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Indicator	Source	current
1.1a aligned curriculum	<ul style="list-style-type: none"> • Barth, Patte. www.edtrust.org • Erickson, H. L. <u>Concept-based curriculum: Teaching Beyond the Facts</u> Thousand Oaks, CA: Corwin Press. 1998 • Taylor, R. <u>Missing Pieces: Aligned Curriculum, Instruction and Assessment.</u> "Schools in the Middle". 9(4), 14-16. December, 1999. • <u>Transformations, Kentucky Curriculum Research.</u> Frankfort, KY. KDE 1993. • <u>Program of Studies for Kentucky Schools, Grades Primary 1-12.</u> Frankfort, KY. KDE 1998 • <u>Core Content for Assessment v. 3.0,</u> Division of Curriculum and Assessment, Frankfort, KY KDE, 1996. • Jacobs, Heidi Hayes. <u>Mapping the Big Picture: Integrating Curriculum and Assessment K-12.</u> ASCD Alexandria, VA. C. 1997. ISBN 0-87120-286-7 • Glatthorn, A.A. (1993a) <u>Criteria for Evaluating Curriculum Guides,</u> Greenville, NC. School of Education, East Carolina University • Kendall, J.S. and Marzano, R. J. (1996). <i>Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education.</i> Aurora, CO: Mid-continent Regional Educational Laboratory. 	<ul style="list-style-type: none"> • Jacobs, Heidi Hayes. <u>Getting Results With Curriculum Mapping.</u> ASCD Alexandria, VA. C. 2004. • www.commoncorecurriculum • Carr, Judy F. & Douglas E. Harris. <u>Succeeding with Standards: Linking Curriculum, Assessment and Action Planning.</u> ASCD Alexandria, VA ISBN 0-87120-509-2. • Erickson, H. L. <u>Concept-based curriculum: Teaching Beyond the Facts</u> Thousand Oaks, CA: Corwin Press. 1998 • Marzano, R.J. & Kendall, J.S. (1996). <i>Designing Standards-Based Districts, Schools, and Classrooms.</i> Aurora, CO: McREL (Mid-Continent Regional Educational Laboratory). • <u>Program of Studies for Kentucky Schools, Grades Primary 1-12.</u> Frankfort, KY. KDE 1998 •

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1.1b across all grade levels	<ul style="list-style-type: none"> • Grumet, M R (1995) <i>The Curriculum: What are the basics and are we teaching them? Thirteen Questions</i> NY • <u>National Study of School Evaluation (NSSE), Indicators of Schools of Quality</u>, Vol 1. Schaumburg, IL, 1997. Fitzpatrick, K C Project Director. • Consortium for Policy Research in Education. (1993). "Developing Content Standards: Creating a Process for Change." <i>CPRE Policy Briefs</i> 10:1-7. 	<ul style="list-style-type: none"> • Jacobs, Heidi Hayes. <u>Getting Results With Curriculum Mapping</u>. ASCD Alexandria, VA. C. 2004. •
1.1c eliminate unnecessary gaps and overlaps	<ul style="list-style-type: none"> • <u>Transformations, Kentucky Curriculum Research</u>. Frankfort, KY. KDE 1993. • <u>Program of Studies for Kentucky Schools, Grades Primary 1-12</u>. Frankfort, KY. KDE 1998 • Kuykendall, C. <u>From Rage to Hope, Strategies for Reclaiming Black and Hispanic Students</u>. Bloomington, IN National Education Service, 1991. • Taylor, R. <u>Missing Pieces: Aligned Curriculum, Instruction and Assessment</u>. "Schools in the Middle". 9(4), 14-16. December, 1999. • www.NWREL.org • <u>Assessment Strategies to Inform Science and Mathematics Instruction: It's Just Good Teaching</u>. 1997 • Educational Research Service (Winter, 1992) "Goals of the Education 	<ul style="list-style-type: none"> • ASCD Executive Director Gener Carter on the achievement gap • Haycock, Katie, Craig Jerald and Sandra Huang. <i>Closing the Gap: Done in a Decade</i>. Spr. 2001. • "Closing the Achievement Gap: It's Everybody's Job" www.edtrust.org • <i>Closing the Achievement Gap: A vision for Changing Beliefs and Practices</i> • "The Effect of State Testing on Instruction in High Poverty Elementary Schools" • Johnson, Ruth S. <u>Using Data to Close the Achievement Gap</u>. How to Measure Equity in Our Schools. Corwin Press, Thousand Oaks, CA. c 2002 ISBN 0-7619-4509-1. • Thinking k-16. <u>A New Core Curriculum For All: Aiming High for Other People's Children</u>. Vol 7, Issue 1, Winter 2003

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	<p>Curriculum: Opinions of Teachers and Principals</p> <ul style="list-style-type: none"> • Edmonds, R (1979) “Effective Schools for the Urban Poor.” <i>Educational Leadership</i>, 37(1):15-24 	
1.1d vertical communication	<ul style="list-style-type: none"> • www.edtrust.org • www.curriculumcounts.com • Consortium for Policy Research in Education. (1993). “Developing Content Standards: Creating a Process for Change.” <i>CPRE Policy Briefs</i> 10:1-7. • Darling-Hammond, L. <i>The Right To Learn</i>. Jossey-Bass. San Francisco. 1999 • Taylor, R. <i>Missing Pieces: Aligned Curriculum, Instruction and Assessment</i>. “<i>Schools in the Middle</i>”. 9(4), 14-16. December, 1999. 	<ul style="list-style-type: none"> • Darling-Hammond, L. <i>The Right To Learn</i>. Jossey-Bass. San Francisco. 1999 • Erickson, H. L. <i>Concept-based curriculum: Teaching Beyond the Facts</i>. Thousand Oaks, CA: Corwin Press. 1998
1.1e specific links	<ul style="list-style-type: none"> • Doyle, Denis P. & Susan Pimentel. <i>Raising the Standard</i>. Corwin Press, Inc. Thousand Oaks, CA. c. 1997. ISBN 0-8039-6707-1 • Erickson, H. L. <i>Concept-based curriculum: Teaching Beyond the Facts</i>. Thousand Oaks, CA: Corwin Press. 1998 	<ul style="list-style-type: none"> • Jacobs, Heidi Hayes. <i>Getting Results With Curriculum Mapping</i>. ASCD Alexandria, VA. C. 2004. • Perrone, V. (1994). “How to Engage Students in Learning.” <i>Educational Leadership</i>, 51(5): 11-13. • www.commoncorecurriculum
1.1f systematic monitoring, evaluating and reviewing	<ul style="list-style-type: none"> • English, F.W. (1992). <i>Deciding What to Teach and Test: Developing, Aligning, and Auditing the Curriculum</i>. Newbury Park, CA: Corwin. • Leithwood, K. & Aitken, R. <i>Making</i> 	<ul style="list-style-type: none"> • Carr, Judy F. & Douglas E. Harris. <i>Succeeding with Standards: Linking Curriculum, Assessment and Action Planning</i>. ASCD Alexandria, VA ISBN 0-87120-509-2.

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	<u>Schools Smarter: A system for monitoring school and district progress.</u> Thousand Oaks, CA: Corwin Press. 1995	
1.1g access to common academic core	<ul style="list-style-type: none"> • Consortium for Policy Research in Education. (1993). "Developing Content Standards: Creating a Process for Change." <i>CPRE Policy Briefs</i> 10:1-7. 	<ul style="list-style-type: none"> • Darling-Hammond, L. <i>The Right To Learn.</i> Jossey-Bass. San Francisco. 1999
2.1a frequent, rigorous	<ul style="list-style-type: none"> • Cheng, L (1999) Changing assessment: teacher perceptions and actions. <i>Teaching and Teacher Education.</i> • Madaus, G., & O'Dwyer, L. (1999) A short history of performance assessment: Lessons Learned. <i>Phi Delta Kappan</i>, 80(9), 688-695. • Wiggins, G. (1998). <i>Educative assessment.</i> San Francisco: Jossey-Bass. 	<ul style="list-style-type: none"> • Love, N. (2001) Using data/getting results: A practical guide to school improvement in math and science. Norwood, MA: Christopher-Gordon Publishers. • Senese, J. "Data Can Help Teacher to Stand Tall", <i>Journal of Staff Development</i> 21(1), 84, Winter, 2000.
2.1b design authentic assessment aligned with core content	<ul style="list-style-type: none"> • Calfee, R.C. (1994). <i>Implications for Cognitive Psychology for Authentic Assessment and Instruction.</i> (Tech. Rep. No. 69). Berkeley, CA: National Center for the Study of Writing, University of California. • Consortium on Productivity in the Schools. (1995). <i>Using What We Have to Get the Schools We Need.</i> The Institute on Education and the Economy. New York: Teachers College Press. • Corrie, L. (1995). "The Structure and Culture of Staff Collaboration: Managing Meaning and Opening Doors." 	<ul style="list-style-type: none"> • Elmore, R F (2002) The Testing Trap. <i>Harvard Magazine</i>, 105(1), 35-37. • Linn, R (1998) Assessment and Accountability (CSE Technical Report 490). Boulder, CO: CRESST/University of Colorado, Boulder. • Wiggins, G., & McTighe, J. (1998). <i>Understanding by design.</i> Alexandria, VA: Association for Supervision and Curriculum Development.

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	<p><i>Educational Review</i>, 47(1): 89-99.</p> <ul style="list-style-type: none">• Linn, R (1998) Assessment and Accountability (CSE Technical Report 490). Boulder, CO: CRESST/University of Colorado, Boulder.• <u>National Study of School Evaluation (NSSE), Indicators of Schools of Quality</u>, Vol 1. Schaumburg, IL, 1997. Fitzpatrick, K C Project Director.• Carr, Judy F. & Douglas E. Harris. <u>Succeeding with Standards: Linking Curriculum, Assessment and Action Planning</u>. ASCD Alexandria, VA ISBN 0-87120-509-2.• Stephien, W. and S. Gallagher. (1993). "Problem-Based Learning: As Authentic as It Gets." <i>Educational Leadership</i> 50, 7: 25-28.• Taylor, R. <u>Missing Pieces: Aligned Curriculum, Instruction and Assessment</u>. "Schools in the Middle". 9(4), 14-16. December, 1999.• Wiggins, G. (1989). "A True Test: Toward More Authentic and Equitable Assessment." <i>Phi Delta Kappan</i>, 70 (9): 703-713.• Wiggins, G. (1993a). <i>Assessing Student Performances: Exploring the Purpose and Limits of Testing</i>. San Francisco: Jossey-Bass, Inc., Publishers.	
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2.1c students articulate academic expectations	<ul style="list-style-type: none"> • Darling-Hammond, L. <u>The Right To Learn</u>. Jossey-Bass. San Francisco. 1999 • Resnick, Lauren. <u>The Learning Institute. “Principles of Learning”</u>. Pittsburg University, PA. 1997 • Wong, H. K. <u>The First Days of School: How to be an Effective Teacher</u>. Mountain View, CA; Harry Wong Publications, Inc. 1998 	<ul style="list-style-type: none"> • Wong, H. K. <u>The First Days of School: How to be an Effective Teacher</u>. Mountain View, CA; Harry Wong Publications, Inc. 1998 • Stiggins, R. J. <u>Student Involved Classroom Assessment</u> (3rd ed.) Upper Saddle River, NJ: Prentice Hall. 2001
2.1d identify gaps	<ul style="list-style-type: none"> • Costa, Arthur, and Bena Kallick, <u>Assessment in the Learning Organization</u> Alexandria, VA: Association for Supervision and Curriculum Development. 1995. • National Center for Education Statistics (NAEP) 1999 Longterm trends. • NcREL Assessment Strategies to Inform Instruction (1997) 	<ul style="list-style-type: none"> • Haycock, K. 2001 “Closing the Gap: Done in a Decade” Thinking k-16, 5(2), 3-21. www.edtrust.org •
2.1e meaningful feedback	<ul style="list-style-type: none"> • Preuss, <u>A School Leaders Guide to Understanding Root Cause Analysis</u>. Education Research Systems. 2003 	<ul style="list-style-type: none"> • Stiggins, R. J. <u>Student Involved Classroom Assessment</u> (3rd ed.) Upper Saddle River, NJ: Prentice Hall. 2001
2.1f performance standards	<ul style="list-style-type: none"> • Doyle, Denis P. & Susan Pimentel. <u>Raising the Standard</u>. Corwin Press, Inc. Thousand Oaks, CA. c. 1997. ISBN 0-8039-6707-1 • Harris, D E & Carr, J F <u>How to Use Standards in the Classroom</u> Alexandria, VA : Association for Supervision and Curriculum Development. 1996. • Schmoker (2001) <u>The Real Causes of</u> 	<ul style="list-style-type: none"> • Elmore, R F. (2003, April) <i>Doing the Right Thing, Knowing the Right Thing to Do: Low performing schools and performance based accountability</i>. National Governors’ Conference Policy Education Advisors. Los Angeles, CA • Schmoker (2001) <u>The Real Causes of Higher Achievement – Data Use</u>

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	Higher Achievement – Data Use	
2.1g implementations of state assessment and accountability	<ul style="list-style-type: none"> • KRS • Haladyna, T, Nolen, S & Haas, N (1991). Raising standardized achievement test scores and the origins of test score pollution. <i>Educational Researcher</i>, 20(5), 2-7. • Koretz, D, Barron, S & Mitchell, K & Keith, S (1996) Perceived effects of the Kentucky instructional results information system (KIRIS) (MR-792-PCT/FF). Santa Monica, CA: Rand. 	<ul style="list-style-type: none"> • Reeves, D. B., <i>Making Standards Work: How to Implement Standards-based Performance Assessments in the Classroom, School and District.</i> (3rd ed.) Denver, CO. Advanced Learning Press. 2002.
2.1h student work analyzed	<ul style="list-style-type: none"> • <u>National Study of School Evaluation (NSSE), Indicators of Schools of Quality</u>, Vol 1. Schaumburg, IL, 1997. Fitzpatrick, K C Project Director. • Blythe, Tina & David Allen. <u>Looking Together At Student Work</u>. Teachers College Press. Columbia University. NY c 1999. ISBN 0-8077-3855-7. • Campbell, J R, Hombo, C M & Mazzeo, J (1999) NAEP trends in academic progress (NCES 2000-469) Washington, D C: U S Department of Education, Office of Educational Research and Improvement, National Center for Educational Statistics. • Darling-Hammond, L., Ancess, J. & Falk, B., “Authentic Assessment in Action: Studies of Schools and Student Work” NY: National Centre for Restructuring 	<ul style="list-style-type: none"> • Blythe, Tina & David Allen. <u>Looking Together At Student Work</u>. Teachers College Press. Columbia University. NY c 1999. ISBN 0-8077-3855-7. • Holcomb, E. L. <u>Getting Excited About Data</u> Thousand Oaks, CA: Corwin Press. 1999 • Schlecty, P., <u>Working on the Work</u> San Francisco, CA: Jossey-Bass. 2003

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	<p>Education, Schools and Teaching. 1995</p> <ul style="list-style-type: none"> • McMillan, J, Myran, S & Workman, D (1999). The impact of mandated statewide testing on teachers' classroom assessment and instructional practices. American Educational Research Association, Montreal, Quebec, Canada. • Wiggins, G. (1999, October 28-29). <i>Making the grade</i>. (Handouts). Presentation at a workshop sponsored by The Center on Learning, Assessment, and School Structure, Philadelphia, Pennsylvania. • Wiggins, G., & McTighe, J. (1998). <i>Understanding by design</i>. Alexandria, VA: Association for Supervision and Curriculum Development. 	
3.1a effective, varied instructional strategies	<ul style="list-style-type: none"> • <u>National Study of School Evaluation (NSSE), Indicators of Schools of Quality</u>, Vol 1. Schaumburg, IL, 1997. Fitzpatrick, K C Project Director. • Blythe, Tina & David Allen. <u>Looking Together At Student Work</u>. Teachers College Press. Columbia University. NY c 1999. ISBN 0-8077-3855-7. • Caine, R., & Caine, G. (1994). <i>Making Connections: Teaching and the human brain</i>. Menlo Park, CA: Addison Wesley. • Chapman, Carolyn. <u>If the Shoe Fits...How to Develop Multiple</u> 	<ul style="list-style-type: none"> • Marzano, Pickering & Pollock (2001) <u>Classroom Instruction That Works</u> • Marzano, Robert J. <u>Classroom Management that Works: Research-Based Strategies for Every Teacher</u>. ASCD: Alexandria, Virginia, c2003. ISBN 0-87120-793-1. • Marzano, R.J. & Kendall, J.S. (1996). <i>Designing Standards-Based Districts, Schools, and Classrooms</i>. Aurora, CO: McREL (Mid-Continent Regional Educational Laboratory). • Blythe, Tina & David Allen. <u>Looking</u>

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	<p><u>Intelligences in the Classroom.</u> Teaching and Learning Publishing. Arlington Hts. IL. C 1993. ISBN 0-932935-64-8.</p> <ul style="list-style-type: none"> • Corno, L., and R.E. Snow. (1986). “Adapting Teaching to Individual Differences Among Learners.” In Handbook of Research on Teaching, 3rd ed., edited by M.C. Wittrock. New York: Macmillan. • Gallimore, R. (May 1985). “The Accomodation of Instruction to Cultural Differences.” Paper presented at the University of California Conference on the Underachievement of Linguistic Minorities, Lake Tahoe, Calif. • Gardner, H. (1983). Frames of mind: <i>The theory of multiple intelligences</i>. New York; BasicBooks. • Hindley, Jo Ann. <u>In Company of Children.</u> • Hollins, E. (1989). <i>A Conceptual Framework for Selecting Instructional Approaches and Materials for Inner-City Black Youngsters</i>. Sacramento: California Curriculum Commission. • Taberski, Sharon. <u>On Solid Ground.</u> • Ray, Katie Wood. <u>Wondrous Words.</u> • Calkins, Lucy. <u>The Art of Teaching Writing & The Art of Teaching Reading</u> • Jensen, E. (1998). <i>Teaching with the</i> 	<p><u>Together At Student Work.</u> Teachers College Press. Columbia University. NY c 1999. ISBN 0-8077-3855-7.</p> <ul style="list-style-type: none"> • . •
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	<p><i>Brain in Mind</i>. Alexandria, VA ASCD</p> <ul style="list-style-type: none"> • Porter & Brophy, 1988 • Marzano (1998) 9 instructional strategies to enhance student achievement • Marzano, R.J. (1992). <i>A Different Kind of Classroom: Teaching with Dimensions of Learning</i>. Alexandria, VA: Association for Supervision and Curriculum Development. • National Research Council. (1999). <i>How people learn: Brain, mind, experience, and school</i>. Washington, DC: National Academy Press. • Zemelman, Steven, Harvey Daniels & Arthur Hyde. <u>Best Practice</u>. Heinemann, Portsmouth, NH. C 1998. ISBN 0-325-00091-3. 	
3.1b Instructional strategies	<ul style="list-style-type: none"> • <u>National Study of School Evaluation (NSSE), Indicators of Schools of Quality</u>, Vol 1. Schaumburg, IL, 1997. Fitzpatrick, K C Project Director. • Bloom, B S (1971) <i>Master Learning: Theory and Practice</i>. NY Holt Rinehart, & Winston. • Chapman, Carolyn. <u>If the Shoe Fits...How to Develop Multiple Intelligences in the Classroom</u>. Teaching and Learning Publishing. Arlington Hts. IL. C 1993. ISBN 0-932935-64-8. • Cohen, S.A. (1987). "Instructional 	<ul style="list-style-type: none"> • Gurina, M. & Henley, P. <u>Boys and girls learn differently; a guide for teachers and parents</u>. San Francisco, CA: Jossey-Bass. 2001 • Marzano, Robert. <u>Classroom Instruction that Works: Translating Research into Action</u>. ASCD Alexandria, VA. C 2003. ISBN 0-87120-717-6. • Marzano, Robert J. <u>Classroom Management that Works: Research-Based Strategies for Every Teacher</u>. ASCD: Alexandria, Virginia, c2003. ISBN 0-87120-793-1.

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	<p>Alignment: Searching for a Magic Bullet.” <i>Educational Researcher</i>, 16:16-20.</p> <ul style="list-style-type: none"> • Corno, L., and R.E. Snow. (1986). “Adapting Teaching to Individual Differences Among Learners.” In <i>Handbook of Research on Teaching</i>, 3rd ed., edited by M.C. Wittrock. New York: Macmillan. • Jensen, E (1998) <i>teaching with the Brain in Mind</i>. Alexandria, VA ASCD • Marzano, R.J. (1992). <i>A Different Kind of Classroom: Teaching with Dimensions of Learning</i>. Alexandria, VA: Association for Supervision and Curriculum Development. 	<ul style="list-style-type: none"> • Tomlinson, C A (1999) <i>The Differentiated Classroom</i> • Wiggins, Grant & McTighe, J. (1998) <i>Understanding by Design</i>. Alexandria, VA. ASCD.
3.1c instructional strategies are monitored; learning styles addressed	<ul style="list-style-type: none"> • Armstrong, Thomas • Caine, R., & Caine, G. (1994). <i>Making Connections: Teaching and the human brain</i>. Menlo Park, CA: Addison Wesley. • Campbell, L., & Campbell, B. (1999). <i>Multiple intelligences and student achievement: Success stories from six schools</i>. Alexandria, VA: Association for Supervision and Curriculum Development. • Doran, French & Jones. <i>Guided Reading</i>, 1998. • Dunn, R. (1996). <i>How to implement and supervise a learning style program</i>. 	<ul style="list-style-type: none"> • Armstrong, Thomas. <u><i>The Multiple Intelligences of Reading and Writing</i></u>. ACSD Alexandria, VA. C 2003. ISBN 0-87120-718-4. • Buehl, D. <u><i>Classroom Strategies for Interactive Learning</i></u>. (2nd ed.) Newark, DE: International Reading Association. 2001 • Gurina, M. & Henley, P. <u><i>Boys and girls learn differently; a guide for teachers and parents</i></u>. San Francisco, CA: Jossey-Bass. 2001 • Heacox, Diane, Ed. D. <u><i>Differentiating Instruction in the Regular Classroom</i></u>.

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	<p>Alexandria, VA: Association for Supervision and Curriculum Development.</p> <ul style="list-style-type: none"> • Dunn, R., & Griggs, S. (1995). <i>Multiculturalism and learning style: Teaching and counseling adolescents</i>. Westport, CT: Praeger. • Dunn, Rita & Kenneth • Gallimore, R. (May 1985). "The Accomodation of Instruction to Cultural Differences." Paper presented at the University of California Conference on the Underachievement of Linguistic Minorities, Lake Tahoe, Calif. • Gardner, H. (1983). <i>Frames of mind: The theory of multiple intelligences</i>. New York; BasicBooks. • Gardner, Howard • Schlinger • Bransford, J, Brown, A & Cocking, R (1999) <i>How People Learn: Brain, Mind, Experience and School</i>. National Research Council. • Doran, French & Jones. <i>Guided Reading</i>, 1998. • Hollins, E. (1989). <i>A Conceptual Framework for Selecting Instructional Approaches and Materials for Inner-City Black Youngsters</i>. Sacramento: California Curriculum Commission. 	<p>Free spirit publishing. Minneapolis, MN. C. 2002 ISBN 1-57542-105-4.</p> <ul style="list-style-type: none"> • National Research Council. (1999). <i>How people learn: Brain, mind, experience, and school</i>. Washington, DC: National Academy Press. • Ohanian, S. "One Size Fits Few." Heinemann. Portsmouth, NH. 1999. • Pfeffer, J. & Sutton, R. I. "The Knowing-doing Gap." Harvard Business School Press. Boston. 2000 • Silver, H F, & Strong, R W (2003) <i>Learning style inventory for secondary students</i>. Ho-Ho-Kus, NJ: Thoughtful Education Press
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	<ul style="list-style-type: none"> • Jensen, E. (1998). <i>Teaching with the Brain in Mind</i>. Alexandria, VA ASCD. • Marzano, R.J. (1992). <i>A Different Kind of Classroom: Teaching with Dimensions of Learning</i>. Alexandria, VA: Association for Supervision and Curriculum Development. • McMillan, J, Myran, S & Workman, D (1999). The impact of mandated statewide testing on teachers' classroom assessment and instructional practices. American Educational Research Association, Montreal, Quebec, Canada. • McTighe, J., & Ferrera, S. (1994). <i>Assessing Learning in the Classroom</i>. Washington, DC: National Education Association. 	
3.1d teachers demonstrate content knowledge to challenge and motivate students	<ul style="list-style-type: none"> • Ashton, P.T., and R.B. Webb. (1986). <i>Making a Difference: Teachers' Sense of Efficacy and Student Achievement</i>. New York: Longman. • Atwell, N. (1998) <u>In the Middle: New Understanding about Writing, Reading and Learning</u> (2nd ed) Portsmouth, NH. Heinemann. • Barth, Patte. <u>Honor in the Boxcar: Equalizing Teacher Quality</u>. K-16. • Chapman, Carolyn. <u>If the Shoe Fits...How to Develop Multiple Intelligences in the Classroom</u>. Teaching 	<ul style="list-style-type: none"> • Barell, John. <u>Developing More Curious Minds</u>. ASCD Alexandria Va. C 2003. ISBN 0-87120-719-2 • Sousa, David A. <u>How the Brain Learns</u>. 2nd edition. Corwin Press. Thousand Oaks, CA. c. 2001. ISBN 0-7619-7765-1 • Blasewitz, M., & Taylor, R. "Attacking Literacy with Technology in an Urban Setting. <u>Middle School Journal</u>. 30(3), 33-39. January, 1999. • Darling-Hammond, L. "Teacher Quality and Student Achievement" 2000 http://epaa.asu.edu/epaa/v8n1

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	<p>and Learning Publishing. Arlington Hts. IL. C 1993. ISBN 0-932935-64-8.</p> <ul style="list-style-type: none"> • Corno, L., and R.E. Snow. (1986). "Adapting Teaching to Individual Differences Among Learners." In <i>Handbook of Research on Teaching</i>, 3rd ed., edited by M.C. Wittrock. New York: Macmillan. • Darling-Hammond, L. (1997). <i>Doing what matters most: Investing in quality teaching</i>. New York: National Commission on Teaching and America's Future. • Darling-Hammond, L. (1996) What matters most: a competent teacher for every child. <i>Phi Delta Kappan</i>. 193-201 • Doran, French & Jones. <i>Guided Reading</i>, 1998. • Dweck, C S (1986) Motivational processes affecting learning. <i>American Psychologist</i>, 41, 1041-1048. • Erickson, H. (1998). <i>Concept-based curriculum and instruction: Teaching beyond the facts</i>. Thousand Oaks, CA: Corwin Press. • Floden, R.E. (1991). "What Teachers Need to Know About Learning." In <i>Teaching Academic Subjects to Diverse Learners</i>, edited by M.M. Kennedy. New York: Teachers College Press. 	<ul style="list-style-type: none"> • Heller, Daniel A. <u>Teachers Wanted: Attracting and Retaining Good Teachers</u>. Alexandria, VA: Association for Supervision and Curriculum Development. 2004. ISBN 0-87120-881-4 • Wise, A. E. "What's Wrong with Teacher Certification?" <i>Education Week</i>, 22(30), 56, 42-43. April 9, 2003. • Wolfe, P. <u>Brain Matters: Translating Research into Classroom Practice</u>. Alexandria, VA: Association for Supervision and Curriculum Development. 2001 • Collins, M., & Amabile, T. (1999). Motivation and creativity. In R.J. Sternberg (Ed.). <i>Handbook of creativity</i> (pp. 297-312). New York: Cambridge University Press. • Thinking K-16 <u>Not Good Enough: A Contents Analysis of Teacher Licensing Examinations</u>. Spr, 1999. •
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	<ul style="list-style-type: none">• Fogerty, J., M. Wang, and R. Creek. (1983). "A Descriptive Study of Experienced and Novice Teachers' Interactive Instructional Thoughts and Actions." <i>Journal of Educational Research</i> 77, 1: 22-32.• Fountas, Irene & Pinnell, Gay Su. <i>Balanced Literacy: What It Should Look Like in the Classroom</i>. 1996.• Gage, N.L. (1978). <i>The Scientific Basis of the Art of Teaching</i>. New York, NY: Teachers College Press.• Gardner, H. (1991). <i>The Unschooled Mind: How Schools Should Teach</i>. New York: Basic Books.• Glasser, W (1998) <i>Choice Theory</i>. NY Harper Collins.• www.edtrust.org• Jensen, E. (1998). <i>Teaching with the Brain in Mind</i>. Alexandria, VA ASCD.• Kendall, J.S. and Marzano, R. J. (1996). <i>Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education</i>. Aurora, CO: Mid-continent Regional Educational Laboratory.• Meece, Judith, Ph.D. & McColskey, Wendy, Ph D. <u>Improving Student Motivation</u>. A Guide for Teachers and School Improvement Teams. Southeastern Regional Vision for	
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5.1e accurate student record	<ul style="list-style-type: none"> • <u>SACS School Improvement Handbook</u>. Second Edition, Commission on Secondary and Middle Schools, Southern 	<ul style="list-style-type: none"> •

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6.1e on-going and job-embedded	<ul style="list-style-type: none"> • Ackerman, P I (1996) A theory of adult intellectual development: Process, personality, interests and knowledge. <i>Intelligence</i> 22 227-257 • Ball, D L (1999) Developing practice, developing practitioners: Toward a practice based theory of PD. SF, Jossey Bass. (1996) What We Think We Know and What we Need to Learn. Phi Delta Kappan. 500-508 • Corcoran, T B. (1995) Transforming 	<ul style="list-style-type: none"> • Bambino, D. “Critical Friends” <i>Educational Leadership</i>, 59(5), 25-27. March, 2002. • Moffett, C. A. “Sustaining Change” <i>Educational Leadership</i>. 57(7), 35-38. April, 2000 • http://www.nsdc.org/library/standards2001.html • Wong, H. “Induction: The Best Form of Professional Development” <i>Educational Leadership</i>, 59(6), 52-54. March, 2002

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6.1f direct connection to student achievement data	<ul style="list-style-type: none"> • Walberg, H., Wang, M., & Haertel, G. (1997). <i>Effective Practices and Policies: Utilizing Data to Guide Educational Reform.</i> Paper presented at the NSSE Design Team Conference, Florida. • Hargrove, Robert. <i>Masterful Coaching.</i> Jossey Bass, San Francisco, CA. c 1995. ISBN 089384-281-8. • Joyce, B. & Showers, B. (1988). <i>Student Achievement Through Staff Development.</i> New York: Longman. • <u>National Study of School Evaluation (NSSE), Indicators of Schools of Quality</u>, Vol 1. Schaumburg, IL, 1997. Fitzpatrick, 	<ul style="list-style-type: none"> • Black P (1998) <i>Assessment and classroom learning. Assessment in Education</i> New York Teachers College Press •

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6.2b appropriate PD for staff needs	<ul style="list-style-type: none"> • Danielson, C. <u>Enhancing Professional Practice: A Framework for Teaching</u>. Alexandria VA: Association for Supervision and Curriculum Development. 1996. • Darling-Hammond, L. <u>Professional Development Schools</u> New York: Teachers College Press. 1994. • Lambert, Linda. <u>Building Leadership Capacity: for Schools</u>. ASCD Alexandria, VA. C 1998 ISBN 0-87120-307-3. 	<ul style="list-style-type: none"> • Danielson, C., & McGreal, T. <u>Teacher Evaluation to Enhance Professional Practice</u> Alexandria VA: Association for Supervision and Curriculum Development. 2000 • Darling-Hammond, L. "Keeping Good Teachers: Why it Matters, What Leaders Can Do" <i>Educational Leadership</i>, 60(8). May, 2003. • Lambert, Linda. <u>Leadership Capacity: for Lasting School Improvement</u>. ASCD Alexandria, VA. C 2003 ISBN 0-87120-778-8.
6.2c evaluation & IPGP	<ul style="list-style-type: none"> • Hargrove, Robert. <i>Masterful Coaching</i>. Jossey Bass, San Francisco, CA. c 1995. ISBN 089384-281-8. • Kuligowski, B., D. Holdzkom, and R.L. 	<ul style="list-style-type: none"> • Wenglinisky, H. "How Teaching Matters: Bringing the Classroom Back into Discussions of Teacher Quality" Princeton, NJ: Millikin Family

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	<p>French. (1993). "Teacher Performance Evaluation in the Southeastern States: Forms and Functions." <i>Journal of Personnel Evaluation in Education</i> 6, 4: 335-358.</p> <ul style="list-style-type: none"> • Thomas, J. A. & Montgomery, P. "On Becoming A Good Teacher: Reflective Practice" <i>Journal of Teacher Education</i>, 49(5), 372-380. 1998 	Foundation and Educational Testing Service. 2000.
6.2d Process meets or exceeds regulation	<ul style="list-style-type: none"> • KRS. • Chase, Bob. <u>For Every Child A Qualified Teacher.</u> • www.edtrust.org 	•
6.2e plan ID instructional leadership needs with strategies	<ul style="list-style-type: none"> • KRS • Lambert, Linda. Building Leadership Capacity in Schools. Association for Supervision and Curriculum Development, Alexandria, VA. 1998 	<ul style="list-style-type: none"> • Strong, J. H. & Tucker, P. D. <u>Teacher Evaluation and Student Achievement</u>, Washington, DC: National Education Association. 2000
6.2f follow-up and support	<ul style="list-style-type: none"> • Kuligowski, B., D. Holdzkom, and R.L. French. (1993). "Teacher Performance Evaluation in the Southeastern States: Forms and Functions." <i>Journal of Personnel Evaluation in Education</i> 6, 4: 335-358. • <u>SACS School Improvement Handbook</u>. Second Edition, Commission on Secondary and Middle Schools, Southern Association for Colleges and Schools, Decatur, Georgia, 1999. 	<ul style="list-style-type: none"> • Danielson, Charlotte & Thomas L. McGreal. <u>Teacher Evaluation. To Enhance Professional Practice</u>. ASCD: Alexandria, Virginia, c2000. ISBN 0-87120-380-4.
7.1a shared vision	<ul style="list-style-type: none"> • <u>National Study of School Evaluation</u> 	<ul style="list-style-type: none"> • Darling-Hammond, L & Sykes, G.

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7.1b data informed decisions	<ul style="list-style-type: none"> <u>National Study of School Evaluation (NSSE), Indicators of Schools of Quality</u>, Vol 1. Schaumburg, IL, 1997. Fitzpatrick, K C Project Director. Guskey, T. (1986). "Staff Development and the Process of Teacher Change." <i>Educational Researcher</i>, 15(5):5-12. Holcomb, Edie. <u>Asking the Right Questions</u> Corwin Press, Thousand Oaks, Ca. c 1997. Walberg, H., Wang, M., & Haertel, G. (1997). <i>Effective Practices and Policies: Utilizing Data to Guide Educational Reform</i>. Paper presented at the NSSE Design Team Conference, Florida. 	<ul style="list-style-type: none"> Cotton, Kathleen. <u>Principals and Student Achievement: What the Research Says</u>. ASCD: Alexandria, VA, c2003. ISBN 0-87120-877-X Holcomb, Edie. <u>Asking the Right Questions: Techniques for Collaboration and School Change</u>. Corwin Press, Thousand Oaks, Ca. c 2001. ISBN 0-7619-7676-0. Holcomb, Edie. <u>Getting Excited About Data: Combining People, Passion and Proof to Maximize Student Achievement</u>. Corwin Press, Thousand Oaks, Ca. c 2004. ISBN 0-7619-3959-8. Johnson, Ruth S. <u>Using Data to Close the Achievement Gap. How to Measure Equity in our Schools</u>. Corwin Press: Thousand Oaks, CA, c2002. Schmoker, M (2001) <u>The Results</u>

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7.1d disaggregates data	<ul style="list-style-type: none"> • Black P (1998) Assessment and classroom learning. <i>Assessment in Education</i> New York Teachers College Press • Walberg, H., Wang, M., & Haertel, G. (1997). <i>Effective Practices and Policies: Utilizing Data to Guide Educational Reform.</i> Paper presented at the NSSE Design Team Conference, Florida. • 	<ul style="list-style-type: none"> • Holcomb, Edie. <u>Getting Excited About Data: Combining People, Passion and Proof to Maximize Student Achievement.</u> Corwin Press, Thousand Oaks, Ca. c 2004. ISBN 0-7619-3959-8. • Johnson, Ruth S. <u>Using Data to Close the Achievement Gap. How to Measure Equity in our Schools.</u> Corwin Press: Thousand Oaks, CA, c2002. •
7.1e materials and training	<ul style="list-style-type: none"> • Ball, D L, and D. Cohen. “Reform by the 	<ul style="list-style-type: none"> • Danielson, Charlotte. <u>Enhancing Student</u>

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7.1f time is protected	<ul style="list-style-type: none"> • Anderson, L.W. and Walberg, H.J. (1994). <i>Time Piece: Extending and Enhancing Learning Time</i>. Reston, VA, National Association of Secondary School Principals. • Fisher, C., Berliner, D., Filby, N., Marliave, R., Cahen, L., & Dishaw, M. (1980). Teaching behaviors, academic learning time, and student achievement: An overview. In C. Denham & A. Lieberman (Eds.), <i>Time to learn</i> (pp. 7-32). Washington, DC: National Institutes of Education. • Fredrick, W.C., & Walberg, H.J. (1980). “Learning as a Function of Time.” <i>Journal of Educational Research</i> 73: 183-194. • National Education Commission on Time 	<ul style="list-style-type: none"> • Marzano, Robert J. <u>What Works in Schools. Translating Research into Action</u>. ASCD: Alexandria, Virginia, c2003. ISBN 0-87120-717-6.

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8.1a maximize use of all resources	<ul style="list-style-type: none"> • Glatthorn, A.A. 1986b "How Does the School Schedule Affect Curriculum?" In <i>Rethinking Reform: The Principal's Dilemma</i>, edited by H.J. Walberg and J.W. Keefe. Reston, VA National Association of Secondary School Principals • Greenwald, R., Hedges, L.V., & Laine, R.D. (1996). "The Effect of School Resources on Student Achievement." <i>Review of Educational Research</i>, 	<ul style="list-style-type: none"> • Ingersoll, R. M., & Smith, T. M. "The Wrong Solution to Teacher Shortage." <i>Educational Leadership</i>. 60(8) May, 2003. pp 30-33. Elmore, R. (1995). "Structural Reform and Educational Practice." <i>Educational Researcher</i>, 24(9): 23-26.

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8.1e vertical & horizontal team planning	<ul style="list-style-type: none"> Jacobs, Heidi Hayes. <u>Mapping the Big Picture: Integrating Curriculum and Assessment K-12</u>. ASCD Alexandria, VA. C. 1997. ISBN 0-87120-286-7 	<ul style="list-style-type: none"> Jacobs, Heidi Hayes <u>Getting Results from Curriculum Mapping</u>, 2004, ASCD
8.1f schedule focused on quality instructional time	<ul style="list-style-type: none"> Anderson, L.W. and Walberg, H.J. (1994). <i>Time Piece: Extending and Enhancing Learning Time</i>. Reston, VA, National Association of Secondary School Principals. Canady, R. L. & Rettig, ;M. D. <u>Block Scheduling: A catalyst for Change in High Schools</u> Princeton, NJ: Eye On Education. 1995 Fisher, C., Berliner, D., Filby, N., Marliave, R., Cahen, L., & Dishaw, M. (1980). Teaching behaviors, academic learning time, and student achievement: An overview. In C. Denham & A. Lieberman (Eds.), <i>Time to learn</i> (pp. 7-32). Washington, DC: National Institutes of Education. Fredrick, W.C., & Walberg, H.J. (1980). "Learning as a Function of Time." <i>Journal of Educational Research</i> 73: 183-194. National Education Commission on Time and Learning (1994). <i>Prisoners of Time</i>. Washington, DC: U.S. Government 	<ul style="list-style-type: none">

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9.2b uses data	<ul style="list-style-type: none"> • <u>National Study of School Evaluation</u> 	<ul style="list-style-type: none"> • National Study of School Evaluation.

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	<p>(NSSE), <u>School Improvement: Focusing on Student Performance</u>, Vol 1. Schaumburg, IL, 1997. Fitzpatrick, K C Project Director</p>	<p>(1997). <i>School Improvement: Focusing on Student Performance</i>. Schaumburg, IL: K. Fitzpatrick, Project Director.</p> <ul style="list-style-type: none"> Walberg, H., Wang, M., & Haertel, G. (1997). <i>Effective Practices and Policies: Utilizing Data to Guide Educational Reform</i>. Paper presented at the NSSE Design Team Conference, Florida.
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9.3b students unique learning needs	<ul style="list-style-type: none"> <u>National Study of School Evaluation (NSSE), School Improvement: Focusing on Student Performance</u>, Vol 1. Schaumburg, IL, 1997. Fitzpatrick, K C Project Director 	<ul style="list-style-type: none"> National Study of School Evaluation. (1997). <i>School Improvement: Focusing on Student Performance</i>. Schaumburg, IL: K. Fitzpatrick, Project Director.
9.3c desired results for student learning	<ul style="list-style-type: none"> <u>National Study of School Evaluation (NSSE), School Improvement: Focusing on Student Performance</u>, Vol 1. Schaumburg, IL, 1997. Fitzpatrick, K C 	<ul style="list-style-type: none"> National Study of School Evaluation. (1997). <i>School Improvement: Focusing on Student Performance</i>. Schaumburg, IL: K. Fitzpatrick, Project Director.

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9.4a collected data used to identify strengths and limitations	<ul style="list-style-type: none"> • <u>National Study of School Evaluation (NSSE), School Improvement: Focusing on Student Performance</u>, Vol 1. Schaumburg, IL, 1997. Fitzpatrick, K C Project Director 	<ul style="list-style-type: none"> • Carr, Judy F. & Douglas E. Harris. <u>Succeeding with Standards: Linking Curriculum, Assessment and Action Planning</u>. ASCD Alexandria, VA ISBN 0-87120-509-2. • Johnson, Ruth S. <u>Using Data to Close the Achievement Gap</u>. How to Measure Equity in Our Schools. Corwin Press, Thousand Oaks, CA. c 2002 ISBN 0-7619-4509-1. • National Study of School Evaluation. (1997). <i>School Improvement: Focusing on Student Performance</i>. Schaumburg, IL: K. Fitzpatrick, Project Director.
9.4b goals for building and strengthening capacity	<ul style="list-style-type: none"> • <u>National Study of School Evaluation (NSSE), School Improvement: Focusing on Student Performance</u>, Vol 1. Schaumburg, IL, 1997. Fitzpatrick, K C Project Director 	<ul style="list-style-type: none"> • National Study of School Evaluation. (1997). <i>School Improvement: Focusing on Student Performance</i>. Schaumburg, IL: K. Fitzpatrick, Project Director.
9.5a action steps	<ul style="list-style-type: none"> • <u>National Study of School Evaluation (NSSE), School Improvement: Focusing on Student Performance</u>, Vol 1. Schaumburg, IL, 1997. Fitzpatrick, K C Project Director 	<ul style="list-style-type: none"> • National Study of School Evaluation. (1997). <i>School Improvement: Focusing on Student Performance</i>. Schaumburg, IL: K. Fitzpatrick, Project Director.
9.5b resources, timelines and persons	<ul style="list-style-type: none"> • <u>National Study of School Evaluation (NSSE), School Improvement: Focusing on Student Performance</u>, Vol 1. Schaumburg, IL, 1997. Fitzpatrick, K C Project Director 	<ul style="list-style-type: none"> • National Study of School Evaluation. (1997). <i>School Improvement: Focusing on Student Performance</i>. Schaumburg, IL: K. Fitzpatrick, Project Director.

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9.5c evaluating effectiveness of plan	<ul style="list-style-type: none"> • <u>National Study of School Evaluation (NSSE), School Improvement: Focusing on Student Performance</u>, Vol 1. Schaumburg, IL, 1997. Fitzpatrick, K C Project Director 	<ul style="list-style-type: none"> • National Study of School Evaluation. (1997). <i>School Improvement: Focusing on Student Performance</i>. Schaumburg, IL: K. Fitzpatrick, Project Director. • Sagor, Richard. <u>Action Research: Guiding School Improvement</u>. ASCD Alexandria VA. C 2000. ISBN 0- 87120-375-8.
9.5d desired results for student learning, analysis of instructional and organizational effectiveness	<ul style="list-style-type: none"> • <u>National Study of School Evaluation (NSSE), School Improvement: Focusing on Student Performance</u>, Vol 1. Schaumburg, IL, 1997. Fitzpatrick, K C Project Director 	<ul style="list-style-type: none"> • National Study of School Evaluation. (1997). <i>School Improvement: Focusing on Student Performance</i>. Schaumburg, IL: K. Fitzpatrick, Project Director.
9.6a plan implemented as developed	<ul style="list-style-type: none"> • <u>National Study of School Evaluation (NSSE), School Improvement: Focusing on Student Performance</u>, Vol 1. Schaumburg, IL, 1997. Fitzpatrick, K C Project Director 	<ul style="list-style-type: none"> • National Study of School Evaluation. (1997). <i>School Improvement: Focusing on Student Performance</i>. Schaumburg, IL: K. Fitzpatrick, Project Director.
9.6b degree to which achieves goals and objectives for student learning	<ul style="list-style-type: none"> • <u>National Study of School Evaluation (NSSE), School Improvement: Focusing on Student Performance</u>, Vol 1. Schaumburg, IL, 1997. Fitzpatrick, K C Project Director 	<ul style="list-style-type: none"> • National Study of School Evaluation. (1997). <i>School Improvement: Focusing on Student Performance</i>. Schaumburg, IL: K. Fitzpatrick, Project Director.
9.6c evaluates impact on practice and student achievement	<ul style="list-style-type: none"> • <u>National Study of School Evaluation (NSSE), School Improvement: Focusing on Student Performance</u>, Vol 1. Schaumburg, IL, 1997. Fitzpatrick, K C Project Director 	<ul style="list-style-type: none"> • National Study of School Evaluation. (1997). <i>School Improvement: Focusing on Student Performance</i>. Schaumburg, IL: K. Fitzpatrick, Project Director.
9.6d sustain continuous improvement	<ul style="list-style-type: none"> • <u>National Study of School Evaluation (NSSE), School Improvement: Focusing</u> 	<ul style="list-style-type: none"> • National Study of School Evaluation. (1997). <i>School Improvement: Focusing</i>

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