

CROSSWALK ~ RESOURCE COMPANION



This We Believe & OTES

	<i>This We Believe</i>	Ohio Standards for the Teaching Profession	Resources
Curriculum, Instruction & Assessment	<p>Educators value young adolescents and are prepared to teach them. <i>Value Young Adolescents</i></p>	<p>Standard 1: Teachers understand student learning and development and respect the diversity of the students they teach.</p>	<p><i>A Framework for Understanding Poverty: A Cognitive Approach</i> By: Ruby Payne</p> <p><i>Advisory: Finding the Best Fit for Your School</i> By: Jim Burns, Jaynellen Behre Jenkins, & J. Thomas Kane</p> <p><i>The Advisory Book: Building a Community of Learners Grades 5-9, Revised Edition</i> By: Linda Crawford</p> <p><i>Treasure Chest II: Problem Solving Activities, Brain Stretchers and Active Games</i> By: Karynne L.M. Kleine</p> <p>Learning Style Inventory: http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml</p> <p>Multiple Intelligence Inventory: http://www.edutopia.org/multiple-intelligences-assessment</p> <p><i>Critical Thinking for Multiple Learning Styles</i> By: Karen M. Streeter</p>
	<p>Students and teachers are engaged in active, purposeful learning. <i>Active Learning</i></p> <p>Curriculum is challenging, exploratory, integrative and relevant. <i>Challenging Curriculum</i></p>	<p>Standard 2: Teachers know and understand the content area for which they have instructional responsibility.</p>	<p>P21 (Partnership for 21st Century Learning) http://www.p21.org/</p> <p>STEM Education Coalition http://www.stemedcoalition.org/</p> <p><i>STEM Lesson Essentials, Grades 3-8: Integrating Science, Technology, Engineering, and Mathematics</i> By: Jo Anne Vasquez, Michael Comer, Cary Sneider</p> <p>Common Core Tools</p>

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Curriculum, Instruction & Assessment			<p>https://www.mvesc.org/64</p> <p>National Council of Teachers of English ~ Standards http://www.ncte.org/standards/ncte-ira</p> <p>National Council of Teachers of Mathematics ~ Standards http://www.nctm.org/Standards-and-Positions/CAEP-Standards/</p> <p>National Council for the Social Studies ~ Standards http://www.socialstudies.org/standards</p> <p>National Science Teachers Association http://ngss.nsta.org/</p>
	<p>Educators use multiple learning and teaching approaches. <i>Multiple Learning Approaches</i></p>	<p>Standard 4: Teachers plan and deliver effective instruction that advances the learning of each individual student.</p>	<p><i>Research to Guide Practice in Middle Grades Education</i> Edited by: P. Gayle Andrews</p> <p><i>Teaching with the Brain in Mind. Revised 2nd Edition</i> By: Eric Jensen</p> <p><i>The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction</i> By: Marzano, R.J.</p> <p><i>Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement</i> By: Marzano, R.J., Pickering, D.J., and Pollock, J.E.</p> <p><i>The Portfolio Connection: Student Work Linked to Standards, 3rd Edition</i> By: Susan Belgrad, Kay B. Burke, & Robin J. Fogarty</p> <p><i>Learning Station Models for Middle Grades</i> By: Nancy Kolodziej</p>

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Curriculum, Instruction & Assessment	<p>Varied and ongoing assessments advance learning as well as measure it.</p> <p><i>Varied Assessments</i></p>	<p>Standard 3: Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.</p>	<p><i>Checking for Understanding: Formative Assessment Techniques for Your Classroom</i> By: Fisher and Frey</p> <p><i>Formative Assessment</i> By: Susan Mackey Collins</p> <p><i>Self-Assessment and Goal Setting (Knowing What Counts)</i> By: Kathleen Gregory, Caren Cameron, Anne Davies</p> <p><i>Authentic Assessment: Active, Engaging Product and Performance Measures</i> By: Sandra Schurr</p> <p><i>The Differentiated Classroom, 2nd Edition</i> By: Carol Ann Tomlinson</p> <p><i>Effective Classroom Assessments</i> By: Catherine Garrison, Dennis Chandler & Michael Ehringhaus</p> <p>Content Specific Online Professional Communities such as: englishcompanion.ning.com</p>

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Leadership & Organization	<p>A shared vision developed by all stakeholders guides every decision. <i>Shared Vision</i></p> <p>Leaders are committed to and knowledgeable about this age group, educational research, and best practices. <i>Committed Leaders</i></p> <p>Leaders demonstrate courage and collaboration. <i>Courageous & Collaborative Leaders</i></p> <p>Ongoing professional development reflects best educational practices. <i>Professional Development</i></p> <p>Organizational structures foster purposeful learning and meaningful relationships. <i>Organizational Structures</i></p>	<p>Standard 7: Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.</p>	<p><i>The Mark of Leadership: Strategies for Leading with Purpose, Power, and Passion</i> By: Tom Burton</p> <p><i>Taming of the Team</i> By: Jack Berckemeyer</p> <p><i>Implementing and Improving Teaming: A Handbook for Middle Level Leaders</i> By: Jerry Rottier</p> <p>Twitter Professional Chats: #OHIOMLA #mschat</p> <p>AMLE, Webinars: http://www.amle.org/ServicesEvents/webinars.aspx</p> <p>NEA Code of Ethics: http://www.nea.org/home/30442.htm</p> <p>Ohio Revised Code, Community Schools: http://codes.ohio.gov/orc/3314</p> <p>Licensure COPC, Ohio: http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Conduct/Licensure-Code-of-Professional-Conduct-for-Ohio-Ed/Licensure-COPC-for-Ohio-Educators_color.pdf.aspx</p>

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Culture & Community	<p>The school environment is inviting, safe, inclusive, and supportive of all. <i>School Environment</i></p> <p>Every student's academic and personal development is guided by an adult advocate. <i>Adult Advocate</i></p>	<p>Standard 5: Teachers create learning environments that promote high levels of learning and achievement for all students.</p>	<p><i>Picture this! Visuals and Rubrics to Teach Procedures, Save your Voce, and Love your Students</i> By: Rick Smith, Grace Dearborn, and Mary Lambert</p> <p><i>Conscious Classroom Management</i> By: Rick Smith</p> <p><i>Minds and Motion: Active Learning for the Creative Classroom</i> By: Cally Stockton</p> <p><i>Managing the Madness: A Practical Guide to Middle School Classrooms</i> By: Jack Berckemeyer</p>

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Culture & Community	<p>Comprehensive guidance and support services meet the needs of young adolescents. <i>Guidance Services</i></p> <p>Health and wellness are supported in curricula, school-wide programs, and related policies. <i>Health & Wellness</i></p> <p>The school actively involves families in the education of their children. <i>Family Involvement</i></p> <p>The school includes community and business partners. <i>Community & Business</i></p>	<p>Standard 6: Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.</p>	<p><i>Engaging 'Hard to Reach' Parents: Teacher-Parent Collaboration to Promote Children's Learning</i> By: Anthony Feiler</p> <p><i>Building Parent-Teacher Communication: An Educator's Guide</i> By: Cindy J. Christopher</p> <p>Four Tools to Improve Communication Between Home and School By: Gwen Pescatore https://www.teachingchannel.org/blog/2015/04/15/improve-communication-between-home-and-school/</p> <p>Remind (free text message service) www.remind.com</p> <p>Google Drive (shared folders and documents)</p>