

Annotated Bibliography

Chapter 2: Aligning the Standards: Making the Case

Jerald, C.D. (2001). *Dispelling the myth revisited: Preliminary findings from a nationwide analysis of high-performing schools.* Washington, DC: The Education Trust.

This report offers teams insight into the large number of schools that are successful even with high-poverty students. Using the powerful and far-reaching database of the Education Trust, this report is a continuation of Kati Haycock’s work on the Dispelling the Myth Project — work that dispels the destructive myth that race and poverty are insurmountable barriers to high achievement. Teacher teams can use this work to realize the importance of the NSDC’s Standards for Staff Development Equity standard to explore the characteristics that contribute to high performance. *Dispelling the Myth Online* looks at schools across the nation and in New Jersey that achieve high performance in spite of race and poverty.

This process aligns with New Jersey’s Core Curriculum Content Standards and Professional Standards for Educators (1. Subject matter knowledge; 2. Human growth and development; 3. Diverse learners; 4. Instructional planning and strategies; 5. Assessment; 6. Learning environment; 7. Special needs; 8. Communication; 9. Collaboration and partnerships; and 10. Professional development) and New Jersey’s Professional Development Standards for Teachers (1. Subject knowledge; 3. Best practices; 6. Adult learning and development; and 11. Supported by time for collegial learning and professional development).

National Association of Elementary School Principals. (2002). *Leading learning communities: NAESP standards for what principals should know and be able to do.* Alexandria, VA: Author.

This publication offers processes for principals as they develop and lead learning communities. Academic standards serve as a catalyst for re-examining the role of principals as school leaders, and NAESP merges its two sets of standards into one document of six standards. This guide recommends that principals will reflect on — and thus improve — their knowledge and skills through planning effective professional development for growth. Each standard section has Voices of Principals, an online learning community of principals organized for the creation of the guide; Focus on Practice, stories of real people in real schools; self-assessments, guiding questions, and strategies to meet the standard; and references to the research that supports the guide’s conclusions.

This aligns with New Jersey’s Core Curriculum Content Standards and Professional Standards for Educators (4. Instructional planning and strategies; 5. Assessment; 6. Learning environment; 9. Collaboration and partnerships; and 10. Professional development) and New Jersey’s Professional Development Standards for Teachers (3. Best practices; 5. Integrates new learning; 6. Adult learning and development; 9. School culture for continuous improvement and challenges traditional roles; and 11. Supported by time for collegial learning and professional development).

National Staff Development Council. (2001). *Standards for staff development, revised*. Oxford, OH: Author.

Teams can use the processes identified by NSDC as they design professional development plans for learning communities. Working with professional education associations, NSDC revised its three sets of standards for elementary, middle school, and high school into one set that considers context, process, and content. The revised standards set forth a vision that all staff development be results-driven, standards-based, and job-embedded. Professional learning communities are the key component.

This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (4. Instructional planning and strategies; 5. Assessment; 6. Learning environment; 9. Collaboration and partnerships; and 10. Professional development) and all of New Jersey's Professional Development Standards for Teachers.

Reeves, D. (2000). Chapter 18: Why standards? In *Accountability in action* (pp. 179-184). Denver, CO: Center for Performance Assessment.

This chapter offers a process for teams desiring to understand the link between standards and effective accountability systems. Reeves suggests that standards are more accurate than norms as a measure of student achievement. A number of researchers have made a case for using rigorous standards and include the reasons why they are necessary. Teams can use this discussion about the importance of standards in developing and implementing a comprehensive accountability system that informs their instructional decisions.

This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (5. Assessment) and New Jersey's Professional Development Standards for Teachers (4. Variety of classroom-based assessment skills and 7. Periodically assessed for impact on teaching or student learning).

Reeves, D. (2000). Chapter 20: Standards and accountability? In *Accountability in action* (pp. 197-204). Denver, CO: Center for Performance Assessment.

This chapter offers teams an explanation of the role that standards provide as a framework for effective teaching and learning. The author's assumption is that every initiative must be judged based on, "Does it further our efforts to achieve our standards?" The author makes a case for standards for teachers, principals, board members, and, even parents. Teams can develop their own accountability standards by using the provided examples.

This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (4. Instructional planning and strategies; 5. Assessment; and 9. Collaboration and partnerships) and New Jersey's Professional Development Standards for Teachers (3. Best practices; 4. Variety of classroom-based assessment skills; 7. Periodically assessed for impact on teaching or student learning; 9. School culture for continuous improvement and challenges traditional roles; and 12. Works with parent and community partners).

Reeves, D. (2004). Chapter 7: Putting it all together: Standards, assessment, and accountability. In *Accountability for learning: how teachers and school leaders can take charge* (pp. 106-116). Alexandria, VA: Association for Supervision and Curriculum Development.

Teams will find the process touted in this chapter enlightening as they try to “put it all together — standards, assessment, and accountability.” By making the link between educational accountability and the use of standards, rather than a norm-referenced bell-curve, the author’s assumption is that we will achieve the potential for fairness, equity of opportunity, and improved academic achievement that society demands and teachers crave. The author argues that when classroom assessment is transparently reflective of state academic standards and created and scored by classroom teachers, it is the gold standard in educational accountability. Teams focusing on aligning curriculum, instruction, and assessment with fixed, challenging standards will find the debate over external testing versus classroom-based assessments helpful in understanding and embracing the values and purposes of both.

This process aligns with New Jersey’s Core Curriculum Content Standards and Professional Standards for Educators (4. Instructional planning and strategies; 5. Assessment; 6. Learning environment; 9. Collaboration and partnerships; and 10. Professional development) and New Jersey’s Professional Development Standards for Teachers (2. Needs of learners and teachers for appropriate teaching skills; 4. Variety of classroom-based assessment skills; 7. Periodically assessed for impact on teaching or student learning; and 9. School culture for continuous improvement and challenges traditional roles).

Roy, P. (2004, October). Begin with the end in mind. *Results*, 3.

Patricia Roy describes processes for teams desiring to have results-based and data-driven professional development: 1) determine what students need to know and be able to do, then 2) determine what teachers need to know and be able to do, and finally 3) plan and design staff development to accomplish the intended results. Describing data analysis as the driver for professional development, Roy warns against overlooking equity and family involvement. Achievement gaps occur in many schools, yet research dispels the myth that schools with high poverty and/or high minority populations are destined for low achievement. Research also acknowledges the importance of building partnerships with families. Teams can use this article to develop understanding of the importance of addressing the standards of equity, family involvement, and quality teaching.

This process aligns with New Jersey’s Core Curriculum Content Standards and Professional Standards for Educators (4. Instructional planning and strategies; 5. Assessment; 6. Learning environment; 9. Collaboration and partnerships; and 10. Professional development) and New Jersey’s Professional Development Standards for Teachers (3. Best practices; 6. Adult learning and development; 9. School culture for continuous improvement and challenges traditional roles; 11. Supported by time for collegial learning and professional development; and 12. Works with parent and community partners).