



## Module 1 References

These references and more information can be found on [Arizona Promising Practices](#).

### **A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement**

This report confirms that the research continues to grow and build an ever-strengthening case that when schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.

Authors: Anne T. Henderson and Karen L. Mapp

Publication Date: 2002

Publisher: Southwest Educational Development Laboratory

### **A Successful Formula for Middle School Inclusion: Collaboration, Time, and Administrative Support**

This report summarizes the results of a survey on attitudes toward inclusion, which was conducted in a middle school in a large school district and given prior to the implementation of full inclusion.

Authors: Susan Pitts Santoli, John Sachs, Elizabeth A. Romey, and Stephen McClurg

Publication Date: 2008

Publisher: RMLE Online, Research in Middle Level Education

### **A Summary of the Evidence on Inclusive Education**

This research report identifies consistent evidence that inclusive educational settings can have substantial benefits for all students, because including a student with a disability requires teachers and school administrators to develop a better understanding of the individual strengths and needs of every student.

Authors: Thomas Hehir, Todd Grindal, Brian Freeman, Renée Lamoreau, Yolanda Borquaye, and Samantha Burke

Publication Date: August 2016

Publisher: Abt Associates

### **Collaboration: Closing the Effective Teaching Gap**

This policy brief offers a powerful perspective on teaching effectiveness and teacher collaboration with evidence showing that when teachers are given time and tools to collaborate with their peers, they're more likely to teach

effectively and more likely to remain in the high-needs schools that need them most.

Authors: Barnett Berry, Alesha Daughtrey, and Alan Wieder

Publication Date: December 2009

Publisher: Center for Teaching Quality

### **Connecting Principal Leadership, Teacher Collaboration, and Student Achievement**

This study provides evidence of important links between shared instructional leadership, teacher collaboration, and student achievement. Implications for practitioners include encouraging leaders to focus on instruction in their schools and to support teachers' shared leadership and their collaborative practices.

Authors: Yvonne L. Goddard, Robert Miller, Ross Larson, Roger Goddard, Jean Madsen, and Patricia Schroeder

Publication Date: Mat 2010

Publisher: Education Leadership Research Center at Texas A&M University

### **Effective Coaching: Improving Teacher Practice and Outcomes for All Learners**

This brief synthesizes research on coaching and offers a framework of effective coaching practices that are linked to improvements in teacher practice and learner outcomes. An appendix contains information about various coaching models commonly cited in research and applied in the field.

Author: Jennifer D. Pierce

Publisher: National Center for Systemic Improvement

### **Engaging Families at the Secondary Level: What Schools Can Do to Support Family Involvement**

This article discusses more inclusive family-school involvement strategies at the middle and high school level that successfully support teenage academic achievement.

Authors: Chris Ferguson and Victor Rodriguez

Publication Date: July 2005

Publisher: National Center for Family and Community Connections with Schools

### **How Family, School, and Community Engagement Can Improve Student Achievement and Influence School Reform**

This literature review examines how family and community partnerships can promote school improvement efforts. Key components of promising family-school partnerships that support school and district level reform are identified.

Authors: Lacy Wood and Emily Bauman

Publication Date: February 2017

Publisher: American Institutes for Research

### **Implementation Guide for Effective Coaching of Teachers**

The purpose of this guide is to help practitioners systematically implement effective coaching practices. Drawing on principles from Implementation Science, this guide outlines key questions to consider when using coaching as a pathway toward improving teaching and learning.

Publication Date: June 2016

Publisher: National Center for Systemic Improvement

### **Parental Involvement in Middle School: A Meta-Analytic Assessment of the Strategies That Promote Achievement**

This paper addresses the strength of the relation between parental involvement and achievement during middle school and the types of involvement that have the strongest positive outcomes.

Authors: Nancy E. Hill and Diana F. Tyson

Publication Date: 2009

Publisher: American Psychological Association

### **Strong Teams, Strong School**

This article discusses how effective teams strengthen leadership, improve teaching and learning, nurture relationships, increase job satisfaction, and provide a means for mentoring and supporting new teachers and administrators.

Author: Dennis Sparks

Publication Date: April 2013

Publisher: Learning Forward

### **Teacher and Students' Perceptions of a Modified Inclusion Classroom Environment**

This study examines how modifying one fourth grade inclusion classroom impacted teacher and students' perceptions of their learning environment.

Authors: Elizabeth Kirby Fullerton and Caroline Guardino

Publication Date: Winter 2010

Publisher: Electronic Journal for Inclusive Education