

Pearson Algebra 2 Common Core Pacing Guide

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historically teachers have exercised considerable autonomy in the day to day learning that occurs in their classrooms now it is growing increasingly rare for a teacher to experience this type of professional freedom in response to high stakes testing national and state academic content standards and most recently the common core standards

pacing guides are one of the more recent devices schools are using to implement and monitor curriculum the purpose of this research project is to investigate teacher opinion toward these pacing guides an online survey called the pacing guide survey was delivered to secondary regular and special education teachers in core subject areas of mathematics science social studies and language arts the teachers were asked about whether or not they use pacing guides their attitude and comfort level in using pacing guides as well as information concerning the population of their high school such as demographics enrollment and single or multiple high schools building level factors such as professional development initiatives methods of curriculum monitoring and pacing guide development and revisions processes teacher factors such as years teaching years using pacing guides confidence in content area and educational background administrators were also interviewed to form a complete picture of pacing guide development and implementation in the secondary education environment quantitative data were analyzed using bivariate spearman s rank order correlation and qualitative data were analyzed using a combination of thematic data analysis and quasi statistical methods recommendations based on the data collected are teachers should be provided with the flexibility to address student needs in the classroom teacher input into pacing guide development implementation and revision process is necessary to ensure that student needs are addressed team autonomy is key and teacher teams need to be provided with the necessary support structure to provide meaningful learning experiences for their students

this book showcases strategies which support teachers and principals as they implement high standards for students at the same time it demonstrates how to meet the needs of diverse learners

research suggests general education classrooms promote progress for students with severe disabilities wehmeyer 2006 pp 323 however most students with significant challenges which is the more appropriate term used to refer to students with severe cognitive impairments and multiple impairments continue to be educated in substantially separate classrooms which further limits their access to the general curriculum among many other features of an education provided in the least restrictive environment the information sought from this study was to determine if the implementation of pitt county s pacing guides paired with professional development would increase the grade appropriate core curriculum content taught to students with significant challenges in pitt county the lack of current research on approaches to improving teachers capacity to ensure that students with significant challenges are taught general curriculum content drove the interest and potential findings of this study a new low incidence instructional coach process was implemented with all low incidence teachers as part of this process lesson plans were collected before and after the implementation of pacing guides and professional development the purpose of the lesson plan analysis was to study what core curriculum content was being taught in these classrooms the pacing guides are a tool that suggests a sequence that teachers could use to teach core curriculum content in their classrooms throughout the school

year the study examined baseline lesson plans collected at the beginning of the low incidence instructional coach process and the lesson plans collected after the pacing guides had been implemented there was hope that the tool training and continuous coaching low incidence instructional coach process would help the teachers enhance the education of students with significant challenges

collections of literary works and accompanying lessons covering conflict autobiography poetry main ideas short story drama subjective and objective writing and mythology and folk tales

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