

Standard ELA.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.



Standard

Learning Goals

Scale

4

3

2

1

Standard ELA.RL.1.4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.



Scale

4

3

Learning Goals

Student Evidence

Standards Based Scale

Scale

Learning Goals

Student Evidence

Retell familiar stories including key details.

- I can retell familiar stories including key details.
- I can explain the significance of their central message or lesson.

- I can retell a familiar story including key details.
- I can identify the central message or lesson.

- I can retell a familiar story including key details.

- I can retell a familiar story with help.

Common Core RL Performance Scales 1st Grade



Marzano Observation And Common Core

Katherine S. McKnight



Marzano Observation And Common Core:

Observation Skills for Effective Teaching Gary D. Borich, 2016-01-08 Thoroughly updated for the new era of Common Core Standards this seventh edition of *Observational Skills for Effective Teaching* is vital in this time of educational change. It offers a detailed yet easily accessible handbook for teachers to prepare for and design their first classroom experiences. Updated with the newest research on effective teaching and learning, the book cogently introduces such topics as learning climate, classroom management, and lesson clarity with the newest findings that lead to desirable cognitive, social, and emotional outcomes in learners. **The Common Core, an Uncommon Opportunity** Judith K. March, Karen H.

Peters, 2013-11-05 Because the Common Core requires bold action. Why? The Common Core is an Uncommon Opportunity. Why now? Because it tackles a largely overlooked component of implementation: how to redesign your instructional delivery system. K-12. And you'll have to if you don't; you'll be subject to the very same failure and frustration so many other districts and schools are experiencing. What's more, March and Peters describe how to integrate 21st Century Skills at the very same time. It will help district leaders develop structured, consistent, and organized teaching and learning practices. Make district-wide infrastructure adjustments for sustained reform. Use best practices for sustained achievement and continuous curriculum review.

Engaging Teachers in Classroom Walkthroughs Donald S. Kachur, Judith A. Stout, Claudia L. Edwards, 2013-07-11 *Engaging Teachers in Classroom Walkthroughs* is a practical guide to planning and implementing brief but focused classroom observations that involve teachers in every step of the process. Drawing from their study of 40 schools in the United States and Canada, the authors show how administrators and teacher leaders moved teachers from resisting to embracing the practice. Readers will learn how to foster a school culture that supports walkthroughs, implement the components of successful walkthroughs such as focus and look-fors, data collection methods, and meaningful follow-up strategies. Get all teachers involved and actively participating. Evaluate the walkthrough process and measure its effectiveness. Use walkthroughs to support professional development related to the Common Core State Standards. This book demonstrates that when teachers learn from one another in a cycle of continuous professional growth through observation, shared inquiry, dialogue, and follow-up, they develop a sense of collegiality and a common mission. By opening their doors to their peers, they also contribute to broader school improvement efforts that positively affect teaching and learning throughout the school. *Literacy Classrooms That S.O.A.R.* Susan O'Hara, Robert Pritchard, Debi Pitta, 2020 *SOAR Teaching Frames for Literacy* provides a unique approach to planning, implementing, and elevating instruction that drives improvement in teaching and learning. SOAR focuses on the high-impact teaching practices that research identifies as key to student learning. In this book, the authors present and unpack these practices within the context of Teaching Frames. The frames provide a common language and a set of tools to foster informal self-evaluation as well as teacher-to-teacher and coach-to-teacher collaboration. All stages of implementation are illustrated with classroom examples from the authors' 15 years of

research and professional development throughout the United States School principals coaches and classroom teachers can use Literacy Classrooms That S O A R to support professional learning and growth across schools and districts The SOAR Teaching Frames have been an invaluable tool as we work to transform teaching practices in the Robla Elementary School District in Sacramento California Robla serves a community where families face the challenges of poverty every day and nearly half of our students speak a language other than English at home The SOAR Frameworks provided us with a tool to help students find their voice Classrooms are now filled with many points of view and more high level thinking Our entire school system is more coherent as these teaching practices have become part of the school day in all grades Ruben Reyes superintendent Robla Elementary School District

Vocabulary for the New Science Standards Robert J. Marzano, Katie Rogers, 2012-10-23 Impact science education with direct vocabulary instruction With this three part resource you ll discover a six step process for successfully incorporating vocabulary from the science standards into student learning Identify the crucial aspects of vocabulary education and learn targeted strategies to actively engage students Gain access to lists of essential scientific terms that will help you establish an effective organized vocabulary program

The School Improvement Planning Handbook Daniel L. Duke, Marsha Carr, William Sterrett, 2012-12-27 To help principals and their school improvement committees develop and implement plans with a greater likelihood of success the authors offer a step by step process for school improvement planning They go on to pinpoint specific school improvement goals including raising re

Curriculum and Teaching Dialogue David J. Flinders, Christy M. Moroye, 2016-09-01 Curriculum and Teaching Dialogue CTD is a publication of the American Association of Teaching and Curriculum AATC a national learned society for the scholarly field of teaching and curriculum The field includes those working on the theory design and evaluation of educational programs at large At the university level faculty members identified with this field are typically affiliated with the departments of curriculum and instruction teacher education educational foundations elementary education secondary education and higher education CTD promotes all analytical and interpretive approaches that are appropriate for the scholarly study of teaching and curriculum In fulfillment of this mission CTD addresses a range of issues across the broad fields of educational research and policy for all grade levels and types of educational programs

A Guide to Data-Driven Leadership in Modern Schools Leslie Jones, Eugene Kennedy, 2015-02-01 The purpose of this publication is to provide school leaders and other educators with insight into practical uses of data and how to create school cultures conducive to effective data use Practicing school leaders can benefit from this publication as well as teachers who use data in their classrooms to drive instruction Another use of this book is for graduate schools that prepare K 12 school leaders Because of accountability and the importance of data use in schools data driven decisions and the effective use of data are critical In A Guide to Data Driven Leadership in Modern Schools the use of data as aligned to educational reform is discussed Accountability and standardized testing are vital elements of reform The culture must be created in schools to address multi facets of data use

which is presented in Chapter 2 of the publication The use of data should guide inform decisions linked to both management and instruction in schools In Chapter 3 the use of data to inform management is discussed and the use of data to inform instruction is presented in Chapter 4 Practices of effective management and instructional leadership are obsolete without effective personnel in schools The use of data in personnel evaluations is explored in Chapter 5

How Schools and Districts Meet Rigorous Standards Through Authentic Intellectual Work M. Bruce King, 2016-04-18 Meet challenging standards by promoting students authentic intellectual work There is no such thing as a simple formula for school improvement but the Authentic Intellectual Work AIW framework presented in this book will help school and district based teams improve the quality of instruction assessment and curriculum for more rigorous and more equitable student learning This book provides Richly detailed case studies of successful AIW implementation at the statewide districtwide and individual school levels Illustrations of collaborative teaming to advance higher order thinking disciplined inquiry and value beyond school Exemplars of how AIW transforms professional development and evaluations and increases coherence and alignment of initiatives

A Handbook for High Reliability Schools Robert J. Marzano, Phil Warrick, 2011-07-01 Usher in the new era of school reform The authors help you transform your schools into organizations that take proactive steps to prevent failure and ensure student success Using a research based five level hierarchy along with leading and lagging indicators you ll learn to assess monitor and confirm the effectiveness of your schools Each chapter includes what actions should be taken at each level

The Transparent Teacher Trent Kaufman, Emily Grimm, 2013-02-15 A new paradigm for teachers to open their classrooms and cultivate deep professional learning Teaching is an isolating profession Most educators receive minimal feedback on their craft typically limited to one or two short visits from the administrator each year While some schools do encourage their teachers to observe peers the usual protocol is for new teachers to watch the veteran exemplary educators but those less experienced educators could benefit immensely from having peers observe them in action Teacher Driven Observation is unique in that it places the observed teacher as leader of the work the one who identifies a personal area for development engages her colleagues in the collection of classroom data and utilizes the data collected to inform her ongoing instruction Offers a new model for collecting data to inform and improve individual instruction Includes a step by step process for implementing Teacher Driven Observations Contains a comprehensive case study that clearly demonstrates the value of the Teacher Driven Observation model This book outlines and illustrates a step by step process for breaking down professional isolation and cultivating opportunities for meaningful learning through the Teacher Driven Observation process

Your Introduction to PLC+ Douglas Fisher, Nancy Frey, 2025-04-21 Drive collaboration and improve student learning with PLC Professional Learning Communities PLCs have long been celebrated as a powerful tool for driving collaboration and improving student outcomes But what if there was a way to take your PLC work to the next level Your Introduction to PLC Building Collaborative Teams That Drive Student Success introduces the next generation PLC model that prioritizes

collective efficacy and actionable strategies by focusing on five essential questions Where are we going Where are we now How do we move learning forward What did we learn today Who benefited and who did not PLC emphasizes identifying and applying evidence based instruction that values the background of every student ensuring access and opportunities for all Team members begin by identifying a common challenge Then the clear PLC framework practical tools and research based strategies ensure that team efforts directly improve teaching practices and student outcomes This playbook includes Protocols and tools that promote data driven decision making and actionable plans Engaging features like Two Truths and a Lie self assessment tools and implementation ready scenarios Practical strategies to measure the real time impact of collaborative efforts An interactive design with ample space to reflect on your learning and outline steps to build collective efficacy Transform your professional learning community today Whether you re a teacher or school leader Your Introduction to PLC equips you with the knowledge and skills to collaborate effectively and lead with clarity and confidence Together you ll create effective and impactful learning environments that ensure every student thrives

Addressing the Needs of All Learners in the Era of Changing Standards Katherine S. McKnight, 2016-06-08 The new standards were written to address the harsh realities for poor performance of American students across all grades levels k 12 According to NAEP National Assessment of Educational Progress data more than 60% of our students in grades 4 8 and 12 are not proficient readers and the United States is one of the lowest performing in mathematics The statistics are even more staggering for our children who live in poverty students with disabilities and English Language Learners The new standards have sent a clear message all students must be engaged deeper learning This deeper level of understanding and comprehension is communicated through a more sophisticated and independent level of applied literacy skills In this book some of our leading educators envision the standards as a vehicle to provide more rigorous instruction and illustrate how teachers are uniquely qualified to determine the most effective methods for developing students skills and close the achievement gap

Assessment in Perspective Clare Landrigan, Tammy Mulligan, 2013 Assessment is an integral part of instruction For the past decade the focus on assessment particularly via high stakes mandated tests has shifted away from the classroom and left teachers feeling like they are drowning in data Assessment is and needs to be again much more than a number Assessment in Perspective is about moving beyond the numbers and using assessment to find the stories they tell This book helps teachers sort through the myriad of available assessments and use each to understand different facets of their readers It discusses how to use a range of assessment types from reading conference notes and student work to running records and state tests together to uncover the strengths and weaknesses of a reader The authors share a framework for thinking about the purpose method and types of different assessments They also address the questions they ask when choosing or analyzing assessments What type of tool do we need diagnostic formative or summative formal or informal quantitative or qualitative How do we use multiple assessments together to provide an in depth picture of a reader When and how are we giving the assessment Do we

want to be able to compare our readers to a standard score or do we need to diagnose a reader's needs Which area of reading does this tool assess How can we use the information from assessments to inform our instruction What information does a particular assessment tell us and what doesn't it tell us What additional information do we need about a reader to understand his or her learning needs The book emphasizes the importance of triangulating data by using varied sources both formal and informal and across multiple intervals It explains the power of looking at different types of assessments side by side with displays to find patterns or inconsistencies What's more students are included as valuable sources of data Letting students in on the process of assessment is key to helping them set goals monitor their own progress and celebrate growth When assessment is viewed in this way instruction can meet high standards and still be developmentally appropriate

Rebound, Grades K-12 Douglas Fisher, Nancy Frey, Dominique Smith, John Hattie, 2021-03-30 For more than a year now we educators have been tested and tested again We've been stretched we've been pulled we've been put through the wringer But now it's time to rebound It's time to bounce back come back better and benefit from the many lessons learned to reignite engagement accelerate learning and move forward with fresh optimism and better systems for schooling Enter Doug Fisher Nancy Frey Dominique Smith and John Hattie whose Distance Learning Playbooks have supported more than a half million educators across pandemic teaching and who are here now to advise you on this next absolutely critical leg of our ongoing journey Complete with tools and strategies prompts and exercises Rebound A Playbook for Rebuilding Agency Accelerating Learning Recovery and Rethinking Schools will help you Address the collective traumas we have experienced during the pandemic and rebuild our sense of agency and self so that we can attribute student success to both teachers and students efforts Evaluate what we have learned about remote teaching and learning to determine what to carry forward and what to leave behind Shift the narrative from learning loss to learning leaps and implement instructional and assessment practices that ensure our students reclaim lost knowledge build skills develop agency and accelerate gains Redefine classrooms learning experiences the ways schools operate and the very idea of schooling itself The greatest travesty that can arise for schools after 2020-21 Doug Nancy Dominique and John write is to rush back to the old normal and learn nothing or little about what worked well That's why this book has focused on rebounding and taking the opportunity to create an even better schooling system one that serves even more students and focuses more on what matters most Let's agree not to reduce the impact that our expectations have on students learning What if we talk about learning leaps instead of learning loss What if we identify where students are in their learning and identify critical content that they must learn now to accelerate their performance in the future And what if we raise our expectations for students rather than lower them Douglas Fisher Nancy Frey Dominique Smith and John Hattie *Rethinking Field Experiences in Preservice Teacher Preparation* Etta R. Hollins, 2015-03-12 The focus of this book is the centrality of clinical experiences in preparing teachers to work with students from diverse cultural economic and experiential backgrounds Organized around three themes learning teaching through the

approximation and representation of practice learning teaching situated in context and assessing and improving teacher preparation Rethinking Field Experiences in Preservice Teacher Preparation provides detailed descriptions of theoretically grounded research based practices in programs that prepare preservice teachers to contextualize teaching practices in ways that result in a positive impact on learning for traditionally underserved students These practices serve current demands for teacher accountability for student learning outcomes and model good practice for engaging teacher educators in meaningful productive dialogue and analysis geared to developing local programs characterized by coherence continuity and consistency

Academic Vocabulary in Middle and High School Donna Ogle,Camille Blachowicz,Peter Fisher,Laura Lang,2015-10-21 In order to succeed in school and beyond students in grades 6 12 need to understand and use both academic language and discipline specific vocabulary This book describes effective practices for integrating vocabulary study with instruction in English language arts history social studies and math and science and for helping students become independent motivated word learners The expert authors present a wealth of specific teaching strategies illustrated with classroom vignettes and student work samples Connections to the Common Core State Standards CCSS are highlighted throughout an extensive annotated list of print and electronic resources enhances the book s utility Evaluating ALL Teachers of English Learners and Students With Disabilities Diane Staehr Fenner,Peter Kozik,Ayanna Cooper,2015-03-04 Teacher evaluation can be a valuable tool for evaluators and teachers alike But it should never be used in a one size fits all manner especially when evaluating all teachers who work with the nation s growing numbers of English learners ELs and students with disabilities Just as these diverse students needs require nuanced teaching methods the evaluations of all teachers who work with these students require unique considerations Such considerations are precisely what you ll learn in this comprehensive action oriented book Drawing on a focused array of authoritative research on supporting the success of ELs and students with disabilities case studies and action plans the authors detail Four principles for inclusive teacher evaluation of diverse learners that are compatible with the Danielson and Marzano frameworks Sample specialized look fors that evaluators can use and adapt to recognize effective teaching of ELs and students with disabilities Strategies for coaching teachers of ELs and students with disabilities who need more support reaching these learners Teaching ELs and students with disabilities can be one of the most challenging experiences in an educator s career and also one of the most rewarding if educators have the tools they need With this book the first of its kind your school can become a leader in the field by taking part in conversations that center on equitable teaching of diverse learners as well as valid evaluation of those who serve them in classrooms Staehr Fenner Kozik and Cooper provide a framework for rich instructional conversations that moves teacher evaluation from the blame game to a collaborative and informative process that empowers teaching effectiveness and student learning Spencer Salend Emeritus Professor of Educational Studies State University of New York at New Paltz In this book the authors successfully outline an objective assessment framework that builds educators individual and collective

capacity to improve their practice not only with ELs but with all their students A must read for teachers and evaluators alike
Rosa Aronson Executive Director TESOL International Association **Information and Digital Literacies** Lesley S.J.
Farmer, 2015-10-08 Information and Digital Literacies A Curricular Guide for Middle and High School Librarians is a
practical guide to help school librarians design and deliver effective instruction that addresses the knowledge skills and
dispositions of information and digital literacies This curricular guide from one of America s foremost experts in this area will
help librarians prepare students for college and careers It provides systematic instruction about conducting research and
using integration as stated in the Common Core complying with state and federal mandates for digital safety competence
curriculum and recognizing the instructional role of school librarians It should be noted that canned programs particularly
for digital safety exist but they are not aligned with other school standards and they do not reflect the unique communities of
learners let alone address the need to collaboration and articulation The ready to implement curricular guide features
instructional design strategies model middle and high school curriculum including a scope and sequence stand alone courses
units of instruction and sample learning activities and ties to new AASL and ACRL information literacy standards ISTE
technology standards 21st Century Partnership framework and Common Core State Standards *Educational Leadership
and Administration: Concepts, Methodologies, Tools, and Applications* Management Association, Information
Resources, 2016-10-12 The delivery of quality education to students relies heavily on the actions of an institution s
administrative staff Effective leadership strategies allow for the continued progress of modern educational initiatives
Educational Leadership and Administration Concepts Methodologies Tools and Applications provides comprehensive
research perspectives on the multi faceted issues of leadership and administration considerations within the education sector
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Marzano Observation And Common Core Introduction

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