

Report Card Comments

I am so glad to have _____ in my class. She is a very sweet girl. _____ has a very difficult time staying focused and staying on task. Her grades reflect her effort in class and with homework. Please encourage _____ to always try her best in school and while doing her homework, including studying for spelling tests. I look forward to see _____ work hard and succeed this year.

I am so glad to have _____ in my class. She has a big heart is always concerned about others. . . I worry about the difficulty _____ has staying focused and on task. We are working on staying organized and giving 100% effort. Thank you for your support and I look forward to working together with you in order to help _____ succeed.

I am so glad to have _____ in my class. She is very bright and has so much potential. We are working on keeping _____ more organized and self confident. Congratulations on achieving 'A/B' honor roll! Keep up the great work!

I am so glad to have _____ in my class. She is becoming an active participant in her own learning and really starting to give 100%. _____ has excessive absences this grading period. It is important for _____ to be in class as much as possible so she doesn't miss any instruction. Please continue to help _____ study her multiplication/division facts. Thanks for your continued support.

I feel so blessed to have _____ in my class this year. He is doing very well and I appreciate his efforts. He has made a lot of new friends and is all around a great kid! Congratulations on achieving 'A/B' honor roll! Keep up the great work!

I am so lucky to have _____ in my class. He is doing well and I already see him growing academically. _____ is struggling a bit with reading comprehension. Please make sure he is reading daily at home and talking about what he is reading. It would be a great help if you can guide him with his reading log as well. I can always count on _____ to follow classroom rules. I am proud of the fine example that he sets for others. Thank you for all your support!

I am so glad to have _____ in my class. She is doing well but I know she can do even better. I would like to see _____ start to become more responsible and a more active participant in her own learning. _____ grades reflect her effort and I would like to see _____ always give 110%, including homework. I love _____ creativity and free spirit. I look forward to watch her grow as fourth grade continues to become more rigorous and move at a faster pace. Thanks for your support.

I really enjoy having _____ in my class. She is such a delight. _____ grades although satisfactory, are not a true indication of her capabilities. As we discussed, she has some trouble staying focused and staying on task but we are working on that. Please encourage _____ to always give 100% effort in class and with homework. I look forward to seeing _____ be very successful this year.

I am very happy to have _____ in my class this year. She is eager to please and wants to do well in class. She continues to struggle with math but she is making good effort to improve. Please continue to have her practice her multiplication/division facts daily at home. I look forward to seeing _____ become more confident in her math abilities and show great progress. Thank you for your support.

Grade 2 Math Comments

Schyrlet Cameron, Carolyn Craig

A red circular graphic with a gradient, appearing as a partial circle or a thick arrow pointing to the right, located to the right of the name bar.

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Math Trailblazers 2E G2 Teacher Implementation Guide Kendall/Hunt Publishing Company TIMS Project National Science Foundation (U.S.) University of Illinois at Chicago, 2004 **Mathematics Formative Assessment, Volume 2** Page Keeley, Cheryl Rose Tobey, 2016-12-08 This one of a kind resource helps you build a bridge between your students initial ideas and correct mathematical thinking Includes an annotated reference guide **Mathematics Curriculum Topic Study** Page Keeley, Cheryl M. Rose, 2006-04-06 The Curriculum Topic Study CTS process provides a professional development strategy that links mathematics standards and research to curriculum instruction and assessment **The Reflective Educator's Guide to Classroom Research** Nancy Fichtman Dana, Diane Yendol-Hoppey, 2014-04-28 Harness the power of classroom data with the bestselling updated guide to professional learning through inquiry and analysis In this third edition of the renowned approach to teacher inquiry and data analysis the authors add forward thinking substance to their methods of formulating action research questions collecting and analyzing data and creating lasting solutions In addition to illustrative real life examples and practical exercises new features include An expanded data analysis chapter that introduces formative data analysis and its role in teacher research Techniques for using inquiry to effectively implement Common Core State Standards A brand new chapter on ethical issues in teacher research The Reflective Educator's Guide to Practitioner Inquiry Nancy Fichtman Dana, Diane Yendol-Hoppey, Logan Rutten, 2025-05-23 Transform your teaching and shape education through the power of inquiry Grounded in real world examples and more than 30 years of research in professional development the fifth edition of The Reflective Educator's Guide to Practitioner Inquiry addresses how inquiry fosters curiosity reflection and practical action to enhance effective classroom learning This latest edition invites educators to view inquiry as a process a product and a stance The book offers new sections on the relationship between AI and teacher inquiry and the ways in which inquiry is changing with the times Additional features and updates include A new chapter that provides a step by step guide to crafting an intentional actionable research plan Access exercises inductive and deductive data analysis worksheets ethical guidelines and examples addressing today's issues in education A discussion of the connections between practitioner inquiry and supporting the academic success of every student The Reflective Educator's Guide to Practitioner Inquiry fifth edition empowers educators at every stage in their careers to investigate their practice drive sustained professional growth and harness inquiry's potential to create classrooms where both students and teachers thrive **Stanton** Grace Brown Galvin, Tiffany Galvin Green, Ronald E. Galvin, 2009 Since 1868 Florida's oldest continually operating high school has been destroyed rebuilt moved and refocused existing under several names Old Stanton High School New Stanton High School Stanton Vocational High School and now Stanton College Preparatory School Campus History Series Stanton gives a pictorial history of the buildings faculty student life and traditions that have left an indelible mark on African American life in Jacksonville through the years reflecting also its evolution into a nationally recognized diverse

student body of the highest academic caliber Stanton's story accomplishments and pride are showcased through photographs obtained from a variety of school records and from generous contributions by alumni previous staff and faculty and their families

Equitable School Scheduling Cheryl Hibbeln, Lori Rhodes, 2024-11-05 To understand a school's values and priorities look at its schedule When schedules do not meet the instructional needs of students the result is a pipeline from PreK through grade 12 that leaks students an outcome disproportionately experienced by students of color and other marginalized student groups This practical and thoughtful guide demonstrates how school and district scheduling teams can become Architects of Equity highly effective teams who design schedules that reflect their commitment to student achievement and social emotional wellbeing Including strategies to shift collective mindsets around scheduling organize and support teaching teams and ensure fiscal responsibility in scheduling Equitable School Scheduling is a vital resource for secondary school leaders committed to dismantling systemic inequities inherent in school structures Readers will learn how to Self assess site and or district data through a deep examination of the course of study site schedule's transcripts and graduation cohort outcomes Design and implement an Equitable Core a guaranteed set of courses that all students experience as a part of a meaningful graduation Prioritize underestimated and historically underserved students in the planning of the schedule Equitable School Scheduling helps school and district administrators use scheduling as a tool to transform the leaky pipeline to graduation into a meaningful path to post secondary success for all students

Investigations in Mathematics Education, 1976 Curriculum Development Library, 1980 Using Microsoft Office to Enhance Student Learning Allan F. Livers, 2008 Provides clear directions for beginner to advanced projects by grade level in math science language arts and social studies plus a CD ROM with templates and sample finished projects The Power of Surprise Michael Rousell, PhD, 2021-09-15 Rousell examines the rich and complex nuances of the science of surprise and shows us how we can use it strategically to enrich lives Random events transform us After studying formative events moments that define us for over three decades Michael Rousell discovered that most of them took place during a spark of surprise This breakthrough launched a fascinating journey from neuroscience to stand up comedy Rousell draws on research from a wide variety of brain science disciplines cognition motivation neuroscience psychology artificial intelligence persuasion evolution and learning then examines those who already use surprise strategically comedians film directors entertainers magicians and novelists This examination illustrates the hidden yet critical features inherent in surprise while demystifying the complexities Surprise evolved as a mechanism to instantly change our beliefs Rousell shows how surprising events produce invisible influence because they open a window to spontaneous belief change with no warning or conscious awareness You'll see how seemingly minor features of surprise create profound differences and can be used to strategically enrich lives create positive mindsets and maximize influence *Project-Based Learning Tasks for Common Core State Standards*, Grades 6 - 8 Schyrlet Cameron, Carolyn Craig, 2014-01-15 Project Based Learning Tasks for Common Core State

Standards is designed to help middle school students use research skills teamwork communication and critical thinking to solve real life problems Includes a Common Core State Standards matrix Mark Twain Media Publishing Company specializes in providing captivating supplemental books and decorative resources to complement middle and upper grade classrooms Designed by leading educators the product line covers a range of subjects including mathematics sciences language arts social studies history government fine arts and character Mark Twain Media also provides innovative classroom solutions for bulletin boards and interactive whiteboards Since 1977 Mark Twain Media has remained a reliable source for a wide variety of engaging classroom resources

A Future in the Process of Arrival Alan Richard Taylor,2005 The purpose of this report is to document national and international practices and trends in computer based assessment to identify prototypes and evidence about their effectiveness to provide examples of best practice and to determine the implications for policy in the field of technology delivered assessment *The Fearon-Pitman Curriculum Development Library Index* ,1978 **The Principal's Companion** Pam Robbins,Harvey B. Alvy,2003 This book adds extremely relevant knowledge and skills for innovative reformers and for more traditional leaders alike It provides a solid set of interesting and shrewd suggestions that can be used immediately by practising principals From the Foreword by Kent D Peterson Professor Department of Educational Administration University of Wisconsin Madison Despite the administrative leadership training that most principals receive in university courses their most useful learning doesn't occur until they are on the job And the new knowledge much of it the result of trial and error success and failure is gained in relative isolation simply because there is no one else at that responsibility level within the school Pam Robbins an educational consultant and Harvey B Alvy a practicing principal offer a well organized interactive manual for the role of principal They have worked with hundreds of schools educators and other organizations around the world collecting data that form the basis for The Principal's Companion This easy to read book combines the most helpful tried and true strategies with the most relevant leadership research and theory The authors discuss creative leadership and necessary skills the wide variety of roles played by principals how to create a learning community personal and professional issues and much more Quotes from practicing principals are included throughout the book and readers are encouraged to jot down their own reflections about each chapter theme The Principal's Companion is a rare opportunity to collaborate with other principals an excellent professional resource that will be referred to again and again Ideal for practicing and aspiring principals it is also highly useful as a text for administration courses

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Childhood, Youth, and Families, 2000 **Arts Integration** Merryl Goldberg, 2021-03-29 Now in its sixth edition Merryl Goldberg's popular volume *Arts Integration* presents a comprehensive guide to integrating the arts throughout the K-12 curriculum blending contemporary theory with classroom practice. Beyond teaching about arts education as a subject in and of itself, the text explains how teachers may integrate the arts: literary, media, visual, and performing, throughout the subject curriculum, offering a wealth of strategies, techniques, and examples. Promoting ways to develop children's creativity and critical thinking while also developing communications skills and fostering collaboration and community activism, *Arts Integration* explores assessment and the arts engaging English Language Learners and using the arts to teach academic skills in science, math, history, and more. This text is ideal as a primer on arts integration and a foundational support for teaching, learning, and assessment especially within the context of multicultural and multilingual classrooms. In-depth discussions of the role of arts integration in meeting the goals of Title I programs including academic achievement, student engagement, school climate, and parental involvement are woven throughout the text, as is the role of the arts in nurturing Creative Youth Development work and its importance to the community. This revised and updated sixth edition combines a social justice emphasis with templates for developing lesson plans and units, updated coverage on STEAM education, along with brand new examples, case studies, and research. An expanded range of eResources is also available for this edition, including links to further resources, readings, additional imagery, and videos, and sample lesson plans. [Cumulated Index](#)

[Medicus](#), 1995

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