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Ccss Instructional Pacing Guide Redlands School District

Sally A. Spencer



Ccss Instructional Pacing Guide Redlands School District:

Teacher Perception of Pacing Guide Use in the Secondary Classroom Donna Michele Smith Turner, 2015 Historically teachers have exercised considerable autonomy in the day to day learning that occurs in their classrooms Now it is growing increasingly rare for a teacher to experience this type of professional freedom In response to high stakes testing national and state academic content standards and most recently the common core standards pacing guides are one of the more recent devices schools are using to implement and monitor curriculum The purpose of this research project is to investigate teacher opinion toward these pacing guides An online survey called the Pacing Guide Survey was delivered to secondary regular and special education teachers in core subject areas of mathematics science social studies and language arts The teachers were asked about whether or not they use pacing guides their attitude and comfort level in using pacing guides as well as Information concerning the population of their high school such as demographics enrollment and single or multiple high schools Building level factors such as professional development initiatives methods of curriculum monitoring and pacing guide development and revisions processes teacher factors such as years teaching years using pacing guides confidence in content area and educational background Administrators were also interviewed to form a complete picture of pacing guide development and implementation in the secondary education environment Quantitative data were analyzed using bivariate Spearman s rank order correlation and qualitative data were analyzed using a combination of thematic data analysis and quasi statistical methods Recommendations based on the data collected are Teachers should be provided with the flexibility to address student needs in the classroom Teacher input into pacing guide development implementation and revision process is necessary to ensure that student needs are addressed Team autonomy is key and teacher teams need to be provided with the necessary support structure to provide meaningful learning experiences for their students *Aligning Your Curriculum to the Common Core State Standards* Joe Crawford, 2012 Avoid analysis paralysis and just get started Now that most states have adopted the new Common Core State Standards the next major challenge is to simplify and implement them by 2014 That is why it is important to begin this work now Joe Crawford Milken Award winning educator and author of *Using Power Standards to Build an Aligned Curriculum* shares his proven process for building a viable local curriculum based on the CCSS Readers will find A system for creating local standards from the CCSS Methods for connecting the common formative assessments to quarterly instructional objectives Ways to scaffold learning expectations Examples taken from districts where CCSS is currently implemented Included are helpful charts and graphs plus access to Internet based software for mapping the CCSS to curriculum instruction and assessment Schools cannot continue to do what they have always done and expect a different result This book explains how to facilitate learning for all students while taking advantage of the new culture technology and norms of today s learning environment *Making the Common Core Writing Standards Accessible Through Universal Design for Learning* Sally A. Spencer, 2015-03-17 Unlock hidden writing skills in all learners through UDL The

Common Core State Standards CCSS for writing are promising but are challenging to implement especially for struggling students Sally A Spencer demonstrates the promise of Universal Design for Learning UDL as a framework for making the CCSS writing and language standards accessible to all kids Educators who utilize these strategies will know How to leverage the strengths of students to optimize writing instruction and overcome their weaknesses The ways UDL can minimize the roadblocks in CCSS implementation How to and how not to use technology to teach writing and language conventions

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