

Student Growth Objective Form

(DISTRICT-DEVELOPED SAMPLE SGO for ALGEBRA II; 2 of 2)

| Phone | School | Grade | Course/Subject | Number of Students | Interval of Instruction |
|---|--------|-------|----------------|--------------------|-------------------------|
| | | SO-12 | Algebra II | | Sept 2015 – Mar 2016 |
| Standards, Rationale, and Assessment Method | | | | | |
| Modeling with Functions | | | | | |
| <p>Rationale: Students will apply the mathematics they know to solve problems arising in everyday life, society and the workplace. They are able to identify important quantities in a practical situation and map their relationships using mathematical tools. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose. Students also will notice if calculations are repeated, and look both for general methods and for shortcuts. They maintain oversight of the process, while attending to the details. They continuously evaluate the reasonableness of their intermediate results. In high school PARCC assessment, at least 30% of total score points are items assessing application.</p> | | | | | |
| Standards: | | | | | |
| A-000.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. | | | | | |
| A-000.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. | | | | | |
| A-000.3: Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. | | | | | |
| A-000.4: Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. | | | | | |
| F-000.1: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. | | | | | |
| F-000.2: Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. | | | | | |
| F-000.3: Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. | | | | | |
| F-000.4: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. | | | | | |
| F-000.5: Write a function that describes a relationship between two quantities. | | | | | |
| F-000.6: Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. | | | | | |
| F-000.7: For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology. | | | | | |

Sample Algebra Student Growth Objective

Yan Bai



Sample Algebra Student Growth Objective:

Toolkit for Mentor Practice Patty J. Horn, Kristin Metler-Armijo, 2010-10-20 Field tested and evidence based this all in one resource combines data collection tools with a mentoring process that helps improve the confidence practices and effectiveness of new teachers

A PRACTICAL APPROACH TO USING LEARNING STYLES IN MATH INSTRUCTION Ruby Bostick Midkiff, Rebecca Davis Thomasson, 1994-01-01 Although much attention has been given to the use of learning styles in the general curriculum and in teaching students to read the use of learning styles based instruction in the mathematics classroom has received limited attention Therefore the purpose of this book is to address the improvement of mathematics instruction through the use of learning styles based instruction Its goals are to give the reader an understanding of learning styles based instruction in mathematics of effective use of manipulatives in teaching various concepts at all grade levels of ways to develop spatial reasoning skills in students of different activities which accommodate a variety of learning styles and of authentic assessment in mathematics The book presents the use of learning styles based instruction as a powerful strategy which teachers can and should use with the result that teaching will be more effective less remediation will be necessary and the overall mathematics curriculum will be enhanced

Teacher Evaluation in Music Cara Faith Bernard, Joseph Michael Abramo, 2019-01-04 Teacher Evaluation in Music A Guide for Music Teachers in the U S aims to help music teachers navigate the controversial terrain of teacher evaluation Rather than entering the debate on policy divorced from practice this book is intended as a pragmatic approach to help music teachers to thrive within teacher evaluation systems and as a way to improve practice Using Shulman s concept of content knowledge general pedagogical knowledge and pedagogical content knowledge this book strives to help music teachers find a balance between advocating for themselves and their programs and for using teacher evaluation to improve their teaching The book covers history of policy and law of teacher evaluation and the competing uses of teacher evaluation to rate teachers or as a professional development tool The descriptions of policies laws and competing uses are approached in a way to help music teachers use teacher evaluation for their benefit to grow as professionals This book has chapters devoted to giving detailed and specific strategies in key areas that research has suggested music teachers struggle to implement questioning literacy differentiated instruction and assessment Complimenting these key areas are sample lesson plans which apply the strategies of questioning differentiation literacy and assessment discussed in each chapter These lessons serve as a resource and guide for teachers to develop their own lessons and improve their practice The final chapter gives guidance on how music teachers may talk to administrators and evaluators to make teacher evaluation productive Through these detailed descriptions of understanding teacher evaluation talking to evaluators and improving practice music teachers may not just survive but thrive in these systems of accountability

Math Instruction for Students with Learning Problems Susan Perry Gurganus, 2017-02-24 Math Instruction for Students with Learning Problems Second Edition provides a research based approach to mathematics

instruction designed to build confidence and competence in pre and in service PreK 12 teachers This core textbook addresses teacher and student attitudes toward mathematics as well as language issues specific mathematics disabilities prior experiences and cognitive and metacognitive factors The material is rich with opportunities for class activities and field extensions and the second edition has been fully updated to reference both NCTM and CCSSM standards throughout the text and includes an entirely new chapter on measurement and data analysis *Math Instruction for Students with Learning Difficulties* Susan Perry Gurganus, 2021-11-29 This richly updated third edition of Math Instruction for Students with Learning Difficulties presents a research based approach to mathematics instruction designed to build confidence and competence in preservice and inservice PreK 12 teachers Referencing benchmarks of both the National Council of Teachers of Mathematics and Common Core State Standards for Mathematics this essential text addresses teacher and student attitudes towards mathematics as well as language issues specific mathematics disabilities prior experiences and cognitive and metacognitive factors Chapters on assessment and instruction precede strands that focus on critical concepts Replete with suggestions for class activities and field extensions the new edition features current research across topics and an innovative thread throughout chapters and strands multi tiered systems of support as they apply to mathematics instruction

Data Strategies to Uncover and Eliminate Hidden Inequities Ruth S. Johnson, Robin Avelar La Salle, 2010-09-01 Ruth Johnson and Robin Avelar La Salle provide a comprehensive overview of how to use data to provoke questions that lead to the kind of quality education that all students deserve This book should be required reading in every school district Gary Anderson Professor New York University NY Equity warriors everywhere will find this useful resource packed with effective strategies user friendly processes and helpful tools Jennifer Frentress Director of Teaching and Learning Forest Grove School District OR Uncover buried data to close the achievement gap Standardized test scores and other outcome based data are useful tools but they also paint an incomplete picture that papers over the cracks in our education system Peel away the layers however and you discover hidden factors that contribute to the achievement gap and chronic low school performance Ruth S Johnson and Robin Avelar La Salle dramatically illustrate how data from nontraditional sources disciplinary policies teacher attendance special education referrals and more can be used to uncover and eliminate systemic inequities This solution focused guide Helps you identify sources of data and questions to ask Examines disparities in graduation rates special education placement and the achievement of English learners Includes data exercises to help you analyze your school or district as you read Data Strategies to Uncover and Eliminate Hidden Inequities arms you with the tactics you need to challenge the status quo and take decisive action Leading and Managing a Differentiated Classroom Carol A. Tomlinson, Marcia B. Imbeau, 2010 Offers teachers practical suggestions and practices that can help them address student differences and meet the needs of their students in a differentiated classroom setting **Substudies on Allocation and Targeting of Funds and Services, Assessment of Student Growth, and Effects of Attrition**, 1981 Handbook of

Research on Critical Issues in Special Education for School Rehabilitation Practices Singh, Ajay, Yeh, Chia Jung, Blanchard, Sheresa, Anunciação, Luis, 2021-04-23 Rehabilitation professionals working with students with disabilities and the families of those students face unique challenges in providing inclusive services to special education student populations. There needs to be a focus on adaptive teaching methods that provide quality experience for students with varying disabilities to promote student success and inclusivity. Critical issues within these practices span autism, diverse students, gifted education, learning disabilities, behavioral and emotional disorders, and more. With having many different types of students with vastly different situations, it is important for rehabilitation professionals to understand the best practices and learning systems for special education students who have a wide range of needs and challenges. The Handbook of Research on Critical Issues in Special Education for School Rehabilitation Practices focuses on the issues and challenges rehabilitation professionals face in special education and how they can provide inclusive and effective services to diverse student populations. This book highlights topics such as culturally responsive teacher preparation, artificial intelligence in the classroom, universal design, inclusive development, and school rehabilitation, and explores the effects these newfound practices in education have on various types of students with disabilities. This book is essential for special education teachers, administrators, counselors, practitioners, researchers, academicians, and students interested in the new methods, theories, and solutions for the best practices in inclusive and effective special education.

The Oxford Handbook of Assessment Policy and Practice in Music Education, Volume 2 Timothy Brophy, 2019-01-02 In the music classroom, instructors who hope to receive aid are required to provide data on their classroom programs. Due to the lack of reliable, valid, large-scale assessments of student achievement in music, however, music educators in schools that accept funds face a considerable challenge in finding a way to measure student learning in their classrooms. From Australia to Taiwan to the Netherlands, music teachers experience similar struggles in the quest for a definitive assessment resource that can be used by both music educators and researchers. In this two-volume Handbook, contributors from across the globe come together to provide an authority on the assessment, measurement, and evaluation of student learning in music. The Handbook's first volume emphasizes international and theoretical perspectives on music education assessment in the major world regions. This volume also looks at technical aspects of measurement in music and outlines situations where theoretical foundations can be applied to the development of tests in music. The Handbook's second volume offers a series of practical and US-focused approaches to music education assessment. Chapters address assessment in different types of US classrooms, how to assess specific skills or requirements, and how assessment can be used in tertiary and music teacher education classrooms. Together, both volumes of The Oxford Handbook of Assessment in Music Education pave the way forward for music educators and researchers in the field.

Feedback for Continuous Improvement in the Classroom Brent Duckor, Carrie Holmberg, 2023-02-07 Feedback for Continuous Improvement in the Classroom shows how to plan, enact, and reflect on feedback practices within lessons and across units using a new, accessible

comprehensive and innovative framework **Response to Intervention in Math** Paul J. Riccomini, Bradley S. Witzel, 2010 Provides educators with instructions on applying response to intervention RTI while teaching and planning curriculum for students with learning disabilities The Assessment Debate Valerie J. Janesick, 2001-11-14 An authoritative reference on one of education's hottest topics describing how the latest testing and assessment tools can be used to help improve student performance In this comprehensive review of the wealth of techniques by which students can be assessed Valerie J Janesick points out that the politics of schooling often gets in the way of student progress High stakes standardized testing is frequently based on poorly constructed unfair tests that encourage teaching to the test which actually impedes educational goals Authentic testing relies more on essays and writing samples performances demonstrations and role plays Although it is fairer and provides a measure of student growth and progress it requires more effort by teachers who also require extra training Besides discussing authentic assessment in detail The Assessment Debate includes a chronology an annotated directory of organizations supporting performance assessment a list of state coordinators for testing reform and state by state report cards **Instructional Strategies for Students With Mild, Moderate, and Severe Intellectual Disability** Richard M. Gargiulo, Emily C. Bouck, SAGE Publications, Inc., 2017-01-20 Instructional Strategies for Students with Mild Moderate and Severe Intellectual Disability supports teacher educators who are preparing pre service or in service teachers to instruct students with intellectual disability from preschool through transition As a solid research based methods textbook it focuses on providing strategies and approaches for how to teach across the spectrum of intellectual abilities and shows how teaching these students involves attention to evidence based practice The book presents academic functional and behavioral instructional strategies for all these populations *Facilitating Evidence-Based, Data-Driven School Counseling* Brett Zyromski, Melissa A. Mariani, 2016-02-26 Counselors make a difference and now you can prove it As students needs change dedicated school counselors have been evolving their practice You see the results every day on the faces of the at risk students you serve To meet accountability standards though you need more than faces You need data the number crunchers can understand With this user friendly manual make the shift to evidence based practices and interventions in a data driven comprehensive school counseling program based on ASCA's national model while keeping the personal nature of your work intact The book includes Visual guides and checklists for every step of the process Examples of successful counseling program evolution Guidance on developing and submitting a successful Recognized ASCA Model Program RAMP application Supporting documents in an online resource center Ensure that school counseling is recognized as an essential part of school improvement and students academic success by using this unique and innovative model Provides realistic examples clear templates and step by step strategies that ease the stress of what is often seen as an overwhelming process Judith Bookhamer Executive Director Pennsylvania School Counselors Association Provides succinct and straight forward tools to assist school counselors in marrying data based decision making practices with evidence based counseling to create

successful outcomes This is a school counselor s dream Franciene Sabens Professional School Counselor Chester High School Chester IL Starting with creating mission and vision statements and ending with advocacy efforts the authors outline specific ways school counselors can integrate evidence based interventions in their programming to positively impact student outcomes Jennifer Betters Bubon Assistant Professor University of Wisconsin Whitewater

Teaching Secondary and Middle School Mathematics Daniel J. Brahier, 2024-01-22 Teaching Secondary and Middle School Mathematics combines the latest developments in research technology and standards with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics The book explores the mathematics teaching profession by examining the processes of planning teaching and assessing student progress through practical examples and recommendations Beginning with an examination of what it means to teach and learn mathematics the reader is led through the essential components of teaching concluding with an examination of how teachers continue with professional development throughout their careers Hundreds of citations are used to support the ideas presented in the text and specific websites and other resources are presented for future study by the reader Classroom scenarios are presented to engage the reader in thinking through specific challenges that are common in mathematics classrooms The seventh edition has been updated and expanded with particular emphasis on the latest technology standards and other resources The reader is introduced to the ways that students think and how to best meet their needs through planning that involves attention to differentiation as well as how to manage a classroom for success Features include Following on from the sixth edition assessment takes a central role in planning and teaching Unit 3 of 5 addresses the use of summative and formative assessments to inform classroom teaching practices A new appendix is included that lists websites that can be used in a methods class to view other teachers interacting with students for discussion of effective teaching practices The feature entitled Links and Resources has been updated in each of the 13 chapters Five strongly recommended and practical resources are spotlighted at the end of each chapter as an easy reference to some of the most important materials on the topic Approximately 150 new citations have either replaced or been added to the text to reflect the latest in research materials and resources that support the teaching of mathematics Significant revisions have been made to Chapter 12 which now includes updated research and practices as well as a discussion on culturally responsive pedagogy Likewise Chapter 8 now includes a description of best and high leverage teaching practices and a discussion in Chapter 11 on alternative high school mathematics electives for students has been added Chapter 9 on the practical use of classroom technology has again been revised to reflect the latest tools available to classroom teachers including apps that can be run on handheld personal devices in light of changes in education resulting from the global pandemic An updated Instructor s Manual features a test bank sample classroom activities PowerPoint slide content chapter summaries and learning outcomes for each chapter and can be accessed by instructors online at www.routledge.com 9781032472867

Algebra Structure Sense Development

amongst Diverse Learners Teresa Rojano, 2022-06-07 This volume emphasizes the role of effective curriculum design teaching materials and pedagogy to foster algebra structure sense at different educational levels. Positioning algebra structure sense as fundamental to developing students' broader mathematical maturity and advanced thinking, this text reviews conceptual, historical, cognitive, and semiotic factors which influence the acquisition of algebra structure sense. It provides empirical evidence to demonstrate the feasibility of linking algebra structure sense to technological tools and promoting it amongst diverse learners. Didactic approaches include the use of adaptive digital environments, gamification, diagnostic and monitoring tools, as well as exercises and algebraic sequences of varied complexity. Advocating for a focus on both intuitive and formal knowledge, this volume will be of interest to students, scholars, and researchers with an interest in educational research, as well as mathematics education and numeracy.

Getting MORE Excited About USING Data Edie L. Holcomb, 2017-02-23 Put data to WORK to better meet the needs of all students. Have you become hyper-focused on state tests? Do you have important data collected, warehoused, and gathering dust? The time has come to dust off that data and put it to work for your students. The new reporting requirements under ESSA combined with the flexibility to act on that data provide a huge opportunity for education leaders. This is your opportunity to rebuild data processes and rekindle excitement about using data for school and student growth. *Getting MORE Excited About USING Data* addresses both cultural and technical aspects of using data, starting with underlying beliefs about students, assessment, and individual and collective teacher efficacy. This updated edition features Guiding questions and protocols for effective professional learning communities, shared leadership teams, and subject grade teaching teams. New material on the use of formative assessment in schoolwide planning and instructional design. Renewed focus on the role of students. Tips on the electronic challenges of storage, retrieval, privacy, and security. Real-life examples from schools and districts, ranging from specific data displays to sustained long-term change. The straightforward language, adaptable models, and focus on human elements make *Getting MORE Excited about USING Data* an essential resource for every leader. The time is now to use data to establish a collaborative culture with student success at its core. Holcomb leads educators to use data as a catalyst to foster their passion for continuous learning. I highly recommend her pragmatic approach in looking at data as a means to stir the hearts and minds of educators for the sake of our future human resources: the students we serve. Kathy Larson, Author *Coaching for Infinite Results*. This book is full of practical supports, resources, and illustrations. It is well-grounded in the work of schools and the importance of data to that mission. Megan Tschannen-Moran, Professor of Educational Leadership, College of William Mary, Williamsburg, VA.

Striving for Excellence, 1995 Each vol. a compilation of ERIC digests. **Hands-On Math Projects With Real-Life Applications** Judith A. Muschla, Gary Robert Muschla, 2011-01-04 The second edition of this hands-on math guide features sixty engaging projects for students in grades six to twelve learn math concepts and skills. This book is filled with classroom-tested projects that help students build skills in problem solving, critical thinking, and decision making.

They also support a positive group environment by emphasize cooperative learning group sharing verbalizing ideas and research skills as well as writing clearly in mathematics and across other subject areas Each of the projects follows the same proven format and includes instructions for the teacher a Student Guide and one or more reproducible datasheets and worksheets They all include the elements needed for a successful individual or group learning experience This second edition includes new projects and information about technology based and e learning strategies Hands On Math Projects with Real Life Applications includes a special Skills Index that identifies the skills emphasized in each project This book will save you time and help you instill in your students a genuine appreciation for the world of mathematics

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