

TOOLS FOR QUALITY PRACTICE



A Resource Guide for Professional Learning

**Developed and sponsored by the Kansas Learning First Alliance
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Tools for Quality Practice: Executive Summary



Background:

Kansas Learning First Alliance (KLFA) is a partnership of 24 leading educational associations that have come together to make Kansas first in the nation in teaching and learning. The Alliance represents an unprecedented, self-initiated commitment to develop and deliver a common message to all parts of the education system, align priorities, share and disseminate success stories, encourage collaboration at every level, and work toward the continual and long-term improvement of public education based on solid research. KLFA has focused efforts in three areas: Student Achievement, Professional Development, and Public Engagement. To see a full list of the 24 member associations and to learn more about KLFA initiatives visit the Kansas Learning First website at www.teachkansas.org.

Over the past few years there has been some extensive and valuable formal research conducted within Kansas as a collaborative effort between Kansas Learning First (KLFA), the Kansas Department of Education (KSDE), the Kansas Association of Teachers of Mathematics (KATM) and the Kansas Staff Development Council (KSDC). The major message from these research efforts which were conducted **BY** Kansas educators **WITH** Kansas educators is that two things appear to make the biggest impact on student achievement--

- #1) Alignment of the district/school program of study to the state curriculum standards
AND
- #2) Time and attention devoted to quality professional development

In this resource:

In keeping with KLFA's goal to make Kansas first in the nation in teaching and learning, we have assembled this resource guide, "Tools For Quality Practice". It is a synthesis of the key findings from this Kansas research furnished along with a library of other resources that might prove helpful as we continue our march toward school improvement.

The resource guide has been arranged in the following sections—

- ◆ **Executive Summary** – this section provides some background about this project and an overview of the content included in this resource guide.

- ◆ **Improving Teaching and Learning in All Kansas Schools** – this section highlights key research findings about the general topic of school improvement and restructuring.
- ◆ **Professional Development** – a section that introduces “best practice” in professional development that is linked to improved student learning.
- ◆ **Improving Student Achievement in Reading** – a section highlighting resources to positively impact student achievement in reading.
- ◆ **Improving Student Achievement in Mathematics** – a section highlighting resources to positively impact student achievement in mathematics.
- ◆ **Partnerships for Improvement** – Building on the strong link between community and parental involvement, this section provides “helps” to create strong community and parent connections.
- ◆ **No Child Left Behind (NCLB)** – This portion of the resource is a detailed description of how NCLB has been implemented in Kansas and its connection to the Kansas Quality Performance Accreditation process.
- ◆ **Collection of References** – this final section provides a complete list of all references cited within each of the individual sections of this resource guide.

The landscape of education in Kansas:

A strong, clearly defined vision for improving schools has been a focus of our state work for many years now. Long before the advent of No Child Left Behind, Kansas was already focusing major attention on many of the requirements outlined in the new federal law. One of the most recent initiatives of the Kansas State Board of Education (KSBE) undertaken in order to help our educational community better understand the vision for Kansas students is the identification of seven CORE PRINCIPLES. KSBE believes that these seven core principles must form the basis for any redesign of our educational system. These seven core principles are:

- ▶ **All students in Kansas must be held to essential and challenging learning standards as defined by the State Board of Education.**
- ▶ **All students must be provided appropriate instruction to successfully learn the essential standards.**
- ▶ **The education system must be flexible and adaptable to meet the learning needs of each student.**
- ▶ **Curricular and instructional decisions and corresponding policies must be based on standards, data, and research.**
- ▶ **Professional growth and development that increases the capacity of those who work in the system to help all children learn must be ongoing and continuous.**
- ▶ **Schools must actively engage parents in the education of their children.**
- ▶ **The community, through the local board of education, must be involved in establishing the expectations and determining the structure of the education system and receive regular reports on its progress.**

Each of the seven core principles includes some examples to help clarify the intent of the board in regard to each principle. In addition to this general summary of the vision of each principle, white papers focusing on each individual principle were commissioned by KSBE. The white papers are fairly lengthy documents written by Kansas educators. Each paper is extremely informative and includes the following sections: “Introduction”, “Research”, “Vision”,

“Recommendations for the Kansas State Board of Education to Consider”, and most conclude with a formal Bibliography. At this time, the white papers for Principles #1 through #4 are complete and appear on the KSDE website. To view the entire document go to www.ksde.org and click on the “Board” button on this home page. Select “Core Principles of System Redesign” from the drop down menu that appears in order to find links to each portion of this document. To navigate to individual pieces of the full document, use the direct URL’s to the individual portions as follows:

The Seven Core Principles(an overview) including clarifying examples---

http://www.ksde.org/commiss/coreprincipals/core_principles_introduction.doc

White paper for Principle #1—

http://www.ksde.org/commiss/coreprincipals/principle_1.doc

White paper for Principle #2—

http://www.ksde.org/commiss/coreprincipals/principle_2.doc

White paper for Principle #3—

http://www.ksde.org/commiss/coreprincipals/principle_3.doc

White paper for Principle #4—

http://www.ksde.org/commiss/coreprincipals/principle_4.doc

Core Principles Power Point---

http://www.ksde.org/commiss/coreprincipals/core_principles_powerpoint.ppt

Conclusion – Purpose of this guide:

The guide is not intended as an exhaustive discussion of the research, resources, and practical classroom implications that exist in our world of education today. It is, however, a starting place for our Kansas colleagues to use and build upon based on their unique and individual needs.

Please note: Many of the resources cited within this document are provided as electronic links. Bear in mind that changes to the URL’s included here are outside of our control and may have changed since the printing of this document.

Tools for Quality Practice: Improved Teaching & Learning in ALL Kansas Schools



Overview:

The search for techniques and programs that can improve student learning in reading, mathematics, and other areas is an integral part of the work of educators today. Over time, though, we have come to realize that there is no panacea – no single solution to school improvement that works in every situation and with each student. Research in recent years has considered systemic factors at the school and district level that either support or hinder attempts to increase student achievement.

This guide provides information to assist with school improvement on both the “micro” level – improved learning for specific subjects and skills – and on the “macro” level – school organization and culture that fosters success. In this section entitled “Improved Teaching and Learning in All Kansas Schools”, we’ll explore the foundation and suggest areas for more in-depth study of best practices that have been identified.

The challenge:

School improvement that is sustained over time, reaches higher cognitive levels of student learning, extends beyond a single subject, and raises student achievement broadly while closing the achievement gap between groups does not occur by happenstance. Schools can and do achieve high levels of student learning regardless of the demographics of the student population – overcoming the effects of poverty and external environmental factors that challenge a child’s ability to focus on learning is a significant task that requires system-wide effort and commitment. Several important characteristics are present in schools that succeed

“Even the most well meaning and enthusiastic teachers are unable to sustain serious changes in their practices in the context of school organizations that are (usually inadvertently) hostile to those changes” (Kenneth Leithwood, 2002 in *The Keys to Effective Schools*, p. 106). At the heart of sustained school improvement and student achievement will always be an administrative leadership that supports innovation and collaboration. With appropriate administrative support, staff become full partners in the design and implementation of the school’s programs and culture. Leadership is a concept that extends from administrative roles to respected professionals in

instructional and support positions and even to students and parents who place a high value on learning.

Organization of this resource:

For these reasons, a primary concern of anyone wishing to improve student achievement is the creation of an appropriate organizational structure and cultural basis for school improvement and change. Research, particularly since the mid 1980's, has increasingly focused on necessary conditions for restructuring. In this resource we have utilized the framework developed as a part of KEYS** to organize the recommended resources:

- ◆ Shared Understanding and Commitment to High Goals
- ◆ Open Communication and Collaborative Problem Solving
- ◆ Continuous Assessment for Teaching and Learning
- ◆ Personal and Professional Learning
- ◆ Resources to Support Teaching and Learning
- ◆ Curriculum and Instruction

Suggested readings and a brief summary of each of the six elements above are provided in the text that follows. A final section lists resources that integrate several variables and that provide tools supporting multiple elements from the six part framework.

Two cautions in using this resource:

First: As mentioned, a part of this resource breaks down the organizational and cultural support structure that supports school improvement into six components. This provides a handy way to organize research findings and to discuss critical factors that contribute to success. At the heart of the research base, though, is the fact that these six factors are deeply interrelated. Only a systemic approach that considers all factors is likely to result in meaningful and sustainable improvement.

Second: Suggested resources are provided for further reading with each section in this resource. These are only a sampling of the work in the field, though, and schools that are seeking to create professional learning communities should consider more expansive study of important points and look to original research in addition to summaries and meta-analyses.

**A long-term project to identify necessary conditions for school improvement – KEYS to Effective Schools – was initiated in 1990 and involves analysis of data in schools across the country. A consortium of educators and researchers from numerous schools of education developed a framework and have continued to revise the database and framework through funding from the National Education Association (NEA). Survey tools to assist with school improvement based on KEYS are available through state affiliates of the NEA.

1. Shared Understanding and Commitment to High Goals

Recent work on strategies to close the achievement gap has highlighted the importance of a shared belief in the ability of each student to achieve and a commitment to hold students to high standards. Richard Dufour's work on "professional learning communities" integrates several of the six keys to school improvement. He calls on faculty to ask "what will we do when a student does not succeed?" The persistent pursuit of this question implies that educators have a shared responsibility for student learning. More than "providing the opportunity", teachers and administrators pursue alternative strategies and interventions without considering failure as an option.

In successful schools, all members of the education community share a sense of responsibility for setting challenging standards and ensuring that all students achieve. The process of setting goals is the result of ongoing communication and collaborative problem solving. Goals are measurable and ongoing assessment provides data for improvement. Professional development is targeted towards achievement of the shared goals for the school and students. The commitment to high goals is also evidenced by the allocation of resources at the building and district levels. On an even deeper level, Michael Fullan notes that a shared sense of "moral purpose" is present among staff and leadership in schools, districts, and even businesses that have successfully implemented improvement efforts.

Suggested readings:

Constantino, S. M. (2003). Engaging All Families: Creating a Positive School Culture by Putting Research into Practice. Lanham, MD: Scarecrow Education.

Corbett, D., Wilson, B., & Williams, B. (2002). Effort and Excellence in Urban Classrooms: Expecting – and Getting – Success with All Students. New York: Teachers College Press.

Corbett, D., Wilson, B., & Williams, B. (2005). No choice but success. Educational Leadership, 62, (6), 8-12.

Deal, T. E. & Peterson, K. D. (1999). Shaping School Culture: The Heart of Leadership. San Francisco, CA: Jossey-Bass Publishers.

Fullan, M. (2001). Leading in a Culture of Change. San Francisco, CA: Jossey-Bass.

Glickman, C. D. (2003). Symbols and celebrations that sustain education. Educational Leadership, 60, (6), 34-38.

Newmann, F. M. (2002). Achieving high-level outcomes for all students: The meaning of staff-shared understanding and commitment. In W. D. Hawley, Ed. The Keys to Effective Schools: Educational Reform as Continuous Improvement. (pp. 28-42). Thousand Oaks, CA: Corwin Press, Inc.

Payne, R. K. (1996). A Framework for Understanding Poverty (3rd Ed). Highlands, TX: Aha Process, Inc.

2. Open communication and collaborative problem solving

Parents, teachers, administrators, and other school personnel are all part of a successful school community that communicates, sets goals, and solves problems collaboratively. Communication among all members of the school community is open, two-way, non-threatening, and focused on student achievement. Teachers are actively involved in decisions about curriculum, resources, and teaching and learning strategies since they are responsible for implementing these elements in the classroom. Teachers communicate regularly with each other, discussing standards, curriculum, and instructional strategies driven by the challenge to ensure that each student learns. Teachers are involved in decisions both about student learning and about school operations.

A collaborative, problem-solving culture utilizes data from continuous assessment to make informed decisions. Data is used to inform collaboration among teachers as they devise learning strategies to meet individual student needs. The school community works together to remove barriers to student success. Professional development is viewed as one tool in the problem solving arsenal. The depth of commitment to a collaborative problem solving culture is demonstrated through decisions that involve resource allocation to support student learning.

Suggested readings:

Barth, R. S. (1988). School: A community of leaders. In A. Lieberman, Ed. Building a Professional Culture in Schools. (pp. 129-147). New York: Teachers College Press.

Caruso, D. & Salovey, P. (2005). The Emotionally Intelligent Manager. San Francisco, CA: Jossey-Bass.

Devaney, K. & Sykes, G. (1988). Making the case for professionalism. In A. Lieberman, Ed. Building a Professional Culture in Schools. (pp. 3-22). New York: Teachers College Press.

Fullan, M. (2005). Leadership and Sustainability: System Thinkers in Action. Thousand Oaks, CA: Corwin Press.

Heckman, P. E. (1986). Understanding school culture. In J. I. Goodlad (ed.), The Ecology of School Renewal: Eighty-sixth Yearbook of the National Society for the Study of Education (pp. 63-78). Chicago: The University of Chicago Press.

Leadership for Student Learning: Restructuring School District Leadership. (2001). National School Boards Association. Available online at: <http://www.iel.org/programs/21st/reports/district.pdf>

Lieberman, A. & Miller, J. (2004). Teacher Leadership. San Francisco, CA: Jossey-Bass Publishers.

Little, J. W. (2002). Professional communications and collaboration. In W. D. Hawley (ed.) The Keys to Effective Schools: Educational Reform as Continuous Improvement. (pp. 43-55). Thousand Oaks, CA: Corwin Press, Inc.

Moore, N. & Dichter, A. (2000). Building a learning organization. Phi Delta Kappan, 82, (10), 744-747.

Oakley, E. & Krug, D. (1991). Enlightened Leadership: Getting to the Heart of Change. New York: Simon & Schuster

West, B. C. (1994). Perceived leadership among teachers. Ann Arbor, MI: U.M.I. Dissertation Services.

3. Continuous assessment for teaching and learning

Assessment should be used to provide meaningful data, guiding decisions to improve learning for each student. Assessment techniques should be varied, frequently embedded within learning tasks, and be a part of authentic “performance” activities. In addition to assessment within classrooms to inform decisions about individual students, academic programs must be assessed. Data about student learning and overall program outcomes must be part of the content of collaboration among educators.

Meaningful strategies to share assessment results must also be employed in order to engage the community as a partner with the school. As a result of assessment, curriculum and programs should form a coherent scope and sequence that provide appropriate 21st century knowledge and skills to each student.

Suggested readings:

Assess 21: A Database of 21st Century Skills Assessments. (2004). The Partnership for 21st Century Skills. Available online at <http://www.21stcenturyskills.org>.

Baker, E. L. (2002). Teacher use of formal assessment in the classroom. In W. D. Hawley (ed.) The Keys to Effective Schools: Educational Reform as Continuous Improvement. (pp. 56-64). Thousand Oaks, CA: Corwin Press, Inc.

Leithwood, K., Aitken, R., & Jantzi, D. (2001). Making Schools Smarter: A System for Monitoring School and District Progress (2nd ed). Thousand Oaks, CA: Corwin Press, Inc.

Popham, W. J. (2001). The Truth About Testing. Alexandria, VA: Association for Supervision and Curriculum Development.

Stiggins, R. (2004). New assessment beliefs for a new school mission. Phi Delta Kappan, 86 (1), 22-27.

Wiggins, G. P. (1993). Assessing Student Performance: Exploring the Purpose and Limits of Testing. San Francisco, CA: Jossey-Bass Publishers.

4. Personal and professional learning

The fourth element – personal and professional learning – is discussed in detail in the “Professional Development” section of this resource.

5. Resources to support teaching and learning

Research into school effectiveness supports the notion that “resources” such as a safe and orderly learning environment are a fundamental requirement for successful schools. Facilities that are in good repair, comfortable (e.g. adequately heated or cooled) should be a given. Technology, including phones and access to computers and the internet for both students and teachers, are merely a part of doing business. Support services must be available ensure students are present and ready to learn and that the school environment is conducive to learning.

Beyond these basics, schools require appropriate textbooks, laboratory equipment, library collections, and facilities that fit the instructional activities for which they are used. Class size, particularly in the lower grades, is also a critical factor. While many resource issues must be addressed through appropriate school funding, decisions about allocation of resources at the building and district level must also reflect a commitment to improved student learning.

Suggested readings:

Fullan, M., Bertani, A., & Quinn, J. (2004). New lessons for districtwide reform. Educational Leadership, 61, (7), 42-47.

Johnson, S. M. & Birkeland, S. E. (2003). The schools that teachers choose. Educational Leadership, 60, (8), 20-24.

Key Building Blocks for Student Achievement in the 21st Century. (2001). The CEO Forum. Available online at: <http://www.ceoforum.org>.

Leithwood, K. (2002). Organizational conditions to support teaching and learning. In W. D. Hawley (ed.) The Keys to Effective Schools: Educational Reform as Continuous Improvement. Thousand Oaks, CA: Corwin Press, Inc.

Welner, K. G., Weitzman, D. Q. (2005). The soft bigotry of low expenditures. Equity & Excellence in Education, 38, (3), 242-248.

West, B. C. (2003). Building the bridge to effective use of technology. In A. D. Sheekey (ed.) How to Ensure Ed/Tech Is Not Oversold and Underused. Lanham, MD: Scarecrow Press, Inc.

6. Curriculum and instruction

A shared commitment to high expectations for all students means that each student experiences a challenging curriculum that provides opportunities for both breadth of topics and in-depth study. The curriculum must also include “learning-how-to-learn” activities to build life-long learning skills. Teaching and learning activities must be varied, targeted to individual student needs, and must be accompanied by appropriate feedback for the student. Learning activities that are perceived as relevant, connected to previous learning, demand active engagement, and provide for a degree of student input are characteristics of environments that develop “21st Century Skills.”

Teachers are actively involved in selection of instructional materials and in the design of curriculum. Assessment data and program evaluation are a part of the decision-making about methods, materials, and content. Professional development focuses on both teaching techniques and on deep conceptual understanding of the content of the curriculum. Time for collaboration is one of the resources that is managed to facilitate collaboration and a focus on student learning.

For this section, please review the sections “Improving Student Achievement in Mathematics and “Improving Student Achievement in Reading” in this resource. In addition, several resources not specifically focused on reading and mathematics are provided below.

Suggested readings:

- Danielson, C. (1996). Enhancing Professional Practice: A Framework for Teaching. Alexandria, VA: Association for Supervision and Curriculum Development.
- Darling-Hammond, L. & Bransford, J. (Eds.) (2005). Preparing Teachers for a Changing World. San Francisco, CA: Jossey-Bass.
- Learning for the 21st Century. (2003). The Partnership for 21st Century Skills. Available online at <http://www.21stcenturyskills.org>.
- Schmoker, M. (2004). Tipping Point: From feckless reform to substantive instructional improvement. Phi Delta Kappan, 85, (6). 424-432.
- Tomlinson, C. A. (1999). The Differentiated Classroom: Respond to the Needs of All Learners. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wiggins, G. & McTighe, J. (1998). Understanding By Design. Alexandria, VA: Association for Supervision and Curriculum Development.

Works addressing multiple components of the framework

Systemic approaches to organizational growth abound in the business literature. Enduring principles have also been applied to schools and school improvement.

Strategies such as the Baldrige approach to use of data and Total Quality Management have been directly transferred and applied in schools. Jim Collins, author of Good to Great (2001), has also been working on the application of the principles of his research to non-profit enterprises such as education.

Recent conferences sponsored by the Kansas State Department of Education have featured the work of Dr. Richard DuFour. He developed the concept of “professional learning communities” through years as a school and district administrator. Schools that succeed in challenging each student to maximize her/his potential are driven by system-wide collaboration that focuses all staff on creating meaningful learning experiences. One tool suggested by Dr. DuFour as a source of data at the systems level is the KEYS 2.0 survey. That tool is also grounded in the six concepts used to organize this resource.

Suggested readings:

An Educators’ Guide to Schoolwide Reform. (1999). Arlington, VA: Educational Research Service.

Barber, M. & Fullan, M. (2005, March). “Tri-level development: It’s the system”. Education Week, 24 (25), pp. 32, 34-35. Available online at www.michaelfullan.ca

Collins, J. (2001). Good to Great: Why Some Companies Make the Leap... and Others Don’t. New York: HarperCollins Publishers Inc.

Danielson, C. (2002). Enhancing Student Achievement: A Framework for School Improvement. Alexandria, VA: Association for Supervision and Curriculum Development.

Dufour, R. (2004). What is a “Professional Learning Community”? Educational Leadership, 61, (8), 6-11.

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.

DuFour, R. & Eaker, R. (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Bloomington, IN: National Educational Service.

Fullan, M. (2001). Leading in a Culture of Change. San Francisco, CA: Jossey-Bass Publishers.

Fullan, M. (2004). Learning to lead change: Building system capacity – Core concepts. Publication produced in partnership with Microsoft’s “Partners in Learning” (PiL) Initiative. www.michaelfullan.ca

Gemberling, Kathryn W., Smith, Carl W., & Villani, Joseph S., The Key Work of School Boards Guidebook (2000). Alexandria, VA: National School Board Association

The Keys to Effective Schools: Educational Reform as Continuous Improvement. (2002). W. D. Hawley, Ed. Thousand Oaks, CA: Corwin Press, Inc.

Keys to Excellence for Schools. <http://www.keysonline.org/>

Marzano, R. J. (2003). What Works in Schools: Translating Research into Action. Alexandria, VA: Association for Supervision and Curriculum Development.

Newmann, F. & Wehlage, G. (1995). Successful School Restructuring. Madison, WI: University of Wisconsin.

Schmoker, M. (2001). The Results Fieldbook: Practical Strategies from Dramatically Improved Schools. Alexandria, VA: Association for Supervision and Curriculum Development.

Senge, P. M. (1990). The Fifth Discipline: The Art and Practice of the Learning Organization. New York: Doubleday.

Spillane, J. P. (2006 – In press). Distributed Leadership. San Francisco, CA: Jossey-Bass.

Togneri, Wendy, & Anderson, Stephen E (2003). Beyond Islands of Excellence: What Districts Can Do to Improve Instruction and Achievement, Alexandria, VA: Association for Curriculum and Staff Development

Williams, B. (2003). Reframing the Reform Agenda. In B. Williams (ed). Closing the Achievement Gap: A Vision for Changing Beliefs and Practices (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.

Zmuda, A., Kuklis, R., & Kline, E. (2004). Transforming Schools: Creating A Culture of Continuous Improvement. Alexandria, VA: Association for Supervision and Curriculum Development.

Note: This document, “Tools for Quality Practice: A Resource Guide for School Improvement” was developed by the Kansas Learning First Alliance. All seven parts of this resource library are available on the web at www.teachkansas.org.

Tools for Quality Practice: Professional Development



A Framework for School-Focused Professional Development

Why use this section?

- To understand the link between professional learning and student achievement
- To use research-based practices that help all staff reach all students
- To help each school understand that changes in practice occur at the school level.
- To build a strong network of instructional expertise among teachers and principals.
- To use a framework for easier planning, implementation, and evaluation of school-focused professional development.

Where have we come from?

During the past twenty years staff development has gone by many names, including in-service education, staff development, professional development, or human resource development. No matter what it was called, it was too often the same thing: educators (usually teachers) listening passively while an “expert” “exposed” them to new ideas or “trained” them in new practices. The success was usually measured by a “happiness quotient” that measured participants’ satisfaction. Fortunately much of this is changing.

Every year, many research studies, reports, articles, and books are published with the good intention of improving the quality of professional learning within schools. A special research study was conducted within Kansas in the fall of 2003. This study was an initiative of Kansas Learning First Alliance (KLFA) and coordinated through the Kansas State Department of Education (KSDE). That full report, *Kansas Learning First Alliance Study of the Impact on Student Achievement of Quality Professional Development. Phase I: Challenge and Comparison School, Professional Development Survey Results*, can be found in the Planning and Research Documents section on the KSDE website (<http://www.ksde.org/pre/documents.html>)

Unfortunately, even with significant information about quality professional development available, limited progress has been made both in changing professional development programs and in influencing the work of teachers in their classrooms. The lack of high-quality professional development for teachers is a major factor cited for the failure of past school reforms. In the absence of substantial professional development, many teachers return to traditional methods of teaching. There are exceptions of course, but all too often, professional

development is also like it has been in the past: unfocused, insufficient, not tied to student performance needs, and lacking in follow-up. States cannot improve schools through mandating high standards and high stakes tests unless they provide teachers the tools, support, and training to help them change their practice.

Quality teaching in all classrooms and skillful leadership in all schools will not occur by accident. Tinkering around the edges of improvement is insufficient. The National Staff Development Council has set the goal, **“All teachers in all schools will experience high-quality professional learning as part of their daily work by 2007.”** How can this goal be achieved in Kansas? What do we need to know and do?

This resource will include five common “themes” based on the twelve NSDC research-based standards, beliefs, observable actions, questions to discuss and examples of school-focused quality professional development.

THE FIVE THEMES:

THEME 1: DETERMINE DATA-DRIVEN ADULT LEARNING PRIORITIES

NSDC Standards: Data-driven and Evaluation

We believe:

- Achievement gaps are evident among populations of students in Kansas schools.
- High quality professional learning for Kansas educators is a critical factor leading to increased student learning and closing achievement gaps.

Actions Related to Standards: NSDC standards rely on the use of a variety of data and ongoing evaluations.

- Use aggregated and disaggregated student achievement data as the focus for staff development efforts included in school improvement plan
- Identify learning needs for staff and create short and long-term goals.
- Use research to design interventions for teachers to impact student achievement.
- Evaluate the impact of staff development programs using a variety of data.
- Provide a variety of follow-up activities to enhance knowledge, attitudes, skills, aspirations, and behaviors.
- Use formative and summative evaluation to measure impact of school-based staff development.
- Use a variety of data sources to conduct evaluations.

Questions for discussion:

- Who is involved in data analysis and how does it impact the school improvement plan?
- How is the disaggregated data used ?
- How is the data communicated to board/community?
- What data is available to evaluate effectiveness of professional development?

Examples of data-driven adult learning priorities.

- School staff work collaboratively by grade levels or teams to analyze their own data to drive future planning and instruction.
- All educators are provided ongoing assistance to develop new skills.
- Principals and staff ask questions such as, “What impact did this professional development have on the adult and student learning/” as opposed to, “Did the teachers like the training?”

Additional Research and Resources:

Bernhardt, Victoria L., Data Analysis for Continuous School Improvement Second Edition (1998) Eye on Education, Larchmont, New York. With clear and concrete examples from elementary and high schools, this book shows how to effectively gather, analyze, and use data to improve student learning. It demonstrates how to make better decisions, identify root causes of problems, and communicate and report results.

www.eyoneducation.com/Merchant2/merchant.mv?Screen=PROD&Store_Code=st104&Product_Code=1-930556-74-8

Guskey, Thomas R., Evaluating Professional Development (2000) Corwin Press, Larchmont, New York. Address the two challenges of evaluating the quality of staff development and the types of evidence of effectiveness that policymakers and school leaders require to judge improvements in student achievement.

www.corwinpress.com

Holcomb, Edie L. Getting Excited About Data: How to Combine People, Passion, and Proof. (1999) Corwin Press, Inc.

www.corwinpress.com

Killion, Joellen, Assessing Impact: Evaluating Staff Development (2002) NSDC. This resource guide will assist schools, district-level staff development leaders, and other program coordinators to plan and conduct evaluations of their staff development programs. Learn how planning influences the quality of the evaluation, how to plan and conduct practitioner-based evaluations designed to focus on results for students and improve staff development programs, how to increase the usability of evaluations, how to build the capacity of program stakeholders to adopt "evaluation think", and how the role of various stakeholders relates to the evaluation of staff development.

store.nsd.org/merchant.mv?Screen=PROD&Store_Code=NRC&Product_Code=B164&Category_Code=ESD

Killion, Joellen with Linda Munger, Patricia Roy, & Parker McMullen, Training Manual for Assessing Impact: Evaluating Staff Development, (2003)

Companion to Assessing Impact: Evaluating Staff Development

store.nsd.org/merchant.mv?Screen=PROD&Store_Code=NRC&Product_Code=B222

What Works in Schools: Why do students perform the way they do? (2005) ASCD The What Works in Schools Online Survey asks teachers and administrators to create a profile of how their school or district addresses the factors that influence student achievement.

www.whatworksinschools.org/ and www.whatworksinschools.org/research.cfm

Staff Development Library, National Staff Development Council, 2005 This library contains articles that originally appeared in one of the NSDC publications, Results, Tools for Schools or the JSD, related to all areas of high quality staff development.

<http://www.nsd.org/library/>

The Knowledge Loom, developed by the LAB at Brown University, *Principles of Practice for Successful Professional Development* (2005) Many factors contribute to an effective and successful professional development program. The following 8 principles of effective professional development are among those identified from the findings of recent research and reports of expert opinion. These 8 principles focus attention on professional development strategies for improving students' learning over time.

<http://knowledgeloom.org/practices3.jsp?location=1&bpinterid=1034&spotlightid=1034&practicelisttype=1>

THEME 2: CREATE JOB EMBEDDED LEARNING OPPORTUNITIES

NSDC Standards: Design and Learning

We believe:

- Only a small portion of what is known about quality staff development is regularly used in schools.
- Powerful professional development engages all teachers in sustained, intellectually-rigorous study of what they teach and how they teach it.

Actions Related to Standards: NSDC standards reflect the importance of understanding learning styles and designing strategies to reach intended goals.

- Provide on-going, in-depth and sustained professional learning opportunities as a regular part of the school day.
- Understand and apply knowledge about the change process when planning and implementing professional learning.
- Provide a variety of professional learning strategies to achieve school improvement goals and support individual/staff learning.
- Establish goals for implementation of new classroom practices.
- Design learning experiences using strategies that mirror what teachers should do.
- Provide opportunities for teachers to practice new skills and receive feedback.
- Use feedback from individuals' reflections of staff development activities when designing interventions and follow-up activities.

Questions for discussion:

- How are professional development experiences designed for staff at all stages of learning?
- Explain how participants' feedback about staff development activities is taken into consideration when designing interventions and follow-up activities.
- Are staff development designs aligned with expected outcomes?
- Describe the sustainability of staff development initiatives over time throughout the building/district?
- How is job embedded learning supported by the use of appropriate technology?

Examples of effective job imbedded learning opportunities:

- Teachers and administrators are engaged in professional learning that is standards-focused, intellectually rigorous and part of their daily work.
- Teams of educators, grouped by grade level, content area or mixed levels, meet regularly to plan lessons, critique student work, and collaborate to solve important problems related to teaching and learning.
- Teachers are engaged in reflective practice to monitor progress toward learning goals.

Additional Research and Resources:

Easton, Lois Brown, Editor, [Powerful Designs for Professional Learning](#) (2003) NSDC. Written by educators who have successfully done this work, each chapter describes how one of the 21 significant learning strategies works in practice, a rationale for its use, the steps involved in introducing and using the strategy, and a list of resources for more information. Among the 21 strategies are action research, lesson study, data analysis, study groups, walk-throughs, peer coaching, curriculum design, and tuning protocols. Includes a CD-ROM with more than 150 handouts in PDF format can be converted into transparencies, imported into PowerPoint presentations, or copied for other uses.

http://store.nsd.org/merchant.mv?Screen=PROD&Store_Code=NRC&Product_Code=B248

Moving NSDC's Staff Development Standards into Practice: Innovaton Configurations, National Staff Development Council (NSDC) and Southwest Educational Development Laboratory (SEDL) (2003).

www.nsd.org

Professional Development. (2005), NCREL, Learning Point Associates. This content is designed for school and district-level teachers, administrators, and others interested in improving professional development. It includes a comprehensive view of professional development and links to a variety of professional development tools.

www.ncrel.org/info/pd/

Staff Development Library, National Staff Development Council, 2005 This library contains articles that originally appeared in one of the NSDC publications, [Results](#), [Tools for Schools](#) or the [JSD](#), related to all areas of high quality staff development.

www.nsd.org/library/

By Your Own Design. Find everything you need to support your professional development. Create your learning plan, read the standards, and find tips for getting grants, Eisenhower National Clearinghouse for Mathematics and Science Education (ENC) and the National Staff Development Council (NSDC)

www.enc.org/professional/?ls=sn

This planning tool is based on *By Your Own Design*, a web site and CD-ROM developed by the Eisenhower National Clearinghouse for Mathematics and Science Education (ENC) and the National Staff Development Council (NSDC). You will find a wealth of resources, additional planning tools, and all the materials included on the CDROM at (www.enc.org/pdguide). To order copies of the CD-ROM, visit the NSDC bookstore at (www.nsd.org).

Turner, Laura, *20 Technology Skills Every Educator Should Have*, T.H.E. (Technological Horizons in Education) Institute (2005) A Comprehensive listing of the technology skills that every educator should have with websites to support the learning of the skills!

<http://thejournal.com/magazine/vault/A5387.cfm>

Research-Based Innovations, McREL (2000). A source book of short readings to support discussion of varied topics including: Comprehensive Design, Resource Allocation, Evaluation, Professional Development, Staff Support, Family and Community Involvement, and External Support and Assistance.

<http://www.mcrel.org/topics/productDetail.asp?productID=130>

Teaching Teachers: Professional Development To Improve Student Achievement, Research Points, American Educational Research Association (AERA), Summer 2005, volume 3, Issue 1. Good teachers form the foundation of good schools, and improving teachers' skills and knowledge is one of the most important investments of time and money that local, state, and national leaders make in education. <http://www.aera.net/>

The Science of Quality, Education Research in School Reform, NorthWest Regional Educational Laboratory, NWREL, A wide range of materials relating to teaching quality.

<http://www.nwrel.org/nwedu/09-04/>

THEME 3: CONTENT-FOCUSED LEARNING OPPORTUNITIES

NSDC Standards: Research and Quality Teaching

We believe:

- The professional learning of teachers is a central factor in determining the quality of instruction in classrooms.
- Expanding teachers' repertoire of instructional practices assists them in meeting diverse learning needs of their students.
-

Actions Related to Standards: NSDC standards reflect the importance of understanding learning styles and designing strategies to reach intended goals.

- Develop staff capacity to analyze research that supports school-wide instructional decisions.
- Examine research before adopting improvement strategies.
- Structure learning so educators increase their knowledge, content-specific pedagogy and developmental appropriateness.
- Use a variety of classroom assessments as a high priority within the school.
- Incorporate training on assessment skills to effectively monitor gains in student learning.
- Assess changes in student performance related to professional development.

Questions for discussion:

- How are research-based strategies used to make instructional decisions?
- Who is involved in reading and interpreting the research?
- What resources are you using to access and select research-based programs and best practices?
- How do you help staff have a deep understanding of subject matter and how can they deliver instruction in a variety of ways to reach all students?
- How do staff monitor progress on the state standards?

Examples:

- Staff are provided opportunities to expand their repertoire of research-based instructional skills for content teaching.
- Teachers focus their learning on content knowledge and pedagogical skills.
- Administrators and teachers use data from multiple assessments to monitor the progress of their efforts and student achievement.

Additional Research and Resources:

Teacher Quality, Research shows that good teaching matters. Research Center, edweek.org, (2005) Editorial Projects in Education <http://www.edweek.org/rc/issues/teacher-quality/>

Staff Development Library, National Staff Development Council, 2005 This library contains articles that originally appeared in one of the NSDC publications, [Results](#), [Tools for Schools](#) or the [JSD](#), related to all areas of high quality staff development. <http://www.nsd.org/library/>

By Your Own Design., Eisenhower National Clearinghouse for Mathematics and Science Education (ENC) and the National Staff Development Council (NSDC) Find everything you need to support your professional development. Create your learning plan, read the standards, and find tips for getting grants <http://www.enc.org/professional/?ls=sn>

Killion, Joellen, [What Works in the Elementary School](#) (2002) NSDC and NEA

Killion, Joellen, [What Works in the Middle School](#) (1999) NSDC

Killion, Joellen, [What Works in the High School](#) (2002) NSDC and NEA

This series shows that well-designed staff development with appropriate content and powerful processes for adult learning can lead to improvement in student learning. It addresses Language Arts, Mathematics, Science, Social Studies, and Interdisciplinary content at each level and provides support for teams decision making processes. www.nsd.org

Marzano, Robert, [What Works in Schools: Translating Research into Action](#) (2003) ASCD, Focuses on the 11 factors that have a significant effect of student achievement and outlines action steps for schools to improve their standing in each area. Online survey available to assess current practice in schools and additional professional development. www.ascd.org and click on Programs.

Rosenshine, Barak, *Advances in Research on Instruction*, University of Illinois at Urbana (1996) Scholarly look at effective instruction. <http://epaa.asu.edu/barak/barak.html>

The Southeast Center for Teaching Quality seeks to contribute to and synthesize research findings related to teacher development and its relationship to the profession and improved student achievement. A wide range of articles is available at this site. <http://www.teachingquality.org/research/research.htm>

Stiggins, Richard J., [Student-Involved Classroom Assessment](#), Third Edition (2001) Merrill Prentice-Hall, New Jersey. Designing classroom assessments that support student learning and motivation. www.prenhall.com/stiggins

Viadero, Debra, *Pressure Builds for Effective Staff Training: Teachers' on-the-job learning seen as path to greater student gains.* Education Week, July 27, 2005. <http://www.edweek.org/>

THEME 4: LEARNING COMMUNITIES

NSDC Standards: Leadership, Learning Communities, Collaboration

We believe:

- Improving the quality of professional learning in Kansas schools focuses on learning not teaching, working collaboratively and holding everyone accountable for results.
- Successful professional learning communities have at their core collegiality, reflection, risk-taking and collaborative problem solving.

Actions Related to Standards: NSDC standards reflect the importance of learning communities whose goals align with those of school and district and requires skillful school and district leaders who guide continuous instructional improvement.

- Create and maintain a collaborative school culture that supports continuous improvement and ongoing learning for staff and students.
- Work with a community of learners that continuously improve instruction and assessment to meet the needs of individual students.
- Utilize learning teams to monitor progress in meeting school and district goals.
- Create experiences and provide training and support for teachers to serve as instructional leaders within the school.
- Identify the knowledge and skills needed by the Leadership Team to become leaders in professional development.
- Involve the faculty in planning and implementing high quality professional learning for the school.
- Support a collegial school culture characterized by collective responsibility for student learning.
- Promote a culture where group members can recognize and manage conflict.

Questions for discussion:

- How does the work schedule support professional learning?
- How do we collaborate and who is participating?
- What incentives are implemented to reward accomplishments of the teams?
- How are staff encouraged to take leadership positions?
- Who articulates the intended results of staff development programs?
- Who is involved in the planning?
- How is quality professional development modeled in your building/district?
- How are staff collectively responsible for a culture of learning?
- What experiences does the district provide for staff to learn how to work successfully with colleagues?

Examples:

- Groups of teachers meet regularly to improve their craft.
- Educators are engaged in collegial sharing of new ideas, practices and the results of their efforts.
- Team members accept collective responsibility for the academic achievement of all students.
- Teachers use a variety of protocols to examine student learning.

Additional Research and Resources:

Borders, Denise Glyn, “Veteran teachers: The Linchpin of school reform”, October 6, 2004, Education Week Using Veteran teachers in collaboration, particularly coaching and teaming, self-assessment, and use of technology.

www.edweek.org/ew/ewstory.cfm?slug=Borders.h24

DuFour, Richard – personal website and links to work on building professional learning communities.

www4.district125.k12.il.us/faculty/rdufour/

Lambert, Linda, Building Leadership Capacity in Schools (2002) ASCD. Leadership involves far more than a single leader. Lambert defines leadership as the learning processes among participants in a community--processes that lead toward a shared sense of purpose.

shop.ascd.org/productdisplay.cfm?productid=198058

Lambert, Linda, Leadership Capacity for Lasting School Improvement (2003) ASCD. When schools are being hit with staff turnover, budget cuts, and changing priorities, how do you ensure that improvements stick, educators keep learning, and student performance continues to advance and explains how to sustain a learning community where everyone takes ownership of improvement efforts and acts with a shared sense of purpose. Use the charts and action steps to analyze your school’s leadership capacity, spot the participation patterns in your community, and identify new professional development opportunities for building leadership.

shop.ascd.org/ProductDisplay.cfm?ProductID=102283

Waters, Tim, Robert J. Marzano, & Brian McNulty Balanced Leadership: What 30 Years of Research Tells Us about the Effect of Leadership on Student Achievement (2004) McREL. Research report detailing the outcomes of a meta-analysis of research on the effects of principal leadership practices on student achievement

mrel.org/topics/productDetail.asp?topicsID=7&productID=144

McREL A number of researched papers on effective leadership.

mrel.org/topics/topics.asp?topicsid=7

Effective professional development is seen as increasingly vital to school success and teacher satisfaction. *Professional Development*, Research Center, edweek.org, 2005 Education Projects in Education.

www.edweek.org/rc/issues/professional-development/

Staff Development Library, NSDC, 2005 This library contains articles that originally appeared in one of the NSDC publications, *Results*, *Tools for Schools* or the *JSD*, related to all areas of high quality staff development. <http://www.nsd.org/library/>

By Your Own Design. Find everything you need to support your professional development. Create your learning plan, read the standards, and find tips for getting grants, Eisenhower National Clearinghouse for Mathematics and Science Education (ENC) and the National Staff Development Council (NSDC)

www.enc.org/professional/?ls=sn

Beyond Islands of Excellence: What Districts Can Do to Improve Instruction and Achievement in All Schools (2003). The report outlines lessons from five high poverty districts with a record of increasing student achievement. The report identifies a set of practical steps that schools and districts can take to move beyond a few excellent schools to success across entire systems.

www.learningfirst.org/publications/districts/

Beyond Islands of Excellence – A Leadership Brief (2003) The Brief is geared to district leaders and policymakers and highlights key finds and recommendations from the complete Beyond Islands of Excellence study.

www.learningfirst.org/publications/districts/

Breaking Ranks II, National Association of Secondary School Principals (2005) Downloadable resources to support the high school reform model of Breaking Ranks II.

www.principals.org/s_nassp/sec.asp?CID=706&DID=49788

THEME 5: SYSTEMIC CHANGE

NSDC Standards: Resources, Equity and Family Involvement, Leadership

We believe:

- Changes in the system drive changes in the culture of the school and the community.
- Deep changes in practices & school structures need to be initiated, applied, and assessed for sustainability if ambitious goals for both student and adult learning are to be achieved.
- Improving student learning requires an ongoing system that initiates, implements, assesses and sustains significant changes in the educational environment.

Actions related to Standards: NSDC standards reflect professional development that sets high expectations for student achievement, involves families, and is supported by required resources.

- Create school wide practices that convey respect for students, families and diverse backgrounds.
- Establish a safe school environment that communicates high expectations for all staff and students.
- Adjust instruction and assessment to match the needs of individual students.
- Align time, structures, personnel, and materials to support professional growth.
- Allocate money and provide incentives to support quality professional development.
- Prepare teachers to create relationships with families to support student learning.

Questions to discuss:

- How does staff communicate that academic excellence is prized for all students?
- How does the district provide experiences for staff to develop skills and knowledge related to educational equity?
- How might we get access to a clearinghouse of best practice options to address educational equity?
- What are some of the methods used by the school/district to develop partnerships amongst staff, families and community stakeholders?
- In your district/school, who articulates the intended results of staff development programs?
- What are some of the external and internal supports available that are related to the chosen learning priorities?
- How are staff development participants' concerns taken into consideration when learning a new teaching practice?
- How are professional development resources allocated to buildings?
- How are all staff (certified/classified) involved in professional development activities?
- In what ways does your district seek outside funding for staff development?

Examples:

- Teachers are an integral part of analyzing, planning, and evaluating all school improvement efforts.
- School leaders understand systems; change efforts are aligned.
- Principals keep schools focused on student improvement issues.
- School leaders from all levels of the organization make a significant difference toward improvement through their actions and participation in professional development.
- The staff involves parents and the broader community in discussions and activities related to educational concerns and follows with actions based on the discussions or activities.

Additional Research and Resources:***Change processes:***

Wheatley, Margaret J. and Geoff Crinean, “Solving, not attacking, complex problems a five-state approach based on an ancient practice”, RESULTS, Feb. 2005, NSDC, p. 4. Available online at www.margaretwheatley.com/articles/solvingnotattacking.html

All Students Reaching the Top: Strategies for Closing Academic Achievement Gaps, *A Report of the National Study Group for the Affirmative Development of Academic Ability*, 2004, NCREL www.ncrel.org/gap/studies/thetop.htm

Staff Development Library, National Staff Development Council, 2005 This library contains articles that originally appeared in one of the NSDC publications, [Results](#), [Tools for Schools](#) or the [JSD](#), related to all areas of high quality staff development. www.nsd.org/library/

By Your Own Design. Find everything you need to support your professional development. Create your learning plan, read the standards, and find tips for getting grants, Eisenhower National Clearinghouse for Mathematics and Science Education (ENC) and the National Staff Development Council (NSDC) www.enc.org/professional/?ls=sn

Richardson, Joan, From the Inside Out: Learning from the positive deviance in your organization, (2004) National Staff Development Council (NSDC) A look at the commonalities in a sampling of high achieving schools. www.nsd.org

Leadership Development in system change:

Leadership Folio Series: Guiding Comprehensive School Reform, McREL (2000) Folio series designed to assist school leaders in initiating comprehensive school reform www.mcrel.org/topics/productDetail.asp?productID=130

Leaving a Legacy a leadership development conference, provides video-clips of discussions from the conference.

gatesfoundation.org/nr/public/media/education/statechallenge/event.htm

There is wide recognition that school leaders exert a powerful, if indirect, influence on teaching quality and student learning. *Leadership*, Research Center, edweek.org, 2005 Editorial Projects in Education.

www.edweek.org/rc/issues/leadership/

Fullan, Michael, *Leadership and Sustainability: System Thinkers in Action*, 2005, Corwin Press, Thousand Oaks, California, www.corwinpress.com

Second-order changes identified in leadership. New research has identified 11 school leadership “responsibilities” that appear to be essential for guiding difficult changes in schools. *Balanced Leadership*, (2005) McREL.

www.mcrel.org/newsroom/second_order_changes.asp, April 14, 2005

Leithwood, Kenneth, Karen Seashore Louis, Stephen Anderson and Kyla Walstrom, “How leadership influences student learning” a review of research from the Learning from Leadership Project. www.wallacefoundation.org under Educational.

Note: This document, “Tools for Quality Practice: A Resource Guide for School Improvement” was developed by the Kansas Learning First Alliance. All seven parts of this resource library are available on the web at www.teachkansas.org.

Tools for Quality Practice: Improving Student Achievement in Reading



Introduction:

“We believe that there is no single method or single combination of methods that can successfully teach ALL children to read. As a result, teachers must be familiar with a wide range of instructional methods and have strong knowledge of the children in their classrooms in order to provide the most appropriate instruction for all learners.

Numerous large-scale research studies support the position that children can learn to read from a variety of materials and methods. Though focused studies show that various methods “work” no one of these methods is necessarily better than others.

Controversy about the “best” way to teach reading cannot be resolved by prescribing a single method. Because there is no clearly documented best way to teach beginning reading, educators who are familiar with a wide range of methodologies and who are closest to children must be the ones to make decisions about what instructional methods to use. And further, these professionals must have the flexibility to modify those methods when they determine that particular children are not learning.”
(From the *International Reading Association Position Paper*, 2005)

* * *

“Reading development is a process for attaining literacy by integrating oral and written language experiences into the literature and content areas. Spoken language, reading and writing are learned simultaneously. As students read “real books” and write to communicate, learning becomes relevant, interesting and motivational and prepares students for life-long learning. Acquisition, organization and dissemination of resources to support the reading program through the library media center is cost-effective for the entire school district.”

(From the “American Association of School Librarians Position Statement on Resource-Based Instruction”)

Teachers and library media specialists share responsibility for reading and literacy instruction and collaboratively plan activities, which offer an integrated approach to learning, based on the needs of the student. Teachers, students, and the school community as a whole must also have access to the print and electronic resources of a professionally staffed school library media center.

* * *

“...I will offer candidates for the... (other) five pillars of effective and evidence-based reading instruction. My five have been influenced by what I’ve observed as common limitations in many instructional plans I’ve observed in the past year, especially in schools mandating the principles of scientific reading instruction”:

- Classroom organization
- Matching pupils and texts
- Access to interesting texts, choice, and collaboration
- Writing and reading
- Expert tutoring

(From the article **“The Other Five ‘Pillars’ of Reading Instruction”** by **Richard Allington** (*Reading Today*, June/July, 2005). The complete article can be found at http://www.reading.org/publications/reading_today/samples/RTY-0506-pillars.html)

Kansas Learning First Alliance (KLFA) is committed to the improvement of student achievement in reading. To this end, it is critical that teachers of reading are well versed in a variety of instructional methods and continue to build their repertoire so that they are able to modify methods when needed for individual students.

Organization of this resource:

In order to develop a comprehensive PreK-16 literacy program, school districts need to coordinate dialogues around evidence-based reading instruction. It is critical that preschool, elementary, middle school, high schools, and colleges of education determine what the teaching of reading should look like at all levels. This collection of practices should have been tested and shown to have a record of success. That is, reliable, trustworthy, and valid evidence indicates that when the program or set of practices is used, children can be expected to make adequate gains in reading achievement. Of course, adoption of a program does not guarantee reading success. Teachers and administrators must also evaluate methods and programs through the lens of their particular school and classroom settings. A major focus of discussion should be on how to support all students (PreK-16) in becoming lifelong readers.

There is a mountain of research and resources that has been compiled nationally about the teaching and learning of reading. The list below is a compilation of some of the best sources available to the reading education community. In this resource we have organized the information into the following 4 segments:

- ◆ **National Resources and Research – this segment includes some of the most significant national resources and research for all grade levels Pre-K through high school. Resources dealing with English Language Learners and the Library Media Center are also included as well as links to websites that may help with ideas and information about differentiating instruction. Resources, available free through the Learning First Alliance, are identified.**
- ◆ **State Resources and Research – this segment is devoted to research and resources provided by Kansas teachers for Kansas teachers. To date there has not been very much formal research on a full state level to evaluate the instructional practices being used successfully in our reading classrooms. This may be coming as early as the 2006/07 school year. In the meantime, an informal survey was conducted with the Challenge Award Schools in the spring of 2005. A report about that informal study is included as part of the segment. The segment concludes with a link to KLFA’s “Position Paper on Reading.”**
- ◆ **Implications for Practice – the focus in this segment revolves around three topics, alignment, professional development and 21st Century Literacy Skills, which have been identified as the critical elements needed in order to move students forward in achievement.**
- ◆ **Appendix – this concluding segment provides a list of links to reading resources which may prove useful. Each web address on that list comes with a short description about that site.**

NATIONAL RESEARCH/RESOURCES:

Reading Learning Continuum Resources:

Early Childhood

- Center for the Improvement of Early Reading Achievement (CIERA).
- *The Phonological Awareness Handbook for Kindergarten and Primary Teachers* by Lita Ericson and Moira Fraser.
- *Starting Out Right: A Guide to Prompting Children's Reading Success* by National research Council, 1999.
- *Children Achieving: Best Practices in Early Literacy* edited by Susan B. Neuman and Kathleen A Roskios.
- *Access for All: Closing the Book Gap for Children in Early Education* by Susan B. Neuman, Albert Greco, Donna Celana, and Pam Shue.
- *Emerging Literacy: Young Children Learn to Read and Write* by Dorothy Strickland and L. M. Morrow, 1989.
- *Start Early, Finish Strong: How to Help Every Child Become a Reader* from the U. S. Department of Education, America Reads Challenge, 1999.

Elementary, Middle School & High School

- *Information Power: Guidelines for School Library Media Programs* by the American Association of School Librarians, 1998.
- *In the Middle: Writing, Reading, and Learning with Adolescents* by Nancie Atwell, 1987.
- *Teaching Comprehension through Literature: A teacher-research project to develop fifth graders reading strategies and motivation* by J. F. Bauman, H. Hooten and P. White in *Reading Teacher*, 1999.
- *Reading Comprehension: Strategies for Independent Learners* by C. Blachowitz and D. Ogle, 2001.
- *The Art of Teaching Reading* By Lucy McCormick Calkins, 2001.
- *An Observation Survey of Early Literacy Achievements* by Marie Clay, 1993.
- *Phonics They Use* by P. Cunningham, 1995.
- *Literature Circles: Voice and Choice in the Student-Centered Classroom* by H. Daniels, 2004.
- *Subjects Matter: Every Teacher's Guide to Content-Area Reading* by H. Daniels & S. Zimmelman, 2004.
- *Reading Comprehension: What Works* by L. Fielding and D. Pearson in *Educational Leadership*, 1994.
- *Guided Reading: Good first teaching for all children* by I. C. Fountas, G. Pinnell, 1996.
- *Becoming a Nation of Readers" The Report of the Commission on Reading* edited by F. Hiebert, J. Scott, A. G. Wilkerson, 1985.

- *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop* by E. Keene and S. Zimmerman, 1997.
- *The Power of Reading* by Stephen Krashen, 2004.
- *The Impact of School Library Media Centers on Academic Achievement* by K.C. Lance, 1993.
- *After Early Intervention, Then What?: Teaching Struggling Readers in Grades 3 and Beyond* edited by Rachel McCormick and Jeanne R. Paratore, 2003.
- *The Fluent Reader* by Timothy Rasinski, 2003.
- *Unraveling the Seven Myths of Reading* by F. B. May, 2001.
- *Reading Essentials* by Regie Routman, 2003.
- *Comprehension Strategies for Middle Grade Learners: A Handbook for content Area Teachers* by R. C. Sadler, 2001.
- *Preventing Reading Difficulties in Young Children* by Catherine Snow, et al, from the National Research Council, 1998.
- *Supporting Struggling Readers and Writers* by D. Strickland K. Ganske, and J. Monrie, 2002.
- *I Read it, But I Don't Get it* by C. Tovani, 2001.

English Language Learners

- *English Learners: Reaching the Highest Level of English Literacy* edited by G. Garcia.
- *Kids Come in All Languages* edited by K. Spangenberg-Urbschat & R. Pritchard.
- *Literacy Instruction for Culturally and Linguistically Diverse Students: A Collection of Articles and Commentaries*, edited by M. Opitz.
- *Responding to the Demographic Challenge: An Internet Classroom for teachers of language-minority Students*, by J. Kerper Mora, 2000.

DIFFERENTIATING INSTRUCTION---

There is much information about differentiating instruction in reading embedded within a variety of the resources listed above. A few additional resource sites are provided here. These tend to deal with more general information about differentiating instruction and the learning needs of identified students rather than having a concentration primarily on reading.

All Kinds of Minds--Understanding Differences in Learning – one feature on this site is called “Schools Attuned”. It is designed to prepare educators to meet the diverse learning needs of all students in their classrooms. <http://www.allkindsofminds.org/>

ERIC (Educational Resources Information Center)- Clearinghouse on Disabilities and Gifted Education. This site is now housed on the Hoagies Gifted Education site. <http://www.hoagiesgifted.org/eric>

Hoagies' Gifted Education Page, the all-things-gifted resource. Hoagies' Gifted Education Page offers resources and links for [Parents](#), for [Educators, Counselors, Administrators and other Professionals](#), and for [Kids & Teens](#). <http://hoagiesgifted.org/educators.htm>

“A Nation Deceived”—The Templeton National Report on Acceleration. The focus here is on gifted students. <http://nationdeceived.org>

Learning First Alliance Materials---

Every Child Reading: An Action Plan, Learning First Alliance, June 1998.
<http://www.learningfirst.org/lfa-web/rp?pa=doc&docId=45>

Every Child Reading: A Professional Development Guide (*companion to the Action Plan*), *Learning First Alliance, 2000*--<http://www.learningfirst.org/lfa-web/rp?pa=doc&docId=48>

Top Ten Reading Tips for Parents--<http://www.learningfirst.org/lfa-web/rp?pa=doc&docId=51>
Reading Tips for Teachers--<http://www.learningfirst.org/lfa-web/rp?pa=doc&docId=52>
Reading Tips for Schools-- <http://www.learningfirst.org/lfa-web/rp?pa=doc&docId=53>

State Research and Resources:

Kansas was involved in developing a Reading Education Alignment Survey with the CCSSO. Kansas has not yet conducted the survey in our state. Plans to formally conduct this statewide survey are pending until teachers have fully implemented the 2003 Kansas Reading Standards.

The state conducts Summer Academies each year to acquaint teachers with current best practices in reading. (See KSDE web page for information).

There are many links to and ideas about research on the KSDE web page. Important documents for Kansas's teachers can be found there:

- Kansas Curriculum Standards for Reading, Writing and Research implemented in July 2005.
- Assessment information concerning the new reading assessment for spring 2006.

Challenge Schools Survey---

In the spring of 2005 an informal survey was conducted using Kansas Challenge Award schools at elementary, middle school and high-school levels at participants in the survey. Challenge Awards were given to Kansas schools for the first time in the fall of 2002. In order to be considered for the award, a school's state assessment results in mathematics or reading had to be significantly *higher* than would be expected, given the demographic make-up of the school's student population (percent of lower socioeconomic status, percent of minority population, and percent with disabilities). For the informal reading survey, 75 surveys were sent out, 25 to each level. The rate of return was approximately 1/3 at each level. Respondents were asked to identify best practices that had enabled their schools to increase learning for students. A compilation of some of the methods that proved successful includes:

Elementary Level

- Graphic organizers
- Guided Reading (Four Blocks)
- Looping
- Student, teacher, and parent buy-in
- On-going staff development

Middle School Level

- QAR
- Accelerated Reader
- Literature Circles
- Read 180
- Motivation
- On-going staff Development

High School Level

- Cooperative learning
- Graphic Organizers
- All teachers responsible, not just English teachers
- Motivation and buy-in
- On-going staff development

Although strategies varied from level to level and school to school, two things were mentioned in almost all surveys: 1) motivation and buy-in, and 2) on-going staff development. As stated in the opening section of this document, there is no one method for teaching reading. The most important factor, according to research, seems to be the teachers and administration tailoring programs to specific student needs and believing in what they are teaching.

For more information, see the “Kansas Learning First Alliance Position Paper” at <http://www.teachkansas.org/readingposition.htm>

IMPLICATIONS FOR PRACTICE:

Since the most important elements for improving students' achievement in reading are attention to alignment and quality professional development, along with the development of 21st century learning skills, this section will focus on ideas within these categories.

❖ ALIGNMENT---

ENC website—McRel, curriculum mapping web site: <http://currmap/mcrel/org/purpose.htm>. Heidi Hayes Jacobs books and video tapes on curriculum mapping are another valuable resource and are available through Association for Supervision and Curriculum Development (ASCD) www.ascd.org

❖ PROFESSIONAL DEVELOPMENT IN READING---

Develop structures within school districts that give staff the opportunity to review research-based strategies. At the district level a coordinated effort to train all teachers in effective reading and math instruction is essential. Structures that lend themselves to job-embedded staff development are study groups, action research, examining student work, case discussions, and peer coaching. Of course, time has to be used creatively, to provide staff with optimal opportunities to learn and apply new skills.

❖ EMPHASIS ON READING AS ONE OF THE CORE SUBJECTS/CRITICAL ELEMENTS FOR CREATING 21ST CENTURY LEARNING---

“Through integrating learning skills and 21st century (i.e. technology and communication) tools, students are able to do such things as access and communicate information, manage complexity, solve problems and think critically and creatively” (Partnership for 21st Century Skills, Learning for the 21st Century. Washington, D.C.: Partnership for 21st Century Skills, 2004). The development of 21st Century Literacy Skills enables students to become literate and effective users of ideas and information.

APPENDIX---Other helpful reading links:

The KSDE instructional support website provides school districts and higher education with valuable resources. These instructional ideas are organized by grade level and standard and then linked to individual indicators. The **KANSAS EDUCATION RESOURCE CENTER (KERC)** has been developed by KSDE to assist educators in knowing, understanding, and using the Kansas curriculum standards, especially as they align with Kansas state assessments. The website provides free, quality lesson plans and resources aligned to the state standards, with new content continually reviewed for inclusion on the site. To visit this site, go to <http://www/kerc.org/>.

The state of Kansas also provides, free of charge, access to online services including the *Literature Resource Center*, *SIRS Periodical Database*, and *InfoTrac*, among others, at **Blue Skyways** – <http://skyways.lib.ks.us/services> (click on “Resources for Librarians” and then “KanFind Databases”)

The International Reading Association at reading.org includes current research, lesson plans, membership and ordering information in addition to professional development resources.

The American Association of School Librarians web site at www.ala.org/aasl offers professional library and literacy resources, including the 9 *Information Literacy Standards*, as well as membership information. The web site for the state affiliate, the Kansas Association of School Librarians, can be found at www.kasl.ws.

Brainchild.com provides practice tests at all levels aligned to your state reading standards. It also provides instant feedback for students.

The National Reading Panel website at <http://www.nationalreadingpanel.org/faq/faq.htm> had publications and materials about current reading practices.

IRA's free e-journal, *ROL* focuses on classroom practice and research for literacy education at all levels.

The Center for the Improvement of Early Reading Achievement (Ciera) at <http://www.ciera.org> is a valuable resource for early literacy.

Kan-Ed provides all Kansas students and teachers with a custom web portal, which connects to applications and resources for learning at: <http://login.learningstation.com/kportal/>

American Library Association's List of Great Sites for Kids (as well as teachers and parents)-
www.ala.org/parentspage/greatsites

<http://cctc2.commnet.edu/grtammar/corres.stm> has forms of communications, letters, memos, papers, etc. for all levels.

<http://www.edhelper.com/language/language.html> has worksheets and other resources for language arts for all levels.

<http://curry.edschool.virginia.edu/gov/rimes> and rhymes/html has nursery rhymes for early literacy and a rhyme a week.

<http://www.nypl.org/branch/kis/gloria.html> has 100 picture books everyone should know and activities.

<http://abcteach.com/> has printable pages and ideas for kids, teachers, and parents

<http://www.grammarlady.com/> will give you the lowdown on everything from gerunds to intransitive verbs.

Federal Resources for Educational Excellence – Communication Arts at

<http://www.ed.gov/free/slanart.html> includes sources such as the Department of Ed, the national Endowment for the Humanities, ERIC, National Science Foundation, Library of Congress, Peace Corps and more.

<http://www.enchantedlearning.com/Home.html> includes resources for writing, fiction, biology, languages, history and the arts. For instance, click on “cats” to see all the rhymes that have “cat” in them.

The Reading Village at <http://teams.lacoe.edu/village/> focuses on k-12 students joining together to create a community for like-minded educators who want to share and/or train others with similar interests in the teaching of reading. Wonderful research site.

The Quiz Hub at <http://quizhyb.com/quiz/quizhub/cfm> has hundreds of online interactive quizzes that help k-12 enhance their core knowledge. Great source for elementary and high school under “hub”.

A glossary of literary terms is good middle and high school students top find definitions and examples of particular terms at <http://www.virtualsalt.com/litterms.html>

Note: This document, “Tools for Quality Practice: A Resource Guide for School Improvement” was developed by the Kansas Learning First Alliance. All seven parts of this resource library are available on the web at www.teachkansas.org.

Tools for Quality Practice: Improving Student Achievement in Mathematics



Introduction:

“We live in a time of extraordinary and accelerating change. New knowledge, tools and ways of doing and communicating mathematics continue to emerge and evolve. Calculators, too expensive for common use in the early eighties, now are not only commonplace and inexpensive, but vastly more powerful. Quantitative information available to limited numbers of people a few years ago is now widely disseminated through popular media outlets. The need to understand and be able to use mathematics in everyday life and in the workplace has never been greater and will continue to increase...in this changing world, those who understand and can do mathematics will have significantly enhanced opportunities and options for shaping their futures. Mathematical competence opens doors to productive futures. A lack of mathematical competence keeps those doors closed. NCTM challenges the assumption that mathematics is only for the select few. On the contrary, everyone needs to understand mathematics. All students should have the opportunity and the support necessary to learn significant mathematics with depth and understanding. There is no conflict between equity and excellence.”

From *Principles and Standards for School Mathematics*, National Council of Teachers of Mathematics (NCTM), April 2000.

Kansas Learning First (KLFA) heartily agrees with NCTM --- ALL students deserve the opportunities to learn significant mathematics with depth and understanding and ALL students deserve to have effective support systems in place to foster and sustain this learning. With this belief in our sights, expending significant energy toward improving student achievement in mathematics becomes a major goal.

Organization of this resource:

In order to develop a comprehensive PreK-16 mathematics (numeracy) program, school districts need to coordinate dialogs around research and practices. It is critical that preschool, elementary, middle school, high schools, and colleges of education determine what the teaching of mathematics should look like at all developmental levels. A major focus of discussion should be on how to support all students (PreK-16) in becoming learners/mathematical problem solvers. The goals for students, in addition to becoming mathematical problem solvers, are that students learn to value mathematics, students become confident in their ability to do mathematics, students learn to communicate mathematically, and students learn to reason mathematically.

There is a huge amount of research and a wide variety of resources that has been compiled about the teaching and learning of mathematics. The information in this section is a compilation of

some of the best sources available to the math education community. In this resource we have organized the information into the following 4 segments:

- ◆ National Resources and Research – **this segment includes some of the most significant national resources and research for all grade levels Pre-K through high school. Links to websites that may help with ideas and information about differentiating instruction are also included. Resources, available free through the Learning First Alliance, are identified. A rather unique feature, included at the end of this segment is a single-page synthesis of the key “findings” for improving student achievement in mathematics taken from one of the most comprehensive documents addressing student achievement, The Handbook of Research on Improving Student Achievement.**
- ◆ State Resources and Research – **this segment is devoted to research and resources provided by Kansas teachers for Kansas teachers. Over the past few years, KLFA and the Kansas Department of Education (KSDE) have undertaken two major research projects, “The Kansas Mathematics Education Alignment Study”, was conducted in the fall of 2002 and a follow-up study, “Kansas Learning First Alliance Survey Of Schools With High Achievement Or Significantly Improving Achievement In Mathematics” was conducted in March of 2004. A summary of each project and the data collected from across the state as a result of those research initiatives is provided. Those who prefer can link to the site housing these documents and read them in their entirety. Several other links to Kansas research and resources are also included as well as the link to KLFA’s “Position Paper on Mathematics.”**
- ◆ Implications for Practice – **the focus in this segment revolves around the two topics, alignment and professional development, which have been identified as the critical elements needed in order to move students forward in achievement.**
- ◆ Appendix – **this concluding segment provides a list of links to mathematics resources which may prove useful. Each web address on that list comes with a short description about that site.**

NATIONAL RESOURCES/RESEARCH

Math Learning Continuum Resources – Early Childhood

- *The Young Child and Mathematics*, by Juanita V. Copley, National Association for the Education of Young Children, 2000.
- *Mathematics in the Early Years*, National Council of Teachers of Mathematics, Inc., 1999.
- *Engaging Young Children in Mathematics: Standards for Early Childhood Mathematics Education*, Lawrence Erlbaum Associates, Publishers, 2004.
- *Young Children*, Math, Journal of National Association for the Education of Young Children, January 2003.

Math Learning Continuum Resources – Elementary, Middle School, and High School

- *KSDE Effective Mathematic Instruction Power Point*
- *Adding It Up: Helping Children Learn Mathematics*, National Research Council, National Academy Press, 2001. www.nap.edu
- *Elementary and Middle School Mathematics: Teaching Developmentally*, John A. Van De Walle, Addison Wesley Longman, Inc., 2001, www.awl.com
- Strategies for Four Types of Knowledge, from *Classroom Instruction That Works*, Robert J. Marzano, et. al., ASCD, 2001
- *Before It's Too Late*, A report to the nation from the National Commission on Mathematics and Science Teaching for the 21st Century, to download the report go to www.ed.gov/americaaccounts/glenn
- *The Third International Math and Science Study*, (a.k.a. TIMSS Report)—highlights how students from the United States compare to other students internationally. Also features differences in various countries from the study in the areas of professional development, curriculum and instruction. nces.ed.gov/timss
- From *EdThoughts: What We Know About Mathematics Teaching and Learning*, McREL, 2002. What instructional strategies make mathematics teaching more learner-centered, pg. 20-21? What are the characteristics of effective professional development for mathematics, pg. 30-31?
- *The Handbook of Research on Improving Student Achievement*, Grouws & Cebulla, 2nd edition, published by Educational Research Service, IAE, 2000. A short synthesis of the chapter, “Improving Student Achievement in Mathematics,” taken from the *Handbook* appears at the conclusion of the National Resources section of the KLFA resource.

Some of the questions answered by the chapter include:

- What is the extent of the students ‘*opportunity to learn*’?
 - Is instruction focused on *teaching for meaning*?
 - Are students *learning new concepts and skills while solving problems*?
 - Are students given *opportunities to discover and invent new knowledge and then to discuss their solutions*?
 - During instruction, is *small-group learning* taking place?
 - Is there an opportunity for *whole-class discussion*?
 - Why is a *focus on number sense* so important?
 - What emphasis should there be on the *long-term use of concrete materials*?
 - When should students’ use *calculators*?
- *Teaching Reading in Mathematics*, Mary Lee Barton & Clare Heidema, McREL, 2002.
 - *The Handy 5: Planning & Assessing integrated Information Skills Instruction*, edited by Robert Grover, Carol Fox & Jacqueline McMahon Lakin, The Scarecrow Press, Inc., 2001.
 - *Helping Children Learning Mathematics*, National Research Council, National Academy Press, www.nap.edu, 2002.
 - *Helping Children Learn Mathematics*, Center for Education: National Research Council, 2002.

- *NCTM's Principles and Standards for School Mathematics*, (the national math standards. These provide a basis for the Kansas Curricular Standards for Mathematics. www.nctm.org
- *Mathematics and Science Classrooms: Building a Community of Learners: It's Just Good Teaching*, Northwest Regional Educational Laboratory, June 2000.
- *Ideas That Work: Mathematics Professional Development*, ENC (Eisenhower National Clearinghouse for Mathematics and Science Education.
- Article: *Teaching in the Standards-Based Classroom*, encfocus magazine, www.enc.org
- Article: *Seamless Assessment/Instruction=Good Teaching*, Teaching Children Mathematics, January 1996.

DIFFERENTIATING INSTRUCTION:

There is much information about differentiating instruction in mathematics embedded within a variety of the resources listed above. A few additional resource sites are provided here. These tend to deal with more general information about differentiating instruction and the learning needs of identified students rather than having a concentration primarily on mathematics.

All Kinds of Minds--Understanding Differences in Learning – one feature on this site is called “Schools Attuned”. It is designed to prepare educators to meet the diverse learning needs of all students in their classrooms. <http://www.allkindsofminds.org/>

ERIC (Educational Resources Information Center)- Clearinghouse on Disabilities and Gifted Education. This site is now housed on the Hoagies Gifted Education site. <http://www.hoagiesgifted.org/eric>

Hoagies' Gifted Education Page, the all-things-gifted resource. Hoagies' Gifted Education Page offers resources and links for [Parents](#), for [Educators, Counselors, Administrators and other Professionals](#), and for [Kids & Teens](#). <http://hoagiesgifted.org/educators.htm>

“A Nation Deceived”—The Templeton National Report on Acceleration. The focus here is on gifted students. <http://nationdeceived.org>

LEARNING FIRST ALLIANCE MATERIALS:

Every Child Mathematically Proficient: An Action Plan, Learning First Alliance, November 1998. <http://www.learningfirst.org/lfa-web/rp?pa=doc&sa=download>

Top Ten Math Tips for Parents--<http://www.learningfirst.org/lfa-web/rp?pa=doc&docId=57>

Math Tips for Teachers--<http://www.learningfirst.org/lfa-web/rp?pa=doc&docId=58>

Math Tips for Schools--<http://www.learningfirst.org/lfa-web/rp?pa=doc&docId=59>

SYNTHESIS OF FINDINGS from “Improving Student Achievement in Mathematics”

The following is a summary of the mathematics chapter from *The Handbook of Research on Improving Student Achievement* (2nd edition, published by the Educational Research Service) by Douglas A. Grouws and Kristin J. Cebulla. The excerpts compiled in this report provide a starting point for developing comprehensive school plans to improve mathematics teaching and learning. These findings are summarized here in order to help initiate professional development activities and spark discussion among educators, NOT to be offered as prescription that is equally applicable to all classrooms. The full report is available on the Internet, and readers are encouraged to look there for more details.

See <http://www.ibe.unesco.org> OR <http://www.curtin.edu.au/curtin/dept/smec/iae>

The practices identified in the full report reflect a mixture of emerging strategies and practices in long-term use. The authors briefly summarize the research supporting each practice, describe how this research might be applied in actual classroom practice, and list the most important studies that support the practice.

As the reader examines the research findings that follow, it will become clear that many of the ideas are interrelated and NOT mutually exclusive.

#1 OPPORTUNITY TO LEARN: The extent of the students' opportunity to learn mathematics content bears directly and decisively on student mathematics achievement.

#2 FOCUS ON MEANING: Focusing instruction on the meaningful development of important mathematical ideas increases the level of student learning.

#3 LEARNING NEW CONCEPTS AND SKILLS WHILE SOLVING PROBLEMS: Students can learn both concepts and skills by solving problems.

#4 OPPORTUNITIES FOR BOTH INVENTION AND PRACTICE: Giving students both an opportunity to discover and invent new knowledge and an opportunity to practice what they have learned improves student achievement.

#5 OPENNESS TO STUDENT SOLUTION METHODS AND STUDENT INTERACTION: Teaching that incorporates students' intuitive solution methods can increase student learning, especially when combined with opportunities for student interaction and discussion.

#6 SMALL GROUP LEARNING: Using small groups of students to work on activities, problems and assignments can increase student mathematics achievement.

#7 WHOLE-CLASS DISCUSSION: Whole-class discussion following individual and group work improves student achievement.

#8 NUMBER SENSE: Teaching mathematics with a focus on number sense encourages students to become problem solvers in a wide variety of situations and to view mathematics as a discipline in which thinking is important.

#9 CONCRETE MATERIALS: Long-term use of concrete materials is positively related to increases in student mathematics achievement and improved attitudes toward mathematics.

#10 STUDENTS' USE OF CALCULATORS: Using calculators in the learning of mathematics can result in increased achievement and improved student attitudes.

KANSAS RESOURCES/RESEARCH:

Several important research initiatives concerning the teaching and learning of mathematics have transpired in Kansas over the last few years. The first of these, “The Kansas Mathematics Education Alignment Study”, was conducted in the fall of 2002 and a follow-up study, “Kansas Learning First Alliance Survey Of Schools With High Achievement Or Significantly Improving Achievement In Mathematics”, was conducted in February of 2004.

Both projects unearthed a wealth of information that should assist us in our efforts to move students forward in the achievement in mathematics. A short article about each of these studies is provided here. These articles include a small amount of background information about the study and then focus on the major findings from the data gathered. Details about how to see the full reports from each study are provided within the articles as well.

In addition to these two formal studies, there are numerous links to and ideas about research on the KSDE web page (as of September 1, 2005). Several important documents for Kansas teachers can be found there:

- *Research-Based Support for Mathematics Teachers*, The Teacher Development Coalition (Grant #20640), 2000. www.ksde.org/outcomes/mathresearch.html
- *Kansas Curriculum Standards for Mathematics*, approved by the Kansas State Board of Education, July 8, 2003. www.ksde.org/outcomes/mathstdinfo.html
- *Assessment Information*—information about the Kansas Mathematics Assessment for spring 2006. As per NCLB, spring 2006 will be the starting point from which the state math assessment will be given annually to every student in grades 3rd through 8th plus one time at high school. www.ksde.org/outcomes/mathassessmentinfo.html
- *Data Analysis Performance Sheets*—documents under this section should prove helpful to our schools and teachers in identifying their strengths/weaknesses within the state standards/benchmark/indicators in order to determine a solid professional development plan. NOTICE—this site may not be made available again until trend information is available for the revised Kansas Mathematics Assessments which begin in the spring of 2006). www.ksde.org/outcomes/mathteachclassprac.html
- *Teachers Content and Confidence Survey*—documents under this section provide wonderful self- assessment tools to be used with classroom teachers. The indicators assessed at each grade level are provided in a simple list. Teachers are asked to consider each indicator separately and self assess how strongly they feel that they understand the content within each indicator. They are then asked to self assess as to how confident they feel themselves to be in delivering instruction to students surrounding the concepts embedded within each indicator. www.ksde.org/outcomes/mathteachcontconfsurvey.html

Highlights from “The Kansas Mathematics Education Alignment Study”

In the fall of the 2002-03 school year, a joint project was undertaken by the Kansas First Alliance, the Kansas State Department of Education, and the Kauffman Foundation. It was designed to help determine:

1. The degree to which local mathematics curricula are aligned with state mathematics standards;
2. If alignment to state standards and assessments, including alignment of professional development, is related to differences in instructional practices;
3. The degree to which state and local policies and practices affect alignment; and
4. The degree to which student math achievement is related to alignment.

The data in the study were collected and analyzed using a data model referred to as the Surveys of Enacted Curriculum, developed by the Council of Chief State School Officers and the Wisconsin Center for Education Research with funding support from the National Science Foundation. The surveys in the model were modified slightly to fit the needs of the Kansas study. Kansas was the first state to use the instruments to obtain a statewide picture of mathematics education.

For this study, the principal and the mathematics teachers in a randomly selected sample of 60 secondary schools (middle/junior and high schools) and the principal and regular classroom teachers in a randomly selected sample of 60 elementary schools were asked to complete the survey. State mathematics assessment results and school demographic information were added to the survey data.

A few highlights from the data analyses follow but the full report is available on the KSDE website (as of September 1, 2005) at www.ksde.org/pre/mathematics.htm.

- 81% of the principals and 53% of the teachers agreed or strongly agreed that aligning their school’s curriculum to state standards has led to substantial improvement in teaching at their schools.
- 7% of the principals said their district curriculum is not at all aligned with the state standards, 32% said their district curriculum is partially aligned, and 61% said their district curriculum is totally aligned. The more aligned the administrators said their curriculum were, the more likely the school staff had written curriculum guides or scope/sequence charts to assist with instruction.
- Alignment to the standards is related to higher state mathematics results no matter what the grade configuration or student demographics of the school.
- The correlation between mean total score on the state mathematics assessment and principal report of degree of alignment of district curriculum with state mathematics standards is significant at the .01 level. Schools that are in districts that are totally aligned and have been for two years or more have the highest mean scores.
- Efforts have been made to tie professional development activities to the standards.

- Assessment scores tended to be higher in schools where teachers believed
 - (1) state standards positively influence their teaching,
 - (2) district curriculum positively influences their teachers, and
 - (3) the standards have value.
- Assessment scores tended to be lower in schools where teachers did NOT believe (1) all students can learn challenging content, and (2) state and district assessments positively influence their teaching.

Highlights from the Kansas Learning First Alliance Survey of Schools with High Achievement or Significantly Improving Achievement in Mathematics (March 2004)

Over the course of the past two school years (2002/03 and 2003/04), the Kauffman Foundation has funded several activities to help improve mathematics instruction in Kansas schools. These activities have been conducted by the Kansas State Department of Education (KSDE), Kansas Learning First Alliance (KLFA), and Kansas Association of Teachers of Mathematics (KATM) and have included a statewide mathematics alignment study, several statewide mathematics workshops (one designed to digest the results of this study plus two more to disseminate these results and strategize how to use them), and an online survey of high performing schools. Results of the online survey are summarized in this document.

In the spring of 2004, 152 Kansas principals were selected to participate in the online survey based on their school's state mathematics assessment score trends. Each of the schools has been a Challenge Award or Standard of Excellence school in mathematics. Some have been both, and most have received awards for more than one year. Sixty-one of the principals completed the survey.

Questions on this survey were suggested by mathematics educators who attended the November 2003 KSDE/KLFA/KATM conference. It was suggested that this survey information be gathered from schools of various sizes and with various types of school populations and that the results not only appear in print but used as the basis of discussion at the April 2004 KSDE/KLFA/KATM workshop.

A brief summary of the results for each question posed on this online survey appears on the next page. Many of the questions on the survey were open-ended due to the type of information needed. To view the full report, go to http://www.ksde.org/pre/klfa_math_online_survey_results2.doc

Survey Results Summary:

1. What text series do you use? (Please include publisher, title, and edition.)

A wide variety of texts are being used in these high performing schools. None are used by more than three schools. (analysis---improved student mathematics achievement does NOT appear to depend on any specific text series)

2. How long have you used this text series?

High schools and multiple level schools have used their text series longest.

- a. *This is the first year*---4 schools (6.7%)
- b. *2-3 years*---16 schools (26.7%)
- c. *4-5 years*---22 schools (36.7%)
- d. *More than 5 years*---18 schools (30%)

3. On average, how much time do your teachers spend teaching mathematics each day?

This question was worded incorrectly for secondary teachers. It should have read, ‘On average, how much math instruction do students receive each week’. Almost all elementary teachers teach mathematics for 46-75 minutes each day. Other results should be viewed with caution.)

- a. *Less than 30 minutes*---0 schools (0%)
- b. *30-45 minutes*---7 schools (11.5%)
- c. *46 to 60 minutes*--20 schools (32.8%)
- d. *61 to 75 minutes*--9 schools (14.8%)
- e. *76 to 90 minutes*--4 schools (6.6%)
- f. *More than 90 minutes*--21 schools (34.4%)

4. If the majority of your teachers incorporate other resources, in addition to your text series, into their instruction, briefly describe what kinds of things they incorporate.

Nearly all of the schools incorporate supplemental materials into their classroom instruction. Internet, graphing calculator, problem solving, and teacher-designed activities are most common.

5. Does your school participate in block scheduling?

Block scheduling is used in a little over 40% of the high schools. It is not common at other educational levels.

- a. *Yes* --- high school only—7 out of 16 (43.8%)
- b. *No* ----- high school only--9 out of 16 (56.3%)

6. If your school does participate in block scheduling, briefly describe the model being used.

A wide variety of block models are in use.

7. Do you think block scheduling is helping or impeding student progress in mathematics?

In schools where block scheduling is used, almost two-thirds feel that it has helped student progress.

- a. *Helping*---7 out of 11 (63.6%)
- b. *Impeding*---2 out of 11 (18.2%)
- c. *Too early to tell*----2 out of 11 (18.2%)

Please explain your answer to question 7.

Responses varied

8. Has your school or district done anything to formally align your math curriculum and/or math text materials to the state standards?

Nearly 90% of the schools have completed formal alignment activities at both the school and district levels.

- a. *Alignment has been done at both the school and districts levels.*—53 schools (88.3%)
- b. *Alignment has been done at the district level only.*---2 schools (3.3%)
- c. *Alignment has been done at the school level only.* ---2 schools (3.3%)
- d. *Alignment has not been done.*--- 3 schools (5.0%)

Briefly describe the alignment process that was used.

Responses varied. Some used their own district and/or school model while some used service centers and other online models to help them with alignment.

9. For your school staff, what has been the most EFFECTIVE professional development opportunity for improving instruction in mathematics?

Responses varied but some commonalities emerged. Quite a few reported that their use of state standards and test scores within their alignment work to be the most effective. Attending workshops and in-service opportunities that focused on math content or pedagogy was mentioned. Creating time to work with and access other teachers within their own building to co-plan and discuss mathematics teaching and learning was also mentioned by many of the responding schools.

10. How do you structure your school calendar (this would include structuring your school day) to allow for "sharing" time needed among staff, content related discussions in mathematics, and more formal professional development activities?

Responses varied but some of the most common responses were:

- Time not given or only given on a few in-service days
- Meet before and/or after school as well as on in-service days
- Meet consistently without structured meeting time
- Time scheduled once to twice per week
- Time scheduled once or twice a month
- Time given per quarter or semester but NOT weekly or monthly.

11. Please describe your methods for assessing the effectiveness of mathematics instruction at your school and the frequency with which you assess effectiveness.

A wide variety of assessments and other data are used by staff to measure the effectiveness of their instruction. Twelve schools reported using some form of nationally normed assessment (such as CTBS, ITBS, Terra Nova). Twenty-five of the schools reported formally using their state assessment scores. Seventeen reported district level assessments—quarter exams.

12. What are the key strategies and other ingredients that you know are helping your students realize high mathematics achievement?

Responses to this last item on the survey were also quite varied. Teachers shared their impressions about the emotional side of some of the issues that impact students and their academic achievement as well as using hard data to support their claims about strategies that appear to be working for their students. The full list of responses is extremely interesting reading.

KANSAS LEARNING FIRST (KLFA) POSITION PAPER---

<http://www.teachkansas.org/mathposition.htm>

IMPLICATIONS FOR PRACTICE:

Since the two most important elements for improving students' achievement in mathematics are attention to alignment and quality professional development, this section will focus on ideas within these two categories.

❖ **ALIGNMENT---**

One of the clearest conclusions from the Kansas Mathematics Education Alignment Study is that alignment to the state standards is related to higher state mathematics results no matter what the grade level configuration or student demographics of the school. Schools that are in districts that are totally aligned to state standards and have been for two years or more have the highest mean scores on the Kansas Mathematics Assessments. Taking the time to carefully and formally align the daily business within our Kansas mathematics classrooms to the vision outlined in the Kansas Curriculum Standards for Mathematics is a critical step to success.

The daily business within our Kansas mathematics classrooms includes the curriculum taught as well as the materials used. Both curriculum AND text materials should be studied alongside the state standards when looking at alignment issues. On the KLFA state survey in March of 2004, the identified high performing schools were asked to briefly describe the process that they used to align their curriculum and text materials to the state standards. Reading through the myriad of responses (see complete survey responses to question #8 at www.ksde.org), it becomes evident that a wide variety of processes were used. Some used their own district/school model, others used area service centers, and others used on-line models to help with alignment. Some of the on-line resources can be found through the Eisenhower National Clearing House website (www.enc.org).

One page that may prove most helpful is the Frequently Asked Questions about education topics. Use <http://www.enc.org/topics/faqs/> to go directly to this particular page. Another resource is [A Guidebook to Examine School Curriculum](#), which is published by the U. S. Department of Education as part of the

TIMMS project. This guidebook describes five different methods for analyzing curricula and it is available, at no charge, on-line through ENC.

(<http://www.enc.org/professional/learn/change/curricula/TIMMS/document.shtm?input=ACQ-125448-5448.00.shtm>).

The curriculum mapping web page from the North Central Regional Education Laboratory (NCREL) is one more example of a helpful on-line resource (currmap/ncrel/org/about.htm). If you are interested in purchasing materials for curriculum alignment, Heidi Hays Jacobs has authored a variety of books and tapes on curriculum mapping available through Association for Supervision and Curriculum Development (ASCD) www.ascd.org

The appropriate level of alignment between individual district curricula and text materials with the state standards is something that deserves a great deal of time and attention. Working through an alignment process is one of the most powerful professional development activities that can be provided for classroom teachers and building/district administrators since it demands an in-depth scrutiny of the mathematics teaching/learning outlined in the Kansas Standards and, thus, breeds a familiarity with the state expectations and vision.

❖ PROFESSIONAL DEVELOPMENT IN MATHEMATICS---

Obviously professional development is a crucial component in moving schools forward and improving student achievement. Improving teacher quality is a key requirement of NCLB. Continuous and effective professional development is the only way to meet this requirement. Effective professional development leads to improvements in student learning, and while solid research about what constitutes the most effective professional development is lacking, there is a consensus about what features are shared by high-quality programs. The web site of the national Staff Development Council provides detailed information on these features (www.nsd.org) but a short list would include programs that:

- Are school-based, providing adequate time during the workday to learn and work collaboratively, and nurturing a norm of continuous improvement. (The work of Richard Dufour and his attention to Professional Learning Communities may provide an effective vehicle for this feature. The National Educational Service is a prime location for reviewing some of this work (<http://www.nationaleducationalservice.com/Public/index.asp>).
- Encourage development and implementation of instruction to improve learning that is based on teachers' collaborative investigation of disaggregated student data, and is linked to standards
- Present ... real-time examples of teaching aligned with content and performance standards
- Provide multiple opportunities for teachers to observe, analyze, and discuss their own or others' classroom practice
- Increase opportunities for teachers to deepen their mastery of content knowledge and ability to make it comprehensible to students
- Provide coaches, mentors, and other staff appropriate training in conducting effective professional development activities and processes.

In a nutshell, districts/schools must develop structures that give staff the opportunity to grow and improve professionally. Structures that lend themselves to job-embedded staff development are study groups, action research, examination of student work, case discussions, and peer coaching. Of course, time has to be used creatively, to provide staff with optimal opportunities to learn and apply

new skills. As part of the KLFA state survey in March of 2004, the identified high performing schools were asked to briefly describe what types of professional development were the most effective for them (question #9), and how they were able to fit these into their workday schedules (question #10). The responses provide some wonderful insight as to how a large number of our Kansas schools are doing business in the area of professional development in mathematics (see complete survey responses to questions # 9 and 10 at http://www.ksde.org/pre/klfa_math_online_survey_results2.doc

Title II, Part A of NCLB provides local educational agencies with funding for professional development. However, there are some exclusions to the list of what types of professional development qualify for government funding. Specifically excluded are one-day or short-term workshops or conferences. This sometimes causes districts/administrators much reticence to funding teachers to attend such opportunities. Title II funds can be used to fund attendance at one-day, short-term workshops if they are tightly integrated with a “high quality, sustained, intensive, and classroom-focused” program that is part of “broad school-wide and district-wide educational improvement plans.”

Many on-line resources exist on the topic of professional development. Please refer to the Professional Development section of this handbook for more ideas but one powerful web site devoted to this topic and a bit more specific to professional development in mathematics would be through Eisenhower National Clearing House. “ENC online: Professional Development” and can be found at <http://www.enc.org/professional/?ls=sn>

APPENDIX--Other helpful mathematics links:

(Note – all web links in this section were up-to-date as of September 1, 2005.)

The KSDE instructional support website provides school districts and higher education with valuable resources. These instructional ideas are organized by grade level and standard and then linked to individual indicators. The **Kansas Education Resource Center (KERC)** has been developed by KSDE to assist educators in knowing, understanding, and using the Kansas curriculum standards, especially as they align with the Kansas state assessments. The website provides free, quality lesson plans and resources aligned to the state standards, with new content continually reviewed for inclusion on the site. To visit this site, go to <http://www.kerc-ks.org/>.

The [Eisenhower National Clearinghouse for Mathematics and Science Education](http://www.enc.org) is the national clearinghouse for mathematics and science education in the United States. Its online services include a catalogue of curriculum resources, curriculum standards from various states, teacher lesson plans and MUCH MORE! www.enc.org

The [National Council of Teachers of Mathematics 'Curriculum and Evaluation Standards for School Mathematics'](http://www.nctm.org) can be accessed online via the Eisenhower National Clearinghouse Web Site. This link will take you directly to the NCTM Standards.

The [National Council of Teachers of Mathematics'](http://www.nctm.org) home page provides membership and ordering information. www.nctm.org

ILLUMINATIONS-- The **NCTM Illuminations Web site** is designed to illuminate the new vision for school mathematics as presented in NCTM's [Principles and Standards for School Mathematics](http://www.nctm.org). **Goals of Illuminations:** 1.) Provide resources that will help improve the teaching and learning of mathematics for all students. 2) Provide resources that bring alive the ideas and recommendations set forth in the NCTM *Principles and Standards for School Mathematics* (Standards 2000). 3) Provide Standards-based resources for classroom use. 4) Help communicate the vision of Standards-based mathematics teaching and learning. <http://illuminations.nctm.org/>

PBS provides a program [MATHLINE](http://www.pbs.org/teachersource/math.htm) for middle school mathematics teachers. This site contains some lesson plans for middle school teachers. <http://www.pbs.org/teachersource/math.htm>

The [Mathematics Forum](http://www.mathforum.org/pow) provides a variety of resources for mathematics educators. <http://www.mathforum.org/pow>. Watch for the problem of the week .

The [Figure This! Mathematics Challenges for Families](http://www.figurethis.org) website (www.figurethis.org) provides a library of engaging mathematics activities that can be done at home and that help show how mathematics is used in the real world. The activities are aligned to the NCTM Standards of Number, Algebra, Geometry, and Data and are written for students in grades 5 through 8. www.figurethis.org

The American Mathematical Society (AMS) and the Society for Industrial and Applied Mathematics maintain a Word Wide Web site that discusses [nonacademic careers in mathematics](http://www.ams.org/careers/). <http://www.ams.org/careers/>

www.mathcats.com This is an multi-award winning website for math for kids in grades pre-school through 8th--- great source for enrichment/extension/review ----- problems, crafts, games, art, and projects

<http://www.hotmath.com/> This is a student homework help line for mathematics for students in grades 6th through high.

www.mathguide.com free lessons, math news, puzzles, games, help center, and much more designed for students, teachers, and parents

www.funschool.com collection of educational games for kids K through 6

www.ed.gov/pubs/parents/Math ideas for helping children learn math—elementary level

www.ed.gov/pubs/EarlyMath ideas for Early Childhood math learning

www.ed.gov/pubs/emath an email based volunteer program designed to help students master challenging math, science, and technology---demonstrates how professionals can serve as resources to students and teachers using the internet.

<http://www.learner.org/exhibits/dailymath/> --Math in Daily Life—some good student activities along with connections to the real world sponsored by the Annenberg/CPB Learning Organization.

<http://www.learner.org/index.html> --the home page for the Annenberg Learning Organization current feature is the “Teaching Math” video series created for teachers of mathematics.

<http://nces.ed.gov/nceskids/eyk/index.asp?flash=true> --- Explore Your Knowledge---challenges students to try their hand at 8th grade math and science questions taken from the Third International Mathematics & Science Study (TIMMS)

Note: This document, “Tools for Quality Practice: A Resource Guide for School Improvement” was developed by the Kansas Learning First Alliance. All seven parts of this resource library are available on the web at www.teachkansas.org.

Tools for Quality Practice: Partnerships for Improvement



Introduction:

The research evidence is undeniably clear and convincing with regard to the impact of parent involvement on student achievement. Kansas Learning First Alliance (KLFA) enthusiastically encourages the use of the resources cited below when considering a parent involvement program, or some other form of a partnership with a school. The suggested materials are provided for the ultimate purpose of attaining higher levels of achievement for all students. KLFA is confident that these materials will provide valuable assistance in the exploration and design of strong, meaningful parent involvement programs.

The emphasis here is on parent involvement because of its proven connection to student achievement. Business/corporate, and community partnerships are also addressed along with a reference to public relations. These partnerships and/or a sense for the importance of a good public relations effort can contribute strongly to a successful parent involvement program, or stand alone if that is the need.

Recommended Resources

Books for Parent Involvement:

- A New Wave of Evidence:
The impact of School, Family, and Community Connections on Student Achievement
Henderson and Mapp
National Center for Family and Community Connections with Schools
Southwest Educational Development Laboratory (sedl.org/connections)

The evidence is consistent, positive, and convincing: families have a major influence on their children's achievement in school and through life. In this report you will find an impressive increase in the quality and quantity of research in this area over the past two decades. Also, two features of this report make it of value: (1) the emphasis on studies that describe successful practice in engaging families of all backgrounds in the challenging work of improving student achievement, and (2) the discussion and summary of the emergence of new approaches to community organizing aimed at school reform.

- Building Successful Partnerships:
A Guide for Developing Parent and Family Improvement Programs
A publication of the National PTA (pta.org)

This guide presents useful research findings and best practice information in an interesting and thought-provoking way. At the same time, it is a practical and easy to read “how.” It is a timely and important book and will likely grow in importance. In the next few years, policymakers and the public will realize that there is no fix for the challenges facing our schools and then the question will be, “Now what?” Support for student development through parent and school partnerships will likely be a large part of the answer.

A current and extensive bibliography is provided for more specific reading.

- Developing Home-School Partnerships:
From Concepts to Practice
Susan McAllester Swap

According to the author, “Home-school partnership is no longer a luxury. There is an urgent need for schools to find ways to support the success of all children. One element we know contributes to more successful children and more successful schools across all populations is parent involvement in children’s education. When our focus is on improving the achievement of children at academic risk, partnership with families is not just useful – it is crucial.”

Swap describes a variety of practices to help educators begin to build their program of partnerships. A major goal of this book is to provide a conceptual framework and practical suggestions that will support the efforts of individual parents and educators to collaborate on behalf of children.

There are numerous references available as additional resources.

- National Standards for Parent/Family Involvement Programs
A publication of the National PTA (pta.org)

The overall importance of parent and family involvement in education reform warrants the same consideration and attention as other areas for which national standards have been developed. Therefore, the implementation of standards that guide parents, teachers, principals, and other education leaders as they work to develop parent involvement programs is crucial. The purpose of this document is to help communities better understand how to use the identified standards to create quality parent involvement programs. Since their original publication in 1997, the standards have been endorsed by nearly 100 education, health, and parent involvement organizations; adopted in school districts across the country; supported by state departments of education; and incorporated into education legislation in numerous states. In 2002 the Kansas State Board of Education endorsed these standards.

Some might say that no other materials are necessary – everything you need when considering parent involvement is included here.

The National PTA has shown its genuine interest in parent involvement by carefully examining the literature and research on this topic. Some of the major findings are:

- Programs that engage families in supporting their children’s learning at home are linked to higher student achievement.
- When parents are involved, students exhibit more positive attitudes and behavior.
- The benefits of involving parents are not confined to the early years; there are significant gains at all ages and grade levels.
- When parents are involved, students achieve more, regardless of socioeconomic status, ethnic/racial background, or the parents’ education level.
- When students report feeling support from both home and school, they have more self-confidence, feel school is more important, and they tend to do better in school.
- Schools that have parent-teacher groups have higher student achievement than schools that do not.
- When parents are involved in their students’ education, those students have higher grades and test scores, better attendance, and complete homework more consistently.
- Children from diverse cultural backgrounds tend to do better when parents and professionals collaborate to bridge the gap between the culture at home and the culture at school.
- Schools that work well with families have improved teacher morale and higher ratings of teachers by parents.
- Students are more likely to fall behind in academic performance if their parents do not participate in school events, develop a working relationship with their child’s educators, or keep up with what is happening in their child’s school.

Resource for Public Relations:

- Public Relations for Schools, Lundblad and Stewart

Websites for Business, Corporate, and Community Partnerships:

- The Council for Corporate and School Partnership
“A How-To-Guide for School – Business Partnerships”
- Clearinghouse on Educational Policy and Management (eric.uoregon.edu)
“Trends and Issues: Relationships with Community”
- High Beam Research (highbeam.com)
The Clearing House
“School/business partnerships: a community accountability program.”
- Kansas Parent Information Resource Center (KPIRC.org)

- Learning First Alliance (www.learningfirst.org)
Resources for Parents (www.learningfirst.org/parents/)
“A Practical Guide to Promoting America’s Schools”
<http://www.learningfirst.org/publications/pubschools/>
“Top Ten Tips for Parents – Math”
(<http://www.learningfirst.org/lfa-web/rp?pa=doc&docId=57>)
“Top Ten Tips for Parents – Reading”
(<http://www.learningfirst.org/lfa-web/rp?pa=doc&docId=51>)

While Learning First Alliance resources are intended primarily to assist policymakers and educators, our work also has implications for parents engaged in the effort to improve public education and help their children succeed. Many Alliance publications provide information that can inform parents about important and timely issues in education policy and practice. Some Alliance resources also provide specific guidance to parents about engaging productively in their children’s educational lives.

- National Center for Family and Community Connections with Schools
Southwest Educational Development Laboratory (sedl.org/connections)
- The National Coalition for Parent Involvement in Education (ncpie.org)
- National Educational Service (nesonline.com)

“PASSport to Success”

This is a user-friendly parent education program. Its main purpose is to train parents to work with their children in the home to instill concrete skills that are linked to success in school. PASSport empowers parents and shows them that they are a vital component to their children’s success.

PASSport to Success is a comprehensive, parent education program that has been implemented across the country. The PASSport program gives you many options for reaching English and Spanish-speaking parents. The program consists of multiple components or the components can be used as stand-alone resources.

- National PTA (pta.org)
The bibliography provided here includes a list of current and relevant studies used to develop the guide containing the national standards for parent involvement.

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Additionally, many Alliance member organizations provide a wealth of resources to assist parents. See membership list for more resource ideas.

Note: This document, "Tools for Quality Practice: A Resource Guide for School Improvement" was developed by the Kansas Learning First Alliance. All seven parts of this resource library are available on the web at www.teachkansas.org.

Tools for Quality Practice: No Child Left Behind



No Child Left Behind Act of 2001

The No Child Left Behind Act of 2001 (NCLB) is a federal government education act signed into law in January 2002. The information contained in this section of this resource is based on NCLB interpretations available in June 2005. Periodically the US Department of Education has clarified and updated their interpretations of NCLB. This document should not be used as an official interpretative manual for NCLB. It is intended to provide general information about NCLB to schools, educators, parents, and patrons. Contact KSDE for any specific interpretations a school, district, parent, or patron might desire.

NCLB sets the direction for school improvement efforts across the nation, but the Kansas Board of Education has officially incorporated the NCLB requirements into the Quality Performance Accreditation (QPA) regulations. QPA is the school improvement and accreditation process all public schools in Kansas must follow. This section of this resource includes explanations of how the Kansas QPA process addresses the various components of NCLB. Kansas schools must meet the NCLB expectations through QPA.

The QPA manual can be accessed at: <http://www.ksde.org/outcomes/qpamanual2005.doc>.

Important note: Periodically the U.S. Department of Education has clarified and updated their interpretation of NCLB. This document should not be used as an official interpretive manual for NCLB. It is intended to provide general information about NCLB to schools, educators, parents, and the community. Contact the Kansas State Department of Education (KSDE) for any specific interpretations regarding state and/or federal statutes and laws.

Section I - NCLB

What is NCLB?

NCLB is a federal act of congress *to close the achievement gap with accountability, flexibility, and choice, so that no child is left behind* (italicized words are directly from Public Law 107-110 of the 107th Congress of the United States of America). PL 107-110 was signed into law by President George W. Bush on January 8, 2002. It is the most recent reauthorization of the Elementary and Secondary Education Act (ESEA) that originated in 1965 and serves as the vehicle for the distribution of education funding to the states. The law specifies it may be cited as the “No Child Left Behind Act of 2001”. It has since been shortened so that most now refer to it as NCLB.

NCLB passed with overwhelming bi-partisan support in both houses of Congress: House approval vote on the initial bill was 381-45 on May 23, 2001 and the approval vote on December 13, 2001 was 381-41 for the final conference report (compromise bill). Kansas Representatives Jerry Moran and Jim Ryun voted against passage and Representatives Dennis Moore and Todd Tiahrt voted for passage on the initial bill while only Dennis Moore voted for passage on the conference report.

<http://clerk.house.gov/evs/2001/roll145.xml>

<http://clerk.house.gov/evs/2001/roll497.xml>

Senate approval vote on the initial bill was 91-8 on June 14, 2001 and the approval vote on December 18, 2001 was 87-10 for the final conference report (compromise bill). Kansas Senators Sam Brownback and Pat Roberts voted for approval on both the initial bill and the final conference report.

www.senate.gov/legislative/LIS/roll_call_lists/roll_call_vote_cfm.cfm?congress=107&session=1&vote=00192

www.senate.gov/legislative/LIS/roll_call_lists/roll_call_vote_cfm.cfm?congress=107&session=1&vote=00371

What are the key measures in the new NCLB law?

Six key measures are included in NCLB. The key measures address testing requirements, accountability requirements, teacher quality requirements, reading requirements, state flexibility options, and funding levels.

www.ascd.org/portal/site/ascd/menuitem.44cb9f9033aaf17cbfb3ffdb62108a0c/template.article?articleMgmtId=8a2c2fec6c462010VgnVCM1000003d01a8c0RCRD

1. What are the components included in the testing key measure?

- The bill requires that all states develop and administer annual proficiency tests in reading and math for all students in grades 3–8. These tests must align with each state’s current academic content (reading, math, science, and social studies) standards.

In Kansas state standards have existed since the mid-1990’s for reading, math science, and History/Government. As a component of the flexibility included in NCLB, each state’s test is to be aligned to its own content standards rather than a nationally established set of standards. NCLB’s testing mandate necessitated a revision of the

reading standards to identify grade by grade standards rather than grade band standards. The math standards already existed in the grade by grade format, but the 3-8 testing requirement allowed a realignment of indicators from the old grade band testing format (testing at grades 4, 7, and 10 only). KSDE contracted with WestEd to develop 17,000 usable test items for the reading, math, science, and social studies assessments. CETE will continue as the actual test developer (create the actual tests to be used). Testing in science and history/ government will remain a grade band test rather than assessing each grade level (science becomes a yearly test while history/government will alternate with writing). The new math and reading tests will first be used in the spring of 2006 and the new science and social studies tests will first be used in the spring of 2008. Kansas will continue to require a writing assessment, which is outside the NCLB requirements, in odd numbered years starting in 2007.

- Test data will be used to measure the performance of each school. Data will also be disaggregated by race, gender, income, and other criteria to measure and compare the performance of groups.

In Kansas the QPA process has required both summary and disaggregated testing data to be components used to measure the performance of each school. Test data is automatically disaggregated on the basis of gender, race/ethnicity, SES/income (Free/reduced lunch status), disability (Special Education status), ELL (English Language Learner) status, and Migrant status by CETE and included in the annual reports to schools. As a component of the flexibility included in NCLB, each state has the authority to set its own minimum size for a subgroup. Kansas chose to set the minimum number of students tested in a building at a **total** of 30 students for a subgroup to be identified (irrespective of the actual grade level of the students tested).

- States will receive \$400 million to help design and administer the tests.

Kansas received approximately **\$2.5** million to design and administer its new tests. WestEd and CETE have been contracted to develop the components of the new tests.

- A sample of students in every state will be required to take both the 4th and 8th grade National Assessment of Education Progress (NAEP) in math and reading every year to verify the results of the statewide assessments that all students are required to take. The federal government will cover the cost of state participation in NAEP. No federal rewards or sanctions will be based on the NAEP.

Kansas has participated in both the reading and math NAEP testing for the past eight years. Schools and their students have been randomly selected for participation (subgroup participation was to reflect the overall make-up of Kansas schools) in the NAEP, but schools have had the option of choosing not to participate. Kansas schools randomly selected to participate in NAEP testing will no longer be able to choose not to participate.

- States will be required to provide parents with annual report cards detailing each school's performance and their child's progress in key subject areas.

Kansas has produced since 1994 state and school report cards containing almost all of the requirements of the law, including reports by several student subgroups. KSDE has developed a much more comprehensive school report card to meet the requirements of NCLB. The new school report card system has been available on-line since August 2004 at www.ksde.org. Press briefings regarding the data are routinely held and that will continue. To the extent practicable, reports will be made available in Spanish as well as English. Report cards will also be prepared for districts.

The new format is in a more readable and useable format and will include the capability of comparing individual school data with data from Kansas schools with similar enrollment characteristics. The most recent building report cards can be viewed on KSDE's website. The revised report cards include all data elements in the list below:

Required Data Elements for State Report Card

1. Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
2. Information that provides a comparison between the actual achievement levels of each student subgroup and the State's annual measurable objectives for each such group of students on each of the academic assessments.
3. The percentage of students not tested (disaggregated by the student subgroups), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
4. The most recent 2-year trend in student achievement in each subject area, and for each grade level, for the required assessments.
5. Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards disaggregated by student subgroups.
6. Graduation rates for secondary school students disaggregated by student subgroups.
7. Information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116.

8. The professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the State.

The Commissioner of Education has developed a parent letter which a school can use to report student assessment scores to parents/guardians. CETE and KSDE have established a process to merge assessment results with the parent letter so it is personalized with the results for each student in each subject area tested.

2. What are the components included in the accountability key measures?

- States will be required to establish a definition of student proficiency using a variety of indicators. The definition of proficiency may be based on either the scores of the state's lowest-achieving demographic group or the scores of its lowest-achieving schools, whichever would require a higher threshold.

Kansas' definition of student proficiency was based on the lowest-achieving demographic group rather than the lowest-achieving schools. The lowest performing demographic sub-group was special education students. KSDE has adopted a proficiency system which categorizes student scores into five proficiency levels: unsatisfactory, basic, proficient, advanced, and exemplary. The scores for the proficiency levels in each subject area have been determined independently of the other subject areas.

- States are required to raise the annual measurable targets bar gradually, in equal increments, with the requirement that 100 percent proficiency be reached within 12 years. This bar must be raised at least once every three years.

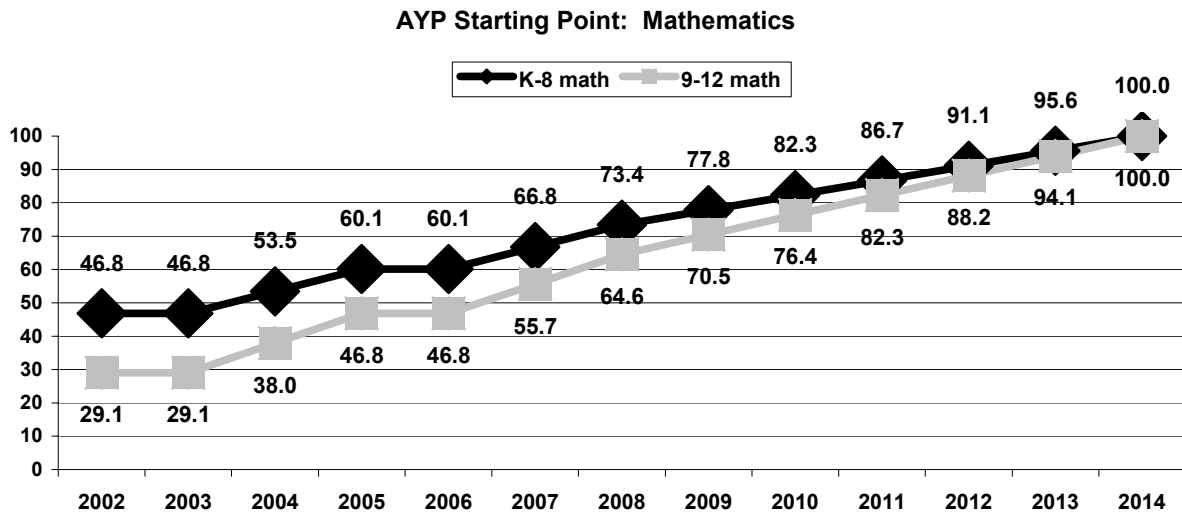
The bar is called the AYP target. **Kansas** used the format of yearly continual progress from the base-line year results to 100 percent by 2013-14. The only exception is the 2005-06 school year when the new Kansas Assessments for grades 3-8 and high school are first used. The annual measurable targets remain constant for the 2004-05 and 2005-06 school years. Different expectations have been set for both reading and mathematics and for students in grades 3-8 and high school. There is no advantage for one subject over the other or for a set of grades over another since 100 percent of the students are required to reach proficiency the same year (2013-14) in all grades 3 through high school in both reading and math.

What are the annual measurable objectives (targets) that must be met?

The annual measurable objectives or targets refer to the percent of students scoring at proficient or above on the state reading and mathematics assessments that a school, district, or State must have each year to make Adequate Yearly Progress.

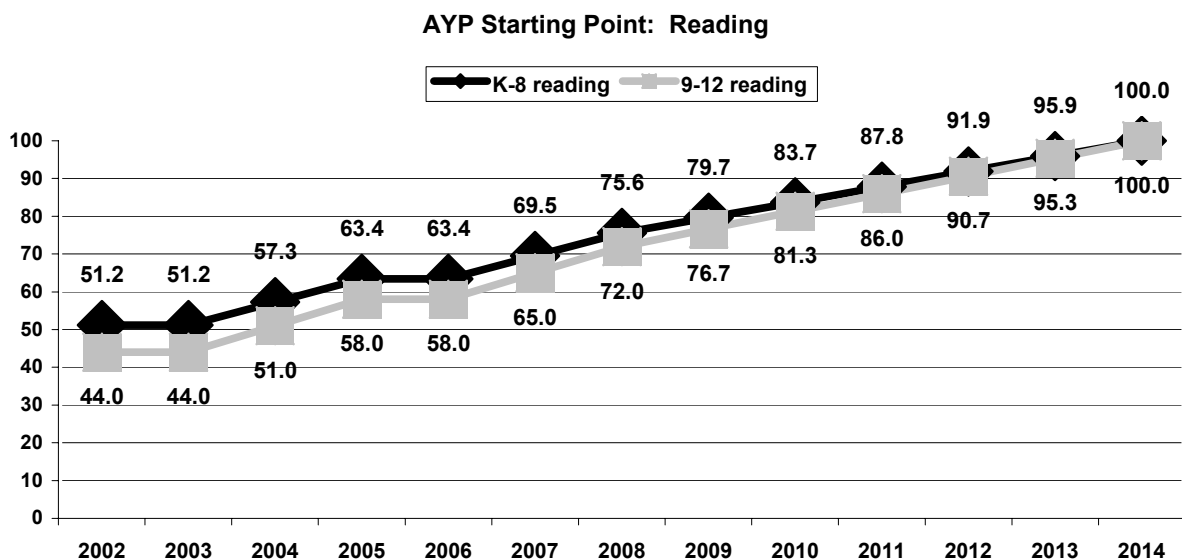
The **Kansas** yearly AYP target graphs below are from page 40 of the Quality Performance Accreditation Manual May 2005 (<http://www.ksde.org/outcomes/qpamanual2005.doc>). A full explanation of AYP begins on page 12 of this section.

Kansas Annual Measurable Targets for Mathematics



These are the performance standards or targets for mathematics 2002 – 2014.
 The targets in spring 2005 and spring 2006 are the same because there is a transition from current to revised assessments.

Kansas Annual Measurable Targets for Reading



These are the performance standards or targets for reading 2002 – 2014.
 The targets in spring 2005 and spring 2006 are the same because there is a transition from current to revised assessments.

How do AYP determinations meet the standard for acceptable reliability?

- The state must define a method for determining an acceptable level of reliability (decision consistency) for AYP decisions.

In **Kansas**, among the factors that affect individual test score consistency are test length, location of the cut-score within the score distribution, and similarity of the score distribution among the four test forms used in each subject area on the assessments. These factors in turn affect decision consistency for AYP. In addition, decision consistency is affected by the sample size of the various school buildings in Kansas.

- The state must provide evidence that decision consistency is (1) within the range deemed acceptable to the State, and (2) meets professional standards and practice.

The Kansas assessment contractors in conjunction with the Kansas Technical Advisory Council are determining (1) the mechanism for determining decision consistency, (2) an acceptable range of decision consistency for AYP determinations, and (3) appropriate statistical remedies to be used if decision consistency falls outside of the acceptable range. Commonly accepted rules for determining decision consistency will be applied.

- The state must publicly report the estimate of decision consistency, and incorporate it appropriately into accountability decisions.

Kansas will publicly report (1) the method for determining decision consistency, (2) the estimate of decision consistency related to the state's AYP determination, and (3) the acceptable range of decision consistency on the KSDE website <http://www.ksde.org>, the Center for Education Testing and Research website <http://www.cete.ku.edu>, in the state's accountability report, and in the technical manual for the Kansas assessments. <http://www.cete.ku.edu/disttools/index.php>.

- The state must update analysis and reporting of decision consistency at appropriate intervals.

Kansas will update this analysis and reporting yearly and will annually review the analysis to assure that decision consistency is within the range the state finds acceptable and meets professional standards and practice.

What is the process for making valid AYP determinations in Kansas?

- Each state is required to establish a process for public schools and LEAs to appeal an accountability decision.

In Kansas, the formula for making AYP determinations will be announced publicly and will be posted on the KSDE website:

www.ksde.org/sfp/nclb/ayp/rev_ayp_guid.pdf. If individual buildings believe there has been an error in calculating AYP because of a mistake affecting state assessment scores, attendance rate, or graduation rate, the administrator may informally contact appropriate

persons at the Kansas State Department of Education or the state's assessment contractor in order to ask for confirmation of quantitative indices.

If there are extenuating circumstances causing the school or LEA to wish to appeal the AYP determination, the administrator may contact the Kansas Commissioner of Education to ask for a formal review of the school's situation. A hearing will be set up whereby the school may seek to have the negative AYP determination overturned. The make-up of the panel of judges is yet to be determined, but might likely include Department of Education staff, personnel from various organizations such as the Kansas National Education Association and the Kansas Association of School Boards, and administration and staff from other Kansas schools.

How has the state planned for incorporating into its definition of AYP anticipated changes in assessments?

- The states are required to establish a plan to maintain continuity in AYP decisions necessary for validity through planned assessment changes, and other changes necessary to comply fully with NCLB.

The New State Assessments in **Kansas** – the state has begun the revision of state curriculum standards, including the addition of grade specific standards where they did not previously exist. The standards will be the basis of new assessments to be implemented in the 2005-2006 school year. At that time the starting point for adequate yearly progress will be recalculated with adjustment in annual and intermediate goals as necessary. The same long-term goal of having all Kansas students proficient in mathematics and reading by 2013-2014 will be retained. The transition between the current assessments and the new ones will be accommodated in part through maintaining the same expectation for results for the 2004-2005 and 2005-2006 school years.

Kansas will administer new assessments in 2005-06 to meet the *No Child Left Behind* requirements of having annual assessments in grades 3-8 in reading and mathematics. The results from the new assessments will be available by May 15, 2006. Using these results, KSDE will follow the same process as used in 2002-03 in calculating the starting points, intermediate goals, and annual measurable objectives with the final goal of having 100% of the students proficient by 2013-14. Adjustments will be made to the remaining annual measurable objectives and intermediate goals to reflect the new data. The timeline for reaching 100% by 2013-14 will not change. The law does not require annual measurable objectives to vary every year. Thus, the annual measurable objective for 2005-06 will be the same as 2004-05 until the new data is available and the annual objectives are adjusted to reflect the new assessment results.

New High School Mathematics Assessments in **Kansas** – For 2005/06 the high school mathematics assessment will continue to be administered in the spring of the students' 10th grade year. Beginning in 2006-07, the mathematics assessment at the secondary level will be given at the end of opportunity to learn rather than as an assessment at grade 10. Students may take the test anytime between 9th and 11th grade when they've taken the mathematics a district intends to meet the standards. Districts will determine the

optimal testing time for their high school students. In surveying high school students, it was not motivation that prevented students from taking the assessments seriously but, rather, the fact that many students had not yet had the opportunity to learn the information. For example, the 10th grade mathematics assessment contains geometric concepts. Many students do not take courses with geometric concepts until 11th grade.

Students attending Kansas public schools in their first year of operation will be included in the district and state calculations of AYP. Such schools include not only those that are opening for the first time, but also those that are newly-reconfigured with new students, new staff, or new organization, or all three. Adequate yearly progress determinations for new schools will begin with their second year of operation, when students attending the new school will be included in calculations for building, district, and state levels. The schools, however, will have their assessment results provided to them for their review and use. Both Ohio and Colorado's accountability plans have been approved by the US Department of Education and contain similar language. They only include new schools in their first year of operation in the LEA calculations of AYP. Kansas, therefore, assumes it may do the same.

What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?

- In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup. Each state is required to design a procedure to determine the number of absent or untested students (by subgroup and aggregate).

For 2005-06 **Kansas** will continue to calculate and report participation rates as it has during the last several years. The first day that the Kansas State Reading and Mathematics Assessments are administered locally is the date upon which participation rates are calculated to determine whether or not 95% of all students and 95% of each subgroup with the minimum "N" participated in the assessments. Participation rates are calculated as the number of students tested divided by the number of students enrolled at time of test administration.

- Each state must have a procedure to determine the denominator (total enrollment) for the 95% calculation (by subgroup and aggregate).

The **Kansas** assessment system includes tracking student participation rates and the disaggregation of the data into student subgroups required by NCLB, specifically economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency. The 95% requirement is applied to any student subgroup of thirty or more students and is reported for any student subgroup of ten or more. Thirty (30) is determined to be the point at which data are stable, that is, relatively free from chance fluctuations because of sample size. Public schools and LEAs are held accountable for reaching the 95% assessed goal.

Group size is based on the grade level configuration of the school. It is calculated across grade levels by content area in a school; i.e., combine 4th and 7th grade numbers for mathematics in a K-8 school. If a school, district, or State has fewer than 30 students in any disaggregated group, AYP will not be determined for that group.

If the *all students* are less than 30, the small school's rule will apply. When the number of students is small, the minimum rule of one is applied to participation rates. This means that the school is allowed to have one student not participate—even if it causes the rate to be less than the 95% rate—and that school still makes AYP regarding participation. For example, if the school had 8 students in 4th grade and one student did not participate, the rate would be 87.5%. According to the AYP rules, this school would not meet the participation requirement. However, by applying the minimum rule of one, this school meets the participation rate.

When a school has less than 30 students in the aggregate across grade levels in a content area, data from the previous year will be added to the current year's data. If the number continues to be less than 30, an additional year's data is added. No more than the current year and the previous two years are combined. If the number is still less than 30, then confidence intervals are applied to whatever the group size is to determine AYP. If the merged data does not make the target, then we compare the merged data to the 2004 data and use the data that is higher.

Will data be combined in small Kansas schools for the different disaggregated groups?

No, data will only be combined to determine the size of the *all students* category. Each school is required to register every student at the grades assessed by completing the student identification information on the student answer sheet. Students who do not participate in the assessment are coded as NT (not tested).

No exemptions of any kind are allowed. All answer sheets are returned to the testing contractor whether or not the student has participated in the assessments. Percentage of students not tested is reported on building reports and on building report cards.

The Kansas State Department of Education monitors discrepancies by comparing number of students accounted for with numbers of students enrolled on September 20 and by comparing number of students in subgroups accounted for with number listed in official counts of students with disabilities and students with limited English proficiency. Schools will be informed this year that they must keep careful documentation of all those not participating in assessments because random audits will be performed after the assessment is complete. The audits must show that all students are tested or otherwise accounted for.

What is the State's policy for determining when the 95% assessed requirement should be applied?

- The State must have a policy that implements the regulation regarding the use of 95% allowance when the group is statistically significant according to State rules.

The **Kansas** assessment system includes tracking student participation rates and the disaggregation of the data into student subgroups required by NCLB, specifically economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency. The 95% requirement is applied to any student subgroup of thirty or more students and is reported for any student subgroup of ten or more. Thirty is determined to be the point at which data are stable, that is, relatively free from chance fluctuations because of sample size. All students in the assessed grade levels are expected to participate in the state assessments. Participation rate is met when 95% of the students across grade levels in a content area participate. Students may not be deliberately excluded. The participation rate is based on the number of students in the school during the testing window. It is not based on only those students enrolled since September 20.

What is Adequate Yearly Progress (AYP)?

In the No Child Left Behind Act of 2001(NCLB), Adequate Yearly Progress (AYP) is based on the premise that in 12 years, every child will be scoring at proficient levels on the state reading and mathematics assessments. The *No Child Left Behind Act (NCLB)* requires that every student be tested. By testing all children, parents, and teachers will know the academic achievement of every child, every group of students, and all students. This enables parents and teachers to work together to ensure that no child will be left behind and to ensure not only school-wide and individual student progress, but subgroup progress as well. These federal expectations set in motion the development of plans from states to address the expectations in the law. Each state was required to submit a plan to the United States Department of Education detailing the implementation of the law in that state. AYP is a central tenet in the plan of every state submitting a state plan.

In a “Dear Colleague” letter on July 24, 2002, Dr. Rod Paige, Secretary of Education, highlighted the context for AYP calculations. He wrote “Under the NCLBA, each State establishes a definition of “adequate yearly progress” (AYP) to use each year to determine the achievement of each school district and school. The state definition of AYP must align with the federal definition and other expectations of NCLB. He continued, “AYP is diagnostic in nature, and intended to highlight where schools need improvement and should focus their resources. The statute gives States and local educational agencies significant flexibility in how they direct resources and tailor interventions to the needs of individual schools identified for improvement. Schools being held accountable for all students meeting State standards represent the core of the bipartisan Act’s goal of ensuring that “no child is left behind.”

As a part of each plan, states were required to establish the specific definition of AYP based on expectations for substantial growth in student achievement, with specific annual targets. The final goal is that ALL students will be scoring at “proficient” on the state tests in reading and mathematics, no later than 2013-2014. Each state plan was to be built with these tenets as pillars of the plan:

- Same high standards of academic achievement for all
- Statistically reliable and valid
- Continuous and substantial improvement for all students
- Separate measurable annual objectives for achievement for all groups: all students, racial/ethnic groups, economically disadvantaged students, students with disabilities (IDEA, Sec. 602), and students with limited English proficiency
- Graduation rates for high school and one other indicator for other schools

In July 2002, Secretary of Education, Dr. Rod Paige, outlined the AYP provisions in NCLB to provide direction for the states. The following list of provisions provided guidance as states developed their plans as the official response to the law.

- A single statewide accountability system that applies to *all* public schools and school districts, with assessments and accountability applied in the same manner for all schools.
- *All* public school students are included in the state accountability system.
- State definitions of AYP mirror state expectations for continuous and substantial growth in student achievement. All students are to reach proficiency in reading and math no later than 2013-2014. States' 2001-02 assessment data will be used as a baseline for the 12-year timeline.
- States must make annual decisions about the progress of all public schools and districts. States may calculate AYP for a school using up to three consecutive years of data, but if a state chooses to average data over two or three years, it must still determine whether a school or district made AYP each year.
- All public schools and districts will be held accountable for the achievement of individual subgroups, including students in major racial/ethnic groups, economically disadvantaged students, limited English proficient students and students with disabilities. Accountability decisions must be based on the achievement of each subgroup, as well as on overall achievement.
- A state's definition of AYP is based primarily on the state's academic assessments. The definition of AYP must also include graduation rates for high schools and an additional indicator for middle and elementary schools.
- AYP will be based on separate reading/language arts and math achievement objectives.
- A state's accountability system must be statistically valid and reliable.
- For a school to make AYP, each subgroup and the school overall must make AYP, and the school must test at least 95 percent of students, including 95 percent of each subgroup. Schools must report all results by subgroup, but if the number of students in a group won't produce statistically reliable results, the state need not identify the school as not making AYP based on the subgroup results. States determine the minimum size for a group.

In **Kansas**, the definition of AYP is specifically defined by the state board as the minimum percentage of students performing at or above the proficient level on state assessments.

<http://www.ksde.org/sfp/nclb/contentpg.htm>

<http://www.ksde.org/outcomes/qpamanual2005.doc> (QPA Manual, p. 61)

<http://www.ed.gov/print/news/pressreleases/2002/07/072242002.html>

<http://www.ed.gov/print/policy/elsec/guid/secletter/020724.html>

<http://www.ed.gov/print/teachers/nclbguide/toolkit.html>

How is AYP calculated? What are the expected performance levels?

“The method for calculating AYP ensures that schools and districts are focused on the accountability goal—all students proficient.” USDE Title I presentation, 2-1-03

The following are included in the determination of a school’s AYP status:

- State reading assessment results;
- State mathematics assessment results;
- State assessment participation rates;
- Attendance rates (elementary and middle schools)
- Graduation rates (secondary schools).

Through 2005 in Kansas, general assessments, assessments with accommodations, modified assessments, and alternate assessments are included in determining school, district, and state AYP status based on testing students in an elementary grade, a middle level grade, and a high school grade in reading and a different grade in mathematics. Beginning in 2006 in Kansas, general assessments, assessments with multiple measures, and alternate assessments of students in grades 3-8 and one grade in high school in both reading and mathematics will be included in determining school, district, and state AYP status. All students tested in a building will be used to determine AYP status rather than determining AYP status on a grade level by grade level basis. A school may fail to meet AYP because any identified sub-group does not meet the required proficiency percentage established for that year. A school will be considered in need of improvement even if one subgroup fails to meet AYP one year and a different subgroup fails to meet AYP the next year in the same subject (reading or math).

Schools configured in a manner such that no students participate in the Kansas Assessments must use either a feeder format or the K-3 reading and the K-4 mathematics constructed response assessments developed by CETE in 2004 to determine AYP status. The feeder school format is to credit the scores from all former students taking the Kansas Assessment at the next tested grade level back to the school with no testing. For example, a school with only kindergarten students would have no students participate in the Kansas Reading or Kansas Mathematics Assessments. The former students of that school would be tested in another school in mathematics at grade 4 and in reading at grade 5. The former students’ proficiency

levels on the fourth grade mathematics assessment and fifth grade reading assessment would be compiled and the percentage of students at proficiency determined. The results become the kindergarten school's proficiency level in reading and mathematics.

Does NCLB include rewards and/or sanctions related to AYP status?

NCLB's specific accountability requirements for school improvement and corrective action apply only to schools and districts receiving the Title I funds. Each state must, therefore, develop its own system of rewards and sanctions to hold all public schools and districts accountable for making adequate yearly progress.

If a school, district, or state receiving Title I funds fails to make AYP two years in a row, the state must identify the school, district, or itself as in need of improvement, require the school, district, or itself to develop an improvement plan, and obtain technical assistance. The new plan must be implemented in the school, district, or state in the school year immediately following identification as needing improvement. If a school is still not making AYP two years after identification as in need of improvement, the district must authorize students to transfer to a higher performing Title I school within the district and provide transportation to the students wishing to transfer. The state must also take at least one of the following actions:

- withhold funds;
- institute new curricula;
- replace district personnel relevant to the failure;
- remove particular schools from the jurisdiction of the district and provide alternative governance arrangements;
- appoint a trustee or receiver to run the district; or
- abolish or restructure the district.

NCLB cannot require a sanction to occur if it would violate state law.

Kansas has adopted sanctions for Title I schools which fail to meet AYP for at least two consecutive years.

The sanctions are (from http://www.ksde.org/sfp/nclb/titleI/ayp_district_school_imp.ppt):

- Schools that have not met state-defined adequate yearly progress goals for two consecutive years will be identified as needing improvement (identification begins prior to the start of the school year).
- These schools would receive technical assistance from the district, KSDE, an Education Service Center, or an institution of higher education to improve performance and to develop a two-year plan to increase performance. Schools on improvement are also eligible to receive additional federal funds for school improvement.
- Parents with a child in a school that has been identified as needing improvement be allowed to transfer their child, immediately after the school is designated as needing improvement, to a better-performing public or charter school in the district.

- If a school identified as needing improvement has not made adequate yearly progress for a third consecutive year, the district must continue to offer public school choice to all students in that school but must also provide low-achieving students within the school approximately \$500–\$1,000 for supplemental educational services and summer school programs. Parents are able to select from a state approved list of supplemental service providers, whether those providers are public, private, church-related, or religiously affiliated organizations.
- A school identified as needing improvement that fails to make adequate progress a fourth consecutive year would be subject to reconstitution, hiring of a private management contractor, conversion to a charter school, or staff restructuring.
- Once a school has been designated as needing improvement, the school must achieve AYP two consecutive years to get off improvement status.

The Kansas State Board of Education has incorporated into the Quality Performance Accreditation regulations, which became effective for all Kansas public schools on July 1, 2005, both sanctions and rewards for the various levels of accreditation. A school's level of accreditation will be determined annually beginning July 1, 2005. Quality Performance Accreditation regulations can be found in the **Quality Performance Accreditation Manual May 2005** (<http://www.ksde.org/outcomes/qpamanual2005.doc>) in the Appendix beginning on page 53. Below are the accreditation levels, the rewards and the sanctions included in the regulations.

KAR 91-31-38. Accreditation status.

- (a) Each school shall be classified as one of the following:
 - (1) accredited;
 - (2) accredited on improvement;
 - (3) conditionally accredited; or
 - (4) not accredited.
- (b) Each school that has accredited status from the state board on June 30, 2005 shall retain its accreditation status until that status is replaced with a status specified in subsection (a) of this regulation.
- (c) Each school that seeks initial accreditation by the state board shall be designated as a candidate school and shall be granted accredited status until the school's status can be determined using the criteria prescribed in S.B.R. 91-31-32.
- (d) If a school is accredited on improvement or conditionally accredited, the school shall develop and implement a corrective action plan approved by the state technical assistance team assigned to the school and shall implement any corrective action required by the state board.
- (e) Each school that is accredited on improvement and that fails to meet one or more of the performance criteria in regard to all students assessed or four or more of the quality criteria shall be classified as conditionally accredited.
- (f) Any school that is accredited on improvement or conditionally accredited may attain the status of accredited or accredited on improvement, respectively, by meeting, for two consecutive years, the criteria for that accreditation status.

- (g) Each school that is conditionally accredited and that, for a fifth consecutive year, fails to meet one or more of the performance criteria or four or more of the quality criteria shall be classified as not accredited.
- (h) If a school is not accredited, sanctions shall be applied.

KAR 91-31-39. Rewards.

- (a) Each school that attains the status of accredited shall receive from the state board a letter of accreditation and a press release announcing that school's accreditation status.
- (b) Any school that attains the status of accredited may be recognized in additional ways by the state board.

KAR 91-31-40. Sanctions.

One or more of the following sanctions may be applied by the state board to a school that is conditionally accredited or not accredited:

- (a) An order that district personnel or resources be reassigned or reallocated within the district by the local board of education;
- (b) an order that the local board of education hire one or more designated persons to assist the school in making the changes necessary to improve student performance;
- (c) a recommendation to the legislature that it approve a reduction in state funding to the local school district by an amount that will be added to the local property tax imposed by the local board of education;
- (d) a recommendation that the legislature abolish or restructure the local district;
- (e) a letter of notification and a press release announcing the accreditation status of the school; or
- (f) other action, as deemed appropriate by the state board.

An explanation of what is required within the sanctions for each of the levels of accreditation is also included in the **Quality Performance Accreditation Manual May 2005** (<http://www.ksde.org/outcomes/qpamanual2005.doc>) on pages 45-46.

- A school that is accredited on improvement will
 - Be assigned a technical assistance team by the state (STAT); or
 - Develop and implement a plan to correct deficiencies; or
 - Implement any corrective action required by the state board.
- A school that is conditionally accredited will
 - Be assigned a technical assistance team by the state (state technical assistance team);
 - Develop and implement a plan to correct deficiencies;
 - ◆ This plan will be approved by the state technical assistance team (STAT).
 - Implement any corrective action required by the state board.
 - Abide by any sanctions approved by the State Board. Sanctions applied may include:
 - ◆ An order that district personnel or resources be reassigned or reallocated within the district by the local board of education;
 - ◆ An order that the local board of education hire one or more designated persons to assist the school in making the changes necessary to improve student performance;

- ◆ A recommendation to the legislature that it approve a reduction in state funding to the local school district by an amount that will be added to the local property tax imposed by the local board of education;
 - ◆ A recommendation that the legislature abolish or restructure the local district;
 - ◆ A letter of notification and a press release announcing the accreditation status of the school; or
 - ◆ Other action, as deemed appropriate by the state board.
- A school is **not accredited** that for five consecutive years:
 - Has a prescribed percentage of all students assessed that scores below the proficient level on the state assessments; or
 - Fails to meet four or more of the quality criteria applicable to the school.
 - A school that is not accredited will:
 - Abide by any sanctions applied by the state board, including
 - ◆ An order that district personnel or resources be reassigned or reallocated within the district by the local board of education;
 - ◆ An order that the local board of education hire one or more designated persons to assist the school in making the changes necessary to improve student performance;
 - ◆ A recommendation to the legislature that it approve a reduction in state funding to the local school district by an amount that will be added to the local property tax imposed by the local board of education;
 - ◆ A recommendation that the legislature abolish or restructure the local district;
 - ◆ A letter of notification and a press release announcing the accreditation status of the school; or
 - ◆ Other action, as deemed appropriate by the state board.

An appeal process of a school accreditation recommendation has been included in the regulations.

KAR 91-31-37. Accreditation recommendation and appeal.

- (a) A written recommendation regarding the accreditation status to be assigned to each school shall be prepared annually by the state department of education. Each recommendation shall include a statement of the reasons for the recommendation.
- (b) The state department of education's recommendation shall be submitted to the local board of education of the school district in which the school is located.
- (c) If the local board of education disagrees with the recommendation, the local board may file an appeal with the commissioner of education within fifteen days after receipt of the recommendation. Except in regard to a recommendation for accredited on improvement, the local board of education may raise any issue and present any additional information that is relevant to its appeal. If the recommendation is for accredited on improvement, an appeal may be filed only if the local board of education believes that a statistical or clerical error has been made in regard to the recommendation.
- (d)
 - (1) If the local board of education files an appeal, a consultation shall be ordered by the commissioner and shall be conducted by an appeal team appointed by the commissioner.
 - (2) The appeal team shall consult with one or more staff members who made the recommendation and one or more representatives of the local board of education.
 - (3) If there is agreement on the recommendation following the appeal, the appeal team shall forward the accreditation recommendation to the commissioner for submission to the state board.

- (4) If there is not agreement on a recommendation following the appeal, the appeal team shall request the commissioner to appoint a hearing officer to conduct a hearing and forward an accreditation recommendation to the state board.
- (e) Each recommendation for accreditation status shall be acted upon by the state board.

What are the content areas for AYP? Must the two consecutive years of not making AYP be in the same content area for a school to be identified for improvement?

AYP is calculated separately for both reading and mathematics assessments. A school or district which does not make AYP two years in a row in the same content area (either reading or mathematics) is identified as in need of improvement. If the school does not make AYP in reading one year and does not make AYP in mathematics the next year, the school would **NOT** be identified as in need of improvement.

Kansas has adopted this approach in its approved state plan.

Can a school, district, or state be identified for improvement based only of the failure to meet the required attendance rate or required graduation rate?

Elementary and middle schools will be identified as in need of improvement if they fail to achieve the minimum attendance rate for two consecutive years; likewise, high schools will be identified when they fail to achieve the minimum graduation rate for two consecutive years. If a district misses either the attendance rate or the graduation rate two consecutive years or the attendance rate one year and the graduation rate another year, the district will be identified for improvement.

Kansas has set the minimum attendance rate for elementary and middle schools as 90% or showing an improvement from the previous year's rate. (Improvement is not defined, any increase is acceptable) from the **Quality Performance Accreditation Manual May 2005 KAR 91-31-32 (b) (3)** (<http://www.ksde.org/outcomes/qpamannual2005.doc>) on page 42. Attendance rate is the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM). There has been no change in this definition by KSDE.

Kansas has set the minimum graduation rate for high schools as 75% or showing an improvement from the previous year's rate. (Improvement is not defined, any increase is acceptable) from the **Quality Performance Accreditation Manual May 2005 KAR 91-31-32 (b) (4)** (<http://www.ksde.org/outcomes/qpamannual2005.doc>) on page 43. The regulation includes the following guidance statements:

- Graduation rate is calculated using same group or cohort of students 9th through 12th grades that graduates in the standard four years.
- Dropouts are included in calculating graduation rate.
- Students who have received general education diplomas (GEDs) are not included in determining graduation rate.
- Transfers are not included in determining graduation rate.

- Students with instructional education plans (IEPs) are included in calculating graduation rate. IEP graduates may include
 - Only students with disabilities;
 - Students through the age of 21;
 - Students who are graduating with a regular diploma;
 - Students who have been in high school for more than four years; and students who have completed their course of study as specified in their IEPs.

Which annual measurable targets are 7-8 and 7-12 schools to meet? Which annual measurable targets are districts and states expected to meet?

If a school contains grades 7-9 it is expected to meet the annual measurable targets set for K-8 schools. If a school contains grades 7-12 then the school is allowed to meet the annual measurable targets set for 9-12 schools. The districts and the State are to meet the 9-12 annual measurable targets in reading and in mathematics.

Kansas has adopted this approach.

Which students are included in determining AYP?

All students are expected to take State assessments in grades 3 through 8 and one grade in high school. All students who have attended the school for a significant portion of the school year have their assessment results included as a part of the AYP determination.

Kansas has defined the date by which students are to be enrolled as by September 20 of the year tested. In determining the percent of students who are at proficient or above on the state assessments, only those students who are enrolled by September 20 of that year are included. September 20 is also the date by which students are to be enrolled in order for the school/district to receive state funding for a student.

What are the groups for which disaggregation is required?

Disaggregation of scores is the process in which various groups of students are separated out by classification and their scores grouped together for analysis purposes. NCLB requires the examination of results when a significant number of students from a group exist. In Kansas when the group size reaches 30 students tested the group results must be analyzed. NCLB requires disaggregation of scores for the following groups:

- all students tested in a subject are recognized as one group
- economically disadvantaged students (Low SES students – those receiving free and reduced lunch support)
- Students with disabilities (Special Education students - not students with section 504 plans or students identified as gifted/talented)
- English Language Learners (ELL) / limited English proficiency (LEP) students
- Race/ethnicity by the following classifications
 - African American

- American Indian
- Asian/Hawaiian/Pacific Islander
- Hispanic
- White
- Multi-ethnic (student claims membership in more than one ethnic/racial group)

Kansas has adopted this approach.

Does the same disaggregated group have to miss making AYP for two consecutive years for a school to be identified for improvement?

NCLB expects all students to achieve high levels of learning. A school/district/state performance is seen only as good as its lowest performing group of students. For this reason the same disaggregated group does not have to miss making AYP for two consecutive years for a school/district/state to be identified as needing improvement. A school/district/state would be identified for improvement if the first year one or more disaggregated group(s) did not reach AYP and the next year either the same group(s) or a different group(s) did not make AYP in the same tested subject.

Kansas has adopted this approach.

Can a school, district or State make AYP if it does not make the annual measurable target set for that year?

A school could make AYP even if it did not reach the annual measurable target through the Safe Harbor provision of NCLB. A group makes Safe Harbor if the percent of students who are not proficient on State assessments decreased by at least 10% from the previous year's results. If the group makes Safe Harbor, it is considered to make AYP. A 75% confidence interval will also be applied if the decrease is less than 10%.

A **Kansas** school may attain AYP using Safe Harbor or by applying a confidence interval (hypothesis test) to its assessment results.

How are confidence intervals used in Kansas?

Confidence intervals are applied in three different circumstances:

- whenever a school fails to make the annual measurable target percentage proficient in reading or math
- when a small school has fewer than 30 valid tests in a subject area
- when safe harbor is considered.

The procedure assures that a school did or did not make AYP because of student performance, and not because of the random error inherent in any testing procedure.

How does Kansas use the confidence intervals to determine AYP?

A 99% confidence interval is used for comparing a single-sample proportion to the goal proportion. The interval indicates, with 99% confidence, whether the group/school/district made AYP. Confidence intervals are applied in small schools whose numbers do not reach the number 30 after trying to include the two previous years' data. Confidence intervals are calculated separately for reading and mathematics.

How is Safe Harbor determined?

Safe Harbor is calculated for any group that does not meet the AYP target if answers to each of the following questions for the group is *yes*.

- a. Did 95% of the group participate in the State assessment?
- b. Does the group have a 90% attendance rate or an improved attendance rate from the previous year? (This applies to K-8 schools and districts.)
- c. Does the group have a 75% graduation rate or an improved graduation rate from the previous year? (Graduation rate applies to high schools and districts.)

Does Safe Harbor apply to *all students* as well as any disaggregated groups?

Safe Harbor applies to both the aggregate and all disaggregated groups. Safe Harbor applies at the school, district and state levels.

Will Safe Harbor be applied to small schools (less than 30 students in the aggregate)?

Safe Harbor will compare previous year's results to the current year's results. Merged data will not be used in determining safe harbor.

When will a Kansas school or district know if AYP was attained?

- State assessment results are posted for review by schools and districts in the spring of each year (around May 15)
- AYP is calculated after schools and districts have a period for review and corrections are made to state assessment data (around June 15)
- AYP reports are posted for review by schools and districts in July.
- All problems must be identified by mid-August.
- A preliminary list of Title I schools and districts identified for improvement released to the public at the August State Board of Education meeting.
- All appeals must be filed by September 1.
- The final AYP results are presented to the Kansas State Board of Education in October.
- Results are included in the report cards.

What are the anticipated changes for Kansas AYP with the revised testing cycle which begins in 2005-06?

Several changes will occur in the 2005-06 school year, in anticipation of the beginning of the new testing cycle and the initial year of the Revised QPA process.

- The report card will be redesigned for use in the fall of 2006 and longitudinal data will start over
- Revised accreditation regulations which imbed the expectations of AYP, and which include increased graduation requirements will become effective
- Science standards will be reviewed, revised and approved
- Reading and mathematics assessments will be administered at grades 3, 4, 5, 6, 7, 8, and one high school year. (Reading will be administered to juniors and math will be sophomores for 2006 only to give schools time to define the “opportunity to learn” in the district).
- Reading diagnostic assessments will continue to be required at one of grades K, 1, or 2
- New assessments will be administered. Online assessments and paper/pencil formats will be available
- Cut scores and AYP targets will be re-established, as determined by the baseline data from the new assessment results
- Development of revised assessments for history/government and science will begin
- The timeline for verifying assessment data, AYP data, and report card data will be completely revised

<http://www.ksde.org/presentations/Curriculum%20Leaders%20jan%202005.ppt>

Kansas Assessment Schedule 2005-2008				
Assessment	Tested Grade Levels	Testing Begins	Determines AYP	Part of QPA
Reading	Grades 3-8 Once in High School	Spring 2006 Annually assessed	Yes	Yes
Mathematics	Grades 3-8 Once in High School	Spring 2006 Annually assessed	Yes	Yes
Writing	Grades 5, 8 Once in High School	Spring 2007 Annually assessed at high school (at end of Opportunity to Learn) Assessed in odd numbered years at grades 5 and 8	No	Yes
Science	Grades 4, 7 Once in High School	Spring 2008 Annually assessed at all grades	No	Yes
History/Government	Grades 6, 8, Once in High School	Spring 2008 Annually assessed at high school (at end of Opportunity to Learn) Assessed in even numbered years at grades 6 and 8	No	Yes

Are Kansas schools already struggling to meet the expectations of AYP?

According to data collected and disseminated by the School Improvement and Accreditation Team at the Kansas State Department of Education, specific schools are struggling to meet the expectations of AYP. However, in terms of numbers, the number of struggling schools remains small. As the performance levels increase, more schools will move into the categories of meeting AYP with the confidence interval or safe harbor. Also, more schools may not make AYP for at least one year as interventions are being implemented to provide services to specific groups of students. The following chart reflects the data from two school years; 2002-03 and 2003-04.

Kansas Schools and AYP 2002-2004				
Description	Districts 2002-03	Districts 2003-04	Schools 2002-03	Schools 2003-04
Made AYP by %	216	223	1000	985
Made AYP by Confidence Interval and/or by Safe harbor	46	63	212	308
Did not make AYP – one year	40	16	175	102
Did not make AYP – two years	7	6	30	21

<http://www.ksde.org/presentations/Curriculum%20Leaders%20jan%202005.ppt>

3. What are the components included in the Teacher Quality key measure?

Each state education agency (SEA) must develop a plan to ensure that all teachers are "highly qualified" no later than the end of the 2005-06 school year. The plan must establish annual, measurable objectives for each local school district and school to ensure that they meet the "highly qualified" requirement. In general, a "highly qualified teacher" is a teacher with full certification, a bachelor's degree, and demonstrated competence in subject knowledge and teaching skills. <http://www.ed.gov/programs/teacherqual/GeneralInformation>

Section 9101(23) of the ESEA provides the complete definition of a highly qualified teacher. HIGHLY QUALIFIED.—The term ‘highly qualified’—

- “(A) when used with respect to any public elementary school or secondary school teacher teaching in a State, means that—
 - “(i) the teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State’s public charter school law; and
 - “(ii) the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis;
- “(B) when used with respect to—
 - “(i) an elementary school teacher who is new to the profession, means that the teacher—
 - “(I) holds at least a bachelor’s degree; and
 - “(II) has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum); or
 - “(ii) a middle or secondary school teacher who is new to the profession, means that the teacher holds at least a bachelor’s degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by—
 - “(I) passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or
 - “(II) successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing; and
- “(C) when used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, means that the teacher holds at least a bachelor’s degree and—
 - “(i) has met the applicable standard in clause (i) or (ii) of subparagraph (B), which includes an option for a test; or

- “(ii) demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that—
 - “(I) is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;
 - “(II) is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
 - “(III) provides objective, coherent information about the teacher’s attainment of core content knowledge in the academic subjects in which a teacher teaches;
 - “(IV) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
 - “(V) takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;
 - “(VI) is made available to the public upon request; and
 - “(VII) may involve multiple, objective measures of teacher competency.

The Improving Teacher Quality State Grants program increases student achievement by elevating teacher and principal quality through recruitment, hiring, and retention strategies. The program uses scientifically based professional development interventions and holds districts and schools accountable for improvements in student academic performance. This program was created because research shows that teacher quality is correlated with student academic achievement (Sanders and Rivers, 1996). Because each community may face a variety of challenges with respect to teacher quality, this program allows funds to be used for a wide array of interventions.

http://www.ed.gov/admins/lead/account/nclbreference/page_pg17.html#ii-a

States and local school districts will be allowed to use ESEA funds for teacher testing and merit pay. NCLB also allows states to use ESEA funds to develop alternative routes to teacher certification.

- NCLB prohibits mandatory national teacher testing and certification.

Kansas (and many other states) requires all new teachers to successfully complete both content and pedagogy tests offered by Educational Testing Service (ETS). On June 12, 2001 the State Board of Education voted to discontinue the use of PPST as a certification requirement and to exempt current National Board Certified Teachers from all precertification testing requirements, effective July 1, 2001. PPST scores are required for candidates who completed a program between May 1, 1986 and July 1, 1995 who don't meet recent accredited experience requirements. Kansas requires a score from one of the three Principles of Learning and Teaching (PLT) assessments (K-6, 5-9, or 7-12) in order to meet certification requirements. The Kansas Board of Education adopted the Principles of Learning and Teaching (PLT) assessments on July 13, 1999. The PLTs replaced the Core Battery Professional Knowledge (PK) test requirement. Candidates are to choose the most appropriate PLT test for the level of certification or level of specialization sought.

<http://www.ets.org/praxis/prxks.html>

The chart on this page contains the various Principles of Learning and Teaching (PLT) assessments and the qualifying score for each assessment in Kansas.

Licensure Area	Test Name	Qualifying Score
All Early Childhood Licenses	Principles of Learning & Teaching: Early Childhood	*
All Elementary Licenses	Principles of Learning & Teaching: Grades K-6, OR	161
All Middle Level Licenses	Principles of Learning & Teaching: Grades 5-9	161
All Secondary Licenses	Principles of Learning & Teaching: Grades 7-12	161
All PreK-12 Certificates, select one	Principles of Learning & Teaching: Grades K-6, OR	161
	Principles of Learning & Teaching: Grades 5-9, OR	161
	Principles of Learning & Teaching: Grades 7-12	161

*Test required, no minimum score set.

<http://www.ets.org/praxis/prxks.html>

Kansas does not require, but does recognize and encourage teachers to obtain National Board Certification if an individual has an interest. Achievement of National Board Certification allows an individual who applies for Kansas Licensure and receive a license to have their Kansas license valid for as long as the National Board Certification is valid.

- States will be required to submit a plan to ensure that every teacher in the state is fully qualified to teach in his or her subject area by the end of the 2005–06 school year.

Kansas has a long history of having teachers who are fully licensed and well prepared to teach students. The Kansas Department of Education has set its own requirements for the certification/licensing (licensing began on July 1, 2003) of teachers. **Kansas** has entered into reciprocal agreements with other states to grant temporary certification/licenses to any teacher holding a current, valid license from that state.

An initial (conditional) Kansas certification/license is granted for a period of two years and full certification/license is granted for a period of five years. Teachers in Kansas may voluntarily choose to seek National Board Certification which if

achieved is for a period of ten years. A Kansas license for a teacher with National Board Certification is valid through the life of the National Board Certification.

What are the applicant requirements for a conditional Kansas teaching license (the initial Kansas license)?

- Bachelor's degree from a regionally accredited college or university
- Completion of a state-approved teacher preparation program
- Cumulative GPA of 2.5 on a 4.0 scale
- Recency - means the applicant must have at least 8 credit hours or one year of accredited teaching experience completed within the last six years
- [Content assessment](#) in each of the endorsement areas you were trained to teach and wish to put on your license
- [Pedagogy assessment](#) - Principles of Learning and Teaching (PLT)

What are the testing requirements for an initial Kansas license?

To qualify for a Kansas [conditional teaching license](#), an individual must complete a content knowledge assessment in each of the endorsement or teaching subjects areas for which (s)he completed a teacher preparation program. Kansas has chosen to use the Educational Testing Services (ETS). Praxis II Series of assessments for the content knowledge assessments (registration is completed on-line at <http://www.ets.org/praxis/prxreg.html>). The individual must also complete a pedagogy or teaching skills test, the Principles of Learning and Teaching. <http://www.ksde.org/cert/testing.htm>

Are there any exemptions from the required tests?

Yes. There are exemptions for:

1. Experienced educators who meet specific experience and licensure requirements
2. Applicants who have completed comparable out-of-state assessment(s) and have achieved licensure in another state.
3. Initial Kansas applicants who are National Board Certified by the National Board for Professional Teaching Standards.
4. Applicants who were licensed or certified before May 1, 1986.
<http://www.ksde.org/cert/testing.htm>

An individual may use a step-by-step analysis to determine his/her testing status for a Kansas license by using the form at <http://www.ksde.org/cert/form2testing.doc>.

The following chart contains the various content knowledge assessments and the qualifying score for each assessment in Kansas. (<http://www.ksde.org/cert/scores4-05.pdf>)

Content Tests – Qualifying Scores Effective July 1, 2005

Endorsement	Level	Test #	Content Test	Qualifying Score
Early Childhood Unified	Birth – Gr 3	20021	Education of Young Children	172
Elementary	K – 6	10011	Elementary Education: Curriculum Instruction, and Assessment	163
History Comprehensive	Grades 5 – 8	20089	Middle School Social Studies	155
Science	Grades 5 – 8	10439	Middle School Science	149
English Language Arts	Grades 5 – 8	10049	Middle School English Language Arts	165
English Language Arts	Grades 6 – 12	10041	English Language, Literature, and Composition: Content Knowledge	165
Mathematics	Grades 5 – 8	20069	Middle School Mathematics	158
Mathematics	Grades 6 – 12	10061	Mathematics: Content Knowledge	137
Agriculture	Grades 6 – 12	10700	Agriculture	470
Biology	Grades 6 – 12	20235	Biology: Content Knowledge	150
Business	Grades 6 – 12	10100	Business Education	590
Chemistry	Grades 6 – 12	20245	Chemistry: Content Knowledge	152
Earth and Space Science	Grades 6 – 12	20571	Earth Science: Content Knowledge	150
Family and Consumer Science	Grades 6 – 12	10120	Family and Consumer Sciences	600
History and Government	Grades 6 – 12	10081	Social Studies: Content Knowledge	158
Journalism	Grades 6 – 12	No Test Required	--	--
Physics	Grades 6 – 12	10265	Physics: Content Knowledge	141
Psychology	Grades 6 – 12	20390	Psychology	550
Speech/Theatre	Grades 6 – 12	10220	Speech Communication	590
Technology Education	Grades 6 – 12	10050	Technology Education	570
Communication Technology	Grades 6 – 12	10050	Technology Education	570
Power, Energy, Transportation Technology	Grades 6 – 12	10050	Technology Education	570
Production Technology	Grades 6 – 12	10050	Technology Education	570
Deaf or Hard-of-Hearing	Birth – 12	10271	Education of Deaf and Hard of Hearing Students	163
School Psychologist	Birth – 12	10400	School Psychologist	610
Visually Impaired	Birth – 12	10280	Teaching Students with Visual Impairments	710
Art	PK – 12	10133	Art: Content Knowledge	No fault
German	PK – 12	20181	German: Content Knowledge	158
Spanish	PK – 12	10191	Spanish: Content Knowledge	167
French	PK – 12	20173	French: Content Knowledge	166
Latin	PK – 12	No Test Required	--	--
Health	PK – 12	20550	Health Education	620
Building Leadership	PK – 12	11010	School Leaders Licensure Assessment	165
District Leadership	PK – 12	11020	School Superintendent Assessment	157
Program Leadership	PK – 12	10410	Educational Leadership: Administrative and Supervision	590
Library Media Specialist	PK – 12	10310	Library Media Specialist	630
Music	PK – 12	10113	Music: Content Knowledge	152
Instrumental Music	PK – 12	10113	Music: Content Knowledge	152
Vocal Music	PK – 12	10113	Music: Content Knowledge	152
Physical Education	PK – 12	10091	Physical Education: Content Knowledge	148
Reading Specialist	PK – 12	20300	Reading Specialist	560
School Counselor	PK – 12	20420	School Guidance and Counseling	600
Special Education Adaptive	PK – 12	20353	Education of Exceptional Students: Core Content	160
		10542	Education of Exceptional Students: Mild to Moderate Disabilities	169
Special Education Functional	PK – 12	20353	Education of Exceptional Students: Core Content Knowledge	160
		10544	Education of Exceptional Students: Severe to Profound Disabilities	159
Gifted	PK – 12	No Test Required	--	--
ESOL	PK – 12	20360	Teaching English as a Second Language	500
Principles of Learning & Teaching	EC	0521	Early Childhood	161
Principles of Learning & Teaching	K-6	0522	Elementary	161
Principles of Learning & Teaching	5-8	0523	Middle Level	161
Principles of Learning & Teaching	6-12	0524	Secondary	161

T:\Content Assessments\Content Tests\Complete Information.doc

Which licenses are available if someone is interested in being a school specialist in Kansas?

<http://www.ksde.org/cert/schspecialist.htm>

Kansas offers school specialist licenses as a:

- School Counselor
- Reading Specialist
- Library Media Specialist
- School Psychologist

Regulations provide for an initial conditional school specialist license (2 years) and a professional school specialist license (5 years).

What are the requirements for a Kansas school specialist license?

The Conditional School Specialist License requirements are:

- Graduate degree from a regionally accredited college
- Completion of a graduate level state approved program
- 3.25 cumulative grade point average in graduate coursework
- Recency - means the applicant must have at least 8 credit hours or one year of accredited experience completed within the last six years
- Currently valid Kansas professional teaching license (if applying for counselor, library media, reading specialist)
- School specialist content assessment

The Professional School Specialist License requirements are:

- The specialist must hold a currently valid conditional school specialist license. While holding the conditional license the specialist must complete a supervised internship through a Kansas college while employed as a school specialist.

What are the testing requirements for a school specialist license in Kansas?

The required assessments are administered by Educational Testing Services (ETS). They are part of the ETS Praxis II Series of assessments. For registration information, testing sites, and study guides go to the <http://www.ets.org/praxis/prxreg.html>.

Are the requirements for a school specialist license the same if I am an experienced school specialist coming from out-of-state?

The degree, program, GPA, recency and minimum experience requirements are the same. However, if you meet specific experience requirements, you may qualify for a professional school specialist license as your initial Kansas license and would be exempt from any testing requirements. If you do not meet the requirements for a professional school specialist license, you would have to meet all requirements of the conditional school specialist license, including completion of a school specialist assessment.

Out-of-state applicant requirements for a professional school specialist license are:

- Graduate degree from a regionally accredited college
- Completion of a graduate level state approved program
- 3.25 cumulative grade point average in graduate coursework
- Recency - means the applicant must have at least 8 credit hours or one year of accredited experience completed within the last six years
- Currently valid Kansas professional teaching license (if applying for counselor, library media, reading specialist) **AND**
- Successful completion of a school specialist content and performance assessment **OR**
- Three years of recent accreditation experience in a school specialist position with a valid professional level license

Are there any exemptions from the required tests?

Yes. There are exemptions for:

1. Experienced educators who meet specific experience and licensure requirements
2. Applicants who have completed comparable out-of-state assessment(s) and have achieved licensure in another state.
3. Initial Kansas applicants who are National Board Certified by the National Board for Professional Teaching Standards.
4. Applicants who were licensed or certified before May 1, 1986.

<http://www.ksde.org/cert/testing.htm>

Which licenses are available if someone is interested in serving in a school leadership position in Kansas? <http://www.ksde.org/cert/schleadership.htm>

Kansas offers school Leadership licenses as a:

- Program Leadership (supervisor/coordinator)
- Building Leadership (principal)
- District Leadership (superintendent)

Regulations provide for an initial conditional school leadership license (2 years) and a professional school leadership license (5 years).

What are the requirements for a school leadership license?

The Conditional School Leadership License requirements are:

- Graduate degree from a regionally accredited college
- Completion of a graduate level state approved program in school leadership
- 3.25 cumulative grade point average in graduate coursework
- Recency - means the applicant must have at least 8 credit hours or one year of accredited experience completed within the last six years
- A minimum of three years of accredited experience under a valid professional license/certificate
- School leadership licensure assessment

The Professional School Leadership License requirements are:

- The administrator must hold a currently valid conditional school leadership license. While holding the conditional license the administrator must complete a supervised internship through a Kansas college while employed as an administrator.

What are the testing requirements for a school leadership license in Kansas?

The required assessments are administered by Educational Testing Services (ETS). They are part of the ETS Praxis II Series of assessments. For registration information, testing sites, and study guides go to the <http://www.ets.org/praxis/prxreg.html>.

Where do I take the school leadership (building and district) test and how do I register?

The required assessments are administered by Educational Testing Services (ETS). They are part of the ETS School Leadership Series of assessments. For registration information, testing sites, and study guides go to the <http://www.ets.org/sls/slsreg.html>.

Are the requirements for a school leadership license the same if I am an experienced administrator coming from out-of-state?

The degree, program, GPA, recency and minimum experience requirements are the same. However, if you meet specific experience requirements, you may qualify for a professional school leadership license as your initial Kansas license and would be exempt from any testing requirements. If you do not meet the requirements for a professional school leadership license, you would have to meet all requirements of the conditional school leadership license, including completion of a school leadership assessment.

Out-of-state applicant requirements for a professional school leadership license are:

- Graduate degree from a regionally accredited college
- Completion of a graduate level state approved program
- 3.25 cumulative grade point average in graduate coursework
- Recency - means the applicant must have at least 8 credit hours or one year of accredited experience completed within the last six years
- Three years of accredited experience under a valid professional license/certificate
- School leadership licensure assessment **AND**

- Successful completion of a school leadership content and performance assessment **OR**
- Three years of recent accredit experience in a school leadership position with a valid professional level license

What are the renewal options for someone with a Kansas Conditional Teaching, Conditional School Specialist or Conditional School Leadership License?

If within five years after the issue date of the first conditional license:

- Submit a new application for a second conditional license – no additional requirements.

If more than five years after the issued date of the first conditional license complete one of the following:

- Eight semester hours of graduate level credit related to one or more endorsements on the conditional license **OR**
- Have one year of accredited experience (Any out-of-state experience must be accompanied by a copy of the out-of-state certificate/license valid during the verified experience.) **OR**
- Retake the content and pedagogy assessments required for the initial conditional license within the past year

What are the renewal options for someone with a valid three year Kansas Certificate?

<http://www.ksde.org/cert/renewthree.htm>

3 year certificate ⇄ 5 year Professional License	3 year certificate ⇄ 3 year certificate
<p>Experience*: verification of two (2) or more years of accredited experience, half time or more, during the validity of the three-year Kansas certificate and within the six-year period prior to application. This type of experience is not “saved” to be used at a future date.</p> <p>Once an applicant has moved to a professional license, all further renewals are for five years.</p> <p>If the applicant does not meet the experience* requirement to move to a five-year professional license, (s)he is then eligible to apply for one final three-year certificate by meeting one of the requirements in the right-hand column.</p>	<p>Experience*: verification of one (1) year of accredited experience*, half time or more, since the issuance of the three-year Kansas certificate and within the six-year period prior to application for renewal. OR</p> <p>Credit: If holding a Bachelor’s degree: eight (8) semester credit hours; if holding a Master’s degree or above: six (6) semester credit hours of appropriate college credit from a regionally accredited college or university since the issuance of the three-year certificate and within the six-year period prior to application for renewal. OR</p> <p>Inservice (Professional development)/Credit: Bachelor’s degree: completion of 80 additional Kansas inservice/professional development points ** and four (4) semester credit hours (minimum) of additional recent college credit from a regionally accredited college or university. Master’s degree or above: 120 additional inservice/professional development points or a combination of hours & points.</p>

*If the experience is out-of-state, include a photocopy of your out-of-state certificate.

**Awarded by a district with a state approved inservice/professional development program. 20 pts = 1

The three year certificate is not part of the new licensure system. Individuals will be allowed one additional three year certificate when applying after July 1, 2003 as a transition into the new licensure system. If the individual does not meet the experience requirement to move to a five year license during that final three year certificate, they will be issued a conditional license (the initial license under the new licensure system) upon meeting renewal requirements.

What are the renewal options for someone with a valid five year Kansas Certificate?

Currently Valid Five Year Certificates: 5 year → 5 year Professional License
<p>Credit:</p> <p>Bachelor's degree: completion of eight (8) semester hours of additional recent college credit from a regionally accredited college or university within the six-year period prior to application for renewal;</p> <p>Master's degree or above: six (6) semester hours of additional recent college credit from a regionally accredited college or university within the six-year period prior to application for renewal</p> <p>OR Inservice (Professional Development)/Credit:</p> <p>Bachelor's degree: completion of 80 additional Kansas inservice/professional development points and a minimum of four (4) semester hours of additional recent college credit from a regionally accredited college or university;</p> <p>Master's degree or above: completion of 120 additional Kansas inservice/professional development points or its equivalent in hours and points</p> <p>OR Master's degree or above only: verification of three years of accredited experience during the validity of the most recent five-year Kansas certificate and within the six-year period prior to the application for renewal. This type of experience renewal may be used only twice in the applicant's career and is only available for advanced degrees earned prior to July 1, 2003.</p>

*If the experience is out-of-state, include a photocopy of your out-of-state certificate.

**Inservice/Professional Development points are those awarded by a Kansas district with a state approved inservice/professional development program. 20 pts = 1 hour

What procedures are used in Kansas to determine if a teacher is considered highly qualified? <http://www.ksde.org/cert/revised%20instructions.doc>

The federal No Child Left Behind Act, reauthorized in 2001, requires that all teachers be or become highly qualified by the end of 2005-2006. There are differing qualifications for those teachers who are new to the profession (in their first year of teaching) and those who are not new or are veteran teachers.

New to the profession teachers

By regulation, all "new" teachers assigned to teach in their area of certification will meet the highly qualified criteria beginning July 1, 2003.

Veteran teachers

To be considered highly qualified a veteran teacher must:

Hold a bachelor's degree from a regionally accredited institution of higher education,
and

Hold a valid standard Kansas teaching certificate, and

The teaching assignments must be appropriate for the endorsement listed on the teaching certificate,

PLUS ONE OF THE FOLLOWING

Hold National Board Certification in the content area of the teaching assignment.

OR Achieve 100 points or more on the “Kansas Content Area Rubric”. (See page 35 of this section for the rubric.) <http://www.ksde.org/cert/HQrubric.doc>

Elementary K-9 teachers teaching 9th grade core content subjects must either achieve 100 points or more on the “9th Grade Rubric” or add the appropriate content endorsement to be considered “highly qualified”. (See page 36 of this section for the 9th grade rubric.)

<http://www.ksde.org/cert/9th%20grade%20rubric.doc>

NCLB requires KSDE to collect “highly qualified” teacher data annually on core content teaching assignments. Teachers with fewer than 100 points in collaboration with designated building or district leadership must develop a “plan” to reach 100 points on the rubric as soon as possible. The “plan” may be as simple as attending a content area workshop or taking a summer course at a nearby college or university. Opportunities may also be available within the district to serve on curriculum committees or take more responsibility for students with special needs. Districts need to keep track of the “plans”. Do not send the “plans” to KSDE.

Teachers may return their completed rubric to Teacher Education and Licensure at the Kansas State Department of Education, 120 SE 10th Avenue, Topeka, KS 66612. The completed rubrics will be reviewed by KSDE staff and entered in our database. If and/or when a teaching assignment changes the teacher may be asked to complete a new rubric. If a rubric score is less than 100 points, the teacher is asked to develop a “plan” of action to reach the minimum requirement. Once the “plan” is complete, resubmit the rubric for review and the HQ status will be entered in our database.

Aggregated data on teacher quality must be reported annually (NCLB) on the building report card. Individual information on teachers, their credentials and their teaching assignments must be made available upon request at the building level. Individuals may confirm their “Highly Qualified” status by using the license look-up section on our website at www.ksde.org.

KANSAS CONTENT AREA RUBRIC

(Pursuant to requirements mandated by Federal *No Child Left Behind* Legislation)

To be completed for EACH assignment

NAME: _____ Assignment: _____

Social Security Number: _____

National Board Certified For Assignment? YES NO (If no, please complete the rubric)

Years of Experience in an Accredited School	College Level Course Work in the Content Area	Activities related to the Content Area	Service to the Content Area	Awards, Presentations, Publications in Content Area
Experience must be in assignment /content area	<p>Must be specific to assignment /content area:</p> <ul style="list-style-type: none"> - 3 semester hour content course equals 9 points o EDU prefix courses must be content related, i.e. methods courses and reading courses are acceptable. o A course in Exceptional Child will be accepted <p>Documented Extended Workshops specific to the assignment/ content area</p> <ul style="list-style-type: none"> - Formula: 15 hours of attendance equals 3 points 	<p>Must be specific to the assignment/content area:</p> <ul style="list-style-type: none"> - Served on a committee that developed, selected or evaluated content standards - Served on a committee that developed, selected or evaluated content curriculum - Served on a committee that aligned local content standards with state content standards - Served on a committee that developed, aligned, validated or evaluated content assessments - Attendance at district (LEA), regional, state or national professional conferences/ seminars/ workshops - Completed assessment section of NBPTS - Content activities approved by PDC - Previous content activities acceptable to PDC (points not awarded/recorded) 	<p>Must be specific to assignment /content area:</p> <ul style="list-style-type: none"> - Department chair or team leader - Mentor teacher - Cooperating teacher for student teacher - Lead content teacher on IEP for students with special needs - Officer in a regional, state, or national professional content organization - Content instructor at an IHE - Content presentations at the district level 	<p>Must be specific to assignment /content area:</p> <ul style="list-style-type: none"> - Nominated for teacher of the year - Kansas Exemplary Educator Network recipient - Content presentations at regional, state or national professional content organization meetings - Content article in regional, state, or national journal
- 9 points per year MAXIMUM: 45 points	- 3 points per credit hour MINIMUM: 15 Credit Hours or 45 points	- 5 points per year per documented activity RECENCY: Within last 6 years	- 5 points per year per documented service RECENCY: W/in last 6 years	- 5 points per year per documented activity MAXIMUM: 30 points
# Years:	# Sem. Cr. Hrs.:	# Activities:	# Services:	# Activities:
TOTAL Points:	TOTAL Points:	TOTAL Points:	TOTAL Points:	TOTAL Points:

GRAND TOTAL: _____
(100 points required)

9th GRADE KANSAS CONTENT AREA RUBRIC

(Pursuant to requirements mandated by Federal *No Child Left Behind* Legislation)

To be completed for EACH assignment

NAME: _____ Assignment: _____

Social Security Number: _____

National Board Certified For Assignment? YES NO (If no, please complete the rubric)

Years of Experience in an Accredited School	College Level Course Work in the Content Area	Activities related to the Content Area	Service to the Content Area	Awards, Presentations, Publications in Content Area
Experience must be in the assigned content area	<p>Course work must be specific to the assigned content area:</p> <ul style="list-style-type: none"> - 3 semester hour content course equals 9 points Only content courses will be accepted. <p>TRANSCRIPT REQUIRED</p>	<p>Activity must be specific to the assigned content area:</p> <ul style="list-style-type: none"> - Served on a committee that developed, selected or evaluated content standards - Served on a committee that developed, selected or evaluated content curriculum - Served on a committee that aligned local content standards with state content standards - Served on a committee that developed, aligned, validated or evaluated content assessments - Completed assessment section of NBPTS - Content activities approved by PDC 	<p>Service must be specific to the assigned content area:</p> <ul style="list-style-type: none"> - Department chair or team leader - Content instructor at an IHE 	<p>Awards must be specific to the assigned content area:</p> <ul style="list-style-type: none"> - Nominated for teacher of the year or member of the Kansas Exemplary Educator Network - Content presentations at regional, state or national professional organization meetings - Content article in regional, state, or national journal
<p>MAXIMUM: 45 points</p> <p>9 points per year</p>	<p>MINIMUM:</p> <p>21 Credit Hours or 63 points</p> <p>3 points per credit hour</p>	<p>RECENCY: Within last 6 years</p> <p>5 points per year per documented activity</p>	<p>RECENCY: W/in last 6 years</p> <p>5 points per year per documented service</p>	<p>MAXIMUM: 30 points</p> <p>5 points per year per documented activity</p>
<u>TOTAL Points:</u>	<u>TOTAL Points:</u>	<u>TOTAL Points:</u>	<u>TOTAL Points:</u>	<u>TOTAL Points:</u>

GRAND TOTAL: _____
(100 points required)

What are the qualification requirements for Title I paraprofessionals?

<http://www.ed.gov/policy/elsec/guid/paraguidance.doc>

1. All Title I paraprofessionals must have a secondary school diploma or its recognized equivalent.
2. Additionally, except as noted below, paraprofessionals hired after January 8, 2002, and working in a program supported with Title I, Part A funds must have—
 - Completed two years of study at an institution of higher education; or
 - Obtained an associate's (or higher) degree; or
 - Met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).

Paraprofessionals hired on or before January 8, 2002, and working in a program supported with Title I, Part A funds must meet these requirements by January 8, 2006.

Paraprofessionals who only serve as translators or who only conduct parental involvement activities must have a secondary school diploma or its equivalent but do not have to meet the additional requirements.

Paraprofessionals providing instructional support in **Kansas** Title I schools must meet the following requirements: http://www.ksde.org/sfp/nclb/paraprofessionals/para_info_11-04.doc

- Have a high school diploma or a GED and
- Complete 48 hours at an institution of higher education OR
- Obtain an associate's (or higher) degree OR
- Pass a State approved assessment that assesses the ability to assist in instructing reading, writing, and mathematics (or reading, writing, mathematics readiness).

There are two types of Title I schools. The type of Title I school determines which paraprofessionals have to meet the requirements.

- In a Targeted Assistance School, only paraprofessionals paid with Title I Part A funds who provide instructional support must meet the requirements.
- In a schoolwide, all paraprofessionals providing instructional support must meet the requirements. In schoolwides, Title I funds are benefiting all students; all teachers and paraprofessionals are considered Title I teachers and paraprofessionals. It also does not matter in schoolwides who hires the paraprofessional (i.e. district or coop) or from which fund he or she is paid (i.e. general, special education, Title I, ESL, at risk). If the paraprofessional provides instructional support in a schoolwide, he or she must meet the requirements.

Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.

Any paraprofessional hired after January 8, 2002 must meet the qualifications upon hiring. Paraprofessionals hired on or before January 8, 2002 have until January 8, 2006 to meet these requirements.

The Kansas State Board of Education approved the following assessments and established passing scores for each:

- ParaPro Assessment by Educational Testing Services (ETS). One assessment includes reading, writing and mathematics. The passing score is 455 points. Individuals may register and receive additional information on the ETS website: www.ets.org.
- ParaEducator Learning Network by Master Teacher, Inc. There are two assessments; both must be passed to meet the requirements:
 - Assessment 1 Reading, Writing and Math: Instructional Support (65% to pass)
 - Assessment 2 Reading, Writing and Math: Knowledge and Application (70% to pass).

Information is on the ParaEducator website: www.paraeducator.net.

- WorkKeys by ACT, Inc. There are three assessments and an observation survey that must be taken and passed:
 - Reading for Information (Level 4 score to pass)
 - Applied Mathematics (Level 4 score to pass)
 - Writing (either writing assessment is acceptable; Level 3 to pass); and
 - Instructional Support Inventory (ISI) (150 points to pass).

Information is on the WorkKeys website: www.act.org/workkeys

Districts may choose to pay for the assessments with Title I Part A, Title II-A Teacher Quality or Title V Innovative Strategies or have the paraprofessional pay.

4. What are the components included in the reading key measure?

- The bill provides funding to support proven methods of reading instruction backed by scientific research.

Kansas and local Reading First professional development plans and the Kansas' provision of technical assistance will help teachers and administrators understand Scientifically Based Reading Research (SBRR) related to how children learn to read, develop the specific skills and knowledge to implement the five components of reading instruction, use screening and diagnostic assessments effectively, and address the intense language development needs of children of poverty. This infrastructure of professional development does not aim to instill an "awareness" level of understanding of SBRR in Reading First teachers. Rather, it aims for teachers to develop a deep understanding of SBRR and its implications for their teaching practices, and to hold teachers accountable for the implementation of SBRR so that all children will become proficient readers.

<http://www.ksde.org/sfp/rdgfirst/rdg1stfinalversion2.25.03.doc>

What's the current situation--how well are America's children reading?

Our students are not reading nearly well enough. The results of the most recent National Assessment of Educational Progress on reading showed that only 32 percent of the nation's fourth-graders performed at or above the proficient achievement level, thus demonstrating solid academic performance. And, while scores for the highest-performing students have improved over time, those of America's lowest-performing students have declined (National Assessment of Educational Progress 2001).

<http://www.ed.gov/nclb/methods/reading/reading.html>

KSDE identified 118 schools for Title I school improvement for 2001-02. Over the last five years this number has decreased; however, a number of buildings are now in their third and fifth year of improvement. While Kansas designed a system for using school support teams and distinguished educators to work with schools on improvement plans, unfortunately, this was not as successful as KSDE hoped. To provide more intensive assistance, KSDE entered into contracts with regional service centers to offer intensive school improvement services including data analysis, alignment of standards, effective research-based teaching strategies and frequent monitoring of student progress the number of building targeted for improvement decreased slightly from 132 to 118, but still remains an area of great concern. Title I has not provided the intensity in terms of professional development related to instruction based on scientifically based reading research needed by K-3 educators.

<http://www.ksde.org/sfp/rdgfirst/rdg1stfinalversion2.25.03.doc> (page 9)

Scores on the Kansas Reading Assessment increased significantly at all grade levels. At the fifth grade, 72.1 percent of students performed at the top three performance levels (exemplary, advanced and proficient), increasing more than three percentage points from 2003 and by nine percentage points since 2000. In eighth grade, the percentage of students performing at the top three performance levels was 75.1 percent, a 4.5 percentage point increase from 2003 and a 7.4 percentage point increase from 2000. In the 11th grade, 62.4

percent of students performed at the top three performance levels, an increase of 1.7 percentage points from 2003 and more than four percentage points from 2000.

Since 2000, the performance gap between white students and African American students has narrowed by 12.2 percentage points in the fifth grade and by 7.3 percentage points in the eighth grade. In the eleventh grade, the performance gap between white students and African American students has decreased just under one percentage point. The achievement gap between white students and Hispanic students has narrowed by 12 percentage points in the fifth grade since 2000 and by almost 13 percentage points in the eighth grade. In the 11th grade, the performance gap between white students and Hispanic students has increased by just less than one percentage point.

Differences in performance are also evident among students eligible for National School Lunch programs as compared to those who are not eligible. Students ineligible for the National School Lunch programs perform significantly higher than those who are eligible. The difference in performance is 19.3 percentage points in the fifth grade, 21.1 percentage points in the eighth grade, and 23.1 percentage points in the 11th grade. In comparison to last year's scores, the gap has narrowed 2.6 percentage points in the fifth grade and 2.0 percentage points in the eighth grade. It has increased by .6 percentage points in grade 11. Since 2000, the performance gap between those who are eligible for the lunch programs and those who are not has narrowed by 8.5 percentage points in the fifth grade, by 3.8 percentage points in the eighth grade and has increased by 2.5 percentage points in the 11th grade.

http://www.ksde.org/accountability/accountability_report_2003_2004.pdf (page 3-4)

What is the key to turning this situation around?

Research has consistently identified the critical skills that young students need to learn in order to become good readers (National Reading Panel 2000). Teachers across different states and districts have demonstrated that scientifically based reading instruction can and does work with all children. They have taught children--even those among the most difficult to educate--to become proficient readers by the end of third grade. Thus, the key to helping all children learn is to help teachers in each and every classroom benefit from the relevant research. That can be accomplished by providing professional development for teachers on the use of scientifically based reading programs; by the use of instructional materials and programs that are also based on sound scientific research; and by ensuring accountability through ongoing assessments.

For **Kansas** literacy teachers to be able to integrate the SBRR into their instructional practices, they must know a great deal about reading, language and individualizing instruction. Effective professional development provides "extended time for initial training that includes discussions of research on how children learn to read as well as specific instructional strategies. In addition, it requires extensive in class follow-up. Professional development is seen as a never-ending process that involves the entire school staff, not a one-time event." (Every Child Reading, Learning First Alliance, pp. 21-22.)

Professional development in reading instruction founded on scientifically based reading research will address:

- *Phoneme Awareness*: Teachers will learn about the phonemes so that they can teach explicit phonemic awareness lessons. Professional development must include time for teachers to learn and practice skills such as matching phonemes, pronouncing phonemes in isolation, and blending them.
- *Phonics*: Challenging aspects of instruction include introducing new sound-symbol correspondences, sound blending, using decodable text, and giving students corrective feedback when they are confused.
- *Fluency*: Understanding the importance of accurate and fluent performance in basic reading skill is essential for teachers. Teachers are more likely to provide sufficient practice and, in addition, to encourage their students to read independently.
- *Vocabulary*: Teachers must develop verbal habits, such as using new words often in classroom discussion. Teachers need strategies to get students to read as much as possible. Professional development experiences can help teachers be conscious of their own verbal behavior and its effect on children.
- *Comprehension*: Teachers will learn how to help students focus discussion on the meanings in the text, asking probing questions and modeling comprehension strategies. It is important for teachers to understand and practice the strategies that work best before children read, while they are reading, and after they have read a text.

Kansas and local Reading First professional development plans and the KSDE's provision of technical assistance will help teachers and administrators understand SBRR related to how children learn to read, develop the specific skills and knowledge to implement the five components of reading instruction, use screening and diagnostic assessments effectively, and address the intense language development needs of children of poverty. This infrastructure of professional development does not aim to instill an "awareness" level of understanding of SBRR in Reading First teachers. Rather, it aims for teachers to develop a deep understanding of SBRR and its implications for their teaching practices, and to hold teachers accountable for the implementation of SBRR so that all children will become proficient readers.

<http://www.ksde.org/sfp/rdgfirst/rdg1stfinalversion2.25.03.doc> (page 11-12)

Why is it so important for children to learn good reading skills in the early years of school?

Research shows that children who read well in the early grades are far more successful in later years; and those who fall behind often stay behind when it comes to academic achievement (Snow, Burns and Griffin 1998). Reading opens the door to learning about math, history, science, literature, geography and much more. Thus, young, capable readers can succeed in these subjects, take advantage of other opportunities (such as reading for pleasure) and develop confidence in their own abilities. On the other hand, those students who cannot read well are much more likely to drop out of school and be limited to low-paying jobs throughout their lives. Reading is undeniably critical to success in today's society.

The **Kansas** Reading First plan states, most young children enter school with positive attitudes and expectations for success. Reading difficulties in the primary grades can impact how students feel about reading and lead to reading problems that continue throughout their educational careers and into adulthood. The Committee on the Prevention of Reading Difficulties in Young Children, the Commission on Behavioral and Social Sciences and Education, and the National Research Council emphasize that “quality classroom instruction in kindergarten and the primary grades is the single best weapon against reading failure.”¹ Explicit and systematic reading instruction based on scientifically based research can help students become successful readers and maintain positive attitudes toward reading (Fletcher & Lyon, 1998; National Research Council, 1998).

<http://www.ksde.org/sfp/rdgfirst/rdg1stfinalversion2.25.03.doc> (page 11)

What is being done to help children learn to read well by the end of the third grade?

Improving the reading skills of children is a top priority for leaders at all levels of government and business, as well as for parents, teachers and countless citizens who volunteer at reading programs across the nation. At the national level, No Child Left Behind reflects this concern with the new program called Reading First. It is an ambitious national initiative designed to help every young child in every state become a successful reader. It is based on the expectation that instructional decisions for all students will be guided by the best available research. In recent years, scientific research has provided tremendous insight into exactly how children learn to read and the essential components for effective reading instruction. Reading First builds on this solid foundation of research.

The instructional content of Kansas reading programs must be based on the five essential elements of reading instruction integrated into a coherent instructional design. A coherent instructional design includes the following:

- explicit and systematic instructional strategies;
- a coordinated instructional sequence;
- assessment guided instruction;
- alignment of instructional materials; and
- ample practice opportunities.

In the past, reading materials were generally less specific in terms of teacher direction and skill, or strategy instruction. Reading programs now must provide explicit directions to teachers about how to best teach reading according to SBRR. Teacher and administrators will be required to use core reading materials that provide teachers with explicit strategies they must use.

Overt steps that support students as they move toward mastery of skills, strategies, and concepts also characterize explicit instruction. Once the strategy is identified, the process for teaching students to apply that strategy must involve an instructional sequence that provides maximum support in the early stages of acquisition while gradually encouraging more independent application of the skill or concept.

Research has shown that appropriate curriculum and instruction is a prerequisite to appropriate assessment. In addition, there must be a direct relationship among curriculum, instruction and assessment, and it must be made explicit. "Curriculum and instruction include both the plans for learning and the actual delivery of these plans". Assessment on the other hand, is the identification of formal and informal process that documents student growth towards meeting the goals outlined in the plan. It ensures that students receive the instruction necessary to successfully attain the outcomes, goals, and objectives, or student progress to be documented.

In a comprehensive reading program, instruction and practice reading text must be tightly aligned. For example, in the reading lesson a majority of the words that occur in text that students will be reading are, or have been taught prior to reading. When phonetic elements are being taught, there must be a close alignment between the phonics instruction students receive and the text selections that they read. Students must be given books that contain words made up of previously taught phonics elements. In addition teachers must direct students to use their phonics skills to figure out difficult words.

To ensure appropriate materials and text are used, eligible LEAs will be required to include in their sub grant application, a discussion of how schools will provide opportunities for teachers to examine core reading programs and instructional materials for a coherent instructional design. The design must also include the consideration of the allocation to time, ensuring a protected, uninterrupted block of time for reading instruction of at least 90 minutes per day.

Sound instructional design should follow a sequence of instruction that includes teaching prerequisite knowledge, teaching explicit strategies that integrate knowledge and skills, strategies, and providing ample opportunities for practice that result in students becoming automatic in the use of the strategies. For example, a strategy for reading critically involves a process of self-questioning that can be taught fairly easily; however, prior to the introduction of such a strategy that integrates a variety of skills, each of the concepts should be introduced in isolation and provided with ample, focused practice provided.

<http://www.ksde.org/sfp/rdgfirst/rdg1stfinalversion2.25.03.doc> (page 22-23)

How does Reading First work, and what are the specific goals?

Under Reading First, states can receive significant federal funding to improve reading achievement. In 2003 alone, almost \$994 million is available for this program. These funds are specifically dedicated to helping states and local school districts establish high-quality, comprehensive reading instruction for all children in kindergarten through third grade. High-quality programs are, by definition, based on solid scientific research.

Kansas Reading First Goals and Objectives

Goal 1: Provide results-based professional development necessary for K-3 classroom teachers to teach reading effectively.

Objective 1.1: Professional development will include a supportive context in which standards, assessments and curricular frameworks are aligned and linked to each LEA's comprehensive reading program.

Objective 1.2: Each LEA's community of adult learners will participate in performance-based professional development together and in specialty groups (classroom teachers by grade level, administrators by responsibility, special service providers, English language specialists, literacy coaches).

Objective 1.3: Teachers will demonstrate increasing knowledge and competency in the stages of reading development, identification of the five essential components of reading instruction, the teaching activities that typically address each component, and how to use assessment results to make instructional decisions.

Objective 1.4: Professional development for teachers will include summer institutes, monthly grade level team meetings, and school year independent study including online courses, extensive in-class coaching, team collaboration, in-school staff development workshops, and access to outside expertise.

Objective 1.5: Each school will develop experts among its own teaching staff, and LEA professional development will be seamlessly connected to the professional development provided by the SEA.

Goal 2: Prepare classroom teachers to screen, identify, and diagnose reading barriers facing their students.

Objective 2.1: Foundation concepts will be addressed in the summer and during the school year, and teachers will demonstrate practical skills that include how the essential components of reading are related, how children learn to read, why some children fail to learn to read, how written English is structured, and how to effectively transition ELLs to English.

Objective 2.2: Teachers will be provided opportunities to practice strategies and demonstrate competency in assessing student progress in phonemic systems, print concepts, decoding, letter knowledge, phonics, word study, spelling, fluency, vocabulary, comprehension, written expressions, and the phonological features of a second language.

Objective 2.3: Teachers, principals, and coaches will demonstrate competency in administering and interpreting classroom and program-based instructional assessments of student progress.

Goal 3: Implement research-based reading programs for students in kindergarten through third grade classrooms.

Objective 3.1: The SEA and LEAs will circulate key research summaries to constituencies through workshops, web-site postings, school board meetings, conferences, and media.

Objective 3.2: The SEA will facilitate the adoption of scientific, research-based, comprehensive, intervention, and stand-alone supplemental reading programs, support professional development in their implementation, and recognize and reward improvement.

Objective 3.3: The SEA and each LEA's professional development, will focus on continuous improvement in the practical skills of research-based instruction that are tied to validated programs, methods, and approaches.

Objective 3.4: Teachers will demonstrate understanding of research on how children learn to read, progression of reading development, the structure of English, characteristics of good and poor readers and predictors of reading outcomes.

Goal 4: Teach every child to read at grade level or above by third grade

Objective 4.1: By the end of the first year, all LEA reading curricula will be aligned.

Objective 4.2: By the end of the first year, all LEA teachers, literacy coaches and principals will be trained in administering valid and reliable assessments and in using disaggregated reading scores from these assessments to inform instruction.

Objective 4.3: The LEA and SEA professional development providers will develop and implement a professional development plan for newly contracted teachers.

Objective 4.4: At the end of each year, the SEA and LEAs will summarize and report overall reading outcomes.

Objective 4.5: Results of the third grade reading assessments will be studied by the SEA and LEA professional development providers, teachers and principals, to realign professional development and classroom instruction.

<http://www.ksde.org/sfp/rdgfirst/rdg1stfinalversion2.25.03.doc> (page 84-85)

How are Reading First funds awarded?

Awards for Reading First follow a straightforward, two-step process:

First, each state applies for Reading First money that is then distributed on the basis of the number of low-income children aged 5-17 who live in the state. A major way in which states use their funds is to organize a scientifically based professional development program for all teachers, in grades K-3.

The bulk of state funds, however, go to districts and schools to meet students' instructional needs. Districts with the greatest needs compete for funds in state-run competitions, with priority given to those with high rates of poverty and reading failure. Once funds reach the districts, Reading First monies are flexible and can be used for diagnostic assessments to determine which students in grades K-3 are at risk of reading failure; for teacher professional development; to purchase reading materials; and for ongoing support to improve reading instruction.

Twenty-seven **Kansas** districts are eligible to compete for Reading First grants. The range of awards is directly tied to the Reading First law Section 1202 (c) 1 A, which states that the minimum award must directly relate to the same percentage the LEA receives through Title I. Based on this information, the range of grants would be \$4,000 to \$1,300,000 annually. However, the experiences of the Reading Excellence Grants indicated that a sizable amount of funding was needed to ensure changes in reading instruction in classrooms were long lasting, effective and occurred on a daily basis. The KSDE has determined that the appropriate range of grants, considering the scope needed for professional development, will be \$50,000 to \$1,300,000, depending on the size of the school. This range ensures adequate funding for small LEAs, enabling them to hire staff and provide the comprehensive professional development needed to align to the program components. Based on this range, the KSDE estimates that at least 15 Reading First local grants will be awarded.
<http://www.ksde.org/sfp/rdgfirst/rdg1stfinalversion2.25.03.doc> (page 46)

Kansas was one of the first recipients of the Reading Excellence grant and through the application process tied the funding to intensive professional development at the local level. Each grantee was required to spend at least 50% of their funding on professional development to assist schools in the implementation of scientifically based reading research. After one year of participation reading scores greatly improved in all schools. Instructional levels increased from approximately 30% to well over 85% as documented on the second grade diagnostic test. All schools that participated in the Reading Excellence program are ineligible to participate in the Reading First program due to such high number of children reading on grade level.

This intensive and effective professional development process will be used as a model in the Reading First professional development activities. In addition, KSDE knows that effective teachers of reading orchestrate a complex classroom environment, managing the interaction of students, tasks, materials, and themselves as instructors. The resources needed to achieve this orchestration come from research-based knowledge of how to teach reading effectively. Ongoing professional development is an essential component of a school or district's early literacy plan. Teachers need the opportunity to work with colleagues to expand their knowledge base and repertoire of skills and strategies so that individual student needs can be met. Schools and districts can help accomplish this goal by supporting ongoing professional development activities and establishing a learning community among staff members. When school leaders and community members value and support professional learning, teachers are more likely to take an active role in their own and their children's learning.

The most effective professional development programs emphasize experiences that help teachers 1) understand the theory and rationale for curriculum content and instruction; 2) observe applications of quality instruction in classrooms similar to their own; 3) practice new instructional strategies in a safe context, with constructive feedback from peers; and 4) receive ongoing support from knowledgeable colleagues—teacher-educators, literacy specialists and peers.

A professional development model that emphasizes inclusiveness, collaboration, and responsibility helps schools succeed more frequently when administrators, policymakers, support staff, and parents collaborate with teachers to improve student learning. Teachers

also benefit from collaborative relationships with external consultants, such as teacher educators or reading specialists, who provide important, up-to-date information about theory and practice.

Professional learning time must be a part of the regularly scheduled workday, and should continue from one year to the next. This learning should be related to the school's improvement plan and if applicable, the school wide plan. Professional development must be tied to goals for academic standards, instruction, and assessment, monitored by evidence of student learning, and focus on improving student achievement.

Professional development activities can and should take a variety of forms. Study groups, collaborative teams, and individual classroom research projects are all very useful approaches. These activities should take place alongside more traditional workshops, in which groups of teachers explore a common core of knowledge. To be effective, such activities must consider teachers' existing knowledge and skills.

The goal of professional development is to increase teacher knowledge and skills so that children will achieve higher levels of reading success. The activities must therefore provide teachers with a base from which they can develop the knowledge, skills, and dispositions critical for students at each stage of literacy development. Each LEA will be required to provide professional development activities that total at least 50 hours. The following table demonstrates the areas of professional development that will be expected to be covered in the local activities.

<http://www.ksde.org/sfp/rdgfirst/rdg1stfinalversion2.25.03.doc> (page 47-48)

How will we know if Reading First is working?

Information to make that judgment will come from the states. No Child Left Behind requires each state to:

- prepare an annual report showing the greatest gains in reading achievement;
- reduce the number of children in grades 1-3 who are reading below grade level; and
- increase the percentage of children overall who are reading at grade level or above.

In order to fulfill these requirements, states must measure progress in reading skills for children in grades 1-2; and, as prescribed by No Child Left Behind, states have to ensure that all children in grades 3-8 are tested annually in reading. Results of these assessments should soon provide clear evidence of Reading First's effectiveness. There is good cause for confidence, since the programs and practices that Reading First supports must already have been demonstrated as effective, based on solid scientific research.

Through Reading First funds, grants will be available for state and local programs in which students are systematically and explicitly taught five key early reading skills:

- Phonemic awareness: the ability to hear, identify, and play with individual sounds - or phonemes - in spoken words
- Phonics: the relationship between the letters of written language and the sounds of spoken language

- Fluency: the capacity to read text accurately and quickly
- Vocabulary: the words students must know to communicate effectively
- Comprehension: the ability to understand and gain meaning from what has been read

The **Kansas** formative evaluation will focus on two levels of implementation efforts—the state and the LEA. Formative evaluation at the state level will assess the extent to which the Kansas State Department of Education (KSDE) performed the operational goals of the grant that include the development of the following components:

- A state outline and rationale for using scientifically based reading research to improve classroom reading instruction in the State;
- A plan for subgranting Reading First funds to targeted LEAs and schools, including selection criteria for awarding subgrants;
- State professional development for teachers statewide;
- Integration of Reading First activities with Reading Excellence activities;
- State technical assistance plan for providing assistance to LEAs and schools participating in Reading First;
- Establishment of a statewide Reading Leadership Team to coordinate State efforts to improve reading instruction;
- State management plan to administer the Reading First program;
- Evaluation strategies to evaluate the progress of participating LEAs in improving reading achievement, including a plan for intervention when LEAs are not making reading gains; and
- State reporting requirements.

Key informants, including local Reading First coordinators and literacy coaches, will be interviewed at least annually to provide information on the quality of the KSDE's management of the Reading First grant and technical assistance provided to grantees. Implementation findings will be reported to the KSDE and used to guide improvement efforts.

At the LEA level, a summative evaluation will investigate the relationships between professional development opportunities and the implementation of the essential components of reading instruction to changes in instructional practices. Additionally, the relationships among professional development opportunities, instructional practices, special education referrals, and children's reading achievement over time will be investigated. This level of data collection will allow multivariate analysis of baseline instructional practices, measures of participation in the treatment (e.g., types and quantity of professional development opportunities), changes in reading instructional practices, and student achievement. <http://www.ksde.org/sfp/rdgfirst/rdg1stfinalversion2.25.03.doc> (page 104)

5. What are the components included in the State Flexibility key measure?

- The bill allows all states and local school districts to transfer up to 50 percent of the federal non-Title I funding they receive to programs and services of their choice (within certain broad guidelines). Allocation of funds would be determined by states and local school officials and would not require the approval of the U.S. Department of Education. Title I, Part A requires states to reserve 2% of their allocations for school improvement activities.
- As evidenced by the diversity among the approved state accountability plans and state-consolidated applications, states have great flexibility in the design of their systems and implementation of particular No Child Left Behind (NCLB) provisions. Presented as a checklist of items, states considered many issues when designing accountability systems, providing options for parents and defining highly qualified teachers. The following list represents almost 40 separate issues under the control and responsibility of state and local education agencies.

Standards and Assessments

- Standards and assessments used to provide the substance for Adequate Yearly Progress (AYP) definitions
- Definition of advanced, proficient and basic achievement levels

Elements of the AYP Definition

- Minimum group size for accountability, participation and reporting
- Minimum group size for students with disabilities
- Definition of full academic year
- Definitions of major racial and ethnic subgroups
- Timeline for reaching 100 percent proficiency by 2013-2014 (i.e., how often the annual measurable objectives will increase)
- Achievement goals set by grade span for AYP decisions
- Uniform averaging procedure (i.e., how many years of data will be included in AYP decisions)
- Statistical procedures, such as confidence intervals
- Selection of other academic indicators and what it means to make AYP on each indicator
- Use of an index in making AYP decisions
- Scores of students not participating in assessments
- Use of results from early-administered assessments

Adequate Yearly Progress and State Accountability Systems

- Integration of AYP with previously existing state accountability systems
- Same-subject identification
- Format of report cards
- Publication dates for school, district, and state report cards
- Processes and timing for releasing AYP decisions to schools and the public

- System of rewards, sanctions and instructional interventions
- Use of state school-improvement funds

Students With Special Instructional Needs

- Alternate achievement standards for students with significant cognitive disabilities
- Off-level assessments (lower grade level assessments for students with disabilities)
- Accommodations and alternative assessments for LEP students
- Definition of LEP subgroup

AYP for Unique Schools

- Accountability for small schools
- Accountability for schools serving only grade levels for which assessments are not required

Definition of "Persistently Dangerous"

- State definition of persistently dangerous schools

Highly Qualified Teachers

- Content and achievement standards for rigorous state tests for new elementary school teachers
- Methods for determining subject matter competency for new secondary school teachers
- Development and use of a "high, objective, uniform State standard of evaluation" for current teachers
- State certification requirements
- Plan for increasing the number of highly qualified teachers
- Parent notification of teacher quality
- Use of Title II and other federal funds to meet these requirements
- Alternate means of achieving full certification and licensing
- State definition and evaluation of qualified paraprofessionals
<http://www.ed.gov/news/pressreleases/2004/01/01142004.html>

The flexibility of these area has been described in other sections of this document and have allowed **Kansas** districts to know NCLB is being implemented as a guide, but contains the flexibility to meet the needs of Kansas students and families.

6. What are the components included in the funding key measure?

The Federal Year 2002 authorization level for the bill is approximately \$26.3 billion. The bill provides

- \$13.5 billion for Title I, an increase of \$4.9 billion over last year's appropriated level.
- \$3.175 billion for teacher quality, an increase of \$1 billion over last year's appropriated level.
- \$750 million for bilingual education, and increase of \$304 million over last year's appropriated level.

The **Kansas** State Department of Education intends to allocate funds to LEAs via formula rather than competition. To receive the funds the LEA will complete an application describing how the funds will focus on school improvement activities and any required activities. The formula will include a base amount (i.e. \$10,000) for each district with schools on improvement and an additional amount for each school on improvement (i.e. \$1,200). Funding will be prioritized according to the length of time schools have been on improvement with emphasis on schools identified for corrective action and/or restructuring.

Kansas' 2002 allocation for Title I Part A is \$72,955,888. From this amount, Kansas will reserve the required 2% (\$1,459,118). Of that amount, 95% or \$1,386,162 will be available for LEAs for school improvement activities. The other 5% (\$72,956) will be for State-level activities such as funding School Support Teams.

Kansas will receive \$5,045,029 for FY 2002 under section 6113(b)(1) for the development and implementation of State assessments in accordance with 6111(1) and (2). That money will be used to supplement existing funding for the state assessment system and will be allocated in the following way:

- Title I Reporting (\$40,000): Covers expenditures for calculating the baseline for the new Adequate Yearly Progress (AYP) along with the present system of AYP and Reading First data
- Computerized Testing (\$200,000): Includes planning and future development for the use of technology in 2006 assessments for all students
- English Language Proficiency Assessment (\$640,000): Provides for the development of a new English language proficiency assessment linked to Kansas Curricular Standards as mandated by ESEA
- Item Development for 2006 Assessments (\$1,824,000): No Child Left Behind will necessitate a complete overhaul of the Kansas assessment system. New assessments must be built to cover grades 3-8 in reading/language arts and mathematics and two grade levels in elementary science. New assessments must also be built for one level each of high school mathematics, reading/language arts, and science.
- Standards Development (\$750,000): Since new grade-by-grade standards must be determined for reading/language arts, mathematics and science, committees must meet to revise and review and external reviewers must be employed and existing documents revised. Included is the employment of a nationally recognized commission (Commission for Instructionally Supportive Assessments) to advise staff on writing standards to support both ESEA and instruction. Also included in this amount are funds

to employ cognitive psychologists as consultants and national experts in content areas. Funds will also be used to pay for the time and expenses of standards writers over the course of one year.

- Standard-Setting (\$300,000): Because of the ESEA requirement for performance levels entitled Advanced, Proficient, and Basic, Kansas must engage in new standard-setting activities to provide at least those three levels for the current assessments as well as for the new assessments that will come online in 2006.
- Professional Development (\$1,291,029): Intense professional development will be necessary to prepare school staff for the new assessment system. This development will be provided by electronic means (new website with instructional materials, interactive television sessions) as well as through trainer-of-trainer models provided by staff and through service centers. Instructional resources to support the standards and assessments will also be developed for reading/language arts, mathematics, and science at all grade levels. Professional development will account for the remainder of the funds awarded for FY 2002 through section 6113(b)(1).

Kansas will receive funding under Title I, Part B, Subpart 3 -- Even Start Family Literacy Subsection 1233(a) and will reserve the prescribed funding from each category for State-level activities listed below.

- | | |
|---------------------------|--------------|
| • Allocation | \$ 1,599,732 |
| • State Administration 3% | \$ 47,992 |
| • Technical Assistance 3% | \$ 47,992 |

Kansas will receive funding under Title I, Part C Education of Migrant Children.

- | | |
|-------------------------------|--------------|
| • FY 2003 Migrant Allocation | \$11,812,175 |
| • Administration (1%) | \$ 118,122 |
| • Migrant Health Care Program | \$ 25,000 |

Kansas will receive funding under Title II, Part A Teacher and Principal Training and Recruiting Fund.

- | | |
|--------------------------|--------------|
| • Total Allocation | \$22,542,858 |
| • 1% for Administration | \$ 225,429 |
| ○ Regents-Administration | \$ 28,729 |
| ○ KSDE-Administration | \$ 196,699 |

Kansas will receive funding under Title III, Part A English Language Acquisition and Language Enhancement. Kansas ESOL/Bilingual Funding, which is granted to the LEAs on a formula basis was \$6,718,998 in the 2000 -2001 school year. KSDE will reserve 5% of its allotment, Sec. 3111 (b)(2), to continue working with Kansas institutions of higher education (IHE) to provide training and tuition support for Kansas educators seeking ESOL endorsement. KSDE that it may use an additional \$175,000 from the state's allocation [Sec. 3111 (b)(3)] to carry out paragraphs (1) and (2). KSDE will use this set aside to assist in meeting the State's Strategic Goals set forth by the Kansas State Board of Education and the goals in the No Child Left Behind Act that specifically meet the needs of Kansas ESOL students. KSDE will set aside 15% of its allocation for subgrants to eligible entities that have experienced significant increases in the percentage or number of immigrant children and

youth. KSDE will notify eligible LEAs of their ability to apply for the immigrant funding based on their reported immigration numbers over the previous two fiscal years. Only those districts showing a 30% or more increase will be eligible to apply for the funds. Allocations will be made based on need - districts with little or no prior experience working with immigrant populations will be served first. Subgrants will be on a competitive basis. There are 28,383 limited English proficient students as of April 15, 2002 in Kansas. There are 10,725 immigrant children and youth as of April 15, 2002 in Kansas.

<http://www.ksde.org/sfp/consolidatedapplication/kansasconsolidatedapplication.doc>

Tools for Quality Practice: References & Citations



RESOURCES FROM SECTION 1

EXECUTIVE SUMMARY

Kansas Learning First www.teachkansas.org.

Learning First Alliance www.learningfirst.org

Kansas Department of Education www.ksde.org

NCLB sets the direction for school improvement efforts across the nation, but the Kansas Board of Education has officially incorporated the NCLB requirements into the Quality Performance Accreditation (QPA) regulations. QPA is the school improvement and accreditation process all public schools in Kansas must follow. This section of this resource includes explanations of how the Kansas QPA process addresses the various components of NCLB. Kansas schools must meet the NCLB expectations through QPA.

The QPA manual can be accessed at: <http://www.ksde.org/outcomes/qpamanual2005.doc>.

7 Core Principles for Kansas:

The Seven Core Principles(an overview) including clarifying examples---

http://www.ksde.org/commiss/coreprincipals/core_principles_introduction.doc

White paper for Principle #1—

http://www.ksde.org/commiss/coreprincipals/principle_1.doc

White paper for Principle #2—

http://www.ksde.org/commiss/coreprincipals/principle_2.doc

White paper for Principle #3—

http://www.ksde.org/commiss/coreprincipals/principle_3.doc

White paper for Principle #4—

http://www.ksde.org/commiss/coreprincipals/principle_4.doc

Core Principles Power Point---

http://www.ksde.org/commiss/coreprincipals/core_principles_powerpoint.ppt

RESOURCES FROM SECTION 2

IMPROVING TEACHING AND LEARNING IN ALL KANSAS SCHOOLS

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RESOURCES FROM SECTION 3

PROFESSIONAL DEVELOPMENT

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THEME 1: DETERMINE DATA-DRIVEN ADULT LEARNING PRIORITIES

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http://store.nsd.org/merchant.mv?Screen=PROD&Store_Code=NRC&Product_Code=B164&Category_Code=ESD

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Research behind the work: <http://www.whatworksinschools.org/research.cfm>

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THEME 2: CREATE JOB EMBEDDED LEARNING OPPORTUNITIES

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Professional Development. (2005), NCREL, Learning Point Associates. This content is designed for school and district-level teachers, administrators, and others interested in improving professional development. It includes a comprehensive view of professional development and links to a variety of professional development tools.

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Staff Development Library, National Staff Development Council, 2005 This library contains articles that originally appeared in one of the NSDC publications, [Results](#), [Tools for Schools](#) or the [JSD](#), related to all areas of high quality staff development.

<http://www.nsd.org/library/>

By Your Own Design. Find everything you need to support your professional development. Create your learning plan, read the standards, and find tips for getting grants, Eisenhower

National Clearinghouse for Mathematics and Science Education (ENC) and the National Staff Development Council (NSDC)

<http://www.enc.org/professional/?ls=sn>

This planning tool is based on *By Your Own Design*, a web site and CD-ROM developed by the Eisenhower National Clearinghouse for Mathematics and Science Education (ENC) and the National Staff Development Council (NSDC). You will find a wealth of resources, additional planning tools, and all the materials included on the CDROM at (www.enc.org/pdguide). To order copies of the CD-ROM, visit the NSDC bookstore at (www.nsd.org).

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The Science of Quality, Education Research in School Reform, NorthWest Regional Educational Laboratory, NWREL, A wide range of materials relating to teaching quality.

<http://www.nwrel.org/nwedu/09-04/>

THEME 3: CONTENT-FOCUSED LEARNING OPPORTUNITIES

Teacher Quality, Research shows that good teaching matters. Research Center, edweek.org, (2005) Editorial Projects in Education <http://www.edweek.org/rc/issues/teacher-quality/>

Staff Development Library, National Staff Development Council, 2005 This library contains articles that originally appeared in one of the NSDC publications, [Results](#), [Tools for Schools](#) or the [JSD](#), related to all areas of high quality staff development.

<http://www.nsd.org/library/>

By Your Own Design., Eisenhower National Clearinghouse for Mathematics and Science Education (ENC) and the National Staff Development Council (NSDC) Find everything you need to support your professional development. Create your learning plan, read the standards, and find tips for getting grants

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Killion, Joellen, [What Works in the Elementary School](#) (2002) NSDC and NEA

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This series shows that well-designed staff development with appropriate content and powerful processes for adult learning can lead to improvement in student learning. It addresses Language Arts, Mathematics, Science, Social Studies, and Interdisciplinary content at each level and provides support for teams decision making processes. www.nsd.org

Marzano, Robert, [What Works in Schools: Translating Research into Action](#) (2003) ASCD, Focuses on the 11 factors that have a significant effect of student achievement and outlines action steps for schools to improve their standing in each area. Online survey available to assess current practice in schools and additional professional development. www.ascd.org and click on Programs.

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<http://epaa.asu.edu/barak/barak.html>

The Southeast Center for Teaching Quality seeks to contribute to and synthesize research findings related to teacher development and its relationship to the profession and improved student achievement. A wide range of articles is available at this site.

<http://www.teachingquality.org/research/research.htm>

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Viadero, Debra, *Pressure Builds for Effective Staff Training: Teachers' on-the-job learning seen as path to greater student gains*. Education Week, July 27, 2005

<http://www.edweek.org/>

THEME 4: LEARNING COMMUNITIES

Borders, Denise Glyn, "Veteran teachers: The Linchpin of school reform", October 6, 2004, Education Week Using Veteran teachers in collaboration, particularly coaching and teaming, self-assessment, and use of technology. www.edweek.org/ew/ewstory.cfm?slug=Borders.h24

DuFour, Richard – personal website and links to work on building professional learning communities

<http://www4.district125.k12.il.us/faculty/rdufour/>

Lambert, Linda, Building Leadership Capacity in Schools (2002) ASCD. Leadership involves far more than a single leader. Lambert defines leadership as the learning processes among participants in a community--processes that lead toward a shared sense of purpose.

<http://shop.ascd.org/productdisplay.cfm?productid=198058>

Lambert, Linda, Leadership Capacity for Lasting School Improvement (2003) ASCD. When schools are being hit with staff turnover, budget cuts, and changing priorities, how do you ensure that improvements stick, educators keep learning, and student performance continues to advance and explains how to sustain a learning community where everyone takes ownership of improvement efforts and acts with a shared sense of purpose. Use the charts and action steps to analyze your school's leadership capacity, spot the participation patterns in your community, and identify new professional development opportunities for building leadership.

<http://shop.ascd.org/ProductDisplay.cfm?ProductID=102283>

Waters, Tim, Robert J. Marzano, & Brian McNulty Balanced Leadership: What 30 Years of Research Tells Us about the Effect of Leadership on Student Achievement (2004) McREL. Research report detailing the outcomes of a meta-analysis of research on the effects of principal leadership practices on student achievement

<http://mcrel.org/topics/productDetail.asp?topicsID=7&productID=144>

McREL A number of researched papers on effective leadership.

<http://mcrel.org/topics/topics.asp?topicsid=7>

Effective professional development is seen as increasingly vital to school success and teacher satisfaction. *Professional Development*, Research Center, edweek.org, 2005 Education Projects in Education.

<http://www.edweek.org/rc/issues/professional-development/>

Staff Development Library, NSDC, 2005 This library contains articles that originally appeared in one of the NSDC publications, Results, Tools for Schools or the JSD, related to all areas of high quality staff development. <http://www.nsd.org/library/>

By Your Own Design. Find everything you need to support your professional development. Create your learning plan, read the standards, and find tips for getting grants, Eisenhower National Clearinghouse for Mathematics and Science Education (ENC) and the National Staff Development Council (NSDC)

<http://www.enc.org/professional/?ls=sn>

Beyond Islands of Excellence: What Districts Can Do to Improve Instruction and Achievement in All Schools (2003). The report outlines lessons from five high poverty districts with a record of increasing student achievement. The report identifies a set of practical steps that schools and districts can take to move beyond a few excellent schools to success across entire systems. <http://www.learningfirst.org/publications/districts/>

Beyond Islands of Excellence – A Leadership Brief (2003) The Brief is geared to district leaders and policymakers and highlights key finds and recommendations from the complete Beyond Islands of Excellence study. . <http://www.learningfirst.org/publications/districts/>

Breaking Ranks II, National Association of Secondary School Principals (2005) Downloadable resources to support the high school reform model of Breaking Ranks II. http://www.principals.org/s_nassp/sec.asp?CID=706&DID=49788

THEME 5: SYSTEMIC CHANGE

Change processes:

Wheatley, Margaret J. and Geoff Crinean, “Solving, not attacking, complex problems a five-state approach based on an ancient practice”, RESULTS, Feb. 2005, NSDC, p. 4. Available online at <http://www.margaretwheatley.com/articles/solvingnotattacking.html>

All Students Reaching the Top: Strategies for Closing Academic Achievement Gaps, *A Report of the National Study Group for the Affirmative Development of Academic Ability*, 2004, NCREL <http://www.ncrel.org/gap/studies/thetop.htm>

Staff Development Library, National Staff Development Council, 2005 This library contains articles that originally appeared in one of the NSDC publications, [Results](#), [Tools for Schools](#) or the [JSD](#), related to all areas of high quality staff development. <http://www.nsdcc.org/library/>

By Your Own Design. Find everything you need to support your professional development. Create your learning plan, read the standards, and find tips for getting grants, Eisenhower National Clearinghouse for Mathematics and Science Education (ENC) and the National Staff Development Council (NSDC) <http://www.enc.org/professional/?ls=sn>

Richardson, Joan, From the Inside Out: Learning from the positive deviance in your organization, (2004) National Staff Development Council (NSDC) A look at the commonalities in a sampling of high achieving schools. www.nsdcc.org

Leadership Development in system change:

Leadership Folio Series: Guiding Comprehensive School Reform, McREL (2000) Folio series designed to assist school leaders in initiating comprehensive school reform <http://www.mcrel.org/topics/productDetail.asp?productID=130>

Leaving a Legacy a leadership development conference, provides video-clips of discussions from the conference.

<http://gatesfoundation.org/nr/public/media/education/statechallenge/event.htm>

There is wide recognition that school leaders exert a powerful, if indirect, influence on teaching quality and student learning. *Leadership*, Research Center, edweek.org, 2005 Editorial Projects in Education.

<http://www.edweek.org/rc/issues/leadership/>

Fullan, Michael, *Leadership and Sustainability: System Thinkers in Action*, 2005, Corwin Press, Thousand Oaks, California, www.corwinpress.com

Second-order changes identified in leadership. New research has identified 11 school leadership “responsibilities” that appear to be essential for guiding difficult changes in schools. *Balanced Leadership*, (2005) McREL. http://www.mcrel.org/newsroom/second_order_changes.asp, April 14, 2005

Leithwood, Kenneth, Karen Seashore Louis, Stephen Anderson and Kyla Walstrom, “How leadership influences student learning” a review of research from the Learning from Leadership Project. www.wallacefoundation.org under Educational

RESOURCES FROM SECTION 4

IMPROVING STUDENT ACHIEVEMENT IN READING

Reading Learning Continuum Resources:

Early Childhood

- Center for the Improvement of Early Reading Achievement (CIERA).
- *The Phonological Awareness Handbook for Kindergarten and Primary Teachers* by Lita Ericson and Moira Fraser.
- *Starting Out Right: A Guide to Prompting Children's Reading Success* by National research Council, 1999.
- *Children Achieving: Best Practices in Early Literacy* edited by Susan B. Neuman and Kathleen A Roskios.
- *Access for All: Closing the Book Gap for Children in Early Education* by Susan B. Neuman, Albert Greco, Donna Celana, and Pam Shue.
- *Emerging Literacy: Young Children Learn to Read and Write* by Dorothy Strickland and L. M. Morrow, 1989.
- *Start Early, Finish Strong: How to Help Every Child Become a Reader* from the U. S. Department of Education, America Reads Challenge, 1999.

Elementary, Middle School & High School

- *The Other Five "Pillars" of Effective Reading Instruction* by Richard Allington in Reading Today, June/July, 2005.
- *Information Power: Guidelines for School Library Media Programs* by the American Association of School Librarians, 1998.
- *In the Middle: Writing, Reading, and Learning with Adolescents* by Nancie Atwell, 1987.
- *Teaching Comprehension through Literature: A teacher-research project to develop fifth graders reading strategies and motivation* by J. F. Bauman, H. Hooten and P. White in Reading Teacher, 1999.
- *Reading Comprehension: Strategies for Independent Learners* by C. Blachowitz and D. Ogle, 2001.
- *The Art of Teaching Reading* By Lucy McCormick Calkins, 2001.
- *An Observation Survey of Early Literacy Achievements* by Marie Clay, 1993.
- *Phonics They Use* by P. Cunningham, 1995.
- *Literature Circles: Voice and Choice in the Student-Centered Classroom* by H. Daniels, 2004.
- *Subjects Matter: Every Teacher's Guide to Content-Area Reading* by H. Daniels & S. Zimmelman, 2004.

- *Reading Comprehension: What Works* by L. Fielding and D. Pearson in Educational Leadership, 1994.
- *Guided Reading: Good first teaching for all children* by I. C. Fountas, G. Pinnell, 1996.
- *Becoming a Nation of Readers” The Report of the Commission on Reading* edited by F. Hiebert, J. Scott, A. G. Wilkerson, 1985.
- *Mosaic of Thought: Teaching Comprehension in a Reader’s Workshop* by E. Keene and S. Zimmerman, 12997.
- *The Power of Reading* by Stephen Krashen, 2004.
- *The Impact of School Library Media Centers on Academic Achievement* by Keith Curry Lance, 1997.
- *After Early Intervention, Then What?: Teaching Struggling Readers in Grades 3 and Beyond* edited by Rachel McCormick and Jeanne R. Paratore, 2003.
- *The Fluent Reader* by Timothy Rasinski, 2003.
- *Unraveling the Seven Myths of Reading* by F. B. May, 2001.
- *Reading Essentials* by Regie Routman, 2003.
- *Comprehension Strategies for Middle Grade Learners: A Handbook for content Area Teachers* by R. C. Sadler, 2001.
- *Preventing Reading Difficulties in Young Children* by Catherine Snow, et al, from the National Research Council, 1998.
- *Supporting Struggling Readers and Writers* by D. Strickland K. Ganske, and J. Monrie, 2002.
- *I Read it, But I Don’t Get it* by C. Tovani, 2001.

English Language Learners

- *English Learners: Reaching the Highest Level of English Literacy* edited by G. Garcia.
- *Kids Come in All Languages* edited by K. Spangenberg-Urbschat & R. Pritchard.
- *Literacy Instruction for Culturally and Linguistically Diverse Students: A Collection of Articles and Commentaries*, edited by M. Opitz.
- *Responding to the Demographic Challenge: An Internet Classroom for teachers of language-minority Students*, by J. Kerper Mora, 2000.

DIFFERENTIATING INSTRUCTION---

- ❖ **All Kinds of Minds--Understanding Differences in Learning** – one feature on this site is called “Schools Attuned”. It is designed to prepare educators to meet the diverse learning needs of all students in their classrooms. <http://www.allkindsofminds.org/>
- ❖ **ERIC (Educational Resources Information Center)- Clearinghouse on Disabilities and Gifted Education.** This site is now housed on the Hoagies Gifted Education site. <http://www.hoagiesgifted.org/eric>
- ❖ **Hoagies' Gifted Education Page**, the all-things-gifted resource. Hoagies' Gifted Education Page offers resources and links for [Parents](#), for [Educators, Counselors, Administrators and other Professionals](#), and for [Kids & Teens](#). <http://hoagiesgifted.org/educators.htm>
- ❖ **“A Nation Deceived”**—_The Templeton National Report on Acceleration. The focus here is on gifted students. <http://nationdeceived.org>

LEARNING FIRST ALLIANCE MATERIALS---

- ❖ *Every Child Reading: An Action Plan*, Learning First Alliance, June 1998.
<http://www.learningfirst.org/lfa-web/rp?pa=doc&docId=45>
- ❖ *Every Child Reading: A Professional Development Guide (companion to the Action Plan)*, Learning First Alliance, 2000--<http://www.learningfirst.org/lfa-web/rp?pa=doc&docId=48>
- ❖ **Top Ten Reading Tips for Parents**--<http://www.learningfirst.org/lfa-web/rp?pa=doc&docId=51>
- ❖ **Reading Tips for Teachers**--<http://www.learningfirst.org/lfa-web/rp?pa=doc&docId=52>
- ❖ **Reading Tips for Schools**-- <http://www.learningfirst.org/lfa-web/rp?pa=doc&docId=53>

KANSAS LEARNING FIRST ALLIANCE (KLFA) POSITION PAPER ON READING
<http://www.teachkansas.org/readingposition.htm>

CURRICULUM ALIGNMENT

- ❖ **ENC website—McRel, curriculum mapping web site** <http://curmap/mcrel/org/purpose.htm>.
- ❖ **Heidi Hays Jacobs** has authored a variety of books and tapes on curriculum mapping available through Association for Supervision and Curriculum Development (ASCD)
www.ascd.org

APPENDIX---Other helpful reading links:

- ❖ The **KANSAS EDUCATION RESOURCE CENTER (KERC)** <http://www.kerc.org/>.
- ❖ **Blue Skyways-** <http://skyways.lib.ks.us/services> (click on “Resources for Librarians” and then “KanFind Databases) contains online services and databases for patrons of all ages.
- ❖ **Brainchild.com** provides practice tests at all levels aligned to your state reading standards. It also provides instant feedback for students.
- ❖ The **National Reading Panel** website at <http://www.nationalreadingpanel.org/faq/faq.htm> had publications and materials about current reading practices.
- ❖ The **International Reading Association** includes current research, lesson plans, membership and ordering information in addition to professional development resources. www.reading.org
- ❖ The **American Association of School Librarians** web site at www.ala.org/aasl offers professional library and literacy resources, including the *9 Information Literacy Standards*, as well as member information. The web site for the state affiliate, the **Kansas Association of School Librarians**, can be found at www.kasl.ws.
- ❖ **IRA’s** free e-journal, **ROL** focuses on classroom practice and research for literacy education at all levels.
- ❖ The **Center for the Improvement of Early Reading Achievement (Ciera)** at <http://www.ciera.org> is a valuable resource for early literacy.
- ❖ **Kan-Ed** provides all Kansas students and teachers with a custom web portal, which connects to applications and resources and learning at <http://login.learningstation.com/kportal/>.
- ❖ **American Library Association’s List of Great Sites for Kids** (as well as teachers and parents)- www.ala.org/parents/greatsites
- ❖ <http://cctc2.comnet.edu/grtammar/corres.stm> has forms of communications, letters, memos, papers, etc. for all levels.
- ❖ <http://www.edhelper.com/language/language.html> has worksheets and other resources for language arts for all levels.
- ❖ <http://curry.edschool.virginia.edu/gov/rimes> and [rimes/html](http://curry.edschool.virginia.edu/gov/rimes) has nursery rhymes for early literacy and a rhyme a week.
- ❖ <http://www.nypl.org/branch/kis/gloria.html> has 100 picture books everyone should know and activities.
- ❖ <http://abcteach.com/> has printable pages and ideas for kids, teachers, and parents
- ❖ <http://www.grammarlady.com/> will give you the lowdown on everything from gerunds to intransitive verbs.
- ❖ **Federal Resources for Educational Excellence – Communication Arts** at <http://www.ed.gov/free/slanart.html> includes sources such as the Department of Ed, the national Endowment for the Humanities, ERIC, National Science Foundation, Library of Congress, Peace Corps and more.
- ❖ <http://www.enchantedlearning.com/Home.html> includes resources for writing, fiction, biology, languages, history and the arts. For instance, click on “cats” to see all the rhymes that have “cat” in them.
- ❖ The **Reading Village** at <http://teams.lacoe.edu/village/> focuses on k-12 students joining together to create a community for like-minded educators who want to share and/or train others with similar interests in the teaching of reading. Wonderful research site.

- ❖ The Quiz Hub at <http://quizhyb.com/quiz/quizhub/cfm> has hundreds of online interactive quizzes that help k-12 enhance their core knowledge. Great source for elementary and high school under “hub”.
- ❖ A glossary of literary terms is good middle and high school students top find definitions and examples of particular terms at <http://www.virtualsalt.com/litterms.html>

RESOURCES FROM SECTION 5

IMPROVING STUDENT ACHIEVEMENT IN MATHEMATICS

Math Learning Continuum Resources:

Early Childhood

- *The Young Child and Mathematics*, by Juanita V. Copley, National Association for the Education of Young Children, 2000.
- *Mathematics in the Early Years*, National Council of Teachers of Mathematics, Inc., 1999.
- *Engaging Young Children in Mathematics: Standards for Early Childhood Mathematics Education*, Lawrence Erlbaum Associates, Publishers, 2004.
- *Young Children*, Math, Journal of National Association for the Education of Young Children, January 2003.

Elementary, Middle School & High School

- *KSDE Effective Mathematic Instruction Power Point*
- *Adding It Up: Helping Children Learn Mathematics*, National Research Council, National Academy Press, 2001. www.nap.edu
- *Elementary and Middle School Mathematics: Teaching Developmentally*, John A. Van De Walle, Addison Wesley Longman, Inc., 2001, www.awl.com
- Strategies for Four Types of Knowledge, from *Classroom Instruction That Works*, Robert J. Marzano, et. al., ASCD, 2001
- *Before It's Too Late*, A report to the nation from the National Commission on Mathematics and Science Teaching for the 21st Century, to download the report go to www.ed.gov/americacounts/glenn
- *The Third International Math and Science Study*, (a.k.a. TIMSS Report)—highlights how students from the United States compare to other students internationally. Also features differences in various countries from the study in the areas of professional development, curriculum and instruction. nces.ed.gov/timss
- From *EdThoughts: What We Know About Mathematics Teaching and Learning*, McREL, 2002. What instructional strategies make mathematics teaching more learner-centered, pg. 20-21? What are the characteristics of effective professional development for mathematics, pg. 30-31?
- *The Handbook of Research on Improving Student Achievement*, Grouws & Cebulla, 2nd edition, published by Educational Research Service, IAE, 2000. excerpts are included in this KLFA resource guide however the full report is available on the Internet, and readers are encouraged to look there for more details.
See <http://www.ibe.unesco.org> OR <http://www.curtin.edu.au/curtin/dept/smec/iae>
- *Teaching Reading in Mathematics*, Mary Lee Barton & Clare Heidema, McREL, 2002.
- *The Handy 5: Planning & Assessing integrated Information Skills Instruction*, edited by Robert Grover, Carol Fox & Jacqueline McMahon Lakin, The Scarecrow Press, Inc., 2001.
- *Helping Children Learning Mathematics*, National Research Council, National Academy Press, www.nap.edu, 2002.

- *Helping Children Learn Mathematics*, Center for Education: National Research Council, 2002.
- *NCTM's Principles and Standards for School Mathematics*, (the national math standards). These provide a basis for the Kansas Curricular Standards for Mathematics. www.nctm.org
- *Mathematics and Science Classrooms: Building a Community of Learners: It's Just Good Teaching*, Northwest Regional Educational Laboratory, June 2000.
- *Ideas That Work: Mathematics Professional Development*, ENC (Eisenhower National Clearinghouse for Mathematics and Science Education).
- Article: *Teaching in the Standards-Based Classroom*, encfocus magazine, www.enc.org
- Article: *Seamless Assessment/Instruction=Good Teaching*, Teaching Children Mathematics, January 1996.

DIFFERENTIATING INSTRUCTION---

- ❖ **All Kinds of Minds--Understanding Differences in Learning** – one feature on this site is called “Schools Attuned”. It is designed to prepare educators to meet the diverse learning needs of all students in their classrooms. <http://www.allkindsofminds.org/>
- ❖ **ERIC (Educational Resources Information Center)- Clearinghouse on Disabilities and Gifted Education.** This site is now housed on the Hoagies Gifted Education site. <http://www.hoagiesgifted.org/eric>
- ❖ **Hoagies' Gifted Education Page**, the all-things-gifted resource. Hoagies' Gifted Education Page offers resources and links for [Parents](#), for [Educators, Counselors, Administrators and other Professionals](#), and for [Kids & Teens](#). <http://hoagiesgifted.org/educators.htm>
- ❖ **“A Nation Deceived”**—The Templeton National Report on Acceleration. The focus here is on gifted students. <http://nationdeceived.org>

LEARNING FIRST ALLIANCE MATERIALS---

- ❖ **Every Child Mathematically Proficient: An Action Plan**, Learning First Alliance, November 1998. <http://www.learningfirst.org/lfa-web/rp?pa=doc&sa=download>
- ❖ **Top Ten Math Tips for Parents--** <http://www.learningfirst.org/lfa-web/rp?pa=doc&docId=57>
- ❖ **Math Tips for Teachers--** <http://www.learningfirst.org/lfa-web/rp?pa=doc&docId=58>
- ❖ **Math Tips for Schools--** <http://www.learningfirst.org/lfa-web/rp?pa=doc&docId=59>

STATE RESOURCES/RESEARCH:

- **Research-Based Support for Mathematics Teachers**, The Teacher Development Coalition (Grant #20640), 2000. <http://www.ksde.org/outcomes/mathresearch.html>
- **Kansas Curriculum Standards for Mathematics**, approved by the Kansas State Board of Education, July 8, 2003. <http://www.ksde.org/outcomes/mathstdinfo.html>
- **Assessment Information**—this is information about the Kansas Mathematics Assessment for spring 2006. As per NCLB, spring 2006 will be the starting point from which the state math assessment will be given annually to every student in grades 3rd through 8th plus one time at high school. <http://www.ksde.org/outcomes/mathassessmentinfo.html>
- **Data Analysis Performance Sheets**—the documents under this section will prove incredibly helpful to our schools and our teachers in identifying their strengths/weaknesses within the state standards/benchmark/indicators in order to determine a solid professional development plan. NOTICE—this site may not be made available again until trend information is available for the revised Kansas Mathematics Assessments which begin in the spring of 2006). <http://www.ksde.org/outcomes/mathteachclassprac.html>
- **Teachers Content and Confidence Survey** – the documents under this section provide some wonderful self- assessment tools to be used with classroom teachers. The indicators assessed at each grade level are provided in a simple list. Teachers are asked to consider each indicator separately and self assess how strongly they feel that they understand the content within each indicator. They are then asked to self assess as to how confident they feel themselves to be in delivering instruction to students surrounding the concepts embedded within each indicator. <http://www.ksde.org/outcomes/mathteachcontconfsurvey.html>
- **The Kansas Mathematics Education Alignment Study**, full report <http://www.ksde.org/pre/mathematics.htm>.

- **Kansas Learning First Alliance Survey Of Schools With High Achievement Or Significantly Improving Achievement In Mathematics**, full report
http://www.ksde.org/pre/klfa_math_online_survey_results2.doc

KANSAS LEARNING FIRST (KLFA) POSITION PAPER ON MATHEMATICS---
<http://www.teachkansas.org/mathposition.htm>

CURRICULUM ALIGNMENT

- ❖ **Eisenhower National Clearing House** website (www.enc.org). One page that may prove most helpful is the Frequently Asked Questions about education topics. Use <http://www.enc.org/topics/faqs/> to go directly to this particular page.
- ❖ **A Guidebook to Examine School Curriculum**, which is published by the U. S. Department of Education as part of the TIMMS project. This guidebook describes five different methods for analyzing curricula and it is available, at no charge, on-line through ENC.
(<http://www.enc.org/professional/learn/change/curricula/TIMMS/document.shtm?input=ACQ-125448-5448,00.shtm>).
- ❖ **North Central Regional Education Laboratory (NCREL)** is one more example of a helpful on-line resource (currmap/ncrel/org/about.htm)
- ❖ **Heidi Hays Jacobs** has authored a variety of books and tapes on curriculum mapping available through Association for Supervision and Curriculum Development (ASCD)
www.ascd.org

PROFESSIONAL DEVELOPMENT IN MATHEMATICS---

- ❖ National Staff Development Council provides detailed information on the features shared by high-quality, effective professional development programs (www.nsd.org)
- ❖ The work of Richard Dufour and his attention to Professional Learning Communities may provide an effective vehicle for the professional development. The National Educational Service is a prime location for reviewing some of this work
(<http://www.nationaleducationalservice.com/Public/index.asp>).
- ❖ As part of the KLFA state survey in March of 2004, the identified high performing schools were asked to briefly describe what types of professional development were the most effective for them (question #9), and how they were able to fit these into their workday schedules (question #10). The responses provide some wonderful insight as to how a large number of our Kansas schools are doing business in the area of professional development in mathematics (see complete survey responses to questions # 9 and 10 at
http://www.ksde.org/pre/klfa_math_online_survey_results2.doc)
- ❖ Eisenhower National Clearing House. "ENC online: Professional Development" and can be found at <http://www.enc.org/professional/?ls=sn>

APPENDIX---Other helpful mathematics links:

- ❖ The **KANSAS EDUCATION RESOURCE CENTER (KERC)** <http://www.kerc.org/>.
- ❖ The [Eisenhower National Clearinghouse for Mathematics and Science Education](http://www.enc.org/) is the national clearinghouse for mathematics and science education in the United States. Its

- online services include a catalogue of curriculum resources, curriculum standards from various states, teacher lesson plans and MUCH MORE! www.enc.org
- ❖ The [National Council of Teachers of Mathematics 'Curriculum and Evaluation Standards for School Mathematics'](http://www.nctm.org) can be accessed online via the Eisenhower National Clearinghouse Web Site. This link will take you directly to the NCTM Standards.
 - ❖ The [National Council of Teachers of Mathematics'](http://www.nctm.org) home page provides membership and ordering information. www.nctm.org
 - ❖ ILLUMINATIONS-- The **NCTM Illuminations Web site** is designed to illuminate the new vision for school mathematics as presented in NCTM's [Principles and Standards for School Mathematics](http://www.nctm.org). **Goals of Illuminations:** 1.) Provide resources that will help improve the teaching and learning of mathematics for all students. 2) Provide resources that bring alive the ideas and recommendations set forth in the NCTM *Principles and Standards for School Mathematics* (Standards 2000). 3) Provide Standards-based resources for classroom use. 4) Help communicate the vision of Standards-based mathematics teaching and learning. <http://illuminations.nctm.org/>
 - ❖ PBS provides a program [MATHLINE](http://www.pbs.org/teachersource/math.htm) for middle school mathematics teachers. This site contains some lesson plans for middle school teachers. <http://www.pbs.org/teachersource/math.htm>
 - ❖ The [Mathematics Forum](http://www.mathforum.org/pow) provides a variety of resources for mathematics educators. <http://www.mathforum.org/pow> (problem of the week)
 - ❖ The [Figure This! Mathematics Challenges for Families](http://www.figurethis.org) website (www.figurethis.org) provides a library of engaging mathematics activities that can be done at home and that help show how mathematics is used in the real world. The activities are aligned to the NCTM Standards of Number, Algebra, Geometry, and Data and are written for students in grades 5 through 8. www.figurethis.org
 - ❖ The [American Mathematical Society \(AMS\)](http://www.ams.org) and the [Society for Industrial and Applied Mathematics](http://www.siam.org) maintain a Word Wide Web site that discusses [nonacademic careers in mathematics](http://www.ams.org). <http://www.ams.org/careers/>
 - ❖ www.mathcats.com This is an multi-award winning website for math for kids in grades pre-school through 8th --- great source for enrichment/extension/review ----- problems, crafts, games, art, and projects
 - ❖ <http://www.hotmath.com/> This is a student homework help line for mathematics for students in grades 6th through high.
 - ❖ www.mathguide.com free lessons, math news, puzzles, games, help center, and much more designed for students, teachers, and parents
 - ❖ www.funschool.com collection of educational games for kids K through 6
 - ❖ www.ed.gov/pubs/parents/Math ideas for helping children learn math—elementary level
 - ❖ www.ed.gov/pubs/EarlyMath ideas for Early Childhood math learning
 - ❖ www.ed.gov/pubs/emath an email based volunteer program designed to help students master challenging math, science, and technology---demonstrates how professionals can serve as resources to students and teachers using the internet.
 - ❖ <http://www.learner.org/exhibits/dailymath/> --Math in Daily Life—some good student activities along with connections to the real world sponsored by the Annenberg/CPB Learning Organization.

- ❖ <http://www.learner.org/index.html> --the home page for the Annenberg Learning Organization current feature is the “Teaching Math” video series created for teachers of mathematics.
- ❖ <http://nces.ed.gov/nceskids/eyk/index.asp?flash=true> --- Explore Your Knowledge--- challenges students to try their hand at 8th grade math and science questions taken from the Third International Mathematics & Science Study (TIMMS)

RESOURCES FROM SECTION 6 PARTNERSHIPS

Books for Parent Involvement:

- A New Wave of Evidence:
The impact of School, Family, and Community Connections on Student Achievement
Henderson and Mapp
National Center for Family and Community Connections with Schools
Southwest Educational Development Laboratory (sedl.org/connections)
- Building Successful Partnerships:
A Guide for Developing Parent and Family Improvement Programs
A publication of the National PTA (pta.org)
- Developing Home-School Partnerships:
From Concepts to Practice
Susan McAllester Swap
- National Standards for Parent/Family Involvement Programs
A publication of the National PTA (pta.org)

Resource for Public Relations:

- Public Relations for Schools, Lundblad and Stewart

Learning First Alliance (www.learningfirst.org)

- ❖ **Resources for Parents** (www.learningfirst.org/parents/)
- ❖ **“A Practical Guide to Promoting America’s Schools”**
<http://www.learningfirst.org/publications/pubschools/>
- ❖ **“Top Ten Tips for Parents – Math”**
<http://www.learningfirst.org/lfa-web/rp?pa=doc&docId=57>)
- ❖ **“Top Ten Tips for Parents – Reading”**
<http://www.learningfirst.org/lfa-web/rp?pa=doc&docId=51>)

Websites for Business, Corporate, and Community Partnerships:

- The Council for Corporate and School Partnership
“A How-To-Guide for School – Business Partnerships
- Clearinghouse on Educational Policy and Management (eric.uoregon.edu)
“Trends and Issues: Relationships with Community”
- High Beam Research (highbeam.com)
The Clearing House
“School/business partnerships: a community accountability program.”
- Kansas Parent Information Resource Center (KPIRC.org)
- National Center for Family and Community Connections with Schools
Southwest Educational Development Laboratory (sedl.org/connections)
- The National Coalition for Parent Involvement in Education (ncpie.org)
- National Educational Service (nesonline.com)
- National PTA (pta.org)

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Note: This document, "Tools for Quality Practice: A Resource Guide for School Improvement" was developed by the Kansas Learning First Alliance. All seven parts of this resource library are available on the web at www.teachkansas.org.