

K 12

Douglas Fisher,Nancy Frey,Dominique Smith,John Hattie

CK-12 Calculus CK-12 Foundation,2010-08-15 CK-12 Foundation's Single Variable Calculus FlexBook introduces high school students to the topics covered in the Calculus AB course. Topics include: Limits, Derivatives, and Integration.

A Framework for K-12 Science Education National Research Council,Division of Behavioral and Social Sciences and Education,Board on Science Education,Committee on a Conceptual Framework for New K-12 Science Education Standards,2012-02-28 Science, engineering, and technology permeate nearly every facet of modern life and hold the key to solving many of humanity's most pressing current and future challenges. The United States' position in the global economy is declining, in part because U.S. workers lack fundamental knowledge in these fields. To address the critical issues of U.S. competitiveness and to better prepare the workforce, A Framework for K-12 Science Education proposes a new approach to K-12 science education that will capture students' interest and provide them with the necessary foundational knowledge in the field. A Framework for K-12 Science Education outlines a broad set of expectations for students in science and engineering in grades K-12. These expectations will inform the development of new standards for K-12 science education and, subsequently, revisions to curriculum, instruction, assessment, and professional development for educators. This book identifies three dimensions that convey the core ideas and practices around which science and engineering education in these grades should be built. These three dimensions are: crosscutting concepts that unify the study of science through their common application across science and engineering; scientific and engineering practices; and disciplinary core ideas in the physical sciences, life sciences, and earth and space sciences and for engineering, technology, and the applications of science. The overarching goal is for all high school graduates to have sufficient knowledge of science and engineering to engage in public discussions on science-related issues, be careful consumers of scientific and technical information, and enter the careers of their choice. A Framework for K-12 Science Education is the first step in a process that can inform state-level decisions and achieve a research-grounded basis for improving science instruction and learning across the country. The book will guide standards developers, teachers, curriculum designers, assessment developers, state and district science administrators, and educators who teach science in informal environments.

K-12 Blended Teaching Jered Borup,Cecil Short,Leanna Archambault,Charles Graham,2019-03-08 This book is the color print version (go here for the black and white version: <http://bit.ly/k12blended-print>). This book is your guide to blended teaching in K-12 settings. It was designed to help both pre-service and in-service teachers prepare their classes for blended teaching. The book can be accessed in several different formats at <http://edtechbooks.org/k12blended>.This book begins by orienting you to the foundational dispositions and skills needed to support your blended teaching practice. Then you will be introduced to four key competencies for blended teaching which are: (1) Online Integration - ability to effectively combine online instruction with in-person instruction. (2) Data Practices - ability to use digital tools to monitor student activity and performance in order to guide student growth. (3) Personalization - ability to implement a learning environment that allows for student customization of goals, pace, and/or learning path. (4) Online Interaction - ability to facilitate online interactions with and between students. The final chapter of the book helps you bring all four competencies together as you implement blended teaching in your classroom.

School Law for K-12 Educators Frank D. Aquila,2007-11-29 A practical, user-friendly approach to school law supported by carefully constructed information that is of immediate interest to classroom teachers, supervisors and school administrators. Key Features Maps out the court's decision-making process in an easy-to-understand format Illustrates the key aspects of a legal issue through case-studies in every chapter Explains complex cases with succinct case briefs that target legal laypersons and comprehensive chapter overviews that highlight important concepts Encourages dialogue with accompanying discussion questions for each case brief and case study Offers additional case briefs online at www.sagepub.com/aquilacasebriefs Intended Audience: This book is designed for upper-level undergraduate and graduate students of school law and is a valuable resource for courses in school administration, supervision, and teacher education. I find this book to be a very well done, comprehensive text, with useful activities and exceptional case briefs –Dr. Christine Villani, Southern Connecticut State University More than a comprehensive text, this is a reference work for any active school administrator. School Law for K-12 Educators will be found open on a desk more often than closed on the shelf. –Philip Huckins, New England College The greatest strength is presentation of facts, narratives, cases, in a concise format with discussion questions and topics –Audrey M. Clarke, California State University, Northridge This comprehensive resource is thoughtfully designed with a focus on legal currency and relevancy. The case briefs enhance an already distinctive textbook. –Bradley Vance Balch, Indiana State University Well done book, comprehensive, and easy to read for educators. The most exceptional portion of this book are the case studies, and the exceptionally well done case briefs, excellent instructional tools. –Dr. Christine Villani, Southern Connecticut State University

The K-12 Educator's Data Guidebook Ryan A. Estrellado,2022-03-21 The K-12 Educator's Data Guidebook is a comprehensive field guide for school professionals learning to use data. “Non-data people,” rejoice! Requiring no prior proficiency in data tools and programming, this book validates the implicit challenges of learning to use data to empower educators and features original real-world examples from in-service educators to illustrate common problem-solving. Each chapter uses stories, humor, and a human approach to set the tone for a safe and fun learning experience. Through this highly practical foundation, everyday educators can better engage school initiatives, professional development, and instructional challenges that require competent data use for improving school systems.

Successful K-12 STEM Education National Research Council,Division of Behavioral and Social Sciences and Education,Board on Testing and Assessment,Board on Science Education,Committee on Highly Successful Schools or Programs for K-12 STEM Education,2011-06-22 Science, technology, engineering, and mathematics (STEM) are cultural achievements that reflect our humanity, power our economy, and constitute fundamental aspects of our lives as citizens, consumers, parents, and members of the workforce. Providing all students with access to quality education in the STEM disciplines is important to our nation's competitiveness. However, it is challenging to identify the most successful schools and approaches in the STEM disciplines because success is defined in many ways and can occur in many different types of schools and settings. In addition, it is difficult to determine whether the success of a school's students is caused by actions the school takes or simply related to the population of students in the school. Successful K-12 STEM Education defines a framework for understanding success in K-12 STEM education. The book focuses its analysis on the science and mathematics parts of STEM and outlines criteria for identifying effective STEM schools and programs. Because a school's success should be defined by and measured relative to its goals, the book identifies three important goals that share certain elements, including learning STEM content and practices, developing positive dispositions toward STEM, and preparing students to be lifelong learners. A successful STEM program would increase the number of students who ultimately pursue advanced degrees and careers in STEM fields, enhance the STEM-capable workforce, and boost STEM literacy for all students. It is also critical to broaden the participation of women and minorities in STEM fields. Successful K-12 STEM Education examines the vast landscape of K-12 STEM education by considering different school models, highlighting research on effective STEM education practices, and identifying some conditions that promote and limit school- and student-level success in STEM. The book also looks at where further work is needed to develop appropriate data sources. The book will serve as a guide to policy makers; decision makers at the school and district levels; local, state, and federal government agencies; curriculum developers; educators; and parent and education advocacy groups.

Reopening K-12 Schools During the COVID-19 Pandemic National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Board on Children, Youth, and Families, Board on Science Education, Standing Committee on Emerging Infectious Diseases and 21st Century Health Threats, Committee on Guidance for K-12 Education on Responding to COVID-19, 2020-11-08 The COVID-19 pandemic has presented unprecedented challenges to the nation's K-12 education system. The rush to slow the spread of the virus led to closures of schools across the country, with little time to ensure continuity of instruction or to create a framework for deciding when and how to reopen schools. States, districts, and schools are now grappling with the complex and high-stakes questions of whether to reopen school buildings and how to operate them safely if they do reopen. These decisions need to be informed by the most up-to-date evidence about the SARS-CoV-2 virus that causes COVID-19; about the impacts of school closures on students and families; and about the complexities of operating school buildings as the pandemic persists. *Reopening K-12 Schools During the COVID-19 Pandemic: Prioritizing Health, Equity, and Communities* provides guidance on the reopening and operation of elementary and secondary schools for the 2020-2021 school year. The recommendations of this report are designed to help districts and schools successfully navigate the complex decisions around reopening school buildings, keeping them open, and operating them safely.

Computational Thinking Education in K-12 Siu-Cheung Kong, Harold Abelson, 2022-05-03 A guide to computational thinking education, with a focus on artificial intelligence literacy and the integration of computing and physical objects. Computing has become an essential part of today's primary and secondary school curricula. In recent years, K-12 computer education has shifted from computer science itself to the broader perspective of computational thinking (CT), which is less about technology than a way of thinking and solving problems—"a fundamental skill for everyone, not just computer scientists," in the words of Jeanette Wing, author of a foundational article on CT. This volume introduces a variety of approaches to CT in K-12 education, offering a wide range of international perspectives that focus on artificial intelligence (AI) literacy and the integration of computing and physical objects. The book first offers an overview of CT and its importance in K-12 education, covering such topics as the rationale for teaching CT; programming as a general problem-solving skill; and the "phenomenon-based learning" approach. It then addresses the educational implications of the explosion in AI research, discussing, among other things, the importance of teaching children to be conscientious designers and consumers of AI. Finally, the book examines the increasing influence of physical devices in CT education, considering the learning opportunities offered by robotics. Contributors Harold Abelson, Cynthia Breazeal, Karen Brennan, Michael E. Caspersen, Christian Dindler, Daniella DiPaola, Nardie Fanchamps, Christina Gardner-McCune, Mark Guzdial, Kai Hakkarainen, Fredrik Heintz, Paul Hennissen, H. Ulrich Hoppe, Ole Sejer Iversen, Siu-Cheung Kong, Wai-Ying Kwok, Sven Manske, Jesús Moreno-León, Blakeley H. Payne, Sini Riikonen, Gregorio Robles, Marcos Román-González, Pirita Seitamaa-Hakkarainen, Ju-Ling Shih, Pasi Silander, Lou Slangen, Rachel Charlotte Smith, Marcus Specht, Florence R. Sullivan, David S. Touretzky

FTCE Exceptional Student Education K-12 (061) Book + Online 2e Ken Springer, Nancy Ann Tattner, 2018-04-23 REA's FTCE Exceptional Student Education K-12 Test Prep with Online Practice Tests Gets You Certified and in the Classroom - for 2018-2019 and Beyond! Nationwide, more than 4 million teachers will be needed over the next decade, and all must take appropriate tests to be licensed. REA gets you ready for your teaching career with our outstanding library of Teacher Certification test preps. Fully updated to align with the Sept. 2017 exam changes, REA's test prep is designed to help teacher candidates master the information on the FTCE Exceptional Student Education K-12 exam and get certified. It's perfect for teacher education students and career-changing professionals who are seeking certification in Florida to teach students with special needs. Written by Florida education experts, our complete study package contains an in-depth review of all the competencies tested on the FTCE Exceptional Student Education K-12 exam, including knowledge of foundations of exceptional student education, knowledge of assessment and evaluation, knowledge of instructional practices in exceptional student education, knowledge of the positive behavioral support process, knowledge of multiple literacies and communication skills, and knowledge of the transition process. . Two full-length online practice exams run under timed-testing conditions and provide automatic scoring and diagnostic feedback on every question to help students zero in on the topics and types of questions that give them trouble now, so they'll be prepared on test day. The book includes the same two practice tests that are offered online, but without the added benefits of detailed scoring analysis and diagnostic feedback. This complete test prep package comes with a customized study schedule and REA's test-taking strategies and tips. This test prep is a must-have for anyone who wants to teach special needs students in Florida!

Shift Ed David Houle, Jeff Cobb, 2011-04-04 A comprehensive guide to transforming American schools Futurist David Houle and educational strategist Jeff Cobb issue a "call to action" to everyone who is concerned about education in America. He argues that reinventing our system is inevitable and we already have the information and capabilities to make the necessary changes. Shift Ed challenges us to ask the right questions, expand our vision, and take action now. The book includes an overview of the educational system and expert opinions on key areas, including: Technology and connectivity Organizational behavior Curriculum Learning and the brain Infrastructure and the physical plant

Rebound, Grades K-12 Douglas Fisher, Nancy Frey, Dominique Smith, John Hattie, 2021-03-30 For more than a year now, we educators have been tested and tested again. We've been stretched, we've been pulled, we've been put through the wringer. But now it's time to rebound. It's time to bounce back, come back better, and benefit from the many lessons learned to reignite engagement, accelerate learning, and move forward with fresh optimism and better systems for schooling. Enter Doug Fisher, Nancy Frey, Dominique Smith, and John Hattie, whose Distance Learning Playbooks have supported more than a half million educators across pandemic teaching and who are here now to advise you on this next, absolutely critical leg of our ongoing journey. Complete with tools and strategies, prompts and exercises, *Rebound: A Playbook for Rebuilding Agency, Accelerating Learning Recovery, and Rethinking Schools* will help you: Address the collective traumas we have experienced during the pandemic and rebuild our sense of agency and self, so that we can attribute student success to both teachers' and students' efforts Evaluate what we have learned about remote teaching and learning to determine what to carry forward and what to leave behind Shift the narrative from learning loss to learning leaps and implement instructional and assessment practices that ensure our students reclaim lost knowledge, build skills, develop agency, and accelerate gains Redefine classrooms, learning experiences, the ways schools operate, and the very idea of schooling itself The greatest travesty that can arise for schools after 2020/21, Doug, Nancy, Dominique, and John write, is to rush back to the old normal, and learn nothing, or little, about what worked well. That's why this book has focused on rebounding, and taking the opportunity to create an even better schooling system, one that serves even more students, and focuses more on what matters most. Let's agree not to reduce the impact that our expectations have on students' learning. What if we talk about learning leaps instead of learning loss? What if we identify where students are in their learning and identify critical content that they must learn now to accelerate their performance in the future? And what if we raise our expectations for students rather than lower them? -Douglas Fisher, Nancy Frey, Dominique Smith, and John Hattie

K-12 Coloring Book Melanie Martinez, 2021-09-07 Color in each page as Melanie Martinez's fictional character Cry Baby and a few magical friends plan their escape from the K-12 Sleepaway School. Parental Advisory Explicit Content

Making the Move to K-12 Online Teaching Kerry Rice, 2012 Written specifically for K-12 teachers, this book covers all aspects of online education. Unique in its focus

on K-12 learning, this book shows educators how to transform their teaching as they move from traditional face-to-face classrooms to online settings. Taking into account what teachers know about effective traditional classrooms, Kerry Rice guides the reader step by step through the change showing how familiar concepts, such as setting the tone, building community, course design, lesson planning and assessment, must be re-examined in the context of the online classroom. With the simple premise that teachers need practical information to move beyond traditional practices, it provides an overview of the key principles of effective online instruction, emphasizes the power of the learner-centered approach, and discusses the technology tools that make online delivery and design possible. Filled with checklists, guidelines, vignettes and sample lessons, the book guides educators throu.

Visible Learning for Literacy, Grades K-12 Douglas Fisher, Nancy Frey, John Hattie, 2016-03-22 Every student deserves a great teacher, not by chance, but by design – Douglas Fisher, Nancy Frey, & John Hattie What if someone slipped you a piece of paper listing the literacy practices that ensure students demonstrate more than a year’s worth of learning for a year spent in school? Would you keep the paper or throw it away? We think you’d keep it. And that’s precisely why acclaimed educators Douglas Fisher, Nancy Frey, and John Hattie wrote Visible Learning for Literacy. They know teachers will want to apply Hattie’s head-turning synthesis of more than 15 years of research involving millions of students, which he used to identify the instructional routines that have the biggest impact on student learning. These practices are visible for teachers and students to see, because their purpose has been made clear, they are implemented at the right moment in a student’s learning, and their effect is tangible. Yes, the aha moments made visible by design. With their trademark clarity and command of the research, and dozens of classroom scenarios to make it all replicable, these authors apply Hattie’s research, and show you: How to use the right approach at the right time, so that you can more intentionally design classroom experiences that hit the surface, deep, and transfer phases of learning, and more expertly see when a student is ready to dive from surface to deep. Which routines are most effective at specific phases of learning, including word sorts, concept mapping, close reading, annotating, discussion, formative assessment, feedback, collaborative learning, reciprocal teaching, and many more. Why the 8 mind frames for teachers apply so well to curriculum planning and can inspire you to be a change agent in students’ lives—and part of a faculty that embraces the idea that visible teaching is a continual evaluation of one’s impact on student’s learning. Teachers, it’s time we embrace the evidence, update our classrooms, and impact student learning in wildly positive ways, say Doug, Nancy, and John. So let’s see Visible Learning for Literacy for what it is: the book that renews our teaching and reminds us of our influence, just in time.

Computer Science in K-12 Shuchi Grover, 2020-04 Coding teaches our students the essence of logical thinking and problem solving while also preparing them for a world in which computing is becoming increasingly pervasive. While there's excitement and enthusiasm about programming becoming an intrinsic part of K-12 curricula the world over, there's also growing anxiety about preparing teachers to teach effectively at all grade levels. This book strives to be an essential, enduring, practical guide for every K-12 teacher anywhere who is either teaching or planning to teach computer science and programming at any grade level. To this end, readers will discover: ? An A-to-Z organization that affords comprehensive insight into teaching introductory programming. ? 26 chapters that cover foundational concepts, practices and well-researched pedagogies related to teaching introductory programming as an integral part of K-12 computer science. Cumulatively these chapters address the two salient building blocks of effective teaching of introductory programming—what content to teach (concepts and practices) and how to teach (pedagogy). ? Concrete ideas and rich grade-appropriate examples inspired by practice and research for classroom use. ? Perspectives and experiences shared by educators and scholars who are actively practicing and/or examining the teaching of computer science and programming in K-12 classrooms.

Visible Learning for Social Studies, Grades K-12 John Hattie, Julie Stern, Douglas Fisher, Nancy Frey, 2020-04-07 Help students move from surface-level learning to the transfer of understanding. How do social studies teachers maximize instruction to ensure students are prepared for an informed civic life? This book shows how the field is more than simply memorizing dates and facts—it encapsulates the skillful ability to conduct investigations, analyze sources, place events in historical context, and synthesize divergent points of view. Best practices for applying visible learning are presented through: · A scaffolded approach including surface-level learning, deep learning, and transfer of learning · Examples of strategies, lessons, and activities best suited for each level of learning · Planning tools, rubrics, and templates to guide instruction

The Education Week Guide to K-12 Terminology Education Week, 2009-03-03 All professions have their jargon, but the language of the education world is so impenetrable that it has become the stuff of internet jokes. This book translates and defines the terms and jargon unique to the K-12 world. What's the difference between Title I, Title IX, and Title VII? How does a norm-referenced test differ from a criterion-referenced test, or from a high-stakes test? What do classrooms look like when cooperative learning, experiential education, constructivism, block scheduling, or inclusion are being implemented? The Education Week Guide to K-12 Terminology will be a must-have reference for those new to the field, and will give veteran educators the language they need to explain terms to parents, school boards, and the outside world.

What Works in K-12 Online Learning Cathy Cavanaugh, Robert L. Blomeyer, 2007 Provides an overview of effective online teaching and learning practices.

Visible Learning for Science, Grades K-12 John Almarode, Douglas Fisher, Nancy Frey, John Hattie, 2018-02-15 In the best science classrooms, teachers see learning through the eyes of their students, and students view themselves as explorers. But with so many instructional approaches to choose from—inquiry, laboratory, project-based learning, discovery learning—which is most effective for student success? In Visible Learning for Science, the authors reveal that it’s not which strategy, but when, and plot a vital K-12 framework for choosing the right approach at the right time, depending on where students are within the three phases of learning: surface, deep, and transfer. Synthesizing state-of-the-art science instruction and assessment with over fifteen years of John Hattie’s cornerstone educational research, this framework for maximum learning spans the range of topics in the life and physical sciences. Employing classroom examples from all grade levels, the authors empower teachers to plan, develop, and implement high-impact instruction for each phase of the learning cycle: Surface learning: when, through precise approaches, students explore science concepts and skills that give way to a deeper exploration of scientific inquiry. Deep learning: when students engage with data and evidence to uncover relationships between concepts—students think metacognitively, and use knowledge to plan, investigate, and articulate generalizations about scientific connections. Transfer learning: when students apply knowledge of scientific principles, processes, and relationships to novel contexts, and are able to discern and innovate to solve complex problems. Visible Learning for Science opens the door to maximum-impact science teaching, so that students demonstrate more than a year’s worth of learning for a year spent in school.

Visible Learning for Mathematics, Grades K-12 John Hattie, Douglas Fisher, Nancy Frey, Linda M. Gojak, Sara Delano Moore, William Mellman, 2016-09-15 Rich tasks, collaborative work, number talks, problem-based learning, direct instruction...with so many possible approaches, how do we know which ones work the best? In Visible Learning for Mathematics, six acclaimed educators assert it’s not about which one—it’s about when—and show you how to design high-impact instruction so all students demonstrate more than a year’s worth of mathematics learning for a year spent in school. That’s a high bar, but with the amazing K-12 framework here, you choose the right approach at the right time, depending upon where learners are within three phases of learning: surface, deep, and transfer. This results in “visible” learning

because the effect is tangible. The framework is forged out of current research in mathematics combined with John Hattie’s synthesis of more than 15 years of education research involving 300 million students. Chapter by chapter, and equipped with video clips, planning tools, rubrics, and templates, you get the inside track on which instructional strategies to use at each phase of the learning cycle: Surface learning phase: When—through carefully constructed experiences—students explore new concepts and make connections to procedural skills and vocabulary that give shape to developing conceptual understandings. Deep learning phase: When—through the solving of rich high-cognitive tasks and rigorous discussion—students make connections among conceptual ideas, form mathematical generalizations, and apply and practice procedural skills with fluency. Transfer phase: When students can independently think through more complex mathematics, and can plan, investigate, and elaborate as they apply what they know to new mathematical situations. To equip students for higher-level mathematics learning, we have to be clear about where students are, where they need to go, and what it looks like when they get there. Visible Learning for Math brings about powerful, precision teaching for K-12 through intentionally designed guided, collaborative, and independent learning.

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K 12 Introduction

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