

# NEXT STEPS

TO 21<sup>st</sup> CENTURY  
STUDENT SUCCESS

20

09



**SCHOOL  
SUPERINTENDENTS**  
*of Alabama*

# Our Rationale

*Defining the next steps in implementing the Education Ruler*

## What's Inside

*Introduction . . . . . 4*

SAFE AND SUPPORTIVE

LEARNING COMMUNITIES . . . . . 5


CHALLENGING CURRICULUM . . . . 8

QUALITY TEACHERS

AND LEADERS . . . . . 13

*Sources . . . . . 16*

The Alabama State Board of Education's  
**EDUCATIONAL RULER:**  
Making & Measuring Progress Grade by Grade



Every Student Should Have:

- Safe & Disciplined Schools — Character Education/Student Responsibility and Conduct Standards  
Parent and Community Involvement
- +
- Quality Teachers — Evaluations/Testing/Accountability  
Professional Development  
Outstanding Programs Preparing Teachers
- +
- Challenging Curricula — Alabama Reading Initiative  
Alabama Math, Science, & Technology Initiative  
Comprehensive Courses of Study/Technology Availability  
Career/Technical Programs Meeting  
International Business & Industry Standards
- +
- Effective School Leaders — Emerging Leaders  
Principals Leadership Academy  
Superintendents Academy

---

= Students Prepared for College/Work/Adulthood in the 21st Century

“Superintendents want all children in Alabama to have the opportunity to reach their full potential. This means every child must attend a school with quality teachers and leaders in place; every child must attend a school that provides a safe and disciplined learning environment; and every child must have access to an advanced and rigorous curriculum.”

# NEXT STEPS

## Our Leadership Team



**Dr. Ann Roy Moore**  
*SSA President*



**Dr. Eric Mackey**  
*SSA President-Elect*



**Dr. Sam Houston**  
*SSA Secretary-Treasurer*



**Dr. Susan L. Lockwood**  
*SSA Executive Director*

## SSA Board of Directors

*Mr. Matt Akin, Piedmont City*  
*Mr. Leland Dishman, Boaz City*  
*Dr. Linda Felton-Smith, Troy City*  
*Dr. Suzanne Freeman, Trussville City*  
*Mr. Luke Hallmark, Marengo County*  
*Mr. John Heard, III, Perry County*  
*Mr. Faron Hollinger, Baldwin County*  
*Dr. Linda Ingram, Coffee County*

*Dr. Jim Jeffers, Tallassee City*  
*Dr. J. Terry Jenkins, Auburn City*  
*Dr. Joyce Levey, Tuscaloosa City*  
*Mr. Chuck Marcum, Roanoke City*  
*Dr. Wayne Ray, Russellville City*  
*Dr. Mike Reed, Hartselle City*  
*Mrs. Kathi Wallace, Crenshaw County*

*School Superintendents of Alabama provides a united voice for school superintendents in our state. SSA is the leading advocate for children and youth in our state and provides a forum for discussion of educational issues and organizational values. For more about SSA or Next Steps visit [www.ssaonline.org](http://www.ssaonline.org) or contact us at (334) 262-0014.*

*Next Steps prepared by Lisa A. Woodard, SSA Research and Legislative Director; layout by Eagle Eye Designs.*

**Every high school graduate should be prepared for life and work in a changing world.**



### ABOUT 'NEXT STEPS'

**Not long after the Foundation Program** went into effect in the late 1990s, school superintendents realized the Foundation Program did not provide state funds for all aspects required for good schools to flourish across the state. Funding for building maintenance, transportation, programs and personnel was insufficient. In 2003, superintendents united and began to actively lobby for what is required to provide good schools for all of Alabama's students. Funding improved for operations, transportation, at-risk funds, school nurses, and salaries for all personnel. In addition, superintendents supported the efforts of the State Superintendent in seeking full implementation of the Alabama Reading Initiative, Alabama Math Science Technology Initiative, and ACCESS, which places a distance learning lab in every high school by the end of 2008-09 school year.

**Even with the gains made in the past five years**, school superintendents realize funding of all aspects of the Foundation Program designed to provide every school with the essentials remains inadequate. The Foundation Program has never adequately funded our high schools and middle schools, our building maintenance, and has never provided for reading coaches, instructional lead teachers, technology coaches, and the assistant principals needed for today's schools. Superintendents want every child in Alabama to have the opportunity to reach his or her own potential. This means every child must attend a school with quality teachers and leaders in place; every child must attend a school that provides a safe and disciplined learning environment; and every child must be provided the means to pursue advanced and rigorous curriculum.

**In 2007, the Board of Directors of the School Superintendents of Alabama** set out to establish the Educational Priorities they envision for every school by 2015 in order to provide the state's children with the knowledge and abilities needed for success in the 21st century. The work of the SSA Board of Directors was built on the Education Ruler adopted by the State Board of Education and seeks to define what superintendents believe should be the next steps in implementing the Education Ruler to provide better opportunity and equity throughout our schools. With a desire for schools to flourish across Alabama, and to provide the opportunity for every child to succeed with the 21st century skills needed for success, School Superintendents of Alabama sets a vision for **Next Steps. . .**

# Safe and Supportive Learning Communities

**There is compelling evidence that our schools must be safe, supportive places.**

Students come to school with a basic, legitimate need for physical and psychological safety; for a sense of belonging and connecting to others; and for reassurance that they are capable, worthy people.

Students come from varied cultures and backgrounds, many locales, and a variety of family configurations. As a result, schools must cultivate a sense of connection, cohesion and safety. Schools are one of the safest places for children to be. The National Center for Education Statistics reports that 90% of all public schools report no serious crimes.

**Schools that satisfy students' basic needs benefit from students' improved attitudes and behavior.** Schools that students experience as safe and supportive will be more successful at promoting student achievement and developing such qualities as good character and citizenship.

The vision of schools as safe and supportive learning communities is a powerful one. It fulfills students' primary psychological needs for safety, security, belonging, competence, and connection. When students' basic needs are met, they can become more committed to the values, rules, and ethical tenets of the school. Consequently, this can foster a sense of emotional well-being and improve student success.

## *What the Research Says*

Safe schools are more than schools that are free from violent incidents. School leaders must ensure a positive school climate, in which each student is engaged and inspired to achieve to the highest academic levels. Schools, and in particular high schools, must personalize the school experience for each student. While schools must rightly focus their attention on standards and high achievement, they will not be able to meet those goals without providing a school climate conducive to student learning. In the effective school, there is an orderly, purposeful, businesslike atmosphere which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.

In a report titled, "Every Child Learning: Safe and Supportive Schools," the Learning First Alliance recommends four core elements necessary to creating and maintaining safe and supportive places of learning. These four core elements are:

### **1. A Supportive Learning Community**

When a school community is supportive, everyone involved – principals, staff, parents, and especially students – feels a strong sense of belonging; of caring about each other; of sharing goals and values; of making significant contributions to the school; and of growing.



**“We need to educate  
our children for their  
future, not our past.”  
— Arthur C. Clarke**



## **2. Systematic Approaches to Supporting Positive Behavior**

Safe and supportive schools develop comprehensive plans for reinforcing positive behavior as well as addressing the needs of individuals and small groups of students who have trouble functioning within the rules.

## **3. Families, Students, School Staff, and Community Involvement**

Students are more likely to feel safe and supported and are more likely to achieve academically when they see a positive, respectful relationship between their families and the school. By actively involving staff members, students, parents, and the community in determining the school's basic values, goals, rules, and safety measures, schools afford them the opportunity to play a mean-

ingful role in their children's education.

## **4. Standards and Measures Based on Data**

The same approach that has been taken in improving student achievement should be taken to foster safe and supportive learning communities: setting standards, measuring progress, and providing resources to make attainment possible. Maintaining a safe and supportive learning community requires a solid sense of the current school climate, the development of standards, a continuous improvement process for measuring progress, and strategies for making appropriate changes.

Research shows that teacher satisfaction and effectiveness is related to their sense of the school as a community. Research on the separate components of teachers' sense of community has verified the importance of teacher collaboration, teacher influence on school decisions, and commonality of teacher goals. There is also evidence that teachers who experience the school as a community try to provide parallel experiences for their students:

“When teachers are active participants in professional learning communities with a strong sense of voice and authority, they create a similar learning context for their students.”

## SSA BELIEVES ALL CHILDREN SHOULD ATTEND A SAFE AND SUPPORTIVE LEARNING COMMUNITY THAT PROVIDES:

- An infused character education program
- A service learning component
- Access to School Resource Officer services
- An in-school intervention program
- A menu of alternative education opportunities
- An advisement/mentor program
- Access to a family resource center and preventive services
- A parent education and leadership program
- A drug prevention program
- Opportunities to engage families, students, school staff, and the surrounding community
- Collaboration with juvenile systems, police, sheriff, Attorney General, etc.

### Legislative Action Required

- Funding for School Resource Officers (SRO) for all secondary schools through joint partnerships with the sheriff and police departments, to include training
- Flexible funding for alternative education used to meet local needs
- Family Resource Centers for every county
- Funding for Canine units
- Revise and strengthen Juvenile Code – re: violent acts; drugs
- Access to juvenile status information

### System Action Required

- Local partnerships that coordinate community services:
  - ✦ Family
  - ✦ Intervention
  - ✦ Prevention
- Helping Families Initiative or other in-school intervention plan
- School Resource Officer Training supported and partially funded by local agencies
- Examine Board policy on violent offenders
- Provide alternative education opportunities

### State Board Action Required

- Service learning grants
- Character education grants
- Menu of alternative education options
- Model mentor/teacher programs
- Redefine school counseling program
- School Resource Officer training coordinated by the State Department of Education
- Research-based alternative education options
- Coordinate training between cooperative agencies and local school systems, including SRO training
- Fully fund assistant principals for all schools at current SACS standards
- Provide a service-learning endorsed diploma

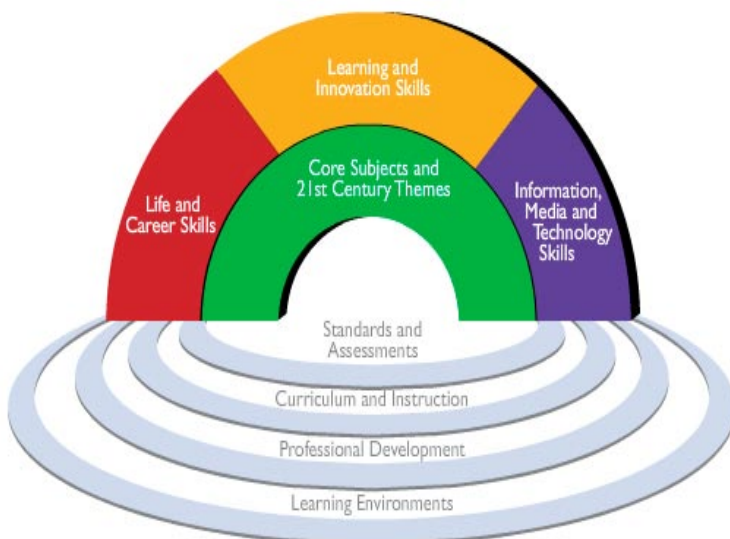
# Take Action!

# Challenging Curriculum

For the past seven years, the national conversation on education has focused on reading scores, math tests and closing the “achievement gap.” This conversation must be expanded.

**The conversation we need to have is about the risk we face of leaving an entire generation of kids behind** because they cannot think their way through abstract problems, work in teams, distinguish good information from bad or speak a language other than English. The *New Commission on the Skills of the American Workforce* has also recognized the need to bring what we teach and how we teach into the 21st century. Today’s economy demands not only a high-level competence in the traditional academic disciplines but also 21st century skills.

21st Century Student Outcomes and Support Systems



**Source:** Partnership for 21st Century Skills;  
<http://www.21stcenturyskills.org>

The urge to define the knowledge and skills young people need for college and careers is motivated by two realities. First, the world has become a more complex place. To thrive in a global economy, in work contexts that rely on constantly evolving technologies, and in a world challenged by complex

social and environmental problems, young people will need significant intellectual skills and inner resources. Second, too many young people in the United States are leaving school unprepared for the demands of postsecondary institutions and the workplace, and it is disadvantaged young people who are often the least well-equipped.

**Young people will need specific skills and competencies to succeed**, but more than particular skills, they will need the cognitive capacity to educate themselves throughout their entire lives. Young people need the ability for complex reasoning and the self-confidence to apply it in new situations.

In the fall of 2007, a survey was conducted on behalf of The Partnership for 21st Century Skills, Public Opinion Strategies and Peter D. Hart Research Associates. This nationwide poll of registered voters reveals that Americans are deeply concerned that the United States is not preparing young people with the skills they need to compete in the global economy. The findings indicate Americans understand the economy has changed, and without skills that reflect today’s workforce demands, young people may face tougher challenges earning a living wage and maintaining U.S. competitiveness than previous generations did.

## Key Findings

There is universal agreement that teaching 21st century skills is important to our country’s future economic success.

**Voters are clear:** We are living in a different era that requires new thinking in our approach to educating our youth.

+ 80 percent of voters say the things students need





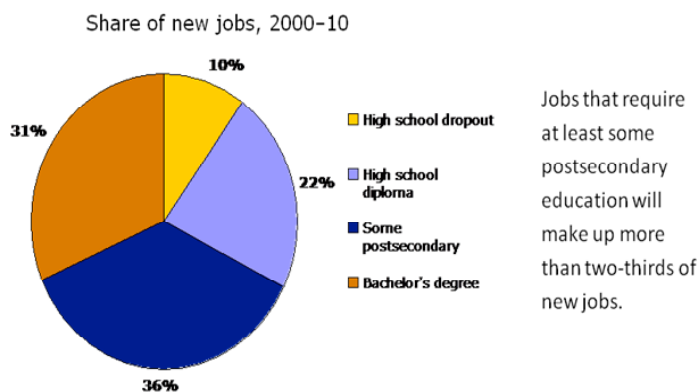
**“Strengthening the Foundation Program is the best way to provide strong schools for every child.”**

**— Dr. Susan Lockwood, SSA Executive Director**

to learn today are different than 20 years ago.

• Six in 10 voters say our schools are not keeping pace with changing educational needs.

### A high school diploma is not the last educational stop required



Source: Carnevale, Anthony P. and Donna M. Desrochers, *Standards for What? The Economic Roots of K-16 Reform*, Educational Testing Service, 2003.

**Voters applaud schools** for the manner in which they have embraced computer skills and technology, and have incorporated these skills into the classroom.

• Voters believe 21st century skills are critically important skills such as critical thinking, ethics and social responsibility, teamwork and communications, which are not being taught well in our schools today.

“Voters want more than just basic skills taught.”

While expressing strong support for 21st century skills, voters are not backing away from traditional, basic skills such as reading, math and science.

• Reading comprehension, a fundamental gateway skill, ranks highest in importance among voters polled.

• At the same time, voter attitudes clearly have shifted away from the “back to basics” movement that was a strong theme for school improvement during the 1990s.

• Almost nine in 10 voters (88 percent) believe 21st century skills can and should be part of the curriculum.

**Most of today’s jobs require some training or education beyond high school.** Our state must ensure that all students have access to a K-12 curriculum comprised of the knowledge, skills, and experiences necessary for successful postsecondary training, productive work and active citizenship for the 21st century. As a part of this curriculum, all schools must offer academic programs and coursework that provide all students an equitable opportunity to seek admission to and succeed in any of Alabama’s public postsecondary institutions.

### What the research says

We must place a greater emphasis on teaching students to collaborate and solve problems in small groups and apply what they’ve learned to the world of work. Our students must be prepared to apply academic principles to the real world, think strategically, and solve problems. They must learn to be punctual, responsible and work well in teams.



**“There is remarkable consensus among educators and business and policy leaders on one key conclusion: we need to bring what we teach and how we teach into the 21st century.”**

**— *TIME Magazine*, December 18, 2006**

The rigor of the high school curriculum is one of the top indicators of whether a student will graduate from high school and earn a college degree. The United States Department of Education reports that the rigor of high school course work is more important than parent education level, family income, or race/ethnicity in predicting whether a student will earn a postsecondary credential.

Whether students are going to work or to college, they need to leave high school with the same skills. The knowledge and skills that high school graduates will need to be successful in college are the same as those they will need to be successful in a job that:

- + pays enough to support a family well above the poverty level,
- + provides benefits, and
- + offers clear pathways for career advancement through further education and training.

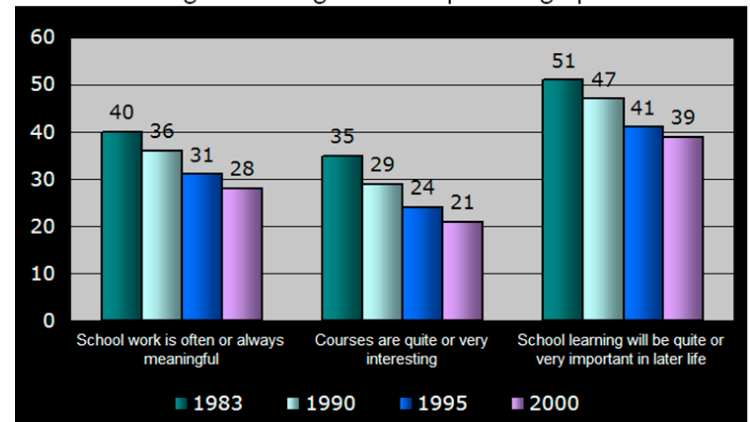
**A rigorous high school curriculum requires challenging instruction and support for each student to meet high standards.** Components of a rigorous curriculum include higher expectations for all students, with support for low-performing students through intervention programs and extended learning opportunities, and a requirement that each student complete a college or work-ready curriculum in order to graduate from high school.

Recent research has shown there to be a critical gap between the skills youth need to effectively contribute and compete academically and vocationally, and the skills they are being taught in school. There is more to a complete 21st century education than just focusing on technology. To effectively compete and succeed in a global community, students must move from using technology as gadgetry to

seeing and using it as a tool, a means to a greater end. Without a new focus, today's youth will be critically underprepared to meet the demands of tomorrow's workforce and market environments.

## Seniors' Interest in School Waning

Percentage of 12th graders expressing opinions on...



SOURCE: University of Michigan, Institute for Social Research. *Monitoring the Future 12th-Grade Study: 1983, 1990, 1995, and 2000*

Raising expectations often raises achievement. Offering Advanced Placement courses, reducing class size and connecting students to college and career resources can raise student accomplishment by providing the tools needed for advancement.

Effective college awareness programs can educate students and their families about the need to obtain a college education, how to prepare for college, and how to apply for financial aid. College awareness programs can help raise expectations for high school students so that all students are expected to participate in some form of postsecondary education.

## SSA BELIEVES THAT EVERY CHILD DESERVES A CHALLENGING CURRICULUM THAT:

- Provides access to a K-12 curriculum comprised of the knowledge, skills, and experiences necessary for successful postsecondary work
- Includes relevant learning opportunities such as project-based learning, service learning, and internships; community partnerships that provide students with a meaningful view of their future; advanced level courses; and, opportunities to understanding how school work is linked to their future
- Focuses on course work that is creative and innovative; utilizes analysis and synthesis; requires self discipline and organizational skills; and, allows students to work as a team
- Requires each student to complete a college or work-ready curriculum in order to graduate from high school
- Provides on-going benchmarking and progress monitoring to ensure student success
- Sets accountability standards for teachers based on continuous progress of students
- Embeds 21st century skills in teaching and learning
- Provides curriculum experts in every school
- Teaches healthy lifestyles, provides healthy lunches, and provides quality physical education programs
- Provides students with opportunities to speak a language in addition to English
- Provides a seamless program and transitions between levels of education utilizing a P-16 model
- Requires kindergarten attendance and preschool
- Includes technology-rich environments as part of the teaching and learning process
- Provides opportunities to study visual and performing arts
- Provides authentic assessment of coursework
- Offers transitional programs for over-age students

### Legislative Action Required

- Increase teaching units earned for middle and high schools
- Expand pre-K as part of a P-16 model
- Modify the foundation program so that each school can earn:
  - ✦ A reading coach
  - ✦ Fine Arts teachers for elementary and middle schools
  - ✦ Curriculum experts for every middle and high school
  - ✦ Technology experts
  - ✦ Foreign language instruction for grades 3-8
  - ✦ Assessment coordinator for every school system and at each school allowing guidance counselors to provide appropriate career and school counseling
  - ✦ Sufficient career technical units
  - ✦ Sufficient special education units
- Fund professional development for teachers and leaders
- Provide funds for technology maintenance and administration
- Increase professional development and contract days or give a reasonable stipend – hence, more funding for 21st Century Skills
- Fund kindergarten and pre-school programs for all children

# Take Action!

# Take Action!

### State Board Action Required

- Revise teacher evaluation program to include: project-based learning, service learning and internships; community partnerships that provide students with a meaningful view of their future; advanced level courses; and, opportunities to understand how school work is linked to the future
- Revisit / reassess length of school day / week / year
- Adopt partnership for 21st Century Skills
- Shift assessment from basics to 21st Century Skills
- Promote a budget which incorporates modifications to Foundation Program
  - ✦ Increase middle / high units
  - ✦ Reading Coaches, etc.
- Establish ACT as an alternative to the Alabama High School Graduation Exam
- Realign course of study to reduce overlap from one year to the next to allow for deeper study of content
- Build stronger links between high school, college and careers that align high school graduation requirements with college expectations

### System Action Required

- Provide quality training for teachers that addresses 21st Century Skills
- Provide a seamless program and transitions between levels of education from P-12
- Review and consider statewide grading scales (i.e., credit recovery, AP courses)
- Utilize flexibility in addressing needs related to implementation of 21st Century Skills
- Ensure rigor of courses is consistent across the district
- Provide professional development in using 21st century skills for teaching and learning
- Utilize project-based, interdisciplinary teaching models in all disciplines
- Teach healthy lifestyles, provide healthy lunches and quality physical education programs
- Provide professional development that is focused on curriculum needs
- Provide alternative education opportunities
- Provide effective college awareness programs

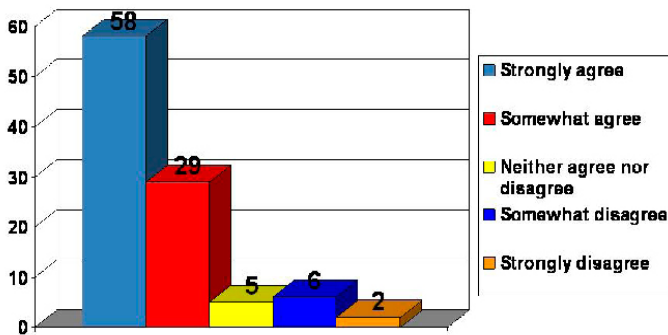
# Quality Teachers & Leaders

**Strong schools are led by effective administrators and teachers.** School leadership and teacher quality are the top two factors affecting student achievement. Effective leadership has been called the “critical” bridge. It is about building a shared commitment and building a leadership team. School leaders must ensure a great teacher providing great teaching is in every classroom.

**Great teachers produce great students.** Improving teaching and school leadership quality is one of the most important things we can do to increase student achievement. Effective school leaders are essential to large-scale, sustainable education reform.

## Educators are Positive About Their Schools

Q: Overall, my school is a good place to work and learn



**The importance of effective school leadership and the accompanying need to provide principals with more appropriate training to meet today's needs are getting long-overdue**

attention. Teachers have the most immediate in-school effect on student success. But there is growing agreement that it is the principal who is best positioned to ensure the best possible teaching and learning in schools, especially those with the highest needs. A landmark report, *How Leadership Influences Student Learning*, makes the point:

“...there are virtually no documented instances of troubled schools being turned around without intervention by a powerful leader. Many other factors may contribute to such turnarounds, but leadership is the catalyst.”

## What the Research Says

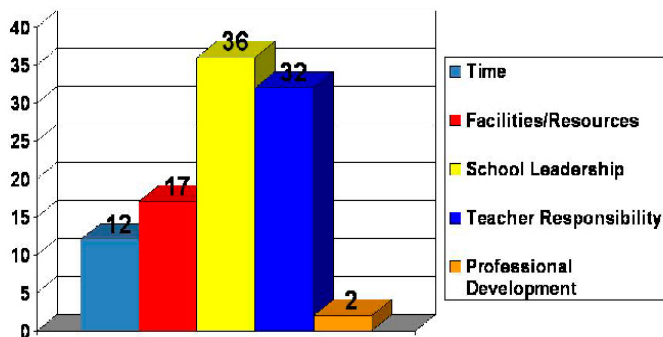
Research shows that increased student achievement is found in schools and classrooms with high expectations, a challenging curriculum, and instruction that focus on the development of both thinking skills and content understanding. Effective instruction engages students in higher levels of thinking; uses multiple ways of working with students, such as lecture, small groups, and independent projects; and connects school work to real life contexts. Increased student learning is best achieved when the school and community have clear goals to help all students meet high standards; and teachers, administrators, students, and families take collective responsibility for meeting those needs.

**“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.”**  
— Alvin Toffler



## School Leadership is Key to Teacher Retention

Q. Which aspect of your work environment MOST affects your willingness to keep teaching in your school?



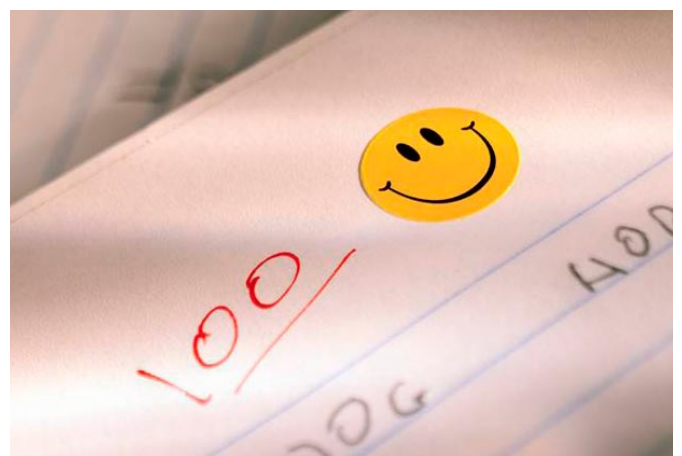
Research shows that school capacity is the crucial variable affecting instructional quality and corresponding student achievement. At the heart of school capacity are principals focused on the development of teachers' knowledge and skills, professional community, program coherence, and technical resources.

Recognizing instructional leadership as the principal's central role has been a valuable first step in increasing student learning but it does not go far enough. To accomplish lasting reform, we need leaders who can create a fundamental transformation in the learning cultures of schools and of the teaching profession itself.

Research shows that schools require dynamic teachers and leaders who understand social, economic and political forces that influence education; are committed to fresh ideas and solutions and willing to take risks to implement them; and have a 21st century view of education management.

“The future of education will be built around a clear understanding that quality teaching and learning are not an individual accomplishment but a collective effort of individuals who join forces to teach and learn at a level that is beyond what any of them can accomplish alone.”

A positive learning culture, where educators are supported and empowered, is essential to creating schools where teachers want to work and students learn at ever-higher levels.



# SSA BELIEVES ALL CHILDREN SHOULD ATTEND A SCHOOL WITH QUALITY TEACHERS AND LEADERS WHO ARE ALWAYS LEARNING, ALWAYS IMPROVING, AND ALWAYS COMMITTED TO PERSONAL, PROFESSIONAL GROWTH. THIS IS DEMONSTRATED BY:

- School Boards who understand and embrace their role in the learning community and are:
  - ✦ Team players
  - ✦ Committed to student learning and higher student achievement
  - ✦ Committed to adequate funding that supports learning
- Quality School Leaders committed to student learning as the primary goal and who can:
  - ✦ Organize data, personnel, schedules, and programs to provide the best environment to support teaching and learning
  - ✦ Demonstrate professional management skills through daily problem-solving and decision-making
  - ✦ Demonstrate a thorough working knowledge of curriculum and instruction
  - ✦ Develop strong relationships with community partners
  - ✦ Model effective use of technology
  - ✦ Provide the highest level of learning for students
  - ✦ Model quality professional growth, and ensure quality professional development opportunities for faculty/staff
- Quality Teachers who directly impact daily learning, who are fully supported by all members of the team, and, who can:
  - ✦ Demonstrate effective teaching measured by student learning
  - ✦ Master curriculum content, vary methods of instruction appropriately, and integrate technology into learning
  - ✦ Manage classrooms effectively for learning
  - ✦ Nurture relationships with students and parents
  - ✦ Collaborate with peers and parents for optimal learning experiences

## Legislative Action Required

- Establish SSA as the professional development organization and trainer for superintendents
- Fund testing coordinator for every school system
- Fully fund Professional Development per teacher unit
- Extend contracts to 190 days to include 10 Professional Development days
- Include technology personnel for technology maintenance in the Foundation Program
- Include funding for curriculum/instructional experts and Assessment personnel in the Foundation Program
- Provide scholarships for instructional leaders and hard-to-fill teaching areas
- Legislative certification reciprocity for highly qualified teachers

## State Board Action Required

- Streamline PEPE
- Create Model Parent Programs
- Integrate Superintendents' Academy and college courses with ongoing SSA mentoring program
- Training for initiatives (i.e., AMSTI, ARI) included in LEA calendars by increasing professional development days to 10
- Review certification requirements to strengthen and grow the pool of potential candidates for school leadership
- Require more experience in the internship program

## System Action Required

- Mentor new administrators and teachers
- Provide quality professional development for all teachers
- Provide advisory programs, peer support and mentors
- Provide strong school leadership through principals who are empowered to lead and make informed decisions
- Provide qualified teachers in every classroom who benefit from continuous professional development

# Take Action!

# Sources & Attribution

- Achieve, Inc. The American Diploma Project. *Closing the Expectations Gap*. 2008 and *Ready or Not: Creating a High School Diploma That Counts*. February 2004.
- Barth, Roland S. *Teacher Leader*. Phil Delta Kappa. February 2001.
- Bransford, J., Brown, A., and Cocking, A., eds. *How People Learn: Brain, Mind, Experience, and School* (Washington, DC: National Academy Press, 1999).
- Hanushek, E.A. and Rivkin, S.G. (2007, Spring). Pay, working conditions, and teacher quality. *The Future of Children*, 17(1), 69-86
- Haycock, Kati. *Closing the Achievement Gap*. Educational Leadership, v. 58, no. 6, March 2001.
- Hirsch, E. and Emerick, S., with K. Church and E. Fuller. Survey reports from three states on teacher working conditions. (2006-2007). Information from the survey conducted in Alabama (Take 20) has also been used.
- Hoffman, L., and Sable, J. (2006). Public Elementary and Secondary Students, Staff, Schools, and School Districts: School Year 2003-04 (NCES 2006-307). U.S. Department of Education, Washington, DC: National Center for Education Statistics.
- The Learning First Alliance. *A Shared Responsibility: Staffing All High-Poverty, Low-Performing Schools with Effective Teachers and Administrators*. May 2005.
- The Learning First Alliance. *Every Child Learning: Safe and Supportive Schools*. November 2001.
- Leithwood, Kenneth, Louis K., Anderson, S., and Wahlstrom, K. *How Leadership Influences Student Learning*. Commissioned by the Wallace Foundation. 2004.
- Lights On Afterschool, Afterschool Alliance, p.1; The MetLife Survey of The American Teacher 2002; Student Life: School, Home and Community, Exhibit 5.4; Search Institute, 1999, as cited by America's Promise, The Alliance for Youth; Digest of Education Statistics, National Center for Education Statistics, 2001, Tables 14, 108.
- The National Center on Education and the Economy. *Tough Choices for Tough Times: The Report of the new Commission on the Skills of the American Workforce*. December 2006.
- National Board of Professional Teaching Standards. *Voices of Influence: Advancing High-Quality Teaching through National Board Certification*. July 2008.
- The National Center on Education and the Economy. *Tough Choices for Tough Times*. <http://www.skillscommission.org>. 2007
- National Conference of State Legislatures. *Improving High Schools through Rigor, Relevance and Relationships*. 2008
- Newman, P., King, B., and Youngs, P. (2006, April). Professional development that addresses school capacity. American Educational Research Association.
- The Partnership for 21st Century Skills. *A State Leaders Action Guide to 21st Century Skills: A New Vision for Education*. <http://21centuryconnections.com/welcome>, July 16, 2008
- The Wallace Foundation. *Becoming a Leader: Preparing School Principals for Today's Schools*. June 2008.
- The Wallace Foundation's National Conference. *A Bridge to School Reform*. October 2007
- Southern Regional Education Board. *Middle Grades to High School: Mending a Weak Link*. 2008.
- Wallis, Claudia and Steptoe, Sonja. "How to Bring Our Schools Out of the 20th Century." Time. December 10, 2006. <http://www.time.com/time/printout/0.8816.1568480.00html>
- Wehling, B. and Schneider, C. *Building a 21st Century U.S. Educational System*. National Commission on Teaching and America's Future. 2007



