Recommended Teacher Resources

Contributed by the Creating a Collaborative Educational Community Teachers Panel

The Common Core State Standards (CCSS) are creating both excitement and anxiety in classrooms everywhere. The prospect of increasing the rigor for student learning is exciting for teachers; knowing what to do and how to do it can be cause for some concern. The resources on these two pages are readily available online and offer useful and proven strategies for effective instruction—all in support of the CCSS.

Collaborative Learning Strategies

Students who are involved in collaborative learning teams are said to attain higher-level thinking and preserve information for longer times than students working individually. Research also suggests that students who worked collaboratively on math computational problems earned significantly higher scores than those who worked alone. Consistently, students who demonstrated lower levels of achievement, improved when working in diverse groups. Learn more about collaborative learning strategies at http://www.teachthought.com/learning/20-collaborative-learning-tips-and-strategieslearning-strategies//

Collaborative Learning Activities

For posters that support collaborative activities, that have a focus on UDL, and that you can print and place in classrooms, go to http://www.collaborativehttp://collaborativelearning.org/

Differentiated Instruction

Differentiated instruction is an approach to teaching and managing a classroom that allows teachers to factor the many differences within a mixed-ability classroom into planning and delivering instruction and ultimately to provide multiple learning options and different paths to learning that help students take in information and make sense of concepts and skills. Differentiated instruction provides appropriate levels of challenge for all students, including those who struggle and those who are advanced. While differentiated instruction is not mandated by IDEA, current brain research does confirm it as an effective approach for supporting the learning needs all students. Reliable information and resources on differentiated instruction are at http://differentiationcentral.com/ . Carol Tomlinson has justly made her name as the committed champion for using differentiated instruction in the classroom. She developed the following resources for teachers:

Defensible Differentiation: Why, What, and How (PDF) is at http://www.caroltomlinson.com/Presentations/Tomlinson%20ASL%20Institute%206-13%20V2.pdf

Instructional Strategies That Invite Differentiation (PDF of a PowerPoint presentation): http://caroltomlinson.com/handouts/Strategies%20for%20Differentiation.pdf

Differentiation and the Brain: A Discussion with Carol-Ann Tomlinson (YouTube video):

https://www.youtube.com/watch?v=mLzCqoPFxRwwatch?mLzCqoPFxRw

Language Arts Activities with Scripted Systematic Instruction
offer a model for teaching the CCSS to students with significant cognitive disabilities. For videos showing this process in action, go to
https://www.youtube.com/watch?v=bY8zDEN2bpI&feature=youtu.befeature=be
and
https://www.youtube.com/watch?v=MZPCckay9_wwatch?w

Essential Standards
The essential standards in the CCSS were developed from national research and the revised Blooms Taxonomy (see
http://www.celt.iastate.edu/teaching-resources/effective-practeaching-practice/revised-blooms taxonomy/tice/taxonomy/).
These essential standards identify what students must know, understand, and be able to do to be prepared to compete in the world.
http://www.corestandards.org/read-the-standards/

Extended Standards
The extended standards are linked to the CCSS and the essential standards but they are more focused, include rigorous content and application of knowledge through high-order thinking, build upon strengths and lessons of the state standards, and include a focus on academic and real-life application.
The State of West Virginia has developed a helpful version of the extended standards—easy for teachers to navigate and linked with the CCSS through grade spans.
Extended Standards for English Language Arts (ELA)

Standards for Grades K–5:
http://wvde.state.wv.us/teach21/essd/mathk-5_instructionalguide.pdfpdf
Standards for Grades 6–8:
http://wvde.state.wv.us/osp/ela6-8_instructionalguide.pdfela6-pdf

Standards for Grades 9–12:
http://wvde.state.wv.us/teach21/essd/ela9-12_instructionalguide.pdfpdf

Extended Standards for Mathematics
Standards for Grades K–5:
http://wvde.state.wv.us/teach21/essd/mathk-5_instructionalguide.pdfpdf
Standards for Grades 6–8:
http://wvde.state.wv.us/teach21/essd/math6-8_instructionalguide.pdfpdf
Standards for Grades 9–12:
http://wvde.state.wv.us/teach21/essd/math9-12_instructionalguide.pdfpdf

Growth Mindset
When teachers and students focus on improvement and growth rather than on whether they're smart, students learn a lot more. The "growth mindset" involves the understanding that intelligence and ability are qualities that can develop and grow over time and with the right support. This mindset has been shown to have powerful ramifications on student motivation, learning, and school success. For more about Carol Dweck's ideas for focusing on improvement rather than being smart, go to
http://www.mindsetworks.com/

Intervention
Teachers have always provided interventions in the classroom: figuring out ways to help struggling students learn. Intervention Central makes that work a little easier by giving teachers, schools, and districts free resources so that all students can benefit research-

proven, Response to Intervention (RtI) strategies, ultimately attaining the CCSS. http://www.interventioncentral.org/

Maryland Coalition for Inclusive Education- http://www.mcie.org/ www.cast.org

New Jersey Coalition for Inclusive Education: Quality Indicators for Effective Inclusive Education Manual- http://njcie.org/portfolio-item/quality-indicators-effective-inclusive-education/

Positive Behavior Intervention and Supports (PBIS)
Implementing PBIS improves the social, emotional and academic outcomes for students with disabilities. The Technical Assistance Center on Positive Behavioral Interventions and Supports of the U.S. Department of Education's Office of Special Education Programs (OSEP) provides resources for schools, families and communities to secure these benefits for children. The resources on the PBIS website also define, and offer resources and strategies for developing, implementing, and evaluating a multi-tiered approach for states, districts and schools to establish, scale-up, and sustain the PBIS framework.
http://www.pbis.org/

Toolkit on Teaching and Assessing Students with Disabilities
https://www.osepideasthatwork.org/toolkit/index.asp

Visible Teaching and Learning
Research identifies the factors that impede student learning and the factors that conclusively improve students' school performance. Read about what does and does not help to improve student performance at
http://www.treasury.govt.nz/

publications/media-speeches/guestlectures/pdfs/tgls-hattie.pdfguestlectures/pdf
Then read about the work of John Hattie, who conducted these extensive students, and the instructional approach he developed from his research, Visible Teaching and Learning, at
http://visible-learning.orghttp://org