

From the Director

Greetings from the State Improvement Grant. How did 2008 arrive so quickly? Fall just flew by for all of us as we held numerous professional development sessions and worked to complete so many SIG products.



At the upcoming Special Education Conference February 27 – 29th, SIG will be heavily represented with many presentations. Two new SIG DVDs will also be debuted. Literacy for All, developed by SIG partner STEP (Support and Training

for Exceptional Parents) gives practical information to parents and others about how to ensure that literacy is a part of every child's Individualized Education Plan. You will be informed and inspired when you see this video!

We are also excited to introduce the DVD (For ALL Children: RtI and Educational Reform in TN — the Story of 3 Schools), a very valuable resource to educators who are working to differentiate instruction in their classrooms. The video shows examples from three Tennessee

schools — Egypt Elementary in Memphis City, Battle Academy in Hamilton County, and Inskip Elementary in Knox County — where teachers are using flexible grouping, center-based activities, and direct instruction to differentiate teaching according to student need and improve literacy outcomes for children. Dr. Tom Buggey of the University of Tennessee, Chattanooga, worked with these schools and with SIG staff to produce this valuable resource. For those of you who can't make it to the Special Education Conference, the DVDs will

See [From the Director](#), pg. 2

A Short Explanation of Response to Intervention

by Kandy Smith, School Consultant, State Improvement Grant

Several articles in this issue of the SIGnal newsletter address the topic of Response to Intervention, or RtI. You may have seen the initials, and you may have heard a little bit about what RtI is. This newsletter will provide an overview of RtI, and give some testimonies about how the program is being used in one Tennessee school system: Hardeman County.

Under the 2004 IDEA (Individuals with Disabilities Education Improvement Act), when attempting to identify the special needs of a student who is not making adequate progress in the regular curriculum, school systems now “may use a process that determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures” (Pub. L. No. 108-446 S 614, 118 Stat. 2706, 2004). Many people are calling that process Response to Intervention (RtI). Although the Response to Intervention process is a recent term in the education community in Tennessee, it is

composed of research-based practices that have been used in some places for as long as 30 years. What is now being called RtI has been implemented in schools in Pennsylvania, Minnesota, and Iowa for 15 to 20 years (Tilly, 2006).

RtI stands for Response to Intervention, which consists of:

- providing high-quality instruction and interventions matched to an individual student's need
- monitoring progress frequently to make decisions about changes in instruction or goals, and
- applying child response data to important educational decisions.

The RtI framework involves a tiered approach. In many cases, the first tier of the process is the regular classroom instruction: good teaching practices using a research-based curriculum. The second tier may also be provided in the regular education classroom, but involves the student's

See [Response to Intervention](#), pg. 2

Families and Learning: Is Homework Worth Our Time?

—adapted from *Helping Your Child With Homework*, Paulu, N. (US. D.O.E.)

Families play a vital role in educating America's children. What families do is more important to student success than whether they are rich or poor, whether parents have finished high school or not, or whether children are in elementary, junior high, or high school. And one of the major things that parents can do to help their children learn is to make sure homework is completed.

Children who spend more time on homework, on average, do better in school, and the academic benefits increase as children move into the upper grades. But the value of homework extends beyond school. We know that good assignments, completed successfully, can help children develop wholesome habits and attitudes. Homework is an opportunity

See [Is Homework Worth Our Time?](#), pg. 4

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be available soon on the SIG website.

Both these resources point to the increasing emphasis on meeting children's individual literacy needs in creative ways that challenge old ideas of teaching by delivering the same lesson, in the same way, to the whole class. The need to differentiate instruction to meet individual student need, particularly the needs of struggling readers, is the spark behind the RtI (Responsiveness to Intervention) movement. RtI is all about providing high quality, research-based instruction and behavioral support, to meet student needs in general education. This issue of *SIGnal* focuses on how RtI is being implemented in the Hardeman County school system.

There is no "one size fits all" in RtI. Districts have the flexibility to establish policies and procedures that fit their community's unique situation. School staffs have exciting opportunities to create new learning environments, develop authentic collaboration within schools and systems, and change roles and responsibilities to better fit the needs of students.

We are indebted to Hardeman County for inviting us to look at their H.E.A.R.T. model and share it with *SIGnal* readers, so we all can learn more about how they developed the RtI process in their school system. This glimpse into Hardeman County Schools helps us understand how RtI works in real schools, with all their challenges and opportunities.

This issue of *SIGnal* also focuses on a topic near and dear (well, maybe not dear!) to every teacher and parent's heart — homework. We hope the articles here propel you to think again about homework — perhaps in a new light.

We hope to see many of you at the Special Education Conference! Don't forget to keep checking our SIG web site for new products and information.

—Kathy Strunk

Response to Intervention,

cont. from page 1

receiving additional minutes of instruction in a smaller setting than the first tier. The third tier may be very similar to the second, providing more time and intensity for student learning, or it may be supplemental instruction that is provided by special education personnel.

For more information concerning

Response to Intervention, please see the suggestions at the end of these articles on page 4.

Following are comments by several of those involved in the RtI initiative in the Hardeman County Schools, including Superintendent Dr. Donald L. Hopper, Program Specialist Debbie Williams, Psychologist Debbie Deberry, Literacy Facilitator Christy Smith, and SIG School Consultant Kandy Smith.

Explanation of Hardeman County H.E.A.R.T Process

Kandy Smith, SIG School Consultant

Hardeman County staff use the acronym H.E.A.R.T. when they talk about their RtI program (Hardeman Empowering Achievement Response Team). Those of us working for the State Improvement Grant consider ourselves fortunate to have the opportunity to work with Hardeman County in its Response to Intervention project. As I've met with teachers in large groups, small groups, and as individuals, I've assured them that the efforts they are making to change instruction will be worth the final results they obtain. While the job seems difficult now, the methods will get better and more familiar and will improve student learning.

I continue to be astonished at the leadership, insight, and initiative of Hardeman County's Director of Schools, Dr. Donald Hopper. He attends almost every county meeting about RtI, large and small, complimenting, encouraging, and assuring the coaches and teachers in Hardeman County that their work is valued.

The literacy coaches in Hardeman County are amazing. After a brief self-assessment at the beginning of this joint process in August, we realized that we could all use additional training in the five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) so that we could support teacher work and student learning in the classrooms. Teachers put their shoulders to the wheel (in this case, the H.E.A.R.T. process) and never looked back. We worked hard, we learned, we questioned; we grew together as leaders in the H.E.A.R.T. process.

So much progress has been made in Hardeman classrooms between our start in August and classroom visits in mid-November. I see teachers who have equipped their classrooms to work for all students, all learning styles, and all abilities. Teachers who struggled with the change process in August are diversifying instruction and meeting student needs in incredible ways.

When I'm in classrooms in Hardeman



SIG School Consultant, Kandy Smith, meets with kindergarten teachers at Bolivar Elementary School, Hardeman County.

County, I see students learning in ways that had probably not been available to them before Dr. Hopper led Hardeman County to hire Debbie Williams to coordinate and direct this effort and to place coaches in the elementary schools process, long before most rural systems in Tennessee had taken the plunge.

I see kindergarteners working independently from the teacher but together as students in small groups while their teacher works with just three or four students at an instructional table. I see first graders looking at the assignment chart on the wall and knowing what that means for them, as they walk over to pull a center box and take it to their seats to get busy learning. I see second graders completing Cloze activities in pocket charts, discussing why a word will or will not work in a particular sentence. I see third graders discuss, with understanding, the differences between crocodiles and alligators.

The teachers had been asking since the start, "Is there a place where we can see what this is supposed to look like? Is there a classroom for me to observe?" Now, they know that in many cases, there's a classroom in their own school that they can visit to find more ideas, see different techniques, and observe teachers directing instruction in small group settings. What an incredible experience the work in Hardeman County has been!

Dr. Donal L. Hopper, Director of Schools, Hardeman County, Tennessee

I am often asked why I chose to proceed with what we now call the H.E.A.R.T. program even before we were mandated to do so by the SDE or by the US Department of Education. The answer is not difficult to explain; simply stated, it is in the best interest of the children. If our goal is to prepare our children for the future, one child at a time, we must implement the process that will achieve that goal.

Reading is a challenge for our children, even after graduation, as they enter the workforce or post-secondary education. We are continually reminded by business and industry that reading skills are critical for an individual to be employable and successful. Therefore, we need to meet the

challenge of teaching our children to read; the goal is to be successful with our primary grades and to build on this experience as we expand the process into grades 4-8 and 9-12. Reading is so vital to the success of our students, whether in school or in the job market, that it must be taught at all grade levels and in all subject areas.

I prefer to view H.E.A.R.T. as a process instead of a program — structured, yet flexible, and adaptable to the needs of each child, one child at a time. Educational buzzwords and catch phrases may sound impressive in a seminar or presentation, but we must be realistic in our educational practices. We must identify what is best for this particular child, on this particular day. With the help of well-trained and dedicated teachers, we can surely meet these challenges.

Debbie Williams, Program Specialist, Hardeman County Schools

RtI is like putting a big puzzle together. It is a challenge at the beginning to find the pieces that go together, and then, as the puzzle progresses, the pieces are easier to connect. We (Hardeman County) are very fortunate to have the State Improvement Grant Consultant, Kandy Smith, working side-by-side with us. If we cannot find a puzzle piece, she locates it for us, along with other options (because not every piece fits perfectly). Her guidance, researched information, Professional Development for our teachers, and positive encouragement has been invaluable to us. Collaborating with SIG has made our H.E.A.R.T. (RtI) procedure, which we considered good, so much better! The key to our success so far is that we meet with the Literacy leaders on a regular basis. These meetings ensure that each school receives the same information and that all teachers are following the same procedures. It also helps to have such wonderful, dedicated teachers and such incred-



Dr. Hopper, Director of Hardeman County Schools, visits a third grade classroom at Bolivar Elementary. The children are using whisper phones to be able to hear themselves as they quietly read aloud.

ible support from the administration. The Director of Schools, Dr. Donald Hopper, and the Instructional Director, Gene Ross, continue to be in the forefront, checking on classrooms and evaluating the fidelity and effectiveness of instruction.

The purpose of H.E.A.R.T. is to teach through instruction that is provided through the regular education program. H.E.A.R.T. is in its first year of implementation in the K-3rd grade classrooms district-wide. Because we adopted a new basal reading program along with implementing the H.E.A.R.T. process, it could have been an overwhelming year for teachers. The teachers are, however, embracing the challenges, implementing exemplary comprehensive literacy classrooms consisting of 90-minute, uninterrupted reading blocks with whole group, small group and differentiated instruction centers. H.E.A.R.T. is a 4-Tier process, with Tier 4 being Special Education. Through professional development and in-school trainings, teachers have a clearer understanding of the five elements of reading and of the importance of a reading class grounded in these five elements. We have worked diligently to make sure every classroom uses research-based materials, and that the reading block is protected from outside disturbance. Parents are an important part of the H.E.A.R.T. process, in

See [The H.E.A.R.T. Process](#), pg. 4

Reggie Curran, SIG conducts a workshop for parents about reading strategies at Cora Howe Elementary School in Nashville, while Marsh Rolfe, Title I coordinator at Cora Howe, translates the strategies into Spanish, and Lisa Crawford questions students.



The H.E.A.R.T. Process,

cont. from page 3

that teachers are encouraged to engage parents in all aspects of the students' academic day, including any progress-monitoring results. Although at first it was difficult, teachers discovered that students perform very well in centers without them, and that small-group, direct instruction with the teacher is very effective. As a result, Hardeman is seeing substantial gains in student achievement by using the H.E.A.R.T. (RtI) process.

Christy Smith, School Literacy Facilitator

As Literacy Facilitator, my role is to assist and support the teachers with new reading instructional skills and techniques, as well as providing them with information and training in the H.E.A.R.T. (RtI) process. As a liaison between the district office and the school staff, I meet with the staff weekly to keep them abreast of new information and procedures.

Most of our teachers agree that the H.E.A.R.T. process is more effective than traditional instruction due to more individualized contact, easier differentiations, and a focus on all components of reading. Teachers are quite accustomed to my presence in their classrooms, and if necessary, my demonstrating a method of teaching. We are all learning together, so the teachers are willing to take on any challenges we may have, in order for the students to receive the best education possible.

Debbie DeBerry, School Psychologist

Prior to hiring our Program Specialist, Debbie Williams, Hardeman County's School Psychologists were providing and researching the necessary background information and training on RtI to the Central Office Staff, principals, and teachers.

Now that Debbie Williams (our RtI Goddess) has arrived and she oversees the district-level implementation, the school psychologist's role has evolved into a more collaborative model. We serve on school and district H.E.A.R.T. teams. We consult on issues such as assessment, home-school collaboration, and individual student needs. We are developing procedures for referral and for how to monitor and evaluate progress. We will continue to assist with system-wide program design and changes, and to monitor our assessment and intervention efforts with individual students.

For more information about RtI:

The IRIS Center at Vanderbilt: There are five Response to Intervention Modules here that serve as great resources for teachers. http://iris.peabody.vanderbilt.edu/rti01_overview/chalcycle.htm

Fuchs, D., & Fuchs, L. S. (2005). Responsiveness-To-Intervention: A blueprint for practitioners, policymakers, and parents. *Teaching Exceptional Children*, 38(1), 57-61.

Response to Intervention: A joint paper by the National Association of State Directors of Special Education and the Council of

Administrators of Special Education (2006, May). Retrieved January 5, 2008, from <http://www.nasdse.org/>

Tilly, W. (2006). Response to Intervention: An overview: What is it? Why do it? Is it worth it? *The Special Edge*, 19(2). Retrieved January 5, 2008, from http://www.calstat.org/textAlt/SpEDge_eng/win06edge.html

Is Homework Worth Our Time?, cont. from page 1

for students to learn and for parents to be involved in their children's education.

Why do teachers assign homework?

Homework can help children to:

- review and practice what they've learned;
- get ready for the next day's class;
- learn to use resources, such as libraries, reference materials, and encyclopedias; and
- explore subjects more fully than time permits in the classroom.

Homework can help children develop good habits and attitudes. It can teach children to work independently; encourage self-discipline and responsibility, manage time and meet deadlines.

Homework can also bring parents and educators closer together. Parents who supervise homework and work with their children on assignments learn about their children's education and about the school.

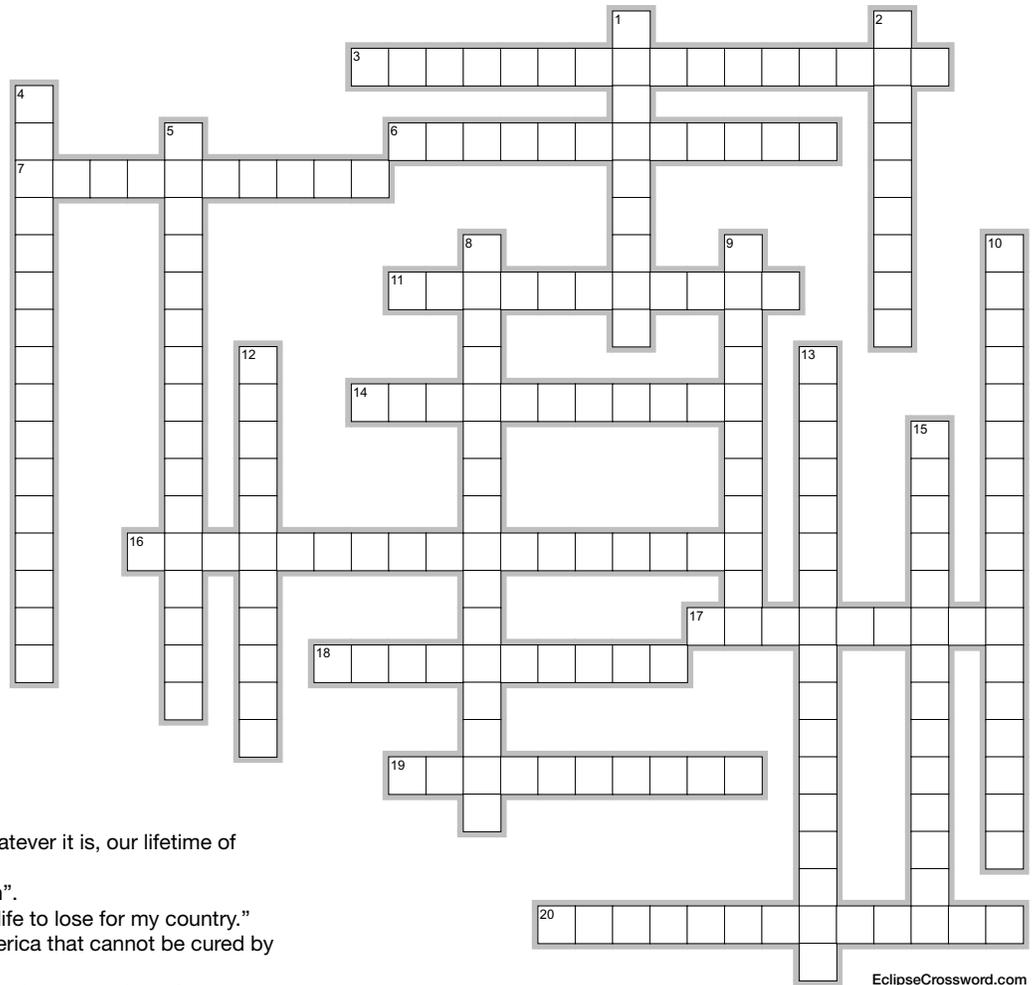
Parents, How You Can Help with Homework

— adapted from www.nea.gov

Helping your child with homework is your opportunity to improve your child's chances of doing well in school and in life. By ensuring that homework is completed, you can help him learn important lessons about discipline and responsibility. You can open up lines of communication-between you and your child, and you and the school. You can help your child make connections between school work and the "real world," and bring meaning (and

Name Bank

- ABRAHAMLINCOLN
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- JACQUELINEKENNEDY
- JOHNKENNEDY
- JOHNPAULJONES
- MARIECURIE
- MARKTWAIN
- MARTINLUTHERKING
- MAYAANGELOU
- NATHANHALE
- PATRICKHENRY
- ROSAPARKS
- SANDRADAYOCONNOR
- THEODOREROOSEVELT
- WALTDISNEY
- WINSTONCHURCHILL



EclipseCrossword.com

Famous People Quotes

Across

- 3. "Each of us brings to our job, whatever it is, our lifetime of experience and values."
- 6. "Give me liberty or give me death".
- 7. "I only regret that I have but one life to lose for my country."
- 11. "There is nothing wrong with America that cannot be cured by what is right with America."
- 14. "Ask not what your country can do for you, but what you can do for your country."
- 16. "The only thing we have to fear is fear itself."
- 17. "How wonderful it is that nobody need wait a single moment before starting to improve the world".
- 18. "Be less curious about people and more curious about ideas".
- 19. "If you can dream it, you can do it".
- 20. "I have not yet begun to fight."

Down

- 1. "The man who does not read good books has no advantage over the man who can't read them."
- 2. "The only tired I was, was tired of giving in."

- 4. "We make a living by what we get, but we make a life by what we give."
- 5. "I have a dream."
- 8. "No one can make you feel inferior without your consent."
- 9. "If you want the rainbow, you've got to put up with the rain."
- 10. "There are many little ways to enlarge your child's world. Love of books is the best of all."
- 12. "History, despite its wrenching pain, cannot be unlived, but if faced with courage, need not be lived again."
- 13. "This country will not be a good place for any of us to live if it is not a good place for all of us to live."
- 15. "A house divided against itself cannot stand."

some fun) to your child's homework experience. However, helping with homework does not mean doing it. Homework is assigned by the teacher to help a child develop specific skills and attributes, so homework needs to be the child's responsibility. Following are ways parents can provide homework help:

Show You Think Education and Homework Are Important

Children need to know that their parents and adults close to them think homework is important. If they know their parents

care, children have a good reason to complete assignments and turn them in on time.

Set a Regular Time

Finding a regular time for homework helps children finish assignments. The best schedule is one that works for your child and your family. What works well in one household may not work in another. Outside activities, such as sports or music lessons, may mean that you need a flexible schedule.

Some families have a required amount

of time that children must devote to homework or some other learning activity each school night (the length of time can vary depending upon the child's age). For instance, if your seventh-grader knows she's expected to spend an hour doing homework, reading, or visiting the library, she may be less likely to rush through assignments so that she can watch television. A required amount of time may also discourage her from "forgetting" to bring home assignments and help her adjust to a routine.

See **Parents and Homework**, pg.6

Parents and Homework,

continued from pg. 5

Pick a Place

A study area should have plenty of light; supplies close by, and should be fairly quiet. It doesn't have to be fancy. A desk in the bedroom is nice, but for many youngsters the kitchen table or a corner of the living room works just fine.

Remove Distractions

Turn off the television and discourage social telephone calls during homework time. Some youngsters work well with quiet background music, but loud noise from the stereo or radio is distracting. If you live in a small or noisy household, try having all family members take part in a quiet activity during homework time. You may need to take a noisy toddler outside or into another room to play.

Provide Supplies and Identify Resources

For starters, collect pencils, pens, erasers, writing paper, an assignment book, and a dictionary. Other things that might be helpful include glue, a stapler, paper clips, maps, a calculator, a pencil sharpener, tape, scissors, a ruler, index cards, a thesaurus, and an almanac. Keep these items together in one place if possible. If you can't provide your child with needed supplies, check with the teacher, school guidance counselor, or principal about possible sources of assistance.

For books and other information resources, check with the school library or local public library. These days many schools have computers in classrooms, and many households have personal computers. Some schools may offer after-school programs where your child can use the school computers, and many public libraries make computers available to children.

Set a Good Example

Children are more likely to study if they see you reading, writing, and doing things that require thought and effort on your part. Talk with your child about what you're reading and writing even if it's something

Karen Harrison and Jenness Roth, STEP staff members, plan and direct a video for parents of children who have special needs.



as simple as making the grocery list. Tell them about what you do at work. Encourage activities that support learning — for example, educational games, library visits, walks in the neighborhood, trips to the zoo or museums, and chores that teach a sense of responsibility.

Show an Interest

Make time to take your child to the library to check out materials needed for homework (and for fun too), and read with your child as often as you can. Talk about school and learning activities in family conversations. Ask your child what was discussed in class that day. If he doesn't have much to say, try another approach. For example, ask your child to read aloud a story he wrote or discuss the results of a science experiment.

Another good way to show your interest is to attend school activities, such as parent-teacher meetings, shows, and sports events. If you can, volunteer to help in the classroom or at special events. Getting to know some classmates and other parents not only shows you're interested but helps build a network of support for you and your child.

Monitor Assignments

Children are more likely to complete assignments successfully when parents monitor homework. How closely you need to monitor depends upon the age of your child, how independent she is, and how well she does in school.

Teachers' expectations vary. Ask your child's teacher what you should do. Should you just check to make sure the assignment is done, or should you do something more? Some teachers want parents to go over the homework and point out errors, while others ask parents to simply check to make sure the assignment is completed. It's also a good idea to ask the teacher to call you if any problems with homework come up.

Monitor Television Viewing

American children spend far more time watching television than they do completing homework. In many homes, more homework gets done when television time is limited. Once you and your child have worked out a homework schedule, take time to discuss how much television and what programs she can watch. Television can be a learning tool; look for programs that relate to what your child is studying in school, such as programs on history or science or dramatizations of children's literature. When you can, watch shows with your child, discuss them, and encourage follow-up activities such as reading or a trip to the museum.

Provide Guidance

The basic rule is, "Don't do the assignments yourself." It's not your homework — it's your child's. Doing assignments for your child won't help him understand and use information. And it won't help him become confident in his own

abilities. It can be hard for parents to let children work through problems alone and learn from their mistakes. It's also hard to know where to draw the line between supporting and doing.

Help Your Child Get Organized

A bag for books will make it easier to carry homework to and from school. Homework folders, in which youngsters can tuck their assignments for safekeeping, help many students stay organized.

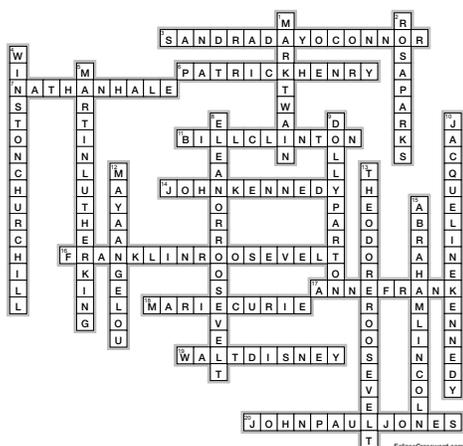
Share Concerns with the Teacher

You may want to contact the teacher if:

- your child refuses to do her assignments, even though you've tried hard to get her to do them
- instructions are unclear
- you can't seem to help your child get organized to finish the assignments
- you can't provide needed supplies or materials
- neither you nor your child can understand the purpose of assignments
- the assignments are often too hard or too easy
- the homework is assigned in uneven amounts — for instance, no homework is given on Monday, Tuesday, or Wednesday, but on Thursday four of your child's teachers all make big assignments that are due the next day; or
- your child has missed school and needs to make up assignments

Work with the school. Communication between teachers and parents is very important in solving homework problems.

Key to Famous People Quotes



Homework Tips for Teachers

Do you ever sense that your students only think of you as “The Great Homework Monster”? Do you get the feeling that parents resent homework, thinking it imposes on their family time and busy schedules? Has always coming off as the bad guy worn you down and caused doubt about the homework you assign? Do you ever wonder, “What’s the use?”

Well, let’s take off our monster masks and figure out what the ‘use’ of homework really is. Why do we, as teachers, assign homework? If it’s only to take a student’s (and parent’s) time and to provide busy-work, then it’s not worth doing. Some good reasons to assign homework are to:

- Help promote self-discipline, a good work ethic, and responsibility
- Develop research and study skills
- Review and practice new skills
- Prepare students for a new topic, activating prior knowledge
- Elaborate on curriculum that has already been introduced
- Give students time to complete work not finished in school
- Show parents the progress the student is making
- Link learning between school and home

So what kind of homework assignments will help us to achieve the goals listed above? Author Nancy Paulu (http://www.education-world.com/a_curr/curr306.shtml) recommends these tips for teachers who give homework:

- Lay out homework expectations early in

the school year.

- Create assignments with a purpose, and make sure students understand that purpose.
- Make assignments clear and focused.
- Create assignments that challenge students to think and integrate.
- Vary assignments. (Students get bored with the “same-old-same-old.”)
- Give homework that makes learning personal (for example, assignments that allow students to draw upon their family, cultural, and community experiences).
- Tie assignments to the present. (Students often complain that they can’t relate to assignments involving events that took place in the distant past.)
- Match assignments to the skills, interests, and needs of students.
- Use school and community resources.
- Match assignments to your style of teaching.
- Assign an appropriate amount of homework, and keep alert to how long students take to complete assignments.
- Encourage and teach good study habits.
- Provide constructive feedback.
- Give praise, and motivate.

Tell students and parent why you are assigning homework and how it will help them learn, and perhaps you will change from the Homework Monster to, at most, a Homework Gremlin. You won’t make students and parents enjoy homework, but at least you can help them understand the “what” and the “why.”

Lee Saecker, UT Knoxville graduate student, directs children holding letter cards to help them use phonics rules to read and spell words.



Center for Literacy Studies
600 Henley Street, Suite 312
Knoxville, TN 37996

Websites for Parents and Teachers

■ **Homework Help Center:** This site offers an amazing amount of help to students and their parents by way of links to sites that highlight and explain Math, Science, Social Studies, Literature, People, Words, etc. etc. etc....

http://www.childdevelopmentinfo.com/learning/homework_help_page.htm

■ At **School.FamilyEducation.com**, you'll find information for parents on the educational issues affecting your child in every grade level — from preschool through high school. Find homework help, skill-building tips in every school subject, educational printables and worksheets, plus advice on report cards and talking with the teacher. There's also a button

on the left side of the page, "Advice from Parents", with suggestions from parents on many of the issues that parents face when raising children today.

<http://school.familyeducation.com/>

■ This site offers **information for teachers and parents** who want to provide interesting activities for children, and learn about issues that affect children, including grief, violence, war, child development, video games, and many other topics.

www.teachersandfamilies.com

■ This Florida site was developed for educators who wish to make use of the information on the Internet with

their **current curriculum**. Information and links are divided by grade level: elementary, middle, and high school, and then by subject.

<http://www.volusia.k12.fl.us/curriculum/Edlinks/intro.html>

<http://sig.cls.utk.edu>

Check out Tennessee's SIG website for resources and information about the State Improvement Grant, as well as on reading, parenting, and teaching strategies.

