Common Core Block Grant Spending

Phase	Professional Development $1,587,609	Implementation Year	Cost	Phase
A.	Coaching Capacity-Building: Training for curriculum coaches to work effectively with teachers in implementing CCSS instruction	1	$15,000	T
T	Teacher Capacity-Building: Understanding of instructional vehicle, Project-Based Learning, and ability to implement it	1	$145,000	
T	Leadership Capacity-Building: Certification from Buck Institute for Education to enable "Training of Trainers" for Project-Based Learning	1	$18,000	
T	Teacher Capacity Building: Hire three (3) additional instructional coaches to support CCSS instructional shifts.	1 & 2	$600,000	
T	Curriculum & Instruction Readiness:	1	$587,000	

Common Core Block Schedule

Jerry Rottier

Common Core Block Schedule:

Scheduling Strategies for Middle Schools Michael D. Rettig,Robert Lynn Canady,2013-10-30 With over 150 sample schedules this book shows how scheduling strategies can enhance your school s capacity to offer exploratory courses interdisciplinary teaching teams teacher based guidance programs and other programs and practices which are responsive to the needs of early adolescents **The Essence of Teaching Social Studies** James A. Duplass,2020-09-30 Designed for use in elementary and secondary social studies education courses this book supports the teaching of social studies methods in a range of educational settings By highlighting long standing content and principles of social studies education in a concise and direct way this volume offers the building blocks of a comprehensive course for use as springboards to the effective presentation of professors desired course emphases With sections on foundations subject areas and best practices this text explains the intersection between the modelling role of social studies teachers as democratic citizens social studies fields of study and strategies implemented in the classroom to encourage students critical thinking and values formation **Middle School Today** Holly Henderson Pinter,Kim K. Winter,Kayleigh Kassel,2025-02-18 Middle School Today is clustered into major themes adolescent development and identity the adolescent learner curriculum and instruction and the contemporary middle school The book describes the components related to adolescent development starting with simple principles from psychology regarding the physical cognitive and social development of adolescents The book then explores current trends in research regarding contemporary topics such as trauma informed practices social emotional learning and social justice A large section of the book is devoted to curriculum and instruction This section will reach both broadly and deeply to the ins and outs of designing instruction implementing instruction and assessment across all content areas Readers will have access to resources for teacher candidates and teacher educators to utilize in practice Finally the book explores the historical grounding of middle level education relying on foundational principles from the Association of Middle Level Education AMLE and address how teachers can connect best practices to school settings where implementing best practice may be absent

Hiring the Best Staff for Your School Rick Jetter,2016-02-05 Hiring the Best Staff for Your School moves beyond typical hiring tools r sum s applications transcripts portfolios and artifacts and adds effective strategies to the educational leader s recruiting and hiring toolbox Jetter hones in on the most crucial but often neglected element of talent searches knowing candidates attitudes and dispositions about students learning and instruction leadership and other crucial educational topics which affect schools today and provides an innovative model for hiring the best candidates This book presents a recruitment and hiring process that uses narratives to help school and district leaders delve deeper into understanding the emotions ideas reactions and problem solving insights of candidates The ready to use resources found in this book including real examples of the narrative process in action dialogues and as a training process are easy to implement and will strengthen the hiring process to ensure that you recruit and retain the best staff members for any

position within your school or district   **Block Scheduling in an Era of Common Core Curriculum: A Case Study of Administrators' and Teachers' Perceptions for Classroom Practices and Academic Engagement** Lisamarie Poveromo-Spindler,2017 BLOCK SCHEDULING IN AN ERA OF COMMON CORE CURRICULUM ACASE STUDY OF ADMINISTRATORS AND TEACHERS PERCEPTIONSFOR CLASSROOM PRACTICES AND ACADEMIC ENGAGEMENTThe landscape of modern educational practice in the United States features aterrain that is often jagged while still being predictable in nature The needs of studentsare varied and complex and despite the challenges faced most leaders in the field ofeducation agree that schools should be a place that is preparatory challenging andengaging In recent years there has been a great amount of discussion and theorizing onhow to increase academic engagement within the classroom to the depth that mostprofessionals agree is needed Through this case study I examined block scheduling in ahigh school as a vehicle for increasing academic engagement I studied teacher sperceptions and understandings of strategies used to increase student achievement whichultimately led to defining academic engagement through behavioral cognitive andemotional lenses With a holistic definition I was able to study the impact of blockscheduling on academic engagement in the classroom This case study employed the useof Charlotte Danielson s Framework for Teaching Danielson 2013 as a lens forviewing the teacher s role in securing proper engagement within the classroom andBloom s taxonomy revised Anderson 2001 to determine the complexity of studentwork I considered both the current climate and trends of education in the United Statesas well as the culture of the community in which the study was conducted Qualitativedata regarding the effects of block scheduling on academic engagement were collected through individual interviews observations and analysis of artifacts particular to the casestudy site Through synthesis of the data collected I determined that although a blockschedule requires continued targeted professional development and by itself may notenhance classroom instruction it can prove to be impactful on fostering meaningfulteacher student relationships leading to a positive school climate   *Block Scheduling and Its Impact on the School Library Media Center* Marie Shaw,1999-02-28 Shaw who has spearheaded the adoption of block scheduling in her school s library media center has prepared a complete guide for library media specialists contemplating or moving to block scheduling In preparing this guide she has incorporated the experiences of twelve secondary school libraries across the country that have also moved to block scheduling Step by step this guide walks the library media specialist through planning networking curriculum and instruction professional development technology and assessment Practical suggestions forms lesson plans and case studies of other media centers that have successfully adopted block scheduling will help the library media specialist to make the transition to the block   Computer Applications in Fermentation Technology William B. Armiger,National Science Foundation (U.S.),1979   **The American Secondary School Curriculum** Leonard H. Clark,Raymond L. Klein,John B. Burks,1965   *Restructuring High Schools for All Students* Cheryl M. Jorgensen,1998 This unique resource asserts and demonstrates that all students benefit from the social opportunities and academic expectations

of high school Restructuring High Schools for All Students provides numerous strategies that readers can apply in their own schools concrete information on creating a collaborative environment rethinking staff roles and designing an inclusive curriculum And using real life examples it shows how self determination transition planning and other special education practices can be broadened to work in general education settings   Middle School Journal ,2002   **The Modern Junior High School** William Theodore Gruhn,Harl Roy Douglass,1956   **Implementing and Improving Teaming** Jerry Rottier,1996   *Scheduling Middle Level Schools* Ronald D. Williamson,1998 This book investigates school schedules by examining the use of time at the middle level and discussing strategies that schools may use to provide greater flexibility to the school day Eleven specific scheduling models are presented and described Complementing the models is a discussion of the factors that propel a school s investigation of alternative schedules The manual views time as a resource and discusses ways to empower teachers to use time to make decisions It also considers the role that adolescence plays in schedules and presents tips on how to schedule activities with this in mind The text examines the importance of scheduling outlines some scheduling myths and explores the block time schedule at length considering its advantages and disadvantages for administrators teachers and students Some block time models are provided Other kinds of schedules that are considered include alternate day rotating and dropped schedules The booklet explores ways to get started on scheduling reform offering details on planning steps whether or not to use a computer simulations building the schedule the uses of singletons and doubletons staffing decisions and selecting staff members The text concludes with strategies for manipulating the schedule by challenging regularities focusing on students and starting small RJM   **Music at the Middle Level** June Hinckley,1994 This book covers important middle level topics such as scheduling related arts assessment the adolescent learner incorporating technology and more Researchers outline the major topics and middle school teachers describe actual successful programs   **Secondary Education** Lawrence E. Metcalf,John James De Boer,Walter Vincent Kaulfers,1966   Introduction to Teaching Donald P. Kauchak,Paul D. Eggen,2005 The second edition of the best selling case based introduction to teaching text Introduction to Teaching Becoming A Professional is organized around three themes Professionalism Reform and Decision Making which provide the threads that bind the topics of the chapters together As the only case based introduction to teaching text each chapter begins with a case study that provides a framework for the discussions that follow and helps the reader understand how chapter topics relate to the real world of teaching NEW Expanded emphasis on decision making as a critical aspect of professionalism is introduced as a theme in Chapter 1 and further developed at the end of each chapter in a section titled Decision Making Defining Yourself as a Professional In this section students are asked to think about personal and professional decisions that will influence the kinds of teachers they will be NEW Expanded development of professionalism in Chapter 1 also includes discussion of INTASC principles Praxis II and professional portfolios and continues throughout each chapter to help students understand what professionalism means

and how it is connected to classroom planning and practice NEW Praxis Practice a case based end of chapter feature helps students prepare to successfully pass the Praxis II exam Readers can submit their responses and receive feedback on our companion website NEW Chapter case studies and corresponding icon are reformatted to help readers identify and more easily make the connection between the cases chapter content and classroom application Continued in this edition are the popularfeatures Reflect on This Teaching in an Era of Reform and Exploring Diversity which encourage the readers to visit the companion website for further research and applications   *United States Code Congressional and Administrative News* United States,1995 Contains laws legislative history administrative regulations lists of committees proclamations executive messages and orders   Classroom Teaching Skills Kenneth D. Moore,2007 Organized around a model of teaching that includes planning implementation and evaluation the skills addressed in the text are common to instruction at all grade levels and in all subject areas BOOK JACKET   *Illustrated official journal (patents)* ,1926   **Science 7-8-9** University of the State of New York. Bureau of Secondary Curriculum Development,1956

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