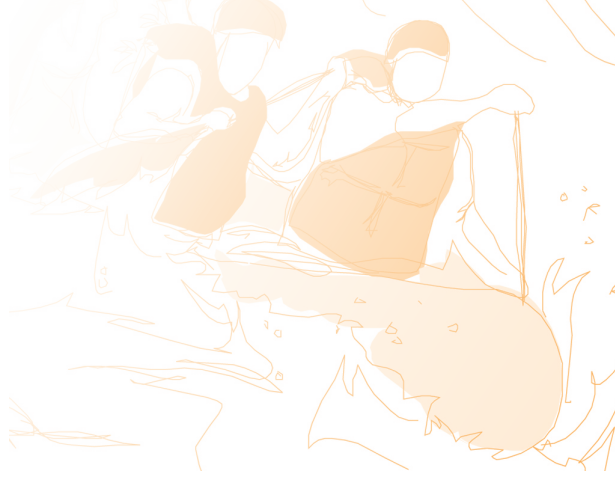


# Appendix 2: Standing on the Shoulders of Giants



*“If I have seen farther than others, it is because I was standing on the shoulders of giants.”*

*Isaac Newton*

ASSESSMENT REFORM GROUP – including researchers such as Paul Black, Ruth Deakin-Crick, John Gardner, Wynne Harlen, and Gordon Stobart – has conducted several meta-analyses focused on classroom assessment that guide assessment-related decisions.

ROLAND BARTH is the founding director of Harvard University's Principals' Center and author of several books. His work centers around educational reform and school culture. He claims that leaders need to be active learners and they must create a culture of rich teacher leadership that values and celebrates the craft knowledge of the practitioner.

DAVID C. BERLINER and BRUCE J. BIDDLE, in *The Manufactured Crisis*, argue that the American school system is not really as inadequate as reported by the media and other government and industry sources. The book admits the existence of problems in the educational system, but insists that many of the charges levied against the schools are not true, and that those charges fail to address the real dilemmas that American educators face.

SHIRLEY BRICE-HEATH's research study, *Ways with Words*, is a classic. Using children's language development, she showed the deep cultural differences between white and black working class communities and raised fundamental questions about the nature of language development, the effects of literacy on oral language habits, and the sources of communication problems in schools and workplaces.

JEROME BRUNER viewed cognitive dissonance as the key to learning. This is where discovery involves a reorganization of one's existing 'truth' in order to account for new ideas. In *The Process of Education, Towards a Theory of Instruction and The Culture of Education*, he developed these arguments with respect to schooling (and education, more generally).

RUTH BUTLER's research (1988, 1989) examines the role of feedback in learning. The research project compared marks only, comments only, and marks and comments combined. The group given 'comments only' showed significantly greater learning gains.

WILFRED CARR and STEPHEN KEMMIS have helped educators come to appreciate ‘action research’ as inquiry, whereby they use self-reflection in social situations in order to improve their own practice, their understanding of their practice, and the context in which they work. This research builds upon earlier work done by KURT LEWIN.

MARIE CLAY was one of the first researchers in the field of literacy to examine and research what children – not adults – did as they read. The author of numerous research studies and programs, she is perhaps best known for her teachers’ guidebook, *Reading Recovery: Guidelines for Teachers in Training*.

ART COSTA and ROBERT GARMSTON developed Cognitive Coaching in 1984. They define it as a set of strategies and a way of thinking and working that support people to become more self-managing, self-monitoring and self-modifying. Cognitive coaches assist colleagues to construct their own meaning through reflection and interaction.

MARTIN COVINGTON’s research and writing has been largely focused on understanding the motivational dynamics of school achievement. He has examined the interaction between students’ social and academic goals and prevailing classroom reward structures.

TERRANCE CROOKS researches and writes about educational assessment and the interrelationships among assessment, teaching, and learning. In 1988, he summarized ten years of classroom assessment research in a study entitled, *The Impact of Classroom Evaluation Practices on Students* (Review of Educational Research, Vol 58, no. 4).

LINDA DARLING-HAMMOND’s research includes teacher education; school leadership development; school redesign; educational equity; instruction of diverse learners; and education policy. Her research helps educators learn and transform their practice in a variety of educational arenas including work with students in classrooms.

TERRENCE DEAL and LEE BOLMAN have co-authored a number of books on leadership and organizations. They argue that effective leadership resides in the soul, faith and powerful habits of mind. Further, when we examine

our work from different perspectives or frames, we are more able to find powerful solutions.

EDWARD L. DECI and RICHARD M. RYAN have researched and written extensively about self-motivation, self-determination, self-regulation and learning. Of particular interest is their work related to the use of rewards and the negative impact it has on learning and motivation.

LISA DELPIT analyzes the debate over meeting the educational needs of African American and poor students. She concludes that all students must be taught the rules of power as a first step to a more just society. Further, teachers must acknowledge and validate minority students' home language.

JOHN DEWEY defined reflective thought as "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends" (Dewey, 1933: 118). His work contributed significantly to the evolution of education in North America.

SANFORD DORNBUSCH and JEANNIE OAKES, working separately, have collected a significant body of research and writing to show the degree to which tracking in high school limits student success and future opportunities.

RICHARD DUFOUR and ROBERT EAKER have written extensively about the conceptual framework of professional learning communities. According to these authors, high-performing collaborative teams are built upon the essential blocks of mission, vision, values and goals.

CAROL DWECK's research examines the self-conceptions people use to structure the self and guide behavior, as well as their role in motivation, self-regulation, interpersonal processes, and achievement. One publication in particular, called *Self-Theories*, is a must-read for educators and parents.

JOYCE EPSTEIN, Director of the Center on School, Family and Community Partnerships and the National Network of Partnership Schools, researches and writes about involving the community, school and family in partnerships. Her framework for 'action teams' centers around helping all students succeed in school and in later life.

REUVEN FEUERSTEIN viewed intelligence as an open, dynamic system that develops throughout life. He designed interventions, called the “mediated learning experience,” that enable children to make sense of the world around them.

J.R. FREDERICKSON and B.Y. WHITE carried out a study in California with 12 science classes in two schools, involving children aged 12 to 13. It focused on self and peer assessment; the outcome was not only better learning, but also gains for the students at the lower end.

MICHAEL FULLAN, an internationally recognized authority on education reform, is engaged in training, consulting, and evaluation of system level change projects. He has written extensively about managing and driving educational change, focusing on building leadership capacity, on supporting effective change, and on promoting deep learning.

STEPHEN JAY GOULD wrote *The Mismeasure of Man*, a fascinating account of the history of psychometrics and intelligence testing. He encourages readers to rethink their assumptions and what they may consider as ‘truths’ concerning intelligence and intelligence testing.

ANDY HARGREAVES has written many books and articles that centre around change, culture and leadership in education. His seven principles for sustainable leadership examine how educational innovation can promote deep and broad learning.

JOHN HATTIE researches and writes about how teachers can make a difference for student learning. Of particular interest is his work in the area of feedback and retention. He has tracked the research related to feedback over a number of years. His findings help us move forward in this critical area.

C. THOMAS HOLMES examined 63 empirical studies in 1989 and found that retention harmed students’ achievement, attendance record, personal adjustment in school, and attitude toward school.

ELLEN LANGER researches and writes about mindfulness in a variety of contexts. Her research in school settings causes one to rethink ‘tried-and-true’ instructional methods, and to consider classroom assessment.

PAUL LEMAHIEU, currently Senior Researcher for the National Writing Project, has researched and written extensively about portfolios and accounting for learning. His work has assisted us to see how portfolios can be productively used for large-scale assessment, as well as to inform classroom assessment.

ROBERT MARZANO is a Senior Researcher for the Mid-continent Research for Education and Learning (McREL) and has researched and written extensively about classroom and school leadership, and how leadership behaviours impact student achievement.

NORMA MICKELSON's research and teaching enriched the field of children's verbal learning and literacy evaluation. She was a pioneer in contextualized literacy learning.

MARIA MONTESSORI (1870 – 1952) was the first woman in Italy to qualify as a physician. The education program she developed focused on educating first the senses and then the intellect. The success of her method caused her to ask questions of 'normal' education and the ways in which it failed children.

The NATIONAL STAFF DEVELOPMENT COUNCIL (NSDC) is a non-profit professional association that focuses on providing leadership, information, and research regarding effective professional development. NSDC has created standards indicating that staff development must be results-driven, standards-based and job-embedded.

ANTOINETTE OBERG's research and teaching in curriculum studies has influenced many educators. Her ability to listen deeply and help other researchers find their way to truth is well documented. The research methods her work employs provide a model for others seeking to inquire more mindfully.

TOM PETERS and BOB WATERMAN's leadership wisdom was first published in *In Search of Excellence* in 1982. Since then they have continued to encourage leaders to take action, to build relationships, and to acquire and grow the best employees. Their ideas have guided both business and education.

J. PROCHASKA, J. NORCROSS and C. DiCLEMENTE, authors of *Changing for Good*, have amassed almost three decades of research examining how habits are changed. Consciously moving through the stages they outline improves your chances of changing your habits. This work is useful when considering the habits of educators with regards to teaching, assessing, and evaluating others.

DOUGLAS REEVES is CEO and founder of the Center for Performance Assessment, an international organization dedicated to improving student achievement and educational equity. His work in the area of assessment has been both practical and accessible to educators.

ROBERT ROSENTHAL and LEONORE JACOBSON published *Pygmalion in the classroom: Teacher expectation and pupils' intellectual development* in 1968. This book argues that student behaviour is influenced by teacher expectations – that is, when teachers expect students to do well, they tend to do well; when teachers expect students to fail, they tend to fail.

ROYCE SADLER's work focuses on assessing student learning, grading, assessment policy and practice, and improving university teaching. His article titled, *Formative Assessment and the Design of Instructional Systems* (1989), articulates the reasons why clear criteria is necessary if students are to learn, and serves as a foundation for subsequent work in formative assessment.

PHILLIP SCHLECHTY is the founder and CEO of the Center for Leadership in School Reform (CLSR) and author of numerous books on school reform, including *Shaking Up the Schoolhouse*, *Schools for the 21st Century*, *Inventing Better Schools*, and *Working on the Work*. The key to improving education, argues Schlechty, lies in providing better quality work for students – work that is engaging and that enables students to learn what they need in order to succeed.

DONALD SCHÖN's early work focused on learning systems within organizations and communities. He was one of the first thinkers to conceptualize learning organizations where 'feedback loops' inform the system. His later work explored reflective practice: reflection-in-action and reflection-on-action.

PETER SENGE writes about innovative learning organizations in terms of systems thinking, personal mastery, mental models, building shared vision, and team learning. From an assessment perspective, his work is particularly important because of the reliance on continuous reflective feedback.

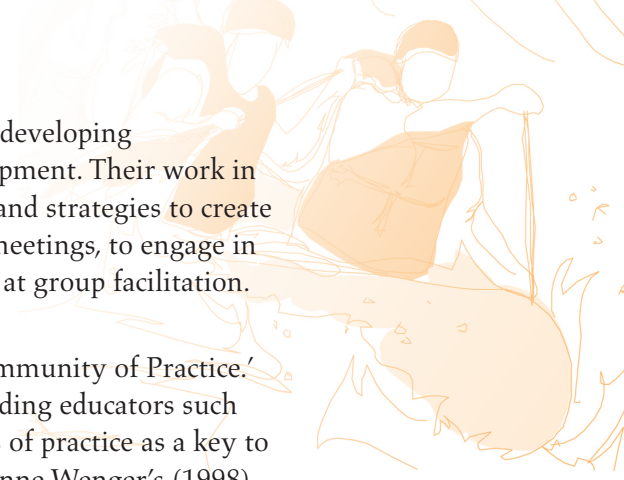
THOMAS J. SERGIOVANNI is an internationally recognized author on educational leadership. His work has helped schools and systems rethink how they can operate successfully. His five dimensions of leadership – technical, human, educational, cultural and symbolic – are lenses through which effective leadership practice can be strengthened.

LORRIE A. SHEPARD's research focus includes evaluating test use, grade retention, teacher testing, effects of high-stakes testing, and classroom assessment. Her research studies on the effects of retention and its relationship to the dropout rate found that students who repeated were 20 to 30 percent more likely to drop out of school.

ROBERT STERNBERG views intelligence as modifiable rather than fixed. Research suggests that successful intelligent people achieve success by identifying and capitalizing on their strengths, and identifying and correcting or compensating for their weaknesses. His theory is called 'practical intelligence.'

RICK STIGGINS has focused most of his career on helping educators become more assessment-literate. He writes: "If we wish to maximize student achievement in the U.S., we must pay far greater attention to the improvement of classroom assessment. Both assessment *of* learning and assessment *for* learning are essential." Stiggins stresses the importance of building student confidence in order to maximize learning and achievement.

LEV VYGOTSKY viewed the individual's development through social interactions with others. He coined the term, 'zone of proximal development.' Vygotsky considered language as the primary tool of intellectual transformation. Vygotsky's theories continue to support further exploration into learning theory.

An illustration in the top right corner shows three stylized figures in a boat. One figure is in the foreground, another is in the middle ground, and a third is in the background. They appear to be working together, possibly rowing or navigating. The style is simple and uses orange and brown tones.

BRUCE WELLMAN and ROBERT GARMSTON write about developing collaborative groups and effective professional development. Their work in adaptive schools provide school staffs with resources and strategies to create collaborative norms, to design and conduct effective meetings, to engage in learning-focused conversations and to become skilled at group facilitation.

ETIENNE WENGER and JEAN LAVE coined the term, 'Community of Practice.' A growing number of people and organizations, including educators such as Richard DuFour, are using the idea of communities of practice as a key to supporting learning and improving performance. Etienne Wenger's (1998) book, *Communities of Practice*, is a very helpful resource for educational leaders.

MARGARET WHEATLEY is co-founder and President Emeritus of the Berkana Institute. Her work centers around having the courage to reclaim conversation and applying the lens of 'living systems theory' to organizations and communities.