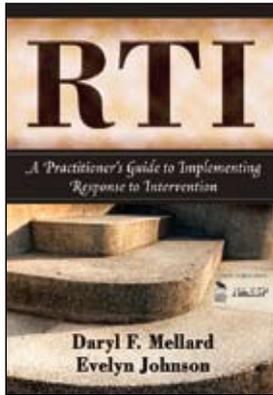


RTI: A Practitioner's Guide to Implementing Response to Intervention.

Daryl F. Mellard and Evelyn Johnson. Corwin Press and NAESP, 2008, 148 pages. Available at www.corwinpress.com.

RTI: *A Practitioner's Guide to Implementing Response to Intervention* is a must-have for every principal, central office administrator, and classroom instructional leader. RTI will benefit both the building principal and the central office administrator by giving them a much better understanding of what RTI is, how it will operate within the building, and how the program will effect the district's overall student achievement. Classroom teachers, especially those who are involved in the operation/implementation of an RTI program in their building, will gain an in-depth understanding of the RTI process and will see firsthand how to implement the program with the awareness of potential stumbling blocks such as progress monitoring of student data.



Mellard and Johnson do an exceptional job in breaking down the RTI model and describing each of the three tiers of the program in great detail.

The authors give readers wonderful insight into how the No Child Left Behind Act, Individuals with Disabilities Education Act, Reading First, and professional learning communities can work in concert with RTI to target and monitor student achievement, specifically within the school population's "at-risk" group to drive student achievement at the building level.

The authors provide readers with a wonderful explanation of the RTI process, case examples, progress-

monitoring checklists, and Web sites as resources at the end of each chapter. The resources listed within the book will be invaluable to a school as staff embark on RTI. These materials provide a quick and easy way to impart organizational structure to the implementation process and provide instructional leaders with a framework for progress monitoring. Schools that already have an RTI program in place will want this book as a resource because it will help the team to fine-tune and improve an existing program.

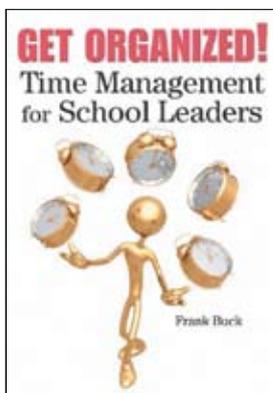
RTI: A Practitioner's Guide to Implementing Response to Intervention is a book you and your staff will read and refer to constantly as you implement and modify the RTI program in your building or district.

Reviewed by Christopher Hammill, former elementary principal and current assistant superintendent for school leadership, Detroit Public Schools, Michigan, christopher.hammill@detroitk12.org.

Get Organized! Time Management for School Leaders. Frank Buck. Eye on Education, 2008, 131 pages. Available at www.eyoneducation.com.

Who isn't looking for practical tools to get themselves organized on the job? We are told to touch a piece of mail or paper only once, but that is easier said than done. Certainly there are many books on organization in the market today, but this is a book specifically for school leaders and administrators.

The easy-to-read chapters begin with one on "clear your desk." This task is most challenging for school leaders because at the end of the day, our desks may look like a train wreck. However, by simply following Bucks' advice and purchasing 43 file folders for organization, the problem can be solved. The folders include one for each day of the month and one for each month, thus the num-



ber 43. The book provides a guide for daily handling of paperwork and how to use these files for every paper crossing an administrator's desk.

Information is included for "organizing with paper or technology" and readers are reminded that we do not need to have three calendars or planners. The key is one system that is portable, easy to use, and handy at all times whether at work or during leisure time.

With each new school year many tasks are repeated, and a chapter describes a system for completing these tasks without making a new list annually.

In addition, paper can overwhelm us, and a method for storing reference materials is mentioned. A study out of Stanford University reveals that 87 percent of filed papers are never looked at again, so Buck's guidance on storage is welcome.

This outstanding reference encourages us to take a look at our procedures and make some changes to free our time for meaningful tasks such as visiting classrooms and working with students and teachers. After reading this book, I have used almost every suggestion to reconfigure my files and plans. Buck's recommendations are easy to follow and economical. The new school year is the perfect time to read this book and to get organized.

Reviewed by Lisa Hannah, Principal, Three Oaks Elementary School, Virginia Beach, Virginia, lisa.hannah@vbschools.com.

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