

**The NEA Foundation**  
**Closing the Achievement Gaps Initiative Theory of Change**  
**Bibliography**  
**Updated September 19, 2008**

The bibliography begins with a section on the nature of the gaps (which includes citations on the extent of the gaps and reasons for them), and continues with citations relevant to the areas of intervention by funded sites in local districts to close achievement gaps. These areas are:

- *Education association capacity and collaboration and role in reform:* designed to generate a shared understanding of the challenge of the gaps, and to promote frequent and ongoing communication between districts and associations, as well as an agreed-upon set of strategies to address the challenge.
- *Quality teaching:* designed to improve teaching and learning as a means of closing the achievement gaps through, broadly, improving the professional lives of teachers and their instructional effectiveness.
- *System alignment, coherence, capacity:* designed to increase capacity at the district or system level to ensure school-level success. Districts need to have coherence (as defined by a singular focus on teaching and learning) and the alignment of curriculum, assessments, and resources to achieve systemic reform.
- *Family and community partnerships:* designed to generate support for improvement efforts by, for example, business, nonprofits, foundations, the district, civic authorities, and parents, which all bring the necessary resources (both financial and in-kind) for achieving the vision and outcomes.

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