

## References

- America's Choice (2009). *America's Choice: Mathematics professional development*. Retrieved December 19, 2009, from <http://www.americaschoice.org/mathprofdevelopment>
- Burns, M. (2007). Nine ways to catch kids up. *Educational Leadership*, 65(3), 16-21.
- Carter, S. (2009). Connecting mathematics and Writing Workshop: It's kinda like ice skating. *The Reading Teacher*, 62(7), 606-610.  
<https://doi.org/10.1598/RT.62.7.7>
- Darling-Hammond, L. (1997). *The right to learn: A blueprint for creating schools that work*. San Francisco: Jossey-Bass.
- Drew, W. F. & Rankin, B. (2007). Promoting creativity for life using open-ended materials. In *Early Childhood Education* K. M. Paciorek, Ed. Dubuque, IA: McGraw Hill Contemporary Learning Series, 216-221.
- Eisenhauer, M. J. & Feikes, D. (2009). Dolls, blocks, and puzzles: Playing with mathematical understandings. *Young Children*, 64(3), 18-24.
- Feikes, D., Schwingendorf, K., & Gregg, J. (2008). *Connecting mathematics for elementary teachers*. Boston: Addison-Wesley.
- Georgia Department of Education. *GeorgiaStandards.Org* (2005). Retrieved August 21, 2009, from <http://www.georgiastandards.org>
- Goddard, R. (2001). Collective efficacy: A neglected construct in the study of schools and achievement. *Journal of Educational Psychology*, 93(3), 467-476.  
<https://doi.org/10.1037/0022-0663.93.3.467>
- Huba, M. E. & Freed, J. E. (2000). *Learner-centered assessment on college campuses*. Boston: Allyn and Bacon.
- Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.
- McTighe, J. & O'Connor, K. (2005). Seven practices for effective learning. *Educational Leadership*, 63(3), 10-17.
- National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Reston, VA: Author.
- Richardson, J. (2005). 8 steps to improvement. *The Learning System*, 1(2), 1, 6-7.
- Rosen, D., & Hoffman, J. (2009). Integrating concrete and virtual manipulatives in early childhood mathematics. *Young Children*, 64(3), 26-33.
- Sloane, M. W. (2007). First grade study groups deepen math learning. *Young Children*, 62(4), 83-88.

Strong, R. W., Silver, H. F., & Perini, M. J. (2001). *Teaching what matters most: Standards and strategies for raising student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

University of Southern California. (2008). Teaching & learning. Retrieved November 1, 2009, from [http://cet.usc.edu/resources/teaching\\_learning/docs/LearnerCentered\\_Resource\\_final.pdf](http://cet.usc.edu/resources/teaching_learning/docs/LearnerCentered_Resource_final.pdf)

Vacca, R. T. & Vacca, J. A. L. (2005). *Content area reading: Literacy and learning across the curriculum*. Boston: Pearson Education, Inc.