

RESOURCES FOR ASSESSMENT AND LEADERSHIP

Center for Bilingual Education and Research (CBER)

<http://www.asu.edu/educ/cber>

Center for the Mathematics Education of Latinos/as (CEMELA) Assessment Short Course:

<http://math.arizona.edu/~cemela/english/resources/assessment.php>

Center for Research on Education, Diversity & Excellence

<http://www.crede.ucsc.edu/>

Data Pyramid:

http://www.tulsaschools.org/8_Employees/01_PROFESSIONAL_DEV/data/DataPyramidArticle.pdf

Exemplars: Standards-Based Assessment and Instruction.

<http://www.exemplars.com/education-materials/free-samples>

Formative Assessment: How can I respond to students in ways that improve their learning? A Professional Development Module:

http://map.mathshell.org/static/draft/pd/modules/1_Formative_Assessment/pdf/1_Formative_Assessment_Guide.pdf

Improving Student Achievement in Mathematics Through Formative Assessment in Instruction:

http://amte.net/sites/default/files/overview_amte_ncsm_position_paper_formative_assessment.pdf

Kitchen, R. S., Burr, L., & Castellón, L. B. (2010). Cultivating a culturally affirming and empowering learning environment for Latino/a youth through formative assessment. In R. S. Kitchen, & E. Silver (Editors), *Assessing English language learners in mathematics* [A Research Monograph of TODOS: Mathematics for All], 2(2), 59-82. Washington, DC: National Education Association.

MAP Classroom Challenges: <http://map.mathshell.org>

National Council of Supervisors of Mathematics (NCSM), (2008). *PRIME leadership framework: Principles and indicators for mathematics education*. NCSM: Solution Tree.

Trujillo, B. 2010: Brokering Mathematics Reform: How Principals in Predominantly Hispanic-Serving Schools Conceive of Their Leadership Roles in the Implementation of a District-Wide Mathematics Reform Initiative (Doctoral dissertation, University of New Mexico, 2010).