Training for the New Georgia Performance Standards
Day 1: Standards-Based Education and the New GPS

Participant’s Guide
ELA 4-8
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Acknowledgements

This training program was developed by the Georgia Department of Education as part of a series of professional development opportunities to help teachers increase student achievement through the use of the Georgia Performance Standards.

For more information on this or other GPS training modules, please contact Robin Gower at (404) 463-1933 or rogower@doe.k12.ga.us.

Use of This Guide

The module materials, including a Leader’s Guide, Participant’s Guide, PowerPoint Presentation, and supplementary materials, are available to designated trainers throughout the state of Georgia who have successfully completed a Train-the-Trainer course offered through the Georgia Department of Education.
Agenda

This is a one-day course, with approximately seven hours of instructional time.

Introduction .................................................................................................................. 30 minutes

Overview of Standards.............................................................................................. 2 hours, 30 minutes

Standards-Based Teaching and Learning................................................................. 1 hour, 50 minutes

Putting It All Together ............................................................................................ 1 hour, 40 minutes

Summary and Follow Up Assignments ....................................................................... 30 minutes
Module Goal

Demonstrate a deep understanding of the new Georgia Performance Standards and the standards-based education approach, through thoughtful curriculum planning, development of formative and summative assessments, and the design of instruction matched to the standards and research-based best practices. This shall be measured by student performance on progress monitoring and standardized criterion-referenced tests.

Key words from the goal:

- Deep understanding
- Georgia Performance Standards (GPS)
- Standards-based education
- Research-based best practices

Note that the goal will not be reached by day one of training alone. It will take preparation, follow up, and eight days of classroom instruction to master this goal. Various days of training will deal with different components of the goal, such as curriculum planning, assessment, and instruction.

Module Objectives

By the end of day one of training, participants will be able to:

1. Describe the benefits of the GPS.
2. Describe the various phases of the GPS rollout plan.
3. Define terms related to the GPS.
4. Identify four parts of each standard.
5. Describe the backward design process used in standards-based teaching and learning.
6. Identify key components of the applicable standards (for example, K-3 ELA).
**Fact or Myth?**

**Directions:** Read each statement and mark in the LEFT set of columns if you believe the statement to be a “fact” or a “myth” by placing a checkmark (✔) in the appropriate box beside the statement.

<table>
<thead>
<tr>
<th>Fact</th>
<th>Myth</th>
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<tbody>
<tr>
<td>1. My students must read 25 books every year from the grade level reading list provided in the GPS.</td>
<td>Fact</td>
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<tr>
<td>2. My students must read every book on the reading list provided in the GPS.</td>
<td>Myth</td>
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<tr>
<td>3. Standards will be assessed at the element level.</td>
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<td>4. I will have to teach keyboarding in order to address the research/technology standards.</td>
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<td>5. I must use the tasks that are listed with the standards.</td>
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<td>6. The purpose of the reading list that is included in the GPS is to show the level of rigor.</td>
<td>Myth</td>
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<tr>
<td>7. The Spring 2005 administration of the CRCT will be based on the GPS.</td>
<td>Fact</td>
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<tr>
<td>8. According to the English Language Arts GPS, I must teach 25 novels every year.</td>
<td>Myth</td>
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</table>
It was mid-summer in the year 2001. I'm not sure what day exactly but it was going to be one of two big days of the year for me. Buzzz. My alarm went off as six in the morning. I got out of bed and looked out my window. It was still dark out. I managed to see two deer roaming around my backyard looking for something to eat. “Well, I better go get ready,” I told myself. It was about six-thirty by the time my mom and I got everything packed in the car.

“Time to go. We need to be there at seven,” my mom yelled.

“Coming,” I responded. “I had to get my show pad.” We were off to my first big horse show.

On the way there I saw so many things I had never noticed before. There were cows, horses, pigs, and chickens on a farm I thought was abandoned. There were flocks of birds.

Four Parts of a Performance Standard

ELA7W2 The student demonstrates competence in a variety of genres.

The student produces a narrative (fictional, personal, experimental) that:

a. Engages readers by establishing and developing a plot, setting, and point of view that are appropriate to the story (e.g., varied beginnings, standard plot line, cohesive devices, and sharpened focus).

b. Creates an organizing structure appropriate to purposes, audience, and context.

c. Develops complex major and minor characters using standard methods of characterization.

d. Includes sensory details and concrete language to develop plot, setting, and character (e.g., vivid verbs, descriptive adjectives, and varied sentence structures).

e. Excludes extraneous details and inconsistencies.

f. Uses a range of strategies (e.g., suspense, figurative language, dialogue, expanded vocabulary, flashback, movement, gestures, and expressions, tone, and mood).

g. Provides a sense of closure to the writing.

Teacher Commentary

♦ “It Was Midsummer” meets the standard for 7th grade narrative writing by describing the author’s experience at her first big horse show. The organizing structure for the piece is the chronological timeline of the horse show weekend. The story progresses logically from beginning to end, and the writer uses transitional devices to guide the reader through the story. She uses phrases such as, “I woke up the next morning” and “After the seven jump course” to show time transitions.

♦ The writer develops character by explaining her excitement and her frustration throughout the weekend. She includes sensory details to give the writer a sense of the atmosphere at the horse show (“Everything seemed so fresh. I could smell the pine trees, and the newly cut grass” and “It was ninety degrees out but it felt like twenty”).

Task

Using narrative strategies, the student writes about a particular event that is meaningful or significant in the student’s life.

Student Work

It was mid-summer in the year 2001. I’m not sure what day exactly but it was going to be one of two big days of the year for me.

Buzzz. My alarm went off as six in the morning. I got out of bed and looked out my window. It was still dark out. I managed to see two deer roaming around my backyard looking for something to eat. “Well, I better go get ready,” I told myself. It was about six-thirty by the time my mom and I got everything packed in the car.

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On the way there I saw so many things I noticed before. There were cows, horses, pigs, and chickens on a farm I thought it was abandoned. There were flocks of birds.
### What Makes the Standards Different?

**Strand** ________________________________

**Standard** ______________________________

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Partner Reading with Retell Instructions

(1) Student “A” reads the first section of the text.

(2) Student “B,” acting as a “coach,” asks Student “A” the following questions and helps provide answers, if needed:

• What did you learn first? (This question is asked only once at the beginning of each section.)
• What did you learn next? (This question is asked as many times as needed to cover all the information that the student learned while reading that section.)

(3) Student “A” retells the entire section after he/she finishes reading that section and responding to Student “B’s” prompts.

(4) Students “A” and “B” swap roles and read the remaining sections, alternating the “reader” and the “coach” roles.

Retell cue cards:

1. What did you learn first?
2. What did you learn next?
Plot Summary

**The Giver**
by Lois Lowry

Where Jonas lives, life is safe, orderly, and predictable. Rules are strictly adhered to; every aspect of a person's life is carefully planned. People rarely make choices on their own; everything is decided for them by the community. There is no snow or sunshine, no colors or music, no animals or nature.

People in the community take special care to avoid doing or saying anything different. In the community, one must not say anything that causes discomfort to others, and one must use language precisely.

Husbands and wives are matched as couples by a Committee of Elders who reviews each individual to see if a person's characteristics will be compatible with those of his mate. Exactly two children - one male and one female - are assigned to each family unit. The elderly live at the House of the Old. Those whose children have grown to have families of their own live with other Childless Adults. Newborn infants are nurtured at the Nurturing Center until they become Ones and are assigned to family units.

When Jonas and other Elevens become Twelves in December, they receive their Assignments that assign them to their particular fields or profession. As someone with intelligence, integrity, courage, and a certain special capacity, Jonas is selected for the most honored and respected Assignment in the community. He is assigned to become a Receiver of Memories who will succeed the current Receiver. A Receiver of Memories is the one person in the community who has access to all the memories of the past. He must keep these memories within himself until he can train a new Receiver to whom he can pass them. Thus, the Receiver has knowledge of things that no one in the community has access to, but the Receiver also has the responsibility to shoulder the burden of sorrow and pain that the memories bring.

-continued on next page-
Jonas begins his training with the Receiver whom he calls The Giver. At first, The Giver gives Jonas happy memories of the past - memories of things Jonas has never known. Jonas is eager and excited to be able to experience new things, but The Giver must also give Jonas memories of loneliness, fear, grief, rage, and pain - all of which he has never felt in the community.

Gradually, through the memories he receives from The Giver, Jonas comes to realize various truths about the community. He realizes that it is unfair to deprive people of ever being able to make choices for themselves about their own lives. He understands that the people of the community have no genuine feelings. Feelings have never been a part of their lives. He also learns that there are different ways to live. Through the memories, he sees people in the past living differently, and feels that the community must change.

* * * * * * * * * * * * * * * * * * * * * * * *

Together with The Giver, Jonas comes up with a plan to change the entire community. He decides to flee the community for the Elsewhere, a place he has only heard about that lies far beyond. If Jonas leaves, the memories he has received from The Giver will be let loose. They will find their way back to the community and to the people. The people will have ready access to the memories that will, in turn, give them knowledge about things that have been missing in their lives. They will come to the same kind of awakening that Jonas did when he was given memories of the past from The Giver.

Jonas departs for the long and difficult journey during which he faces cold and starvation as well as the danger of being found. Seeing lights in the far distance after having come a long way, Jonas is confident that he has reached his destination.

* * * * * * * * * * * * * * * * * * * * * * * *
Sample Unit

Title:  *The Giver*, by Lois Lowry  
Subject/Course:  ELA/Reading and Literature

Topic(s):  Government control, history  
Grade(s):  Middle School

Time Frame:  3 weeks

Summary of Unit Plan:
In this unit, students will read Lois Lowry’s Newberry Award-winning novel, *The Giver*. They will consider control issues in government and communities and their impact on personal growth and stability. Students will also explore some of Lowry’s themes, including the need for society to have rules and laws, the dangers of government control, and the need for society to learn from history as well as real experiences. Students will write in journals and work in small and large groups as they address these issues. Throughout the unit, students are asked to reflect, connect, and revisit issues presented in the book and to provide evidence of their understanding of these issues. The culminating activity will have students reading a speech made by Lois Lowry shortly after the September 11th attacks and relating the message in the speech to *The Giver*. At the end of the unit, students will evaluate all products they have produced during the unit and implement a self-designed plan to publish one selection.

Stage 1: Desired Results

**Established Goals (standards)**

**ELA7R1.** The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. The texts are of the quality and complexity illustrated by the suggested titles on the Grade Seven reading list.

For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:

b. Interprets a character’s traits, emotions, or motivations and gives supporting evidence from a text.

e. Identifies events that advance the plot and determines how each event explains past or present action(s) or foreshadows future action(s).

f. Analyzes characterization (dynamic and static) . . . as delineated through a character’s thoughts, words, speech patterns, and actions; . . . and the thoughts, words, and actions of other characters.

g. Explains and analyzes the effects of . . . figurative language, . . . in order to uncover meaning in literature:

h. Identifies and analyzes how an author’s use of words creates tone and mood giving supporting evidence from text.

**ELA7W2.** The student demonstrates competence in a variety of genres:

The student produces a multi-paragraph persuasive essay.

The student produces a response to literature.

The student produces technical writing.

**ELA7W4.** The student consistently uses the writing process to develop, revise, and evaluate writing.
Understandings

1. It is dangerous for a society to have the ability to control individuals to too great a degree.
2. Humans cannot live and grow without experiencing a full range of emotions.

Essential Questions

1. Should a society have the ability to control individuals?
   a. How does society control individuals?
   b. What are the effects (positive and negative) of society’s control over individuals?
   c. When should society control individuals?
   d. How can society know where to place limits on control?
2. Should human beings live and grow without experiencing a full range of emotions?
   a. What defines human life and growth?
   b. How does a human learn about emotions?
   c. Can we understand emotions/feelings without experiencing them?
   d. Is growth voluntary? Should it be?

Knowledge and Skills

1. Students will know:
   a. basic rules of Jonas’ society and how they are similar to or different from their own.
   b. how the author used characterization to enhance the plot and theme.
2. Students will be able to:
   a. relate new information to prior experience
   b. interpret a character’s traits, emotions, or motivations and give supporting evidence from the text.
   c. identify events that advance the plot and determine how each event explains past or present actions or foreshadows future actions.
   d. analyze characterization (dynamic and static) . . . as delineated through a character’s thoughts, words, speech patterns, and actions; . . . and the thoughts, words, and actions of other characters.
   e. explain and analyzes the effects of . . . figurative language, . . . in order to uncover meaning in literature.
   f. identify and analyze how an author’s use of words creates tone and mood and gives supporting evidence from text.
   g. present a clear position or perspective in support of a proposition or proposal and describe the points in support of the proposition, employing well-articulated, relevant evidence.
   h. use the writing process to develop, revise, and evaluate writing.

Stage 2: Assessment Evidence

<table>
<thead>
<tr>
<th>Performance Task Summary</th>
<th>Rubric Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Perfect Community”</td>
<td>Journal Rubric</td>
</tr>
<tr>
<td>“Job Assignment” Group Activity</td>
<td>Group Activity Rubric</td>
</tr>
<tr>
<td>“The Beginning of Sadness”</td>
<td>Student response rubrics</td>
</tr>
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</table>

Self-Assessments

- Using rubrics, students self-assess themselves on performance tasks and journal writing.

Other Evidence, Summarized

- Student responses to 3 to 5 questions that reveal knowledge of plot, character, theme.
- Students maintain [academic and reader response] journals.
- Student performance in “Job Assignment” group activity
Stage 3: Learning Activities

1. Prior to introducing the book, have students create a “perfect” community, giving it a name, a system of government, a physical environment, and a description of how its people spend their days. Discuss how the community would change and grow. What roles would history and memories of painful events play in the growth of the community? What would have to be added to our own society in order to make it perfect? What would be lost in this quest for perfection? (adapted)

2. Prior to reading the book, administer a true/false survey to students about ideal communities, history, and “perfection.” Tally the results for each question. Keep the surveys, and re-administer it at the end of the unit. Do the results change? Why? (adapted)

3. Students draft letters to the principal or school council explaining how certain school rules limit student freedom. Include in the letters which rules to change and how. Support arguments with well-articulated, clear evidence.

4. Students select a profession described in The Giver and write a “technical manual” for the job. Create an organizing structure appropriate to purpose, audience, and context.

5. After reading the first few chapters, discuss the idea of release as presented in the book. Point out the reasons given for a person being released from the community. (Persons are released for crimes.) Have students write down something they did that was wrong, such as breaking a rule. Collect the papers and, without reading any names, read aloud the “crime.” Have students vote on whether or not that person should be released, and record the vote on each paper. Save the papers until the end of the book when the true meaning of release is revealed (death by injection). Go over them again and have students react and discuss. (adapted)

6. In the middle of the book, Jonas and his peers are assigned jobs. In small groups, students develop a list of jobs appropriate to the sustaining of the community developed by one of the group members in the pre-reading activity (creating a “perfect” community), including job descriptions and responsibilities. Develop criteria for selection/assignment of community members for each job. Develop an “implementation plan” for filling jobs, based on the criteria and job descriptions, and using other students in the class as potential personnel for the jobs. Additionally, groups will develop a “debriefing plan” that will allow them to gain insight into the feelings of their peers following the implementation of the job assignment. Each group will “implement” its plan and debrief the class following the presentation.

7. Many of Lowry’s books deal with the general theme of the importance of human connections. Regarding The Giver, she has commented, “the vital need for humans to be aware of their interdependence, not only with each other, but with the world and its environment.” Reflect on the information at http://www.ipl.org/youth/AskAuthor/Lowry.html regarding the theme of human connectiveness and write a different ending or an epilogue to the story.

8. Describe the community that is left behind when Jonas leaves. Include descriptions of individuals as well as the entire community. What happens to The Giver?

   * Using a compare/contrast graphic organizer to plan, write an essay in response to the speech and its relevance to the story, The Giver.
   * Explain what the following quote from the speech means in the context of the speech, in the context of The Giver, and in the context of your life: “Impossible promises are what we must make to today’s children. We also owe them honesty; and I would like to think that the two things are not mutually exclusive.”
   * Prepare a response to “The Beginning of Sadness” that will persuade your peers that community life as depicted in The Giver is more fulfilling than is community life as we know it today.

10. Students develop and implement a plan to publicize one of the writing pieces from this unit.
# Backward Design

<table>
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<th>Definition</th>
<th>Examples:</th>
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<tr>
<td>What It Is</td>
<td>What It Isn’t</td>
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**Backward Design**
**Benefits of SBE**

**Directions:** Imagine that you are back at your school, explaining to your colleagues how you are going to approach the new standards. You have decided to embrace a standards-based (backward design) process, but you are encountering objections.

1. Read the provocations below.
2. If needed, add additional ones that you would expect to hear from your colleagues.
3. Use your *Understanding by Design* book to try to find good answers to these provocations.
4. With other members of your group, take turns role playing the SBE advocate and the resister. Practice using your knowledge of backward design to convince the resister of its value.

Provocations:

“That means always using performance-based assessments. I still want to use traditional quizzes and tests.”

“Teaching for understanding takes too much time. I can barely get through the textbook now.”

“I’m overwhelmed. How can I possibly teach to all the state content standards and our district curriculum objectives?”

“Every year, parents and students are thrilled with the unit we do on jungle animals. I’m not giving it up just because there’s no standard related to it. I know what keeps my kids interested in learning.”

“If you develop your assessments first, then all you’re doing is teaching to the test, and valuable learning gets lost.”

“That might work for (name another grade level or subject matter), but not for us.”
Standards Based Education

Stage 1:

**Design Desired Results**

(Big Ideas) → Enduring Understandings → Essential Questions

What a student should know or be able to do

Stage 2:

**Design Balanced Assessments**

(to assess desired results)

Stage 3:

**Make Instructional Decisions**

(to ensure that students achieve desired results)
Follow Up Assignment

Directions: Please complete this assignment before your next class. Bring all your products to class; you will be building on this work in the next workshop.

Complete your action plan. You should have at least one standard analyzed. This means identifying:

- Big ideas
- Understandings
- Essential questions
- Skills and knowledge

You may use one of the templates in Tools and Templates for Backward Design, or you may create your own format, as long as it includes the categories above.

Choose one standard from the list below that is most applicable to you.

- ELA4R1
- ELA5R1
- ELA6R1
- ELA7R1
- ELA8R1
**Action Plan**

**Directions:** Complete the following chart to help shape your team's work before day two of training. You should analyze at least one standard in each strand, including big ideas, understandings, essential questions, skills and knowledge, and evidence. Here are some questions to consider:

- What do we need?
- What do we have?
- How can we obtain needed information or resources?
- What can we develop as a team?
- What is our plan for completing the work and learning together?

**GPS Standards we will tackle:**

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Retell cue cards:
1. What did you learn first?
3. What did you learn next?

Retell cue cards:
1. What did you learn first?
2. What did you learn next?
Recommended Readings

Books


The authors use Adlai Stevenson High School as the case study of how principals can create learning communities where student learning and achievement are center stage. The book lays out the school improvement process. No failing schools would exist if every school became a learning community modeled after DuFour’s school. The book contains an extensive bibliography.


In this step-by-step description of the process for creating and working with curriculum maps from data collection to ongoing curriculum review, Jacobs discusses the importance of “essential questions,” as well as assessment design that reflects what teachers know about the students they teach. The benefits of this kind of mapping are obvious for integrating curriculum. Through the development of curriculum maps, educators can see not only where subjects already come together but also any gaps that may be present.

Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through 12. Southern Regional Education Board, 2004. Publication Orders Department, 592 10th St. N.W., Atlanta, GA 30318-5790, Fax: (404) 872-1477 (03V63, $10 each/$6.50 each for 10 or more.) http://www.sreb.org/main/Publications/catalog/howtoorder.asp.

This volume is essential for state, district, and school leaders who plan to implement schoolwide literacy programs. It provides concrete, research-based steps not only to raise reading and writing achievement but also to help students learn more in every class by using literacy skills. The guide focuses on five literacy goals: reading 25 books across the curriculum; writing weekly in all classes; using reading and writing strategies; writing research papers; and taking rigorous language-arts classes.

Using a meta-analysis of thousands of research studies, Marzano clearly answers the question, “Which instructional techniques are proven to work?” They provide 13 proven strategies that all teachers can use, and they explain the research in a clear, practical manner.


A perfect resource for self-help or school study groups, this handbook makes it much easier to apply the teaching practices outlined in *Classroom Instruction That Works.* The authors guide the reader through the nine categories of instructional strategies that are most likely to maximize student achievement and provide everything needed to use the strategies quickly in classrooms. The book includes the following: exercises to check understanding; brief questionnaires to reflect on current beliefs and practices; tips and recommendations to implement the strategies; samples, worksheets, and other tools to help plan classroom activities; and rubrics to assess the effectiveness of the strategy with students.


The authors analyze research from more than 100 studies on classroom management to answer the questions, “How does classroom management affect student achievement?” and “What techniques do teachers find most effective?” The authors provide action steps, along with real stories of teachers and students, to guide teachers in implementing the research findings.


Grading has the potential for being a valuable learning tool that helps both students and teachers clearly see how they can improve; however, this potential is seldom realized. In this book, Marzano presents viable alternatives to traditional assessment that are grounded in research and practical at the same time.

This practical book about the responsibility educators have to teach what matters most includes many examples of educators throughout the nation who have been successful in increasing student performance on state and national assessments. The authors also explore three changes that must take place to achieve this goal: responsible standards, responsible strategies, and responsible assessment practices.


Tomlinson explains the elements of differentiated instruction and the importance of differentiated instruction within the classroom. The book also serves as an instructional guide for educational leaders and instructors as differentiated strategies are implemented.


This excellent resource includes concrete examples of instructional strategies matched to the readiness, interests, and talents of all students. Strategies include learning-centered, hands-on activities; contracts; and investigative projects. The author also offers lesson-planning strategies to provide scaffolding of the content, procedures used in learning, and products of learning.


This book explains the “backward design” process that is the backbone of standards-based education. The book explains both the underlying principles and the process teachers can use to put them into practice.


This companion book to *Understanding by Design* provides discussion questions, graphic organizers, and summaries to support faculty study groups that are exploring *Understanding by Design*. 

This companion book to *Understanding by Design* is chock-full of templates and examples to help teachers put the process into place.

**Professional Organizations**

NCTE - http://www.ncte.org/
GCTE - http://www.gcte.org/
IRA - http://www.reading.org/
GRA - http://www.georgiareading.org/

**Web Sites**

Read-Write-Think. NCTE/IRA. http://www.readwritethink.org/.

This site contains lessons, web resources, standards, and student materials. It provides quality practices and resources in reading and language arts instruction.

Illinois School Improvement Division.
http://206.166.105.86/knowledge/standards_resources.asp.

This site provides Illinois Learning Standards Resources, including benchmark indicators, sample learning activities, and sample student work.

Units (incorporating Learning Focused components). Connected Learning.
http://www.title3.org/.

BOCES is a cooperative service organization that helps school districts save money by pooling resources and sharing costs.

**Special Education Resources**

Aligning Special Education with NCLB. www.ldonline.org.


**Resources for Differentiation**


# Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT STANDARDS:</td>
<td>Content standards state the purpose and direction the content is to take, and are generally followed by elements. Content standards define what students are expected to know, understand, and be able to do.</td>
</tr>
<tr>
<td>CURRICULUM DOCUMENT:</td>
<td>The Georgia Performance Standards document is the curriculum document that contains all standards that should be learned by all students.</td>
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<tr>
<td>ELEMENTS:</td>
<td>Elements are part of the content standards that identify specific learning goals associated with the standard.</td>
</tr>
<tr>
<td>PERFORMANCE STANDARDS:</td>
<td>Performance standards define specific expectations of what students should know and be able to do and how well students must perform to achieve or exceed the standard. Georgia’s performance standards are composed of four components: content standards, tasks, student work, and teacher commentary.</td>
</tr>
<tr>
<td>PROCESS STANDARDS:</td>
<td>Process standards define the means used to develop patterns of thought and behavior that lead to conceptual understanding.</td>
</tr>
<tr>
<td>STANDARD:</td>
<td>Something set up and established by authority as a rule for the measure of quantity, weight, extent, value, or quality.</td>
</tr>
<tr>
<td>STANDARDS-BASED EDUCATION:</td>
<td>In standards-based classrooms, standards are the starting point for classroom instruction that ensures high expectations for all students.</td>
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<tr>
<td>STRAND:</td>
<td>A strand is an organizing tool used to group standards by content. For example, the English language arts curriculum contains strands of reading, writing, listening, speaking, and viewing. K-5 science curriculum contains a life science strand, physical science strand, and an earth science strand.</td>
</tr>
<tr>
<td>STUDENT WORK:</td>
<td>Examples of successful student work are included to specify what it takes to meet the standard and to enable both teachers and students to see what meeting the standard “looks like.”</td>
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TASKS: Keyed to the relevant standards, tasks provide a sample performance that demonstrates to teachers what students should know and be able to do during or by the end of the course. Some tasks can serve as activities that will help students achieve the learning goals of the standard, while others can be used to assess student learning; many serve both purposes. Although the Georgia Performance Standards include tasks, teachers may develop their own tasks.

TEACHER COMMENTARY: Teacher commentary is meant to open the pathways of communication between students and the classroom teacher as well as within faculty in order to ensure consistency within assessment and expectations. Commentary shows students why they did or did not meet a standard and enables them to take ownership of their own learning.
Learning Journal

What squares with my thinking?

What’s still rolling around in my mind?

What do I need to change?
Learning Journal

What squares with my thinking?

What’s still rolling around in my mind?

What do I need to change?