

IDEA-BASED LESSON EXEMPLAR



Class Observation

RPMS 2020-2021

MATH

Grades 1-6

DEPARTMENT OF EDUCATION

Grade 1math Exemplar

Scott A. Chamberlin, Eric L. Mann

A red circular graphic with a gradient, appearing as a partial circle or a stylized arrow pointing to the right, located on the right side of the slide.

Grade 1math Exemplar:

The PD Curator Lauren Porosoff, 2021-03-25 One of the best ways to learn how to be a better teacher is by watching listening to and experimenting with the practices of great teachers including those in your own school The PD Curator is about how professional learning experiences can become more inclusive participatory cohesive and effective and about the role teachers and leaders can play in creating those experiences That role isn't so much administrative as it is curatorial Just as art curators can legitimize artists by including their work in a gallery or exhibit PD curators have the power to legitimize the work of an array of teachers They help create immersive intellectual emotional and social experiences all while caring for the professionals and the profession In this book Lauren Porosoff explains how PD curators Structure teachers schedules to make time for in house professional learning Select content and create a process for how people interact with it Fit the often disparate pieces together into a meaningful whole Discover whether the event has been successful The practical tools and protocols in each chapter will help you plan professional learning that taps into the expertise and interests of a diverse staff Canned sessions that don't connect with teachers actual needs will be a thing of the past Instead you'll discover ways to support teachers in sharing ideas and trying out new practices that advance student learning In doing so you'll empower teachers and students alike

Resources in Education, 2000-10 [Equity Moves to Support Multilingual Learners in Mathematics and Science, Grades K-8](#) Ivannia Soto, Theodore Ruiz Sagun, Michael Beiersdorf, 2022-12-19 A strengths and assets based approach to multilingual learner success As the number of multilingual learners MLLs in US schools continues to grow educators need to learn the moves necessary to support the success of these students in mathematics and science *Equity Moves to Support Multilingual Learners in Mathematics and Science Grades K-8* focuses on the literacy opportunities that MLLs can achieve when language scaffolds are taught alongside rigorous math and science content It provides a framework teachers can use to develop equity centered scaffolded math science or STEAM lessons Readers will find Anchor phenomena that demonstrate issues with lesson design and delivery and highlight areas to include language and content scaffolds Examples for honoring the languages of students families and communities Culturally responsive techniques and easy to use tables featuring the equity moves Vignettes showcasing the equity move in the classroom setting A focus on four language demands vocabulary discourse multiple modes of representation and text features With an assets based approach to what MLLs can do this book helps teachers unpack the language demands of mathematics and science and encourages reflection of their own practices in scaffolding for language and culture

The ANIE Kevin Bird, Kirk Savage, 2014-02-14 Discover a powerful tool that will revolutionize your classroom teaching and learning in math all in a single page The ANIE Assessment for Numeracy in Education is a teacher developed assessment template that uses performance standards to evaluate student comprehension enabling you to plan timely and targeted instruction and intervention where they are needed most This straightforward book introduces a 5 step process for solving any math question and offers proven techniques for

helping students to explain math problems and make relevant connections to the real world *Models of Teaching* Jeanine M. Dell'Olio, Tony Donk, 2007-02-26 *Models of Teaching* is a great asset for beginning teachers as they integrate their pre service training with the standards based curricula in schools Amany Saleh Arkansas State University Rarely have I read a text from cover to cover however your text provided an abundance of effective teaching strategies in ways that better informed my own teaching I was compelled to read through the entire text Great job Carolyn Andrews Student at University of Nevada Reno This is a practical text that focuses on current practices in education and demonstrates how various models of teaching can address national standards Marsha Zenanko Jacksonville State University *Models of Teaching* provides excellent case studies that will enable students to see models of teaching in practice in the classroom Margaret M Ferrara University of Nevada Reno *Models of Teaching Connecting Student Learning With Standards* features classic and contemporary models of teaching appropriate to elementary and secondary settings Authors Jeanine M Dell Olio and Tony Donk use detailed case studies to discuss 10 models of teaching and demonstrate how the models can incorporate state content standards and benchmarks as well as technology standards This book provides students with a theoretical and practical understanding of how to use models of teaching to both meet and exceed the growing expectations for research based instructional practices and student achievement Key Features Shows how each model looks and sounds in classrooms at all levels Each model is illustrated with two detailed case studies elementary and secondary and post lesson reflections Offers detailed descriptions of the phases of each model Each model is accompanied by a detailed chart and discussion of the steps of the model Applies technology standards and performance indicators Each chapter addresses how the particular model can be implemented to meet technology standards and performance indicators Connects philosophies of curriculum and instruction This book connects each model to a philosophy of curriculum and instruction that undergirds that model so teachers understand both how to teach and why Promotes student interaction with the text Exercises at the end of each chapter provide the opportunity for beginning teachers to work directly with core curricula from their own state and or local school district curricula Each model is illustrated with two detailed case studies elementary and secondary and post lesson reflections A High Quality Ancillary Package Instructors Resource CD ROM This helpful CD ROM offers PowerPoint slides an electronic test bank Web resources a teaching guide for the case studies lesson plan template instructions and much more Qualified instructors can request a copy by contacting SAGE Customer Care at 1 800 818 SAGE 7243 from 6am 5pm PT Student Study Site This study site provides practice tests flash cards a lesson plan template suggested assignments links to state content and technology standards field experience guides and much more Intended Audience This is an excellent core textbook for advanced undergraduate and graduate students studying Elementary and or Secondary Teaching Methods in the field of Education *Effecting Change for Culturally and Linguistically Diverse Learners* Almitra L. Berry, 2021-07-01 Help teachers understand and close the provision gap for culturally and linguistically diverse learners effecting greater

opportunities for academic success Written by Dr Almitra Berry this completely revised second edition introduces a new five step framework that focuses on academic achievement and equity for all students This professional resource guides you through a data driven approach to determine whether your curriculum and instruction are meeting the needs of culturally diverse students Educators will learn how to evaluate the effectiveness of curriculum identify and implement instructional practices that are proven effective monitor progress and provide intensive small group instruction to help learners succeed This timely book provides a collection of practical resources such as planning templates data analysis forms and reflective questions for each step of the process Teaching Children Mathematics ,1996 **Get Better Faster** Paul

Bambrick-Santoyo,2016-07-25 Effective and practical coaching strategies for new educators plus valuable online coaching tools Many teachers are only observed one or two times per year on average and even among those who are observed scarcely any are given feedback as to how they could improve The bottom line is clear teachers do not need to be evaluated so much as they need to be developed and coached In **Get Better Faster A 90 Day Plan for Coaching New Teachers** Paul Bambrick Santoyo shares instructive tools of how school leaders can effectively guide new teachers to success Over the course of the book he breaks down the most critical actions leaders and teachers must take to achieve exemplary results Designed for coaches as well as beginning teachers **Get Better Faster** is an integral coaching tool for any school leader eager to help their teachers succeed **Get Better Faster** focuses on what s practical and actionable which makes the book s approach to coaching so effective By practicing the concrete actions and micro skills listed in **Get Better Faster** teachers will markedly improve their ability to lead a class producing a steady chain reaction of future teaching success Though focused heavily on the first 90 days of teacher development it s possible to implement this work at any time Junior and experienced teachers alike can benefit from the guidance of **Get Better Faster** while at the same time closing existing instructional gaps Featuring valuable and practical online training tools available at <http://www.wiley.com/go/getbetterfaster> **Get Better Faster** provides agendas presentation slides a coach s guide handouts planning templates and 35 video clips of real teachers at work to help other educators apply the lessons learned in their own classrooms **Get Better Faster** will teach you The core principles of coaching Go Granular Plan Practice Follow Up Repeat Make Feedback More Frequent Top action steps to launch a teacher s development in an easy to read scope and sequence guide It also walks you through the four phases of skill building Phase 1 Pre Teaching Dress Rehearsal Phase 2 Instant Immersion Phase 3 Getting into Gear Phase 4 The Power of Discourse Perfect for new educators and those who supervise them **Get Better Faster** will also earn a place in the libraries of veteran teachers and school administrators seeking a one stop coaching resource **A Principal Manager's Guide to Leverage**

Leadership 2.0 Paul Bambrick-Santoyo,2018-08-07 Build better schools by training better leaders **A Principal Manager s Guide to Leverage Leadership** answers the question that district leaders have been asking across the country if **Leverage Leadership** is a roadmap for principals on how to lead great schools what can principal managers and districts do to support

them on that path A Principal Manager's Guide to Leverage Leadership offers a step by step guide to coaching principals to the highest levels of achievement and it is rooted in studying the most successful principal managers and districts across the country It can be used by principal managers supervisors superintendents district and state leadership and principal training organizations to accelerate the growth of principals in your community Used in conjunction with Leverage Leadership 2.0 this book identifies the key actions principal managers should take to create exceptional school leaders integrating the seven levers of leadership into district culture from the principal manager on up With a particular emphasis on the two super levers of data driven instruction and student culture this book is packed with advice professional development materials and real world videos of principal managers in action offering principal managers a valuable resource for bringing about change A Principal Manager's Guide to Leverage Leadership introduces a new unifying approach that is also highlighted in Leverage Leadership 2.0 See It Name It Do It It gives you the tools to See it see models of effective practice and identify gaps Name it name concrete actions for improvement and Do it provide means to practice these action steps until a principal masters them With A Principal Manager's Guide to Leverage Leadership in hand principal managers superintendents and principal training organizations can facilitate district wide and state wide transformations and hasten the benefit to the students and community as a whole

Multiple Perspectives on Mathematics Teaching and Learning Jo Boaler, 2000-07-30 Multiple Perspectives on Mathematics Teaching and Learning offers a collection of chapters that take a new look at mathematics education Leading authors such as Deborah Ball Paul Cobb Jim Greeno Stephen Lerman and Michael Apple draw from a range of perspectives in their analyses of mathematics teaching and learning They address such practical problems as the design of teaching and research that acknowledges the social nature of learning maximizing the impact of teacher education programs increasing the learning opportunities of students working in groups and ameliorating the impact of male domination in mixed classrooms These practical insights are combined with important advances in theory Several of the authors address the nature of learning and teaching including the ways in which theories and practices of mathematics education recognize learning as simultaneously social and individual The issues addressed include teaching practices equity language assessment group work and the broader political context of mathematics reform The contributors variously employ sociological anthropological psychological sociocultural political and mathematical perspectives to produce powerful analyses of mathematics teaching and learning

Modeling Mathematical Ideas Jennifer M. Suh, Padmanabhan Seshaiyer, 2016-12-27 Modeling Mathematical Ideas combining current research and practical strategies to build teachers and students strategic competence in problem solving This must have book supports teachers in understanding learning progressions that addresses conceptual guiding posts as well as students common misconceptions in investigating and discussing important mathematical ideas related to number sense computational fluency algebraic thinking and proportional reasoning In each chapter the authors opens with a rich real world mathematical problem and presents classroom strategies such as visible

thinking strategies technology integration and other related problems to develop students strategic competence in modeling mathematical ideas

The Math We Need to Know and Do in Grades 6–9 Pearl Gold Solomon, 2007-05-24 Expertly connects state and national standards to examples from our curriculum With this text you can be sure that you are teaching what you are expected to teach Kimberly Puckett Math Teacher Tri Village Junior Senior High School New Madison OH An excellent practical and well organized resource for planning math lessons that address content standards found in all state curriculum frameworks Anne Roede Giddings Assistant Superintendent Ansonia Public Schools CT Does a wonderful job of connecting mathematical objectives with instructional techniques and real world applications Makes a valuable contribution to the field by integrating multiple resources and linking content and pedagogy Edward C Nolan Mathematics Department Chair Albert Einstein High School Kensington MD A simple to follow matrix helps you align activities problems and assessments with NCTM standards In a new edition of her standards based math workbook award winning author Pearl Gold Solomon covers essential concepts and skills as defined by the National Council of Teachers of Mathematics for learners in middle schools Designed as a comprehensive resource for planning curriculum instruction and assessment The Math We Need to Know and Do in Grades 6–9 Second Edition offers a quick reference simple to follow matrix covering the sequential and specific development of concepts across grade levels Responding to the current climate of accountability and new findings on how the brain works and how students learn this updated and expanded handbook covers content standards and provides guidelines for formal and informal assessments Teachers and instructional leaders will find practical tools that include Concept statements and scaffolds for building student understanding Suggestions for working with manipulatives calculators Web sites and educational software and graphics programs Ready to use sample activities problems and assessments Ideal for teachers as well as math coaches curriculum directors and assessment specialists this invaluable text presents authoritative and detailed guidance for strengthening curriculum development and instruction

Evaluation of the Achievement Levels for Mathematics and Reading on the National Assessment of Educational Progress National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Committee on National Statistics, Committee on the Evaluation of NAEP Achievement Levels for Mathematics and Reading, 2017-04-12 Since 1969 the National Assessment of Educational Progress NAEP has been providing policymakers educators and the public with reports on academic performance and progress of the nation's students The assessment is given periodically in a variety of subjects mathematics reading writing science the arts civics economics geography U S history and technology and engineering literacy NAEP is given to representative samples of students across the U S to assess the educational progress of the nation as a whole Since 1992 NAEP results have been reported in relation to three achievement levels basic proficient and advanced However the use of achievement levels has provoked controversy and disagreement and evaluators have identified numerous concerns This publication evaluates the NAEP student

achievement levels in reading and mathematics in grades 4 8 and 12 to determine whether the achievement levels are reasonable reliable valid and informative to the public and recommends ways that the setting and use of achievement levels can be improved

Get Better Faster 2.0 Paul Bambrick-Santoyo, 2025-04-21 Coaching strategies and resources that will give new teachers a head start toward a successful first year and a great teaching career Over the past 20 years more new teachers than ever have entered the teaching profession These educators are eager to do the best they can with the students they have and the resources they have been given but most will struggle to find their footing And with the average new teacher receiving only 1 or 2 observations a year many early career teachers exit the profession without reaching their full potential In *Get Better Faster 2.0 A 90 Day Coaching for Coaching Teachers* Paul Bambrick Santoyo shares a practical guide to new teacher development inspired by over two decades of working alongside highly effective school leaders These instructional leaders are skilled at developing new educators and Bambrick Santoyo has organized their best practices into a comprehensive actionable guide to coaching that keeps teacher growth and student learning top of mind *Get Better Faster 2.0* is divided into a 90 day plan and can be used to coach any teacher at any stage of their career Teaching skills are broken down by priority into concrete practice able actions that principals and instructional coaches can layer as teachers reach mastery The book contains a wealth of resources to streamline and empower a school leader s work Here are just a few

Principles of Coaching Learn from fellow principals how to do the following use bite sized feedback facilitate in meeting practice and give frequent feedback to supercharge teacher development

Coaching Blueprints Leverage existing tools to cultivate continuous teacher growth

Reshape your Professional Development plan observations and feedback meetings and weekly data meetings to build strong teachers

Get Better Faster Sequence of Action Steps Pinpoint what is most important for teacher development with this sequential four phase guide to rigorous instruction and strong class culture

These tools along with coaching videos the *Get Better Faster 2.0 Coaching Guide* insights from school leaders and a suite of print ready materials prepare school leaders to take new and experienced teachers to the next level

Driven by Data 2.0 Paul Bambrick-Santoyo, 2019-04-16 The bestselling guide for school leaders updated in a new edition Data driven instruction is the philosophy that schools should focus on two simple questions how do you know if are students learning And when they are not what do you do about it *Driven by Data 2.0* is a practical guide that answers these questions to empower schools to achieve significant gains in student achievement Rooted in a proven framework that has been implemented in thousands of schools the book presents what makes schools successful along with tools to put the framework into place to make data work for your schools

Assess set the roadmap for learning

Analyze identify why students struggle

Act teach more effectively what students need

Build the culture train and develop your staff so that data driven instruction can thrive

If you re a K 12 leader coach or teacher looking to implement data driven instruction in your school district *Driven by Data 2.0* has the tools to train your staff PD materials videos of exemplar practice and all the resources you need to achieve remarkable results

Exemplary Science in Grades 5-8 Robert Eugene Yager, 2006 This volume is the third in NSTA's Exemplary Science monograph series which provides the results of an unprecedented national search to assess how well the Standards vision has been realized nine years after the National Science Education Standards were released. *Preparing Middle Level Educators for 21st Century Schools* Penny B. Howell, Shawn A. Faulkner, Jeanneine Jones, Jan Carpenter, 2018-05-01 Over the last decade significant changes have occurred in how schools are organized how educators are prepared and certified how accreditation policies have shifted both curriculum and content as well as changes to the demographics of middle school classrooms This volume *Preparing Middle Level Educators for 21st Century Schools* Enduring Beliefs Changing Times Evolving Practices provides a review of current research focused on middle level educator preparation at all levels Our enduring beliefs about young adolescents have not changed e.g. need for developmentally responsive instruction caring adults who understand them and are prepared to teach them opportunities to explore their interests but the political and sociocultural climate of schools and schooling has In light of changing times this volume allows researchers and teacher educators to share research from their context and inform the evolving practices of educator preparation for the middle level The research presented in this volume is organized into three sections with an introduction provided for each The authors grounded their work in the Association for Middle Level Education's teacher preparation standards 2012 and tenets of *We Believe* NMSA 2010 By doing so they examine topics that hold potential for meeting the learning needs of teachers and students in middle level schools The first section includes chapters from individuals working to ensure that the enduring beliefs of middle level education continue to guide the structures of their middle level teacher preparation programs The second set of chapters closely examines how changing times are shaping the work of teacher educators Finally the last section spotlights evolving practices that continue to develop in response to the changes impacting our classrooms schools and communities This text provides readers with researched based practices and information to help them continue the tradition of middle level teacher education The enduring beliefs of preparing teachers who understand respect and honor the many talents gifts and contributions of the young adolescent student will guide teacher educators as they respond to the changing times of education and the evolving practices of teachers teacher educators and schools

ICTs for Modern Educational and Instructional Advancement: New Approaches to Teaching Tomei, Lawrence A., 2009-10-31 Explores current models and issues involved with online course development assessment and blended learning

The Relationship of Affect and Creativity in Mathematics Scott A. Chamberlin, Eric L. Mann, 2021-09-03 *The Relationship of Affect and Creativity in Mathematics* explores the five legs of creativity Iconoclasm Impartiality Investment Intuition and Inquisitiveness as they relate to mathematical giftedness This book Discusses these affective components relevant to mathematical learning experiences Shares how affective components impact students creative processes and products Shows the influence of learning facilitators including teachers afterschool mentors and parents Describes facilitating environments that may

enhance the likelihood that creative process and ultimately product emerge Utilizes the expertise of two young scholars to discuss the practical effects of affect and creativity in learning experiences This practical research based book is a must read for stakeholders in gifted education as many advanced students are underidentified in the area of creativity in mathematics

Emerging Technologies for the Classroom Chrystalla Mouza,Nancy Lavigne,2012-11-07 This book provides contemporary examples of the ways in which educators can use digital technologies to create effective learning environments that support improved learning and instruction These examples are guided by multiple conceptual and methodological traditions evolving from the learning sciences and instructional technology communities as well as other communities doing important work on learning technologies In particular the book provides examples of technology innovations and the ways in which educators can use them to foster deep understanding collaboration creativity invention and reflection Additional examples demonstrate the ways in which emerging mobile and networked technologies can help extend student learning beyond the confines of the classroom wall and support student directed learning and new media literacies

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