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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?""; ""Districts' 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 Textbooks' Role""; ""Content of What Teachers Teach""; ""TIMSS of Textbooks""; ""Mathematics and Science Textbooks""; ""What's Wrong with Today'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 Standards""</p>

""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.
