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Titolo	From rigorous standards to student achievement : a practical process / / Michael D. Rettig. [et al.]
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ISBN	1-138-43567-8 1-317-91936-X 1-315-85266-7 1-317-91937-8
Edizione	[1st ed.]
Descrizione fisica	1 online resource (161 p.)
Collana	An eye on education book
Altri autori (Persone)	RettigMichael D. <1950->
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Soggetti	Education - Standards - United States Academic achievement - United States Educational accountability - United States
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Formato	Materiale a stampa
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Note generali	"Pacing guides, formative assessment, staffing meetings, instructional interventions"--cover. First published 2004 by Eye On Education.
Nota di bibliografia	Includes bibliographical references (page 146).
Nota di contenuto	Cover ; Title Page; Copyright Page; Dedication; Table of Contents; About the Authors; 1 Introduction and Overview; School Principal; Central Office Administrator; Teacher; A Model for School Improvement; 2 Creating Pacing Guides: The Curriculum Component; What is a Pacing Guide?; Pacing Guides: The Curriculum Component; Pacing Guides: The Assessment Component; Pacing Guides: The Instructional Component; Who Is Involved in the Process of Creating Pacing Guides?; When and Where are Pacing Guides Developed?; Summer Workshop Development How is the Process of Creating Pacing Guides Led and Managed?Taking Charge of the Process; Finding the Time; Training and Examples; Clerical Support; Materials; Data; Feedback; Follow-Through; Permission to Fail; Perspective; 3 Creating Pacing Guides: The Assessment Component; Why Include Assessment Plans in a Pacing Guide?; Aligning Teaching and Learning; Data for Decision Making;

What are the Sources of Assessment Information?; Mandated State or District Tests; Classroom Assessments; Putting It All Together; How are Assessments Described on the Pacing Guide?

Providing Specific Assessment InformationWhere in the Pacing Guide Should Assessments Be Included?; What Assessments Should Be Included in the Pacing Guide?; Assessment of Essential Skills; Assessment of Unit Goals; Mid-Unit Checkpoints; How Can Classroom Assessments Be Designed to Provide Meaningful Information?; Begin with Clear Criteria; Choose the Right Assessment Tool; Plan Classroom Instruction that Supports Success on the Assessment; Work in Collaborative Groups to Design Common Assessment Tools; How Can Teachers Use Assessment Information?

Monitoring and Adjusting Instruction During the School YearReviewing and Assessing Pacing at the End of the Year; Providing Feedback to Students and Parents; Creating a Schoolwide Focus on Learning; Predicting Student Performance on Future Assessments; Tracking the Progress of Students over Time; Informing the School Improvement Process; Providing Accountability Information that Goes Beyond Standardized Tests; 4 Using Staffing Meetings to Monitor and Adjust Instruction; Why are Staffing Meetings Important?; How are Staffing Meetings Organized?; Planning; Participants; Scheduling; Materials MinutesWhat Takes Place During Staffing Meetings?; Follow-up on Previous Recommendations; Review Formative Assessment Data; Review Progress of Instructional Pacing; Identify Individuals or Small Groups of Students Who are not Progressing Sufficiently and Plan Instructional Interventions; Follow-up; How Do Staffing Meetings Change as the Year Progresses?; How Can Potential Roadblocks Be Anticipated and Overcome?; Teachers' Ability and Experience Working in Teams; Attention to the Process by the Principal; Availability of Appropriate Intervention Resources

Opportunities to Communicate Across Departments and Grade Levels

Sommario/riassunto

This book showcases strategies which support teachers and principals as they implement high standards for students. At the same time, it demonstrates how to meet the needs of diverse learners.
