

**Hammonton District
District Evaluation Advisory
Committee**

**Professional Development
Resources
2013-2014**

Area 1: Planning and Preparation

Area 1A: Demonstrates Knowledge of Content and Pedagogy

- 1. The Southern Regional Institute and Educational Technology Training Center offers many workshops that address content and pedagogy. See the website at <http://ettc.net/> to view current offerings. An example is included below.**

SRI & ETTC Workshop: Writing Genres and Common Core

Description:

As we move toward new assessments we must prepare our students to be able to write for the new challenges. Participants must learn strategies to see and implement writing as part of every content class. The participants will learn strategies for Information and Research Writing, Opinion and Argumentative writing, and Narrative writing. These areas will be the major components necessary for success in the Writing portion of the new tests.

Course Content:

The workshop will address the topics listed below:

- Writing across the content areas and differentiated instruction
- Co-teaching across content areas in secondary classes
- Assessment and Rubrics for writing tasks.
- Common Core goals infusion to all strategies presented.
- Participants will see and practice scaffolding and breaking down of writing tasks (Narrative, Opinion, Argument, and Research Writing) to help students understand what is expected.
- Participants will practice hands on tasks, so they can then teach the strategies to students. (dissecting writing prompts, pre-writing and planning (timed and untimed strategies, practice across Genres and writing in content areas, revision techniques)
- Participants will practice peer editing strategies, small group, and individual conference strategies with Anchor papers.

Learning Objectives:

- The participants will leave with tools, units, and lessons to use in writing lessons in Language Arts.
- The participants will leave with lessons and ideas for writing in Content Area classes aligned with the Common Core.
- The participants will leave with writing lessons and ideas for digital practice.

Audience: Teachers grades K thru 12, literacy, English, Content area, technology, Special Ed., ELL

Workshop Code: W14004

Dates: Monday, February 10, 2014

From: 9:00 to: 3:00

Cost: \$178 OR 7 ETTC Hour(s). For info on membership, call the ETTC.

Instructor: Michele Barto

Location: SRI & ETTC - Meeting Rooms 107A - 108A
10 West Jimmie Leeds Road, Galloway, NJ 08205. If you have any questions or concerns, send email to: ettc@stockton.edu.

- 2. Educational Information and Resource Center (EIRC) is another source of a variety of professional development opportunities. Please see the website at <http://www.eirc.org/> for current offerings. Here is one example.**

EIRC Workshop - ELA-I pad and the ELA Common Core (99227-98402)

Description: Join in on an intensive session to learn not only the basics but the more advanced functions of the iPad. Not only will you leave an expert on the iPad you will see and practice finding apps related to the ELA Common Core that will provide ample support to any grade level course. iPads are all the rage in schools everywhere. Imagine your Language Arts classroom with an amazing tool to help increase literacy. The iPad allows students to see, hear, and respond verbally to books and apps. Please bring your own iPad.

Date: February 5, 2014

Time: 8:30am – 1:30pm

Presenters: Mary Moyer and John Burd

Continental breakfast will be served

Address:

107 Gilbreth Parkway, Suite 200

Mullica Hill, NJ 08062

- 3. Learning Math: Patterns, Function, and Algebra**

<http://www.learner.org/resources/series140.html>

Learning Math: Patterns, Functions, and Algebra is the first of **five** video- and **Web-based** mathematics **courses** for elementary and middle school teachers. These courses, organized around the content standards of the National Council of Teachers of Mathematics (NCTM), will help you better understand the mathematics concepts underlying the content that you teach.

Patterns, Functions, and Algebra explores the "big ideas" in algebraic thinking, such as finding, describing, and using patterns; using functions to make predictions; understanding linearity and proportional reasoning; understanding non-linear functions; and understanding and exploring algebraic structure. The concluding case studies show you how to apply what you have learned in your own classroom. The course consists of 10 two-and-a-half hour sessions with a half-hour of video programming each, problem-solving activities available in print and on the Web, and class discussions.

<http://www.learner.org/courses/learningmath/algebra/session1/index.html>

<http://www.learner.org/courses/learningmath/algebra/session2/index.html>

<http://www.learner.org/courses/learningmath/algebra/session3/index.html>

<http://www.learner.org/courses/learningmath/algebra/session4/index.html>

<http://www.learner.org/courses/learningmath/algebra/session5/index.html>

<http://www.learner.org/courses/learningmath/algebra/session6/index.html>

<http://www.learner.org/courses/learningmath/algebra/session7/index.html>
<http://www.learner.org/courses/learningmath/algebra/session8/index.html>
<http://www.learner.org/courses/learningmath/algebra/session9/index.html>
<http://www.learner.org/courses/learningmath/algebra/session10/indexk2.html>
<http://www.learner.org/courses/learningmath/algebra/session10/index35.html>
<http://www.learner.org/courses/learningmath/algebra/session10/index68.html>

Area 1B: Demonstrates Knowledge of Students

1. www.IDEportal.com/workshops-

- Differentiation of Instruction- This course defines differentiated instruction and provides solid practical resources and ideas to differentiate instruction. It offers ideas to differentiate instruction on three different levels: lesson, instructional unit, and classroom.

2. WWW.ASCD.ORG-

- *How to differentiate instruction in mixed ability classrooms, 2nd edition*
By: Carol Ann Tomlinson

This book explains the role of the teacher in a differentiated instruction classroom and strategies for managing a mixed ability classroom, it also highlights the how to's of planning effective lessons differentiated by readiness, interest and learning profiles.

3. www.successatthecore.com

- Differentiating instruction to meet the needs of the students: classroom example.
This video shows a sample lesson of a Language Arts Teacher differentiating instruction to meet the needs of all of her students. By using differentiated instruction, this teacher identifies the best way to teach her students. Most teachers have some knowledge of the theory of differentiation, but most feel intimidated to actually implement it in the classroom because it seems like a nearly impossible task. The school improvement network shows to teachers how to implement differentiated instruction in the classroom.

http://www.youtube.com/redirect?q=http%3A%2F%2Fwww.schoolimprovement.com%2Fto%2Fpics%2Fdifferentiation&session_token=adxBI8k8NANX658HrTsfBDHbBd8MTM1MDE1MTIyMkAxMzUwMDY0ODIy

4. www.sde.com

- This website offers a comprehensive resource for differentiated instruction. This site offers a definition of differentiated instruction, its history, and its correlation to the

CCSS. It incorporates videos of successfully differentiated classrooms and tips for differentiated instruction.

Area 1C: Designs a Coherent Plan of Instruction That Reflects Best Practice Resources

1. **Rowan University Literacy Consortium** – This consortium is held once each month at the university from September through April. Each year the consortium focuses on different areas of the curriculum to move teachers toward distinguished teaching. It gives educators the right skills, knowledge and proper supports to inspire, engage, and broaden the life opportunities of students.
2. www.eirc.org – **Rowan University/CGCE workshops** – EIRC offers professional development workshops to help teachers improve their craft.
3. www.ettc.net – **ETTC** (Southern Regional Institute and Educational Technology Training Center) at Richard Stockton College of New Jersey ETTC offers workshops and web resources with links to some of the best educational sites and lesson plans where teachers can watch other educators modeling strategies in the classroom. Teachers can go to web resources and click on their subject and a wide variety of power points, creative activities, etc. will be displayed for teachers to view.
4. www.successatthecore – This site offers videos where educators can view lessons being taught in effective ways to gain knowledge and strategies for distinguished teaching.
5. www.achievethecore.org – This site offers professional development modules that offer power point presentations with hands-on activities, related readings and research, and web and video resources.
6. Books – www.ascd.org

Teaching the Best Practice Way: Methods That Matter K-12

By Harvey Daniels and Marilyn Bizar

This book offers strategies for teaching methods, thinking skills, small group instruction, cooperative learning, classroom techniques and integrated curriculum.

Classroom Instruction That Works: Research-Based Strategies for Increasing Student

Achievement 2nd Edition by Ceri B. Dean, BJ Stone, Elizabeth Hubbell and Howard Pitler

This book includes a series of teaching strategies that help students move beyond “right answer” learning to an expanded understanding and use of concepts and skills. It also identifies and explains research-based strategies and how and when to apply them with confidence.

Assignments Matter: Making the Connections That Help Students Meet Standards by

Eleanor Dougherty

This book shows teachers how to craft high-quality assignments and helps them to understand the powerful impact that assignments can have on teaching and learning.

Area 1D: Uses Instructional Materials Effectively

1. International Society for Technology in Education www.iste.org

Home for Digital-Age Skills for Learning, Teaching, Leadership and Teacher Preparation that offer resources and webinars like:

- **Common Core: Integrate Technology to Teach Math Standards While Increasing Engagement Fostering Collaboration**

Use Web 2.0 to effectively teach creative and critical thinking, effective communication and collaboration. Integrate writing into math curriculum, use Google maps to design map challenges, and collect and analyze data by conducting surveys.

- **Common Core: Integrate Technology to Teach the English Language Arts Standards to Get Students College and Career Ready**

Web 2.0 tools make it easier than ever for teachers to ensure students leave high school “college and career ready” with the skills they need to be successful in a global marketplace. Explore a variety of tools and walk away with ideas you can use with students tomorrow.

- **Transforming the Science Class**

Science and technology form a natural bond that allows for the creation of a better learning environment for students and teachers. Attend this webinar to learn how to change the face of a traditional science classroom through the use of mobile devices, apps, Google Apps for Education and a complete change to the process of scientific inquiry

- **ISTE Coaching Academy**

Ed tech coaches play a critical role in helping colleagues integrate technology and enhance learning. The six self-paced courses in ISTE's Coaching Academy will teach you how to use coaching skills to help fellow educators embrace technology and leverage digital age teaching for improved learning.

- **Connecting and Collaborating with the Common Core**

This webinar will explore the ISTE Standards as blueprints to achieve and engage the Common Core. With a focus on new literacies and the scaffolding of activities, on and offline activities will be explored in this interactive session

2. Annenberg Learner

www.learner.org

Provides educational video programs with Web and print materials to help teachers increase their expertise in their fields and assist them in improving their teacher methods.

- **Case Studies in Education** *This online video series follows a single teacher over the course of a year and is divided into three modules: the teacher's background and the problem he or she chooses to address, the chosen approach and implementation, and the outcome with assessment by the teacher and his or her advisor.*

3. Southern Regional Institute and Education Technology Training Center

Offers workshops for technology training through creative uses in the classroom

- **Integrating Technology into Everyday Mathematics**

Building on the EM principles, Integrating Technology into Everyday Mathematics (ITEM) will focus on the integration of technology with teaching strategies, classroom activities, and community connections

- **Teacher Effectiveness Institute-Web-based Workshop**

The Teacher Effectiveness Institute is a series of four webinars designed to support the novice teacher on important topics that they will need to know throughout the school year. It is appropriate for 1st, 2nd, and 3rd year teachers.

4. ASCD

www.ascd.org

- **Technology in Schools: A Balanced Perspective, 2nd Edition**

Self-paced online course which allows the learner to connect professional development experience with daily practice. Discusses engaging and meaningful ways to encourage proper technology integration in schools and the importance of technology in daily tasks

- **Using Technology with Classroom Instruction that Works, 2nd Edition**

Authors: Howard Pitler, Elizabeth R. Hubbell and Matt Kuhn

Publisher: ASCD and McREL, 2012

A companion guide to use technology to support research-based instruction. Students learn through the use of cooperative learning, classroom practice, formative assessment and summarization. Teachers will implement appropriate educational technologies in learning tasks so students apply new learning strategies.

- **Teaching Every Student in The Digital Age: Universal Design for Learning**

Authors: Anne Meyer, David H. Rose

Publisher: ASCD, 2002

Explore the concept of Universal Design for Learning. Using brain research and digital technology to choose the teaching methods and materials that optimize student instruction.

- **Enhancing Professional Practice: A Framework For Teaching, 2nd Edition**

Author: Charlotte Danielson

Publisher: ASCD, 2007

This acclaimed framework for successful teaching practice—a benchmark for thousands of school systems and educators around the world—is now fortified with new applications for state standards, formative assessments, and school specialists

- **ASCD Online Professional Development (www.ascd.org/pdonline)**

More than 80 user-friendly courses comprised of learning modules built upon the best work of ASCD’s experts like Grant Wiggins, Carol Ann Tomlinson, Robert Marzano and Jay McTighe

PD Online courses leverage the most user-friendly technology to make it easy and practical for educators to continue their learning anytime and anywhere. Each PD

Online course follows a modular learning design that

- *Introduces you to the most relevant topics facing educators today.*
- *Engages you in a blend of media-rich learning featuring authoritative experts and practitioners.*
- *Includes succinct learning modules that clearly connect practice with research.*
- *Incorporates reading materials from ASCD’s deep library of content.*
- *Allows you to revisit course content, including readings and videos, as often as you like.*
- *Provides you with a detailed syllabus and clear course objectives.*
- *Monitors progress at the Administrator and Learner levels using an integrated Learning Management System (LMS)—also compatible with most institutional LMS products.*

Offerings include:

Common Core and Literacy Strategies: English language Arts

Common Core and Literacy Strategies: Mathematics

Common Core and Literacy Strategies: Science

Common Core and Literacy Strategies: History/Social Studies

Technology in Schools: Teaching better

5. PBS TeacherLINE

Offers standards and research-based graduate level online courses like the following:

- **Children’s Authors on the Web: Online Sites that Motivate Students to Write**

Aligned to the Common Core State Standards, this online course uses a problem-based approach for conducting an author study, Web 2.0 technology and children’s literature sites to create immersive activities.

- **Putting Technology to Use in the Classroom: Where to Start**

An online course which helps identify lessons or concepts in the classroom that may be enhanced with technology.

- **Digital Lesson Planning for Differing Learning Styles**

Unlock the secrets to developing a curriculum that meets the learning needs of different types of students. Create a cross-curricular unit that integrates technology to support learning, and plan lessons that address the different ways that your students learn. Activities will help you build flexibility into your lesson plans, enabling you to integrate your new knowledge into your instruction.

- **Enabling Students with Special Needs to Succeed in Math Class**

Make mathematics accessible for all students. The Individuals with Disabilities Education Act (IDEA) mandates equity so that, whenever possible, students with disabilities learn in the same classrooms and with the same curricula as their peers. Learn to adapt your own curricula and work with special needs teachers to help your students succeed. Develop a plan that builds accessibility strategies into your daily instruction.

Area 2: The Classroom Environment

Area 2 A: Creates an Environment of Respect

Resource 1

<http://eric.ed.gov/?q=classroom+environment&id=EJ961013>

The Classroom Environment: First, Last, and Always

Roskos, Kathleen; Neuman, Susan B.

Reading Teacher, v65 n2 p110-114 Oct 2011

[The classroom environment is uppermost in teachers' minds at the start of each school year.

Designing an effective classroom environment for learning to read and reading is both an art and a science. Aligning physical space with instructional goals involves the flexible use of space that is adapted to instructional needs. A well-designed classroom environment is the first step in providing a literate environment that fosters reading and writing to learn.]



Peer reviewed



[Direct link](http://eric.ed.gov/?q=classroom+environment&id=EJ961013)

ERIC Number: EJ961013

Record Type: Journal

Publication Date: 2011-Oct

Pages: 5

Abstractor: As Provided

Reference Count: 0

ISBN: N/A

ISSN: ISSN-0034-0561

Resource 2

<http://eric.ed.gov/?q=classroom+environment&id=ED536465>

Positive Classroom Environments = Positive Academic Results

Wilson-Fleming, LaTerra; Wilson-Younger, Dylinda

Online Submission

[This article discusses the effects of a positive classroom environment and its impact on student behavior and achievement. It also provides strategies for developing expectations for student achievement and the importance of parental involvement. A positive classroom environment is essential in keeping behavior problems to a minimum. There are a number of ways in which teachers can create positive classroom environments. Some of them will be discussed within this paper. It is essential for teachers to start the school year with high expectations in order to

guarantee a positive climate. To ensure an atmosphere of success, teachers must explain why expectations are important. By allowing and encouraging parents to be involved within the classroom; students and parents feel that what is occurring in the classroom is important. Parental involvement in the classroom and in their child's education are two factors that play a crucial role in having a successful school year as well as having a positive classroom environment.]

ERIC Number: ED536465
Record Type: Non-Journal
Publication Date: 2012-Oct-22
Pages: 5
Abstractor: As Provided
Reference Count: 5
ISBN: N/A
ISSN: N/A

Resource 3

<http://eric.ed.gov/?q=classroom+environment+of+respect&id=EJ747240>

Creating Respectful Classroom Environments

Miller, Regina; Pedro, Joan

Early Childhood Education Journal, v33 n5 p293-299 Apr 2006

[Respect is a critical variable in education. It is critical to each individual child in the classroom environment as well as to the teaching and learning that takes place in the classroom. Children learn by example. Where do they get their examples? This article explores the parameters of teaching and encouraging respect in classrooms for young children. Emphasis is placed on the creation of respectful classroom environments taught by teachers who have themselves been prepared to nurture this kind of environment.]

Peer reviewed

 [Direct link](#)

ERIC Number: EJ747240
Record Type: Journal
Publication Date: 2006-Apr
Pages: 7
Abstractor: Author
Reference Count: 0
ISBN: N/A
ISSN: ISSN-1082-3301

Resource 4

<http://eric.ed.gov/?q=classroom+environment+of+respect&id=EJ982714>

Community in the Classroom

Greene, Katie; Mitcham, Karen Conn

English Journal, v101 n4 p13-15 Mar 2012

[Classroom community is an integral part of facilitating a safe and supportive learning environment for students. Teachers, architects of community, recognize the importance of encouraging collaboration and respect among students in the classrooms and schools, and the value of nurturing atmospheres of respect. Teachers who are intentional about building

successful, dimensional and vibrant classroom communities can experience the joy of invested students who understand the value of respecting and challenging competing ideas and experiences. Through the creation of dynamic and supportive classroom communities, teachers are no longer responsible for serving as the sole overseer of the classroom; instead, teachers are positioned as active members of the conversations that occur within classrooms and among students. They are facilitators, and they help to model for their students the importance of exchanging ideas in a respectful manner, challenging one another to discover new knowledge, and creating spaces in which students can succeed in becoming critical thinkers. In addition to supporting the diverse stories and experiences that their students bring into their classroom communities, it is also important for teachers to engage in different communities. Teachers are not only members of their classrooms but also members of a larger "classroom of educators." They must strive to partake as invested members of professional communities. The classroom community, for both teachers and students, requires a proactive attitude and demands the willingness to support an environment of collegiality and respect.]

Peer reviewed

 [Direct link](#)

ERIC Number: EJ982714

Record Type: Journal

Publication Date: 2012-Mar

Pages: 3

Abstractor: ERIC

Reference Count: 3

ISBN: N/A

ISSN: ISSN-0013-8274

Resource 5

<http://eric.ed.gov/?q=challenging+student&id=EJ915595>

Challenging Student Behavior

Jones, Glyn; Philip, Clare

Perspectives: Policy and Practice in Higher Education, v15 n1 p19-23 Jan 2011

[The issue of poor student behavior within higher education institutions (HEIs) has been well documented in recent years. Although the number of reported cases constitutes a very small percentage of the overall student population in the UK, the impact of student misconduct on the rest of the student body and staff in HEIs can be substantial. For the student, their behavior can impact on their studies as well as on their accommodation, particularly where breaches to a Halls of Residence license are concerned. Students on professional courses could jeopardize their future careers where their conduct raises fitness to practice issues. Whilst serious incidents will be unpleasant and distressing for those involved, it is often the lower-level disruptive behavior (e.g. talking in class, arriving late, being rude to students and staff, not being cooperative in lectures/seminars) that impacts on students and staff, particularly in relation to their respective learning experiences. If such low-level disruptive behavior is not corrected then it can often escalate into more serious forms of misconduct which can impact on student retention and indeed the reputation of a HEI at both local and national levels. This article looks at the underlying causes of student misconduct and identifies a number of strategies to deal with it in order to prevent escalation to a more formal stage. There is very little research on this subject for the

higher education sector in the UK, and studies in the USA tend to focus on academic incivility in the classroom. Therefore, the article draws on the authors' own experiences in dealing with student misconduct in addition to case studies in the higher education sector.]

Peer reviewed

 [Direct link](#)

ERIC Number: EJ915595

Record Type: Journal

Publication Date: 2011-Jan

Pages: 5

Abstractor: ERIC

Reference Count: 18

ISBN: N/A

ISSN: ISSN-1360-3108

Resource 6

<https://www.teachingchannel.org/videos/attention-getting-signals>

Class Culture: Attention with Respect

All Grades, All Subjects, Behavior

Resource 7

<https://www.teachingchannel.org/videos/establish-classroom-culture>

Ready to Learn: Creating a Positive Classroom Culture

Add to Workspace

All Grades, All Subjects, Community

Resource 8

[The First Days of School: How to Be an Effective Teacher](#) by [Harry K. Wong](#) and Rosemary T. Wong (2009)

Area 2 B – Establishes a Culture for Learning

The First Days of School by Harry & Rosemary Wong

Harry K. Wong & Rosemary T. Wong (2009). *The First days of School, How to Be an Effective Teacher* (4th ed.). Mountain View: Harry K. Wong Publications, Inc.

Used by new and veteran teachers, college instructors, and administrators, this is a beautifully designed book on classroom management, student achievement, and teacher effectiveness.

The focus of establishing a culture for learning is addressed in Chapter 12, “How to have your classroom ready.” However, various sections of the book could be

used to help a teacher struggling with establishing a culture of learning. An added benefit is that many of the teachers in the district were given this book when they first started teaching so a lot of copies are available throughout the district.

ASCD – Using Rubrics to Promote Thinking and Learning

This is a very well written article on the ASCD website that discusses Rubrics. It explains why they are so important as well as how to create a good rubric. The article includes examples and lists resources for further research. It can be found at:

<http://www.ascd.org/publications/educational-leadership/feb00/vol57/num05/Using-Rubrics-to-Promote-Thinking-and-Learning.aspx>

ASCD – Classroom Displays: Keep the Focus on Student Work

This is another article provided by ASCD for free. This article goes over key factors to consider when creating a classroom display of student work. Some of the tips they include are:

Include everyone

Display drafts and polished pieces

Ask for input from students

Put pieces at eye level

Choose the right space

Control clutter

Keep displays fresh

The article goes into further detail about each of these tips and can be found at:

<http://www.ascd.org/ascd-express/vol6/613-anderson.aspx>

AAC&U Greater Expectations to Promote Student Learning

This is an article which covers the effect expectations have on student learning. The article starts in very general terms starting with Henry Ford's quote, "Whether you think you can or think you can't – your right. Then, it progresses into more specific educational terms. Further, the article explains how to break the cycle if you have not been promoting a positive environment

http://www.greaterexpectations.org/briefing_papers/ImproveStudentLearning.html

Bridging the Gap - Creating a Positive Classroom Environment

Bridging the Gap is a system of videos and online professional development that are perfect for both establishing a culture for learning and the other strands of classroom environment. This is a system the school should strongly consider for professional development. There is one PD unit called Creating a Positive Classroom Environment. It focuses on:

- The Teacher's Role
- Inviting Student Involvement
- Paying Attention Outside of Class
- Expecting the Best

More information can be found at

<http://www.bridgingthegap-professionaldevelopment.com/home.html>

Area 2 C: Manages Classroom Procedures

Creating Classroom Routines & Procedures:

Best Practices and Pictures from Real Teachers' Classrooms

http://teacher.scholastic.com/classroom_management_pictures/index.htm

Main ideas ~

- Having effective procedures in place allows for more meaningful instructional time
- Classroom routines provide students with clear expectations of what to do during all transition periods
- Provides a visual and audio tour of procedures and routines from classrooms across the country

Establishing Classroom Rules and Consequences

<http://www.education.ne.gov/BMIT/pdf/EstablishingClassroomRulesandConsequences.pdf>

Main ideas ~

- Collaborative rule-making promotes mutual respect and cooperation while providing structure
- Details how to democratically establish procedures and consequences
- Outlines Harry Wong's three-step approach to teaching classroom procedures
- Provides extensive list of procedures to rehearse with students
- Discusses implementation strategies for students with emotional or behavioral disorders

Classroom Management & Culture

http://www.teachingasleadership.org/sites/default/files/Related-Readings/CMC_2011.pdf (PDF version of a *Teach for American* publication)

Main ideas ~

- Chapter 3, *Maximizing the Efficiency and Structure of Your Classroom*, pages 31-41
- Procedures and routines maximize the efficiency of the classroom
- Effective routines reinforce high behavioral expectations
- Teaching specific behaviors for certain circumstance ensures a predictable and safe classroom environment
- Procedures must be taught, modeled and reinforced

The Ruling Class: *Setting and Maintaining Effective Rules for Your Classroom*

http://www.aft.org/pdfs/tools4teachers/rulingwebinar_ppt09611.pdf

Main ideas ~

- Webinar presented by Paul Bovenzi, AFT National Trainer
- Presents research based “best practices” for setting classroom rules and ensuring that those rules are followed
- Distinguishes between rules and procedures
- Emphasizes the need for student involvement in setting the rules

Increasing Effectiveness of In-Class Support

<http://inclusiveschools.org/files/184/>

Main ideas ~

- 3 considerations for collaborative teaching: personal commitment, interpersonal dynamics, procedural considerations
- Provides principal’s checklist for in-class implementation
- Details various collaborative teaching approaches

The Well Managed Classroom; excerpt from Harry Wong’s The First Days of School

http://go.hrw.com/resources/go_sc/gen/HSTPR034.PDF

Main Ideas ~

- Defines classroom management
- Highlights the characteristics of a well-managed classroom
- Number one problem in the classroom is not discipline, it's a lack of procedures
- Highlights procedures for classroom management on the first day of school
- How to maintain classroom management throughout the year
- Gives procedures for the beginning and end of a period
- Gives procedures for students who are absent
- Highlights how to teach classroom procedures

National Education Association's Website

<http://www.nea.org/tools/classroom-management-articles.html?opt1=Routines%20and%20Procedures>

- Provides 13 links to classroom management professional development articles
 - Getting Students to Complete Their Work
 - A Safe and Orderly Environment
 - Respectful Discussions
 - Teacher TV – The Apathetic Student
 - Building Relationships with Students
 - Vote for Your Favorite Homework Excuse
 - Using Visual Cues to Communicate and Give Directions
 - Good Body Language Improves Classroom Management
 - When You Have to Be Absent
 - Teaching That Emphasizes Active Engagement
 - Determine Classroom Procedures Before School Starts
 - Using Humor in the Classroom
 - Virtual Classroom Management

Area 2 D: Manages Student Behavior

Resource 1

www.teachervision.com

After using seven (7) free resources that target behavior management, this service requires a fee.

Resource 2

www.teachingchannel.org

Registration for this excellent resource is free. Videos of real teaching target behavior issues in the classroom.

Resource 3

www.theteachersguide.com/classroommanagement

Tried and true management tips. Takes you through the stages of behaviors in the typical classroom.

Resource 4

www.responsiveclassroom.org

Behavior management at its core.

Area 2 E: Organizes Physical Space

Resource 1

The First Days of School

Harry K. Wong & Rosemary T. Wong (2009). *The First days of School, How to Be an Effective Teacher* (4th ed.). Mountain View: Harry K. Wong Publications, Inc.

The focus of organizing physical space is addressed in:

Chapter 12, How to Have Your Classroom Ready (p.90 - p.100)

Chapter 14, How to Arrange & Assign Seating (p. 113 - p.120)

Chapter 15, How to Post Your Assignments (p.121 - p.126)

However, various sections of the book could be used to help a teacher struggling with establishing a culture of learning. An added benefit is that many of the teachers in the district were given this book when they first started teaching so a lot of copies are available throughout the district.

Resource 2

The Special Educator's Toolkit: Everything You Need to Organize, Manage, and Monitor Your Classroom

Golden, C. (2012) *The Special Educator's Toolkit: Everything You Need to Organize, Manage, and Monitor Your Classroom*. Baltimore, MD. Brookes Publishing Company.

Overwhelmed special educators: Reduce your stress and support student success with this practical toolkit for whole-classroom organizer. A lifesaver for special educators in any K-12 setting, this book-and-CD set will help teachers expertly manage everything, from schedules and paperwork to student supports and behavior plans. Cindy Golden, a seasoned special educator, administrator, and psychologist with almost 30 years of experience, has based this teacher-friendly toolkit on her popular OMAC (organizer and Management of All Classrooms) system--an innovative approach to creating effective classrooms for students with all types of disabilities. Special educators will get step-by-step, ready-to-use guidance on managing six key aspects of their daily work: (1) Environment; (2) Communication; (3) Teaching Methods and Materials; (4) Behavioral Systems; (5) Data and Paperwork; and (6) Staff and Home Supports. For each of these critical areas, special educators will discover dozens of proven strategies, vivid examples, and clever tips and tricks to help them make immediate improvements in their classroom. They'll also get a CD-ROM with more than 60 printable forms and tools they can use right away to support learning, safety, and positive behavior. This is the ultimate guide for every special educator, from the first-year teacher setting up a new classroom to the seasoned veteran who wants a down-to-earth guide to current best practices. Teachers will come away empowered and motivated to get and stay organized--and they'll see the positive results year after year in their classrooms.

Resource 3

www.scholastic.com

Teacher-tested tips for organizing the physical classroom space in all grade levels.

Resource 4

www.bing.com

Search – Images of classroom management;

Pictures of real classrooms and specific areas within them. Great for a visual image of what all the articles are talking about. A pictorial representation of how to organize supplies and materials, centers, desks, boards, and floor space.

Area 3: Instruction

Area 3 A: Communicates with students

- <http://www.oucom.ohiou.edu/fd/writingobjectives.pdf> (3-part learning objectives)

Description:

- Compare and contrast learning objectives vs. learning goals.
- List the 3 parts of the “ideal” learning objective.
- Write learning objectives that contain a measurable verb and communicate clearly to the student.
- Develop learning objectives which demonstrate Bloom’s higher levels of thinking.

- <http://www.engageny.org/resource/student-learning-objectives-webinar-i> (student learning objectives - SLOs)

Description: The webinar provides viewers with the following information:

- the background and basics of SLOs;
- the relationship between SLOs, the Common Core State Standards, Data Driven Instruction, evidence-based observations, and local measures of student achievement; and
- the difference between the state/district/school/teacher’s role within the SLO process.

- Echevarria, Vogt, & Short. *Making Content Comprehensible for English Learners: The SIOP Model*. Glenview, IL: Pearson Achievement Solutions, 2012. (language objectives)

Description: In this new fourth edition the authors present the most comprehensive, coherent model of sheltered instruction yet by fully explaining the widely popular SIOP® (Sheltered Instruction Observation Protocol) Model and providing lesson plans and instructional activities to help teachers implement it effectively in K–12 classrooms. From its opening overview of the issues related to educating English learners to its new Chapter 12 that presents frequently asked questions with answers from the authors to help teachers get started implementing SIOP®, the book provides school administrators, teachers, coaches, teacher candidates, university faculty, and field experience supervisors with a superior tool for improving the education of English learners and promoting their academic gains.

- Wiggins & McTighe. *The Understanding by Design Guide to Creating High Quality Units*. Alexandria, VA: ASCD, 2011. (essential questions)

Description: *The Understanding by Design Guide to Creating High-Quality Units* is targeted to individuals and groups interested in improving their skills in designing units of study based on the Understanding by Design (UbD) framework. This guide introduces UbD unit design and directs readers through the process.

Area 3 B: Uses effective questioning and discussion techniques

Depth of Knowledge (DOK) Levels – Wisconsin Center of Education Research (Bloom’s Taxonomy) http://dese.mo.gov/divimprove/sia/msip/DOK_Chart.pdf

Description: Depth of Knowledge (DOK) levels and activities

- Introduction to Depth of Knowledge video
<http://schools.nyc.gov/Academics/CommonCoreLibrary/ProfessionalLearning/DOK/default.htm>
Description: Webb's Depth of Knowledge (DOK) provides a vocabulary and a frame of reference when thinking about our students and how they engage with the content. DOK offers a common language to understand "rigor," or cognitive demand, in assessments, as well as curricular units, lessons, and tasks.
- Latham. "Asking Students the Right Questions". *Educational Leadership*. March 1997.
Description: Teachers must consider numerous factors—such as the learning goals for the lesson, the context in which questions are asked, and the strength of the students' responses—and adapt their questioning techniques accordingly (Barden 1995). Thus, the best questioners have a repertoire of techniques to select in response to their ever-changing classroom environment.
- Brookhart. *How to Assess Higher-Order Thinking Skills in Your Classroom*. Alexandria, VA: ASCD, 2010.
Description: Most state standards and district curriculum documents list goals for learning that include both knowledge of facts and concepts and the ability to use them in thinking, reasoning, and problem solving. The purpose of this book is to clarify what is involved in several different aspects of higher-order thinking, and, for each, to show how to write good-quality, well-planned assessments.

Area 3 C: Uses assessment in instruction

- Greenstein. *What Teachers Really Need To Know About Formative Assessment*. Alexandria, VA: ASCD, 2010.
Description: The traditional way to gather information about student learning is through summative assessment—a test, sometimes teacher-generated, sometimes common across classrooms and content areas, and sometimes standardized, given at the end of instruction for the purpose of measuring achievement. As teachers, we typically use the information from our tests to assign a grade and then move on to the next unit of instruction. In contrast, formative assessment gives teachers information that they can use to inform their teaching and improve learning while it is in progress and while the outcome of the race can still be influenced.
- Brookhart & Moss. *Advancing Formative Assessment in Every Classroom*. Alexandria, VA: ASCD, 2009.
Description: Formative assessment, when used effectively, can significantly improve student achievement and raise teacher quality. Yet high-quality formative assessment is rarely a consistent part of the classroom culture. This book is intended as a resource for school leaders as they work with teachers to make the formative assessment process an integral part of their classrooms.
- <http://www.k12.wa.us/assessment/ClassroomAssessmentIntegration/pubdocs/FASTLearningProgressions.pdf> (learning progressions)
Description: Learning progressions that clearly articulate a progression of learning in a domain can provide the big picture of what is to be learned, support instructional planning, and act as a touchstone for formative assessment.

- Teacher’s College Reading and Writing Project Assessment materials
<http://readingandwritingproject.com/resources/assessments.html>

Description: The Project has compiled the following CCSS-aligned assessment materials. Please free feel to download, distribute and use most of the assessment materials in your work.

Area 3 D: Infuses writing across the curriculum

- Calkins, Ehrenworth, & Lehman. *Pathways to the Common Core: Accelerating Achievement*. Portsmouth, NH: Heinemann, 2012.

Description: Designed for teachers, school leaders, and professional learning communities looking to navigate the gap between their current literacy practices and the ideals of the Common Core, *Pathways to the Common Core* will help you:

- * understand what the standards say, suggest, and what they don’t say;
- * recognize the guiding principles that underpin the reading and writing standards;
- * identify how the Common Core’s infrastructure supports a spiraling K–12 literacy curriculum; and scrutinize the context in which the CCSS were written and are being unrolled.

- Anderson. *Everyday Editing: Inviting Students to Develop Skill and Craft in Writer’s Workshop*. Portland, Maine: Stenhouse, 2007.

Description: Editing is often seen as one item on a list of steps in the writing process—usually put somewhere near the end, and often completely crowded out of writer's workshop. Too many times daily editing lessons happen in a vacuum, with no relationship to what students are writing. Instead of rehearsing errors and drilling students on what's wrong with a sentence, Jeff invites students to look carefully at their writing along with mentor texts, and to think about how punctuation, grammar, and style can be best used to hone and communicate meaning.

- Teacher’s College Reading and Writing Project Writing Resources
<http://readingandwritingproject.com/resources/content-support-for-units-of-study/writing-resources>

Applicable workshops for all areas can be found at:

- ETTC – <http://www.ettc.net/calendar/index.cfm>
- EIRC – <http://www.eirc.org/website/professional-development/>

Area 4: Professional Responsibilities

Area 4 A: Maintains Accurate Records

1. Seek guidance from a colleague
2. The Art of Science & Teaching, Robert Marzano
3. Gradebook, Realtime Lesson Planner, Eboard and Mastery Connect tutorials & collaboration with Supervisor.
4. Strategies for Monitoring Students Progress and Maintaining Retention Data.
<http://www.discovery-press.com/retentionhandbook/Chapter6.pdf>
5. The Art and Science of Teaching, Robert J. Marzano. Association for Supervision and Curriculum Development July 2007.
6. Visible Learning for Teachers, John Hattie. January, 2012. Publisher Taylor and Francis.

Area 4 B: Communicates With Families

1. Teacher that receives a P should read a research based article that explains the importance of communicating with families in order for students to succeed.

Read: Emerging Issues in School, Family, & Community Connections

www.sedl.org/connections/resources/emergingissues.pdf

Charlotte Danielson's Framework for Teaching

Included as a continuum to the mentor training is Charlotte Daniels's Framework for Teaching, which is based on her book titled *Enhancing Professional Practice: A Framework for Teaching*. Danielson's framework includes four domains of teaching responsibility: planning and preparation (Domain 1), classroom environment (Domain 2), instruction (Domain 3), and **professional responsibilities (Domain 4)**.

2. Complete a training session with a co-worker that has received a D (Distinguished) in the area that needs attention. Comp time, PD hours, etc could be worked out for the teacher that is assisting.

3. Teacher that obtained a P, could hold a series of open houses throughout the year to prove that he/she has taken the necessary steps to improve parent/teacher involvement and resolve the issue. Teacher can post the dates on Eboard and send home letters with students to parents.

www.literacyandtechnology.org/v13_2/jlt_v13_2_zieger_tan.pdf

Area 4 C: Demonstrates Professionalism

1. The First Days of School Harry Wong and R. Wong page 271 “The Professional”, also DVD formatted series.
2. NASSP Bulletin Vol 89 NO644, September 2005. “Perceived Qualities of the Best Teachers” p12-25.
3. Enhancing Professional Practice: A Framework for Technology. C. Danielson.
4. When Teaching Gets Tough, Allen Mendler. “Taking Top-notch Care of yourself”. Pp150-180.

5. Professional Development Resources :

Book:

The Practice of Professional Teaching By Clive McGee and Deborah Fraser
Chapter 13 Instructional text about professionalism and ethics

6. Sage Journals :

Article Title: Cultural Responsive Teaching as an Ethics and Care Base Approach to Urban Education Author: Rae Shevailer -Culturally responsive teaching

Book:

7. Positive Leadership – Strategies for extraordinary Performance by Kim Cameron

Leadership strategies: book used by corporations and government agencies and it’s used to develop the leadership qualities

ERIC Journal: Eye on Education

8. Article Title: Schools Where Teachers Lead: What Successful Leaders Do.

“Lead Now” “Do Now Strategies”

Publisher:

Lead and Learn Press

This package includes one copy each of *Writing Matters in Every Classroom*, *Leading Change in Your School*, *Accountability for Learning*, *Holistic Accountability*, *Closing the Implementation Gap DVD*, *The Learning Leader*, *Daily Disciplines of Leadership*, *101 Questions & Answers about Standards, Assessment, and Accountability*, *101 More Questions & Answers About Standards, Assessment, and Accountability*, and *The Results Fieldbook*

These publications support the research behind successful 90/90/90 Schools. 90/90/90 Schools have been successful for over a decade following the same five common characteristics, all of which are represented in detail in the publications in this package:

- Focus on student achievement
- Clear curriculum choices

- Frequent assessment of student progress and multiple opportunities for improvement
- An emphasis on nonfiction writing
- Collaborative scoring of student work

9. Book:

Title 21st Century Skills – Learning for Life in Our Times

By Bernie Trilling and Charles Fadel

The core and supporting functions of any school or district must be learning and achievement for both students and adults. Given that learning is a never-ending process, school leaders will always be involved in leading change to achieve better results. But somehow leaders have come to believe that once they get a change initiative in place and working well, the work is done. In reality, they have just readied themselves for the next change coming down the line. Change can be exhausting for those who cannot accept that it is a way of life, especially in the world of education.

In *ACTIVATE: A Leader's Guide to People, Practices, and Processes*, the authors have taken into account the challenges and demands being made on school leaders now. They offer personal success stories, compelling research, and interesting comparisons to empower the reader to embrace change and successfully lead change in their organizations. The book is presented in three sections, which allows the reader to understand how a simultaneous focus on developing people, implementing a few but effective practices, and consistently monitoring processes will lead to the desired results of change leaders. Each of these foci is essential to successful change leaders.

Book link:

http://www.leadandlearn.com/bookstore/search?f%5B0%5D=field_product_reference%253Atype%3Abook

10. Webinars:

[http://www.leadandlearn.com/resource-center/search?f\[0\]=type%3Awebinar](http://www.leadandlearn.com/resource-center/search?f[0]=type%3Awebinar)

The Hemet Unified School District Story: Establishing a Cohesive and Clear Transition Plan to the Common Core in Math and ELA [Steve Ventura](#), [Rachel Syrja](#), [David Horton](#)

Release Date: October 12, 2012

Slides: [121012-the-hemet-story.pdf](#)

Steve Ventura, Rachel Syrja, and David Horton discuss the transformative journey Hemet Unified School District, CA has taken to prepare for the Common Core.

This exciting, interactive discussion will include an outline of the steps Hemet USD took to provide students with a high quality instructional delivery system and to change the district's culture to a proactive, teacher driven approach to increasing student achievement.

11. Meeting the Literacy Demands of the Common Core State Standards

With [Douglas B. Reeves, Ph.D.](#), [Angela Peery, Ed.D.](#), Thomasina D. Piercy

Release Date: June 4, 2011 Slides:

[120604-328-meeting-literacy-demands-common-core-state-standards_1.pdf](#)

Douglas Reeves, Angela Peery, and Thommie Piercy discuss:

- How the literacy demands of the CCSS differ dramatically from the demands previously placed on students
- The need for rigorous, crosscurricular literacy instruction
- The types of writing that students need to do in various content areas/disciplines
- A specific writing strategy that can be easily modified, K12
- Reading strategies that students need to use to understand and respond to complex text
- A specific reading strategy that can be easily modified, K12

12. **The Teacher–Parent Relationship: Using Professional Development to Improve Family and Community Engagement:** <http://www.hfrp.org/family-involvement/projects/achieving-excellence-and-innovation-in-family-school-and-community-engagement-webinar-series/webinar-4-the-teacher-parent-relationship-using-professional-development-to-improve-family-and-community-engagement>

Area 4 D: Commits to Professional Growth

Job-Embedded and Resource-Based Experiences

1. Recognizing and Contributing to the Mission

A. Read ASCD article *Developing a Vision and a Mission* (Resource #7 below)

B. Identify school / district Mission Statement

B. Reflect upon how the school or district mission can guide instructional practices and/or involvement in school programs and professional growth experiences

C. Formulate a detailed, personalized action plan for addressing items in #2 with a timetable for implementation

-or-

D. Join a PLC whose primary goal is to support the school or district mission

E. Log progress on a weekly basis in a journal or other appropriate format

2. Accepting Feedback, Implementing Research-Based Instructional Practices and Meeting the 100-Hour PD Requirement

Tier I

- A. Consult with a Supervisor or Administrator and gain approval to register for and participate in a mutually acceptable professional development experience such as self-guided research (books, articles), a course, workshop, webinar or other training session which will address areas of deficiency. Resources could include items #6, 8 or 9, or others from selected list below.
- B. Reflect upon how the experience(s) can improve instructional practices and/or professional conduct.
- C. Formulate a detailed action plan or SMART goal, describing procedures to be implemented in order to incorporate new techniques learned and/or demonstrate improvement.
- D. Log progress towards achievement of goals on a weekly basis in a journal and assemble a portfolio of artifacts to provide substantiation.

Tier II

Coaching: With approval of a Supervisor or Administrator, enlist the expertise of a colleague, department chairperson, CIC, lead teacher or other instructional leader or consultant to provide mentoring, guidance and modeling of effective instructional practices. This individual can engage in peer observation (or view a videotaped lesson) and offer non-evaluative feedback, encouragement and assistance with planning and identification of resources.

Selected Resources

1. NJDOE PD for Teachers Initiative: www.state.nj.us/education/profdev/pd/teacher
2. NJDOE Calendar of Events: <http://education.state.nj.us/events/all/>
3. Success at the Core: www.successatthecore.com
4. IDE Portal: www.ideportal.com
5. All Things PLC: www.allthingsplc.info
6. *Teacher Scales for Reflective Practice: Applying the "Art and Science of Teaching"* (Englewood, CO, 2010: Marzano Research Laboratory)
7. ASCD: Developing a Vision and a Mission
<<http://www.ascd.org/publications/books/107042/chapters/developing-a-Vision-and-a-Mission.aspx>>
8. Dean, Ceri B., BJ Stone, Elizabeth Hubbell and Howard Pitler. *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*, 2nd edition. Alexandria, VA: ASCD, 2012
9. Morgan, Bobbette M. *Research-Based Instructional Strategies: Preservice Teachers' Observations Of Inservice Teachers' Use*. National Forum Journals
<<http://www.nationalforum.com/Electronic%20Journal%20Volumes/Morgan,%20Bobbette%20M.%20research%20Based%20Instructional%20Strategies%20Preservice%20teachers%20Observations%20of%20Inservice%20Teachers%20Use.pdf>>