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Nota di contenuto	<p>""Cover""; ""Contents ""; ""Foreword""; "" Preface""; ""About the Author""; ""About the Balanced Curriculum Web Site""; ""Introduction""; ""Section I - Curriculum Tools and Concepts: Textbooks, Standards, Alignment, and Standardized Testing""; ""Chapter 1 - Curriculum, Instruction, Assessment, and Standards""; ""Curriculum: What it is and What it is Not""; ""Teacher Autonomy and the Role of Curriculum""; ""Why is Curriculum Important?""; ""Districtsa€? Responses to Standards and High-Stakes Tests""; ""Summary""; ""Chapter 2 - Textbooks: What the Research Says""</p> <p>""A Brief History of Textbooks""""The Process of Publishing Textbooks""; ""TIMSS and NAEP Provide a Context for Understanding Textbooksa€? Role""; ""Content of What Teachers Teach""; ""TIMSS of Textbooks""; ""Mathematics and Science Textbooks""; ""Whata€?s Wrong with Todaya €?s Math and Science Texts?""; ""Social Studies Textbooks""; ""English and Language Arts Textbooks""; ""Basal Readers and the Balanced Curriculum""; ""Summary""; ""Chapter 3 - Understanding and Using National, State, and Local Frameworks and Standards""; ""Definition of</p>

Standards

"A Brief History of the Standards Movement"; "The Logic behind the Standards Movement"; "Summary"; "Chapter 4 - The Importance of Aligning Curriculum"; "The Alignment Problem: Many Standards, Limited Instruction"; "The History of Alignment"; "School Districts' Attempts at Alignment"; "Textbooks Aligned to Standards and Tests"; "Summary"; "Chapter 5 - The Conundrum of Standardized Testing"; "Summary of the History and Purpose of Standardized Testing"; "Making Inferences"; "Defining the Domain of What's Tested"; "Sampling the Universe of Items in the Domain"; "Sampling Decisions Must be Secret for Inferences about Test Results to be Valid"; "Limited Testing and a Large Number of Standards"; "Score Spread of Individual Items"; "Tests Serve Multiple Missions"; "Testing Narrows the Curriculum"; "Lack Specifics about What is Tested Increases Curriculum Coverage"; "Reporting Test Results"; "One Score Used as the Only Source of Information for High-Stakes Decisions"; "What to Do"; "Summary"; "Section II - The Design of the Balanced Curriculum"; "Chapter 6 - Curriculum Structure and Criteria for a Useful and Useable Curriculum"; "Curriculum Defined"; "Some Options for Curriculum Structure"; "Usefulness and Usability as Indicators of Curriculum Quality"; "Summary"; "Chapter 7 - The Balanced Curriculum Process"; "Describe the Curriculum"; "Align and Balance the Curriculum"; "Assess the Curriculum"; "Manage the Curriculum"; "Provide Staff Development for the Curriculum"; "Summary"; "Chapter 8 - Setting up the Curriculum Writing Process"; "The Planning Team, Superintendent, and Point Person"; "The Superintendent"; "Recruitment of Curriculum Authors"; "The Role of Principals"; "Various Models for the Curriculum Writing Process"

Sommario/riassunto

Full of field-tested implementation tools, this comprehensive handbook shows how schools and districts can use the Balanced Curriculum process to put their schools on the track to success.
