

Rubric For Curriculum Guides

Featuring a comprehensive six-step process for moving from standards to rubrics, this updated bestseller helps teachers build tasks, checklists, and rubrics; differentiate for special needs; and more.

Education is a hot topic. From the stage of presidential debates to tonight's dinner table, it is an issue that most Americans are deeply concerned about. While there are many strategies for improving the educational process, we need a way to find out what works and what doesn't work as well. Educational assessment seeks to determine just how well students are learning and is an integral part of our quest for improved education. The nation is pinning greater expectations on educational assessment than ever before. We look to these assessment tools when documenting whether students and institutions are truly meeting education goals. But we must stop and ask a crucial question: What kind of assessment is most effective? At a time when traditional testing is subject to increasing criticism, research suggests that new, exciting approaches to assessment may be on the horizon. Advances in the sciences of how people learn and how to measure such learning offer the hope of developing new kinds of assessments--assessments that help students succeed in school by making as clear as possible the nature of their accomplishments and the progress of their learning. *Knowing What Students Know* essentially explains how expanding knowledge in the scientific fields of human learning and educational measurement can form the foundations of an improved approach to assessment. These advances suggest ways that the targets of assessment--what students know and how well they know it--as well as the methods used to make inferences about student learning can be made more valid and instructionally useful. Principles for designing and using these new kinds of assessments are presented, and examples are used to illustrate the principles. Implications for policy, practice, and research are also explored. With the promise of a productive research-based approach to assessment of student learning, *Knowing What Students Know* will be important to education administrators, assessment designers, teachers and teacher educators, and education advocates.

Curriculum Design for Writing Instruction
Creating Standards-Based Lesson Plans and Rubrics
Corwin Press

This brand-new resource uses data in decision making to improve student learning by promoting a school-wide learning community. It is written to help motivate staff to participate in choosing goals and instructional strategies while keeping the focus on improving student achievement.

What Successful Mentors Do

A Common Sense Guide

Understanding by Design

Lessons From the Field

Developing International Mindedness Using Sustainability and Food Choices in a Project Based Learning Environment

Using Data in Decision Making to Improve Student Learning

The untold story of the root cause of America's education crisis--and the seemingly endless cycle of multigenerational poverty. It was only after years within the education movement that Natalie Wexler stumbled across a hidden explanation for our country's frustrating lack of progress when it comes to providing every child with a quality education. The problem wasn't one of the usual scapegoats: lazy teachers, shoddy facilities, lack of accountability. It was something no one was talking about: the elementary school curriculum's intense focus on decontextualized reading comprehension "skills" at the expense of actual knowledge. In the tradition of Dale Russakoff's *The Prize* and Dana Goldstein's *The Race to Nowhere*, Wexler brings together history, research, and compelling characters to pull back the curtain on this fundamental flaw in our education system--one that fellow researchers, journalists, and policymakers have long overlooked, and of which the general public, including many parents, remains unaware. But *The Knowledge Gap* isn't just a story about how schools have gotten so wrong--it also follows innovative educators who are in the process of shedding their deeply ingrained habits, and describes the rewards that have been realized for students who are not only excited to learn but are also acquiring the knowledge and vocabulary that will enable them to succeed. If we truly want to fix our education system and unlock the potential of our neediest children, we have no choice but to pay attention.

Curriculum design experts Jay McTighe and Grant Wiggins have reviewed thousands of curriculum documents and unit plans across a range of subjects and grades. In *Understanding by Design*, they identify and describe the 25 most common problems in unit design and recommend how to fix them--and avoid them when planning new units. McTighe and Wiggins, co-authors of the *Understanding by Design*® framework, help you use the process of backward design to troubleshoot your units and achieve tighter alignment and focus on learning priorities. Whether you're working with local or national standards or with other learning goals, you can rely on their practical and proven solutions to promote deeper and better learning for all students.

Science, engineering, and technology permeate nearly every facet of modern life and hold the key to solving many of humanity's most pressing current and future challenges.

United States' position in the global economy is declining, in part because U.S. workers lack fundamental knowledge in these fields. To address the critical issues of U.S. and to better prepare the workforce, A Framework for K-12 Science Education proposes a new approach to K-12 science education that will capture students' interest and engage them with the necessary foundational knowledge in the field. A Framework for K-12 Science Education outlines a broad set of expectations for students in science and engineering across grades K-12. These expectations will inform the development of new standards for K-12 science education and, subsequently, revisions to curriculum, instruction, assessment, and professional development for educators. This book identifies three dimensions that convey the core ideas and practices around which science and engineering education should be built. These three dimensions are: crosscutting concepts that unify the study of science through their common application across science and engineering; science and engineering practices; and disciplinary core ideas in the physical sciences, life sciences, and earth and space sciences and for engineering, technology, and the applications of science. The overarching goal is for all high school graduates to have sufficient knowledge of science and engineering to engage in public discussions on science-related issues, to be consumers of scientific and technical information, and enter the careers of their choice. A Framework for K-12 Science Education is the first step in a process that can inform policy decisions and achieve a research-grounded basis for improving science instruction and learning across the country. The book will guide standards developers, teachers, curriculum designers, assessment developers, state and district science administrators, and educators who teach science in informal environments.

This book leads you through the process of designing a learning-centered course. It is written as a "how-to" handbook, providing step-by-step guidance on creating a plan for student learning, including 26 workboxes (also available free online) that lead you through each element of the course design process and promote a rich reflection process in a workshop setting. The authors prompt you to (1) consider the distinctive characteristics of your students; (2) clearly articulate your course learning goals; (3) create summative assessments; (4) identify the specific knowledge, skills, and attitudes students will need in order to be successful; (5) craft effective learning experiences, drawing on documented research on how people learn; and (6) incorporate formative assessment to ensure you and your students are staying on track. Completion of the sequence leads to a poster as a visual display of your course design. This graphic depiction of your course ties the components together, provides a clear map of action for teachers for modifying as you evaluate the success of particular strategies or want to introduce new concepts, and for developing your syllabus. A rubric for evaluating course design is included. For faculty developers, this book provides a proven and ready-made resource and text around which to design or redesign learner-centered course design workshops. Day course design retreats, replicating or modifying the renowned workshop that the authors have developed at the Air Force Academy for both faculty new to teaching and those with many years of teaching experience under their belt.

Rubrics

English Language Arts, Grade 12 Module 2

Learning and Understanding

Tools for Assessing Student Learning

A Complete Guide to Rubrics

Critical Inquiries on the Impact of Rubrics in Education

From Standards to Rubrics in Six Steps

Paul Bambrick-Santoyo (Managing Director of Uncommon Schools) shows leaders how they can raise their schools to greatness by following a core set of principles. These seven principles, or "levers," are the key to consistent, transformational, and replicable growth. With intentional focus on these areas, leaders will leverage much more learning from the same amount of time investment. Fundamentally, each of these seven levers answers the core questions of school leadership: What should an effective leader do, and how and when should they do it. Aimed at all levels of school leadership, the book is for the principal, superintendent, or educator who wants to be a transformational leader. The book includes 30 video clips of top-tier leaders in action. These videos bring great schools to you, and support your understanding of both the components of success and how it looks as a whole. There are also many helpful rubrics, extensive professional development tools, calendars, and templates. Explores the principles of effective leadership Author's charter school, North Star Academy in Newark, New Jersey, received the highest possible award given by the U.S. Department of Education; the National Blue Ribbon Print version includes an instructive DVD with 30 video clips to show how it looks in real life. E-book customers: please note that details on how to access the content from the DVD may be found in the e-book Table of Contents. Please see the section: "How to Access DVD Contents" Bambrick-Santoyo has trained more than 1,800 school leaders nationwide in his work at Uncommon Schools and is a recognized expert on transforming schools to achieve extraordinary results.

Implement standards-based grading practices that help students succeed! Classroom assessment methods should help students develop to their full potential, but meshing traditional grading practices with standards-based grading and students' achievement on standards has been difficult. Making lasting changes to grading practices requires both knowledge and willpower. Discover eight guidelines for good grading, recommended practical applications, and suggestions for implementing new grading practices as well as: ? The why's and the how-to's of implementing standards-based grading practices ? Tips from 48 nationally and internationally known authors and consultants ? Additional information on utilizing level scores rather than percentages ? Reflective exercises ? Techniques for managing grading more efficiently

Rubrics offer concrete artefacts of what schools evaluate to be of merit, and what educators and schools value to be worth rewarding. Assessment Rubrics Decoded offers insights into a myriad of factors that affect, and are affected by, the construction of merit in students' learning and the articulation of (underlying) educational ideologies in the assessment of student achievement. Designed for both students and teachers – who should have parity of involvement in developing and using rubrics – this book covers the problematic issues of assessment in schools while offering readers practical solutions to navigating the ensuing tensions and dilemmas. The notion that rubrics may hinder assessment transparency is also discussed, with examples, to warn against uncritical use of rubrics that may discipline rather than

learners. The perspective of a school leader in providing assessment leadership to rubrics usage across a school is included for extending awareness of rubrics beyond classroom contexts. This provides an informed approach for teachers to understand the stakes and complexities involved in judging learning, and learners, whilst offering concrete options and suggestions to consider. This book will be a valuable resource for classroom teachers, school leaders, teacher educators and researchers interested in the field of assessment rubrics.

A GPS for connecting standards to lessons Translating the Common Core State Standards into an effective curriculum is at the top of many educators' to-do list, and this book shows you how. This book familiarizes teachers and curriculum designers with the key points of the ELA core standards and demonstrates how to design effective curriculum units to align with them. The author provides practical, accessible tools for developing a map and for making the important connections among all unit map components, including differentiated instruction. Also included are: A rationale for each of the ELA common core standards An overview of the key benefits Reproducible templates and examples of unit curriculum maps

Becoming a Better Teacher

A Practical Guide for Teacher-directed Authentic Assessment in K-12 Visual Arts Education

A Handbook for Construction and Use

Meeting Rigorous Standards and Assessments

A Framework for K-12 Science Education

An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning

Eight Innovations that Work

Presents a multifaceted model of understanding, which is based on the premise that people can demonstrate understanding in a variety of ways.

Performance tasks are highly effective tools to assist you in implementing rigorous standards. But how do you create, evaluate, and use such tools? In this bestselling book, educational experts Charlotte Danielson and Joshua Dragoon explain how to construct and apply performance tasks to gauge students' deeper understanding of mathematical concepts at the upper elementary level. You'll learn how to: Evaluate the quality of performance tasks, whether you've written them yourself or found them online; Use performance tasks for instructional decision-making and to prepare students for summative assessments; Create your own performance tasks, or adapt pre-made tasks to best suit students' needs; Design and use scoring rubrics to evaluate complex performance tasks; Use your students' results to communicate more effectively with parents. This must-have second edition is fully aligned to the Common Core State Standards and assessments and includes a variety of new performance tasks and rubrics, along with samples of student work. Additionally, downloadable student handout versions of all the performance tasks are available as free eResources from our website (www.routledge.com/9781138906969), so you can easily distribute them to your class.

The Creative Curriculum comes alive! This videotape-winner of the 1989 Silver Apple Award at the National Educational Film and Video Festival-demonstrates how teachers set the stage for learning by creating a dynamic well-organized environment. It shows children involved in seven of the interest areas in the The Creative Curriculum and explains how they learn in each area. Everyone conducts in-service training workshops for staff and parents or who teaches early childhood education courses will find the video an indispensable tool for explaining appropriate practice.

This book takes a fresh look at programs for advanced studies for high school students in the United States, with a particular focus on the Advanced Placement and the International Baccalaureate programs, and asks how advanced studies can be significantly improved in general. It also examines two of the core issues surrounding these programs: they can have a profound impact on other components of the education system and participation in the programs has become key to admission at selective institutions of higher education. By looking at what could enhance the quality of high school advanced study programs as well as what precedes and comes after these programs, this report provides teachers, parents, curriculum developers, administrators, college science and mathematics faculty, and the educational research community with a detailed assessment that can be used to guide change within advanced study programs.

Professional Learning Communities

Knowing What Students Know

Science in the Classroom

101 Research-Based Classroom Strategies for New and Veteran Teachers

Improving Advanced Study of Mathematics and Science in U.S. High Schools

Assessing Student Learning

Standards-based Activities with Scoring Rubrics: Performance-based projects

The primary purpose of this guide is to provide advice to teachers about how to develop formative assessment rubrics which assist teachers to identify the actual learning level of each student based on evidence of what students know and can do and to understand what students are ready to learn next. Specifically, the guide provides advice about: determining learning intentions/goals using the Victorian Curriculum F-10; designing formative assessment rubrics; using information from formative assessment rubrics to plan teaching and learning. This guide does not provide detailed information about student agency, feedback, moderation processes, evidence-based pedagogical approaches or reporting; however, these are important teacher considerations when undertaking formative assessment within the classroom. The guide consists of four parts: Describing a learning continuum; Developing a formative assessment rubric; Collecting, interpreting and using evidence to plan for teaching and learning; and Formative assessment rubrics in practice. [Abstract]

Your blueprint for skilled Common Core literacy alignment! This all-in-one instructional resource is your best guide to building high quality, CCCS-aligned curriculum units across Grades 6–12 easily, manageably, and effectively.

Master teacher Kathy Tuchman Glass provides thorough explanations and step-by-step exercises and templates centered around key CCCS ELA concepts to help you Challenge and engage students in all content areas using the CCCS ELA framework Use existing curriculum and materials to design new, CCCS-aligned units of study Identify CCCS ELA essential understandings for informational text, evidence-based writing, and other critical competencies Conduct resource-rich workshops and professional development

What is a rubric and how are they being used in teacher education and evaluation? When did rubrics become ubiquitous in the field of education? What impact do rubrics have on students, teachers, teacher educators, and the educational enterprise? This book is an edited volume of essays that critically examine the phenomenon of rubrics in teacher education, evaluation and education more broadly. Rubrics have seen a dramatic rise in use and presence over the past twenty-five years in colleges of education and districts across the country. Although there is a wealth of literature about how to make rubrics, there is scant literature that explores the strengths and weaknesses of rubrics and the impact the rubric phenomenon is having in reshaping education. The chapters included in this edited volume will critically reflect on the contemporary contexts of rubrics and the uses and impact of rubrics in education. Since rubrics have become indelible in education, it is necessary for a fuller, nuanced discussion of the phenomenon. Creating a book that explores these aspects of rubrics is timely and fundamental to expanding the discourse on this ubiquitous evaluation tool. This book is not meant to be a series of chapters dedicated to best practices for creating rubrics, nor is this text meant to present all sides of the rubric discussion. Rather, this text intends to offer critical polemics about rubrics that can spur greater critical discussion about a phenomenon in education that has largely been unquestioned in the literature.

This book takes a developmental perspective at the use of scoring rubrics to assess student work. Citing developmental characteristics of each age, the author presents examples and adaptations of assessment rubrics on a variety of subjects for teachers from kindergarten through adult/college. After a presentation of foundation information on rubrics, separate chapters are devoted to each grade level from primary through adult. Written so that each chapter can be addressed independently, the book provides additional chapters devoted to assessing technological topics and using rubrics with students with special needs. The final chapters provide practical information to help teachers to create their own rubrics and to covert rubric scores to letter grades. An updated annotated listing of recommended rubric websites is included.

Performance Tasks and Rubrics for Upper Elementary Mathematics

The Knowledge Gap

Solving 25 Problems in Unit Design

Exam Copy

Mapping Comprehensive Units to the ELA Common Core Standards, 6–12

Introduction to Rubrics

Assessment Rubrics Decoded

How Students Learn: Science in the Classroom builds on the discoveries detailed in the best-selling How People Learn. Now these findings are presented in a way that teachers can use immediately, to revitalize their work in the classroom for even greater effectiveness. Organized for utility, the book explores how the principles of learning can be applied in science at three levels: elementary, middle, and high school. Leading educators explain in detail how they developed successful curricula and teaching approaches, presenting strategies that serve as models for curriculum development and classroom instruction. Their recounting of personal teaching experiences lends strength and warmth to this volume. This book discusses how to build straightforward science experiments into true understanding of scientific principles. It also features illustrated suggestions for classroom activities.

This new edition retains the appeal, clarity and practicality that made the first so successful, and continues to provide a fundamental introduction to the principles and purposes of rubrics, with guidance on how to construct them, use them to align course content to learning outcomes, and apply them in a wide variety of courses, and to all forms of assignment. Reflecting developments since publication of the first edition, the authors have extended coverage to include: * Expanded discussion on use of rubrics for grading * Grading on-line with rubrics * Wider coverage of rubric types (e.g., holistic, rating scales) * Rubric construction in student affairs * Pros and cons of working with "ready-made" rubrics * Using rubrics to improve your teaching, and for SoTL * Use of rubrics in program assessment (case study) * Application of rubrics in the arts, for study abroad, service learning and students' independent learning * Up-dated literature review

International Mindedness is a developing theme in International Baccalaureate education that has evolved in the 21st century to include sustainability of the planet among other themes. This project has been created to develop International Mindedness (IM) using sustainable food choices in a Project Based Learning environment. The guiding question for this project is: How can teachers develop IM among students using project based learning through sustainable food choices? International Mindedness is evolving and schools are in need of resources to develop International Mindedness in students. Curriculum has been developed in this project which contains lesson plans, slide shows, a project description, grading rubric and graphic organizer. The curriculum guides students' research about how sustainable their eating habits are and helps them design a more sustainable lifestyle that takes into account global implications of personal choices. The project has been assessed by three educators at an International Baccalaureate Middle Years Program in a Southern Californian school who found it useful for developing international mindedness but also found it difficult to address standards with the curriculum in isolation. It is recommended that additional curriculum is created and shared that addresses the need for International Mindedness in students.

Replete with strategies, examples, and reproducibles, this guide is invaluable for any teacher who wants to boost student achievement in writing for any subject or grade level!

The Science and Design of Educational Assessment

Practices, Crosscutting Concepts, and Core Ideas

Rubric Nation

Creating Standards-Based Lesson Plans and Rubrics

An Educator's Guide

how do I refine my units to enhance student learning? (ASCD Arias)

Building a Pathway to Student Learning

Paths to College and Career Jossey-Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts (ELA) curriculum and professional development resources for grades 6-12 to educators across the country. Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require, Paths to College and Career includes

daily lesson plans, guiding questions, recommended texts, scaffolding strategies and other classroom resources. Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts. At each grade level, Paths to College and Career delivers a yearlong curriculum that develops all students' ability to read closely and engage in text-based discussions, build evidence-based claims and arguments, conduct research and write from sources, and expand their academic vocabulary. Paths to College and Career's instructional resources address the needs of all learners, including students with disabilities, English language learners, and gifted and talented students. This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible, a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction, and Student Journals that give students learning tools for each module and a single place to organize and document their learning. As the creators of the Paths ELA curriculum for grades 6-12, PCG Education provides a professional learning program that ensures the success of the curriculum. The program includes: Nationally recognized professional development from an organization that has been immersed in the new standards since their inception. Blended learning experiences for teachers and leaders that enrich and extend the learning. A train-the-trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches. Paths offers schools and districts a unique approach to ensuring college and career readiness for all students, providing state-of-the-art curriculum and state-of-the-art implementation. ABOUT PCG EDUCATION PCG Education, a division of Public Consulting Group, works with schools, districts, and state education agencies to build their capacity for instructional and programmatic improvements. We provide curriculum development, coaching, professional development, and technical assistance services. Our work alongside educators and policy makers ensures effective implementation of both the Common Core State Standards and state-specific standards for college and career readiness.

Written for novice and seasoned professionals alike, this updated edition of a powerful bestseller provides research-based best practices and practical applications that promote strong instruction and classroom management. The authors translate the latest research into 101 effective strategies for new and veteran K–12 teachers. Updated throughout, and with an entirely new chapter on supporting reading and literacy, this edition presents the strategies in a user-friendly format: The Strategy: a concise statement of an instructional strategy What the Research Says: a brief discussion of the research to provide readers with a deeper understanding of the principles involved Classroom Application: how each strategy can be used in instructional settings Precautions and Possible Pitfalls: caveats to help teachers avoid common problems Sources: a reference list for further reading What Successful Teachers Do is a valuable resource for strengthening teachers' professional development and improving student performance.

Stance and Voice in Written Academic Genres brings together a range of perspectives on two of the most important and contested concepts in applied linguistics: stance and voice. International experts provide an accessible, yet authoritative introduction to key issues and debates surrounding these terms.

Assessing Expressive Learning is the only book in the art education field to date to propose and support a research-supported teacher-directed authentic assessment model for evaluating K-12 studio art, and to offer practical information on how to implement the model. This practical text for developing visual arts assessment for grades 1-12 is based on and supported by the results of a year-long research effort primarily sponsored by the National Endowment for the Arts, involving 70 art teachers and 1,500 students in 12 school districts in Florida, Indiana, and Illinois. The purpose of the study was to demonstrate that creative artwork by K-12 students can be empirically assessed using quantitative measures that are consistent with the philosophical assumptions of authentic learning and with the means and ends of art, and that these measures can reliably assess student art growth. A further goal was to provide a rationale for the assessment of student art as an essential part of the K-12 instructional program and to encourage art teachers to take responsibility for and assume a leadership role in the assessment of art learning in the school and the school district. Assessing Expressive Learning: *reports on current assessment methods but also stresses a time-tested portfolio assessment process that can be used or adapted for use in any K-12 art classroom; *includes the assessment instruments used in the study and several case studies of art teachers using electronic portfolios of student work, a bibliography of major art assessment efforts, and a critical review of current methods; *is designed to be teacher- and system-friendly, unlike many other art assessment publications that provide only a review of information on assessment; and *both documents an experiment where artistic values and aesthetic issues were considered paramount in the education of K-12 students in the visual arts, and also serves as a guide for the conduct of similar experiments by art teachers in the nation's schools--the research methodology and results are reported in an appendix in a format that will enable educational researchers to duplicate the study. This volume is ideal as a text for upper-division undergraduate and graduate classes in visual arts education assessment, and highly relevant for college art education professors, researchers, and school district personnel involved in the education and supervision of art teachers, and researchers interested in performance measurement.

Exploring Complex Ideas through Craft and Structure, Teacher Guide

Every Teacher's Guide to Effective Instruction

Powerful Lesson Planning

Teacher's Curriculum Guide

Creative Curriculum

Mapping Comprehensive Units to the ELA Common Core Standards, K–5

Curriculum Design for Writing Instruction

What is a rubric? A rubric is a coherent set of criteria for student work that describes levels of performance quality. Sounds simple enough, right? Unfortunately, rubrics are commonly misunderstood and misused. The good news is that when rubrics are created and used correctly, they are strong tools that support and enhance classroom instruction and student learning. In this comprehensive guide, author Susan M. Brookhart identifies two essential components of effective rubrics: (1) criteria that relate to the learning (not the "tasks") that students are being asked to demonstrate and (2) clear descriptions of performance across a continuum of quality. She outlines the difference between various kinds of rubrics (for example, general versus task-specific, and analytic versus holistic), explains when using each type of rubric is appropriate, and highlights examples from all grade levels and assorted content areas. In addition, Brookhart addresses * Common misconceptions about rubrics; * Important differences between rubrics and other assessment tools such as checklists and rating scales, and when such alternatives can be useful; and * How to use rubrics for formative assessment and grading, including standards-based grading and report card grades. Intended for educators who are already familiar with rubrics as well as those who are not, this book is a complete resource for writing effective rubrics and for choosing wisely from among the many rubrics that are available on the Internet and from other sources. And it makes the case that rubrics, when used appropriately, can improve outcomes by helping teachers teach and helping students learn.

Many faculty and administrators today struggle with three underlying concepts which will be addressed explicitly and repeatedly throughout the book: (1) assessment is an integral part of the teaching/learning process rather than a stand-alone activity, (2) assessment is all about improving how we help students learn, not an end in itself, and (3) learning activities throughout the institution should be appropriately integrated. This Third Edition focuses on emerging needs and ideas in higher education assessment, including how to assess student learning in specific settings such as the classroom, general education curricula, undergraduate and graduate programs, co-curricular and student development programs, and online programs. Additionally chapters from the previous edition will be updated with new information on rubrics and integrating assessment information for the accreditation process. Since the publication of the Second Edition, many new assessment resources have emerged, including books, models, published instruments, technologies, and research. *Assessing Student Learning, Third Edition* will include these new tools and resources.

What is a rubric? How can I implement them as evaluation tools? How can I make better use of my existing rubrics? This bestseller answers these questions, providing you with all the necessary information to apply rubrics from the classroom to the administrative office. Each chapter stands alone as a practical reference guide. The authors cover curriculum evaluation, student input into rubrics, cross-curricular approaches, rubric categories, specialty rubrics, and teacher evaluation. Easily adaptable samples, as well as plenty of descriptive scenarios, will give educators the information and confidence they need to create, utilize, and evaluate rubrics.

edTPA is the most widely-used performance assessment for pre-service teachers in the United States, and a requirement in many states for teaching licensure. Through edTPA, teacher candidates demonstrate their effectiveness in different aspects of teaching, including planning, instruction, assessment, analysis of teaching, and use of academic language. This book is a practical guide for anyone involved in edTPA implementation. The chapters are written by experienced teacher educators who are leading successful edTPA programs in their own universities, who are in the field, and involved in the work. They represent diverse teacher preparation programs, each with their own strengths and challenges. This book addresses the challenges of edTPA, while providing practical strategies for educative and thoughtful implementation. Organized into four sections, each section explores a different aspect of edTPA implementation, and provides guidance for leading faculty and teacher candidates through edTPA.

Assessment Made Easy for Teachers of K-college

What Successful Teachers Do

How to Grade for Learning

The hidden cause of America's broken education system--and how to fix it

Guide to Formative Assessment Rubrics

81 Research-Based Strategies for New Teacher Induction, Training, and Support

A How-To Guide to Course Design

Practical tools for translating standards to rubrics and ensuring high student achievement! Burke's six-step process helps educators create tasks that promote learning for all students and write rubrics linked straight to the requirements of state standards. Featuring templates and sample tasks, rubrics, and units, this updated bestseller shows educators how to create more complex performance tasks, work in grade-level or vertical teams, and: Apply the six-step process to link teaching and assessment to standards Build their own tasks, checklists, and rubrics Differentiate for special needs within standards-linked tasks Share checklists and rubrics with students for ongoing formative assessment and self-assessment

Be the best mentor you can be with these state-of-the-art strategies! How can you relate all of your teaching experience to a new teacher? Working from decades of experience, the authors of this guide offer sensible strategies to help mentors help new teachers. The authors synthesize theory and practice to show mentors how to: Increase new-teacher support, success, and retention Guide teachers in their relationships and classroom strategies Improve their own mentoring approach Avoid common mentoring pitfalls

Guide to teaching and creating lesson plans Covers four types of instructional design Useful for teachers with all levels of experience Have you ever wondered how to maximize your lesson plans? Do you want to get the most out of every minute that you teach? Powerful Lesson Planning: Every Teacher's Guide to Effective Instruction will help you accomplish those goals. This book includes summaries of basic instructional design, integrated instructional design, differentiated instructional design, and problem-based learning instructional design. It shares different teaching strategies and is especially helpful for beginner teachers. This guide emphasizes the decisions that teachers make as they plan lessons and classes. It includes descriptive information, tools, and several examples to help every teacher make their lesson plans well.

Discusses eight innovations that support a student-centered classroom, including curriculum integration, authentic assessment, and portfolios.

A Practical Guide for edTPA Implementation

Introduction to VRS Interpreting: A Curriculum Guide

Staff Development Guide for the Parallel Curriculum
A Practical Guide to Building Exceptional Schools
How to Create and Use Rubrics for Formative Assessment and Grading
Victorian Curriculum F-10
How Students Learn