

Basis and Pre-requisites for Classification of Teaching Positions (Elementary and Junior High School)

PPST Career Stage	Reclassification of Position				Qualification Standards				Performance Requirements
	FROM		TO		Education	Training	Experience	Eligibility	
Career Stage I: Beginning	Teacher I	SG-11	Teacher II	SG-12	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 professional units in Education	8 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	1 year teaching experience	Elementary: RA 1080 (Teacher-Elementary/Secondary) Secondary: RA 1080 (Teacher-Secondary)	At least 6 Proficient CQs at Very Satisfactory; and At least 4 Proficient MCCs at Very Satisfactory
	Teacher I Teacher II	SG-11 SG-12	Teacher III	SG-13	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 professional units in Education	16 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years	2 years teaching experience	Elementary: RA 1080 (Teacher-Elementary/Secondary) Secondary: RA 1080 (Teacher-Secondary)	At least 12 Proficient CQs at Very Satisfactory; and At least 8 Proficient MCCs at Very Satisfactory
Career Stage II: Proficient	Teacher I Teacher II Teacher III	SG-11 SG-12 SG-13	Teacher IV	SG-14	Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 professional units in Education	16 hours of training in any of or a cumulative of the following: Curriculum, Pedagogy, Subject Specialization acquired within the last 5 years; or Completion of INJAP-requisite professional development program for Career Stage II (Proficient Teacher)	3 years teaching experience	Elementary: RA 1080 (Teacher-Elementary/Secondary) Secondary: RA 1080 (Teacher-Secondary)	21 Proficient CQs at Very Satisfactory; and 16 Proficient MCCs at Very Satisfactory

Performance Standards Vol 1 Elementary

Gary Benenson, James L. Neujahr



Performance Standards Vol 1 Elementary:

Resources in Education ,2000 Charting Chicago School Reform Anthony Bryk,2018-03-08 In 1989 Chicago began an experiment with radical decentralization of power and authority Intertwining extensive narratives and rigorous quantitative analyses this book tells the story of what happened to Chicagos elementary schools in the first four years of this reform In 1989 Chicago began an experiment with radical decentralization of power and authority This book tells the story of what happened to Chicagos elementary schools in the first four years of this reform Implicit in this reform is the theory that expanded local democratic participation would stimulate organizational change within schools which in turn would foster improved teaching and learning Using this theory as a framework the authors marshal massive quantitative and qualitative data to examine how the reform actually unfolded at the school level With longitudinal case study data on 22 schools survey responses from principals and teachers in 269 schools and supplementary system wide administrative data the authors identify four types of school politics strong democracy consolidated principal power maintenance and adversarial In addition they classify school change efforts as either systemic or unfocused Bringing these strands together the authors determine that in about a third of the schools expanded local democratic participation served as a strong lever for introducing systemic change focused on improved instruction Finally case studies of six actively restructuring schools illustrate how under decentralization the principals role is recast social support for change can grow and ideas and information from external sources are brought to bear on school change initiatives Few studies intertwine so completely extensive narratives and rigorous quantitative analyses The result is a complex picture of the Chicago reform that joins the politics of local control to school change This volume is intended for scholars in the fields of urban education public policy sociology of education anthropology of education and politics of education Comprehensive and descriptive it is an engaging text for graduate students and upper level undergraduates Local state and federal policymakers who are concerned with urban education will find new and insightful material The book should be on reading lists and in professional development seminars for school principals who want to garner community support for change and for school community leaders who want more responsive local institutions Finally educators administrators and activists in Chicago will appreciate this detailed analysis of the early years of reform Energy Conservation Update ,1979 **Energy Research Abstracts** ,1980 Semiannual with semiannual and annual indexes References to all scientific and technical literature coming from DOE its laboratories energy centers and contractors Includes all works deriving from DOE other related government sponsored information and foreign nonnuclear information Arranged under 39 categories e g Biomedical sciences basic studies Biomedical sciences applied studies Health and safety and Fusion energy Entry gives bibliographical information and abstract Corporate author subject report number indexes **Indicators of Child, Youth, and Family Well-being** ,2000 **Modern Educational Measurement** W. James Popham,2000 This time honored work provides the most useful tools for accurate assessment of students and how well the

goals of curricula are met in this thorough re orientation of Modern Educational Measurement Overhauled to approach the topic from the perspective of the people in the trenches who must master the uses and abuses of testing methods and assessment instruments this book offers timely well documented and extremely practical information on this important subject Further it presents the material in a way that makes it more interesting and engaging than other texts on the market In addition the author s personal engaging and humorous writing style brings the subject matter to life and helps readers maintain their interest in the material The book aims to help educational leaders the administrators and the teachers who must grapple with the problems and the methods of assessment in order to improve educational practices for students everywhere Follows a logical and developmental framework that takes readers from a general overview of the significance of assessment in education to a discussion of how to evaluate the usefulness of different measurement strategies to hands on advice on how to construct accurate and effective assessment instruments to a perceptive overview of the dos and don ts of the field Designed for anyone interested in Educational Measurement and Evaluation Assessment and Testing

Teaching Reading in the 21st Century Michael F. Graves, Connie Juel, Bonnie B. Graves, 2004 With new chapters on fluency and motivation the Fourth Edition of Teaching Reading in the 21st Century maintains the friendly voice of its widely recognized author team and its superior coverage of assessment for learning and strengthens its commitment to a rich balanced and comprehensive program of reading instruction Always practical this edition is even richer in first person accounts instructional routines classroom vignettes and hands on literacy activities

Measurement and Assessment in Teaching Robert L. Linn, M. David Miller, 2005 For Test and Measurement courses this volume introduces prospective teachers to all of the elements of measurement and assessment that are essential to good teaching including the techniques needed to create use evaluate and interpret the full spectrum of both published and self created assessment vehicles

The Teaching of Science in Primary Schools Wynne Harlen, 2000 Presenting an up to date discussion of the many aspects of teaching primary science this best selling book contains a strong focus on constructivist learning and the role of social interaction in learning

School Library Media Activities Monthly, 1999

Teaching Children Science Joseph Abruscato, 2000 This revision of a very successful science methods text includes coverage of methods activities and science content Teaching Children Science presents current ideas about teaching children science in a motivating engaging style that will positively draw students towards the teaching of science to young children There are nine basic science teaching methods chapters and three potentially free standing parts that focus respectively on how to teach Earth Space Life and Physical Science content Each of these three parts has a lesson and unit plan followed by chapters that provide science content and chapters that contain activities and demonstrations for children Through its structure writing style and attention to contemporary issues this volume serves as an important resource in teaching students to create science experiences within the context of discovery learning thereby providing students with the necessary skills and knowledge to fully comprehend that they will be

teaching children science not the other way around For readers with an interest in science and perhaps drawing children to the teaching of science as a career choice **Implementing Schoolwide Programs: An idea book on planning** ,1998

Creating Literacy Instruction for All Students Thomas G. Gunning,2005 With its inclusive view of literacy Creating Literacy Instruction for All Students emphasizes methods that have been validated by research and practice while delivering the basics of all major aspects of reading and writing The Fifth Edition of this best selling book continues to be a comprehensive practical text that provides its readers with step by step guidance for teaching reading and writing Written by distinguished author Tom Gunning this text features sample lessons for virtually every major literacy skill strategy and offers numerous reinforcement suggestions and generous listings of materials With its careful balance between the theory and the practice readers are always given the theories behind the methods encouraging them to choose adapt and construct their own approaches as they create a balanced program of literacy instruction Special emphasis has been given to adapting instruction for English language learners struggling readers and writers and special needs students throughout the book Unlike comparable texts the new edition stresses effective steps for closing the gap between achieving and struggling readers as mandated by the No Child Left Behind legislation and Reading First **Creating Literacy Instruction for All**

Children Thomas G. Gunning,2000 Creating Literacy Instruction for All Children is a comprehensive practical text that provides its readers with step by step guidance for teaching all major aspects of reading and writing Gunning s text helps students discover approaches and techniques that fit teachers personal styles and situations It aims to present as fairly completely and clearly as possible the major methods and strategies shown to be successful in research and practice The text features sample lessons for virtually every major literacy skill strategy and offers numerous reinforcement suggestions and generous listings of materials With two updated chapters on word analysis skills strategies the text continues to give teachers the information and techniques they need to implement a systematic and functional program of word analysis that is integrated with students reading and writing The text also presents the theory behind the methods so students will be free to choose adapt and or construct their own approaches as they create literacy instruction This edition endorses the viewpoint that a well prepared classroom teacher is capable of effectively instructing most struggling readers and writers

Packaging & Other Structures Gary Benenson,James L. Neujahr,2002 Exploring how bags boxes and bottles work testing of product packaging analyzing packages as structures designing useful classroom structures **Stuff that Works!:**

Mechanisms & other systems Gary Benenson,2002 **The Literacy Profiles in Practice** Patrick E. Griffin,Patricia G. Smith,2001 Designed to help teachers who want to implement an approach to assessment and reporting that supports the wholeness of the teaching learning assessment enterprise

Assessing Writers Carl Anderson,2005 Anderson offers smart ready to use ideas for assessment *Designed Environments* Gary Benenson,James L. Neujahr,2002 Examining the

organization of space and time in daily life redesigning classroom and cafeteria arrangements classroom rules and practices

Books In Print 2004-2005 Ed Bowker Staff,Staff Bowker, Ed,2004

Decoding **Performance Standards Vol 1 Elementary**: Revealing the Captivating Potential of Verbal Expression

In an era characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its capability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Performance Standards Vol 1 Elementary**," a mesmerizing literary creation penned by way of a celebrated wordsmith, readers set about an enlightening odyssey, unraveling the intricate significance of language and its enduring affect our lives. In this appraisal, we shall explore the book is central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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