

Annotated Bibliography

Chapter 9: Working Collaboratively

Ainsworth, L. (2003). *Power standards: Identifying the standards that matter the most.* Denver, CO: Advanced Learning Press.

The author offers a process for teams to follow for professionals collaborating at the local level to prioritize and apply the standards in a practical classroom setting. Building on work previously done at the Center for Performance Assessment, Ainsworth's work is grounded in the assumption that groups are faced with a "standards paradox." He offers solutions to having too many standards while lamenting the paucity of standards regarding fairness, ethical behavior, appropriate citation of works created by others, or teamwork. An additional important focus is on the vital link between standards and assessment, thus, "power standards" — standards that are prioritized as absolutely essential. Two chapters, 2 and 8, are devoted to the identification of power standards with the latter chapter revealing a step-by-step process. Other chapters underscore the necessity for involving everyone in the process and tell the stories of various schools and districts' work to establish Power Standards to drive instruction and assessment. *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; 5. Integrates new learning; and 7. Periodically assessed for impact on teaching or student learning).*

Blythe, T., Allen, D., & Schieffelin Powell, B. (1999). *Looking together at student work.* New York, NY: Teachers College Press.

This is a practical, user-friendly guide to provide teachers with strategies and resources for working together to examine and discuss student work such as science projects, essays, artwork, math problems, and more. Written for teachers, administrators, curriculum coordinators, staff developers, and researchers, this book offers: a clear process for starting and sustaining collaborative discussions of student work and student learning; detailed descriptions of structured conversations that guide discussion of student work; and real examples from schools.

This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (1. Subject matter knowledge; 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 (1. Subject knowledge; 2. Needs of learners and teachers for appropriate teaching skills; 4. Variety of classroom-based assessment skills; 5. Integrates new learning; and 7. Periodically assessed for impact on teaching or student learning).

DuFour, R., DuFour, R., Eaker, R., & Karhanek, G. (2004). *Whatever it takes: How professional learning communities respond when kids don't learn.* Bloomington, IN: National Educational Service.

The authors describe processes that professional learning teams can follow to find time and support to respond to students who are having difficulty achieving. Continuing their years of work in extolling the merits of professional learning communities, these authors present the assumption that all children can learn with time and support. Chapters 3 and 4 tell the story of a Chicago high school that was determined to provide resources to students who needed to improve results. Chapter 5 addresses processes used by a middle school, and Chapters 6 and 7 tell the stories of elementary schools determined to instill a schoolwide system of time and support for all their kids. With the national emphasis on closing achievement gaps, this work presents both hope and methodology.

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; 2. Needs of learners and teachers for appropriate teaching skills; 4. Variety of classroom-based assessment skills; 5. Integrates new learning; and 7. Periodically assessed for impact on teaching or student learning).

Easton, L. (2004, August/September). Process: Select the strategy that works for your context and content. *Tools for Schools*, 1-7.

After teams have set norms, committed to working together, collected and analyzed data, they will need the author's process to know how they will learn what they need. Selecting the right process is so important that the National Staff Development Council made it one of the three aspects of staff development that must be considered, along with context and content. Citing the NSDC publication, *Powerful Designs for Professional Learning* (NSDC, 2004), the author states that teams must answer who should be involved in the process and ask themselves this question — Will they work in groups or as individuals? Charts in this article will guide teams in choosing the design that will work best for a school by addressing what they will do and why. Practical answers, such as which design requires a facilitator or which designs cost the most, will assist teams in choosing processes that best address their school's and students' needs.

This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (2. Human growth and development; 4. Instructional planning and strategies; 5. Assessment; 8. Communication; and 10. Professional development) and New Jersey's Professional Development Standards for Teachers (2. Needs of learners and teachers for appropriate teaching skills; 3. Best practices; 4. Variety of classroom-based assessment skills; 5. Integrates new learning; 6. Adult learning and development; 7. Periodically assessed for impact on teaching or student learning; 8. Comes from strategic planning embraced by all levels; 9. School culture for continuous improvement and challenges traditional roles; 10. Supported by intellectual and financial commitment; and 11. Supported by time for collegial learning and professional development).

Jacobs, H. (2004). Chapter 3: Development of a consensus map. In *Getting results with curriculum mapping* (pp. 25-35). Alexandria, VA: Association for Supervision and Curriculum Development.

Teams can use this process to evaluate their curriculum in a way that promotes interdisciplinary planning and instruction, while valuing the uniqueness of each subject. Heidi Jacobs, recognized leader in Curriculum Mapping, addresses getting started and the parameters for mixed-group review in mapping. She makes a case for more intricate care in working toward curriculum consensus. A discussion of the key elements of each core content area will point out to teams their differences and the importance of respecting the distinctions and unique properties with both consistency and flexibility.

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; 8. Communication; 9. Collaboration and partnerships; and 10. Professional development) and New Jersey's Professional Development Standards for Teachers (1. Subject knowledge; 2. Needs of learners and teachers for appropriate teaching skills; 3. Best practices; 4. Variety of classroom-based assessment skills; 5. Integrates new learning; 6. Adult learning and development; 7. Periodically assessed for impact on teaching or student learning; 8. School culture for continuous improvement and challenges traditional roles; 10. Supported by intellectual and financial commitment; and 11. Supported by time for collegial learning and professional development).

Langer, G., Colton, A., & Goff, L. (2003). *Collaborative analysis of student work*. Alexandria VA: Association for Supervision and Curriculum Development.

This book offers teams a vision for teacher growth and provides support for teachers to acquire the habits and capacity for reflective analysis of student work and collaborative interchanges with peers. Grounded in 15 years of practice and research, the book provides concrete descriptions of how collaborative analysis works. Teams can use this process to get started on collaborative planning, as it addresses ways they can cultivate knowledge and skill about how to improve their own work. Teachers can set a target for learning, analyze student work every few weeks, generate teaching strategies based on their analyses, and study results. The authors provide tips for facilitation, leadership, and support of the program.

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 to use appropriate teaching skills; 3. Best practices; 4. Variety of classroom-based assessment skills; 5. Integrates new learning; 6. Adult learning and development; 7. Periodically assessed for impact on teaching or student learning; 8. School culture for continuous improvement and challenges traditional roles; 10. Supported by intellectual and financial commitment; and 11. Supported by time for collegial learning and professional development).

Lewin, L. & Shoemaker, B. (1998). *Great performances: Creating classroom-based assessment tasks*. Alexandria, VA: Association for Supervision and Curriculum Development.

The authors present many processes for teams wanting a selection of various assessment designs as they design student work. Before they focus on assessment, the authors, both well-versed in assessment, integrated curriculum, and staff development, provide good information on how students learn new content. Individual chapters in the book are

dedicated to various forms of assessment, such as Chapter 3: Assessing student understanding with visual representation, Chapter 4: Assessing student understanding using the written mode, Chapter 5: Assessing . . . through oral presentations, and Chapter 6: Assessing . . . through large-scale projects or performances. Loaded with charts, figures, and templates, the work can be used by an individual or with groups.

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; 5. Integrates new learning; and 7. Periodically assessed for impact on teaching or student learning).

Lewis, C. (2004). Chapter 14: Lesson study. In L. Easton (Ed.), *Powerful designs for professional learning* (pp. 135-148). Oxford, OH: National Staff Development Council.

Teams can use this chapter's process to improve their lesson process. By reflecting on a lesson study cycle that began in Japan and has gained popularity in the United States, teachers will be able to engage in professional development in which they collaboratively plan a lesson, teach the lesson with other team members observing and gathering evidence of student learning, discuss the evidence they gather during the lesson to improve the lesson, and teach the revised lesson in another classroom. The assumption is that this lesson study process can improve student and teacher learning. Details of the process, as well as the critical elements of teacher commitment to the process, a willingness to learn and collaborate, and administrative support will guide teams desiring to improve their lesson planning and instructional delivery with the goal of improved student achievement.

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; 4. Instructional planning and strategies; 5. Assessment; 8. Communication; 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; 3. Best practices; 4. Variety of classroom-based assessment skills; 5. Integrates new learning; 6. Adult learning and development; 7. Periodically assessed for impact on teaching or student learning; 8. Comes from strategic planning embraced by all levels; 9. School culture for continuous improvement and challenges traditional roles; 10. Supported by intellectual and financial commitment; and 11. Supported by time for collegial learning and professional development).

Marzano, R. & Marzano, J. (2003). The key to classroom management. *Educational leadership*, 61(1), 6-13.

Citing analyses of reviews, chapters, reports, articles and studies, the importance of classroom management is revealed as having the largest effect on student achievement. Teachers can influence the dynamics and environment of their classrooms and build strong relationships (the core of classroom management) that support student learning by using strategies supported by research. To achieve this goal, important teacher actions include establishing clear learning and flexible goals, exhibiting assertive behavior and

emphasizing equitable and positive classroom interactions, and taking a personal interest in each student. Examples of high-needs students along with suggestions for interventions are included because the most effective classroom management tends to use different strategies with different types of students.

This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (2. Human growth and development; 3. Diverse learners; 5. Assessment; 8. Communication; 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; 7. Periodically assessed for impact on teaching or student learning; 8. School culture for continuous improvement and challenges traditional roles; 10. Supported by intellectual and financial commitment; and 11. Supported by time for collegial learning and professional development).

Marzano, R. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.

This book offers processes for teams to follow if they desire to use best practices to improve learning. The assumption is that education research sheds light on factors that affect student learning. The author, through analysis of 35 years of research, concretely identifies 11 school, teacher, and student factors that are the primary determinants of student achievement. The author describes in detail the research and rationale behind these 11 factors, but advises against simply “adopting” them. Survey documents will allow schools to identify specific elements of the factors, asking three specific questions for each item: 1) To what extent do we engage in this behavior or address this issue? 2) How much will a change in our practices increase the academic achievement of students? and 3) How much effort will it take to significantly change our practices regarding this issue?

The book aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (2. Human growth and development; 3. Diverse learners; 5. Assessment; 8. Communication; 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; 7. Periodically assessed for impact on teaching or student learning; 8. School culture for continuous improvement and challenges traditional roles; 10. Supported by intellectual and financial commitment; and 11. Supported by time for collegial learning and professional development).

McTighe, J. & Thomas, R. (2003). *Backward design for forward action*. *Educational Leadership*, 60(5), 52-55.

School teams desiring to use data can use the authors' process to design and plan their goals and strategies. The authors contend that there are two distinct improvement initiatives happening in schools. One centers on the classroom; the other focuses on the use of data to improve achievement. The authors' work is grounded in the assumption that by thinking carefully about desired results, educators can work backwards from multiple sources of data to develop assessments and learning plans. Concrete ideas such as summarizing data analyses in a few sentences will transform data into useful information. Readers can center curriculum and assessments on big ideas, essential questions, and authentic performances. School teams can use this unified process to 1)

determine learning goals, 2) collect, analyze, and summarize evidence from multiple sources of data, and 3) consider the root causes of present achievement, and then implement system actions that improve student learning.

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 (1. Subject knowledge; 2. Needs of learners and teachers for appropriate teaching skills; 3. Best practices; 4. Variety of classroom-based assessment skills; 5. Integrates new learning; 7. Periodically assessed for impact on teaching or student learning; and 9. School culture for continuous improvement and challenges traditional roles).

Mitchell, R. (2004). Chapter 20: Standards in practice. In L. Easton (Ed.), *Powerful designs for professional learning* (pp. 203-216). Oxford, OH: National Staff Development Council.

The chapter provides a process for teams desiring to improve student assignments by making them more rigorous and challenging, more clearly written, and targeted toward important concepts and knowledge. The assumption behind this process is that “*students can do no better than the assignments they are given.*” Teams meet regularly and use a six-step, structured conversation, developed by the Education Trust. Questions within each step lead teachers in reflecting on improvements. Handouts on a CD-ROM that comes with the book, and a list of resources, videos, and schools involved in the process provide assistance to teachers as they work together to gain a deeper understanding of accountability for student progress.

This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (2. Human growth and development; 4. Instructional planning and strategies; 5. Assessment; 8. Communication; 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; 3. Best practices; 4. Variety of classroom-based assessment skills; 5. Integrates new learning; 6. Adult learning and development; 7. Periodically assessed for impact on teaching or student learning; 8. Comes from strategic planning embraced by all levels; 9. School culture for continuous improvement and challenges traditional roles; 10. Supported by intellectual and financial commitment; and 11. Supported by time for collegial learning and professional development).

Murphy, C. & Lick, D. (1998). Chapter 2: Study groups: Strengths and weaknesses. In *Whole-faculty study groups: A powerful way to change schools and enhance learning* (pp. 3-15). Thousand Oaks, CA: Corwin Press.

Teams exploring working together in whole faculty study groups will find the depiction of the results of one school's experience encouraging and informative. Study groups are defined, including a description of their strengths and weaknesses in comparison to stand-alone, independent groups. The comparison will help teams focus on the importance of understanding the process and having buy-in from a significant number of the faculty. A table depicting the roles and responsibilities of the principal, the focus team, the study group leader and individual study group members, as well as a list describing the difference between faculty meetings and study groups, will guide teams in developing

guidelines and parameters.

This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (1. Human growth and development; 4. Instructional planning and strategies; 5. Assessment; 6. Learning environment; 8. Communication; 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).

Nevills, P. (2003). Cruising the cerebral superhighway. *Journal of Staff Development*, 24(1), 20-23.

Teachers will find a process they can use as they define goals for professional development. The assumption is that if teachers are expected to change their teaching behaviors, attitudes, and beliefs, they need to be involved in interactive, sustained, job-embedded approaches to learning. Research shows how the brain works and what reinforcements it needs to retain information and translate that to practice. The author presents an Adult Learning Sequence chart that teams can use as they focus on the outcomes they want from professional development, outcomes that will have a positive impact on the children they teach.

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; 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).

Quate, S. (2004). Chapter 9: Critical friends groups. In L. Easton (Ed.). *Powerful designs for professional learning* (pp. 95-102). Oxford, OH: National Staff Development Council.

Teams that come together to look at “the work” of their students will be able to use the process described to prepare for and conduct Critical Friends’ Group meetings. Six to ten colleagues meet monthly for two hours to have professional conversations about their work and to deepen their knowledge of their craft. The steps described include not only the steps generally included in a meeting, but also the critical elements such as training, voluntary attendance, time, norms, rotating roles, and authentic work products. Handouts in the CD-ROM available with the book, as well as a list of resources and web sites will be helpful to teams as they determine roles, set norms, ask questions, make connections, develop protocols, and debrief.

This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (2. Human growth and development; 4. Instructional planning and strategies; 5. Assessment; 8. Communication; 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; 3. Best practices; 4. Variety of classroom-based assessment skills; 5. Integrates new learning; 6. Adult learning and development; and 7. Periodically assessed for impact on teaching or student learning).

Collaborative professional learning in school and beyond: A tool kit for New Jersey educators

Richardson, J. (2005, December/January). Study groups lift Missouri district's teachers, principals and students. *Results*, 1, 7.

Teams at both the school and district level can use this article to develop their own professional development plan using study groups to shift school and district culture and improve instruction and learning for all, students, teachers, administrators. The assumption is that study groups can infuse professional development into every aspect of teachers' and principals' work. Using the Whole Faculty Study Group model developed by Carlene Murphy, the Springfield, Mo., school district began by looking at their data and identifying student needs. While the expectation was that schools should consider the study group model, it was not mandated. The plan of one school that accepted the challenge is described as beginning with an hour each week for collaborative planning and looking at student work. The first year they studied the effects of poverty and teachers maintained logs, publicly displayed, that showed that they were trying to make connections between their own experiences and what they were reading. After two years, peer coaching was introduced with an unexpected benefit — growth for the principal. Because this initiative was closely monitored and supported by the superintendent, he began study groups for principals. A result was the implementation of classroom walk-throughs.

This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (2. Human growth and development; 4. Instructional planning and strategies; 5. Assessment; 8. Communication; and 10. Professional development) and New Jersey's Professional Development Standards for Teachers (2. Needs of learners and teachers for appropriate teaching skills; 3. Best practices; 4. Variety of classroom-based assessment skills; 5. Integrates new learning; 6. Adult learning and development; and 7. Periodically assessed for impact on teaching or student learning).

Sparks, D. (1998). Making assessment part of teacher learning: An interview with Bruce Joyce. *Journal of Staff Development*, 19(4), 33-35.

Teams desiring to make assessment a meaningful part of teacher learning will find ideas to ponder in this article. Dennis Sparks interviews Bruce Joyce regarding his advocacy for staff development that improves student learning. Joyce discusses the importance of continuous adult learning, studying implementation, assessment as part of instruction, formative evaluation, and some barriers to implementation. Teams can use Joyce's thoughts for discussion, debate, and ongoing design, either prior to or during implementation of a reform initiative.

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; and 10. Professional development) and New Jersey's Professional Development Standards for Teachers (2. Needs of learners and teachers for appropriate teaching skills; 3. Best practices; 4. Variety of classroom-based assessment skills; 5. Integrates new learning; 6. Adult learning and development; 7. Periodically assessed for impact on teaching or student learning; and 9. School culture for continuous improvement and challenges traditional roles).

Stiggins, R. (2001). *Student-involved classroom assessment* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Richard Stiggins describes processes for teachers to create high-quality classroom assessments and ways to use them to build student confidence and maximize student achievement. He emphasizes what teachers need to know to manage day-to-day classroom assessment effectively and efficiently, and he focuses on student well-being and potential for self-assessment. Offering practical guidelines on how to use various assessment methods, the author shows how to match them with achievement targets. He offers time- and energy-saving ideas for teachers, and he connects the concepts in the book with traditional notions of validity and reliability. Teacher teams can use this book to focus on classroom assessment.

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 (1. Subject knowledge; 2. Needs of learners and teachers for appropriate teaching skills; 3. Best practices; 4. Variety of classroom-based assessment skills; 5. Integrates new learning; 7. Periodically assessed for impact on teaching or student learning; and 9. School culture for continuous improvement and challenges traditional roles).

Robertson, H. & Hord, S. (2004). Chapter 4: Accessing student voices. In L. Easton (Ed.), *Powerful designs for professional learning* (pp. 43-52). Oxford, OH: National Staff Development Council.

Teams desiring to seek ideas and opinions from students about improving instruction will find guidance in this chapter. It is based in the assumption that educators who want to improve instruction should listen to students — whose voices are often missing in school reform efforts. Student perceptions of school experiences provide valuable information for vision building and for ongoing professional development for faculties. Two strategies are described: interviews with individual students and student-led focus groups. The book's CD-ROM supplies multiple handouts as resources for this reform effort. Examples are: Parent permission letter, student interview process, four phases of student-led focus groups, focus group roles, and following the focus group session. School teams can use these two strategies to develop a culture that positively affects all learners' achievement.

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; and 10. Professional development) and New Jersey's Professional Development Standards for Teachers (2. Needs of learners and teachers for appropriate teaching skills; 5. Integrates new learning; 7. Periodically assessed for impact on teaching or student learning; and 9. School culture for continuous improvement and challenges traditional roles).

Stigler, J. & Hiebert, J. (1999). *The teaching gap: Best ideas from the world's teachers for improving education in the classroom*. New York, NY: The Free Press.

Teams can use the processes found in this book to focus on teacher learning for instructional improvement and, they can single out the process of building a system that learns from its experience. James Stigler and James Hiebert use the results of the Third International Mathematics and Science Study to show that, although American teachers are often competent at implementing American teaching methods, these teaching

Collaborative professional learning in school and beyond: A tool kit for New Jersey educators

methods themselves are severely limited. Their assumption is that a new plan is needed for improving classroom teaching in America. Their proposal is based on six principles: 1) expect improvement to be continual, gradual, and incremental; 2) maintain a constant focus on student learning goals; 3) focus on teaching, not teachers; 4) make improvements in context; 5) make improvement in the work of teachers; 6) build a system that can learn from its own experience.

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 (1. Subject knowledge; 2. Needs of learners and teachers to use appropriate teaching skills; 3. Best practices; 4. Variety of classroom-based assessment skills; 5. Integrates new learning; 6. Adult learning and development; 7. Periodically assessed for impact on teaching or student learning; 8. Comes from strategic planning embraced by all levels; and 9. School culture for continuous improvement and challenges traditional roles).

Truesdale, V., Thompson, C., & Lucas, M. (2004). Chapter 2: Use of curriculum mapping to build a learning community. In H. Jacobs (Ed.), *Getting results with curriculum mapping* (pp. 10-24). Alexandria, VA: Association of Supervision and Curriculum Development.

Teams desiring to build cohesive learning communities focused on instructional improvement will find this chapter on using curriculum mapping an informative and useful introduction and guide to the process. The example of how one district developed a blueprint for school improvement includes the following steps: researching needs for change, identifying key personnel designers, laying a comprehensive foundation for change, identifying obstacles in the process of collegial growth, taking action to address the challenges and resistance, providing the time and coaches for modeling and supporting collegial dialogue, developing explicit plans that are relevant, timely, and sustained, following through on details, updating the community of learners as to the progress being made, and recognizing that the process is slow but rewarding. Teams will be able to use the examples and sample templates for mapping as the impetus for highlighting continual changes and refinements and for providing a process for collegial dialogue that focuses on alignment of content, skills, assessments and activities.

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; 8. Communication; 9. Collaboration and partnerships; and 10. Professional development) and New Jersey's Professional Development Standards for Teachers (1. Subject knowledge; 2. Needs of learners and teachers for appropriate teaching skills; 3. Best practices; 4. Variety of classroom-based assessment skills; 5. Integrates new learning; 6. Adult learning and development; 7. Periodically assessed for impact on teaching or student learning; 8. School culture for continuous improvement and challenges traditional roles; 10. Supported by intellectual and financial commitment; and 11. Supported by time for collegial and professional development).

Wiggins, G. & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Grant Wiggins and Jay McTighe offer a backward design framework, a process that teams can use as they design instruction. Their framework is for teacher planning to design lessons for understanding — beginning with what we want students to do and proceeding to the evidence that they have learned it. Next, we examine “how” they learn it comes then. This work, coming from leaders in the field of performance assessment, offers design stages with six facets of understanding and what each facet suggests about assessment. Finally, the authors consider the implications for organization of the curriculum and for instruction. Teams can use this book to develop assessment knowledge and to use the myriad design tools illustrated for core curriculum content. *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; and 10. Professional development) and New Jersey’s Professional Development Standards for Teachers (2. Needs of learners and teachers for appropriate teaching skills; 3. Best practices; 4. Variety of classroom-based assessment skills; 5. Integrates new learning; 6. Adult learning and development; 7. Periodically assessed for impact on teaching or student learning; 9. School culture for continuous improvement and challenges traditional roles; and 11. Supported by time for collegial learning and professional development).*

Zemelman, S., Daniels, H., & Hyde, A. (1998). *Best practice: New standards for teaching and learning in America’s schools* (2nd ed.). Portsmouth, NH: Heinemann. This book offers a process to follow for teams that desire to utilize best practice as they seek to improve content areas. The authors encourage everyone involved in school reform to recognize, understand, and appreciate the remarkably coherent models for across-the-curriculum school reform that already have been built — and to start exploiting those models. They analyze a rich base of research and exemplary practice that points the way to school renewal through curriculum reform. The authors provide a compact and accurate summary of current “best practice” research in each of six teaching fields: reading, writing, mathematics, science, social studies, and fine arts. After describing each field’s research base, at least one example shows how some teachers are implementing key content and processes in their classrooms. *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; and 10. Professional development) and New Jersey’s Professional Development Standards for Teachers (1. Subject knowledge; 2. Needs of learners and teachers for appropriate teaching skills; 3. Best practices; 5. Integrates new learning; and 9. School culture for continuous improvement and challenges traditional roles).*