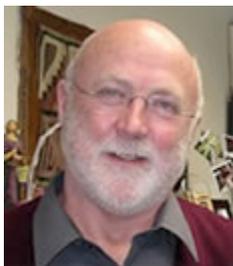


Dr Kerry Hempenstall

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Kerry Hempenstall

B.Sc., Dip.Ed., Dip.Soc.Studies, Dip.Ed.Psych., Ph.D. MAPsS.

Contents

[Professional Background and Interests](#)

[Invited referee for journals](#)

[Awards](#)

[Recent publications and presentations](#)

- [Book Chapter](#)
- [Refereed journal articles](#)
- [Non refereed journal articles and other publications](#)
- [On-line sources](#)
- [Media](#)
- [Symposia organised](#)
- [Conference Presentations](#)
- [Workshops](#)
- [Invited Lectures](#)

[Useful Links](#)

- [Direct Instruction](#)
- [Major Reports](#)
- [What about Early Intervention?](#)
- [Important Legislation](#)
- [Further resources](#)
- [Dyslexia and Learning Disabilities Resources](#)
- [Additional Links](#)

[Contact Information](#)

Workshop Notes for [Preventing & Overcoming Reading Failure: Programs and Practices](#) Melbourne University Private, Hawthorn June 22, 2007. Audio: [Session 1](#) (mp3), [Session 2](#) (mp3) and [Session 3](#) (mps).

Professional Background and Interests

I have long provided in-service education to schools and other educational interest groups on request. I gained my PhD for a thesis on the role of phonemic awareness in reading development. [For a copy of my thesis.](#)

- I used [Direct Instruction Programs](#) in my research.
-

- [Corrective Reading Program](#) in secondary schools.
- What support is there for the style of teaching exemplified in [Direct Instruction program](#)? For what populations have Direct Instruction programs proved useful?
- Here are [Good News Stories](#) from some schools that have been using Direct Instruction programs.
- Literacy quotes from the research: [1](#), [2](#).
- [What whole language really implies](#)
- Great Resources: [1](#), [2](#).

Children of the Code project

A most fascinating site over the past several years is the [Children of the Code project](#). It aims for a reformation in how our society thinks about the code and the challenges involved in learning to read it. Read numerous interviews with the major researchers in literacy. They discuss: the history of the code and its effects on the world around and within us; the cognitive, emotional, academic, and social challenges involved in learning to read; how the structure of the code effects learning to read it; what the brain sciences are teaching us about learning and reading; how teachers and parents can help their children learn to read better. Recently, an informative series of videos has been added.

[Back to top](#)

Invited Referee for Journals

- Member of Editorial Board, Australian Journal of Learning Disabilities
- Member of Editorial Board, Journal of Direct Instruction
- Behaviour Change
- Educational Psychology
- Australasian Journal of Special Education

[Back to top](#)

Awards

- *2008: RMIT Media Awards* (Science, Engineering, and Health College).
- *2007: RMIT Media Awards* (Science, Engineering, and Technology).
- *2007: RMIT University Certificate of Achievement, University Teaching Awards.*
- *2007: Science, Engineering, and Technology SET Student Choice Teaching Award.*
- *2006: Mona Tobias Award.* Learning Difficulties Australia publishes the Australian Journal of Learning Disabilities.

“This Award recognises a person who has made an outstanding contribution to Australian education for people with learning difficulties, through leadership, research, practice, or teacher and community education.”

- *2004: Excellence in Education Award for Research* (Association for Direct Instruction, Oregon, USA),

“In recognition of a continued commitment to standards of excellence in education, and in an enduring effort to advance the quality of schooling for all students.”

- *2004: RMIT Media Awards* (Long Term Contributor).

[Back to top](#)

Recent publications and presentations

Book Chapter

Hempenstall, K. (2004). The importance of effective instruction. In N.E. Marchand-Martella, T.A. Slocum, and R.C. Martella (Eds.), *Introduction to Direct Instruction* (pp.1-27). Needham Heights, MA: Allyn and Bacon.

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- Hempenstall, K. (2002). [The Three-Cueing System: Help or Hindrance](#). *Direct Instruction News*, 2(2), 42-51.
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[Back to top](#)

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[Back to top](#)

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[Back to top](#)

Media

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[Back to top](#)

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Conference Presentations

Hempenstall, K. (2010). Supporting schools to strengthen curriculum provision and teaching responses for students with significant learning difficulties Office for Government School Education: Student Wellbeing and Student Learning Divisions, Friday 28 May 2010.

Hempenstall, K. (2009). Confluence: Commonalities across literacy reports from USA, Great Britain, and Australia. Keynote presentation at the Effective Teaching Conference, Melbourne University Private, Hawthorn. Nov 13, 2009.

Hempenstall, K. (2009). Confluence: Commonalities across literacy reports from USA, Great Britain, and Australia. Presentation at the LDA Seminar “Effective Reading Instruction for All: National and International Perspectives” 23/9/2009.

Hempenstall, K. (2009). What is ‘Response to Intervention’ (RTI)? Presentation at the LDA Seminar “Effective Reading Instruction for All: National and International Perspectives” 23/9/2009.

Hempenstall, K. (2009). Aiding parents to teach reading at home: The RMIT Clinic approach. Joint Conference (LDA/RSTAQ/SPELD) “Consult and Collaborate: A holistic approach to learning needs”. Brisbane Convention and Exhibition Centre, 18 – 19 September 2009

Hempenstall, K. (2008). Implications for practice of current research on reading and spelling. Keynote presentation at the Effective Teaching Conference, Melbourne University Private, Hawthorn. Nov 14, 2008

Hempenstall, K. (2007). Topical issues in instruction. Keynote presentation at the Effective Teaching Conference, Melbourne University Private, Hawthorn. Nov 30, 2007.

Hempenstall, K. (2007). Evidence-based practice in education. Conference for special education staff of the Parramatta Diocese, Catholic Education Office, Sydney 20/2/2007.

Hempenstall, K. (2006). Literacy research: The Australian and international context. In symposium: “Changing times - the recent Literacy revolution in Australia: Policy changes, political implications, and the new literacy agenda for schools”. Australian Association for Research in Education Conference *Engaging Pedagogies*, Adelaide 27th - 30th November, 2006.

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- Hempenstall, K. (2006). What does evidence-based practice in education mean? Annual Hippocrates and Socrates XI conference, Students with additional learning needs: Theory, practice and interventions - what works?, Westmead Hospital, Westmead. NSW. Thursday, 7-8 September.
- Hempenstall, K. (2006). What does evidence-based practice in education mean? National Conference Learning Difficulties Australia, Wesley College, 20/8/2006
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- Hempenstall, K. (2004). Research on Direct Instruction. 30th National Direct Instruction Conference, July 18 - 22, Eugene, Oregon.
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- Hempenstall, K. (2003). Tools for assessing the critical elements of reading identified by the National Reading Panel. Feature presentation at the Successful Learning Conference, University of Sydney, June 30 – July 1.
- Schmittinger, T & Hempenstall, K. (2001). Training a parent to implement a direct instruction reading program to a child: A case study. Paper presented at the State Conference of the Australian Association for Cognitive and Behaviour Therapy, Nov 23, Australian Catholic University, Melbourne
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- Hempenstall, K. (2000). Preventing and overcoming reading failure: Recent research and proven programs. Invited paper presented at the Future Learning Partnerships State Conference of the Catholic Education Office, October 4, University of Melbourne.
- Hempenstall, K. (2000). Reading difficulties: Identification and management. DEET Northern Metropolitan Region 6/7/00
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Hempenstall, K. (1999). The assessment and treatment of learning difficulties: Problems and recent approaches. Paper presented at the Annual State Conference of the Australian Association for Cognitive and Behavior Therapy, Latrobe U., Dec 3.

Hempenstall, K. (1999). Teaching ESL to students with learning difficulties. Panel presentation at the ESL Conference: Bridge to learning. Department of Education, Employment and Training. Hotel Sofitel, Melbourne, 15th November.

Hempenstall, K. (1999). Teaching reading to an adult with a moderate intellectual disability using a Direct Instruction program. Paper presented at the Annual Conference of the Australian Association for Cognitive and Behavior Therapy, Fremantle, WA July 5th.

Hempenstall, K. (1999). Beginning reading instruction: The roles of phonics and phonemic awareness. Keynote address presented at the Successful Learning Conference, University of Western Sydney, 23/7/1999.

Hempenstall, K. (1999). Preventing and overcoming reading failure: Effective programs and practices. Keynote address presented at the Currajong School Conference, May 22.

Hempenstall, K. (1999). Literacy and older children? What focus for instruction? Feature address presented at the Australian Association of Special Education National Conference. Sept. 25-28 at the Australian Technology Park, Sydney.

Hempenstall, K. (1998). The early identification of reading disability: The role of phonological processes. Paper presented at the 33rd Annual Conference of the Australian Psychological Society, Melbourne, Victoria.

Hempenstall, K. (1998). Empirically validated practice meets education: A breakthrough. Paper presented at the 33rd Annual Conference of the Australian Psychological Society, Melbourne, Victoria.

Hempenstall, K. (1998). Empirically validated practice meets education: A breakthrough. Keynote address presented at the Successful Learning Conference, University of Western Sydney, 23/7/1998

Hempenstall, K. (1998). The effects of Direct Instruction reading programs on the phonological processes of students. Paper presented at the Annual Conference of the Australian Association for Cognitive and Behavior Therapy, Adelaide.

Hempenstall, K. (1997). Empirically validated practice meets education: A breakthrough. Paper presented at the Annual State Conference of the Australian Association for Cognitive and Behaviour Therapy, Latrobe U.

Hempenstall, K. (1996). The Matthew Effects in reading: Why initial delays in reading become increasingly pervasive. Paper presented at the Annual State Conference of the Australian Association for Cognitive and Behaviour Therapy, Monash U.

Hempenstall, K. (1995). The early identification of reading disability: The role of phonological processes. Paper presented at the Annual State Conference of the Australian Behaviour Modification Association, Melbourne.

Hempenstall, K. (1994). I'd like to help but how? Home-school liaison in managing disruptive behaviour. Paper presented at the 29th Annual Conference of the Australian Psychological Society, Wollongong, NSW.

Hempenstall, K. (1994). Dyslexics: Word-blind or sounds-deaf. Paper presented at the Annual Conference of the Australian Behaviour Modification Association, Fremantle, WA.

Workshops

Hempenstall, K. (2010). Psychology Clinic: Assessment and intervention in learning disabilities. Invited one day workshop for RMIT Psychology Clinic staff, Melbourne, Feb 25, 2010.

Hempenstall, K. (2009). Assessment and intervention in learning disabilities: Recent evidence-based approaches. Invited two day workshop for SPELD, Victoria. Melbourne, July 10-11, 2009.

Hempenstall, K. (2009). Assessment and intervention in learning disabilities: Recent evidence-based approaches. Invited two day workshop for SPELD, Victoria. Bendigo, April 29-30, 2009

Hempenstall, K. (2007). Preventing & overcoming reading failure. One day workshop presented for the Dyslexia Assessment and Education Centre. Melbourne University: Hawthorn Campus, 22/6/2007

Hempenstall, K. (2006). Preventing and overcoming reading failure: International trends in enhancing literacy attainment. Workshop presented at Australian Association for Research in Education Conference *Engaging Pedagogies*, Adelaide 27th - 30th November, 2006.

Hempenstall, K. (2005). [Preventing & overcoming reading failure](#). One day workshop presented for the Dyslexia Assessment and Education Centre. The Parkside Inn, Bundoora, Sep 2, 2005

Hempenstall, K. (2005). Preventing & overcoming reading failure. One day workshop presented for the Dyslexia Assessment and Education Centre. The Nerve Centre, Blackburn, June 3, 2005

Hempenstall, K. (2004). [Evidence-based literacy instruction in secondary schools: A worthwhile curriculum emphasis](#). One day workshop presented at Australian Centre for Youth Literacy, State Library of Victoria, 20/5/2004

Hempenstall, K. (2004). Preventing & overcoming reading failure. One day workshop presented for the Dyslexia Assessment and Education Centre at Melbourne University: Hawthorn Campus, May 6, 2004.

Hempenstall, K. (2003). Issues in improving student performance in the upper secondary years. Workshop presented at Eumemmerring College, Hallam, 10/11/2003.

Hempenstall, K. (2003). Directly tutoring beginning readers and older non-readers: International trends in enhancing literacy attainment. Workshop presented at Seymour for Berry Street, 30th August 2003

Hempenstall, K. (2003). Effective literacy instruction across curriculum. Learning Difficulties Australia Conference. Barker College, Sydney, July 21. 2003.

Hempenstall, K. (2002). Corrective Reading Teachers Group. Invited presentation at Eltham North Primary School. 20/11/02.

Hempenstall, K. (2002). Recent issues in reading intervention. Keynote address presented at the ACER Professional Development Workshop, Monash University, June 14.

Hempenstall, K. (2002). Recent issues in reading intervention. Keynote address presented at the McGraw Hill Professional Development Workshop, Mt Ommaney Plaza, Brisbane, QLD, March 11.

Hempenstall, K. (2002). Establishing reading interventions. Workshop presented at the ACER Professional Development Workshop, Mt Ommaney Plaza, Brisbane, QLD, March 11.

Hempenstall, K. (2001). Preventing and overcoming reading failure: Proven programs and practices. Invited one day workshop for SPELD, Victoria, University of Melbourne, Hawthorn Campus, 4/8/2001.

Hempenstall, K. (2001). Recent issues in reading intervention. Keynote address presented at the ACER Professional Development Workshop, Monash University, June 7.

Hempenstall, K. (2001). Training parents to provide empirically supported reading instruction to their children: Techniques employed in the RMIT Psychology Clinic. One-half day workshop presented at the Helping Families Change Conference: From Theory into Practice. Hilton on the Park, Sat 24/2/2001

Hempenstall, K. (2000). Issues in implementing the Corrective Reading program: Comprehension strand. Keynote address presented at the Effective Literacy and Numeracy Workshop. Monash University, Oct 27.

Hempenstall, K. (2000). Working with tertiary students with learning disabilities. One-day workshop presented at the Riverina College of TAFE, Albury, NSW. 12/5/2000.

Hempenstall, K. (2000). Major issues in learning disabilities. One-day workshop presented at the Riverina College of TAFE, Albury, NSW. 11/5/2000.

Hempenstall, K. (2000). Phonemic awareness and phonics: Relevance to older students. Invited workshop for the Conference of Speech Pathologists, Melbourne, June 2000.

Hempenstall, K. (2000). Empirically validated practice and reading: Programs that work. Invited half-day workshop for the National Conference of the AACBT, Melbourne, April 2000.

Hempenstall, K. (1999). Literacy and older students: what focus for instruction? Invited workshop for TRAF (Teachers Reacting Against Failure) presented at the Richmond TAFE Conference Centre, Sydney. Nov. 23.

Hempenstall, K. (1999). Beginning reading instruction: The role of phonics and phonemic awareness. Invited workshop presented for TRAF (Teachers Reacting Against Failure) at the School for Deaf and Blind, Sydney. Nov. 24.

Hempenstall, K. (1999). Preventing the Matthew Effect: The how and why of early intervention. Invited half-day workshop for the Catholic Education Office conference "Future Learning Partnerships", Melbourne, October 11-13.

Hempenstall, K. (1999). Working with children and adolescents: Developmental issues. Invited half-day workshop presented to Salvation Army welfare staff, Crossroads Centre, Melbourne, Sep 8th.

Hempenstall, K. (1999). Corrective Reading program: Comprehension strand. Invited half-day workshop presented Effective Literacy Conference, Melbourne, Sep 4th.

Hempenstall, K. (1998). Explosive showdowns in the classroom: Towards prediction and management. One-day workshop (by invitation of the Australian Association for Cognitive and Behaviour Therapy) presented in Fremantle, WA. Aug. 29.

Hempenstall, K. (1998). Explosive showdowns in the classroom: Towards prediction and management. One-day workshop (by invitation of the Port Germein PS) presented in Port Pirie, SA. 7/8/1998

Hempenstall, K. (1998). Preventing and overcoming reading failure: Effective group programs emphasising phonemic awareness and phonics. **(900k word file)** Half-day workshop (by invitation of the St John's Greek Orthodox School), Preston, Melbourne. 26/6/1998.

Hempenstall, K. (1998). Preventing and overcoming reading failure: Programs and practices. One-day workshop by invitation of the Catholic Education Office, Warrnambool, Victoria. 25/6/1998

Hempenstall, K. (1998). Preventing and overcoming reading failure: Effective group programs emphasising phonemic awareness and phonics. Half-day workshop (by invitation of the Australian Association for Cognitive and Behavioural Therapy) presented at RMIT, Melbourne. 19/6/1998.

Hempenstall, K. (1997). Classroom management for visitors. Invited workshop for staff at Sutherland Community Resource Group. Watsonia, Feb 18

Hempenstall, K. (1996). Teaching reading to hearing impaired children: Recent research and programs emphasising phonemic awareness. Invited workshop for staff at Monnington Centre for Early Intervention. Kew, August.

Hempenstall, K. (1996). The window of opportunity in reading disability intervention: Early identification and treatment. One-day workshop presented at the 1996 Annual Conference of the Australian Association for Cognitive and Behavioural Therapy, July, Manly, NSW.

Hempenstall, K. (1996). Explosive showdowns in the classroom: Towards prediction and management. One-day workshop (by invitation of the Australian Association for Cognitive and Behavioural Therapy) presented in Adelaide, SA. June.

Hempenstall, K. (1995). Preventing reading failure: Recent research and programs emphasising phonemic awareness. One-day workshop presented at the 1995 Annual Conference of the Australian Behaviour Modification Association, Melbourne, Vic.

Hempenstall, K. (1994). Educationally at-risk children: What are we doing wrong, and what should we be doing? One-day workshop presented at the 1994 Annual Conference of the Australian Behaviour Modification Association, Fremantle, WA.

Hempenstall, K. (1994). Educationally at-risk children: What are we doing wrong, and what should we be doing? One-day workshop (by invitation of the Australian Behaviour Modification Association) presented in Perth, WA., December.

Hempenstall, K. (1994). Explosive showdowns in the classroom: Towards prediction and control. One-day workshop (by invitation of the Australian Behaviour Modification Association) presented in Perth, WA. December.

Invited Lectures

Hempenstall, K. (2008). I teach but they don't learn: When reading instruction fails. Colloquium at School of Behavioural Science, University of Melbourne 5/8/2008.

Hempenstall, K. (2007). Corrective Reading assistance for struggling secondary students. Address to administrators of the Diamond Valley College, 21/8/2007.

Hempenstall, K. (2007). What is Direct Instruction? Address to administrators of the Ruyton School, Kew, 18/6/2007.

Hempenstall, K. (2007). What does evidence-based practice in education mean? Address to administrators of the Parramatta Diocese, Catholic Education Office, Sydney 19/2/2007.

Hempenstall, K. (2006). Assessing fluency. Beverley Hills Primary School 14/8/2004.

Hempenstall, K. (2006). Preventing and overcoming reading problems. Beverley Hills Primary School 7/8/2004.

Hempenstall, K. (2004). Reading and the brain. Laney High School, North Carolina, USA, 14/9/2004.

Hempenstall, K. (2004). Psychology training in Australia. University of North Carolina at Wilmington, 14/9/2004.

Hempenstall, K. (2004). [International trends in enhancing literacy attainment](#). 2/3/2004.

Hempenstall, K. (2001). [Issues in literacy for secondary s](#). Invited lecture presented to Thornbury-Darebin College. 25/10/01.

Hempenstall, K. (2001). [Corrective Reading Teachers Group](#). Invited presentation at Heathmont Secondary College. 5/12/01.

Hempenstall, K. (1999). Insights into reading failure. Invited lecture presented to the Woodlands District Integration Teachers' and Aides' Network, Gladstone Park Secondary College 8/6/1999.

Hempenstall, K. (1998). Becoming a successful reader: Every child's right. Invited lecture presented at The EPIC Centre, Bundoora, Melbourne, 1998.

Hempenstall, K. (1998). Becoming a successful reader: Every child's right. Invited lecture presented at Ivanhoe Grammar School, Mernda, Melbourne, 17/6/1998.

Hempenstall, K. (1998). Becoming a successful reader: Every child's right. Invited lecture presented at Bacchus Marsh Primary School, May 16.

Hempenstall, K. (1998). Applications of reading research to classrooms. Invited lecture presented for the Catholic Education Office, West Melbourne, May 20.

Hempenstall, K. (1997). Reading and its development: An emerging consensus. Invited lecture at Orana Family Services, Oct 22.

Hempenstall, K. (1997). Reading and its development: An emerging consensus. Invited lecture at Brunswick Secondary College, Oct 20.

Hempenstall, K. (1997). Explosive showdowns in the classroom: Towards prediction and management. Invited lecture at Western General Hospital, Sep 3.

Hempenstall, K. (1997). Reading and its development: An emerging consensus. Invited lecture at Royal Childrens Hospital. Aug 26

Hempenstall, K. (1996). Understanding the nature of your child's learning disability: Invited lecture presented for SPELD, *June*, Glamorgan, Toorak.

Hempenstall, K. (1996). Understanding the nature of your child's learning disability: Invited lecture presented for SPELD, *August*, Kingswood College.

Hempenstall, K. (1996). Learning disabilities: Skill building and scaffolding for learning disabled students. Invited lecture presented for Dept of Adolescent Psychiatry, Western General Hospital, Aug.29

Hempenstall, K. (1996). Learning disabilities: Recognition and strategies for parents. Invited lecture presented at Maffra for Ministry of Education Office, Sale District, July 20

Hempenstall, K. (1996). Learning disabilities: Recognition and strategies for parents. Invited lecture presented for SPELD, June.

Hempenstall, K. (1996). Learning disabilities: Skill building and scaffolding for learning disabled students. Invited lecture presented at Marcellin College, for the Catholic Education Office, May.

Hempenstall, K. (1996). Learning disabilities: Recognition and intervention Invited lecture presented at Veneto Club, for the Catholic Education Office, March.

Hempenstall, K. (1995). The "dyslexia" dilemma. Invited public lecture presented at Melb. University for SPELD. November.

Hempenstall, K. (1994). Classroom management and integration. Invited series of three lectures presented at Latrobe University, Melb.

Hempenstall, K. (1994). Classroom behaviour management. Invited lecture presented at Monash University, Melbourne.

Hempenstall, K. (1994). Home-school liaison. Invited lecture presented at Monash University, Melb.

[Back to top](#)

Useful Links

Direct Instruction

A host of fine articles at the **National Center to Improve the Tools of Educators**: NCITE's purpose is to advance the quality and effectiveness of technology, media, and materials for individuals with disabilities. <http://idea.uoregon.edu/~ncite/>

The **Association for Direct Instruction**<http://darkwing.uoregon.edu>

The discussion list for **Effective School Practices** involves world wide e-mail conversations between individuals committed to effective teaching of children. It is often passionate, but also a source of inspiration and knowledge. email to: MAJORDOMO@LISTS.UOREGON.EDU.

The message: SUBSCRIBE DI

J/P Associates can provide various add-ons to the Reading Mastery and Corrective Reading programs, such as homework books. <http://www.jponline.com/>

The research base supporting the use of **Reading Mastery** has been compiled by Bonnie Grossen, Ph.D. <http://darkwing.uoregon.edu/~adiiep/rdgtxt.htm>

Information about **Teach Your Child to Read in 100 Easy Lessons** on one author's page <http://www.startreading.com/>

Corrective Reading program information at: <https://www.sraonline.com>. The Decoding placement test is available at:

https://www.sraonline.com/di_family.html?PHPSESSID=338fe2de8063e99e825f61fbf90a555c§ion=1&family=2713&page=pt&open=2400:2406

An Educators' Guide to School-wide Reform, a 141-page report from American Institutes for Research, found that only the programs **Direct Instruction**, **High Schools That Work**, and **Success for All** had adequate evidence for effectiveness in reading instruction. Commissioned by five education groups—including the National Education Association and the American Federation of Teachers

The report is available at http://www.aasa.org/issues_and_insights/district_organization/Reform/

The development of criteria for what constitutes acceptable research evidence has made easier the task of convincing the educational community of the value of research findings in informing practice. Having established these criteria, it becomes easier to determine which of the plethora of reading programs available does have adequate research support at any given time. The examination of existing evidence employing stringent criteria by a range of groups has supported Direct Instruction as a valuable approach to reading instruction for both regular and struggling readers. For example, the American Federation of Teachers series of documents *Building From The Best*, *Learning From What Works* names **Direct Instruction** programs among *Seven Promising Reading and English Language Arts Programs*, *Three Promising High School Remedial Reading Programs*, and *Five Promising Remedial Reading Intervention Programs*. **Direct Instruction** programs are the only ones recommended in each of these reports. See at <http://www.aft.org/teachers/pubs-reports/index.htm>

Doug Carnine compares the current state of the education field with medicine and other professions in the early part of the 20th century, and suggests that education will undergo its transformation to a full profession only when outside pressures force it to. Expert judgments should be built on objective data that can be inspected by a broad audience rather than on wishful thinking. Only when the profession embraces scientific methods for determining efficacy and accepts accountability for results will education acquire the status—and the rewards—of a mature profession.

Carnine, D. (2000). Why education experts resist effective practices (And what it would take to make education more like medicine. The *Thomas B. Fordham Foundation* [On-Line]. Available at: <http://www.edexcellence.net/foundation/publication/publication.cfm?id=46>

The Council for Exceptional Children provides informed judgements regarding professional practices in the field. The **Direct Instruction model** was judged by the Editorial Committee to be well validated and reliably used. Read about it at:

http://www.teachingld.org/ld_resources/alerts/2.htm

Another report, *Reading Programs that Work: A Review of Programs for Pre-Kindergarten to 4th Grade* (Schacter, 1999), similarly includes **Direct Instruction** among six school-wide effective reading models. See at: <http://www.mff.org/pubs/ME279.pdf>

In a major longitudinal study (Project Follow Through - \$1 billion over nearly three decades) of more than 15,000 students, **Direct Instruction** showed the greatest positive impact on all three types of development assessed – basic skills, problem solving, and self esteem.

Association of American Educators (2001). *Project Follow Through*. Available: <http://www.aateachers.org/follow.shtml>

These reports have been influential in drawing attention to the large corpus of supportive research developed over the years indicative of the effectiveness of the Direct Instruction model across a wide range of educational settings. The model is now being implemented with varying degrees of fidelity in increasing numbers of school settings. In the USA, this interest has been furthered by the impact of the Reading Excellence Act (1998) and the Elimination of Reading Deficit Act (2000) with their emphasis on empirically supported programs (and DI is recognised as such) as a requirement for federal funding. As a consequence, there has been a very rapid rise in interest within the educational community. As an indication, the number of educational web pages that now make reference to Direct Instruction has increased dramatically in the past 18 months as the use of any search engine will attest.

Corrective Reading: Decoding and Corrective Reading: Comprehension are among the programs in the Annotated List of Language Arts Programs adopted by the California State Board of Education in 1999, after it abandoned the Whole Language model it had previously mandated from 1987.

California Department of Education. (no date). *Reading/language arts framework for California public schools: Kindergarten through Grade Twelve*. [On-Line}. Available: <http://www.cde.ca.gov/ci/rl/cf/>

Could it be that Direct Instruction (shudder) is inconsistent with **developmentally appropriate practice**?

Kozloff, M.A. & Bessellieu, F.B. (2000). Direct instruction is developmentally appropriate. [On-Line]. Available at: www.uncwil.edu/people/kozloffm/didevelapp.html

Everyone knows reading is the foundation of learning. You know it. Teachers know it. So why don't they teach it using proven methods? What is arguably the most extensively tested method for teaching reading is called **Direct Instruction (DI)**. It isn't the only effective method but it's one that has been shown to work with both advantaged and disadvantaged students alike.

Schug, M.C., Tarver, S.G., & Western, R.D. (2001, May). Direct Instruction and the teaching of early reading, Wisconsin's teacher-led insurgency. *The Education Consumers Consultants Network*, (1)5. [On-Line]. Available at: <http://www.education-consumers.com/briefs/May2001.shtm>

DISTAR, the precursor to **Reading Mastery**, reported positive results for students. DISTAR was the only instructional program studied in Project Follow Through to have "consistently positive effects on the achievement of disadvantaged students"

Briggs, K.L. & Clark, C. (1997). Reading programs for students in the lower elementary grades: What does the research say? *Texas Centre for Educational Research*. Available at: <http://eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED420046>

[Back to top](#)

Major Reports

Rose Report 2006: Independent review of the teaching of early reading

<http://www.standards.dfes.gov.uk/rosereview/>

Report of Nelson Enquiry Australia 2005: National Enquiry into the Teaching of Literacy

<http://www.dest.gov.au/nitl/report.htm>

The National Reading Panel (April 13, 2000) reports that a combination of teaching phonics, word sounds, giving feedback on oral reading provides the most effective way to teach reading

In the largest, most comprehensive evidenced-based review ever conducted of research on how children learn to read the National Reading Panel (National Institute of Child Health and Human Development, 2000) recently presented its findings. For its review, the Panel selected methodologically sound research from the approximately 100,000 reading studies that have been published since 1966, and from another 15,000 earlier studies. It determined (Hall, 2000) that “effective reading instruction includes teaching children to break apart and manipulate the sounds in words (phonemic awareness), teaching them that these sounds are represented by letters of the alphabet which can then be blended together to form words (phonics), having them practise what they've learned by reading aloud with guidance and feedback (guided oral reading), and applying reading comprehension strategies to guide and improve reading comprehension.” See at:

<http://www.nationalreadingpanel.org>

Findings of the **National Research Council** Committee on the Prevention of Reading Difficulties in Young Children. The NRC is the research arm of the Washington-based **National Academy of Sciences**, and took on the task at the behest of the U.S. Departments of Education and Health and Human Services. Authors Snow, Burns, & Griffin

<http://www.nap.edu/readingroom/enter2.cgi?030906418X.html>

A **Synthesis of Research on Reading** from the huge studies under the auspices of the National Institute of Child Health and Human Development (NICHD) by Bonita Grossen, University of Oregon, 1997 http://www.nrrf.org/synthesis_research.htm

An Educators' Guide to Schoolwide Reform. This guide provides a review of the research on 24 schoolwide reform models. For each approach reviewed, the guide provides ratings accompanied by profiles and research references. This work was conducted by the American Institutes for Research and was contracted by the American Association of School Administrators, American Federation of Teachers, National Association of Elementary School Principals, National Association of Secondary School Principals, and National Education Association, Available at

http://www.aasa.org/issues_and_insights/district_organization/Reform/

Every Child Reading: An Action Plan and **Every Child Mathematically Proficient: an Action Plan.** The Learning First Alliance has developed guides for supporting literacy and math proficiency, with tips for parents, teachers and schools. Available at

<http://www.learningfirst.org/publications/reading/>

Teaching Reading IS Rocket Science: What Expert Teachers of Reading Should Know and Be Able To Do. This report from the American Federation of Teachers describes the essential knowledge teachers should have in order to be successful at teaching all children to master reading. Recommendations for improving the teaching of reading are made regarding teacher education and professional development. Available at

<http://www.aft.org/pubs-reports/downloads/teachers/rocketsci.pdf>

Tools for Schools: School Reform Models Supported by the National Institute on the Education of At-Risk Students. The National Institute is a part of the U.S. Department of Education's Office of Educational Research and Improvement. This guide describes 27 school reform models, providing information about comprehensive school reform models, classroom and curriculum redesign models, and professional development reform models. Available at www.ed.gov/pubs/ToolsforSchools/index.html

Every child reading: An action plan of the Learning First Alliance (1998).

Schools should base educational decisions on evidence, not ideology. Initial instruction should include explicit, systematic instruction in phonemic awareness and phonics. Reading materials should feature a high proportion of new words that children can "sound out" using the letter-sound relationships they have been taught. The Learning First Alliance comprises 11 teacher organizations. [On-Line]. Available at <http://www.readbygrade3.com/readbygrade3co/lfa.htm>

National Research Council Jan 2002 WASHINGTON -- To ensure that minority students who are poorly prepared for school are not assigned to special education for that reason, educators should be required to first provide them with **high-quality instruction and social support in a general education classroom** before making a determination that special education is needed, says a new report from the National Academies' National Research Council. Educators also should adopt comprehensive screening strategies, particularly in reading, to identify students at risk of school failure as early as possible, and intervene before academic or behavior problems become deeply entrenched. Moreover, states should raise training and professional-development requirements for all prospective and current teachers to help them better meet the needs of atypical learners.

Donovan, M.S. & Cross, C.T. (Eds.) (2002). Minority students in special and gifted education. *National Research Council*. Available at: http://www.nap.edu/catalog/10128.html?onpi_newsdoc01162002

The purpose of the **Rand Reading Study Group** is to summarize the state of research and research-based practice in the field of reading comprehension, in order to generate a well-motivated agenda for future research that will inform practice in this area. This specific document is a first attempt at describing such a research agenda, formulated so as to elicit commentary from the broadest possible constituency of reading researchers.

Rand Reading Study Group. (2001). Reading for understanding. Towards an R & D program in reading comprehension. [On-Line]. Available: <http://www.rand.org/multi/achievementforall/reading/>

The educators of the Texas State Reading Association, Texas Association of School Librarians, Coalition of English and Reading Supervisors of Texas, and Kindergarten Teachers of Texas were able to reach consensus on a set of basic principles for a **balanced and comprehensive approach to reading** instruction. These principles were published and distributed state-wide in a brief, easy to understand flyer entitled

Commissioner's Group on Reading. (1998). Good practice: Implications for reading instruction -A consensus document of Texas Literacy professional organizations. http://www.laporte.isd.esc4.net/resources/languagearts/teks_toolkit/resources/reading.html

The California Department of Education's **Reading/Language Arts Framework** describes the content and skill requirements in reading, writing, listening, and speaking that all students need to master at each grade level. It also provides the road map for students to attain proficiency in the content standards.

California Department of Education. (1999). *Reading/language arts framework for California public schools: Kindergarten through Grade Twelve*. [On-Line}. Available: http://www.cde.ca.gov/cdepress/lang_arts.pdf

[Back to top](#)

What about Early Intervention?

White House Early Childhood Cognitive Development Summit (2001)

We have learned that the quality of our children's early development has a significant effect on their entire lives. . . . The discussions during the Summit have made clear that our children require informed and systematic interactions and experiences with adults who will take the time and effort to teach vocabulary and other oral language concepts, phonological concepts, letter knowledge and other print and emergent literacy concepts.

Lyon, G.R. (2001, July 30). [Summary comments White House Early Childhood Cognitive Development Summit](#). *Education News Org*.

The National Research Council's (2001) report "Eager to learn: Educating our preschoolers" envisages having all preschool classes led by college-educated teachers with specialized training. It calls for a well-organized preschool system that would give all children—especially those deemed at high risk for school failure—the tools they need to succeed academically. While activities such as art, music, and crafts should continue to play an important role in preschool classrooms, the report says, the curriculum should focus primarily on reading, mathematics, and science.

National Research Council. (2001). *Eager to learn: Educating our preschoolers*. Washington, DC: National Academy Press. [On-Line]. Available at: <http://books.nap.edu/books/0309068363/html/1.html>

"From Neurons to Neighborhoods" is a comprehensive report on early childhood development released in 2001 by the National Research Council, the research arm of the National Academy of Sciences, the National Academy of Engineering and the Institute of Medicine. It was written by a panel that spent 2 1/2 years reviewing hundreds of studies from many disciplines. One extract: "The relevance of the latest brain research for education policy is basically not ready for prime time. On the other hand, a lot of what some of the more exciting brain research being done today is reinforcing behavioral and developmental research. . . . In fact, behavioral research is brain research. We know about brain function by looking at behavior. All this behavior and development we've been studying for decades is not coming from the pancreas".

Shonkoff, J.P. & Phillips, D.A. (Eds). (2000). *From neurons to neighborhoods: The science of early childhood development*. [On-Line]. Available at: <http://www.nap.edu/catalog/9824.html>

[Back to top](#)

Important Legislation

The **UK National Literacy Strategy (1998)** mandates that all primary schools are to adopt *structured* teaching of phonics, and to abandon the present whole language system. Great Britain's **National Literacy Strategy** is at the heart of the drive to raise literacy standards in British schools. This site supports teachers and others working for improvement in UK schools. It provides direct access to professional development materials as well as information about initiatives and events to support improvements in literacy. Based on the rigorous teaching of phonics - which starts with the

sounds children know and shows how these are represented by letters - the new approach attempts to transform the way reading is taught and (it is hoped) marks the end of a 30-year classroom war.

“When they begin to read, most pupils tend to see words as images, with a particular shape and pattern. They tend not to understand that words are made up of letters used in particular combinations that correspond with spoken sounds. It is essential that pupils are taught these basic decoding and spelling skills from the outset.”

<http://www.standards.dfes.gov.uk/primary/literacy/>

2006 Changes in GB

1. The Rose Report www.standards.dfes.gov.uk/rosereview/report.pdf

Independent Review of Early Reading Jim Rose (RRF conference 3.11.06)

How do we best educate our children for literacy?

FIVE ASPECTS OF THE REVIEW

- Expectations for best practice in early reading & synthetic phonics
- Relationship to revised NLS *Framework for Teaching* and new EYFS.
- Best provision to help children with significant literacy difficulties catch up.
- Impact of leadership & management and practitioners' subject knowledge & skills
- VFM/cost effectiveness of different approaches,

SYSTEMATIC PHONIC WORK

‘These findings show that systematic phonics instruction produced superior performance in reading compared to all types of unsystematic or no phonics instruction. Phonics instruction is systematic when all the major grapheme-phoneme correspondences are taught in a clearly defined sequence’

FEATURES OF HIGH QUALITY PHONIC WORK

- Grapheme/phoneme correspondences taught in a clearly defined incremental sequence.
- Blends phonemes all through the word in the order they appear in real words.
- Segments words into their constituent phonemes to spell.
- Short, discrete, daily sessions taught within a broad and rich curriculum.
- Multi-sensory, engaging, enjoyable.
- Time-limited – balance changes from ‘learning to read’ to ‘reading to learn’

DIFFERENT PROGRAMMES – SIMILAR PRINCIPLES

‘The common elements in each [systematic] programme – those that really make a difference to how well beginner readers are taught and learn to read and write – are few in number’ Reading Review final report

SIMPLE VIEW OF READING: KEY POINTS

- Two distinct processes in learning to read: word recognition, and language comprehension.
- Practitioners should assess and support development in both.
- High quality phonic work is best means for securing word recognition.
- High quality phonic work underpins comprehension – the ultimate goal.

‘Searchlights’

The 'searchlights' model (3 cueing system)... has not been effective enough in terms of illustrating where the intensity of the 'searchlights' should fall at different stages of learning to read. While the full range of strategies is used by fluent readers, beginning readers need to learn how to decode effortlessly, using their knowledge of letter-sound correspondences and the skills of blending them together.' Ofsted reporting on the NLS in 2002.

WHEN SHOULD PHONIC WORK BEGIN?

'When to introduce phonic work systematically is, and should be, a matter of principled, professional judgement, based on careful observation and robust assessment.'

DEVELOPING EARLY COMMUNICATION

- Early years crucial for fostering communication skills
- Parents have a crucial role to play
- Valuable pre-reading activities – stories, songs, rhymes & drama – as part of rich curriculum
- Speaking and listening key: foundation for reading (& writing)
- Pave the way for systematic, high quality phonic work.

MAIN RECOMMENDATIONS

- Children should benefit from a rich curriculum that develops speaking & listening and reading & writing.
- Begin systematic, high quality phonic work *for most* by five, subject to professional judgement, as prime approach for learning to read.
- Should be part of 'quality first' teaching which reduces need for intervention.
- Children with difficulties should be identified early & appropriate support provided
- Leaders & managers should ensure high quality phonic work is implemented & monitored regularly
- Practitioner & teacher training should focus on principles of high quality phonic work
- Parents have vital role & should be involved.

IMPLICATIONS FOR TEACHING

Those who teach beginner readers need to understand principles of high quality phonic work, including *simple view* of reading.

2 Primary National Strategy 2006 <http://www.standards.dfes.gov.uk/primaryframeworks/>

Return to tradition as phonics is favoured Times Ed Supplement 3 February 2006

Primary teachers across England are to be trained in using synthetic phonics to help children to read, in a return to traditional literacy teaching.

Each reception class teacher in a school could be given coaching in the technique, in which children build up words from letter sounds. Teacher training is also to be changed to place more emphasis on synthetic phonics.

The changes are expected in an update of the national literacy strategy's teaching framework, to go out to consultation in April for implementation from September.

The Primary National Strategy (2006) has adopted the 'simple view of reading' . Children who routinely adopt alternative cues for reading unknown words, instead of learning to decode them, later find themselves stranded when texts become more demanding and meanings less predictable. For most children it starts by the age of 5 and is time-limited. Phonological skills (particularly

phoneme awareness) underpin the development of word-decoding skills, especially phonics. Phonics is the prime approach to early reading. Word reading is *generally achieved as a result of direct instruction*. Initial task - master the alphabetic code. Apply their phonic knowledge to develop a store of familiar words. Develop automaticity in their word reading. Priority given to teaching word-reading processes in the early stages of learning to read. Decoding and comprehension are separate targets. Separate work on developing speaking and listening skills, phonemic awareness, vocabulary development and language comprehension. Provide many opportunities to practise their developing reading skills. Teachers assess children's progress within both word recognition and language comprehension processes.

Development of word recognition skills Children need to be taught: letter/sound correspondences in a clearly defined, incremental sequence to apply the highly important skill of blending (synthesising) phonemes in their proper order, all through a word to read it to apply the skills of segmenting words into their constituent phonemes to spell them it is systematic, following a carefully planned programme with fidelity, reinforcing and building on previous learning to secure children's progress it is taught discretely and daily at a brisk pace children's progress in developing and applying their phonic knowledge is carefully assessed and monitored. Teachers should use texts that are restricted to letters and sounds already taught.

Four types of reader identified in the 'simple view of reading': those who have good comprehension but poor word recognition skills those who have good word recognition skills but poor comprehension those who are weak in both the above those who are strong in both the above. With the principles above, we can substantially reduce the number of children who fall below age-related expectations. Focus on quality-first teaching should reduce the need for intervention in many cases.

Phonic work given priority in the teaching of beginner readers. Training for staff in the necessary skills and knowledge to implement the programme effectively. The normal monitoring arrangements assure the quality and consistency of phonic work. Staff receive constructive feedback about their practice. Phonic work can be achieved by using a commercially produced programme, or Primary National Strategy materials. Program to be adhered to 'with fidelity',

Once words are recognised and understood, children must activate their oral language comprehension to understand what a writer conveys. Most new readers have an active vocabulary of some 10,000 words (Labov, 2003).

Teaching must be systematic, with a clearly defined and structured progression for learning all the major grapheme-phoneme correspondences: digraphs, trigraphs, adjacent consonants, and alternative graphemes for the same sound be delivered in discrete daily sessions at a brisk pace that is well matched to children's developing abilities be underpinned by a synthetic approach to blending phonemes in order all through a word to read it, and segmenting words into their constituent phonemes to spell them Blending and segmenting need to be taught explicitly Independent quality assurance system to assess commercial phonics programmes (2007).

In Australia, the 2005 Nelson Report of the National Inquiry into the Teaching of Literacy produced findings consonant with those accepted in both GB and the USA. Read the [literature review](#), the [report](#), and the [recommendations](#).

USA House Concurrent Resolution 214 expressing the sense of Congress that direct, systematic phonics instruction should be used in all schools. http://www.nrrf.org/h_con_res_214.htm

The **Reading Excellence Act (1998)** in the USA insists that only reading programs based on reliable replicable research will be federally funded in future. Never mind the alliteration, read about it at: <http://www.ed.gov/inits/FY99/1-read.html>

U.S. Department of Education.(1999, July).America Reads Challenge - Start early, finish strong Teachers need to understand the most up-to-date reading research and be able to implement it in their classrooms. Universities, colleges of education, state teacher licensing boards, and legislatures must raise standards for proficiency in reading instruction for teacher candidates. [On-line]. Available at <http://www.ed.gov/pubs/startearly/>

“I hope we can come together as a nation to cheer on the elimination of the reading deficit for all our children. The **Reading Deficit Elimination Act** is an important step in that direction. The reading deficit can be eliminated by 2005 if the scientific principles of reading instruction, as determined by the National Reading Panel through the most comprehensive review of research in reading instruction ever conducted, are applied to all students, kindergarten through grade four, in America. To achieve this goal, it will take the concerted effort of parents, teachers, administrators, school board members, and legislators at both state and federal levels.

Committee on Education and the Workforce (2000). The Reading Deficit Elimination Act H.R. 4307. [On-Line]. Available at: <http://edtech.connect.msu.edu/aera/gov/archive/n0400-05.htm>

No Child Left Behind Act of 2001:On January 8, 2002, President Bush signed into law the No Child Left Behind Act of 2001. The Act, which embodies his education reform plan sent to Congress on January 23, 2001, is the most sweeping reform of the Elementary and Secondary Education Act (ESEA) since ESEA was enacted in 1965. It redefines the federal role in K-12 education and will help close the achievement gap between disadvantaged and minority students and their peers. It is based on four basic principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work. See at: <http://www.ed.gov/nclb/landing.jhtml?src=mr>

Early Detection of Dyslexia in Children Act of 2003.107th CONGRESS 1st Session in the US House of Representatives H. R. 73 January 3, 2001.

[Back to top](#)

Further resources

The **Reading Coherence Initiative** (RCI) is a project funded under Southwest Educational Development Laboratory. The primary goal of the RCI was to provide research and development that would link current knowledge of the reading process to classroom practice of K-2 educators. Some excellent articles and descriptions of a broad range of educational assessments (over 125 reading assessment tools). [On-Line]. Available: <http://www.sedl.org/pitl/rci/>

There are many articles on educational issues maintained on the **Education News page** by Jimmy Kilpatrick. http://www.educationnews.org/commentaries_and_reports.htm

A most useful **annotated bibliography** by Susan Brady provides lists of research articles supporting (or failing to support) a range of common educational assertions. “A roadmap for the literature on reading acquisition and reading disability: Discovering the research and the implications for practice”. www.greenwoodinstitute.org/roadmap/rdmindex.html

The **National Right to Read Foundation**<http://www.nrrf.org> has a marvelous collection of links and articles:

Whole Language lives on: The illusion of "balanced" reading instruction - by Louisa Moats. <http://www.edexcellence.net/library/wholelang/moats.html>

Pathways to School Improvement<http://www.ncrel.org/sdrs/>

Personalized System of Instruction (PSI) <http://www.lafayette.edu/allanr/psi.html>

Letterland: An interesting approach to teaching the link between phonemes and letter names
<http://www.letterland.com/>

[Back to top](#)

Dyslexia and Learning Disabilities Resources

LD in Depth. Many articles on learning disabilities, dyslexia, and reading development at:
<http://www.ldonline.org/>

Issues for teachers and researchers. Good articles at: <http://www.greenwood.org>

A useful paper on Reading Disorders In Children on the webpage of The Department of Pediatric Ophthalmology at The Children's Hospital of Buffalo. [On-Line]. Available at:
<http://members.aol.com/scottolitsky/dyslex.htm>

Note this extract from the Summary: “All current research indicates that dyslexia is a disorder of language. A defect in language processing causes the reading disability. Vision problems **DO NOT** cause reading difficulties.”

The following links are taken from:

Lewis, L. & Paik, S. (2001). *Add it up: Using research to improve education for low-income and minority students*. Washington: Poverty & Race Research Action Council. [On-Line]. Available:
http://www.prrac.org/pubs_aiu.php

The U.S. Department of Education’s Technical Assistance Network. Maintained by the National Clearinghouse for Bilingual Education, the Technical Assistance Network is an integrated system of national and regional service providers of technical assistance and information designed to help states, school districts and schools to improve teaching and learning for all children. NCBE has developed the **Technical Assistance Network Directory**, which is a compilation of contact and profile information on state and federally sponsored technical assistance providers, including the “Starting Points” listed below, organized by state/territory. Available at
<http://www.ncela.gwu.edu/expert/TA/tan/directory.htm>

STARTING POINTS Comprehensive Centers provide technical assistance services focused on the implementation of reform programs, prioritizing services for Title I schoolwide programs and other high-poverty schools and districts. Comprehensive Center Network consists of fifteen centers serving different regions throughout the country. Information available
<http://www.ed.gov/programs/newccp/index.html>

Equity Assistance Centers provide technical assistance to promote educational equity in the areas of race, gender and national origin. There are ten Equity Assistance Centers serving different regions of the country. Information available at www.equitycenters.org

Educational Resources Information Center (ERIC) Clearinghouses provide ready access to an extensive body of education-related research literature. The sixteen subject-specific ERIC Clearinghouses collect, abstract and index education materials for the ERIC database, respond to requests for information in their areas of expertise, and develop special publications on current research, programs and practices. Information available at www.eric.ed.gov

Federal Resource Center for Special Education (FRC) supports a technical assistance network that responds to the needs of students with disabilities, with a special focus on students from underrepresented populations. The six Regional Resource Centers for Special Education (RRCs) assist state education agencies in their region improve programs, practices and policies affecting students with disabilities. Information available at www.rfcnetwork.org

Parent Information and Resource Centers (PIRCs) help families, communities and schools collaborate to support children's learning, with the objective of initiating and expanding opportunities for parents to be involved with their children's learning. Each PIRC serves the state or region within the state in which is it located and is required to identify and serve areas with high concentrations of low-income, minority and limited English proficient families. Information available at www.ed.gov/Family/ParentCtrs/index.html or

Regional Educational Laboratories work to ensure that those involved in school improvement efforts have access to the best available information from research and practice. The ten Regional Educational Laboratories offer region-specific services as well as develop expertise in particular Specialty Areas to provide information and resources to schools and communities throughout the nation. Information available at www.relnetwork.org

Technical Assistance Alliance for Parent Centers (the Alliance) provides technical assistance for establishing, developing and coordinating Parent Training and Information Projects (PTIs) and Community Parent Resource Centers (CPRCs) under the Individuals with Disabilities Education Act (IDEA). These centers provide information and training to parents of and professionals who work with children with disabilities. Information available at www.taalliance.org

Building Your Baby's Brain: A Parent's Guide to the First Five Years. This Teaching Strategies guide, listed on the National Institute on Early Childhood Development and Education website, explains some of the findings from brain research and strategies to support development. Available in English and Spanish at www.ed.gov/offices/OERI/ECI/publications.html

Child Care Checklist for Parents. This resource from Child Care That Works of Iowa State University Extension helps identify information parents might need when looking for child care. Available from the National Network for Child Care website at <http://cyfernet.ces>

Criteria for Quality Standards. Achieve, Inc., describes the criteria it uses in benchmarking academic standards. Each category of criteria is followed by a set of questions that you can consider to examine your state's standards. Achieve's website also contains an extensive, searchable content standards database in the subjects of English language arts, mathematics, science, and social studies. Available at <http://www.achieve.org/>

Designing a Sustainable Standards-Based Assessment System. This publication focuses on the organizational elements of a school system, such as purpose, principles, policies. It describes a process of examining and clarifying these elements in ways to support and sustain a standards-based assessment system. Available at www.mcrel.org/products/standards/designing.asp

Developing Family/School Partnerships: Guidelines for Schools and School Districts. The National Coalition for Parent Involvement in Education (NCPPIE) has identified general guidelines for policies and program elements that support the development of successful family/school partnerships. Available from NCPPIE, <http://www.ncpie.org/>

Developmental Milestones: How I Grow In Your Care. ZERO TO THREE designed three charts for parents and caregivers outlining children's learning processes during their earliest years of life. Available at <http://www.zerotothree.org/>

Ear Infections and Language Development. This booklet from the National Center for Early Development & Learning provides information regarding ear infections and middle ear fluid. It explains how hearing and language learning may be affected by ear infections and how you can support children's language learning. Available at <http://www.fpg.unc.edu/~ncedl/PAGES/products.cfm>

The Education Trust and K-16 Councils. The Education Trust has helped develop a national network of K-16 councils at local and state levels. K-16 councils bring together school, college, business and community leaders to support the academic achievement of all children at all levels. Additional information available at www.edtrust.org

Enhancing the Transition to Kindergarten: Linking Children, Families, & Schools. This manual describes a school-based approach to enhancing connections during the transition to kindergarten. It presents a framework, key principles, strategies and practices for developing a community transition plan. Available at <http://www.fpg.unc.edu/~ncedl/PAGES/products.cfm>

Equity Checklists in Mathematics and Science. The Eisenhower National Clearinghouse has made available several checklists and rubrics to help schools and communities identify equity issues in the teaching of mathematics and science. Available at <http://www.goenc.com/>

Every Child Reading: An Action Plan and Every Child Mathematically Proficient: an Action Plan. The Learning First Alliance has developed a guides for supporting literacy and math proficiency, with tips for parents, teachers and schools. Available at <http://www.learningfirst.org/publications/reading/>

Every Single Student: A PEER Resource Manual on Standards-Based Education and Students with Disabilities. From the PEER (Parents Engaged in Education Reform) project, a special project of the Federation for Children with Special Needs, this publication covers a broad range of topics relevant to standards-based education and students with special needs. Available at <http://www.fcsn.org/peer/ess/esshome.html> www.fcsn.org/peer/ess/esshome.html

Family Involvement in Children's Education: Successful Local Approaches, An Idea Book. This publication was produced by Policy Studies Associates and the National Institute on the Education of At-Risk Students. It describes approaches that have been effective at overcoming barriers to family involvement. Available at www.ed.gov/pubs/FamInvolve/index.html

High Quality Professional Development. This booklet from the Northwest Regional Educational Laboratory discusses professional development, guiding principles and some questions to consider when making choices. Available at www.nwrel.org/request/june98/article1.html

Implementing IDEA: A Guide for Principals. This guide from the IDEA Partnerships Project discusses implementation of the Individuals with Disabilities Education Act in accordance with standards and guidelines developed by the National Association of Elementary School Principals. Available at http://www.cec.sped.org/law_res/doc/resources/alpha.php

Implementing Schoolwide Programs: An Idea Book on Planning. This guidebook from the U.S. Department of Education focuses on methods and useful resources for planning and measuring the effectiveness of schoolwide programs. Available at www.ed.gov/pubs/Idea_Planning/index.html

Investing in Partnerships for Student Success: A Basic Tool for Community Stakeholders to Guide Educational Partnership, Development and Management. Prepared by Susan Otterbourg for the Partnership for Family Involvement in Education, this tool provides basic guidance to planning, developing, implementing and managing partnerships in education. Available at www.ed.gov/pubs/investpartner/

Measure of School, Family and Community Partnerships. The Northwest Regional Educational Laboratory developed this tool to help schools assess the effectiveness and meaningfulness of their outreach to students, families, and community members. Available at www.ncrel.org/csri/nine/six.htm

A Parent's Guide to Accessing Programs for Infants, Toddlers, and Preschoolers with Disabilities. The National Information Center for Children and Youth with Disabilities developed this parent's guide for families who are seeking help for their young children with special needs. It provides information regarding early intervention services for children ages birth through 2 years old and special education and related services for children ages 3 through 5 years old. Available at www.nichcy.org/pubs/parent/pa2.htm

A Toolkit Using Data for Decision-Making to Improve Schools: Raise Student Achievement by Incorporating Data Analysis in School Planning. The New England Comprehensive Assistance Center developed this guidebook for collecting, understanding, and using data to improve school programs designed to raise student achievement. The toolkit provides resources that help create and revise school action plans, from assembling baseline data to monitoring ongoing progress. Available at www.edc.org/NECAC/resources/pubs/toolkit.html

ToolKit98 (and ToolKit98 Addendum 2000). Developed by the Network of Regional Educational Laboratories, this guide is designed to help classroom teachers improve the way they assess student learning. Available at www.nwrel.org/assessment/toolkit98.php

Tools for Schools: School Reform Models Supported by the National Institute on the Education of At-Risk Students. The National Institute is a part of the U.S. Department of Education's Office of Educational Research and Improvement. This guide describes 27 school reform models, providing information about comprehensive school reform models, classroom and curriculum redesign models, and professional development reform models. Available at www.ed.gov/pubs/ToolsforSchools/index.html

The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource Guide for Educators and Policy-Makers. This resource, developed by the U.S. Department of Education's Office of Civil Rights, provides information regarding test measurement standards, legal principles, and resources to assist educators and policymakers understand ways to use standardized tests that are educationally sound and legally appropriate. Available at www.ed.gov/offices/OCR/archives/testing/TestingResource.doc

What It Takes: 10 Capacities for Initiating and Sustaining School Improvement. From the Northeast and Islands Regional Educational Laboratory, also known as the LAB at Brown University, this guidebook is designed to help schools reflect upon their organizational capacities for developing and maintaining successful reforms. Available at www.alliance.brown.edu/topics/reform.shtml

[Back to top](#)

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