

## Standards - AEA11

### **Accountability for Learning: How Teachers and School Leaders can Take Charge**

224838 160 p. a  
379.158 Ree  
This book shows how to transform educational accountability policies into a constructive decision making process that improves teaching, student learning, and leadership. Information is provided on how teachers can become leaders in accountability, what school districts can do, as well as the role of policymakers at the local, state, and federal levels. It includes case studies of how others have turned mandates into positive opportunities. Myths associated with the No Child Left Behind Act are also corrected. re also corrected. (2004)  
(Reeves, Douglas B.)

### **Achieving AYP using state-specific curriculum matrix data for Iowa**

227231 322 p. a  
371.262 Ach  
This kit provides user-friendly crosswalks of state standards in English language arts, mathematics, and science with state assessments required by NCLB and results of the International Center's Curriculum Survey of Essential Skills. High, medium, and low priorities are assigned to the standards based on the crosswalks. This Matrix helps teachers improve the performance of students on high-stakes assessments. It also pinpoints the knowledge and skills students need to succeed after graduation. Professional development activities are included to help educators set instructional priorities, improve pedagogical skills, and teach for rigor and relevance. Gold Seal lessons are also provided which are linked to essential skills for grades K-12. Willard Daggett. (2006)

### **Achieving Scientific Literacy: From Purposes to Practices**

220125 265 p.  
507.1 Byb  
This book explores a historical, philosophical, and practical vision for improving science education. Chapter one examines educational reform since World War II. Chapter two introduces the four p's (purpose, policy, program, and practice) to analyze the dimensions, difficulties, and dynamics of reforming science education. Chapter three presents a historical review and development of science educators' use of the term scientific literacy. Chapter four presents a framework for scientific literacy in designing school science programs. Chapter five through ten address the history and role of standards in science education, provide suggestions on instruction, and discuss recommendations on achieving scientific literacy. (1997;Heinemann)  
(Bybee, Rodger W.)

### **Adolescence and Young Adulthood English Language Arts Standards: For Teachers of Students Ages 14-18+**

219697 51 p.  
379.157 Nat  
In this book, the National Board for Professional Teaching Standards detail what constitutes accomplished teaching for English language arts students in grades nine through twelve. The fifteen standards cover knowledge of students, knowledge of English language arts, engagement, fairness, learning environment, instructional resources, integrated instruction, reading, writing, discourse, language study, assessment, self-reflection, professional community, and family outreach. Each standard is summarized in terms of observable actions that have an impact on students. Each summary includes an explanation of what teachers need to know and value to satisfy each standard at a high level, descriptions of orientation to students, roles and responsibilities, and stances toward ethical and intellectual challenges. (1998; National Board for Prof Teaching St)

### **Adolescence and Young Adulthood/Mathematics: Standards for National Board Certification**

219690 43 p.  
379.157 Nat  
In this book, the National Board for Professional Teaching Standards detail what constitutes accomplished teaching for mathematics students in grades seven through twelve. The eleven standards cover commitment to students and their learning, knowledge of students, knowledge of mathematics, knowledge of teaching practices, the art of teaching, learning environment, reasoning and thinking mathematically, assessment, reflection and growth, families and communities, and contributing to the professional community. Each standard is summarized in terms of observable teacher actions that have an impact on students. Each summary includes an explanation of what teachers need to know and value to satisfy the standard at a high level, descriptions of orientation to students, roles and responsibilities, and their stance toward a range of ethical and intellectual challenges that confront them. (1996; National Board for Prof Teaching St)

### **Adolescence and Young Adulthood/Science: Standards for National Board Certification**

219691 53 p.  
379.157 Nat  
In this book, the National Board for Professional Teaching Standards detail what constitutes accomplished teaching for science students in grades six through twelve. The thirteen standards cover understanding students, knowledge of science,

instructional resources, engagement, learning environment, equitable participation, science inquiry, conceptual understandings, contexts of science, assessment, family and community outreach, collegiality and leadership, and reflection. Each standard is summarized in terms of observable actions that have an impact on students. Each summary includes an explanation of what teachers need to know and value to satisfy each standard at a high level, descriptions of orientation to students, roles and responsibilities, and stances toward ethical and intellectual challenges. (1997;National Board for Prof Teaching St)

### **Advancing Excellence in Technological Literacy: Student Assessment, Professional Development, and Program Standards**

224230 146 p. a  
607.73 Adv  
This book contains standards and guidelines for student assessment, professional development of teachers, and the program infrastructure associated with the study of technology in grades K-12. It is a companion to "Standards for Technological Literacy : Content for the Study of Technology" (2000). (2003;International Technology Educ Assoc)

### **Aiming for Excellence: Annotations to the NAGC Pre-K-Grade 12 Gifted Program Standards**

222461 110 p. a  
371.953 Aim  
Task force members provide a review of the gifted education program standards developed by the National Association for Gifted Children. Each chapter identifies and describes guiding development principles in a programming area. Within each guiding principle are corresponding standards that describe minimum requirements for satisfactory programs, as well as exemplary levels of performance that represent excellence in gifted education programming. Contributors include Mary Landrum, Carolyn Callahan, Beverly Shaklee, and Susan Hansford. (2001;Prufrock Press)

### **Algebra in a Technological World**

217271 168 p.  
372.7 Hei  
Activities aid the teaching of high school algebra in light of the NCTM Standards and the changes brought about by graphing calculators and computer software. Algebraic functions and mathematical modeling that explore real world situations are emphasized. (1995;National Council of Teachers of Mat)

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### Aligning and Balancing the Standards-Based Curriculum

225450 320 p. a  
375.001 Squ  
This handbook introduces a Web-based model, the Balanced Curriculum, to help educators create a standards-driven curriculum. This model incorporates textbooks, standards, and standardized assessments. Individual chapters are devoted to the research, theory, method, practice, and implementation guidelines of the model. The steps of this process include: describe the curriculum, align and balance the curriculum, assess and manage the curriculum, and provide staff development for the curriculum. (2005)  
(Squires, David A.)

### Aligning Standards and Curriculum for Classroom Success

222540 126 p. a  
375.001 Per  
Daniel Perna and James Davis explain the process by which educators can rearticulate state standards and align the locally rearticulated standards to their curriculum, student performances, and own evaluation. Included are sample lesson plans in the areas of foreign language, language arts, mathematics, science, and social science based on representative state standards. (2000;Skylight Books)  
(Perna, Daniel M.)

### Aligning standards & curriculum for classroom success, 2nd edition

227307 123 p. a  
375.001 Per  
This book provides teachers with the tools and strategies they need to plan instruction that meets state and national standards. It features a structured dialogue process to help stakeholders reach consensus about what students should learn. It includes directions for developing criterion standards, guidelines for designing instructional plans based on standards, and strategies for using standards to integrate the curriculum. Examples are given of standards-based instructional plans for different content areas, courses, and grade levels. (2007)  
(Perna, Daniel M.)

### Aligning transition and standards-based education : issues and strategies

226629 202 p. a  
371.9 Ali  
This book addresses the requirements of standards-based education (including large-scale assessments and their uses), the IDEA requirement of meaningful access to the general curriculum, and the IDEA requirement of secondary transition programming instruction that meets students' unique needs. It looks at implications for useful transition programming and

proposes methods of aligning policy, law, and student needs. (2002)

### Applying Standards-Based Constructivism: A Two-Step Guide for Motivating Middle and High School Students

225154 187 p. a  
373.1 App  
This book explores ways to apply constructivism in a classroom. The authors call for constructivist practices that recognize the important role played by standards and student accountability, and that also acknowledge the need for lecture in an appropriate context. This book also shows the links between constructivism and differentiated instruction. Includes lesson plans involving language arts, social studies, science, and mathematics. (2004)

### Assessing Student Understanding in Science: A Standards-Based K-12 Handbook

222860 178 p. a  
507.1 Eng  
Explore methods for assessing science standards, with grade level exemplars as well as alternative assessments and rubrics. Included are sections and ideas for teachers to evaluate their own curriculum and instruction against the standards. This book also addresses the assessment of student performance and the establishment of criteria to measure student progress in six domains of science. Supports the National Science Education Standards and the guidelines in Science for All Americans. (2001;Corwin Press)  
(Enger, Sandra K.)

### The Assessment Bridge: Positive Ways to Link Tests to Learning,Standards, and Curriculum Improvement

224005 172 p. a  
371.264 Sol  
This book is designed to help teachers and administrators cope with the world of high-stakes testing. The author reviews other proposals for school reforms and discusses the variables that she believes affect change. She then outlines her own plan which include ways to test and interpret test results as well as suggestions for restructuring the curriculum, changing the teaching profession, and finding appropriate leadership. (2002;Corwin Press)  
(Solomon, Pearl G.)

### Best Practice: New Standards for Teaching and Learning in America's Schools

221391 308 p. a  
371.102 Zem  
Exemplary programs, case studies, excerpts from official documents involving standards, and critical reviews of school reforms in reading, writing, mathematics, science, social studies, and the arts are described. (1998; Heinemann)  
(Zemelman, Steven)

### Best practice : today's standards for teaching and learning in America's schools

226847 336 p. a  
371.102 Zem  
This third edition has 45% new material. It identifies the teaching methods that help students learn, explaining how to implement them in the classroom, and showing what exemplary instruction looks like. It examines state, national, and discipline-specific standards and demonstrates how engaging and interactive classroom instruction is the most effective way to meet those standards. Includes educational research studies. (2005)  
(Zemelman, Steven.)

### Beyond Standards: Excellence in the High School English Classroom

223084 106 p. a  
428.007 Jag  
English teachers will learn how to create a classroom environment that focuses student performance on the pursuit of excellence versus test scores. Discover how to select books, design lessons, and inspire discussions both in the study of literature and writing. Includes tips on everything from helping students self-edit their writing to promoting an interest in poetry reading. (2001;Boynton/Cook Publishers)  
(Jago, Carol)

### Blueprints for Reform

219700 300 p.  
507.1 Blu  
This book is a summation of reports from commissioned experts on the educational system and its response to reform, specifically how K-12 science education fits into the education system as a whole and how to make meaningful changes that will last. This study examines such topics as equity, assessment, teacher preparation, policy, finance, school organization, curriculum connections, family and community, research, materials and technology, higher education, and business and industry, providing an overview of each area as well as recommendations on future actions. This book ends with a list of resources organized alphabetically by title with an abstract about the resource and a list of contacts. (1998;Oxford University Press)

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### **Bringing the NCTM Standards to Life: Best Practices from Elementary Educators**

220150 114 p.  
372.7 Owe  
Stories demonstrate how thirteen elementary mathematics teachers selected and created mathematical tasks which engaged students' interest, promoted interactions among students to challenge their thinking, incorporated real world experiences into instruction, and used manipulatives and computers to enhance understanding. A discussion following each profile looks at connections between the educator's actions and the Curriculum and Evaluation Standards, Professional Standards, and the Assessment Standards. (1996;Eye On Education) (Owen, Lisa B.)

### **Bringing the NCTM Standards to Life: Exemplary Practices from High Schools**

220131 193 p.  
510.71 Ger  
This book contains ten profiles of high school educators who have conceptualized and implemented new curricula that conform to NCTM standards. Each chapter clarifies ideas presented in the lessons and highlights the specific standards, issues, or research used. (1999;Eye On Education) (Germain-McCarthy, Yvelyne)

### **Career and Technical Education Standards for Teachers of Students Ages 11-18+**

222475 83 p. a  
371.12 Nat  
Thirteen standards lay the foundation for National Board Certification in the field of career and technical education. Each standard includes discussions of the knowledge, skills, dispositions, and habits of mind which show teachers in these fields what constitutes accomplished teaching. (1997; National Board for Prof Teaching St) (National Board for Professional Teaching Standards.)

### **Cataloging Correctly for Kids: An Introduction to the Tools**

215993 78 p.  
025.3 Cat  
Current cataloging standards and practices. (1991;American Library Association) (CAT)

### **Celebrations: A Collection of Favorite K-6 Mathematics Lessons Reflecting the NCTM Standards**

223227 84 p. a  
372.7 Cel  
Iowa elementary mathematics teachers share their favorite lessons linked to the National Council of Teachers of Mathematics' Standards. (1997;Iowa Council of Teachers Mathematic)

### **Choosing a Standards-Based Mathematics Curriculum**

222788 176 p. a  
510.71 Gol  
Lynn Goldsmith, June Mark, and Ilene Kantrov address a range of issues, decisions, strategies, and a variety of procedures and processes districts may be involved with when selecting and implementing a standards-based mathematics curricula. (2000; Heinemann) (Goldsmith, Lynn T.,)

### **Clustering Standards in Integrated Units**

224238 159 p. a  
375.001 Ron  
This book shows how to use various templates and rubrics to create integrated, standards-based units. They include: a culminating task organizer, a unit planning map, an interdisciplinary lesson plan, a culminating task rubric, an unit overview, and rubrics. Each chapter includes a fully developed sample unit. (2002;Skylight Professional Development) (Ronis, Diane)

### **Collaborating to Meet Standards: Teacher/Librarian Partnerships For 7-12**

224589 214 p. a  
027.8 Buz  
This book is meant to help school library media specialists and their teaching partners satisfy the 1998 Information Power mandate. It contains units on a variety of topics. Methodology and models are presented to help with collaborative efforts. The history and benefits of collaboration are also discussed as well as factors for success and roadblocks. (2002) (Buzzeo, Toni)

### **Common formative assessments : how to connect standards-based instruction and assessment**

227098 164 p.  
379.1 Ain  
This book shows how teams of teachers in the same content area or grade level can collaboratively develop, test, and refine common formative assessments in order to gain reliable feedback on student progress. It describes an integrated standards-based instruction and assessment system. It also shows how to develop assessments, align assessments with district benchmarks and large-scale summative assessments, and predict likely student performance to make instructional changes. (2006) (Ainsworth, Larry.)

### **Concept-based curriculum and instruction for the thinking classroom**

227517 189 p. a  
375.001 Eri  
This book shows how to design curriculum and instruction that fosters the continuous growth and development of a student's critical, abstract, and creative learning skills. Educators will learn how to bring coherence and clarity to curriculum design and instructional planning; teach the way that students' minds learn best; encourage students' creative and abstract thinking; and gain the support of principals and district administrators. (2007) (Erickson, H. Lynn.)

### **Connect to NCTM Standards 2000: Making the Standards Work at Grade 5**

221808 153 p. a  
372.704 Con  
Lessons with teaching plans, assessment ideas, and student activities show how to meet the year 2000 NCTM process and content standards for grade 5 math in a single class period. Included is a guide to create original mathematics lessons that reflect the NCTM Standards 2000. (2000;Creative Publications)

### **Connect to NCTM Standards 2000: Making the Standards Work at Grade 4**

221809 153 p. a  
372.704 Con  
Lessons with teaching plans, assessment ideas, and student activities show how to meet the year 2000 NCTM process and content standards for grade 4 math in a single class period. Included is a guide to create original mathematics lessons that reflect the NCTM Standards 2000. (2000;Creative Publications)

### **Connect to NCTM Standards 2000: Making the Standards Work at Grade 3**

221810 152 p. a  
372.704 Con  
Lessons with teaching plans, assessment ideas, and student activities show how to meet the year 2000 NCTM process and content standards for grade 3 math in a single class period. Included is a guide to create original mathematics lessons that reflect the NCTM Standards 2000. (2000;Creative Publications)

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### Connect to NCTM Standards 2000: Making the Standards Work at Grade 2

221811 152 p. a  
372.704 Con  
Lessons with teaching plans, assessment ideas, and student activities show how to meet the year 2000 NCTM process and content standards for grade 2 math in a single class period. Included is a guide to create original mathematics lessons that reflect the NCTM Standards 2000. (2000;Creative Publications)

### Connect to NCTM Standards 2000: Making the Standards Work at Kindergarten

221813 152 p. a  
372.704 Con  
Lessons with teaching plans, assessment ideas, and student activities show how to meet the year 2000 NCTM process and content standards for kindergarten math in a single class period. Included is a guide to create original mathematics lessons that reflect the NCTM Standards 2000. (2000;Creative Publications)

### Connect to NCTM Standards 2000: Making the Standards Work at Grade 8

221814 152 p. a  
372.704 Con  
Lessons with teaching plans, assessment ideas, and student activities show how to meet the year 2000 NCTM process and content standards for grade 8 math in a single class period. Included is a guide to create original mathematics lessons that reflect the NCTM Standards 2000. (2000;Creative Publications)

### Connect to NCTM Standards 2000: Making the Standards Work at Grade 7

221815 152 p. a  
372.704 Con  
Lessons with teaching plans, assessment ideas, and student activities show how to meet the year 2000 NCTM process and content standards for grade 7 math in a single class period. Included is a guide to create original mathematics lessons that reflect the NCTM Standards 2000. (2000;Creative Publications)

### Connect to NCTM Standards 2000: Making the Standards Work at Grade 6

221816 152 p. a  
372.704 Con  
Lessons with teaching plans, assessment ideas, and student activities show how to meet the year 2000 NCTM process and content standards for grade 6 math in a single class period. Included is a guide to create original mathematics lessons that reflect the NCTM Standards 2000. (2000;Creative Publications)

### Content Knowledge: A Compendium of Standards and Benchmarks for K to 12 Education

222658 682 p. a  
375 Ken  
Each subject area has summaries of standards and benchmarks for each grade level. There are over 250 standards and over 4,800 benchmarks in all. Each benchmark is organized into three broad categories of knowledge (procedural, declarative, or contextual knowledge), making it easier for you to identify targets for learning at every grade level. (1997; Mid-Continent Regional Educ. Lab) (Kendall, John S. and Marzano, Robert.)

### Core Knowledge Sequence: Content Guidelines for Grades K to 6

218605 260 p.  
372.1 Cor  
The Core Knowledge Sequence provides a detailed outline of specific knowledge to be taught in grades K-6 in language arts, American and world history, geography, visual arts, music, math, and science. The content specified in the Sequence complements the general skills and objectives typically found in state and local curriculum guides. An introductory essay discusses the research and consensus-building behind the Sequence and describes basic steps of implementing a Core Knowledge school program. (1995; Core Knowledge Foundation)

### Creating standards-based integrated curriculum : aligning curriculum, content, assessment, and instruction

227690 240 p. a  
375.001 Dra  
This book shows how to create an integrated, standards-based curriculum. It features a framework that allows for multidisciplinary, interdisciplinary, and transdisciplinary approaches to curriculum integration. It includes sample models of integrated curriculum in action, suggestions to simplify curriculum alignment and integration, and insights based on real classroom experience. Each chapter contains discussion questions and suggested activities. (2007) (Drake, Susan M.)

### Curriculum and Evaluation Standards for School Mathematics: Understanding Rational Numbers and Proportions, Grades 5-8

217165 95 p.  
372.7 Cur  
Teachers are provided with ideas and materials which support the implementation of the "Curriculum and Evaluation Standards for School Mathematics," in the areas of rational

numbers and proportions. (1994; National Council of Teachers of Mat) (Curcio, Frances R.)

### The Curriculum Bridge: From Standards to Actual Classroom Practice

219077 160 p.  
375.001 Sol  
This book is about educational curriculum. The set of school-based decisions about what and how children should learn is the curriculum. Curriculum can be written (planned and documented) or enacted (planned and unplanned decisions made and the actions taken by teachers in the classrooms with the written curriculum in mind) or hidden (unwritten). Politicians, educational leaders, and the public give their opinions on current standards. The strategy is to make the influences and controls work for the purposes of teachers and students rather than against them. Instruction should be grounded in the interest-high "doing" endeavors. Teachers must consider influences, controls, existing sources, standards, create classrooms according to time, space, and materials props. Standards then must be measured for previously unrevealed positive outcomes and undiscovered needs. This book concludes with reasons for the failure of present systems of professional development for teachers. (1998;Corwin Press) (Solomon, Pearl G.)

### Data Driven Differentiation in the Standards-Based Classroom

224960 205 p. a  
371.39 Gre  
This is a comprehensive guide to collecting, analyzing, and using data to design curriculum, instruction, and assessment. Addresses: using data to create a positive classroom climate; using data to differentiate instruction; using data for pre-assessment, formative assessment, and final assessment; curriculum approaches for data driven instruction; adjustable assignments for differentiated learning; instructional strategies that increase student learning; and data driven lesson planning. (2004) (Gregory, Gayle)

### Defending Standardized Testing

226162 341 p. a  
371.262 Def  
This book's contributors make a strong case for the beneficial value of well-developed tests. Standardized test policies and strategies are described, common criticisms are explained, and a defense of standardized tests is presented along with a vision for its promise and future. The benefits and limitations of standardized tests are discussed. Guidance is also provided for structuring and administering large-scale testing programs in light of public preferences and the No Child Left Behind Act requirements. Writings are

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included by Gregory J. Cizek and Richard P. Phelps. (2005)

### Designing and Implementing Standards-Based Accountability Systems

220357 42 p.  
379.158 Des

This publication provides a base for establishing and evaluating accountability systems in individual states, districts, and schools. The first section examines in a question-and-answer format the definitions, elements, and limitations of standards-based accountability systems. The second section outlines ten policy issues in the design and implementation of such systems, and provides a look at the various approaches, design options and trade-offs, and support structures available to policymakers. (1998; Education Commission of the States)

### Designing Mathematics or Science Curriculum Programs: A Guide for Using Mathematics and Science Education Standards

222874 56 p. a  
507.107 Des

This guide will help education leaders create coherent, multi-year curriculum programs that provide students with opportunities to learn both mathematics and science in a connected, articulated, and cumulative way. It outlines components of effective math and science programs; criteria to judge the components; and a process for developing curriculum that is structured and focused. (1999; National Academy Press)

### Digital-age literacy for teachers : applying technology standards to everyday practice

227548 132 p. a  
371.33 Bro

This book guides teachers step-by-step through each of the NETS\*T performance indicators, showing them how to increase their own productivity and advance student learning with technology. It contains readings and activities to help teachers re-examine their curriculum and classroom management to develop effective strategies for incorporating technology. Includes self-assessment charts, customizable action plans, and profiles of technology tools and resources for professional development. (2007) (Brooks-Young, Susan.)

### A Discussion Guide for Information Power—Guidelines for School Library Media Programs

215594 20 p. a  
027.8 Dis  
Contents: an overview of Information Power, organizing discussion sessions, planning questions for sessions. (1988; American Association of School Libr)

### Early Adolescence/English Language Arts Standards: For Teachers of Students Ages 11-15

219688 53 p.  
379.157 Nat

In this book, the National Board for Professional Teaching Standards detail what constitutes accomplished teaching for English language arts students in sixth through tenth grade. The fourteen standards cover knowledge of students, curricular choices, engagement, learning environment, instructional resources, reading, writing, discourse, language study, integrated instruction, assessment, self-reflection, professional community, and family outreach. Each standard is summarized in terms of observable teacher actions that have an impact on students. Each summary includes explanations of what teachers need to know and value to satisfy each standard at a high level, descriptions of orientation to students, roles and responsibilities, and teachers' stances toward ethical and intellectual challenges.. (1998; National Board for Prof Teaching St)

### Early Adolescence/Generalist: Standards for National Board Certification

219694 50 p.  
379.157 Nat

In this book, the National Board for Professional Teaching Standards detail what constitutes accomplished teaching for middle and junior high school students. The eleven standards cover knowledge of young adolescents, knowledge of subject matter, instructional resources, learning environment, meaningful learning, multiple paths to knowledge, social development, assessment, reflective practice, family partnerships, and collaboration with colleagues. Each standard is summarized in terms of observable actions that have an impact on students. Each standard includes an explanation of what teachers need to know and value to satisfy each standard at a high level, descriptions of orientation to students, roles and responsibilities, and stances toward ethical and intellectual challenges. (1996; National Board for Prof Teaching St)

### Early Adolescence/Generalist Standards for Teachers of Students Ages 11-15

222473 55 p. a

371.12 Nat  
Eleven standards lay the foundation for National Board Certification in the field of general middle school education. Each standard includes discussions of the knowledge, skills, dispositions, and habits of mind which show middle school teachers what constitutes accomplished teaching. (1998; National Board for Prof Teaching St) (National Board for Professional Teaching Standards.)

### Early Adolescence Portfolio Sampler

222488 510 p. a  
371.12 Nat

Instructions and handouts are provided to complete middle school portfolios in the areas of language arts, mathematics, science, social studies/history, and art based on the format and content of the assessment process required for National Board Certification. Each curriculum area contains the National Board for Professional Teaching standards for accomplished teaching. (1999; National Board for Prof Teaching St)

### Early Adolescence/Science Standards for Teachers of Students Ages 11-15

222474 57 p. a  
371.12 Nat

Thirteen standards lay the foundation for National Board Certification in the field of middle school science. Each standard includes discussions of the knowledge, skills, dispositions, and habits of mind which show teachers in this field what constitutes accomplished teaching. (1998; National Board for Prof Teaching St) (National Board for Professional Teaching Standards.)

### Early Adolescence Through Young Adulthood/Art: Standards for National Board Certification

219692 45 p.  
379.157 Nat

In this book, the National Board for Professional Teaching Standards detail what constitutes accomplished teaching for art students in grades four through twelve. The eight standards cover goals and purposes of art education; knowledge of students; the content and teaching of art; learning environments; instructional resources; collaboration with colleagues; collaboration with families; reflection, assessment, and evaluation. Each standard is summarized in terms of observable actions that have an impact on students. Each summary includes an explanation of what teachers need to know and value to satisfy each standard at a high level, descriptions of orientation to students, roles and

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responsibilities, and stances toward ethical and intellectual challenges. (1996;National Board for Prof Teaching St)

### **Early Adolescence Through Young Adulthood/Career and Technical Education: Assessment and Scoring Kit**

222892 105 p. a  
371.12 Nat  
Career and technical education candidates for National Board Certification are provided with the NBPTS portfolio instructions, information about the scoring process, and the scoring rubrics for each of the six portfolio entries. The book "Career and Technical Education Standards for Teachers of Students Ages 11-18+" presents thirteen standards which detail the National Board Certification requirements for career education and technical education teachers. (2001; National Board for Prof Teaching St)

### **Early Childhood and Middle Childhood/Art Standards for Teachers of Students Ages 3-12**

222472 73 p. a  
371.12 Nat  
Nine standards lay the foundation for National Board Certification in the field of early and middle childhood art. Each standard includes discussions of the knowledge, skills, dispositions, and habits of mind which show teachers in this field what constitutes accomplished teaching. (2000; National Board for Prof Teaching St) (National Board for Professional Teaching Standards.)

### **Early Childhood/Generalist Assessment and Scoring Kit**

222476 481 p. a  
371.12 Nat  
Portfolio exercises and scoring rubrics are provided that follow the format and content of the assessment process for National Board Certification in the field of early childhood and early elementary school education. Both instructional and analytical abilities are assessed. The book "Middle Childhood/Generalist Standards for Teachers of Students Ages 7-12" contains a list of standards that show what constitutes accomplished teaching for early childhood and elementary school education. (1999; National Board for Prof Teaching St) (National Board for Professional Teaching Standards.)

### **Early Childhood/Generalist Standards: For Teachers of Students Ages 3-8**

219693 61 p.  
379.157 Nat  
In this book, the National Board for Professional Teaching Standards detail what constitutes accomplished teaching for preschool, kindergarten, first, second, and third grades. The eight standards cover understanding young

children, promoting child development and learning, knowledge of integrated curriculum, multiple teaching strategies for meaningful learning, assessment, reflective practice, family partnerships, and professional partnerships. Each standard is summarized in terms of observable actions that have an impact on students. Each summary includes an explanation of what teachers need to know and value to satisfy each standard at a high level, descriptions of orientation to students, roles and responsibilities, and stances toward ethical and intellectual challenges. (1998;National Board for Prof Teaching St)

### **Early Childhood Through Young Adulthood/Exceptional Needs Specialist: Assessment and Scoring Kit**

222897 141 p. a  
371.12 Nat  
Special education/exceptional needs specialist candidates for National Board Certification are provided with the NBPTS portfolio instructions, information about the scoring process, and the scoring rubrics for each of the six portfolio entries. The book "Exceptional Needs Standards for Teachers of Students Ages Birth-21+" presents fourteen standards which detail the National Board Certification requirements for special education teachers. (2001;National Board for Prof Teaching St)

### **Educating One & All: Students with Disabilities and Standards-Based Reform**

222875 292 p. a  
371.91 Edu  
An expert committee makes recommendations for states and communities that have adopted standards-based reform and seek to make these reforms consistent with current policies and practices for diverse learners and students in special education. They also analyze the issues involved in increasing participation of students with disabilities in assessments and accountability systems and address some legal and resource implications of standard-based reforms. (1997; National Academy Press)

### **Educational Programs that Work: The Catalogue of the National Diffusion Network (NDN), 1995**

217259 300 p.  
371.332 Edu  
Long range, educational improvement programs, based on the National Goals for Education, and having systematic reform strategies promoting change at the local level are listed and described. (1995;Sopris West)

### **The Electronic Briefcase for Administrators: Tools and Templates**

224942 212 p. a  
371.33 Bro  
This book provides basic instruction and examples of how technology can be used to complete everyday administrative tasks. It includes a collection of Microsoft Office files designed for communication, planning, budgeting, and other administrative tasks. The CD-ROM includes 37 templates organized around the NETS for Administrators. (2004) (Brooks-Young, Susan.)

### **Engaging Young Children in Mathematics: Standards for Pre-School and Kindergarten Mathematics Education**

226404 474 p. a  
372.7 Eng  
This book introduces a framework for thinking about early childhood mathematics education and explores students' understanding of mathematical ideas. It is based on the results of the 2000 Conference on Standards for PreKindergarten Mathematics Education. Essays are included from participants of the conference. It includes developmental guidelines for the mathematical development of children from 2-8 years old and suggestions for standards, curriculum, teaching, assessment, professional development, and policy. (2003)

### **English as a New Language Standards for Teachers of Students Ages 3-18+**

222469 108 p. a  
371.12 Nat  
Twelve standards lay the foundation for National Board Certification in the field of bilingual education or English as a second language (ESL). Each standard includes discussions of the knowledge, skills, dispositions, and habits of mind which show teachers in this field what constitutes accomplished teaching. (1998;National Board for Prof Teaching St) (National Board for Professional Teaching Standards.)

### **Essential Knowledge: The Debate Over What American Students Should Know**

220351 450 p.  
379.158 Mar  
This book argues for a research-based approach to the identification of the knowledge students should possess prior to high school graduation. It examines the standards movement, arguments from literacy reformers such as E.D. Hirsch, describes the McRel standards database, and presents results from a Gallup poll on opinions regarding essential standards. Included is a five-step vocabulary process for teaching 7,000 key terms

## Standards - AEA11

and phrases across fourteen content areas. (1999;McRel Institute) (Marzano, Robert J.)

### Essentials for Principals: Meeting the Challenges of High-Stakes Testing

223092 84 p. a

371.2 Ess

This issue discusses the elements surrounding high-stakes testing. Principals will learn how to implement programs for the purpose of improving student performance. Information is provided on how to communicate the purpose and results of tests and how to prepare teachers for high-stakes tests. Additional chapters cover topics such as test preparation, test administration day, accommodations for students with special needs, and the integration of assessment and instruction. (2001; National Association of Elem Sch Pr)

### Every Child a Scientist: Achieving Scientific Literacy for All

222849 26 p. a

507.1 Eve

Parents learn why high-quality education is important for all children and young adults, how the National Science Education Standards can be used to improve science education, how the quality of school science programs can be measured, and what they can do to help their district toward education reform. (1998;National Academy Press)

### Exceptional Needs Standards for Teachers of Students Ages Birth-21+

222470 113 p. a

371.12 Nat

Fourteen standards lay the foundation for National Board Certification in the field of special education or the general education of students with exceptional needs. Each standard includes discussions of the knowledge, skills, dispositions, and habits of mind which show teachers in this field what constitutes accomplished teaching. (1999;National Board for Prof Teaching St) (National Board for Professional Teaching Standards.)

### Exemplar Series, Grades 6 to 8

218617 115 p.

428 Mye

Each of the books in this series illustrates how the NCTE/IRA Standards for the English Arts are embodied in student work from throughout the country. In addition to samples of student performance, these guides include rubrics and teacher commentary on various types and levels of student performance, illustrating the range of work across classrooms. Each volume also includes in-depth selections from individual portfolios, illustrating a student's work

across many tasks. (1997;National Council of Teachers of Eng) (Myers, Miles.)

### Exemplary Science in Grades 9-12: Standards-Based Success Stories

226217 191 p. a

507.12 Exe

In this collection of essays, educators describe programs they've developed to fulfill the National Science Education Standards' vision for the reform of teaching, assessment, professional development, and content at the high school level. All the visions correspond with the 'less emphasis' and 'more emphasis' conditions that conclude each section of the standards, characterizing what most teachers and programs should do less of as well as describing the changes needed if real reform is to occur. (2005;National Science Teachers Associati)

### Exemplary science in grades PreK-4 : standards-based success stories

227667 191 p. a

372.35 Exe

Educators explain how they have used the national science standards to reform their teaching, classroom assessments, and professional development. It features exemplary programs and practices. Topics: questioning, inquiry based instruction, scientific inquiry and processes, etc. (2006)

### Exemplary Teaching Practice: A Roadmap to Professional Practice

222665 64 p. a

507.1 Exe

Math and science exemplary practices are described. (1999;McRel Institute)

### Expectations of Excellence: Curriculum Standards for Social Studies

217112 178 p. a

372.83 Exp

The National Council for the Social Studies presents curriculum standards for all grade levels plus ten thematic strands in social studies. (1994; National Council for Soc Stu in Sch)

### First grade math: a month-to-month guide

227417 308 p. a

372.7 Bac

Each month features a math topic and classroom activities for presenting the curriculum content and for managing classroom instruction. Topics are connected to significant and predictable curriculum-related events that occur each month. For example, leaf collections in the fall are connected to sorting, making patterns, graphing. Each chapter explains the math strand, the specific numerical understandings to focus on, practical routines, literature-based lessons, problem

solving activities, and communicating about their work verbally and in writing. (2003) (Bachman, Vicki.)

### Fix Schools First: Blueprint for Achieving Learning Standards

222762 356 p. a

379.158 Bow

Jack Bowsher identifies the causes of inadequate school systems. It provides an action plan and management system to help students achieve the learning standards that have been established by the state departments of education and local school districts. (2001;Aspen Publishers) (Bowsher, Jack E.)

### Fostering Information Literacy: Connecting National Standards, Goals 2000, and the Scans Report

221368 257 p. a

025.524 Tho

Helen Thompson and Susan A. Henley review and interpret state and organization information literacy standards, show the relationship between information literacy standards and national subject area curriculum standards, describe the components of information literacy, and provide background on the changing views of education and teaching practices. Included is a checklist of information goals, objectives, and strategies as well as unit lesson plans that integrate information literacy skills. (2000; Libraries Unlimited, Teacher Ideas) (Thompson, Helen M.)

### A framework for school leaders : linking the ISLLC standards to practice

227549 a

371.2 Hes

This book offers administrators rubrics and performance indicators derived from the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders. (2002) (Hessel, Karen.)

### A Framework for Understanding the Iowa Teaching Standards and Criteria

224027 62 p. a

371.144 Fra

The framework in Charlotte Davidson's book "Enhancing Professional Practice : A Framework for Teaching" (1996) is used to provide elaboration on the Iowa Teaching Standards and Criteria. These levels of performance were copied verbatim and linked to the standards and criteria to which they most closely relate. (2002;Iowa State Education Association)



## Standards - AEA11

### From Rigorous Standards to Student Achievement: A Practical Process

225070 146 p. a  
379.158 Fro  
This book showcases strategies that support teachers and principals as they implement high standards for students. At the same time, it demonstrates how to meet the needs of diverse learners. Readers will learn how to implement change in the classroom by using four strategies: pacing guides, staffing meetings, formative assessments, and instructional interventions. (2004;Eye On Education)

### From Standards to Success: A Guide for School Leaders

226254 162 p. a  
379.158 Osh  
This book introduces the Standards Achievement Planning Cycle-a five step process of collaborative decision making that helps teachers produce standards-based lesson plans. This process is illustrated through the story of a fictional school that is preparing to start using the Cycle. It shows the superintendent who organizes the district for curriculum reform; the principal who supervises standards-based instruction; and teachers who collaboratively plan lessons and evaluate their students' work. (2005) (O'Shea, Mark R.)

### Hands-on standards, grades 1-2 : the First Source for introducing math manipulatives, deluxe edition

227552 184 p. a  
372.7 Han  
This collection of manipulative-based lesson plans is divided into sections based on NCTM's content strands. This volume helps students to identify shapes and figures, add and subtract with regrouping, and combine shapes to make larger shapes. It covers fact families to 10, place value, multiplication and division readiness, number and shape patterns, area and perimeter, elapsed time, and length with standard and non-standard units. (2006)

### Hands-on standards, grades 3-4 : the First Source for introducing math manipulatives, deluxe edition

227553 200 p. a  
372.7 Han  
This collection of manipulative-based lesson plans is divided into sections based on NCTM's content strands. In this volume, students learn to add and subtract four-digit numbers, multiply and divide by one-digit numbers, add and subtract fractions, identify and compare shapes and figures, locate points on a coordinate grid, find elapsed time, and create and interpret a bar graph. There are lessons on how to estimate and measure length, area, perimeter, volume, and weight. It also

covers associative, commutative, and distributive properties. (2006)

### Hands-on standards, PreK-K : the First Source for introducing math manipulatives, deluxe edition

227554 152 p. a  
372.7 Han  
This collection of manipulative-based lesson plans is divided into sections based on NCTM's content strands. This volume helps students to count up and back; identify sets of numbers; identify basic shapes in the real world; identify positions such as on, above, and below; sort objects by 1 or 2 attributes; identify and extend shape and color patterns; gather and record data; order objects by height or length; and compare relative sizes of containers. It also covers basic addition and ordinal numbers. (2006)

### The Heart of the Matter: Using Standards and Assessments to Learn

222563 191 p. a  
379.158 Fal  
Beverly Falk explores the complexities of assessment, accountability, and standards-based reform, and their impact on classroom practice. She also provides guidelines for developing and organizing standards-based curriculum and assessment, ways to use standards and assessments to enhance professional learning, and strategies for using standards and assessments to support meaningful learning. (2000;Heinemann) (Falk, Beverly.)

### A High School Framework for National Science Education Standards

217551 148 p.  
510 Hig  
This guide explains the national science education standards and how physics, chemistry, biology, earth and space sciences can be sequenced, integrated, and coordinated in high school. (1995; National Science Teachers Associati)

### High-Stakes Testing: Coping with Collateral Damage

226163 329 p. a  
371.26 Tho  
This book provides case studies of collateral damage from high-stakes testing and people's coping strategies as reported in newspapers over the 2002-2004 period. Part one examines the influence of high-stake testing on what schools teach, how student progress is evaluated, how achievement standards are set, and how test results are used. Part two devotes a separate chapter to the coping strategies of each of the major participants of the high-stakes testing movement: politicians, educational administrators, parents and the public, test-makers and test-givers, teachers,

and students. Includes suggestions for alternative approaches. (2005) (Thomas, R. Murray)

### How to design Gold Seal Lessons

226659 180 p. a  
371.262 How  
This manual shows how to develop lessons that help students achieve success in meeting educational standards. These lessons, known as Gold Seal Lessons, feature activities that deal with real-world problems. They involve teaching standards and essential skills to specified levels of rigor and relevance. Includes tools and templates to facilitate the lesson design process; activities and practice exercises to master designing the various sections of the Gold Seal Lesson; lists of essential skills in math, science, and language arts; a collection of scoring guides; and sample Gold Seal Lessons. This is a companion to "Using Gold Seal Lessons to Improve Instruction" (2001). (2002)

### How to Use Standards in the Classroom / Douglas E. Harris and Judy F. Carr with Tim Flynn, Marge Petit, and Susan Rigney

218259 63 p.  
371.3 Har  
This guide helps to incorporate standard-based units in the classrooms. Readers will learn how to choose and coordinate standards, choose assessment criteria, and score guides. (1996;Association for Supervision & Curri)

### Implementation guide for occupational skill standards : agricultural biotechnology technician

226707 269 p. a  
630.7 Imp  
This guide introduces the national occupational skill standards pertaining to agricultural biotechnology technicians. It includes information to help assess proficiency in each skill, discusses examples of efforts that link skill standards with school-to-work programs, and provides lesson plans that incorporate the skill standards. (1994)

### Implementing a District-Wide Standards-Referenced Assessment System

219628 113 p.  
371.264 Imp  
This manual provides information, outlines the steps and presents supporting references so that an Iowa school district can implement a district-wide standards referenced assessment system (DSRAS). (1998;Department Of Education)



## Standards - AEA11

### Improving Test Performance of Students with Disabilities...On District and State Assessments, 2nd Edition

226333 208 p. a  
371.262 Ell  
This book shows how to improve test performances of students with disabilities. It focuses on strategies involving instruction, student accommodations, and test preparation. It includes information on how to use data to drive instruction, garner parent support for student performance, and linking standards with student IEP goals. Each chapter contains a self-check to help the reader analyze where they stand in relation to the material presented. New to this edition: text that addresses the impact of the No Child Left Behind Act on instruction and assessment practices for students with disabilities, including those who are also ELL/ESL students. (2006) (Elliott, Judy L.)

### Indicators of Schools of Quality (Volume 2): Program Evaluation Handbook

219803 114 p.  
379.158 Fit  
Chapter one presents a vision of the role of evaluation within the context of school improvement. Specific topics addressed in this chapter include the need for evaluation as a source of learning, the role of evaluation in a learning organization, and approaches to evaluation that enhance organizational learning and promote school improvement. Chapter two outlines the National Study of School Evaluation's "Framework for Evaluation". An emphasis is placed on the importance of maintaining a dual focus throughout the evaluation by focusing on student performance and indicators of school quality using standards and data-driven approaches. Chapter three provides guidelines and focus questions in planning a program evaluation. Chapter four provides tools and resources in conducting the evaluation. Chapter five focuses on strategies for maximizing the use of the results of the program evaluation for school improvement. Chapters three through five include guidelines, focus questions, templates, worksheets, and checklists to guide the program evaluation process. (1998;National Study of School Evaluation) (Fitzpatrick, Kathleen.)

### The Information-Powered School

223080 138 p. a  
027.8 Inf  
This book serves as a guide for implementing the theories laid out in "Information Power : Building Partnerships For Learning", a book that is built upon a set of nine information literacy standards to guide and support media specialists' efforts in teaching, program administration, and information access. It includes a plan

to help both school library media specialists and teachers share the responsibilities of planning, teaching, and assessing student learning. Experienced practitioners provide tips for gathering support of teachers and principals, managing new roles and responsibilities, and integrating information literacy and technology into curricula. (2001;American Library Association)

### Inquire Within: Implementing Inquiry-Based Science Standards

223620 174 p. a  
507.1 Lie  
This book looks at the meaning of inquiry, constructivism, and the learning cycle. It includes information on the characteristics of an inquiry-based classroom and what constitutes an inquiry investigation. Classroom examples and strategies are also provided which show how to integrate inquiry-based learning into the science curriculum. (2002;Corwin Press) (Llewellyn, Douglas.)

### Inquiry and the National Science Education Standards: A Guide for Teaching and Learning

222789 202 p. a  
507.1 Inq  
This is a follow-up book to "National Science Education Standards" for teaching inquiry and teaching through inquiry. It explains how inquiry-based education helps students learn science content, helps clarify when and how teachers should use this approach, provides strategies for involving students in assessing their own learning, and addresses common concerns and questions. (2000; National Academy Press)

### Instructional Leadership to Support Standards-Based Practice: Isolation is the Enemy of Improvement

226363 102 p. a  
379.158 Jam  
This book is intended to help instructional leaders recognize the characteristics of effective standards-based instruction and help teachers incorporate these characteristics into their own practice. In addition to articulating the specific teaching skills needed for standards-based instruction, two annotated classroom vignettes are provided that illustrate these skills. It describes the types of learning experiences teachers need for acquiring these skills and explains how instructional leaders can facilitate such opportunities. Tools are included for guiding instructional leaders and teachers as they focus on standards-driven lesson planning or reflect on the effectiveness of those lessons. (2002) (Jametz, Kate)

### The ISLLC Standards in Action: A Principal's Handbook

225075 146 p. a  
371.2 Eng  
This book showcases programs and practices that demonstrate exemplary school leadership. Each profile summarizes the program's goals and links it to the Interstate School Leaders Licensure Consortium (ISLLC) Standards. Tips and strategies are included to help you adapt and implement it in your own school or district. (2004;Eye On Education) (Engler, Carol M.)

### Introduction to Educational Administration: Standards, Theories, and Practice

225074 292 p. a  
371.2 Fio  
Concepts and theories of educational administration are introduced. The text's framework is based on the six standards for school leaders created and adopted by the Interstate School Leaders Licensure Consortium (ISLLC) in 1996. Each chapter includes application questions and a field activity. (2004;Eye On Education) (Fiore, Douglas J.)

### Introduction to reasoning and proof

227652 141 p. a  
372.7 Sch  
This book shares ways to help students explore their reasoning and support their mathematical thinking. It includes a variety of entry points for understanding, planning, and teaching, including strategies that help students develop strong mathematical reasoning and construct solid justifications for their thinking. It also includes a CD-ROM of activities that can be modified and used with students of all levels. (2007) (Schultz-Ferrell, Karren.)

### Key concepts in mathematics : strengthening standards practice in grades 6-12, 2nd edition

227523 249 p. a  
510.712 Mcn  
This book contains a collection of lessons for each of the ten NCTM standards, with activities that address multiple standards and suggestions for extending the lessons. It combines standards-based mathematics and technology by incorporating TI-73 Explorer and TI-83/94 Plus graphing calculator applications and programs. Each chapter includes strategies to strengthen student engagement, understanding, and retention by building connections among mathematics topics. (2007) (McNamara, Timothy J.)

## Standards - AEA11

### Launching learners in science, preK-5 : how to design standards-based experiences and engage students in classroom conversations

227606 225 p. a  
372.35 Wil  
This book describes principles and requirements that reflect National Science Education Standards for the active learning of science. It looks at the key elements to build into science instruction. Information is provided on how to incorporate inquiry, workshops, centers, and projects. It also introduces a four-step system that helps promote learning in science and across all subjects. (2007)  
(Williams, Kerry C.)

### Learning from Assessment: Tools for Examining Assessment Through Standards: A Middle School Mathematics Professional Development Resource

222309 187 p. a  
510.71 Mad  
Tania Madfes and Ann Muench provide modules for teachers to examine the inter-relationships between assessment, standards, and instruction in order to improve student achievement in mathematics. Items from large-scale assessments (TIMSS and NAEP) are used as focal points for discussing critical issues that support student learning. Designed for district-level professional developers and teacher leaders who work with middle school teachers of mathematics. (1999; WestEd)  
(Madfes, Tania J.)

### Learning to Be a Scientist, Grades K-1

225603 80 p. a  
507.2 Moo  
This resource book contains a series of activities that addresses specific process skills in the National Science Education Standards (Science as Inquiry). These activities require students to observe, compare, sort, measure, and record information. Topics covered: magnets, water, air, light, plants, materials, sound, weather, and animals. This series emphasizes the use of logbooks to help students summarize and solidify learning. (2000)  
(Moore, Jo Ellen)

### Library Media Standards for Teachers of Students Ages 3-18+

223032 51 p. a  
371.12 Nat  
Ten standards detail the National Board Certification requirements for school library media specialists. Media specialists will learn what constitutes accomplished teaching, leadership, and professional development in their field. (2001; National Board for Professional Teaching Standards)

### The Literate Life: Exploring Language Arts Standards Within a Cycle of Learning

218609 56 p.  
372.6 Lit  
This is a helpful guide for the language arts curriculum, literacy and standards. A committee from the NCTE and IRA developed a statement of standards which coordinates with the learning process. Their explanation is accompanied by 15 classroom vignettes of teachers putting the standards into practice. (1997; National Council of Teachers of English)

### Making Change in Mathematics Education: Learning from the Field

220371 148 p.  
510.71 Mak  
This book highlights the dilemmas faced in deciding whether a lesson is standards-based, examines the tensions around how basic skills should be balanced, how teachers interpreted problem solving and communication, and how standards-based mathematics topics were introduced in the Recognizing and Recording Reform in Mathematics Education Project. It also leadership models, the role of parents, the role of assessment, challenges, and lessons learned in this reform project. (1998; National Council of Teachers of Mathematics)

### Making Math Success Happen

224802 304 p. a  
510.71 Mak  
In this collection of articles, classroom teachers relate how they have used technology in mathematics. The articles are organized around the ten standards of the National Council of Teachers of Mathematics (NCTM). These standards fall into two categories: process and content. Each of the standards has been integrated with the National Educational Technology Standards for Students (NETS-S). (2003)

### Making Standards Work: A Case Study of Washington State

220464 17 p. a  
379.158 Mak  
This report examines the implementation of standard-based reform in one state, Washington, and asks whether the reform strategy worked. It is based on a survey of two statewide samples of elementary schools whose students had taken the Washington Assessments of Student Learning fourth-grade test in 1997 and 1998. Additional information includes interviews with principals and collected written material about improvement strategies. (1999; Thomas B. Fordham Foundation)

### Making Standards Work: How to Implement Standards-Based Assessments in the Classroom, School, and District

219901 253 p. a  
371.27 Ree  
This manual contains step-by-step instructions, checklists, and sample assignments for implementing standards in school districts. Part one addresses why standards matter. The central rationale for standards-based assessments is that they provide a means of evaluation that is accurate and fair. An essential component of fairness is consistency—students and teachers have a fixed target to aim that does not change. Part two addresses in a step-by-step manner, the process of making standards work in the classroom. Part three addresses the policy issues involved when making standards work in the district including accountability, recognition, and response. Part four contains handouts, sample assessments, and assignments. (1998; Center of Performance Assessment)  
(Reeves, Douglas B.)

### Making Technology Standards Work for You: A Guide for School Administrators

223569 180 p. a  
371.33 Bro  
This guide is designed for use with ISTE's National Educational Technology Standards for Administrators. It is meant to serve as a guide for site and district administrators on what they need to know and do to support technology integration and go beyond personal productivity or a technology plan. Each chapter is devoted to one aspect of educational leadership as it applies to technology use—planning, curriculum and instruction, assessment, staff development, and legal and social issues. (2002; International Society for Technology)  
(Brooks-Young, Susan.)

### Math assessment tasks: quick check activities, grade 1

227464 176 p. a  
372.7 Mat  
These assessment tasks assess specific standards-based skills. Each task may be administered quickly and easily by a teacher or paraprofessional. This book is for preview only, duplication is prohibited. (2006)

### Math assessment tasks: quick check activities, grade 2

227465 176 p. a  
372.7 Mat  
These assessment tasks assess specific standards-based skills. Each task may be administered quickly and easily by a teacher or paraprofessional. This book is for preview only, duplication is prohibited. (2006)

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### Math assessment tasks: quick check activities, grade K

227463 176 p. a  
372.7 Mat  
These assessment tasks assess specific standards-based skills. Each task may be administered quickly and easily by a teacher or paraprofessional. This book is for preview only, duplication is prohibited. (2006)

### Math assessment tasks: quick check activities, preK-K

227462 176 p. a  
372.7 Mat  
These assessment tasks assess specific standards-based skills. Each task may be administered quickly and easily by a teacher or paraprofessional. This book is for preview only, duplication is prohibited. (2006)

### Mathematics Assessment: A Practical Handbook for Grades K-2

226622 191 p. a  
372.7 Mat  
The National Council of Teachers of Mathematics task force shows how to assess students, including how to find, modify, and create tasks and how to report results collected. This series complements the book "Assessment Standards for School Mathematics". (2003)

### Mathematics Assessment Sampler, Grades 3-5: Items Aligned with NCTM's Principles and Standards for School Mathematics

226392 219 p. a  
372.7 Mat  
This book contains samples of student assessment items for grades 3-5 that are aligned with NCTM's "Principles and Standards for School Mathematics" (2000). They are sorted according to the strands of number and operations, algebra, geometry, measurement, and data analysis and probability. These samples come from private sectors and include multiple choice, short-response, and extended response questions. Each question is followed by comments about the math and teacher notes. Sample rubrics and student responses follow many questions. (2005)

### Mathematics assessment sampler, grades 6-8 : items aligned with NCTM's principles and standards for school mathematics

226950 262 p. a  
510.712 Mat  
This book contains samples of students assessment items for grades 6-8 that are aligned with NCTM's "Principles and Standards for School Mathematics" (2000). The problems are designed as formative assessments and focus on students' conceptual knowledge and their procedural skills. They are sorted according to strands of number and operations, algebra, geometry,

measurement, and data analysis and probability. They include multiple choice, short-answer, and extended response questions. Each question is followed by comments about the math and teacher notes. Sample rubrics and student responses follow many questions. (2005)

### Mathematics assessment sampler, grades 9-12 : items aligned with NCTM's principles and standards for school mathematics

226949 267 p. a  
510.712 Mat  
This book contains samples of students assessment items for grades 9-12 that are aligned with NCTM's "Principles and Standards for School Mathematics" (2000). The problems are designed as formative assessment and focus on students' conceptual knowledge as well as their procedural skills. They are sorted according to strands. They include multiple choice, short-answer, and extended response questions. Each question is followed by comments about the math and teacher notes. Sample rubrics and student responses follow many questions. (2005)

### Measurement and Evaluation: Strategies for School Improvement

222761 196 p. a  
379.158 Mcn  
James McNamara, David Erlandson, and Maryanne McNamara help principals understand measurement and evaluation as school improvement strategies; explain how to use them through specific strategies, illustrations of exemplary practice ideas, and research summaries; and relate them to real-world tasks. It includes specific strategies, exemplary practice, and research summaries related to school improvement initiatives. (1999; Eye On Education)  
(McNamara, James F.)

### Measuring Up: Standards, Assessment, and School Reform

218425 209 p.  
371.264 Rot  
Teachers and administrators describe how changes in testing have affected teaching and learning and what the schools now expect of students. The author explains the problems reformers are encountering, including research findings that show the difficulty of accurately measuring performance and opposition from parents and community members who consider the reforms misguided and even dangerous. (1995; Jossey-Bass Publishers)  
(Rothman, Robert.)

### Meeting Standards: Instructional Strategies for Struggling Students, (Grades K-8)

225160 185 p. a  
371.9 Ben  
This book contains teaching strategies and activities for struggling learners. These activities link classroom instruction to standards. Teachers will learn how to use student information to target key standards and how to apply strategies to improve students' scores and success. (2003; Sopris West)  
(Beninghof, Anne M.)

### Meeting Standards Through Integrated Curriculum

224969 181 p. a  
375 Dra  
This book explains the KNOW/DO/BE framework that teachers can use to ensure a curriculum that is both rigorous and relevant to students at all stages of proficiency. This comprehensive framework allows teachers to map curriculum, scan and cluster standards, develop assessments and guiding questions, and align integrated instructional strategies and assessments. The authors draw much of their data from research on integration. (2004)  
(Drake, Susan M.)

### Middle Childhood/English Language Arts Standards for National Board Certification (Draft)

219685 48 p.  
379.157 Nat  
In this book, the National Board for Professional Teaching Standards detail what constitutes accomplished teaching for English language arts students in grades four through six. The ten standards cover knowledge of learners, valuing diversity, knowledge of content and curriculum, processes of teaching and learning, learning environment, instructional resources, assessment, teacher as learner, professional responsibility, and family and community involvement. Each standard is summarized in terms of observable actions that have an impact on students. Each summary includes an explanation of what teachers need to know and value to satisfy each standard at a high level, descriptions of orientation to students, roles and responsibilities, and stances toward ethical and intellectual challenges. (1998; National Board for Professional Teaching St)

### Middle Childhood/Generalist Assessment and Scoring Kit

222477 481 p. a  
371.12 Nat  
Portfolio exercises and scoring rubrics are provided that follow the format and content of the assessment process for National Board Certification in the field of elementary school education. Both instructional and analytical abilities are

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assessed. The book "Middle Childhood/Generalist Standards for Teachers of Students Ages 7-12" contains a list of standards that show what constitutes accomplished teaching for elementary school education. (1999;National Board for Prof Teaching St)  
(National Board for Professional Teaching Standards.)

### **Middle Childhood/Generalist Standards for National Board Certification**

219689 53 p.  
379.157 Nat

In this book, the National Board for Professional Teaching Standards detail what constitutes accomplished teaching for middle school teachers. The eleven standards cover knowledge of students, knowledge of content and curriculum, learning environment, respect for diversity, instructional resources, meaningful applications of knowledge, multiple paths to knowledge, assessment, family involvement, reflection, and contributions to the profession. Each standard is summarized in terms of observable actions that have an impact on students. Each summary includes an explanation of what teachers need to know and value to satisfy the standard at a high level, descriptions of orientation to students, roles and responsibilities, and their stance toward ethical and intellectual challenges. (1998;National Board for Prof Teaching St)

### **Middle Childhood/Science: Standards for National Board Certification (Draft)**

219687 56 p.  
379.157 Nat

In this book, the National Board for Professional Teaching Standards detail what constitutes accomplished teaching for science students in grades four through six. The thirteen standards cover understanding students, knowledge of science, instructional resources, engagement, learning environment, equitable participation, science inquiry, fundamental understandings, contexts of science, assessment, family and community outreach, contributing to the profession, and reflective practice. Each standard is summarized in terms of observable actions that have an impact on students. Each summary includes an explanation of what teachers need to know and value to satisfy each standard at a high level, descriptions of orientation to students, roles and responsibilities, and stances toward ethical and intellectual challenges. (1996;National Board for Prof Teaching St)

### **Middle Childhood Through Early Adolescence/Mathematics Standards: For Teachers of Students Ages 7-15**

219695 53 p.  
379.157 Nat

In this book, the National Board for Professional Teaching Standards detail what constitutes accomplished teaching for mathematics students in grades two through ten. The twelve standards cover commitment to equity and access, knowledge of students, knowledge of mathematics, knowledge of teaching practice, the art of teaching, learning environment, using mathematics, technology and instructional resources, assessment, reflection and growth, families and communities, and professional community. Each standard is summarized in terms of observable actions that have an impact on students. Each summary includes an explanation of what teachers need to know and value to satisfy each standard at a high level, descriptions of orientation to students, roles and responsibilities, and stances toward ethical and intellectual challenges. (1998; National Board for Prof Teaching St)

### **Minnesota Standards for Effective School Library Media Programs**

224720 29 p. a  
027.8 Min

Includes the complete state standards for Minnesota school libraries. These standards are divided into sections devoted to learning and teaching, information access and delivery, and program administration. Details are included to check whether your library meets the minimum, standard, or exemplary levels of each standard. Supporting research is also listed as well as comparisons to other state and national standards. (2000)

### **Mission Mathematics: Linking Aerospace and the NCTM Standards, K-6**

218659 120 p.  
510 Mis

This book involves the use of hands-on activities and encourages the collection, display, analysis, and interpretation of data. It provides many lessons for each theme from aerospace and introduces students to recording data using computers and calculators. (1997; National Council of Teachers of Mat)

### **Mission Mathematics: Linking Aerospace and the NCTM Standards, 9-12**

218660 121 p.  
510 Mis

This provides new insights into the use of mathematics and science and encourages students to use technology to record and analyze data. It may be used by students at all levels of mathematics as well as to provide challenging activities for the more

proficient students. This includes topics from discrete mathematics. (1997; National Council of Teachers of Mat)

### **Motivating Students and Teachers in an Era of Standards**

224751 152 p. a

370.154 Sag

This book shows how to keep students and teachers motivated despite the pressures of standards and high stakes testing. It relates motivation to five essential factors: competence, belonging, usefulness, potency, and optimism. These five factors are based on William Glasser's Choice Theory. Each chapter concentrates on one of these five factors and includes strategies (complete with step-by-step instructions) for developing them in a standards-based classroom. (2003) (Sagor, Richard)

### **Moving NSDC's Staff Development Standards Into Practice: Innovation Configurations**

225005 227 p. a

371.1 Mov

Innovation Configurations (IC) add clarity to the NSDC Standards for Staff Development by providing descriptive actions as practiced by teachers, principals, central office staff, superintendents, and school board members. IC maps describe an innovation's major components when the innovation is in use. It also describes how users vary these components during implementation. (2003)

### **The National Board Certification Handbook: Support and Stories from Teachers and Candidates**

223585 117 p. a

371.12 Nat

This book takes you through every step of the National Board Certification process-from the decision to seek certification to what to do if you don't successfully complete all of the requirements. You will learn what is expected, how much time it takes, and what it means to be a National Board Certified teacher. Contributors provide advice, discuss the emotions they felt during the process, and share examples of student work they selected for their own portfolios. (2002; Stenhouse Publishers)

### **National Education Technology Standards for Students: Social Studies Units for Grades 9-12**

225593 195 p. a

300.71 Soc

This book contains multi-week social studies units keyed to the National Educational Technology Standards. Topics include: the U.S. Constitution, the Battle of Hastings, the Civil War, the global economy, current events in the Middle East, and cultural diversity in 21st-century America. Each unit contains lesson plans, Internet and

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print resources, and a spotlight on one or more key technologies. (2004)

### **National Educational Technology Standards for Students: Multidisciplinary Units for Prekindergarten Through Grade 2**

224801 306 p. a  
371.33 Int  
This book contains a series of curriculum units that support the performance indicators of the National Educational Technology Standards for Students (NETS), Pre-K-grade 2. These units use learning centers to introduce students to instructional technology. They are organized into four basic themes-all about me, communities, food and nutrition, and transportation. Essays are included with classroom management strategies as well as ideas on how to integrate technology into the primary classroom. (2003)

### **National Educational Technology Standards for Students: Connecting Curriculum and Technology**

220976 373 p. a  
371.33 Int  
Based on an ISTE initiative, the National Educational Technology Standards are presented as well as learning activities organized by the following curricula: English language arts, foreign language, mathematics, science, and social studies and learning activities organized around multidisciplinary themes. Each activity includes a reference to national curriculum standards and NETS performance indicators. (2000; International Society for Technology)

### **National Educational Technology Standards for Students: Multidisciplinary Units for Grades 3-5**

223404 172 p. a  
371.33 Int  
Part one contains strategies that show how to incorporate technology into the classroom, how to develop problem-based learning activities, and how to incorporate responsible and effective use of the Internet. Part two contains multidisciplinary units with both daily and monthly activities. These activities incorporate specific student books, web sites, and software. They include ideas for assessment rubrics and feedback from teachers who have used the activities. Both the strategies and curriculum units support the National Educational Technology Standards for Students. (2002;International Society for Technology)

### **National Educational Technology Standards For Students: Multidisciplinary Units For Grades 6-8**

224473 241 p.  
371.33 Int  
This book contains a series of units that support the performance indicators of the National Educational Technology Standards for Students, grades 6 -8. The curriculum areas covered include language arts, mathematics, science, social studies, and art/music. Each unit focuses on a multidisciplinary approach with suggestions for projects that involve reading and writing as well as ways teachers can bring other content areas into the lessons. (2003)

### **National Educational Technology Standards for Students, (Nets)**

219619 19 p.  
371.334 Nat  
This book identifies what students should know and be able to do with technology according to the Technology Foundation Standards for Students developed by ISTE National Educational Technology Standards Project. The technology foundation standards for students are divided into six categories (basic operations and concepts; social, ethical, and human issues; technology productivity tools; technology communication tools; technology research tools; and technology problem-solving tools). The profiles section provides performance indicators which describe the technology competence students should exhibit upon completion of the following grade ranges: grades PreK-2, grades 3-5, grades 6-8, and grades 9-12. (1998;International Society for Technology)

### **National Educational Technology Standards for Students: Resources for Student Assessment**

226831 284 p. a  
371.33 Int  
This book provides NETS-based strategies and tools to help measure students' ability to use technology effectively for learning. It includes guidelines for creating and choosing reliable tests of technology literacy for various grades as well as case studies and best practices. Features NETS\*S assessment rubrics specifying technology competency targets for grades 2, 5, 8 and 12. (2006) (Kelly, M.G. (Peggy).)

### **National Educational Technology Standards for Teachers**

222208 32 p. a  
371.33 Int  
Based on an ISTE initiative, the National Educational Technology Standards, performance indicators, and profiles describe what new teachers should know about and be

able to do with technology upon entering the classroom. (2000; International Society for Technology)

### **National Educational Technology Standards for Teachers: Preparing Teachers to Use Technology**

223384 371 p. a  
371.33 Int  
This book shows teachers how to integrate technology into lessons. It includes activities that incorporate national standards involving math, science, social studies, and language arts as well as activities for educational foundation courses. Separate chapters explore teaching strategies for integrating technology, methods for assessing the technology preparation of teachers, and the use of technology in student teaching and internships, first-year teaching, and staff development. (2002;International Society for Technology)

### **National Educational Technology Standards for Teachers: Resources for Assessment**

224762 222 p. a  
371.33 Int  
This book introduces tools to help assess whether teachers have met the National Educational Technology Standards for teachers (NETS\*T). It includes rubrics for every NETS\*T standard and performance indicator, data gathering tools such as observation instruments and surveys, and guidelines for creating teacher portfolios. The last chapter looks at technology references in the National Council for Accreditation of Teacher Education standards (2000). It also outlines performance expectations for individuals serving as building-level technology facilitators or positions of leadership in educational technology. (2003)

### **National Science Education Standards**

217726 262 p.  
507.1 Nat  
The Standards offer a vision of what all students should understand and be able to do at different grade levels in various science categories. Contents: scientific literacy, assessment criteria, design of school and district science programs, and resources needed. (1996;National Academy Press) (NAT)

### **National Staff Development Council's Standards for Staff Development (Middle Level)**

217053 66 p. a  
371.1 Nat  
Staff development standards for individual or organizational use at the middle school level are provided with rationales, examples, outcomes, discussion questions, and references.

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(1994;National Staff Development Council)

### National Standards for English Language Arts

217456 86 p. a  
372.6 Nat  
A special issue of "Focus: Teaching English Language Arts," provides English language arts professionals at all levels a forum in which to discuss national standards and their impact on the profession. (1994;National Council of Teachers of Eng) (NAT)

### National Standards for History

217856 225 p.  
372.89 Nat  
Standards for K-4 and 5-12 are delineated. (1996;National Ctr for History in the Sch)

### National Standards in American Education: A Citizen's Guide

217280 223 p. a  
379.1 Rav  
The establishment of national educational standards and assessments is explored, including its origins, its rationale and the controversy surrounding it. (1995; Brookings Institution Press) (Ravitch, D.)

### The Nation's Report Card: Science Highlights 2000 Reports

223239 16 p. a  
507 Nat  
This report presents the results of a national assessment of what fourth, eighth, and twelfth grade students know and can do in science. This assessment covers knowledge of earth, physical, and life sciences as well as conceptual understanding, ability to conduct scientific investigations, and practical reasoning skills through multiple-choice questions, extended-response questions, and at least one hands-on activity. The report is also available on the NAEP Web site. (2000;U.S. Department of Education)

### Navigating through data analysis and probability in grades 9-12

226341 136 p. a  
510 Nav  
Activities in this book introduce students to simple random sampling, sampling techniques, and simulation as a tool for analyzing both categorical and numerical data. Students use simulated data to evaluate claims based on case studies and to decide whether particular results are likely to have occurred by chance variation or because of other factors. Scenarios probe such topics as workplace discrimination against women and the effects of diet on blood cholesterol levels. They learn what makes a well-designed study, when statistical inferences is permissible, and how to

distinguish among observational studies, surveys, and experiments. These activities incorporate the data analysis and probability standard from NCTM's "Principles and Standards for School Mathematics (2000). The Mac/Win CD-ROM requires Internet Explorer 5.0 and Adobe Acrobat 4.x or above. (2003)

### Navigating Through Data Analysis and Probability in Grades 3-5

226340 120 p. a  
510 Nav  
This book contains activities that require students to collect, examine, analyze, and make conclusions about sets of data. They are organized into chapters, each of which focuses on a different element of the data analysis and probability standard for grades 3-5 from NCTM's "Principles and Standards for School Mathematics" (2000). Students formulate questions and collect data using observations, surveys, and experiments. They display their data in bar graphs and line plots, and describe the distribution of data sets. They also explore the mathematical likelihood of events. The Mac/Win CD-ROM requires Internet Explorer 5.0 and Adobe Acrobat 4.x or above. (2002)

### Navigating Through Data Analysis and Probability in Grades 6-8

226339 120 p. a  
510 Nav  
This book contains activities that present data analysis as a process. Students discover how to interrogate data sets and use numerical summaries to make sense of data. As they compare data sets with equal elements, students learn about spread, variability, and distribution. They apply these ideas, along with multiplicative reasoning and an understanding of relative frequency, as they compare sets with unequal elements. Students then investigate bivariate data, constructing scatterplots and making inferences about possible relationships between two characteristics under study. These activities incorporate the data analysis and probability standard from NCTM's "Principles and Standards for School Mathematics (2000). The Mac/Win CD-ROM requires Internet Explorer 5.0 and Adobe Acrobat 4.x or above. (2003)

### NCLB Meets School Realities: Lessons From the Field

226491 148 p. a  
379.73 Sun  
It is based on research by the Civil Rights Project at Harvard University of eleven districts across six states. The authors discuss the implications of increased federal involvement in education, how states have designed their accountability systems to meet the NCLB requirements, and the

implications of the adequate yearly progress provisions for schools and students. They examine whether the transfer policy creates better schooling options for disadvantaged families, the abilities of districts to implement supplemental educational services, and how teachers view the efficacy of NCLB's reforms. They also review one provision-graduate rate accountability-in light of the national graduation rate crisis. (2005) (Sunderman, Gail L.)

### New Standards: Released Tasks Cd-Rom Archive

219896 1 p.  
371.204 New  
This CD-ROM contains released tasks posted on the Kentucky Department of Educations' web site for arts and humanities, mathematics, reading, science, social studies, practical living/vocational studies; the New Standards released task archive for English language arts; and the 1992 and 1995 New Standards released task archive for mathematics. Each release is organized into elementary, middle, or high school levels and contains a time length for each task. This CD-ROM also contains the entire contents of the Portfolio Archive. System requirements: Macintosh 7.0 or higher, 68020-68040 processor; 2 MB RAM; 1 double-speed CD-ROM Drive, Macromedia Director, QuickTime, Adobe Acrobat. System requirements: Windows 3.1 or higher, 386 processor; 4 MB RAM; 1 double-speed CD-ROM Drive, Macromedia Director, QuickTime for Windows, Adobe Acrobat. (1997; Iowa Department Of Education)

### NSTA Pathways to the Science Standards: Guidelines for Moving the Vision, High School Edition

218310 196 p.  
500.712 Nst  
High school science teachers are guided in their implementation of National Science Standards in their classroom and school. (1996;National Science Teachers Associati)

### NSTA Pathways to the Science Standards: Guidelines For Moving the Vision Into Practice, Second Edition

224674 208 p. a  
507.12 Nst  
This guide shows how to implement the National Science Education Standards. The first three chapters focus on the teaching, professional development, and assessment standards. The fourth chapter covers the science content outlined in the NSES for students in grades 9-12. They have been clustered into three sections: physical science, life science, and earth and space science. For each discipline, the book includes examples of inquiry, science and technology, personal and social perspectives, and the history and

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nature of science. The last two chapters discuss national standards for the science program and the educational system. Includes an appendix with suggestions for engaging a diverse student body in science education, including those with physical and learning disabilities. (2003; National Science Teachers Associati)

### **101 More Questions & Answers about Standards, Assessment, and Accountability**

225460 224 p. a  
379.158 Ree

Answers are provided to commonly asked questions that deal with issues involving standards, assessment, and accountability. Chapters are devoted to power standards, standards-based performance assessment, reading and student achievement, writing and student achievement, classroom issues, grading and reporting data, successful schools: 90/90/90 and beyond, and uniting stakeholders for student achievement. Readers will learn how to align leaders' approaches to standards-based instruction and accountability, how to collect data from district and building-wide assessments, and how to evaluate achievement for ESL, remedial, and gifted students. (2004) (Reeves, Douglas B.)

### **One Size Fits Few: The Folly of Educational Standards**

220261 154 p.  
379.158 Oha

The author recounts her quest to make sense of the Standards movement. In part one the author gives her opinions on what is wrong with standards. In part two she examines standards around the country. In part three she criticizes the professional journal 'Education Week', general working conditions, 'Goals 2000', and educational-related regulations. (1999;Heinemann) (Ohanian, Susan)

### **Opportunity to Learn Standards for Arts Education**

217643 55 p.  
378.10 Opp

These standards specify the physical and educational conditions necessary in schools to meet the achievement standards in arts education. (1995; Consortium of National Arts Educ.) (OPP)

### **NSTA Pathways to the Science Standards: Guidelines for Moving the Vision into Practice, Middle School Edition**

219111 151 p.  
507.1 Pat

This book shows how to carry the vision of the standards for teaching, professional development, assessment, content, program, and system into the middle school level science classroom. Professional development standards include graduate courses, structured

inservice programs, professional associations, journals, collaboration with other professionals, self-reflection and inquiry, evaluation, school improvement for professional growth, internships. The unifying concepts and processes in content standards include systems, order, and organization; evidence, models, and explanation; constancy, change, and measurement; evolution and equilibrium; form and function. There are also content standards for physical, life, earth, and space sciences; science and technology; science in personal and social perspectives; history and nature of science. A good science program is designed around student knowledge, skills and attitudes. Lastly are the seven prerequisites for changing the education system to support science at all levels; common vision, coordination, continuity, resources, equity, unanticipated effects, and individual responsibility. (1998;National Science Teachers Associati)

### **Performance Assessment and Standards-Based Curricula: The Achievement Cycle**

219820 203 p.  
374.001 Gla

This book shows the connection between standards-based curricula, performance assessment, assessment-driven instruction, and authentic learning. Chapter one defines the achievement cycle approach and provides the background knowledge for using the approach in the classroom. Chapter two shows how to develop a standards-based curriculum. Chapter three explains how to use curriculum standards in developing the curriculum. It also explains a process for designing performance assessments based on that curriculum. Chapter four explains the process for planning and delivering assessment-driven instruction. Chapter five discusses authentic learning. Chapter six through nine explain the application of the achievement cycle to social studies, science, mathematics, and language arts. The last chapter explains the support system needed to make the model effective. (1998;Eye On Education) (Glatthorn, Allan A.,)

### **Performance Standards and Authentic Learning**

220233 176 p.  
371.39 Gla

This guide demonstrates how to implement a standards-based curriculum, develop and teach with performance tasks, and use performance assessments. Section one explains the beliefs, processes, and outcomes for this type of teaching. Section two explains the four processes that constitute teachers' planning. Section three focuses on the teaching process. (1999;Eye On Education) (Glatthorn, Allan A.)

### **Performance Standards, Volume 1: Elementary School**

219631 250 p.

371.264 Per  
The New Standards assessment system has three components: performance standards, on-demand examination, and a portfolio system. These elementary standards measure student learning expectations at grade four in English language arts, math, science, and applied learning. These standards indicate the quality or level of content-area standards written by national organizations. (1997;National Center on Educ & the Econo)

### **Performance Standards, Volume 2: Middle School**

219632 176 p.

371.264 Per  
The New Standards assessment system has three components: performance standards, on-demand examination, and a portfolio system. These middle school standards measure student learning expectations in English language arts, math, science, and applied learning. These standards indicate the quality or level of content-area standards written by national organizations. (1997;National Center on Educ & the Econo)

### **Raising the Standard: An Eight-Step Action Guide for Schools and Communities**

219633 178 p.

371.264 Per  
This book gives day-to-day practice and plain facts about how to raise academic standards for all students. Only the highlights appear in the hard copy of this book. The full text is available on the CD-ROM and on the Coalition for Goals 2000 education reform online network entitled Goal Line. This text explains eight steps for raising academic standards including how to: build public demand for standards and reform, organize around high academic standards, conduct an academic analysis, reorganize for change and build staff capacity, hold students accountable, develop new partnerships, make continuous improvements, and school and district accountability. The CD-ROM also includes full text of academic standards from Beaufort County, SC, Colorado, Delaware, and Virginia. (1997; National Center on Educ & the Econo) (Doyle, Denis P.)

### **A Policymaker's Guide to Standards-Led Assessment**

220354 21 p.  
379.158 Lin

This guide examines the challenges of building consensus, assuring accurate measures, estimating costs, defining progress, addressing legal challenges, building public support, and the role of assessments in standards-led reform. It includes examples of content standards statements and explores



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both Maryland's student assessment programs and the "Next Century Assessment for North Carolina". It also explores the relationship of district and classroom assessments. (1997; National Center for Research on Evaluation, Linn, Robert L.)

### **The Power of SMART Goals: Using Goals to Improve Student Learning**

226623 203 p. a  
371.2 One  
This book shows how to transform schools into places where each student is meeting and exceeding standards by shifting thinking to a focus on results. Four real stories from elementary, middle, and high schools that are implementing SMART goals give a firsthand look at how they are turning challenges into opportunities for learning and improvement. Includes templates and forms for implementing the SMART goals process in schools and classrooms. (2006) (O'Neill, Jan)

### **PreK-12 English language proficiency standards (revised)**

227120 147 p.  
379.1 Pre  
This revised version focuses on ELL/ESL oral language and literacy development through academic content. (2006)

### **Principal Induction: A Standards-Based Model for Administrator Development**

224787 161 p. a  
371.2 Wil  
This book correlates the Educational Leadership Constituent Council (ELCC) standards to the principal induction process. It contains clarifying rationale and examples of principal performance for each standard along with activities and problem-based case studies. The case studies are connected to an induction model. This model involves a collaborative team of various representatives who work to help the beginning administrator grow. This book is a follow-up to "Principal Leadership: Applying the Educational Leadership Constituent Council Standards" (2002). (2004) (Wilmore, Elaine L.)

### **Principles and Standards for School Mathematics**

222275 402 p.  
510.71 Pri  
Each of the principles and standards from NCTM Standards 2000 for grades Pre-K-2, 3-5, 6-8, and 9-12 are explained. Included are classroom examples, instances of student work, and episodes that illustrate points made in the text about each standard. (2000; National Council of Teachers of Math)

### **Professional Standards for Teaching Mathematics**

216141 196 p. a  
372.7 Nat  
The standards are a set of principles with illustrations or indicators to judge what is valuable and appropriate to teach. Excellence in teaching math is addressed. (1991; Council)

### **Program Evaluation: English Language Arts**

219802 138 p.  
421.7 Fit  
Part one reviews National Perspectives on program-specific and schoolwide goals for student learning in English language arts, outlines a set of guidelines and focus questions to help guide the review and analysis of student achievement of the necessary knowledge and skills for learning, and provides worksheets and focus questions to help identify priorities for improving student learning. Part two provides schoolwide indicators of instructional and organizational effectiveness in the English language arts programs; provides checklists and worksheets to examine indicators of instructional and organizational effectiveness; and focus questions, worksheets, and checklists for building and strengthening English language arts programs. Part three includes guidelines, focus questions, and a sample planning format to guide the development of the school improvement plan. (1998; National Study of School Evaluation) (Fitzpatrick, Kathleen.)

### **Program Evaluation: Mathematics**

219804 148 p.  
510.7 Fit  
Part one reviews National Perspectives on program-specific and schoolwide goals for student learning in mathematics, outlines a set of guidelines and focus questions to help guide the review and analysis of student achievement of the necessary knowledge and skills for learning, and provides worksheets and focus questions to help identify priorities for improving student learning. Part two provides schoolwide indicators of instructional and organizational effectiveness in mathematics programs; provides checklists and worksheets to examine indicators of instructional and organizational effectiveness; and focus questions, worksheets, and checklists for building and strengthening mathematics programs. Part three includes guidelines, focus questions, and a sample planning format to guide the development of the school improvement plan. (1998; National Study of School Evaluation) (Fitzpatrick, Kathleen.)

### **Program Evaluation: Physical Education**

219801 134 p.  
796.07 Fit  
Part one reviews National Perspectives on program-specific and schoolwide goals for student learning in physical education, outlines a set of guidelines and focus questions to help guide the review and analysis of student achievement of the necessary knowledge and skills for learning, and provides worksheets and focus questions to help identify priorities for improving student learning. Part two provides schoolwide indicators of instructional and organizational effectiveness in physical education programs; provides checklists and worksheets to examine indicators of instructional and organizational effectiveness; and focus questions, worksheets, and checklists for building and strengthening physical education programs. Part three includes guidelines, focus questions, and a sample planning format to guide the development of the school improvement plan. (1998; National Study of School Evaluation) (Fitzpatrick, Kathleen.)

### **Program Evaluation: Science**

219810 150 p.  
500.7 Fit  
Part one reviews National Perspectives on program-specific and schoolwide goals for student learning in science, outlines a set of guidelines and focus questions to help guide the review and analysis of student achievement of the necessary knowledge and skills for learning, and provides worksheets and focus questions to help identify priorities for improving student learning. Part two provides schoolwide indicators of instructional and organizational effectiveness in the science programs; provides checklists and worksheets to examine indicators of instructional and organizational effectiveness; and focus questions, worksheets, and checklists for building and strengthening science programs. Part three includes guidelines, focus questions, and a sample planning format to guide the development of the school improvement plan. (1998; National Study of School Evaluation) (Fitzpatrick, Kathleen.)

### **Project 2061: Science Literacy for a Changing Future**

219406 32 p. a  
507 Pro  
This is a 1994 update of science, social science, math, and technology standards from Project 2061. These standards comprise of what knowledge, skills, and ways of thinking all students should derive from science, mathematics, and technology by the time they complete high school. Chapter one through three focuses on the nature of science, math, and technology as human enterprises: how they differ and how they are alike, their

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reliance on evidence, their use of imagination, and how they identify and avoid bias. Chapter four through nine present the picture science paints in the following areas: the physical setting, the living environment, human organisms, human society, the designed world, and the mathematical world. Chapter ten illustrates the science enterprise with ten historical examples. Chapter eleven presents tools for scientific thinking. Chapter twelve presents recommendations for values, attitudes, and skills. Chapter thirteen lays out principles that underlie all Project 2061 tools. (1994; American Association for the Advanc)

### **Raising the Bar for School PR: New Standards for the School Public Relations Profession**

224176 19 p. a  
659.29 Rai  
The NSPRA standards address: preparation of school public relations professionals, comprehensive school public relations programs, and the financial support needed to implement good programs. (2002;National School Public Relations As)

### **Raising the Standard: An Eight-Step Action Guide for Schools and Communities**

220722 190 p. a  
371.207 Doy  
Eight-steps explore how to set and meet academic standards. It emphasizes ownership through locally-developed and adopted standards and assessments. Throughout the book are educational reform stories from five school districts. Included is a section on charter schools. The MAC/IBM CD-ROM contains background information, resources, examples, and hyperlinks. (1999;Corwin Press)  
(Doyle, Denis P.)

### **Reaching for a Better Standard: English School Inspection and the Dilemma of Accountability for American Public Schools**

217679 267 p.  
372.6 Wil  
Thomas Wilson uses the tradition of English school inspection to help American educators see the dilemma of accountability and gives tools to change. It gives controversy over the evaluation of schools. Can standards work and should they be improved? (1996;Teachers College Press)  
(Wilson, Thomas.)

### **Reading and Writing Grade By Grade: Primary Literacy Standards for Kindergarten Through Third Grade**

220997 304 p. a  
372.6 New  
Grade K-3 expectations are laid out for the skills and habits of reading and writing. These expectations are illustrated with examples of children's writings, samples of their oral reading, and videos of children discussing books and following written directions. The CD-ROMs contain all these illustrations plus a summary version of the standards themselves. (1999; National Center on Educ & the Econo)

### **Reflecting on Practice in Elementary School Mathematics: Readings from NCTM's School-Based Journals and Other Publications**

222276 256 p.  
372.7 Ref  
Articles, selected from NCTM publications, explore the complexities involving the implementation of NCTM Standards and discuss the issues concerning the teaching and learning of mathematics. Part two describes mathematical tasks and descriptions from reform-based elementary and middle school classrooms related to the real-number system as well as data, measurement, and geometry. Writings are included by Barbara Reys, Jean Shaw, Mary Jo Puckett Cliatt, Beverly Irby, Mary Montgomery Lindquist, David Whitin, Douglas Clements, Stephen Krulik, and Jesse Rudnick. (1999; National Council of Teachers of Mat)

### **A Research Companion to Principles and Standards for School Mathematics**

224743 413 p. a  
510.71 Are  
This compilation focuses on research relevant to topics in the NCTM "Principles and Standards" document. It explores the implementation of "Principles and Standards" from different perspectives on teaching and learning. There is also a chapter that covers the role and value of educational research in establishing policy, using the standards as an illustrative case. Writings are included by Deborah Loewenberg Ball, Hyman Bass, Richard Lehrer, and Joan Ferrini-Mundy. (2003)

### **Restructuring Around Standards: A Practitioner's Guide to Design and Implementation**

219076 131 p.  
379.1 For  
This guide gives the process of developing and implementing standards for schools and school districts. This book also gives an operational framework for restructuring through standards based on four key principles:

start small and think big, work in teams, use the best available knowledge, let your data drive your efforts. The three types of standards are content, curriculum, and performance. The five steps for developing standards are vision setting, curriculum structure, meaningful assessment, staff development, and improvement action. The elements involved in designing a curriculum structure include standards identification, benchmark development, comprehensive assessment, and planned course development. In vision setting remember the importance of local ownership and bringing staff and community members together for strategic planning. Chapter eight gives examples of developing curriculum for math, history, science, physical education/health, and government. Benchmarks give a progression of expectations that detail what a student is capable of learning at various stages. This book also discusses assessment, curriculum development, and instruction. (1998;Corwin Press)  
(Foriska, Terry J.)

### **Rewards and Reform: Creating Educational Incentives that Work**

219898 365 p. a  
370.15 Rew  
This book offers a comprehensive view of student, teacher, managerial, and organizational incentives and shows how they are linked to school reform goals. This book shows how workplace redesigns could answer teachers' need for autonomy and participation and bolster the professional nature of teaching. It also examines alternative ways of thinking about teacher compensation. Drawing from sources such as studies of performance incentives, reforms in Vermont, school structuring in New York City, private sector research on management, and current theories of motivation and organizational development, this book explains the underlying issues surrounding incentives and reform and provides a framework for future research and policy. (1996; Jossey-Bass Publishers)

### **Rising to the Challenge of the National Science Education Standards: The Processes of Science Inquiry, Grades 5-8**

218570 90 p.  
372.35 Ost  
This science resource contains 36 activities which follow the science standards for scientific inquiry and covers physical, life, and earth sciences. It contains learning in these areas: metacognition thinking processes, assessment strategies, collaborative and cooperative learning techniques, observing and classifying. (1996;S And K Associates)  
(Ostlund, Karen.)

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### Physical Education Standards for Teachers of Students Ages 3-18+

222471 43 p.

371.12 Nat

Thirteen standards lay the foundation for National Board Certification in the field of physical education. Each standard includes discussions of the knowledge, skills, dispositions, and habits of mind which show teachers in what constitutes accomplished teaching. (1999; National Board for Prof Teaching St)  
(National Board for Professional Teaching Standards.)

### Scope, Sequence, and Coordination: A Framework for High School Science Education, 1996 Edition

217817 202 p.

507.12 Sco

This is a 1996 revision of the 1995 volume, "A High School Framework for National Science Education Standards", a science guide to help scope, sequence and coordination at the high school level. Part One presents physics, chemistry, biology, earth and space sciences with topics that are included in the standards for each science discipline. Part two has science applications and processes (science as inquiry, science in personal and social perspectives, etc.). (1996; National Science Teachers Associati)

### Second grade math: a month-to-month guide

227418 230 p. a

372.7 Lit

Each month features a math topic and classroom activities for presenting the curriculum content and for managing classroom instruction. Topics are connected to significant and predictable curriculum-related events that occur each month. For example, leaf collections in the fall are connected to sorting, making patterns, graphing. Each chapter explains the math strand, the specific numerical understandings to focus on, practical routines, literature-based lessons, problem solving activities, and communicating about their work verbally and in writing. (2003)  
(Litton, Nancy.)

### Selections From the NCSS Curriculum Standards to Accompany Social Studies for Children

224246 53 p. a

372.83 Gar

These selections address the definition and purpose for social studies, skills-based teaching, interdisciplinary instruction, descriptions of 10 thematic strands, vignettes, and standards based instruction. (2002; Allyn and Bacon, Inc.)  
(Garcia, Jesus.)

### Self-Assessment Activities for School administrators: A Companion to Making Technology Standards Work for You

225156 117 p. a

371.33 Bro

This is a workbook to be used in conjunction with "Making Technology Standards Work for You: A Guide for School Administrators" (2002). It contains self-assessment activities that allow administrators to review each of the NETS\*A performance indicators, and evaluate where they are and where they need to go. (2004; International Society for Technolog)  
(Brooks-Young, Susan)

### So You Have Standards, Now What

220355 21 p.

379.158 Soy

This guide summarizes the lessons learned when developing standards and provides tips and strategies from early leaders on how to involve educators, the public, and parents in new forms of assessment. It includes a list of questions policymakers are likely to hear, defines key terms, and explores the challenges to involving the public, policymakers, parents, and teachers in the designing and implementation of new assessments. (1997; Education Commission of the States)

### Standards and Curriculum: A View From the Nation, a Joint Report by the National Council of Teachers of Mathematics (NCTM) and the Association of State Supervisors of Mathematics (ASSM), Park City, Utah, July 21-24, 2004

226156 167 p. a

510.71 Sta

This report examines the impact of the publication "Principles and Standards for School Mathematics" (2000) on curriculum reform, explains how state educational agencies approached the task of developing state standards, and highlights of similarities and differences of standards and strands in each. Chapters are devoted to each grade level. Each chapter reports the results of those states that have similar process standards. (2004)

### Standards and Education: A Roadmap for State Policymakers

217862 38 p.

379.1 Sta

This book discusses the history of standards, what they are and how they work-and how we know they work. It gives case studies of how three states approached standards development and implementation differently and described how states need to align policy around standards and the role of districts and schools in implementing standards. (1996; Education Commission of the States)

### Standards-Based Classroom Operator's Manual: Combined Elementary/Secondary Edition, 3rd Edition

224708 149 p. a

379.158 Sta

This manual is designed to help teachers implement standards in the classroom. It contains graphic organizers and templates as well as directions for using them and samples from a variety of subjects and grade levels. Each tool is keyed to one of the eight steps introduced for designing, delivering, and evaluating standards-based instruction. (2002)

### Standards-Based Instruction and Assessment for English Language Learners

224981 145 p. a

379.1 Lac

This book explores the issues that must be addressed to ensure the academic success of English language learners (ELL). Contents: characteristics of ELL students, how language and culture affect learning, language development issues, what teachers need to know about assessment, standards-based learning practices that support the success and academic achievement of students. (2004)  
(Lachat, Mary Ann)

### Standards-Based K-12 Language Arts Curriculum: A Focus on Performance

221499 174 p. a

428.007 Sta

Standards and skills, based on contributions from various school districts, for each language arts strand (reading/literature, speaking/listening, and writing) are presented with suggested resources, activities, and assessments. (2000; Allyn and Bacon, Inc.)

### Standards Based Learning for Students with Disabilities

222806 189 p. a

371.9 Gla

Allan Glatthorn and Marsha Craft-Tripp describe how curriculum standards, performance standards, and teaching standards can be used to improve the education of students with disabilities. Included are examples which illustrate how to produce and implement standards-based IEPs, use curriculum standards and benchmarks to create long term plans, and develop performance tasks and curriculum units for students with special needs. (2000; Eye On Education)  
(Glatthorn, Allan A.)

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### Standards-Based School Mathematics Curricula: What Are They? What do Students Learn?

225820 515 p. a  
510.71 Sta  
The studies presented in this volume discuss twelve standards-based programs that were produced in response to the 1989 NCTM Curriculum and Evaluation Standards for School Mathematics. These programs span from elementary to high school. Researchers identify content on which the students in these curricula outperformed students in traditional curricula, as well as content where there was no difference. Additionally, independent researchers critique the evidence presented. (2003)

### Standards & Benchmarks for Education of Gifted & Talented High-Ability Students, K-12

223541 80 p. a  
371.95 Roe  
The author, a resource specialist at the University of Iowa's Belin & Blank International Center for Gifted Education & Talent Development, provides an updated list of standards and benchmarks for gifted, talented, and high-ability students. New to this edition: suggestions to help you document and assess the standards and benchmarks adopted by your school or district. Individual chapters focus on the mission statement, student assessment & identification, program options, instructional strategies, IEPs, advisory & support groups, administration and implementation of the program, staff utilization and in-service, and program evaluation. (2001;Leadership Publishers, Inc.) (Roets, Lois F.)

### Standards Exemplar Series: Assessing Student Performance, K-5

219036 134 p.  
428 Sta  
This book is divided into two sections, exemplars and portfolios. Each exemplar consists of a task, a sample of student performance, and a commentary showing the relationship of the performance to the rubric. At the end of each set of exemplars is a graphic showing which standards for the English language are targeted in a particular performance. The second line of the graphic suggests additional standards that might be illustrated if the task were extended or embedded in a larger unit of classroom instruction. The second part gives three portfolios from elementary students. In each portfolio are evidence of reading accomplishment in literature, informational materials, public discourse; evidence of quantity, range, depth in reading; evidence of writing, speaking, listening, and viewing; reflective essay; table of contents. (1997;National Council of Teachers of Eng)

### Standards Exemplar Series: Assessing Student Performance, Grades 9-12

218616 117 p.  
428 Sta  
This book is intended for those who have wondered how teachers have translated NCTE's English language arts standards into student performance and how teachers have ranked that performance. It will provide examples of both rankings of student work and translations of the English standards into student performance. (1997;National Council of Teachers of Eng)

### Standards for Excellence in Education: A Guide for Parents, Teachers, and Principals for Evaluating and Implementing Standards for Education

220404 286 p.  
379.158 Sta  
Standards for Excellence in Education standards are presented for science, English language arts, history, civics, geography, foreign languages, and the arts. Each set of standards is introduced by a rationale for that subject along with an explanation of specific features of that section's material. The CD-ROM contains .pdf files that allow search capabilities for all the standards and benchmarks. The guides include advice for parents, teachers, and principals. The posters highlight all the standards. (1998; Council for Basic Education)

### Standards for Foreign Language Learning in the 21st Century: Including Chinese, Classical Languages, French, German, Italian, Japanese, Portuguese, Russian, and Spanish

222694 474 p. a  
418.007 Sta  
National standards and indicators are provided for the following foreign languages: Chinese, Classical Languages, French, German, Italian, Japanese, Portuguese, Russian, and Spanish. Each section also contains activities and lessons which are connected to these national standards. (1999;National Standards in Foreign Langu)

### Standards for Foreign Language Learning: Preparing for the 21st Century

218526 109 p.  
418 Sta  
The standards were organized around the 5 c's of foreign language education: communication, culture, connections, comparisons, and communities. The are eleven standards explained which coordinate with the 5 c's. (1996; National Standards in Foreign Langu)

### Standards for middle and high school literacy coaches

226665 52 p. a  
428.4 Sta  
This guide outlines the idea of what a literacy coach should know and be able to do in delivering both leadership and support in individual content areas. It is offered as a blueprint for literacy coaches themselves, policymakers, school and district administrators, and teachers, in the hope that it will help support and develop coaching in ways that will most benefit adolescent learners. (2006)

### Standards for Our Schools: How to Set Them, Measure Them, and Reach Them

219005 349 p.  
379.1 Tuc  
This book shows how American public schools can be saved by instituting high standards for academic achievement. The job of creating standards that are usable by teachers and students begins with making choices about what is most important to teach and learn. The format for standards has three parts: performance descriptions (narrative statement of what students are expected to know and be able to do), samples of student work, and commentaries on the student work. Standards put forth in this book are standards for learning, building classrooms, management, elementary, middle, and high schools, accountability systems, and subjects (English, language arts, math, science, and applied learning). (1998; Jossey-Bass Publishers) (Tucker, Marc S.)

### Standards for Staff Development: Elementary School Edition

217829 60 p. a  
371.1 Sta  
Context, process, and content standards for staff development are outlined. (1995;National Staff Development Council)

### Standards for Staff Development: High School Edition

217911 65 p.  
371.1 Nat  
This book explains ongoing training programs with follow-up and support study groups, peer coaching, action research. It is divided into context, process and content. (1995;National Assoc of Sec School Princ)

### Standards for the English Language Arts

217825 131 p.  
372.6 Sta  
Content standards are outlined. (1996;International Reading Association)

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### Standards: From Policy to Practice

220130 62 p.

379.158 Loc  
This book uses a series of open-ended questions to spark debate and identify possible approaches to the issue of applying national standards to curriculum. The interviews center on the following questions: will the national standards mean the end of local decision making; can interdisciplinary teaching continue, or will it fall by the wayside; should national standards be mandatory or voluntary; how can the developers of standards assure equal levels of rigor across disciplines, and how will standards be measured. (1998;Corwin Press)  
(Lockwood, Anne Turnbaugh)

### Standards in Practice, Grades 6-8

217932 120 p. a

372.6 Wil  
This book complements Standards for the English Language Arts. Team teaching and student-created materials branch off the standards. Contents: drama, story worlds, student designed learning and hypermedia. (1996; National Council of Teachers of Eng)  
(Wilhelm, Jeffrey D.,)

### Standards in Practice, Grades K-2

217937 123 p.

372.6 Cra  
This book complements Standards for the English Language Arts. Teachers learn to switch from basal readers to literature-based learning and also learn the purpose of English language arts assessments. Contents: literature; writing; emergent literacy; multicultural understanding; making meaning in reading, writing, art, music, and drama; narrative writing; report cards. (1996; National Council of Teachers of Eng)  
(Crafton, Linda K.)

### Standards in the Classroom: An Implementation Guide for Teachers of Science and Mathematics

224007 177 p. a

507.1 Aud  
Includes activities and reflective questions to help math and science teachers not only understand the standards-based movement, but help them implement content standards into their classroom. Chapters are included to help those who create curriculum plans and performance assessments as well as those who analyze and make decisions about curriculum or classroom materials. (2002;Corwin Press)  
(Audet, Richard H.)

### The State of Standards 2000

221427 177 p. a

379.158 Sta  
Individual reports provide evaluations and comparisons of each state's educational standards in English, history, geography, mathematics, and science from the year 1998 and 2000. The appendices detail specific criteria for each subject area and detailed grades for each state. The last appendix gives grades on school-based accountability. (2000;Thomas B. Fordham Foundation)

### State of the States: A Report on English Language Arts Content Standards in Each State

217457 54 p. a

372.6 Sta  
A brief description of each state's English language arts standards is provided with addresses and phone numbers of contact people. (1995; National Council of Teachers of Eng)

### State Standards and State Assessment Systems: A Guide to Alignment

223101 30 p. a

379.158 Sta  
This guide contains information to assist states and districts in aligning their assessment systems to their content and performance standards. It draws on relevant research findings to discuss critical aspects of alignment. It also discusses alignment in the context of other components of the educational system, including accountability, teacher involvement and professional development, policy development, grade level connections, and textbook adoption and use. (2000;Council of Chief State School Office)

### Strength-Based Teaching: The Affective Teacher, No Child Left Behind

226195 230 p. a

371.39 Car  
This book provides school communities with the knowledge to successfully close the achievement gap. It addresses the troubling implications of the No Child Left Behind Act and debunks several myths that are having damaging impacts on school effectiveness. Evidence is shared that teachers can and do make a difference in students learning. Brain research challenges assumptions about poor students of color and their potential for success in school. It introduces a framework that outlines the leadership and teaching pillars in a standards-based school. It also looks at ways of creating an environment that challenges students without threatening them. (2005;Scarecrow Press, Inc.)  
(Carman, Tim)

### Student Assessment Mini-Lessons for Your Staff

226367 256 p. a

371.26 Art  
This book contains a collection of professional development activities to help staff understand large-scale standards-based assessment and promote student achievement through improved classroom assessment practice. These activities feature assessment situations and dilemmas for teachers to work out, rubrics for gauging the quality of classroom assessment, scored sample classroom assessments, and a development continuum to help teachers target their strengths and learning needs with regard to assessment. (1998)  
(Arter, Judy)

### Succeeding with Standards: Linking Curriculum, Assessment, and Action Planning

222804 201 p. a

379.158 Car  
Judy Carr and Douglas Harris describe a comprehensive process by which schools and districts can turn piecemeal initiatives into a coherent plan. They explain how to determine who is to teach and assess each standard, create a curriculum and assessment plan, define effective practice, and map out a path to success through action planning. They also cover challenges related to reporting results and addressing professional development in a standards-based environment. (2001; Association for Supervision & Curri)  
(Carr, Judy F.)

### Supporting and Sustaining Teachers' Professional Development: A Principal's Guide

226067 146 p. a

370.71 Tal  
This book shows how to apply the three elements of the national standards for professional development (content, process, and context) to the work of school leaders. Part one focuses on means of determining what the content of a school's professional development efforts should be. Part two examines the process of adult learning, looking at designs and models as well as what is known about effective staff development practices. Part three addresses how to establish and maintain nurturing environments for adult learning. (2005)  
(Tallerico, Marilyn.)

### Systems for State Science Assessment

226721 229 p. a

507.1 Sys  
This report is a guide for states in making decisions about assessment to meet the NCLB requirements and in planning more broadly for assessment as a tool for supporting student

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learning. Contents: systems approach to assessment, science literacy, standards, designing science assessment, implementation and support, issues of equity and adequacy, evaluation and monitoring. (2005; National Research Council (U.S.))

### **The Teacher's Guide to National Board Certification: Unpacking the Standards**

224294 111 p. a  
379.157 Mac

The author tries to make sense of the certification process and all the materials the National Board program sends to candidates. She focuses on the five core standards and discusses classroom practices that meet their criteria. It shows what the National Board requires in order to become certified and how scoring works as well as how to create the videotape segments and complete the portfolio. (2003)  
(Mack-Kirschner, Adrienne)

### **Teaching High School Science Through Inquiry**

225500 210 p. a  
507.1 Lle

Drawing from research, case studies, and personal anecdotes, the author leads teachers on a journey to understanding inquiry-based instruction. He shows how to help students: develop an understanding of scientific concepts and the nature of science, learn the skills and attitudes necessary to become independent thinkers and inquirers about the natural world, identify questions and concepts that guide scientific investigations, and use logic and evidence to formulate and revise scientific explanations. This is the secondary school version of the book "Inquire Within : Implementing Inquiry-Based Science Standards" (2002). (2005)  
(Llewellyn, Douglas)

### **Teaching What Matters Most: Standards and Strategies for Raising Student Achievement**

223046 137 p. a  
379.158 Str

Richard Strong, Harvey Silver, and Matthew Perini offer guidance and advice on four standards that could help students improve on state tests. Each standard contains research-based learning strategies and assessments from the work of educators across the country. The standards (rigor, thought, diversity, and authenticity) help students make sense of challenging texts and ideas, become adept users of learning disciplines, understand themselves and others, and apply what they learn to the real world. (2001; Association for Supervision & Curri)  
(Strong, Richard W.)

### **Testing, Teaching, and Learning: A Guide for States and School Districts**

220988 120 p. a  
371.26 Nat

Written to help states and school districts comply with the law, the Committee on Title I Testing and Assessment offers guidance for designing and implementing assessment and accountability systems. They examine standards-based education reform and review research on student assessment, focusing on the needs of disadvantaged students covered by Title I. Included are examples of states and districts that have begun to implement new assessment and accountability systems. (1999; National Academy Press)

### **Thinking with Standards: Preparing for Tomorrow, Elementary Level**

226369 102 p. a  
370.152 Thi

Activities illustrate how, by using specific tools for generating and focusing ideas, you can engage students' creative and critical thinking while meeting content or curriculum standards. Workplace skills and cooperative learning are also incorporated into most activities. They include collecting and discussing newspaper articles related to water, exploring ways water is used, creating new versions of familiar stories, analyzing the attributes of a scientist, planting and caring for a garden, and designing a science project and formulating a plan to implement it. Other topics studied: conservation, state government, community members, renewable energy sources, inventors, and the Civil War and Reconstruction. (2003)

### **Thinking with Standards: Preparing for Tomorrow, Middle Level**

226368 102 p. a  
370.152 Thi

Activities illustrate how, by using specific tools for generating and focusing ideas, you can engage students' creative and critical thinking while meeting content or curriculum standards. Workplace skills and cooperative learning are incorporated into most activities. They involve brainstorming, poetry writing, analyzing different genres of writing, researching the attributes of a historical period, persuasive writing, and completing an oral presentation. Students also work together to select a particular region of the New World for a first permanent settlement for a group European immigrants. Other topics studied: the environment, scarcity, the federal government, habitats, the Great Depression, and the Declaration of Independence. (2003)

### **Thinking with Standards: Preparing for Tomorrow, Secondary Level**

226370 103 p. a  
370.152 Thi

Activities in this book illustrate how, by using specific tools for generating and focusing ideas, you can engage students' creative and critical thinking while meeting content or curriculum standards. Workplace skills and cooperative learning are incorporated into most activities. Students practice prereading strategies, explore different dialects in the U.S., build a structure that can survive an earthquake, research alternative energy sources, learn about diversity and interdependence, examine the issues for a family immigrating to the U.S., analyze choices Lewis & Clark might have made before, during, and after their expedition, plan a long-term study project, and look at scientific theories. Activities are included on the Industrial Revolution and Battle of Gettysburg. (2003)

### **Third grade math: a month-to-month guide**

227419 348 p. a  
372.7 Ron

Each month features a math topic and classroom activities for presenting the curriculum content and for managing classroom instruction. Topics are connected to significant and predictable curriculum-related events that occur each month. For example, leaf collections in the fall are connected to sorting, making patterns, graphing. Each chapter explains the math strand, the specific numerical understandings to focus on, practical routines, literature-based lessons, problem solving activities, and communicating about their work verbally and in writing. (2003)  
(Ronfeldt, Suzy.)

### **Tools for Growing the NSDC Standards**

225004 29 p. a  
371.1 Too

This collection of tools can help educators work with the revised NSDC Standards for Staff Development as they are introduced to a school. (2001)

### **The Truth about Testing: An Educator's Call to Action**

223217 167 p. a  
371.26 Pop

W. James Popham uses actual items drawn from current standardized achievement tests to show what these tests really measure and why they should never be used to evaluate school quality or teacher ability. He also provides advice for distinguishing between sound and unsound large-scale tests. Included are guidelines to help teachers maximize the instructional benefits properly constructed classroom tests can bring and strategies for teachers and

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administrators trying to survive and thrive in an accountability-driven environment. (2001; Association for Supervision & Curri) (Popham, W. James)

### Using Activities from the "Mathematics Teacher" to Support Principles and Standards

225367 238 p. a  
510.71 Usi  
This book contains activities which originally appeared in the journal "Mathematics Teacher" from 1992-2002. These activities were chosen to help teachers as they reach toward the vision of mathematics teaching as described in NCTM's "Principles and Standards for School Mathematics". The topics range from slope and volume to nonperiodic tilings and the methods of voting. (2004)

### Using Gold Seal Lessons to Improve Instruction

226661 a  
371.262 Usi  
This is a collection of Gold Seal Lessons for language arts, mathematics, and science. They are divided into the following sections: K-4 English, K-4 mathematics, K-4 science, 5-8 English, 5-8 mathematics, 5-8 science, 9-12 English, 9-12 mathematics, 9-12 science. Gold Seal Lessons are not intended to be full-blown lesson plans, but suggestions for real world applications of the skills and knowledge that are frequently tested and considered essential for students to master. Teachers can use them as resources to develop or expand lesson plans, as student activities, or as performance assessments. This is a companion to "How to Design Gold Seal Lessons" (2002). (2001)

### Vocational Education: Standards for National Board Certification

219684 69 p.  
379.157 Nat  
In this book, the National Board for Professional Teaching Standards detail what constitutes accomplished teaching for vocational education students. The thirteen standards cover knowledge of students, knowledge of subject matter, learning environment, diversity, advancing knowledge of vocational subject matter, assessment, workplace readiness, managing and balancing multiple life roles, social development, reflective practice, collaborative partnerships, contributions to the education profession, and family and community partnerships. Each standard is summarized in terms of observable actions that have an impact on students. Each summary includes an explanation of what teachers need to know and value to satisfy each standard at a high level, descriptions of orientation to students, roles and responsibilities, and stances toward ethical and intellectual challenges.

(1997; National Board for Professional Teaching Standards)

### Ways that Work: Putting Social Studies Standards into Practice

222523 200 p. a  
300.71 Lin  
Tarry Lindquist provides ways social studies content can be organized in elementary and middle school classrooms to meet specific NCSS standards and goals while incorporating other subject areas. (1997; Heinemann) (Lindquist, Tarry.)

### What Every Special Educator Must Know: The International Standards for the Preparation and Certification of Special Education Teachers

217744 139 p. a  
379.1 Cou  
Comprehensive standards and guidelines are provided for the preparation and certification of special educators and for the practicing of special education. (1995; Council for Exceptional Children)

### What successful math teachers do, grades PreK-5 : 47 research-based strategies for the standards-based classroom

227514 168 p. a  
372.7 Wal  
This guide includes teaching strategies for the content and skills recommended by the NCTM principles and standards for mathematics. Each includes research-based validations, grade-specific classroom applications and vignettes, and precautions and possible pitfalls. They cover numbers and operations, algebra, geometry, measurement, data analysis and probability, problem solving, reasoning and proof, communication, connections, and representation. (2007) (Wall, Edward S.)

### Whose History?: The Struggle for National Standards in American Classrooms

223445 227 p. a  
907.1 Sym  
Author Linda Symcox traces the history and controversies surrounding the National History Standards Project. She discusses its origins as a neo-conservative reform movement, the drafting of the Standards, the 18 months of controversy and debate that ensued, and the aftermath. Includes debates on social history, world history, multiculturalism, established canons, national identity, cultural history, and liberal education. (2002; Teachers College Press) (Symcox, Linda.)

### Writing to standards: teacher's resource of writing activities for preK-6

222565 133 p. a  
372.62 Kir  
This workbook highlights the following writing traits: voice, ideas and content, word choice, sentence fluency, organization, and conventions. The activities and samples in this workbook provide a hands-on opportunity to explore the writing trait while meeting the fundamental state established standards and reform as agreed upon by educators based on research from the author. (2001; Corwin Press) (Kirk, Kathy.)