Framework. At subsequent meetings, SIF staff members and RTI team members discussed the core principles present in each of the two frameworks and conducted a cross-walk to align them. The team continued their work by aligning the Michigan Continuous School Improvement Process with the RTI system. Later, a presentation titled "School Improvement and RTI: One Common Voice—One Plan" and facilitator notes were developed for Michigan education leaders to share and use with colleagues in their schools and intermediate districts.

In early 2010, the cross-office RTI team began planning a statewide conference with the same theme, "School Improvement and RTI: One Common Voice—One Plan," to share its work with school, district, and ISD leaders from around the state. The conference goals were fourfold: (1) to increase implementation of RTI as a process for improving student performance within the context of the Michigan Continuous School Improvement Process, (2) to provide an overview of the research base for RTI, (3) to create a common understanding of principles common to all RTI frameworks, and (4) to provide exemplars of different RTI frameworks in other states. The conference planners also wanted to share guidance documents and seek input from participants on technical assistance tools and resources needed. In May 2010, Great Lakes East and MDE sponsored the conference, which drew together 275 local leaders. NCRTI Co-Director Darren Woodruff, Ph.D., provided the keynote address, and rural, suburban, and urban districts implementing RTI conducted interactive breakout sessions.

Since the conference, the team has continued to work on the Michigan RTI Framework, guidance resources, and planning regional professional development for district and ISD leaders. These regional opportunities will further build on the conference theme of braiding RTI and the Continuous School Improvement Process, attend



to the nuts and bolts of RTI implementation in Michigan schools, as well as streamline these efforts across the state. Jan Oord, consultant at the Office of Education Improvement and Innovation, noted:

The collaborative work with Great Lakes East to clarify the connection between the Michigan Continuous School Improvement Process and a system of Response to Intervention as well as the development of guidance documents to support implementation will assist school and district leaders to break down silos and streamline their efforts to improve student learning for all Michigan students (personal communication, July 15, 2010).

As a follow-up to the first RTI conference, a more in-depth RTI conference will be held in November 2010 prior to MDE's statewide School Improvement Process Conference to continue to build local capacity to implement RTI in Michigan.

Indiana's Response to RTI: A Focus on Instruction for All Students

By Frank De Rosa, Senior Consultant, Learning Point Associates

As the new school year begins in Indiana this fall, Grades K–3 at 11 schools will participate in a pilot program designed to transform their learning environments as part of the Indiana Department of Education's (IDOE) Response to Instruction (RTI) Pilot School Community.

In October 2009, Indiana Superintendent of Public Instruction Tony Bennett, Ed.D., stated that “never before...have the stakes been higher for Indiana's educational system” and challenged IDOE to “develop and execute a plan that puts student achievement in its rightful place at the top of the nation and on par with the rest of the world” (Indiana Department of Education, 2010). He urged his colleagues to create a statewide RTI model that would serve the instructional needs of *all* Indiana students and be meaningful and applicable to educators across the state.



Frank De Rosa

IDOE immediately responded to Dr. Bennett's charge. Lee Ann Kwiatkowski, director of differentiated learners, Stacey Hughes, Ed.D., assistant superintendent for student learning, Alyson Luther, RTI coordinator, and Anna Shults, literacy specialist, formed an RTI leadership team to create a statewide RTI model that would serve the instructional needs of all Indiana students. Besides key IDOE staff members, the team also included Great Lakes East Comprehensive Center representatives. As the design of the RTI model and pilot planning began, Great Lakes East introduced three more members to the leadership team: Stacy Rush, Ed.D., senior research analyst at the American Institutes for Research; Bruce Passman, Ed.D., technical assistance liaison for the Mountain Plains and North Central Regions of the National Center for Response to Intervention (NCRTI); and Sandra Gutiérrez, research associate at the Center for Applied Linguistics.

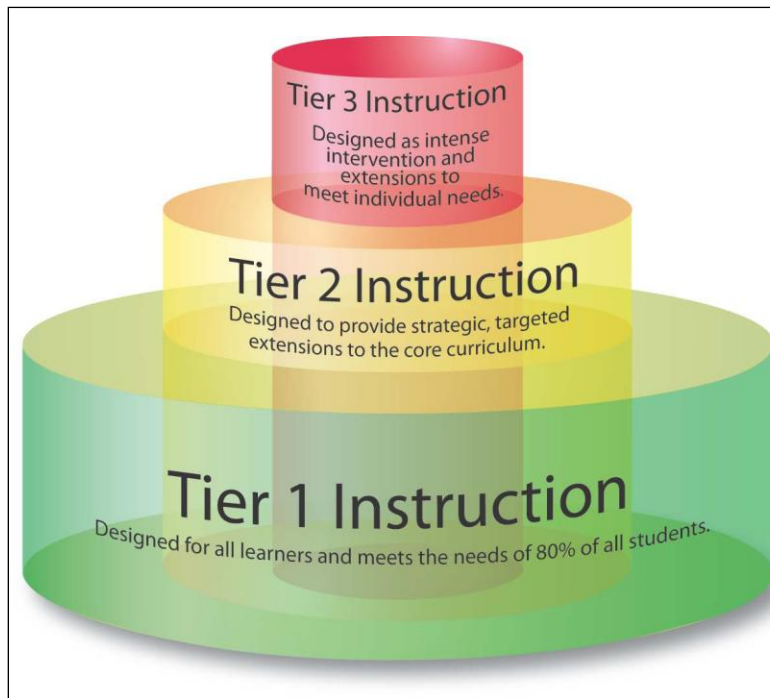
As the work began, IDOE conversations soon shifted from *intervention* (the traditional “I” in RTI) to *instruction*. In the early stages of the development of the RTI model, the team made it consistently clear that in Indiana, RTI stands for response to *instruction*. As a first step, the team has created the RTI model, developed [Indiana's RTI guidance document](#) with supporting materials, and designed a comprehensive school pilot program.



Essential Components of the RTI Model

Indiana's RTI model includes three tiers of instruction. The tiers form a framework for delivery of comprehensive, high-quality instruction, universal screening and progress monitoring, differentiated instruction, and problem solving for all K–12 students within each tier. An important feature of the model is the fluid and flexible nature of the three tiers. Figure 1 features the transparency of the three tiers within the model.

Figure 1. Indiana's RTI Model



Source: Indiana Department of Education's *Response to Instruction (RTI) Guidance Document 2010* (p. 4), available at http://www.doe.in.gov/rti/docs/RtI_Guidance_Document.pdf

RTI Guidance Document

In January 2010, the RTI leadership team developed and presented a draft of the RTI guidance document to stakeholders from all over Indiana, including representatives from schools, districts, higher education, specialists, and advocates. Through focus groups, the team sought the stakeholders' observations and recommendations on the content, format, organization, and ease of use of the new model and guidance document. The stakeholders made valuable contributions that improved the RTI model and reinforced support for IDOE's work.

The IDOE guidance document was publicly introduced in May 2010. It defines RTI as follows (Indiana Department of Education, 2010, p. 1):

RTI is the systemic process of meeting the educational needs of all students through professional accountability to ensure delivery of scientific, research-based core curriculum and instruction; ongoing monitoring of student data to assess the effectiveness of instruction; and determination and delivery of targeted and intensive individualized student supports.



The document specifically describes what RTI is and is not in Indiana and summarizes RTI's overall outcome as "[increased] likelihood of improved student achievement" (Indiana Department of Education, 2010, p. 2). In this model, students are monitored often to ensure that they are progressing, and when they are not, they receive additional learning opportunities. IDOE emphasizes that teachers and school leaders must be dedicated to the model's full implementation and committed to driving the change needed for the improved achievement of all Indiana students.

RTI Pilot School Training Program

With the RTI model and guidance document in place, IDOE was ready to provide RTI resources and supports for schools across the state through the IDOE RTI website and the electronic RTI Learning Connection Community. At that point, IDOE also was ready to design a pilot program for the 2010–11 and 2011–12 school year and create demonstration schools and other resources that would eventually support all of Indiana's public schools. For the first pilot year, IDOE RTI staff invited 20 schools from communities varying in size and demographics, from all over Indiana, to apply and participate. These schools serve multiple student subgroups, including large populations of English language learners (ELLs) and students with disabilities and have a history of struggling to make adequate yearly progress. IDOE plans to use an open application process to select a second cohort for 2011–12.

In July 2010, 230 teachers, specialists, and administrators from 11 schools in five districts were joined by advocates and specialists from Indiana to participate in a two-day RTI pilot school training program. IDOE offered this professional development event with technical assistance from Great Lakes East and NCRTI. To participate, pilot schools had to commit to bringing at least 75 percent of their K–3 teaching staff, but many brought their entire staff. (Read the current Indiana state update on p. 10 for more information about this event.)

In his opening address, Dr. Bennett expressed his high expectations and support for the pilot schools and offered inspiration by referencing a new book, *Fierce Urgency: Education and Future Global Competition through Eyes of a Young Chinese Immigrant*, written by Xiuzhe Zhao, a teenager who emigrated from China and graduated from Kokomo High School in Kokomo, Indiana. Reinforcing Indiana's commitment to serve all students, Dr. Bennett urged the pilot teams to go back to school this fall with "fierce urgency, holding the highest of expectations for each child that they will learn at the highest levels possible."

With the continuing support of Great Lakes East and NCRTI, IDOE is pursuing aggressive plans for the 2010–11 school year. The plans include customized professional development and support programs for each of the pilot schools, an action plan for an RTI model for secondary schools, and continued technical assistance and resources for more schools across Indiana to adopt the RTI model. The spirit of optimism, determination, and even fierce urgency is growing at IDOE, in the RTI pilot schools, and in Indiana public education.

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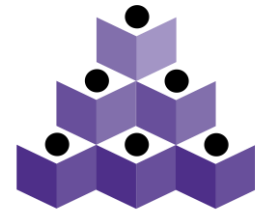
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National RTI Assistance to States: The National Center on Response to Intervention

By Whitney Donaldson, Research Analyst, NCRTI, and Darren Woodruff, Ph.D., Co-Director, NCRTI

The National Center on Response to Intervention (NCRTI) was established a few years ago and is a five-year technical assistance center funded through a cooperative agreement with the Research to Practice Division of the U.S. Department of Education's Office of Special Education Programs (OSEP). NCRTI is part of OSEP's national Technical Assistance and Dissemination Network. The center's mission is to build state capacity and support for implementing RTI in local districts and schools by serving as a central source of knowledge, expertise, and research-based information for educators, administrators, and parents. As defined on [NCRTI's website](http://www.ncrti.org),



**National Center on Response to
Intervention**

www.rti4success.org

Response to intervention [RTI] integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities.

There are four essential components of the RTI framework. The framework employs a schoolwide, multilevel instructional and behavioral system for:

- Preventing school failure
- Screening
- Progress monitoring
- Data-based decision making for instruction, movement within the multilevel system, and disability identification (in accordance with state law)

NCRTI works to build state capacity for RTI implementation using several strategies:

- Identifying and evaluating RTI components for identifying and serving students with or at risk for a learning disability
- Providing ongoing technical assistance to states to support the implementation of RTI in classrooms, schools, and local districts nationally
- Disseminating information about proven and promising RTI frameworks to interested stakeholders across the country

Across the country, the majority of states have adopted RTI frameworks that include three levels (or "tiers") of prevention. Although discussions in the field frequently refer to "tiers" to designate different interventions, NCRTI intentionally avoids the use of this term when describing the RTI framework and instead uses "levels" to refer to three prevention foci: primary level, secondary level, and tertiary level. Within each of these levels of prevention, there can be more than one intervention used for students. Regardless of the number of interventions a school or district implements, each should be classified under one of these three levels of prevention. This approach allows for a common understanding across schools, districts, and states.



State RTI frameworks often blend problem-solving and standard protocol approaches. For the majority of states, RTI is viewed as an overarching conceptual framework for guiding the state's overall school improvement process for all students. This approach includes efforts to incorporate the needs of culturally and linguistically diverse student populations into RTI frameworks and to implement RTI as a means of addressing the disproportionate representation of racially and ethnically diverse populations in special education programs.

NCRTI developed several resources to assist states in the development and implementation of their RTI frameworks. Following are some of these resources:

- The [*Essential Components of RTI: A Closer Look at Response to Intervention*](#) outlines the four essential components of the RTI framework and addresses many frequently asked questions.
- *Tools Charts* have been developed for [Screening](#), [Progress Monitoring](#), and [Instruction](#) tools. These charts analyze the tools against a set of standards to allow states and districts to become informed consumers.
- The [NCRTI State Database](#) was developed to answer the question, "What are other states doing about this?" The database provides a snapshot of every state's RTI practices and contains searchable state-developed RTI materials.

For more information about NCRTI, visit www.rti4success.org.

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National Center on Response to Intervention. (n.d.). *What is RTI?* Retrieved August 6, 2010, from <http://www.rti4success.org/>



Focus on States

In this section, Great Lakes East state managers provide regular updates on current state plans undertaken by each state in the region with a specific focus on NCLB implementation efforts. The e-mail addresses of the state managers are included.



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State System of Support

District Improvement: State-Led Curriculum Mapping Initiative

The honor of being on this team and being able to discuss “school” with such great professionals was one of the most wonderful opportunities of my teaching experience. The powerful conversations and the work done for our state throughout the week was fantastic, and I feel fortunate to have been a part of it. This past week will be a highlight in my teaching career.

This was the response of multiple educators after a full week of working together. (See IDOE’s [video “State Curriculum Mapping 2010”](#) to hear from the participants.) These professionals had the opportunity to see how their work will make a difference in student learning, to utilize their professional knowledge and experience, and to spend uninterrupted time collaborating. They responded with great enthusiasm to this unique opportunity and produced mapped curricula of the Indiana state standards.

The participants unpacked (or deconstructed) Indiana state standards and indicators into smaller parts, called learning targets, to create the curriculum maps. During the week of July 11–16, 2010, more than 60 educators—teachers, university, district, and educational service center staff—determined the learning progressions and established learning targets for Indiana’s English language arts (ELA) standards K–12. Pairs of educators worked with a specific grade level of standards, and, then, at least once a day, cross-grade levels reviewed one another’s work. They sought clarity, cognitive rigor, building of cognitive demand, and consistency. The learning targets were entered into the “Build Your Own Curriculum” database and assigned to topics or headings from the Common Core State Standards. The topics and targets were assembled into quarterly units with accompanying vocabulary to be learned. The curriculum maps are now accessible through the [Indiana Learning Connection](#) website. (By clicking on the “Curriculum Maps” link, users can select ELA and mathematics by grade levels and examine the maps. More details of the implementation plan are provided in an [IDOE video](#) by Director of Curriculum and Instruction Schauna Findlay, Ph.D.)

This work is but the first in this area at the Indiana Department of Education (IDOE) and is led by Dr. Findlay and supported by Great Lakes East Comprehensive Center staff member Jayne Sowers, Ed.D. IDOE plans to provide supports to schools this upcoming year to utilize the curriculum maps and adapt them for the school’s use. The role of collaboration among classroom teachers, school and district leaders, university staff, and regional providers will be key to the continued implementation and success of this initiative. As one participant noted, “It was great to see so many people with a shared vision working collaboratively in one room. I see great things happening in Indiana schools next year. Thank you all for making this a wonderful experience.”



Instruction

Response to Instruction. Indiana's highly anticipated Response to Instruction (RTI) Pilot School Training was held in Indianapolis on July 22–23, 2010. IDOE offered this professional development event with technical assistance from Great Lakes East and the National Center on Response to Intervention (NCRTI). A total of 230 teachers, specialists, and administrators from 11 schools (representing five districts) participated along with select education advocates from across the state. The event provided a balance of high-impact information on RTI model components; the roles of school staff members, IDOE, Great Lakes East, and NCRTI; guidance on the formation of RTI pilot teams; and time for team collaboration and reflection.

Superintendent of Public Instruction Tony Bennett, Ed.D., delivered the opening keynote address. He expressed his respect and support for participants' willingness to take on their RTI piloting responsibilities. Lee Ann Kwiatkowski, director of differentiated learners, and Alyson Luther, RTI coordinator, opened the event with a brief history and statement of the vision of IDOE's new RTI model, which focuses on scientifically based core curricula and instruction that is delivered with fidelity and is data driven to meet students' individual learning needs. The model addresses *all* students, including high ability, students with disabilities, and ELLs. (The complete version of the RTI guidance document and accompanying support materials can be viewed at www.doe.in.gov/rti.) The second keynote speaker was Phil Talbert, principal of Hawthorne Elementary School in the Metropolitan School District of Warren Township, Indiana. With his leadership and the implementation of the RTI model, Hawthorne Elementary School, a Title I, high-poverty school, moved from chronic underachievement to making adequate yearly progress (AYP) in each of the past three years. Talbert also delivered an inspirational lunchtime address to pilot principals and district administrators.

Great Lakes East collaborated with IDOE and planned two breakout sessions for the event: "Tier 1 Instruction" by Stacy Rush, Ph.D., research analyst, American Institutes for Research (AIR), and "Strategies for ELLs" by Sandra Gutiérrez, research associate at the Center for Applied Linguistics. The training also featured sessions on Tier 2 instruction, Tier 3 instruction, universal screening and progress monitoring, and a problem-solving model. The presentations and handouts can be accessed on the [IDOE RTI website](#) and the [RTI Learning Connection Community](#).

Throughout the pilot training, participants utilized a personal "reflection tool" in order to assess their understanding of the essentials of RTI and their readiness to move forward with implementation. IDOE will use the reflective tools to customize professional development and technical assistance that the pilot teams will receive throughout the 2010–11 school year. The pilot schools include the following: Blue Ridge Primary School and Suncrest Elementary School of the Community Schools of Frankfort; Hawthorne Elementary School, Mongor Elementary School, and Roosevelt Elementary School of Elkhart Community Schools; Bridgeport Elementary School and Chapel Hill Elementary School of the Metropolitan School District of Wayne Township; Meredith Nicholson School 96 of Indiana Public Schools; Henry Evans Elementary School, John Meister Elementary School, and River Forest Elementary School of the River Forest Community School Corporation.

College and Career Preparation. With technical assistance from Great Lakes East, IDOE conducted a successful Math-in-CTE professional development workshop at the J. Everett Light Career Center in Indianapolis on July 12–16, 2010. IDOE used an evidence-based model developed by the National Research Center on Career and Technical Education to strengthen instruction of mathematics concepts in Career and



Technology Education (CTE) courses so that secondary students improve their mathematics performance in the classroom and on state assessments. The Math-in-CTE program also provides an opportunity for mathematics teachers to develop and incorporate examples of mathematical concepts in real life within their mathematics courses. Sixty-four high school teachers, including mathematics teachers and teachers of building trades, automotive systems, and health sciences curricula, partnered to identify mathematics concepts embedded in the CTE courses and design lessons and assessments to enhance the teaching and learning of these concepts. Throughout the workshop, teachers practiced the five core principals of Math-in-CTE: (1) develop and sustain a community of practice, (2) begin with the CTE curriculum and identify the mathematics topics within, (3) address the mathematics in CTE as essential workplace skills, (4) maximize the mathematics in the CTE curricula, and (5) support CTE teachers as teachers of Math-in-CTE, not mathematics teachers.

IDOE staff facilitated the workshop, and each of the three Math-in-CTE content areas (health careers, automotive systems, and building/construction trades) was facilitated by a veteran of IDOE's 2009 Math-in-CTE program. With their leadership, participating teachers learned to use [Seven Elements of Math Enhanced CTE Lessons](#). By the end of the workshop, each participant had designed at least one new lesson; many designed multiple lessons. In the upcoming months, CTE teachers will consult with their partnering mathematics teachers and present their new lessons. "It's an eye-opening experience for both math and CTE teachers to learn how many of the same math concepts are covered in both classrooms but often without any collaboration between the teachers," said Davis Moore, career and technology specialist at IDOE, in his e-mail on August 2, 2010, and added, "This process helps teachers in both content areas use a common language so that students actually see the connection between math concepts and real life."

Throughout the professional development workshop, IDOE facilitators, CTE veterans, and Great Lakes East staff met to assess workshop progress, to begin designing program assessment tools, and to plan for the fall and spring workshops. IDOE and Great Lakes East will convene all of the July participants on November 4–5, 2010, and on March 10–11, 2011, to assess progress, review their lesson designs, and design additional lessons.

Classroom Innovation in Mathematics. As Indiana schools open this fall, 13,000 students from 35 secondary schools in 18 districts will experience new forms of instruction through technology in their mathematics classes, according to Zach Foughty, secondary mathematics specialist at IDOE (personal communication, July 9, 2010). This change is happening through IDOE's Classroom Innovation in Mathematics Grant Pilot Program. Great Lakes East assisted IDOE in identifying the pilot districts and writing and implementing the pilot program; participating districts chose their instructional technology vendors. As Foughty stated on August 12, 2010 (personal communication), "Teachers and administrators are anxious...to begin using these programs.... Although some have expressed concerns about leaving behind many of their former practices, they are excited about the positive impact that these programs will have on student learning."

As new forms of instruction are introduced this fall, IDOE (with Great Lakes East's assistance) will conduct monitoring activities, including classroom observations, student surveys and focus groups, teacher surveys and interviews, administrator interviews, and student performance assessments. The focus on compliance will shift to a focus on evaluation in spring 2011. IDOE will issue an interim report on the progress of the pilot in December 2010 and a final report in June 2011, which will include ISTEP+ results. The pilot supports IDOE's [goal](#) to "create and promote a statewide culture of academic excellence, in which 90% of students pass both math and English/Language Arts sections of ISTEP+ and End-of-Course Assessments."



School Improvement: English Language Learners. The number of English language learners (ELLs) in Indiana has increased during the past decade and then recently stabilized. To respond to the needs of this population of students and their teachers, the IDOE Division of Differentiated Learners: English Language Learning and Migrant Education met for a full day of planning on August 3, 2010. Great Lakes East staff member Jayne Sowers, Ed.D., and Sandra Gutiérrez from the Center for Applied Linguistics led the planning, which began with the state staff determining which schools would be selected to receive professional development through a criterion-based decision-making process. The criterion included schools whose ELLs were not making adequate yearly progress, schools in the same district, schools in the same part of the state, elementary schools, schools with a large percentage of ELLs, and schools with a recent influx of refugee students. Through this criterion-based process, two districts and four schools within them were selected and are currently being contacted to determine their desire to take advantage of this opportunity.

The support from IDOE and Great Lakes East will include three or four visits to the school during the year and will culminate in a summer workshop or academy. The school visits will provide a day of content and skills development in the topic areas determined by IDOE's ELL staff members and Great Lakes East. These topics will include second language acquisition, knowing your students, comprehensible lesson delivery, language learning strategies and academic language or vocabulary development, differentiated practice and application, and cooperative learning.

The first day of content development is followed by a one-half day of IDOE and Great Lakes East staff modeling, observing, or coaching, depending on the teachers' requests. These methods correspond to research and best practices for professional development (Croft, Cogshall, Dolan, & Powers, 2010; Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009). The target audience for the professional development is third-through fifth-grade teachers in recognition of [House Bill 1367](#) passed by the legislature and signed into law by Governor Daniels in March 2010. The new law requires IDOE to “develop a plan to improve reading skills of students and implement appropriate remediation techniques’ up to and including retention after third grade” (Indiana Department of Education, 2010, p. 1).

This first year of the ELL initiative will be a time for IDOE staff and Great Lakes East to develop the professional development curriculum, create the corresponding materials, and ensure the continuity of the message and the introduction and modeling of research- and evidence-based practices for ELLs. With the curriculum and materials developed, IDOE anticipates providing support to more schools each year to improve the learning ELLs.

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MICHIGAN

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Teacher Quality

Professional Development System and Policy Revision. As part of an emerging scope of work for Year 6, the Great Lakes East Comprehensive Center is supporting the work of a cross-functional team at the Michigan Department of Education (MDE) to review and revise professional development policy and guidelines to create a more comprehensive system of high-quality professional learning. At a meeting of the cross-functional team on June 7, 2010, Great Lakes East shared the results of a review of professional development policies that included Michigan's current policy and guidelines, their proposed system as articulated in their federal Race to the Top application, and effective policy and practices in other states. Great Lakes East will continue to facilitate the work of the team as they assess the implications of the review for MDE, work with key stakeholder groups to revise and create professional development policy and guidelines, and develop and implement a communication plan and a monitoring and evaluation plan to ensure that high-quality professional development is embedded throughout the system. Preparations are under way for an October 2010 working meeting of the cross-functional team members and key stakeholder groups.

State Teacher Preparation System Revision. Since the most recent meeting of the Michigan Professional Standards Commission for Teaching (PSCT) on May 20, 2010, Great Lakes East, the National Comprehensive Center for Teacher Quality (TQ Center), and a PSCT subcommittee have made great progress in completing a *Michigan Framework for Excellence in Teacher Preparation* and its supporting documents. Since late 2009, Great Lakes East has been working with MDE, a subcommittee of PSCT, and the TQ Center to develop the framework. The purpose of the framework is to replace the multiple and sometimes overlapping and competing standards that currently inform teacher preparation in Michigan with a comprehensive conceptual map to aid in bringing coherence to the governance of teacher preparation. Currently, Great Lakes East, the TQ Center, and MDE are in the final phases of gaining approval from PSCT for the framework; the final documents will be available for use by MDE and other stakeholders in fall 2010.

The subcommittee, Great Lakes East, and the TQ Center created a matrix that articulates the continuum of teacher development in Michigan and that makes clear the intersections of the various state standards, policies, and processes along the continuum. They then worked with the full PSCT committee to make explicit the assumptions and policy drivers that underlie a teacher preparation accountability system for the 21st century. Together, they developed a set of teacher preparation standards based on the assumptions, policy drivers, and existing research. The framework, once approved, will form the basis for the following:

- Assessing and improving teacher preparation programs responsible for helping teacher candidates produce performances demanded by the Professional Standards for Michigan Teachers



- Guiding key state functions related to teacher preparation, including institutional review, program review, licensure, mentoring and induction programs, individualized professional development plans, and assessment of beginning teachers
- Identifying clearer connections among the diverse, individualized needs of students, the diverse contexts of schools, and the developmentally appropriate skills and knowledge of beginning teachers

The *Michigan Framework for Excellence in Teacher Preparation* consists of two documents: “The Teacher Preparation, Certification, and Professional Learning Continuum” and “The Michigan Framework for Excellence in Teacher Preparation—Foundational Assumptions.” Great Lakes East provided technical assistance primarily on the framework document but also assisted in the design of the continuum. The continuum describes the system of requirements for teacher candidates, preparation institutions, and employing school districts in Michigan along the continuum of a teacher’s career from preservice through induction and into the ongoing professional development of a teacher. This system ensures a high-quality teacher workforce in Michigan. The second document articulates the assumptions for teacher preparation as they align with the Professional Standards for Michigan Teachers and includes the main policy drivers supporting these assumptions. Implications for teacher preparation institutions in terms of ensuring that teacher candidates meet the Professional Standards for Michigan Teachers and where evidence of excellence for these institutions for candidates is demonstrated also are included.

High School

High School Redesign. Great Lakes East has continued its technical assistance to MDE in the design of a *Michigan Framework for Re-Imagining High Schools*. Great Lakes East consultants Bersheril Bailey and Victoria Cirks and senior research associate Doug Walker from RMC Research Corporation provided MDE with a review of research and current literature. The design team used these resources to draft Michigan principles for reimagining high schools. After the initial development, the principles were reviewed by stakeholders from professional organizations, intermediate schools districts, the MDE High School Unit, and various schools and districts. MDE High School Unit lead, Sam Sinicropi, MDE consultant, Office of Education Improvement and Innovation, compiled the feedback and worked with a small core group to finalize the draft of Michigan principles. The group included Diane McMillan, retired associate director, Michigan Association of Secondary School Principals; Kristine Gullen, high school consultant, Oakland Schools; Doug Walker; and Bersheril Bailey. In August 2010, the group shared the draft with Linda Forward, interim director of the Office of Education Improvement and Innovation; MaryAlice Galloway, deputy superintendent for the State School Reform and Redesign Office; Deborah Clemmons, assistant director of the Office of Education Improvement and Innovation; and Mark Coscarella, supervisor of the School Improvement Unit.

A culminating event this summer was a two-day Dropout Prevention Summit on August 11–12. Great Lakes East worked collaboratively with MDE, the Michigan Association of Intermediate School Administrators, REL Midwest, State Farm, and Michigan’s Children to plan and host the event. Among attendees were more than 300 representatives from local schools and districts, professional organizations, institutions of higher education, and community organizations. The event featured national high school dropout experts. Nettie Legters, Ph.D., Academy of Educational Development, reviewed the research related to high school dropout rates, the importance of the transition from middle school to high school, and the development of a comprehensive system of interventions and supports for dropout prevention. Martha Mac Iver, Ph.D., Johns Hopkins University, presented research about early warning systems and the Diplomas Now pilot in Philadelphia.



Following her presentation, facilitators, including Great Lakes East staff, guided small-group discussions of the research and resources that were presented to help participants reflect on how to systematically apply the research in their school or district context. Portions of America's Promise Grad Nation Toolkit were used to explore solutions and tools that schools and communities can employ to engage and support young people through high school in order to prepare them for college and careers. Michigan Superintendent of Public Instruction Mike Flanagan recognized schools and districts that have participated in the state's Dropout Challenge at a reception at the end of the first day.

The second day focused on using evidence-based practices to improve student outcomes and help school and district teams link application of evidence-based practices to research as a means of developing or refining school improvement plans to increase student achievement. School, district, and community teams had the opportunity to choose a session on the following topics:

- Using student achievement data to support instructional decision making
- Assisting students struggling with mathematics: RTI for elementary and middle schools
- Assisting students struggling with reading: RTI and multitier intervention in the primary grades
- Dropout prevention
- Improving adolescent literacy: Effective classroom and intervention practices
- Effective literacy and English language instruction for English language learners in the elementary grades
- Helping schools to navigate the path to college and what high schools can do

In the afternoon, school teams dialogued with other practitioners and developed or refined school improvement plans to increase student achievement.

Alternative High Schools. On June 24, 2010, Great Lakes East facilitated conversations among MDE, the Michigan Association of Community and Adult Education, and members of the Alternative Education Focus Group during a professional development day. The event took place in Lansing, Michigan, where educators in alternative high schools across the state convened to increase their capacity to work with students in alternative education high schools and programs. Participants learned how to prevent dropout, support struggling students, and understand adequate yearly progress (AYP).

There were a number of presenters to inform conversations. Linda Forward, MDE interim director of the Office of Education Improvement and Innovation, provided welcome and opening remarks. Sam Sinicropi, MDE consultant, Office of Education Improvement and Innovation, shared results of a student survey listing the top eight needs students felt they needed support for. Later, Sinicropi and Bersheril Bailey facilitated table-group discussions to help participants identify strategies currently being used in their schools and districts to address identified student needs. They also helped participants explore additional possibilities for meeting student needs. To inform and support these conversations, Great Lakes East provided all participants with [*Exemplary Practices in Alternative Education: Indicators of Quality Programming*](#), developed by the National Alternative Education Association, to review, discuss, and use the document with their school leadership teams. Additional materials that Great Lakes East shared with the participants included five IES Practice Guides: (1) [*Using Student Achievement Data to Support Instructional Decision Making*](#), (2) [*Helping Students Navigate the Path to*](#)



[College: What High Schools Can Do](#), (3) [Dropout Prevention](#), (4) [Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#), and (5) [Organizing Instruction and Study to Improve Student Learning](#).

Another session highlighted a new MDE policy in development. Chris Janzer, analyst, MDE Office of Educational Assessment and Accountability, provided an update on MDE's plans to develop a policy to send the scores of students attending alternative education programs from other districts back to the sending districts. Janzer previously attended an Alternative Education Focus Group meeting on June 10, 2010, to gather input from alternative educators in order to help shape the policy that is being developed. Additional sessions included the following topics:

- Strategies to support struggling students in algebra and an update on MDE's Personal Curriculum policy
- Information about resources available to increase college access for all
- Early warning systems to identify students at risk of dropping out and strategies for keeping students in school

During this professional development event, participants collaborated and continued to dialogue; explored current data, resources, and policies; developed strategies to increase graduation rates; and discussed how to expand community and school partnerships for student success.

Statewide System of Support

Michigan's Statewide System of Support (SSOS). The Center on Innovation & Improvement held the Academy of Pacesetter States summer institute on June 14–17, 2010, in Coeur d'Alene, Idaho. Michigan is one of the nine participating states and represents Great Lakes East. The participating states received professional development, multiple opportunities to collaborate, and various tools to build capacity to redesign their statewide systems of support. The goal of the redesign work in states is to more effectively build local capacity to create and sustain school improvement that increases student achievement. On the team from Michigan were Mark Coscarella, school improvement supervisor; Bill Witt, consultant; Diane Joslin-Gould, consultant (Office of Education Improvement and Innovation); and Bersheril Bailey, Great Lakes East senior consultant. In preparation for the academy, Great Lakes East worked collaboratively with the MDE pacesetter team to draft a *Michigan Statewide System of Support Operations Manual* that describes the current statewide system of support. Great Lakes East will continue to provide technical assistance to revise the draft manual as the statewide system of support is redesigned. The redesign plan will be phased in during the 2010–11 school year.

English Language Learners (ELLs). Working closely with the MDE Office of Field Services and the Office of Education Improvement and Innovation, the successful Sheltered Instruction Observation Protocol (SIOP) capacity-building effort continued into its second year. Great Lakes East coordinates the effort with MDE and the Center for Applied Linguistics (CAL), which provides the SIOP training of trainers. Twenty Michigan trainers were identified through an application process to participate in the second Cohort 2 training-of-trainers workshop on June 21–30, 2010, in East Lansing, Michigan, held by CAL consultants Emily Evans and Dennis Terdy. Sandra Hagman from MDE provided assistance with recruitment and local logistics. After the training of trainers, participants will cofacilitate or assist at one of three regional rollout trainings scheduled geographically in the state through late August. It is anticipated that 150 Michigan teachers will participate in these regional SIOP training activities.



During June and July, Cohort 1 trainers, who participated in the SIOP training of trainers last year, facilitated four localized, miniregional four-day SIOP trainings with support from CAL and Great Lakes East. Through the extension of this initial capacity-building effort, an additional 120 Michigan teachers were trained in the SIOP Model. A review of training evaluation data and planning to monitor training impact are both short- and long-term goals of this initiative.

The cross-office ELL core team, composed of directors and staff members from most MDE offices, met on July 27, 2010. Terdy facilitated the meeting, which focused on the role of ELLs across MDE departments and internal initiatives reflecting ELL professional development and credentialing. The core team's purpose is to coordinate and leverage ELL-related activities at MDE in the interest of better serving Michigan's ELL population.

Response to Intervention (RTI). The MDE and Great Lakes East RTI team met on June 24, 2010, to continue work on an RTI Critical Features Framework, which includes RTI essential elements, definition, principles, and examples. The framework is intended for practitioners to guide RTI implementation in their schools and districts. Planning began for a second statewide RTI conference for school and district leaders to build on the first statewide conference held in May. The conference will include an overview of the framework, school improvement and RTI integration, and breakout sessions. The sessions fall into several strands: Getting Started, Data Collection and Use, Identification, Core Program Analysis, Parental Involvement, and Program Evaluation and Leadership. An additional focus of several sessions will be on integrating RTI with the Continuous School Improvement Process for the annual statewide School Improvement Conference scheduled in November.

The team has several tasks at hand. It is working to clarify RTI and eligibility for special education and to identify resources to build an RTI website that will organize guidance materials, tools, and other resources to support RTI implementation. The team also is planning regional training for district and intermediate service district leaders to provide clarification on the framework, guidance, tools, and the integration of the Continuous School Improvement Process and RTI. Finally, the team will identify exemplary Michigan high school RTI models to provide Michigan secondary educators with models of effective RTI practice.



OHIO

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Assessment and Accountability

Credit Flexibility Implementation. School districts in Ohio must provide students the option to earn credit through means other than seat time beginning in the 2010–11 school year. The Great Lakes East Comprehensive Center continues to provide significant support for statewide implementation of credit flexibility through its work with the internal Ohio Department of Education (ODE) credit flexibility work group. As districts head back to school, they are looking for additional guidance and support for implementation from ODE and Great Lakes East.



ODE's credit flexibility work group and Great Lakes East are planning another Web conference series beginning in August 2010 and continuing through the fall. (Read about the spring Web conference series in our [spring 2010 Great Lakes East e-newsletter](#).) On August 17, 2010, ODE and Great Lakes East hosted a Web conference focused on credit flexibility and guidance counseling. This event will be followed by a live chat with Bill Wagner, principal of Lakewood High School, on August 31. Additional topics in this new credit flexibility series will include instructional considerations; communications; and parents, family, and the community.

Based on experiences gained from previous Web conferences, Great Lakes East consultant Victoria Cirks and the credit flexibility work group have designed a new process for disseminating information. This process will include a one-hour Web conference followed by an e-mail to all participants with links to related resources and tools. Each Web conference also will be followed by a live chat to address additional implementation questions. Opportunities to ask follow-up questions also will be available to participants on the SharedWork discussion board.

Great Lakes East is working with Linda McDonald of RMC Research Corporation to develop additional case studies of credit flexibility implementation. A meeting was held in Columbus, Ohio, on August 10, 2010, with Joanne Cashman from the IDEA Partnership to discuss plans to continue support of credit flexibility communities of practice. Credit flexibility resources, including audio recordings and transcriptions of Web conferences, guidance documents, and case studies can be accessed through ODE's [Ohio's Credit Flexibility Plan](#) website.

Standards, Assessment, and Accountability. In the spring, Great Lakes East supported a series of stakeholder meetings focused on the Common Core State Standards and the revised Ohio academic content standards in science and social studies. (Read the [spring 2010 Great Lakes East e-newsletter](#) for a description of these meetings.) Several members of the Ohio State Board of Education attended these meetings, and, in June 2010, the board formally adopted the Common Core State Standards in English language arts and mathematics. The board also formally adopted the revised state academic content standards in science and social studies. Board action helped to set in motion the formation of model curricula teams across Ohio. Model curricula will provide examples for how to design curricula aligned to these new standards, including the integration of 21st century skills. Representing Great Lakes East, Beth Ratway addressed 21st century skills during a presentation at the Ohio ASCD conference in June. Her presentation, "Moving From Standards to Instruction: Integrating 21st Century Skills," focused on the integration of skills identified in the *Framework for 21st Century Learning*.

On June 17, Ratway, Nick Pinchok (Great Lakes West), and Mark Mitchell (Great Lakes East) participated in an Ohio Performance Assessment Pilot Project planning meeting. At the meeting were representatives from Stanford University, the ODE Center for Curriculum and Assessment, and Office of Exceptional Children staff. Part of this meeting focused on how to include the assessment work that will likely come out of the assessment consortia with the performance assessments, tasks, and rubrics developed through the Ohio Performance Assessment Pilot Project. At the meeting, Great Lakes East offered to help ODE summarize the research available regarding the use and validity of one- to two-day performance tasks or assessments. Great Lakes East also offered to be a thought partner in designing a research agenda that would consider the relationship between one- to two-week tasks and one- to two-day tasks, impact on instruction, relative benefits, and other factors. As a response to the technical nature of the support needed, Great Lakes East is forming a small team with one or two staff from REL Midwest, which will be better positioned to move forward with some of this work.



With travel support from Great Lakes East, Stan Heffner, associate superintendent, ODE Center for Instruction, both presented and served as a discussant for the Council of Chief State School Officers' "National Conference on Student Assessment" on June 20–23, 2010, in Detroit.

State Systems of Support

Building a Sustainable, Statewide Training Model for Regional Providers. A primary focus of state-level design team work at the end of Year 5 and continuing through Year 6 is building the capacity and long-term sustainability of Ohio's system of support to deliver high-quality, consistent professional development and technical assistance to districts through the Ohio Improvement Process (OIP).

With growing accountability for results, there is even greater urgency to demonstrate change across the system as a result of OIP. To that end, ODE has requested assistance from Great Lakes East to design a progress review of Ohio's statewide system of support. A framework for this review is complete, and on August 5, 2010, a diverse group of stakeholders from ODE and the state-level design team met to identify available data to address questions focused on systems change. Examples of data included performance reports from state support teams, student achievement data, and district improvement plans reviews. This might have been a one-time progress review, but it will establish a foundation for future reviews and will inform the data-gathering process for annual monitoring of the state system of support.

Consistent with capacity building of the state system of support, ODE recently articulated a vision for further regionalization of OIP facilitator and district leadership training in *Statewide OIP Professional Development and Technical Assistance for 2010–2011*. Within this document, primary roles supporting professional development and technical assistance have been defined for the state-level design team, state support teams, regional training teams, and other teams. In Year 6, Great Lakes East will continue to play a collaborative role with ODE and the state-level design team as Ohio transitions from a centralized and quad-level training structure to a regionally based training structure. Roughly one third of more than 900 districts and community schools in Ohio have engaged in OIP. Building the capacity of each of the 16 support regions within Ohio to deliver consistent, high-quality professional development and technical assistance will help bring improvement and leadership practices and processes to scale in Ohio.

Completion of Processes, Support Structures, and Tools for Stages 3 and 4 of the Ohio Improvement Process. At the end of Year 5 of Great Lakes East technical assistance (September 30, 2010) processes, support structures, and tools will be complete for Stage 3 (implementation and monitoring of the plan at the district and building levels) and Stage 4 (evaluation of the impact of the plan and process on adult practice and student achievement). A draft Stage 4 evaluation document has been integrated with other stages described in the *OIP Facilitator's Guide*. The Stage 4 work includes two aspects: evaluation of the impact of OIP and process and ongoing evaluation of the overall health or effective functioning of the statewide system of support. (Read the [spring 2010 Great Lakes East e-newsletter](#), which describes Stage 4 in some detail.)

One of the few centralized trainings for OIP internal and external facilitators will occur on September 13–14, 2010, in Columbus, Ohio. The focus of this training will be Stages 3 and 4 processes and the role of facilitators in supporting evaluation of the plan and process. The training will be provided by the statewide system of support in collaboration with ODE.



State-Level Design Team Cadre Work. The state-level design team has been meeting monthly (June 10–11, July 22–23, and August 10–11) in Columbus, Ohio, to evolve the cadre work in response to scale-up, sustainability, and quality assurance challenges associated with broad and rapid implementation of OIP. At each of these cadre meetings, staff from other ODE centers and external experts presented and contributed pieces of work that will ultimately strengthen OIP. At the August meeting, Mary Peters from Battelle for Kids presented draft visuals that use value-added data to show student progress and achievement by district and by building. In the near future, the value-added data and visuals will become a part of the Decision Framework Tool. Following is a list of the cadres and a description of their current work. Great Lakes East is providing technical assistance to each of the cadres as well as facilitation of communication and planning across the cadres.

- **Stage 4 Cadre.** A draft of the Stage 4 evaluation of impact of the plan and process is complete and under review. As noted earlier, it is currently being integrated into the *OIP Facilitator's Guide*. Work continues on the ongoing evaluation of the effectiveness of the statewide system of support. A subset of this cadre met and further defined and articulated data-gathering processes as well as additional measures of key indicators; some of this work has been informed by the progress review. A small group of state-level design team members met, led by Karen Sanders from RMC Research Corporation, on August 10–11 to further operationalize this significant, long-term work.
- **Facilitator Competencies Cadre.** This cadre reviewed the facilitator competency assessment tool to ensure that results of the field study of representative regional users were incorporated. Plans were made for the introduction of the tool, specifically the development of PowerPoint slides and a small group introductory activity. The purpose of this introduction is to enable facilitator self-assessment at the September OIP training. Pre- and postassessment data collection as well as follow-up training sessions will be planned for the regions during Year 6.
- **Regional Professional Development Parameters and Fidelity Checklist Cadre.** This cadre has developed a draft checklist to be used by all regions to ensure consistent, accurate, and valid content specific to the Ohio Leadership Advisory Council and OIP and aligned to Ohio's High-Quality Professional Development Standards.
- **Statewide Facilitator Professional Development Cadre.** This cadre is charged with the ongoing design of an educational service center and state support team facilitator and internal facilitator training including agendas, presentations, handouts, evaluations, and any other materials. It is focused on designing a working agenda and plan for the OIP Facilitator Training for September 13–14. The one outcome of these two days is for facilitators to learn to assist a district in evaluating the impact of the OIP plan and process (Stage 4). As part of the general session, Ohio State Superintendent Deb Delisle will open and close the training, and Cynthia Lemmerman, associate superintendent, ODE Center for School Improvement, and Jane Wiechel, associate superintendent, ODE Center for Students, Families, and Communities, will copresent a large-group session.
- **OIP Facilitator's Guide and Resource Revision Cadre.** This cadre is charged with reviewing related OIP documents that should be considered for inclusion in a revised version (third edition) of the *OIP Facilitator's Guide*. Another aspect of this work is the development of a *Quick Guide*, based on key portions of the larger facilitator's guide and resources to enable easy access and understanding of the process for new external and internal facilitators. Great Lakes East consultants Sheryl Poggi and Claudette Rasmussen are playing a key role in integrating new work into the existing *OIP Facilitator's Guide*. A draft of the revised guide is currently under review by ODE staff and others on the design team.



- **Building-Level Administrator Training Cadre.** This cadre designed and planned a working agenda that includes a review of the research base, tools, and a video of district-, building-, and teacher-based teams from the Lima School District (Ohio). A panel of principals, representing elementary, middle, and high school, will share what this role within the OIP looks like in practice. Four quad-level building administrator trainings will be held this fall.

A Thank-You Note

Deborah Telfer, former executive director for School Improvement in the Center for School Improvement at the Ohio Department of Education (ODE), has taken a new position with the Center for the Teaching Profession. As Deb moves on to other work within ODE, she leaves a rich legacy of work to improve districts and schools in Ohio. Deb has been an instrumental figure in facilitating and guiding the Ohio Improvement Process work and has been the driving force behind the work of the Ohio Leadership Advisory Council. We will miss working with you, Deb, and admire your focus on and passion for improving outcomes for all students in Ohio and your belief that a systemic and coherent system of support will lead to improved districts and schools. We look forward to working with Cynthia Lemmerman, PhD., associate superintendent, ODE Center for School Improvement, and others at ODE as this work continues to evolve and mature.



In the News

The following articles were selected to provide easy access to news and publications addressing the key education topics within each Great Lakes East state and across the nation during the past quarter.



INDIANA

Indiana State of Education Address 2010—WFYI Indianapolis, August 23, 2010

<http://www.wfyi.org/liveVideo/DOEVideo.asp>

“Indiana Superintendent of Public Instruction, Dr. Tony Bennett, [delivered] the first-ever State of Education address, which [laid] out a vision for the future of Indiana schools.”

Indiana Adopts Common Core Standards—Indiana Department of Education, August 3, 2010

http://www.doe.in.gov/news/2010/08-August/core_standards.html

“The Indiana Department of Education (IDOE) adopted the Common Core State Standards (CCSS) for English/Language Arts, Literacy, and Mathematics, following approval...from Indiana’s Education Roundtable and State Board of Education.”

Indiana Awards School Improvement Grants to Three More Schools—Indiana Department of Education, July 20, 2010

<http://www.doe.in.gov/news/2010/07-July/sig.html>

“Bendix School in South Bend as well as George Washington Community and John Marshall Community High School in Indianapolis join four other schools receiving turnaround dollars. These three schools will receive \$13.8 million collectively over a three year period.”

IDOE Selects Partner for Turnaround Leadership Academy—Indiana Department of Education, July 14, 2010

<http://www.doe.in.gov/news/2010/07-July/tla.html>

“[IDOE] announced...that Marian University will be awarded \$500,000 to establish a Turnaround Leadership Academy to identify, recruit, train, and develop transformational leaders who will focus on the challenge of turning around Indiana’s chronically lowest-achieving schools.”

2 Indy Charter Schools Land State Grants—Star Media, Indy.com, June 22, 2010

<http://www.indy.com/posts/2-indy-charter-schools-land-state-grants>

“Two Indianapolis charter schools [Indianapolis Metropolitan High School and Challenge Foundation Academy] have received major state grants that will help them implement year-round school calendars and pay teachers based on their students’ performance.”

Indiana Awards \$15.5 Million in School Improvement Grants—Indiana Department of Education, June 21, 2010

http://www.doe.in.gov/news/2010/06-June/school_improvement.html

“The Indiana Department of Education (IDOE) awarded four Indiana schools the Federal Title 1 School Improvement Grant (SIG) 1003(g) aimed at turning around the state’s lowest performing schools. The Challenge Foundation Academy (\$1.6 million), Indianapolis Metropolitan High School (\$2.2 million), Glenwood Middle School (\$5.8 million) and Hammond High School (\$5.9 million) were selected from a group of 16 applicants. Funds will be awarded to the schools over a three-year period.”



Indiana Students Take “ISTEP+” in the Right Direction—Indiana Department of Education, June 16, 2010
<http://www.doe.in.gov/news/2010/06-June/istep2010.html>

“Results show 81 percent of public schools increased the percentage of students passing both the English/language arts and Mathematics portions of the ISTEP+. The assessment resulted in statewide pass rates of 74 percent in English/language arts, 76 percent in Mathematics, 67 percent in Science and 65 percent in Social Studies.”

MICHIGAN

92 Lowest Achieving Schools Identified; and Latest “Top-to-Bottom” School Rankings Released—Michigan Department of Education, August 16, 2010
http://www.michigan.gov/mde/0,1607,7-140-37818_34785-242163--,00.html

“Ninety-two schools identified by state law as the Persistently Lowest Achieving Schools will be required to develop Redesign Plans approved by the newly-formed State School Reform/Redesign Office in the Michigan Department of Education, or risk being placed in a statewide School Reform District.”

More Michigan Schools Making AYP—Michigan Department of Education, August 4, 2010
http://www.michigan.gov/mde/0,1607,7-140-37818_34785-241637--,00.html

“Eighty-six percent of Michigan’s K–12 public schools buildings and 95 percent of school districts in Michigan made Adequate Yearly Progress (AYP) this past school year.... Forty-five more school buildings made AYP for the 2009–10 school year than the previous year, and 82 buildings came off the NCLB consequences list by having made AYP for the second consecutive year.”

Michigan Moving Forward With Reforms Despite Not Being Chosen for Race to the Top—Michigan Department of Education, July 27, 2010
http://www.michigan.gov/mde/0,1607,7-140-37818_34785-241276--,00.html

“Michigan is committed to implementing the rigorous education reforms signed into law earlier this year despite not being named a finalist in the second round of the federal Race to the Top initiative.”

MEAP May Be Replaced by National Online Test—*Detroit Free Press*, July 26, 2010
<http://www.freep.com/article/20100726/NEWS06/7260351/1318/National-test-may-replace-MEAP>

“Michigan’s MEAP test could undergo a radical change by the 2014–15 school year—becoming an online assessment given in schools across the country.”

Rigorous High School Requirements Paying Off With Higher Test Scores—Michigan Department of Education, July 22, 2010
http://www.michigan.gov/mde/0,1607,7-140-37818_34785-241128--,00.html

“Michigan high school students are continuing to improve their performance on the Michigan Merit Examination (MME), which includes the ACT college entrance test. The percentage of students scoring in the proficient or advanced categories was at its highest level ever in four subject areas: math, science, reading, and writing.”

Michigan Gets A– in K–12 Math Standards—*Lansing State Journal*, July 21, 2010
<http://www.lansingstatejournal.com/article/20100721/NEWS05/7210326/Michigan-gets-A-in-K-12-math-standards>

“Michigan’s statewide math standards for kids in kindergarten through 12th grade get a grade of A– on a new nationwide report card.... But standards in English get a D for a lack of clarity, specificity and academic rigor.”



Michigan Releases New School Ranking System—*Detroit News*, June 28, 2010

<http://detnews.com/article/20100628/SCHOOLS/6280399/1409/metro>

“Parents and students can see how their school stacks up in the state now that the Michigan Department of Education has released a new ranking system.”

State Board of Education Unanimously Adopts Common Core Standards—Michigan Department of Education, June 15, 2010

http://www.michigan.gov/mde/0,1607,7-140-37818_34785-238722--,00.html

“Michigan formally adopts the final Common Core Standards.... To help teachers successfully implement the standards, the Michigan Department of Education, Intermediate School Districts and other partner groups will provide support and training starting in the fall of 2010. Teachers will begin to provide instruction related to the standards by the fall of 2012.”

Struggling Michigan Schools Eligible for Federal Improvement Funds—Michigan Department of Education, June 14, 2010

http://www.michigan.gov/mde/0,1607,7-140-37818_34785-238556--,00.html

“Additional funding now is available for 108 schools in Michigan struggling to increase student achievement.... Michigan received \$119 million from the School Improvement Grant for local schools to improve teaching and learning for all students. Each eligible school can apply for up to \$2 million each year, over a three-year period.”

OHIO

Ohio Wins \$400M in Race to the Top Funding—Ohio Department of Education, August 24, 2010

<https://webapp1.ode.state.oh.us/cncs/view.asp?id=962473291611714595>

“Governor Ted Strickland and State Superintendent of Public Instruction Deborah Delisle... announced that the U.S. Department of Education has selected Ohio as one of the winning states to be funded in Round 2 of the Race to the Top program. Ohio will receive \$400 million in Race to the Top funds during the next four years.”

ACT Scores Rise as More Ohio Students Take Test—Ohio Department of Education, August 19, 2010

<https://webapp1.ode.state.oh.us/cncs/view.asp?id=849924227668935952>

“Ohio showed increases in the number of students meeting college-readiness benchmarks and the average composite score on the ACT college entrance and placement exam, as a record number of Ohio’s class of 2010 students took the test.”

States Experiment With Out-of-Classroom Learning—*Newsweek*, August 11, 2010

<http://www.newsweek.com/2010/08/11/states-experiment-with-out-of-classroom-learning.html>

“[Ohio is launching the [new credit flexibility program](#)] for the 2010–11 academic year. The plan puts Ohio on the front lines of a transition away from a century-old paradigm of equating classroom time with learning.”

E-Schools See Rapid Enrollment Growth in Ohio—*Dayton Daily News*, August 2, 2010

<http://www.daytondailynews.com/news/dayton-news/e-schools-see-rapid-enrollment-growth-in-ohio-840003.html>

“More than 29,000 K–12 students attend school online in Ohio, about five times more than did seven years ago.... Nationally, Ohio ranks third in enrolled e-school students, behind Pennsylvania and Arizona, according to the International Association for K–12 Online Learning.”



Ohio Schools Receive \$95 Million in Federal School Improvement Funds—Ohio Department of Education, June 18, 2010

<https://webapp1.ode.state.oh.us/cnscs/view.asp?id=296852283286139673>

“State Superintendent of Public Instruction Deborah Delisle announced today that 42 Ohio schools have been awarded a total of \$95 million over the next three years in federal School Improvement Grant (SIG) funds.”

State Board Adopts New Academic Content Standards in Core Subject Areas—Ohio Department of Education, June 7, 2010

<https://webapp1.ode.state.oh.us/cnscs/view.asp?id=433973512225517144>

“The State Board of Education...voted 17–0 to adopt new academic content standards for English language arts, mathematics, and 16–1 to adopt social studies and science. The Board adopted the Common Core Standards for English language arts and mathematics, and state-specific standards in science and social studies.”



ELSEWHERE IN THE NATION

Recent Education News

The Creators of SIOP Give Advice on ‘Response to Intervention’—*Education Week*, July 22, 2010

http://blogs.edweek.org/edweek/learning-the-language/2010/07/the_creators_of_siop_give_adv.html

“Two of the researchers who created one of the most widely used professional development approaches for how to teach English-language learners, known as ‘SIOP,’ have written a book on how ‘response to intervention,’ or RTI, can mesh with that approach.”

Panel Moves Toward ‘Next Generation’ Science Standards—*Education Week*, July 13, 2010

<http://www.edweek.org/ew/articles/2010/07/13/37science.h29.html?tkn=PQBF5ECCLoZUT99rx+PRgkSl++Ab7bmTVXMg&cmp=clp-ecseclips>

“As part of a national effort to produce “next generation” science standards for K–12 education, a panel of experts convened by the National Research Council yesterday issued a draft of a conceptual framework designed to guide the standards and ‘move science education toward a more coherent vision’.”

“An ‘Every-Ed’ Initiative”—*Education Week*, July 13, 2010

http://blogs.edweek.org/edweek/speced/2010/07/an_every-ed_initiative.html

“The RTI Action Network says that there’s momentum building behind response to intervention; what’s needed is federal support for it to take root at all levels.”

State Adoptions of Common Standards Steam Ahead—*Education Week*, July 9, 2010

<http://www.edweek.org/ew/articles/2010/07/09/36standards.h29.html?tkn=LUBFIdZpUv8chI%2FupcKu1PrdR8tFVM9wbazN&cmp=clp-ecseclips>

“23 states have decided to replace their mathematics and English/language arts standards with the common set. Another flurry of adoptions is expected by Aug. 2, since the \$4 billion federal Race to the Top contest gives more points to states that meet that deadline. By the end of the year, 41 states are expected to have adopted the standards, according to the Council of Chief State School Officers.”



Study Finds No Clear Edge for Charter Schools—*Education Week*, June 29, 2010

<http://www.edweek.org/ew/articles/2010/06/29/36ies.h29.html?tkn=SPBFwKCU%2Ber1dVnl4kPrzd7fl%2FWZgMYJ36V%2F&cmp=clp-ecseclips>

“Students who won lotteries to attend charter middle schools performed, on average, no better in mathematics and reading than their peers who lost out in the random admissions process and enrolled in nearby regular public schools, according to a national study.”

For the Full Report: <http://ies.ed.gov/ncee/pubs/20104029/pdf/20104029.pdf>

Small NYC High Schools Found to Boost Achievement—Associated Press, June 23, 2010

<http://abcnews.go.com/Business/wirestory?id=10986654&page=1>

“A new study funded by the Bill and Melinda Gates Foundation—which has invested more than \$150 million in New York City schools—suggests that the small schools have succeeded in boosting graduation rates for the city’s most academically challenged students.”

Districts Embracing Online Credit-Recovery Options—*Education Week*, June 21, 2010

<http://www.edweek.org/ew/articles/2010/06/21/36credit.h29.html?tkn=XVRFzKWhrHIYcunWSbGvc0q7fz4fNfYiEcG&cmp=clp-edweek>

“At least three large urban school districts—New York City, Chicago, and Boston—have recently rolled out or soon will roll out programs for online credit recovery.”

Department of Education Sets New Bar for Transparency With Launch of Data.ed.gov—U.S. Department of Education, June 18, 2010

<http://www.ed.gov/news/press-releases/departments-education-sets-new-bar-transparency-launch-dataedgov>

“As part of the Obama Administration’s Open Government Initiative, the U.S. Department of Education today launched Data.ed.gov, which will ultimately serve as a one-stop shop for education data and allow practitioners, researchers, and the public to access data that can inform their work in classrooms and communities across America.”

Researchers Provide Guidance on Using RTI With ELLs—*Education Week*, June 15, 2010

http://blogs.edweek.org/edweek/learning-the-language/2010/06/researchers_provide_guidance_o.html

“Two researchers who specialize in special education have summarized in a straightforward way what is known about how to apply ‘response to intervention’ to English-language learners in an article posted over at [Colorin Colorado](http://ColorinColorado.org), a bilingual resource site for parents and educators.”

For the Full Article: <http://www.colorincolorado.org/article/37405>

Graduation Rate for US High-Schoolers Falls for Second Straight Year—*Christian Science Monitor*, June 10, 2010

<http://www.csmonitor.com/USA/Education/2010/0610/Graduation-rate-for-US-high-schoolers-falls-for-second-straight-year>

“The percent of students earning a standard diploma in four years shifted from 69.2 percent in 2006 to 68.8 percent in 2007, according to an analysis of the most recent data in ‘Diplomas Count 2010.’ It was the second consecutive year of decline, says the report.”

Responding to RTI—*Education Week*, April 12, 2010

<http://www.edweek.org/tsb/articles/2010/04/12/02allington.h03.html>

“Early-reading expert Richard Allington believes response to intervention is possibly ‘our last, best hope’ for achieving full literacy in the United States. So why does he sound so unhopeful?”



American Recovery and Reinvestment Act

Nine States and the District of Columbia Win Second Round Race to the Top Grants—U.S. Department of Education, August 24, 2010

<http://www.ed.gov/news/press-releases/nine-states-and-district-columbia-win-second-round-race-top-grants>

“U.S. Secretary of Education Arne Duncan announced...that 10 applicants have won grants in the second phase of the Race to the Top competition.... The 10 winning Phase 2 applications in alphabetical order are: the District of Columbia, Florida, Georgia, Hawaii, Maryland, Massachusetts, New York, North Carolina, Ohio, and Rhode Island.”

49 Applicants Win i3 Grants—*Education Week*, August 4, 2010

<http://www.edweek.org/ew/articles/2010/08/04/37i3.h29.html?tkn=MYMFPyTXbHLAQGYCijb5yUMaJmvptJcTdkcO&cmp=clp-edweek>

“The department announced that [49 districts, schools, and nonprofit groups](#) beat out more than 1,600 other applicants in the Investing in Innovation, or i3, competition, which is aimed at improving achievement for students at risk of academic failure.”

States Setting Pace on School Change; Obama Agenda Stalled in Congress—*Washington Post*, July 28, 2010

<http://www.washingtonpost.com/wp-dyn/content/article/2010/07/27/AR2010072703090.html?hpid=topnews>

“Education Secretary Arne Duncan announced Tuesday that the District and 18 states, including Maryland, remain in the running for a share of \$3.4 billion in the federal Race to the Top competition, with winners to be announced in September.... But those breakthroughs have come as election-year divisions have emerged in Washington over federal education policy. Efforts to rewrite the No Child Left Behind law have failed to yield a bipartisan bill.”

Reformers See Promise in Race to Top Momentum—*Education Week*, July 20, 2010

<http://www.edweek.org/ew/articles/2010/07/20/37rtt.h29.html?tkn=UMBFhocTrBbAaPb%2BicJMPvXiDzdsg5jw16KA&cmp=clp-ecseclips>

“Advocates for education redesign are encouraged by a U.S. House of Representatives Appropriations panel’s decision to extend the Race to the Top program for an additional year. If the extension makes it into the final spending bills for fiscal year 2011, advocates say, that could mean more states will take the reform-minded steps emphasized in the Race to the Top program.... States see another opportunity to secure much-needed funding.”

Report on Stimulus Spending Reveals Significant Teacher Layoffs Yet To Come—Center on Education Policy, July 15, 2010

<http://www.cep-dc.org/document/docWindow.cfm?fuseaction=document.viewDocument&documentid=312&documentFormatId=4659>

“While nearly two-thirds of all school districts have used the federal stimulus money from the American Recovery and Reinvestment Act (ARRA) to save or create teaching jobs in the 2009–10 school year, as many as three-quarters of the nation’s school districts expect to cut teaching jobs in 2010–11 due to budget decreases.”

For the Full Report: [http://www.cep-](http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=312)

[dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=312](http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=312)

House Dems Trim Race to Top, TIF to Make Room for Edujobs—*Education Week*, June 29, 2010

http://blogs.edweek.org/edweek/campaign-k-12/2010/06/house_dems_trim_race_to_the_top.html

“Rep. David Obey, D–Wis., the chairman of the House Appropriations Committee, just introduced the latest version of the edujobs bill, which would appear to skim some \$500 million from the administration’s signature education reform initiative in hopes of coming up with \$10 billion to help stave off layoffs.”



Three Groups Apply for Race to Top Test Grants—*Education Week*, June 23, 2010

<http://www.edweek.org/ew/articles/2010/06/23/36assessment.h29.html?tkn=SVBFhZHc9XiJVYK4R2eFVUeYY6762EC3V70B&cmp=clp-ecseclips>

“Three state consortia will vie for \$350 million in federal financing to design assessments aligned to the recently unveiled common-core standards, according to applications submitted Wednesday to the U.S. Department of Education.”

Race to Top Buy-In Level Examined—*Education Week*, June 14, 2010

http://www.edweek.org/ew/articles/2010/06/16/35buyin_ep.h29.html?tkn=QVMFTpufPsc%2BrW7ct%2B7I%2BJ6PYOBVdU3Jpjsd&cmp=clp-edweek

“States significantly increased buy-in from local teachers’ unions in round two of the [Race to the Top](#) competition, but made far less progress in enlisting districts or expanding the number of students affected by the states’ education reform plans.”



Resources

This section provides current resources and research available from regional comprehensive centers, national content centers, regional educational laboratories, and other technical assistance providers.

Challenges in Evaluating Special Education Teachers and English Language Learner Specialists—

National Comprehensive Center for Teacher Quality, July 2010

<http://www.tqsource.org/publications/July2010Brief.pdf>

“This brief presents special considerations, particularly in the case of coteaching, for reliably using student achievement data to evaluate special education and ELL teachers.”

Learning from Leadership: Investigating the Links to Improved Student Learning—Wallace Foundation, July 2010

<http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/EducationLeadership/Documents/Learning-from-Leadership-Investigating-Links-Final-Report.pdf>

“[The broad focus for this six-year study was] to identify the nature of successful educational leadership and to better understand how such leadership can improve educational practices and student learning.”

The State of State Standards—and the Common Core—in 2010—Thomas B. Fordham Institute, July 21, 2010

http://edexcellence.net/index.cfm/news_the-state-of-state-standards-and-the-common-core-in-2010

“The K–12 academic standards in English language arts (ELA) and math produced...by the Common Core State Standards Initiative are clearer and more rigorous than today’s ELA standards in 37 states and today’s math standards in 39 states, according to the Fordham Institute’s newest study.”

A Review of Research on Effective Community Programs for English Language Learners—*The School Community Journal*, Spring/Summer 2010

<http://www.adi.org/journal/ss10%5CTellezWaxmanSpring2010.pdf>

“This article synthesized current research on effective communities for English Language Learners (ELLs). The findings are discussed under the following categories: parents, community resources, and peers.”

Principal Attrition and Mobility: Results from the 2008–09 Principal Follow-up Survey—National Center for Education Statistics, July 7, 2010

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010337>

“The goal was to assess how many principals in the 2007–08 school year still worked as a principal in the same school in the 2008–09 school year, how many had moved to become a principal in another school, and how many had left the principalship.”

School Restructuring: What Works When—Learning Point Associates, June 2010

http://www.learningpt.org/pdfs/School_Restructuring_Guide.pdf

“The purpose of *School Restructuring: What Works When* is to help chronically struggling schools restructure.... The focus is on helping education leaders choose strategies that result in rapid improvement, even when the complete culture change to sustain that improvement may take upward of three years.”

Tiered Interventions in High Schools—National High School Center, May 2010

http://www.betterhighschools.com/pubs/documents/HSTII_LessonsLearned.pdf

“In response to the high school practitioners’ need for information and guidance, this report—the initial work of the High School Tiered Interventions Initiative (HSTII), a collaborative project of three federally funded technical assistance centers—summarizes what we have learned thus far and how those lessons learned can advance the ongoing discussion about effective RTI implementation in high schools. This report is grounded in available research and the professional wisdom of leading researchers and practitioners, including staff members from eight high schools implementing tiered interventions.”



What Every School Leader Needs to Know About RTI—ASCD, 2010

<http://www.ascd.org/Publications/Authors/Margaret-Searle.aspx?id=88981992001&nvid=a19b1>

“RTI can work wonders for student outcomes, but where is the most logical place for a school to begin the RTI process? In a video on her ASCD author’s page, Margaret Searle sheds light on RTI—the backbone of her recent book ‘What Every School Leader Needs to Know About RTI’—while suggesting practical implementation tips, basic structures for increasing chances of program success, and more.” (*ASCD SmartBrief*, June 30, 2010)

School Turnaround Models—Mass Insight Education and Research Institute, June 2010

http://www.massinsight.org/publications/stg-resources/112/file/1/pubs/2010/07/20/Turnaround_Models_7_19_10.pdf

“The purpose of this research is to highlight promising school turnaround models, both implemented by school districts and partnership organizations.”

Accommodations for English Language Learner Students: The Effect of Linguistic Modification of Math Test Item Sets—REL West, Institute of Education Sciences, June 2010

<http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=92>

“REL West’s study on middle school math assessment accommodations found that simplifying the language—or linguistic modification—on standardized math test items made it easier for English Language learners to focus on and grasp math concepts, and thus was a more accurate assessment of their math skills.”

Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study—Institute of Education Sciences, June 2010

<http://ies.ed.gov/ncee/pubs/20104027/>

“The final report on an impact evaluation of comprehensive induction on beginning teachers compares retention, achievement, and classroom practices of teachers who were offered comprehensive induction services to teachers who were offered the support normally offered by the school.”

Common Education Standards: Tackling the Long-Term Questions—Thomas B. Fordham Institute, June 23, 2010

http://edexcellence.net/index.cfm/news_common-education-standards-tackling-the-long-term-questions

“In 2020, who will be in charge of the common standards-and-testing effort? How will this work? Who will pay for it? To spur discussion and smart thinking about these crucial issues, we commissioned a set of background papers from authoritative observers and analysts.”

Early Warning! Why Reading by the End of Third Grade Matters: A KIDS COUNT Special Report—Annie E. Casey Foundation, 2010

http://www.aecf.org/~media/Pubs/Initiatives/KIDS%20COUNT/123/2010KCSpecReport/AEC_report_color_highres.pdf

“Children who read on grade level by the end of third grade are more successful in school, work, and in life. This KIDS COUNT special report affirms a commitment by the Casey Foundation to help ensure that all students are proficient in reading by the end of third grade and help narrow the gap between advantaged and disadvantaged children.”

Essential Components of RTI—A Closer Look at Response to Intervention—National Center on Response to Intervention, April 2010

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

“This brief provides a definition of RTI, reviews essential RTI components, and responds to frequently asked questions. The information presented is intended to provide educators with guidance for RTI implementation that reflects research and evidence-based practices, and supports the implementation of a comprehensive RTI framework.”



Calendar of Events

For additional listings, check the Great Lakes East website for the [Calendar of Events](#).

AUGUST 2010

Dates:	August 24–26	Topic:	2010 Michigan Teaching for Learning Institute
Location:	Lansing, MI	Audience:	School teams (e.g., an administrator, instructional coach, and teacher[s] from the same school)
Format:	Institute	Sponsor:	Michigan Department of Education

OCTOBER 2010

Dates:	October 6–8	Topic:	Training of Trainers Institutes “What’s Different About Teaching Reading to Students Learning English?”
Location:	Washington, DC	Audience:	Professional developers
Format:	Training	Sponsor:	Center for Applied Linguistics
Dates:	October 7–8	Topic:	RTI Innovations Conference 2010—RTI Unplugged
Location:	Salt Lake City, UT	Audience:	Anyone implementing or supporting the implementation of RTI practices on a daily basis (at the preservice, building, district, and state levels)
Format:	Conference	Sponsor:	National Center on Response to Intervention

UPCOMING EVENTS

Dates:	November 1–2	Topic:	Michigan’s 13th Annual Charter Schools Conference
Location:	Detroit, MI	Audience:	Leaders of chartered public schools
Format:	Conference	Sponsor:	Michigan Association of Public School Academies
Dates:	November 3–6	Topic:	Midwest Regional Conference on Closing the Achievement Gap
Location:	Chicago, IL	Audience:	Educators, superintendents, student services support staff, Title I teachers and leaders
Format:	Conference	Sponsor:	University of Wisconsin–Green Bay
Dates:	November 11–12	Topic:	Ohio Alliance for Public Charter Schools 3rd Annual Conference
Location:	Columbus, OH	Audience:	Administrators, teachers, board members, sponsors
Format:	Conference	Sponsor:	Ohio Alliance for Public Charter Schools
Dates:	December 6–8	Topic:	Training of Trainers Institutes “What’s Different About Teaching Reading to Students Learning English?”
Location:	Washington, D.C.	Audience:	Professional developers
Format:	Training	Sponsor:	Center for Applied Linguistics



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