

Crosswalk: The Center’s Publications and the Six Quality Indicators of High-Performing Schools

The Center for Comprehensive School Reform and Improvement regularly produces publications on topics related to school reform and improvement. The newsletters, issue briefs, and research briefs are designed with the busy practitioner in mind. They aim to connect research to practice with concise language and practical suggestions. This document provides a list of The Center’s publications relevant to six quality indicators of high-performing schools.

High-performing schools can be identified by certain characteristics or indicators. These indicators can be replicated in any school. Most schools have some of these indicators in place, but the highest achievement results are attained in schools where all of the indicators are present. There are various ways to categorize the characteristics of high-performing schools. Here, the characteristics are classified into six quality indicators that contribute to increasing student academic performance. The indicators are as follows:

- Aligned and Rigorous Curriculum
- Effective Instruction
- Use of Formative Assessment and Student Assessment Data
- Positive School Culture Focused on Achievement
- Effective School Leadership
- Parental and Community Engagement

How to Obtain Copies of Center Publications

The Center is able to deliver free copies of The Center's print resources to you for the purpose of sharing school improvement information with large groups. Thus, any orders for print products must be for a minimum quantity of 20 per publication. If you need fewer than 20 copies of a resource, please print copies from the PDF versions of the product.

To place bulk orders of publications and to view a complete list of available publications, visit The Center’s website at www.centerforcsri.org and click on the “Publications” tab in the left-hand menu.

Quality Indicator 1	Relevant Center Publications
<p data-bbox="186 298 688 358"><u>Quality Indicator 1: Aligned and Rigorous Curriculum</u></p> <p data-bbox="186 412 739 613">An aligned and rigorous curriculum should challenge all students while having flexibility built into the design that allows teachers to meet the needs of all students. Important components of a strong curriculum include the following:</p> <ul data-bbox="186 626 739 1187" style="list-style-type: none"> <li data-bbox="186 626 739 686">• Curriculum is aligned with state standards in all subject areas. <li data-bbox="186 699 739 829">• Curriculum is clearly articulated across all grade levels and subject areas and at key transition points to close gaps and eliminate duplication. <li data-bbox="186 842 739 1005">• Curriculum provides flexibility to meet the needs of all students, including special education, gifted and talented, culturally and linguistically diverse, and economically disadvantaged students. <li data-bbox="186 1018 739 1078">• A process is in place for monitoring, evaluating, and reviewing the curriculum. <li data-bbox="186 1091 739 1187">• Instructional resources are sufficient in all content areas to effectively deliver curriculum. 	<ul data-bbox="770 298 1894 821" style="list-style-type: none"> <li data-bbox="770 298 1894 428">• Are High Schools Failing Their Students? Strengthening Academic Rigor in High School Curriculum (also available in PDF format) The October 2006 newsletter explores the issue of academic rigor and highlights current efforts to challenge and support high school students. <li data-bbox="770 441 1894 571">• Program Evaluation for the Practitioner: Using Evaluation as a School Improvement Strategy (also available in PDF format) The June 2006 newsletter explains how schools can use program evaluation strategies to gather and analyze data and make informed decisions that contribute to continuous improvement. <li data-bbox="770 584 1894 714">• The Hidden Costs of Curriculum Narrowing (August 2006) In this issue brief, author Craig Jerald discusses the costs involved when schools seek to improve student performance by increasing the time they spend on reading and mathematics while reducing time on other subjects. <li data-bbox="770 727 1894 821">• 'Teach to the Test'? Just Say No (July 2006) In this issue brief, author Craig Jerald discusses the challenge that teachers face when trying to produce good instructional practice and good test scores. Problems with “teaching to the test” are presented.

Quality Indicator 2	Relevant Center Publications
<p data-bbox="186 261 690 326"><u>Quality Indicator 2: Effective Instructional Practices</u></p> <p data-bbox="186 375 747 675">Effective instructional practices include diverse and varied classroom practices and teaching strategies for meeting the learning needs of all students, including struggling learners and culturally and linguistically diverse students as well as procedures and practices for assuring the highest quality teachers, including recruitment, retention, and ongoing professional development.</p> <p data-bbox="186 724 747 789">Effective instruction also takes into account the use of time and resources in the classroom.</p> <ul data-bbox="186 797 747 1284" style="list-style-type: none"> • Each classroom is staffed with a highly qualified teacher who: <ul style="list-style-type: none"> ▪ Is knowledgeable on the subject that he/she is teaching ▪ Possesses the knowledge and skills needed to challenge and motivate all students to high levels of learning ▪ Can use a variety of teaching strategies to meet the needs of special education, gifted and talented, culturally and linguistically diverse, and economically disadvantaged students ▪ Maximizes instructional time in the classroom 	<ul data-bbox="770 261 1902 1284" style="list-style-type: none"> • Response to Intervention: Possibilities for Service Delivery (also available in PDF format) The June 2008 newsletter takes a look at the challenges and possibilities of implementing a response to intervention model at the secondary level. • Stuck in the Middle: Strategies to Engage Middle-Level Learners (also available in PDF format) The May 2008 newsletter examines strategies to keep middle school students focused and engaged in the classroom. • It Pays to Compare! Using Comparison to Help Build Students' Flexibility in Mathematics (also available in PDF format) The April 2008 newsletter examines the use of comparison as a means of introducing multiple strategies for problem-solving in mathematics, and encouraging the development of flexible knowledge in algebra. • Getting to "Got It!" Helping Mathematics Students Reach Deep Understanding (also available in PDF format) The March 2008 newsletter discusses a recent practice guide titled <i>Organizing Instruction and Study to Improve Student Learning</i> that aims to supplement and inform teachers' instincts and experiences by identifying research-based instructional strategies that teachers of all content areas can use to improve student learning. • Attracting and Developing High-Quality Teachers (also available in PDF format) The May 2007 newsletter highlights several strategies that may be useful in attracting and developing high-quality teachers. • Using Positive Student Engagement to Increase Student Achievement (also available in PDF format) The April 2007 newsletter describes how student engagement impacts learning and outlines ways in which teachers and school administrators can foster student engagement. • Maximizing the Impact of Teacher Collaboration (also available in PDF format) [Insert] The March 2007 newsletter addresses teacher collaboration issues by posing five questions that teachers can use to keep their collaboration on track so that it contributes to the growth of a professional learning community in their school. • A Teacher's Guide to Differentiating Instruction (also available in PDF format) The January 2007 newsletter examines the characteristics of differentiation and offers suggestions for how teachers can use it to improve student achievement.

Quality Indicator 2	Relevant Center Publications
<ul style="list-style-type: none"> • Teachers are recruited based on high standards, evaluated (both formally and informally), and provided with regular feedback. • Teachers are provided with professional development that is relevant to their needs, based in classroom practice, and reinforced through ongoing support. • Instruction is based on curriculum aligned to state standards, and frequent benchmark assessments are used to monitor student performance. • Activities and assignments (including homework) are engaging, relevant to the content, and reinforce or extend the objective of each lesson. • Additional assistance is provided for low-performing students in the classroom and/or through out-of-classroom or afterschool programs. 	<ul style="list-style-type: none"> • Redefining Professional Development: Schools Can Become True Learning Communities for Teachers (also available in PDF format) The February 2006 newsletter examines the characteristics of high-quality professional development and offers some suggestions for improving its impact and effectiveness. • Things to Remember During the Teacher Hiring Season (also available in PDF format) The May 2005 newsletter offers research-based advice and resources designed to help schools and districts find, employ, and place effective and qualified teachers. • Getting and Keeping Teacher Quality Where it Counts In the March 2005 newsletter, we summarize the findings of the National Partnership’s inaugural report, <i>Qualified Teachers for At-Risk Schools: A National Imperative</i>, which highlights both pressing concerns and some promising solutions related to teacher quality. • Writing Next: What does research indicate concerning specific teaching techniques that will help adolescent students develop necessary writing skills? (2007) • The Teacher Support Program: How can we build upon the research concerning supporting special education teachers in the field to increase retention, relieve stress, and advance the profession? (2007) • Gifted and Talented Students at Risk for Underachievement (August 2008) Educators and policymakers can address gifted underachievement through changes in classroom and systemwide practices. This issue brief summarizes the issues underlying promising practices for supporting the gifted and talented. It also offers a series of questions to ask when planning schoolwide improvement efforts that address the needs of gifted and talented students—especially those from culturally and linguistically diverse backgrounds and low socioeconomic status (SES) families—who are at risk for underachievement. • Building Collective Efficacy: How Leaders Inspire Teachers to Achieve (October 2007) In this issue brief, authors Dana Brinson and Lucy Steiner take a look at how leaders can engage staff to build “collective efficacy,” a perception of teachers in a school that the efforts of the faculty as a whole will have a positive effect on student learning. • Love and Math (March 2006) In this issue brief, author Craig Jerald examines the impact of a teacher’s own mathematical knowledge on student learning.

Quality Indicator 3	Relevant Center Publications
<p data-bbox="186 305 632 399"><u>Quality Indicator 3: Use of Formative Assessments and Analysis of Student Assessment Data</u></p> <p data-bbox="186 451 743 646">A strong curriculum and effective instruction need to be constantly monitored through regular and frequent assessment. Data from the assessments need to be analyzed and used to drive classroom instruction and direct school improvement efforts.</p> <ul data-bbox="186 662 743 1013" style="list-style-type: none"> <li data-bbox="186 662 743 753">• Assessments of student learning are frequent and aligned with state standards and district curriculum. <li data-bbox="186 769 743 860">• A comprehensive school-level accountability and data management system is in place. <li data-bbox="186 876 743 935">• Student progress is reported frequently and regularly to students and parents. <li data-bbox="186 951 743 1013">• Teachers make instructional decisions based on student performance data. 	<ul data-bbox="770 305 1881 613" style="list-style-type: none"> <li data-bbox="770 305 1881 396">• Using Classroom Assessment to Improve Teaching (also available in PDF format) The December 2006 newsletter explains why ongoing, high-quality classroom assessments are so important and provides some suggestions for how they can be developed and used. <li data-bbox="770 412 1881 470">• Practices That Support Data Use in Urban High Schools: What factors have had an impact on the use of student performance data in low-performing urban high schools? (2006) <li data-bbox="770 487 1881 613">• Using Data: The Math's Not the Hard Part (September 2006) In this issue brief, author Craig Jerald highlights research collected in the July 2005 special issue of the <i>Journal of Education for Students Placed at Risk</i> to argue for collecting and using data to increase student achievement.

Quality Indicator 4	Relevant Center Publications
<p data-bbox="186 305 705 367"><u>Quality Indicator 4: Positive School Culture Focused on Achievement</u></p> <p data-bbox="186 418 747 548">A positive school climate is one where students feel safe and part of community where high expectations for academic achievement and positive behavior are applied to all students.</p> <ul data-bbox="186 558 741 1084" style="list-style-type: none"> <li data-bbox="186 558 705 656">• High expectations for academic achievement for all students are evident throughout the school environment. <li data-bbox="186 665 705 763">• The school environment is driven by a clear plan for school safety and codes of conduct for staff and students. <li data-bbox="186 773 705 870">• Discipline plans and procedure reflects equity and a respect for diversity in all areas. <li data-bbox="186 880 705 945">• The physical environment is clean and orderly. <li data-bbox="186 954 741 1084">• Support is provided for students at key transition points—prekindergarten to kindergarten, elementary to middle school, and middle school to high school. 	<ul data-bbox="770 305 1902 1143" style="list-style-type: none"> <li data-bbox="770 305 1902 467">• Improving Teacher Retention With Supportive Workplace Conditions (also available in PDF format) The June 2007 newsletter highlights the importance of supportive working conditions. Factors such as time, leadership, professional development, access to resources, and teacher empowerment all exert a significant influence on the degree of satisfaction teachers feel in their jobs. <li data-bbox="770 477 1902 607">• Using Positive Student Engagement to Increase Student Achievement (also available in PDF format) The April 2007 newsletter describes how student engagement impacts learning and outlines ways in which teachers and school administrators can foster student engagement. <li data-bbox="770 617 1902 714">• The Teacher Support Program: How can we build upon the research concerning supporting special education teachers in the field to increase retention, relieve stress, and advance the profession? (2007) <li data-bbox="770 724 1902 789">• School Culture: “The Hidden Curriculum” (December 2006) In this issue brief, Craig Jerald discusses the impact of organizational culture on student achievement. <li data-bbox="770 799 1902 1026">• Gifted and Talented Students at Risk for Underachievement (August 2008) Educators and policymakers can address gifted underachievement through changes in classroom and systemwide practices. This issue brief summarizes the issues underlying promising practices for supporting the gifted and talented. It also offers a series of questions to ask when planning schoolwide improvement efforts that address the needs of gifted and talented students—especially those from culturally and linguistically diverse backgrounds and low SES families—who are at risk for underachievement. <li data-bbox="770 1036 1902 1143">• Believing and Achieving (January 2007) In this issue brief, Craig Jerald takes a look at the role of teacher efficacy—how teachers’ beliefs in their own abilities affect student achievement.

Quality Indicator 5	Relevant Center Publications
<p data-bbox="186 305 625 367"><u>Quality Indicator 5: Effective School Leadership</u></p> <p data-bbox="186 418 703 581">Strong instructional leadership focused on student achievement is critical to a positive, supportive, academically driven school environment. Elements of instructional leadership are as follows:</p> <ul data-bbox="186 594 747 979" style="list-style-type: none"> <li data-bbox="186 594 709 656">• A shared vision and mission are evident throughout the school. <li data-bbox="186 669 716 763">• Decision making is shared with teachers, staff, and community and vision/mission focused. <li data-bbox="186 776 747 902">• The principal assures an equitable, respectful, and supportive environment focused on high expectation for all students to excel. <li data-bbox="186 915 678 979">• The principal builds a positive school climate for all staff and students. 	<ul data-bbox="770 305 1902 1115" style="list-style-type: none"> <li data-bbox="770 305 1623 336">• What Does the Research Tell Us About Teacher Leadership? (2005) <li data-bbox="770 349 1902 443">• Teacher Leaders: The Backbone of Sustained Improvement (also available in PDF format) The December 2005 newsletter defines teacher leadership and offers concrete ways teachers can step forward, sometimes out of their comfort zones, into leadership roles. <li data-bbox="770 456 1902 583">• The Role of Principal Leadership in Improving Student Achievement (also available in PDF format) The September 2005 newsletter summarizes what a recently published literature review titled “How Leadership Influences Student Learning” reveals about the basics of successful education leadership and offers practical suggestions for their implementation. <li data-bbox="770 596 1881 690">• Instructional Coaching (September 2007) In this issue brief, authors Julie Kowal and Lucy Steiner take a look at instructional coaching and elements to look for when selecting, preparing, and evaluating coaches for effectiveness. This is part one of a two-part series. <li data-bbox="770 703 1902 862">• Principal as Instructional Leader: Designing a Coaching Program That Fits (September 2007) In this issue brief, authors Lucy Steiner and Julie Kowal take a look at the role of the principal as instructional leader, including activities such as assessing needs and goals, selecting a coaching strategy, and implementing and supporting the coaching program. This is part two of a two-part series. <li data-bbox="770 875 1881 1002">• Building Collective Efficacy: How Leaders Inspire Teachers to Achieve (October 2007) In this issue brief, authors Dana Brinson and Lucy Steiner take a look at how leaders can engage staff to build “collective efficacy,” a perception of teachers in a school that the efforts of the faculty as a whole will have a positive effect on student learning. <li data-bbox="770 1015 1902 1115">• Using the Classroom Walk-Through as an Instructional Leadership Strategy (also available in PDF format) The February 2007 newsletter examines the walk-through strategy as a tool for providing instructional leadership.

Quality Indicator 6	Relevant Center Publications
<p data-bbox="186 298 701 358"><u>Quality Indicator 6: Parent and Community Engagement</u></p> <p data-bbox="186 399 743 727">Parent participation in their student’s schooling has been shown to have a positive effect on student achievement. Parent participation can be direct participation in school activities and/or it can include parental support for academic achievement and school-related activities. Community participation in a school can provide the school with outside support—both in terms of community goodwill and resources.</p> <ul data-bbox="186 751 743 1138" style="list-style-type: none"> <li data-bbox="186 751 743 813">• Families are invited to participate in school activities and programs. <li data-bbox="186 837 743 899">• Families are informed of opportunities for assistance for students who struggle. <li data-bbox="186 924 743 1018">• Families and community members are invited and encouraged to participate in the school improvement effort. <li data-bbox="186 1042 743 1138">• School personnel actively seek out community participation in school activities and planning. 	<ul data-bbox="770 298 1892 634" style="list-style-type: none"> <li data-bbox="770 298 1892 393">• What Schools Want Parents to Know (also available in PDF format and in Spanish) To encourage parent participation, the September 2006 newsletter summarizes five important points about involvement that every parent should know. <li data-bbox="770 401 1892 495">• Meeting the Challenge: Getting Parents Involved in Schools (also available in PDF format) In the August 2005 newsletter, we offer research-based advice and resources designed to help schools and districts foster successful parent involvement. <li data-bbox="770 503 1892 634">• Serving Recent Immigrant Students Through School-Community Partnerships (also available in PDF format) The February 2008 newsletter examines how district and school partnerships with community-based organizations can help schools better meet the needs of recent immigrant students.