

PD 360 Content



Accelerated Schools (66 min)

Henry M. Levin

- 1) Introduction to Accelerated Schools (2:08)
- 2) Accelerated Schools Transform Education (2:16)
- 3) The Accelerated Schools Philosophy (7:10)
- 4) Powerful Learning for All Students (3:52)
- 5) Systematic Process Galvanizes Personnel & Resource (10:16)
- 6) Challenges Approached through the Inquiry Process (8:28)
- 7) Introduction to Accelerated Schools Overview (1:51)
- 8) More Powerful Learning in Accelerated Schools (4:23)
- 9) Three Principles, Values, and Vision For Learning (7:53)
- 10) Powerful Learning Triangle (2:04)
- 11) Examples of Powerful Learning in the Classroom (17:28)

Accountability for Greater Student Learning (72 min)

Douglas B. Reeves

- 1) Introduction to Accountability (6:44)
- 2) Organize a Task Force (3:33)
- 3) Establish Principles (17:10)
- 4) Research Existing Systems (1:59)
- 5) Design the System (5:01)
- 6) Review (3:43)
- 7) Select System-Wide Indicators (5:16)
- 8) Determine School Indicators (8:56)
- 9) Create Reports (1:53)
- 10) Involve Central Office (5:19)
- 11) Use Data-Driven Decisions (14:53)

Achieving Reading Success in the Early Years (154 min)

Margaret Mooney

- 1) Introduction to Achieving Reading Success (3:48)
- 2) Beliefs to Help Children Become Literate (1:58)
- 3) First Belief (3:56)
- 4) Second Belief (4:55)
- 5) Third Belief (2:58)
- 6) Fourth Belief (4:58)
- 7) Fifth Belief (3:34)
- 8) Classroom Example in October (17:26)
- 9) Same Classroom Example in April (8:54)
- 10) Introduction to Developing Reading Skills (1:01)
- 11) Essential Skills for Reading (5:43)
- 12) Questioning (3:14)
- 13) Classroom Practices and Routines (7:45)
- 14) Shared Reading (3:49)
- 15) Guided Reading (1:21)
- 16) Independent Reading (1:30)
- 17) Other Classroom Practices (2:24)
- 18) Assessment (4:43)
- 19) Classroom Example in October (10:41)
- 20) Same Classroom Example in April (9:04)
- 21) Introduction to Overview of Writing (3:30)
- 22) Shared Writing (3:24)
- 23) Independent Writing (5:49)
- 24) Reading Logs (2:52)
- 25) Classroom Example of Teaching Writing in September (14:37)
- 26) Same Classroom Example in January (8:16)
- 27) Same Classroom in April (7:00)

Action Research (79 min)

Cathy Caro Bruce

- 1) Introduction to Understanding Action Research (7:58)
- 2) The "Why" of Action Research (7:23)
- 3) The "What" of Action Research (8:16)
- 4) The "Who" of Action Research (4:04)
- 5) Working in the Action Research Group (8:24)
- 6) The Facilitator/Examples of Action Research Groups (6:27)
- 7) Introduction to Developing the Question (10:54)
- 8) Plan of Action, Data Collection (16:27)
- 9) Data Analysis, Plan for Future Action (11:13)

All Means All: What Is It About Me You Can't Teach - Elementary (82 min)

Eleanor Renee Rodriguez

- 1) Introduction to 5 E's of Quality Education (5:52)
- 2) 1st E-Exposure (2:27)
- 3) 2nd E-Experience (11:35)
- 4) Experience Helps Students Make Connections (4:56)
- 5) Provide Experience Through Mediated Learning (19:27)
- 6) 3rd E, Expectations (11:02)
- 7) 4th E-Enduring Understandings-Reflection (6:53)
- 8) 4th E-Enduring Understandings-Performance Assessment (7:15)
- 9) 5th E-Enthusiasm (3:53)
- 10) Asset-Based Education (8:51)

All Means All: What Is It About Me You Can't Teach - Secondary (64 min)

Eleanor Renee Rodriguez

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|--|--|
| 1) Introduction to 5 E's of Quality Education (5:58) | 6) 3rd E-Expectations (7:24) |
| 2) 1st E, Exposure (2:25) | 7) 4th E-Enduring Understandings-Reflection (6:21) |
| 3) 2nd E, Experience (12:50) | 8) 4th E-Enduring Understandings-Performance Assessment (7:58) |
| 4) Experience Helps Students Make Connections (6:03) | 9) 5th E-Enthusiasm (1:59) |
| 5) Provide Experience Through Mediated Learning (4:58) | 10) Asset-Based Education (8:10) |

Assessment For Learning - Elementary (82 min)

Rick Stiggins

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|--|--|
| 1) Introduction to Assessment for Learning (8:00) | 6) Assessment Literacy (10:48) |
| 2) Assessment For Learning (9:15) | 7) Questions That Underpin Assessment For Learning (12:42) |
| 3) Assessment Belief System (6:20) | 8) The How of Assessment and Use of Assessment Table (12:09) |
| 4) Student Involvement (14:10) | 9) Student-Led Conferences (5:56) |
| 5) Assessment Targets That Align with State Standards (2:59) | |

Assessment For Learning - Secondary (75 min)

Rick Stiggins

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|--|--|
| 1) Introduction (8:05) | 6) Assessment Literacy (12:49) |
| 2) Assessment For Learning (4:59) | 7) Questions That Underpin Assessment For Learning (11:47) |
| 3) Assessment Belief System (4:34) | 8) The How of Assessment (11:39) |
| 4) Student Involvement (12:02) | 9) Student-Led Conferences (3:26) |
| 5) Assessment Targets That Align with State Standards (5:43) | |

Assessments and Scoring Guides Based on Standards - Elementary (82 min)

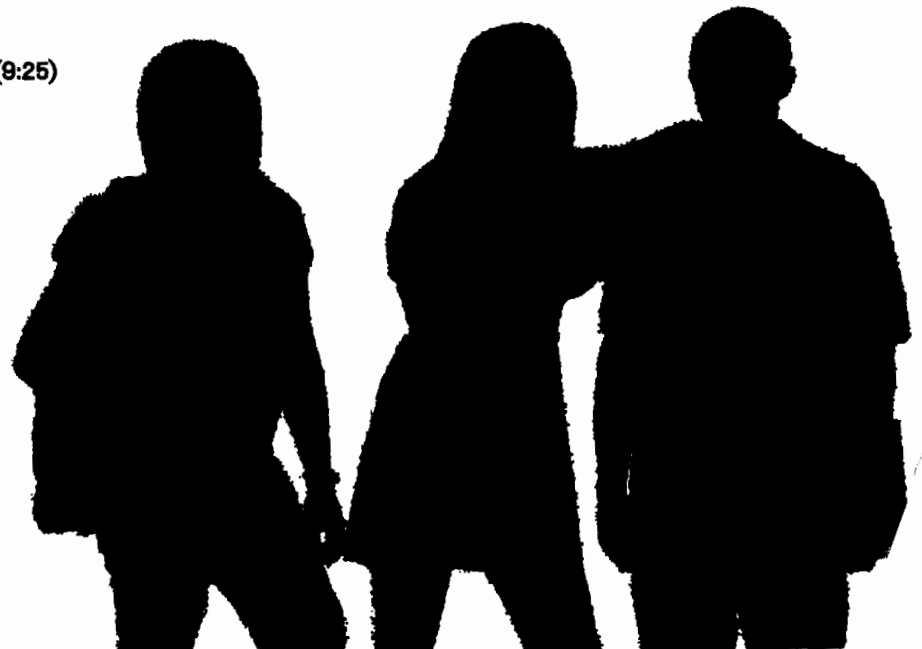
Douglas B. Reeves

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|---|---|
| 1) Introduction/Definition of Performance Assessment (6:14) | 6) Introduction/Writing As a Tool for Assessment (3:34) |
| 2) Academic Content Standards (4:27) | 7) Writing Across the Curriculum (7:23) |
| 3) Scoring Guides (13:05) | 8) Authentic Writing Assignments (11:18) |
| 4) Limits of Multiple Choice and Standardized Tests (16:24) | 9) Scoring Writing Assignments with Consistency (14:44) |
| 5) Impact on Grading (4:51) | |

Assessments and Scoring Guides Based on Standards - Secondary (84 min)

Douglas B. Reeves

- 1) Introduction/Definition of Performance Assessment (5:58)
- 2) Academic Content Standards (9:09)
- 3) Scoring Guides (15:31)
- 4) Limits of Multiple Choice and Standardized Tests (13:18)
- 5) Impact on Grading (5:15)
- 6) Introduction/Writing As a Tool for Assessment (3:33)
- 7) Writing Across the Curriculum (10:00)
- 8) Authentic Writing Assignments (11:39)
- 9) Scoring Writing Assignments with Consistency (9:25)



Bringing Brain Research into Classroom Practice (106 min)

Pat Wolfe

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|---|---|
| 1) Introduction to Brain Research (4:49) | 8) Long-Term Memory (11:52) |
| 2) How the Brain Works (10:26) | 9) Procedural Memory/Declarative Memory (7:43) |
| 3) Three Types of Memory Processing (5:51) | 10) Introduction/Enriched Environments (12:01) |
| 4) Connecting to Something Previously Stored (5:28) | 11) Neuroplasticity (8:43) |
| 5) Emotional Hook/Short-term Memory (6:13) | 12) Children at Risk/Neurally Passive Environments (5:14) |
| 6) Introduction/Theory of M-Space/Rote Rehearsal (5:41) | 13) Brain Compatible Classroom Climate (16:35) |
| 7) Elaborative Rehearsal (6:13) | |

Classroom Instruction That Works - Elementary (96 min)

Sally Quackenbush

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|---|--|
| 1) Planning Targets of Learning (8:49) | 7) Reinforcing Effort and Providing Recognition (2:47) |
| 2) Setting Objectives and Providing Feedback (12:27) | 8) Incorporating Cooperative Learning Effectively (6:35) |
| 3) Utilizing Questions, Cues, and Advance Organizers (7:30) | 9) Increasing Value in Homework and Practice (9:33) |
| 4) Summarizing and Note-Taking (16:47) | 10) Identifying Similarities and Differences (7:42) |
| 5) What Works in Classroom Instruction (2:32) | 11) Generating and Testing Hypotheses (11:01) |
| 6) Using Non-Linguistic Representations (10:07) | |

Classroom Instruction That Works - Secondary (86 min)

Sally Quackenbush

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|--|--|
| 1) Planning Targets of Learning (8:42) | 7) Reinforcing Effort and Providing Recognition (2:35) |
| 2) Setting Objectives and Providing Feedback (18:05) | 8) Incorporating Cooperative Learning Effectively (7:47) |
| 3) Utilizing Questions, Cues, Advance Organizers (11:18) | 9) Increasing Value in Homework and Practice (3:10) |
| 4) Summarizing and Note-Taking (10:35) | 10) Identifying Similarities and Differences (6:01) |
| 5) What Works in Classroom Instruction (2:30) | 11) Generating and Testing Hypotheses (8:21) |
| 6) Using Non-Linguistic Representations (7:38) | |

Classroom Management - How to Win Students Over - Elementary (70 min)

Carol Cummings

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|--|---|
| 1) Bonding and Connecting (14:27) | 5) Teaching Social and Emotional Behaviors (7:05) |
| 2) Bonding Practices (6:39) | 6) Active Student Involvement (6:04) |
| 3) Procedures and Routines (14:04) | 7) Addressing Misbehavior (4:01) |
| 4) Proactive Classroom Management (9:18) | 8) The Law of Least Intervention (8:34) |

Classroom Management - How to Win Students Over - Secondary (67 min)

Carol Cummings

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|--|---|
| 1) Bonding and Connecting (14:55) | 5) Active Student Involvement (10:43) |
| 2) Procedures and Routines (10:13) | 6) Addressing Misbehavior (4:21) |
| 3) Work Requirements (10:35) | 7) The Law of Least Intervention (7:48) |
| 4) Proactive Classroom Management (8:00) | |

Cognitive Coaching (77 min)

Arthur L. Costa & Robert J. Garmston

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|--|--|
| 1) Introduction to Cognitive Coaching (5:40) | 6) Introduction/The Coaching Cycle (7:22) |
| 2) The Mission & Goal of Cognitive Coaching (4:19) | 7) Planning Conversations Map (11:15) |
| 3) States of Mind (13:52) | 8) Reflecting Conversations Map (8:35) |
| 4) Coaching Tools That Promote Thinking (8:28) | 9) Applications of Cognitive Coaching (6:21) |
| 5) More Coaching Tools That Promote Thinking (10:52) | |

Community Involvement (59 min)

James P. Comer

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|---|---|
| 1) Introduction/Why Schools Are Isolated (6:06) | 5) Introduction/Reaching Out to the Community (15:23) |
| 2) Barriers to Parental Involvement (4:53) | 6) Making School a Center of the Community (5:40) |
| 3) Levels of Parental Involvement (6:15) | 7) Dealing with Criticism (8:28) |
| 4) Parents as Decision Makers (12:31) | |

Concept-Based Curriculum for Deeper Understanding (71 min)

H. Lynn Erickson

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|---|--|
| 1) Introduction/Fact-Based Knowledge (8:47) | 5) Scaffolding (10:30) |
| 2) Topics to Concepts (18:00) | 6) Guiding Questions (7:40) |
| 3) Enduring Understandings (6:51) | 7) The Culminating Performance Task (9:26) |
| 4) Introduction/Designing a Concept-Based Unit (9:56) | |

Conscious Classroom Management - Elementary (111 min)

Rick Smith

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| 1) Introduction to Classroom Management (3:42) | 8) Consistency (10:28) |
| 2) Assumptions (6:48) | 9) Getting Ready (6:59) |
| 3) Inner Authority (4:23) | 10) Introduction/Designing Lessons for Engagement (7:57) |
| 4) Characteristics of Good Teachers (8:49) | 11) Active Learning Strategies (9:59) |
| 5) Introduction/Holding Ground (4:53) | 12) Managing through Brain Compatible Teaching (7:58) |
| 6) Positive Connections (14:41) | 13) Effective Use of Consequences (9:09) |
| 7) Teaching Procedures (9:16) | 14) What to Do When Consequences Don't Work (6:27) |

Conscious Classroom Management - Secondary (110 min)

Rick Smith

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|--|--|
| 1) Introduction to Classroom Management (3:58) | 8) Consistency (11:27) |
| 2) Assumptions (7:43) | 9) Getting Ready (7:02) |
| 3) Inner Authority (4:23) | 10) Introduction/Designing Lessons for Engagement (8:39) |
| 4) Characteristics of Good Teachers (8:32) | 11) Active Learning Strategies (9:59) |
| 5) Introduction/Holding Ground (4:56) | 12) Managing through Brain Compatible Teaching (7:23) |
| 6) Positive Connections (13:51) | 13) Effective Use of Consequences (9:31) |
| 7) Teaching Procedures (6:32) | 14) What to Do When Consequences Don't Work (6:27) |

Cooperative Learning and Multiple Intelligences - Elementary (53 min)

Spencer & Laurie Kagan

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|--|--|
| 1) Introduction to Cooperative Learning (2:22) | 5) Kagan Teaching Structures I (7:18) |
| 2) Merging CL and MI (4:26) | 6) Kagan Teaching Structures II (12:54) |
| 3) The Eight Multiple Intelligences (4:40) | 7) Kagan Teaching Structures III (12:54) |
| 4) Principles of CL and MI (4:31) | 8) Program Summary (4:09) |

Cooperative Learning and Multiple Intelligences - High School (46 min)

Spencer & Laurie Kagan

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|--|--|
| 1) Introduction to Cooperative Learning (3:19) | 5) Kagan Teaching Structures I (6:19) |
| 2) Merging CL and MI (3:45) | 6) Kagan Teaching Structures II (10:21) |
| 3) The Eight Multiple Intelligences (4:08) | 7) Kagan Teaching Structures III (11:12) |
| 4) Principles of CL and MI (4:31) | 8) Program Summary (2:43) |

Cooperative Learning and Multiple Intelligences - Middle School (44 min)

Spencer & Laurie Kagan

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|--|--|
| 1) Introduction to Cooperative Learning (3:26) | 5) Kagan Teaching Structures I (11:36) |
| 2) Merging CL and MI (4:40) | 6) Kagan Teaching Structures II (6:33) |
| 3) The Eight Multiple Intelligences (3:22) | 7) Kagan Teaching Structures III (12:08) |
| 4) Four Basic Principles to Combine CL and MI (4:31) | 8) Program Summary (4:12) |

Courageous Conversations About Race (130 min)

Glenn Singleton

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| 1) Glenn Singleton: Opening the Conversation on Race (29:29) | 6) Creating True Equity (7:37) |
| 2) Understanding Race (14:51) | 7) Systemic Change (12:19) |
| 3) Courageous Conversations (11:25) | 8) Equity in a School Community (15:23) |
| 4) Whiteness in Color Identity (5:53) | 9) Closing the Achievement Gap in the Classroom (20:25) |
| 5) Bridging Racial Cultures (12:52) | |

Data Driven Decisions to Improve Results (57 min)

Mike Schmoker

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|--|---|
| 1) The Interdependence of Teamwork, Goals, & Data (4:48) | 5) Introduction/The Need for Teamwork (5:26) |
| 2) Using Assessment Data to Improve Achievement (12:11) | 6) Elements of Effective Teamwork (5:12) |
| 3) The Proper Use of Data in Accountability (4:41) | 7) The Team Learning Log (7:00) |
| 4) Example of the Active Use of Data (8:46) | 8) Creating Meaningful Student Achievement Goals (9:26) |

Dealing with Teachers Who Are Resistant to Change (78 min)

Todd Whitaker

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|---|---|
| 1) Introduction to Challenge (3:41) | 5) Meetings That Take Focus Off Difficult Teachers (7:09) |
| 2) Defining Superstars (17:50) | 6) Introduction/Delivering Bad News (14:54) |
| 3) Identifying Backbones and Mediocres (5:53) | 7) Spreading Good News (4:41) |
| 4) Encouraging Improvement (8:26) | 8) Creating a Positive School Climate (14:59) |

Designing and Evaluating Professional Development (137 min)Stephanie Hatch & Jocelyn Kilton
with Dennis Sparks

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|---|---|
| 1) Introduction to Professional Development that Works (2:10) | 10) Planning Phase: Formulate Evaluative Questions (7:39) |
| 2) Professional Learning (4:02) | 11) Conducting Phase (7:53) |
| 3) The NSDC Standards (4:23) | 12) Reporting Phase (3:40) |
| 4) Context Standards (8:27) | 13) Introduction to Powerful Designs for Learning (5:21) |
| 5) Process Standards (11:46) | 14) Powerful Designs I (12:26) |
| 6) Content Standards (11:38) | 15) Powerful Designs II (12:30) |
| 7) Evaluating Professional Learning (1:42) | 16) Powerful Designs III (11:51) |
| 8) Evaluating Staff Development (9:18) | 17) Powerful Designs IV (7:25) |
| 9) Planning Phase: Assess Evaluability (14:42) | |

Designing Performance Assessments - Elementary (81 min)

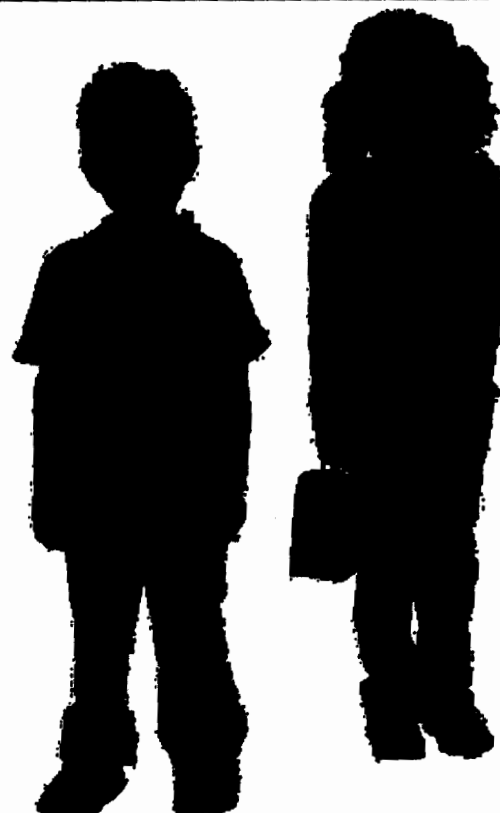
Douglas B. Reeves

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|---|--|
| 1) Introduction to Performance Assessment (2:50) | 6) Introduction/Task Activities Part I (11:36) |
| 2) Need for Performance Assessments (17:30) | 7) Task Activities Part II (10:25) |
| 3) Beginning the Design of Performance Assessments (7:24) | 8) Evaluative Criteria Part I (11:48) |
| 4) Performance Task Blueprint (3:56) | 9) Evaluative Criteria Part II (4:07) |
| 5) Content Standards/Indicators (11:27) | |

Designing Performance Assessments - Secondary (69 min)

Douglas B. Reeves

- 1) Introduction to Performance Assessments (15:05)
- 2) Beginning the Design of Performance Assessments (7:25)
- 3) Performance Task Blueprint (3:56)
- 4) Content Standards/Indicators (9:44)
- 5) Introduction/Task Activities Part I (9:41)
- 6) Task Activities Part II (11:37)
- 7) Evaluative Criteria Part I (12:05)
- 8) Evaluative Criteria Part II (4:42)



Developing Rigorous and Relevant Academic Skills (72 min)

Willard R. Daggett

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|---|---|
| 1) Introduction to Rigor and Relevance (1:48) | 9) Summary and Closure (1:04) |
| 2) Definition of "Rigorous and Relevant" (7:13) | 10) Introduction/Review of Four Quadrant Graphic (1:49) |
| 3) What is Needed to Change (2:25) | 11) The Need for the "Rigorous and Relevant" Classroom (2:58) |
| 4) Community Support (3:08) | 12) Technology Integration (12:25) |
| 5) Business Involvement (3:05) | 13) Teaching Relevant Skills (14:24) |
| 6) Parental Support (5:09) | 14) Real World Projects/Assessments (6:01) |
| 7) School Designs (1:57) | 15) Summary and Closure (2:08) |
| 8) Integrated Classrooms (6:22) | |

Differentiated Instruction Applied - Elementary (139 min)

Gayle Gregory, Cindy Strickland, & Lin Kuzmich

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|--|---|
| 1) Introduction to Applying Differentiation (3:41) | 6) Introduction/Preparation for Differentiation (12:38) |
| 2) The Basics of Differentiation (4:49) | 7) The Applied Differentiation Map (14:12) |
| 3) Identifying Student Readiness (24:21) | 8) The Applied Differentiation Map: What? (20:23) |
| 4) Identifying Student Interests (14:10) | 9) How? Teaching - Learning (12:56) |
| 5) Identifying Learning Profiles (16:10) | 10) How? Assessment (15:59) |

Differentiated Instruction Applied - Elementary Classroom Example (25 min)

Gayle Gregory, Cindy Strickland, & Lin Kuzmich

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|---|---------------------------------------|
| 1) Using the Applied Differentiation Map (8:13) | 3) Classroom Example - Part II (7:13) |
| 2) Classroom Example - Part I (10:01) | |

Differentiated Instruction Applied - Leaders (39 min)

Gayle Gregory, Cindy Strickland, & Lin Kuzmich

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| 1) Introduction/Create a Climate for Differentiation (10:01) | 3) Offer Ongoing Support (12:12) |
| 2) Provide Training and Leadership (7:42) | 4) Examine Structures That Work (8:59) |

Differentiated Instruction Applied - Secondary (107 min)

Gayle Gregory, Cindy Strickland, & Lin Kuzmich

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|--|---|
| 1) Introduction to Applying Differentiation (4:21) | 6) Introduction/Preparation for Differentiation (15:32) |
| 2) The Basics of Differentiation (8:20) | 7) The Applied Differentiation Map (11:17) |
| 3) Identifying Student Readiness (9:57) | 8) The Applied Differentiation Map: What? (13:00) |
| 4) Identifying Student Interests (7:02) | 9) How? Teaching - Learning (12:37) |
| 5) Identifying Learning Profiles (14:50) | 10) How? Assessment (10:01) |

Differentiated Instruction Applied - Secondary Classroom Examples (39 min)

Gayle Gregory, Cindy Strickland, & Lin Kuzmich

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|---|---|
| 1) Using the Applied Differentiation Map (6:50) | 4) Classroom Example - Part III (11:29) |
| 2) Classroom Example - Part I (8:37) | 5) Formal Assessment Examples (1:29) |
| 3) Classroom Example - Part II (10:23) | |

Differentiating Instruction For All Students - Elementary (76 min)

Gayle Gregory & Carolyn Chapman

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|---|-------------------------------------|
| 1) What is Differentiation? (7:33) | 5) Assessment (13:44) |
| 2) Differentiation: Elements for Planning (12:50) | 6) Adjustable Assignments (8:41) |
| 3) Climate (6:41) | 7) Instructional Strategies (11:47) |
| 4) Knowing the Learner (4:52) | 8) Curriculum Approaches (9:51) |

Differentiating Instruction For All Students - Secondary (83 min)

Gayle Gregory & Carolyn Chapman

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|---|------------------------------------|
| 1) What is Differentiation? (7:59) | 5) Assessment (14:07) |
| 2) Differentiation: Elements for Planning (13:33) | 6) Adjustable Assignments (8:32) |
| 3) Climate (9:59) | 7) Instructional Strategies (9:25) |
| 4) Knowing the Learner (9:11) | 8) Curriculum Approaches (9:58) |

Effective Professional Development (24 min)

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|---|--|
| 1) NSDC's PD Definition in Action (7:00) | 3) NSDC's Definition for Professional Development (7:20) |
| 2) Explanation of NSDC's PD Definition (9:00) | |

Elementary Principals as Leaders of Learning (126 min)

Rebecca Burnette DuFour

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|--|---|
| 1) Introduction to The Impact of the Principal (7:54) | 6) Manager of Resources (12:34) |
| 2) Defining the Professional Learning Community (11:32) | 7) Focus on Culture (8:24) |
| 3) Cornerstones of a Professional Learning Community (12:36) | 8) Focus of Collaboration (14:55) |
| 4) Critical Questions (10:28) | 9) Intro/Implementing Professional Learning Community (24:29) |
| 5) Introduction/Manager of Learning (13:39) | 10) Facilitating Teacher Improvement (9:39) |

Evaluation for Teacher and Student Growth (64 min)

Marilyn McGuire

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|---|---|
| 1) Introduction/Evaluation, Learning & Trust (8:31) | 5) Introduction/Writing the Evaluation (8:18) |
| 2) Informal Observation (4:59) | 6) Post-Conference (10:53) |
| 3) Formal Evaluation (6:56) | 7) Feedback through Authentic Assessment (8:00) |
| 4) Observation (12:42) | 8) The Improvement Plan (3:37) |

Every Teacher - An English Language Teacher - Elementary (192 min)

Jo Gushman, Mary Anne Christman, & Margo Gottlieb

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|---|---|
| 1) Introduction to Succeeding with ELL Students (7:49) | 10) Comprehensible Input: Meaning, Fluency, & Accuracy (12:50) |
| 2) Foundation: Know the Student Part I (15:26) | 11) Assessing Proficiency (12:25) |
| 3) Foundation: Know the Student Part II (8:12) | 12) Making Accommodations For English Language Learners (14:58) |
| 4) Foundation: Know the Law (5:09) | 13) Seeing The Big Picture (8:15) |
| 5) Newcomer Programs (13:51) | 14) Using Visual Tools (14:26) |
| 6) Frameworks for Teacher Success (8:57) | 15) Differentiating Instruction For Student Needs (11:21) |
| 7) Second Language Acquisition (12:16) | 16) Building Literacy - Vocabulary Development (14:08) |
| 8) The Stages/Levels of Second Language Acquisition pt.1 (10:03) | 17) Building Literacy - Writing and Reading (15:04) |
| 9) The Stages/Levels of Second Language Acquisition pt. 2 (10:01) | |

Every Teacher - An English Language Teacher - Secondary (178 min)

Jo Gushman, Mary Anne Christman, & Margo Gottlieb

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|---|---|
| 1) Introduction to Succeeding with ELL Students (8:43) | 10) Assessing Proficiency (9:37) |
| 2) Foundation: Know the Student Part I (11:16) | 11) Making Accommodations for English Language Learners (15:31) |
| 3) Foundation: Know the Student Part II (9:21) | 12) Seeing The Big Picture (9:41) |
| 4) Foundation: Know the Law (5:06) | 13) Using Visual Tools (11:43) |
| 5) Newcomer Programs (11:17) | 14) Differentiating Instruction for Student Needs (4:53) |
| 6) Frameworks For Teacher Success (13:25) | 15) Building Literacy - Vocabulary Development (8:14) |
| 7) Second Language Acquisition (11:35) | 16) Building Literacy - Writing and Reading Part I (11:29) |
| 8) The Stages/Levels of Second Language Acquisition (15:52) | 17) Building Literacy - Writing and Reading Part II (9:24) |
| 9) Comprehensible Input: Meaning, Fluency, and Accuracy (11:27) | |

Grading and Reporting Student Progress (66 min)

Thomas R. Guskey

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|--|---|
| 1) Introduction/The Purposes of Grading (6:31) | 5) Alternative Methods of Reporting Progress (13:37) |
| 2) Reporting That Communicates (8:19) | 6) Changes in Grading Practices (3:55) |
| 3) Grading and Reporting Methods (13:22) | 7) Changing Assessment Practices for Better Grading (14:34) |
| 4) Grading as an Incentive (5:54) | |

Helping Struggling Readers Beyond Grade One (72 min)

Darrell Morris

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|---|----------------------------------|
| 1) The Howard Street Model (9:48) | 6) Guided Reading (13:27) |
| 2) Catching Struggling Students Early (1:53) | 7) Word Study (12:44) |
| 3) Bringing in Tutors (4:34) | 8) Reading for Fluency (6:55) |
| 4) Reading Specialists Supervising the Tutor (9:44) | 9) Tutoring Session Model (7:31) |
| 5) Assessment (4:57) | |

Helping Students of Limited English Skills - Elementary (62 min)

Virginia Rojas

- | | |
|--|---------------------------------|
| 1) Mainstreaming (8:48) | 4) Classroom Practices (13:06) |
| 2) Three Capacities of an Immersion Teacher (7:19) | 5) Assessment Strategies (8:16) |
| 3) Strategies (16:24) | 6) Collaboration (10:27) |

Helping Students of Limited English Skills - Secondary (68 min)

Virginia Rojas

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|--|---------------------------------|
| 1) Mainstreaming (8:48) | 4) Classroom Practices (10:44) |
| 2) Three Capacities of an Immersion Teacher (7:52) | 5) Assessment Strategies (8:33) |
| 3) Strategies (14:11) | 6) Collaboration (18:01) |

High School Alternative Scheduling (67 min)

Robert Lynn Canady

- | | |
|--|---|
| 1) Introduction to Alternative Scheduling (1:26) | 6) Introduction to Block Scheduling (1:24) |
| 2) Utilizing Time (4:01) | 7) Staff Development (2:18) |
| 3) Enhancing Teaching and Learning (2:50) | 8) Formula to Keep Learning Active (4:21) |
| 4) Introducing Scheduling (13:17) | 9) Opportunities for Student Achievement (8:14) |
| 5) Implementing New Scheduling (7:32) | 10) Problem Solving (21:41) |

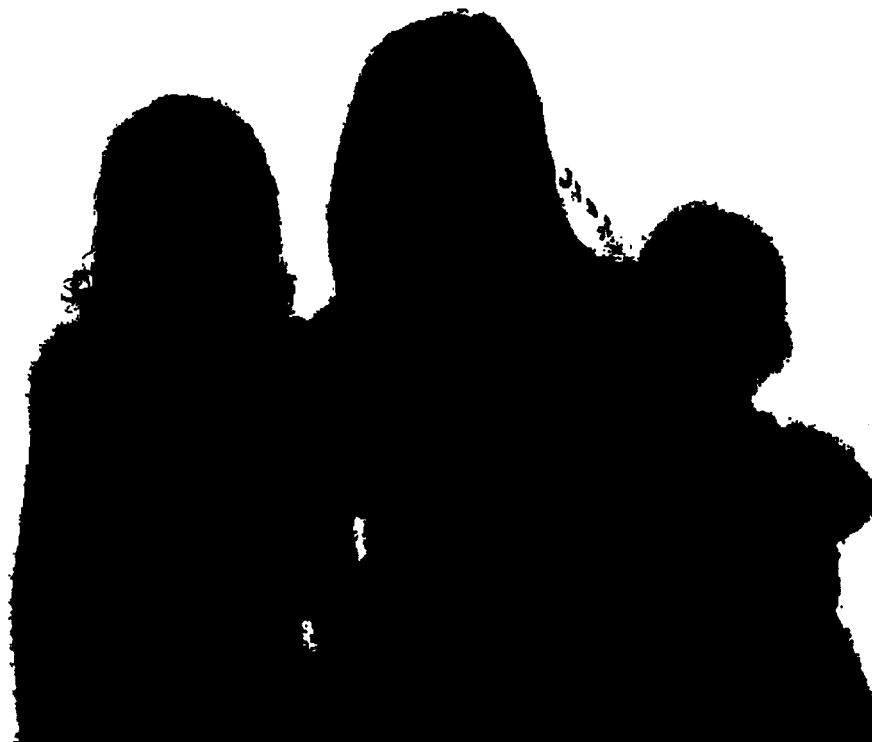
How Families Help Children Learn (67 min)

Dorothy Reib

- | | |
|--|--|
| 1) Introduction/Families Need to Nurture Learning (4:37) | 6) Introduction/MegaSkills© (3:45) |
| 2) Every Parent is the First Teacher/Partnerships (4:16) | 7) Preview of "Home Recipes for Learning" (3:44) |
| 3) Programs Provide Training to Families (12:34) | 8) Examples of Successful Home Activities--Part I (6:37) |
| 4) More Programs for Families (7:13) | 9) Examples of Successful Home Activities--Part II (7:34) |
| 5) Attributes for Parent Involvement Programs (3:58) | 10) Examples of Successful Home Activities--Part III (12:29) |

How to Increase Minority Student Achievement - Elementary (257 min)Beverly Daniel Tatum, Kath Haycock,
Sonia Nieto, James Comer, Gary Howard,
Jami Almanzar, Bonnie Davis, Colleen
Almojeda, & other experts.

- 1) Closing the Gaps (29:17)
- 2) Introduction/Overview of Equality (2:29)
- 3) Leadership: Understanding Equity (7:17)
- 4) Leadership: Building Equity (21:10)
- 5) Leadership: Vision and Direction (18:25)
- 6) Leadership: Accountability (12:55)
- 7) Leadership: Sustaining Innovation (13:22)
- 8) Introduction to School Culture (3:16)
- 9) School Culture: Professional Attitudes (13:57)
- 10) School Culture: Clear Focus on Students (17:29)
- 11) School Culture: Inclusive Environment (23:34)
- 12) School Culture: Collaboration (16:14)
- 13) Teaching and Learning: Curriculum (27:35)
- 14) Teaching and Learning: Teaching Skills (20:06)
- 15) Teaching and Learning: Assessment (11:23)
- 16) Teaching and Learning: Interventions (18:21)



How to Increase Minority Student Achievement - Secondary (220 min)

Beverly Daniel Tutom, Kati Haycock,
Sonia Nieto, Janet Conner, Gary Howard,
Jamie Almaraz, Bonnie Davis, Colleen
Almojeda, & other experts

- 1) Closing the Gaps (29:17)
- 2) Introduction/Overview of Equity (2:11)
- 3) Leadership: Understanding Equity (7:08)
- 4) Leadership: Building Equity (18:23)
- 5) Leadership: Vision and Direction (15:25)
- 6) Leadership: Accountability (11:10)
- 7) Leadership: Sustaining Innovation (14:18)
- 8) Introduction to School Culture (3:17)
- 9) School Culture: Professional Attitudes (14:40)
- 10) School Culture: Clear Focus on Students (15:43)
- 11) School Culture: Inclusive Environment (18:27)
- 12) School Culture: Collaboration (13:02)
- 13) Teaching and Learning: Curriculum (22:19)
- 14) Teaching and Learning: Teaching Skills (12:36)
- 15) Teaching and Learning: Assessment (9:01)
- 16) Teaching and Learning: Interventions (13:12)

How to Use PD 360 (34 min)

- 1) PD 360 Training-Functions and Features (9:02)
- 2) PD 360 Training-Learning Community (14:19)
- 3) PD 360 Training, Admin Tools (10:38)

Impacting Teaching & Learning with Brain Research - Elementary (102 min)

David Sousa

- 1) Introduction/Active Learning (11:11)
- 2) The Rational System (5:50)
- 3) The Emotional System (3:30)
- 4) Using Humor (6:14)
- 5) Using Action Research (7:16)
- 6) Introduction/Understanding Physiological Cycles (4:39)
- 7) Learning Pathways (9:45)
- 8) The Primacy-Recency Effect (6:19)
- 9) Windows of Opportunity (13:29)
- 10) Introduction/The Brain of Today (10:29)
- 11) The Brain Processing Model: Information Input (8:25)
- 12) The Brain Processing Model: Memory (15:15)

Impacting Teaching & Learning with Brain Research - High School (92 min)

David Sousa

- 1) Introduction/Active Learning (10:10)
- 2) The Rational System (4:11)
- 3) The Emotional System (4:11)
- 4) Using Humor (5:53)
- 5) Using Action Research (3:23)
- 6) Introduction/Understanding Physiological Cycles (6:54)
- 7) Learning Cycles For Adolescents (4:30)
- 8) Learning Pathways (12:56)
- 9) The Primacy-Recency Effect (5:51)
- 10) Introduction/The Brain of Today (13:00)
- 11) The Brain Processing Model: Information Input (6:33)
- 12) The Brain Processing Model: Memory (14:18)

Impacting Teaching & Learning with Brain Research - Middle School (95 min)

David Sousa

- 1) Introduction/Active Learning (11:26)
- 2) The Rational System (4:47)
- 3) The Emotional System (3:58)
- 4) Using Humor (5:56)
- 5) Using Action Research (5:09)
- 6) Introduction/Understanding Physiological Cycles (4:46)
- 7) Learning Cycles For Adolescents (4:30)
- 8) Learning Pathways (11:07)
- 9) The Primacy-Recency Effect (8:04)
- 10) Introduction/The Brain of Today (12:08)
- 11) The Brain Processing Model: Information Input (6:34)
- 12) The Brain Processing Model: Memory (16:31)

Implementing Professional Development (170 min)

Steve Olson, Robin Fogarty, Brian Pete,
Shirley Ford, William Sommers, Dennis
Sparks, & Blanch & John Linton

- 1) Understanding Change - Part I (11:49)
- 2) Understanding Change - Part II (7:43)
- 3) Setting the Stage - Part I (17:03)
- 4) Setting the Stage - Part II (8:49)
- 5) Good Design - Part I (8:26)
- 6) Good Design - Part II (18:34)
- 7) Supporting Implementation - Part I (13:58)
- 8) Supporting Implementation - Part II (9:46)
- 9) Supporting Implementation - Part III (7:41)
- 10) 4-Step Implementation (17:48)
- 11) 4-Step: Analyze & Visualize - Part I (7:35)
- 12) 4-Step: Analyze & Visualize - Part II (8:44)
- 13) 4-Step: Apply (18:47)
- 14) 4-Step: Reflect & Improve (13:20)

Increasing Achievement for Special Needs Students - Elementary (101 min)Suzanne Robinson, Beverly Colombo
& Toby Karten

- | | |
|---|--|
| 1) Introduction to the Content Literacy Continuum (10:53) | 8) A Teacher's Tool Box-Content Enhancement Routines (4:56) |
| 2) Subject Matters - CLC Level 1 (9:29) | 9) Tools for Students-Learning Strategies (7:46) |
| 3) Strategies - CLC Level 2 (5:22) | 10) Classroom Practices That Work (8:34) |
| 4) Strategies - CLC Level 3 (8:09) | 11) The Value of Grouping and Working in Teams (6:51) |
| 5) Skills - CLC Level 4 (4:25) | 12) Co-Teaching: A Powerful Practice for All Students (9:09) |
| 6) Language - CLC Level 5 (6:53) | 13) Valuable and Applicable Things to Do Every Day (10:14) |
| 7) Benefits and Rewards (8:35) | |

Increasing Achievement for Special Needs Students - Secondary (125 min)Suzanne Robinson, Beverly Colombo
& Toby Karten

- | | |
|---|---|
| 1) Introduction to the Content Literacy Continuum (11:10) | 8) A Teacher's Tool Box - Content Enhancement Routines (6:39) |
| 2) Subject Matters - CLC Level 1 (16:59) | 9) Tools for Students - Learning Strategies (7:14) |
| 3) Strategies - CLC Level 2 (8:45) | 10) Classroom Practices That Work (17:20) |
| 4) Strategies - CLC Level 3 (7:46) | 11) The Value of Grouping and Working in Teams (9:02) |
| 5) Skills - CLC Level 4 (8:18) | 12) Co-Teaching: A Powerful Practice for All Students (6:56) |
| 6) Language - CLC Level 5 (6:46) | 13) Valuable and Applicable Things to Do Every Day (7:38) |
| 7) Benefits and Rewards (10:07) | |

Increasing Student Performance and Achievement - Elementary (69 min)

Max Thompson & Julia Thomason

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|--|--|
| 1) Introduction to Learning-Focused Schools (5:11) | 7) Review/Assignments and Rubrics (11:02) |
| 2) The Learning-Focused Tool Box (4:53) | 8) Extending and Refining Lessons (6:20) |
| 3) Opening or Activating Strategies (6:30) | 9) Culminating Activities (5:12) |
| 4) Teaching Activities (12:09) | 10) The Learning Pyramid (2:34) |
| 5) Distributed Guided Practice (6:22) | 11) Other Concerns of the Learning-Focused School (3:59) |
| 6) Closure Strategies (4:50) | |

Increasing Student Performance and Achievement - High School (76 min)

Max Thompson & Julia Thomason

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|--|--|
| 1) Introduction to Learning-Focused Schools (4:51) | 7) Review/Assignments and Rubrics (11:26) |
| 2) The Learning-Focused Tool Box (5:31) | 8) Extending and Refining Lessons (7:41) |
| 3) Opening or Activating Strategies (5:08) | 9) Culminating Activities (7:55) |
| 4) Teaching Activities (13:53) | 10) The Learning Pyramid (2:34) |
| 5) Distributed Guided Practice (6:19) | 11) Other Concerns of the Learning-Focused School (4:18) |
| 6) Closure Strategies (6:08) | |

Increasing Student Performance and Achievement - Middle School (71 min)

Max Thompson & Julia Thomason

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|--|--|
| 1) Introduction to Learning-Focused Schools (5:09) | 7) Review/Assignments and Rubrics (11:06) |
| 2) The Learning-Focused Tool Box (4:32) | 8) Extending and Refining Lessons (6:49) |
| 3) Opening or Activating Strategies (7:43) | 9) Culminating Activities (6:30) |
| 4) Teaching Activities (11:53) | 10) The Learning Pyramid (2:34) |
| 5) Distributed Guided Practice (5:08) | 11) Other Concerns of the Learning-Focused School (3:50) |
| 6) Closure Strategies (5:37) | |

Instructional Coaching (211 min)Joellen Killian, Jim Knight &
Stephen Barkley

- | | |
|---|--|
| 1) Introduction to Coaching (2:33) | 10) Leadership (14:11) |
| 2) The What and Why of Coaching (10:49) | 11) Deploy Coaches (14:23) |
| 3) Role of the District (12:50) | 12) Support Coaches (7:14) |
| 4) Principal Training (10:13) | 13) Monitor Coaches (15:31) |
| 5) Coaching Framework (6:49) | 14) Introduction/Connecting With Administrators (7:17) |
| 6) Relationships (10:51) | 15) Working in the Classroom - Part I (20:41) |
| 7) Feedback (18:21) | 16) Working in the Classroom - Part II (24:11) |
| 8) Positive Personality (9:05) | 17) Meetings With Teachers and/or Teams (13:10) |
| 9) Learning Expertise (5:38) | 18) Got-A-Minute Conversations (7:29) |

Mentoring Matters: Learning-Focused Relationships (114 min)

Laura Lipton & Bruce Wellman

- | | |
|--|--|
| 1) Learning-Focused Relationships (6:34) | 8) Learning-Focused Conversations (14:28) |
| 2) The Work of Growth Agents (5:35) | 9) Learning-Focused Conversations for Reflection (13:11) |
| 3) Creating Challenge (5:28) | 10) Inviting Thinking (10:00) |
| 4) Applying Intention-Driven Actions (5:00) | 11) Attending Fully (5:22) |
| 5) A Continuum of Learning-Focused Interactions (9:01) | 12) Paraphrasing (8:41) |
| 6) Coaching (8:17) | 13) Medial Questioning (12:23) |
| 7) Maximizing Time and Attention (9:44) | |

Principals: Leaders of Change (65 min)

Terrence E. Deal & Kent D. Peterson

- | | |
|--|---|
| 1) Introduction/Leading Change (1:54) | 7) Understanding and Building a Culture/Norms (8:04) |
| 2) Four Perceptual Lenses (8:59) | 8) Beliefs (3:56) |
| 3) Leadership as Gift Giving (5:31) | 9) Definitions of Success (4:30) |
| 4) Paradox: Is the Principal a Manager? (7:00) | 10) Cultural Network/Traditions/Ceremonies/Rituals (5:09) |
| 5) Paradox: Is the Principal a Leader? (7:19) | 11) Students Should Be the Focus of Change (5:12) |
| 6) Introduction to Building a Culture of Growth (1:52) | 12) Fostering Teacher Empowerment (6:09) |

Professional Learning Communities (75 min)

Richard P. DuFour

- | | |
|---|--|
| 1) Introduction to Professional Learning Communities (3:54) | 6) Goals: Pillar Four of Successful Schools (6:27) |
| 2) Foundation of a Professional Learning Community (12:21) | 7) Introduction of Program Two (2:30) |
| 3) Mission: Pillar One of Successful Schools (3:55) | 8) Successful Schools Increase Learning (15:06) |
| 4) Vision: Pillar Two of Successful Schools (5:43) | 9) Pyramid of Interventions (10:50) |
| 5) Values: Pillar Three of Successful Schools (2:31) | 10) Total School Improvement (11:20) |

Quality Elementary Teaching for Classroom Success (97 min)

Outstanding Teachers

- | | |
|---|---|
| 1) Introduction to Quality (5:28) | 4) Managing and Monitoring Student Learning (23:26) |
| 2) Commitment to Students and Their Learning (9:21) | 5) Self-Reflection (4:54) |
| 3) Knowing the Subject and How to Teach It (33:19) | 6) Active Involvement in the Learning Community (19:42) |

Quality Secondary Teaching for Classroom Success (41 min)

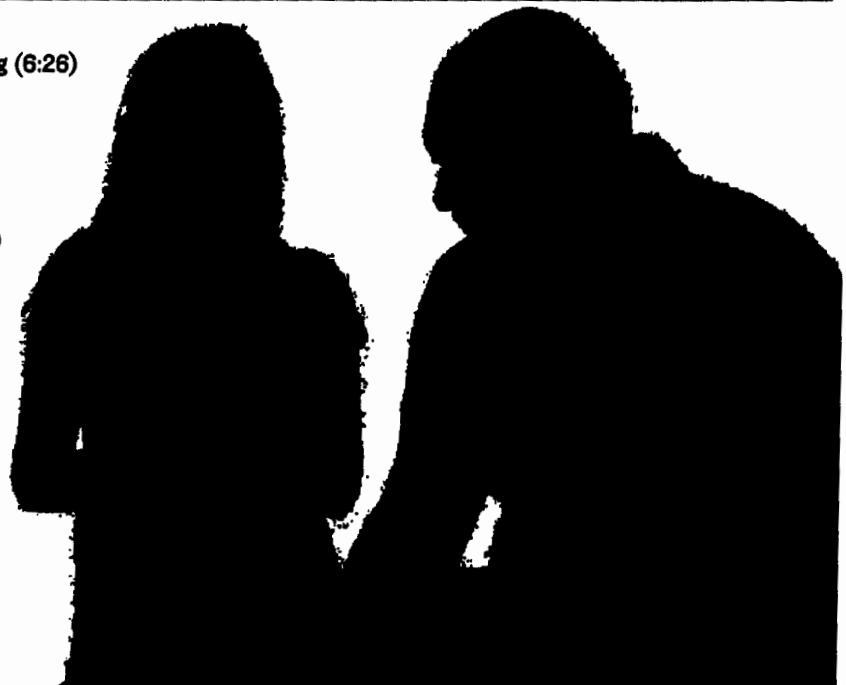
Outstanding Teachers

- | | |
|--|--|
| 1) Commitment to Students and Their Learning (14:47) | 4) Self-Reflection (6:32) |
| 2) Knowing the Subject and How to Teach It (6:56) | 5) Active Involvement in the Learning Community (7:46) |
| 3) Managing and Monitoring Student Learning (4:33) | |

Questioning to Stimulate Learning and Thinking - Elementary (108 min)

Beth Satter & Jackie Walsh

- 1) Questioning to Improve Learning and Thinking (3:21)
- 2) Research Connections Between Questioning/Learning (6:26)
- 3) Stage One: Prepare the Question (2:23)
- 4) First Behavior: Identify Instructional Purpose (8:27)
- 5) Second Behavior: Determine Content Focus (2:48)
- 6) Third Behavior: Select Cognitive Level (16:55)
- 7) Fourth Behavior: Consider Wording and Syntax (3:49)
- 8) Review and Introduction of Second Program (1:39)
- 9) Stage Two: Present the Question (15:27)
- 10) Stage Three: Prompt Student Responses (15:15)
- 11) Review and Introduction of Third Program (1:08)
- 12) Review of Stages One, Two, and Three (1:27)
- 13) Stage Four: Process Student Responses (13:33)
- 14) Stage Five: Critique the Questioning Episode (3:23)
- 15) Classroom Example (11:45)



Questioning to Stimulate Learning and Thinking - Secondary (119 min)

Beth Sattes & Jackie Walsh

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|---|---|
| 1) Questioning to Stimulate Learning and Thinking (3:36) | 9) Stage Two: Present the Question (17:43) |
| 2) Research Connections Between Questioning/Learning (6:40) | 10) Stage Three: Prompt Student Response (19:13) |
| 3) Stage One: Prepare the Question (2:23) | 11) Review and Introduction of Third Program (1:07) |
| 4) First Behavior: Identify Instructional Purpose (11:34) | 12) Review of Stages One, Two, and Three (1:29) |
| 5) Second Behavior: Determine Content Focus (2:56) | 13) Stage Four: Process Student Responses (11:46) |
| 6) Third Behavior: Select Cognitive Level (11:01) | 14) Stage Five: Critique the Questioning Episode (3:20) |
| 7) Fourth Behavior: Consider Wording and Syntax (3:45) | 15) Classroom Example (20:23) |
| 8) Review and Introduction of Second Program (1:39) | |

Reading for Older Struggling Students (77 min)

Kenneth U. Campbell with Cecil Mercer

- | | |
|---|---|
| 1) Introduction/The Need for Reading Intervention (10:46) | 7) Introduction/In-depth Look at Phonics (8:42) |
| 2) Great Leaps Reading: Phonics, Phrases, Stories (6:26) | 8) In-depth Look at Phrases (4:36) |
| 3) Phonics/Tutoring Examples (3:17) | 9) In-depth Look at Stories (5:05) |
| 4) Phrases/Tutoring Examples (2:55) | 10) Understanding the Job of the Tutors (10:42) |
| 5) Stories/Tutoring Examples (5:34) | 11) Charting Student Progress (5:31) |
| 6) The Impact of Great Leaps (5:42) | 12) Logistics of Great Leaps (7:19) |

Reading in the Content Areas - Elementary (103 min)

Carol Santa

- | | |
|---|---|
| 1) Project CRISS Learning Plan (9:05) | 6) Using Active Strategies for Learning (14:27) |
| 2) Principles and Philosophies of Learning (8:31) | 7) Organizing for Learning (16:44) |
| 3) Identifying the Author's Craft (6:48) | 8) Incorporating Informal and Formal Writing to Learn (10:23) |
| 4) Understanding Patterns and Structure (12:24) | 9) Expanding Vocabulary (12:47) |
| 5) Creating Conversations of Learning (11:21) | |

Reading in the Content Areas - Leadership (32 min)

Carol Santa

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|--|---|
| 1) Introduction to Leadership Program (1:31) | 3) Follow-Up and Walk-Throughs (5:37) |
| 2) Training and Implementation (11:35) | 4) Walk-Through Observation Sheet (13:43) |

Reading in the Content Areas - Secondary (93 min)

Carol Santa

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|--|--|
| 1) Project CRISS Learning Plan (12:02) | 6) Using Active Strategies for Learning (19:46) |
| 2) Principles and Philosophies of Learning (10:04) | 7) Organizing for Learning (13:28) |
| 3) Identifying the Author's Craft (6:42) | 8) Incorporating Informal and Formal Writing to Learn (5:46) |
| 4) Understanding Patterns and Structure (4:58) | 9) Expanding Vocabulary (11:39) |
| 5) Creating Conversations of Learning (14:25) | |

Reading, Writing, Speaking, and Listening - Elementary (70 min)

Heidi Hayes Jacobs

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|--|---|
| 1) Introduction/Every Teacher, a Literacy Teacher (4:23) | 7) Summary (4:17) |
| 2) Reading (4:13) | 8) Reading II (5:40) |
| 3) Writing (6:20) | 9) Writing II (4:02) |
| 4) Speaking (6:05) | 10) Speaking II (8:49) |
| 5) Listening (6:05) | 11) Listening II (3:21) |
| 6) Curriculum Mapping (4:34) | 12) Using All the Skills Simultaneously (11:53) |

Reading, Writing, Speaking, and Listening - Secondary (77 min)

Heidi Hayes Jacobs

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|--|--|
| 1) Introduction/Every Teacher, a Literacy Teacher (4:21) | 7) Summary (6:04) |
| 2) Reading (4:01) | 8) Reading II (8:23) |
| 3) Writing (5:10) | 9) Writing II (7:51) |
| 4) Speaking (10:14) | 10) Speaking II (7:22) |
| 5) Listening (8:13) | 11) Listening II (7:24) |
| 6) Curriculum Mapping (4:14) | 12) Using All the Skills Simultaneously (6:15) |

Secondary Principals As Leaders of Learning (123 min)

Irving C. Jones

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|---|--|
| 1) Leaders of Learning (9:45) | 7) What Is It That Leaders Do? (13:37) |
| 2) Fostering Teacher and Student Learning (10:09) | 8) Daily Walkthroughs (4:06) |
| 3) Supervising Instruction (6:01) | 9) Facilitating Teacher Improvement (8:28) |
| 4) Involvement in the Instructional Process (12:34) | 10) The Six Essential Roles for Effective Principals (11:26) |
| 5) What Is Leadership? (6:51) | 11) Creating a Culture of Learning (12:43) |
| 6) Innovative Leadership (13:09) | 12) Enabling Student Success (15:52) |

Strategies For Secondary English Teachers (47 min)

Outstanding Teachers

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|---|---|
| 1) Reading A Wide Range of Text and Literature (9:03) | 4) Using Skills: Research, Present, Create, Critique (8:28) |
| 2) Strategies to Comprehend, Interpret, Evaluate (13:05) | 5) Students Using Language for Their Own Purposes (8:07) |
| 3) Communicating Effectively Written-Spoken Language (8:39) | |

Strategies For Secondary Mathematics Teachers (45 min)

Outstanding Teachers

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|---|--|
| 1) Connecting Knowledge of Mathematics to Pedagogy (9:46) | 4) Making Mathematics Interesting for All Learners (17:48) |
| 2) Using the NCTM Mathematics Standards (2:11) | 5) Using Writing to Bring Meaning to Mathematics (7:49) |
| 3) Facilitating the Usefulness of Mathematics (6:58) | |

Strategies For Secondary Science Teachers (39 min)

Outstanding Teachers

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|---|--|
| 1) Plan Inquiry-Based Programs (8:24) | 4) Develop Environments That Enable Students To Learn (8:12) |
| 2) Guide and Facilitate Learning (5:49) | 5) Create Communities of Learners (10:28) |
| 3) Assess Teaching and Learning (8:04) | |

Strategies For Secondary Social Studies Teachers-Social Studies (41 min)

Outstanding Teachers

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|---|---|
| 1) Utilize Effective Strategies (11:23) | 4) Nurture Thinking and Expression (8:29) |
| 2) Personalize the Context (10:48) | 5) Focus on The Learner (5:30) |
| 3) Create Active Learning (4:43) | |

Teaching in the Block (118 min)

Phyllis Hetchkes & Skilled Secondary Teachers

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|---|---|
| 1) Introduction/Framework for Planning (10:58) | 9) Other Social Studies Class Examples (10:40) |
| 2) Practical Teacher Adaptations to the Block (5:14) | 10) Review/Example of Math Class Activity (11:13) |
| 3) Complete Example of a High School Block Class (6:05) | 11) Variation of Math Activity (3:37) |
| 4) Paldela Seminar (10:59) | 12) Class with Effective Concept and Homework Review (5:48) |
| 5) Review/Example from an English Class (11:16) | 13) Presentation of New Material In Same Class (8:53) |
| 6) Other English Class Examples (9:56) | 14) Examples from Science Classes (7:23) |
| 7) Examples from Social Studies Classes (3:42) | 15) Other Science Class Examples (7:04) |
| 8) A Teacher's Simple Five Step Planning Process (5:10) | |

Teaching Intelligent Behaviors: Habits of Mind (100 min)

Arthur L. Costa

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|--|---|
| 1) Introduction to Intelligent Behaviors (7:36) | 5) Review of Intelligent Behaviors (2:02) |
| 2) Persistence/Impulsivity/Listening/Flexibility (13:14) | 6) Application of Intelligent Behaviors in the School (13:07) |
| 3) Metacognition/Accuracy/Questioning Past Knowledge (18:45) | 7) Problem Solving with Intelligent Behaviors (16:26) |
| 4) Clarity/The Senses/Creativity/Risk Taking/Curiosity (13:27) | 8) More Problem Solving with Intelligent Behaviors (15:58) |

Teaching Mathematics to Increase Achievement (3-5) - Intermediate (83 min)

Yvlyne German-McCarthy with
Comments from Glenda Lappan

- | | |
|---|--|
| 1) Introduction to Principles and Standards (12:02) | 9) Third Grade Calendaring Activity (10:02) |
| 2) The Content Standards/Process Standards (3:44) | 10) Fourth Grade Patterning Activity (4:27) |
| 3) Problem Solving (5:43) | 11) Fourth Grade Triangle Activity (6:11) |
| 4) Reasoning & Proof (4:01) | 12) Fifth Graders Use a "T" Chart to Make Predictions (7:32) |
| 5) Communication (4:13) | 13) Third Grade Money Activity (5:14) |
| 6) Connections (5:09) | 14) Fifth Grade Shopping Activity (3:32) |
| 7) Representation (3:58) | 15) Fifth Grade Creating Algorithms (4:11) |
| 8) Program Review (3:22) | |

Teaching Mathematics to Increase Achievement (6-8) - Middle School (82 min)

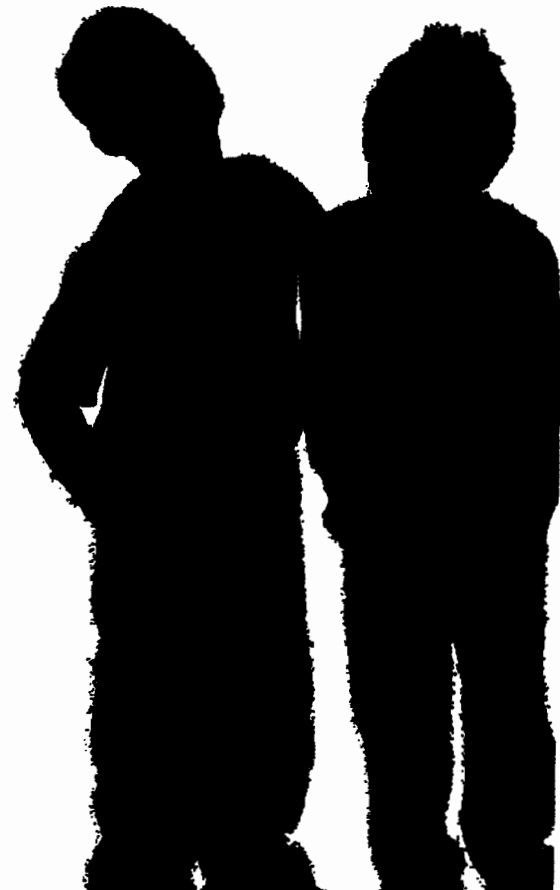
Yvlyne German-McCarthy with
Comments from Glenda Lappan

- | | |
|---|--|
| 1) Introduction to Principles and Standards (13:35) | 9) Tessellations Help Expand Geometric Understanding (3:32) |
| 2) The Content Standards/Process Standards (4:13) | 10) Measuring and Proportions Activity (3:21) |
| 3) Problem Solving (5:48) | 11) Compassing Activity (3:15) |
| 4) Reasoning & Proof (3:06) | 12) Negative and Positive Numbers (6:23) |
| 5) Communication (2:19) | 13) Developing Algebraic Thinking (4:09) |
| 6) Connections (4:36) | 14) Rate of Change (5:02) |
| 7) Representation (6:54) | 15) Assessment of Learning from Stock Market Activity (4:57) |
| 8) Program Review (3:13) | 16) Discovering That Pi is a Constant (8:02) |

Teaching Mathematics to Increase Achievement (K-2) - Primary (92 min)

Yvlyne German-McCarthy with
Comments from Glenda Lappan

- 1) Introduction to Principles and Standards (12:42)
- 2) The Content Standards/Process Standards (5:03)
- 3) Problem Solving (6:34)
- 4) Reasoning & Proof (2:58)
- 5) Communication (3:38)
- 6) Connections (6:03)
- 7) Representation (4:15)
- 8) Program Review (3:55)
- 9) First Grade Calendaring Activity (6:23)
- 10) First Grade Patterning Activity (3:21)
- 11) Kindergarten Creating Stories with Manipulatives (3:07)
- 12) First Grade Measuring Activity (3:43)
- 13) K-1 Using Various Mathematics Activities (2:13)
- 14) Second Grade Calendaring and Domino Activity (7:36)
- 15) First Grade Ten Black Dots Activity (5:01)
- 16) Second Grade Developing Numbers Sense & Regrouping (5:11)
- 17) Second Grade Base Ten Activity (4:04)
- 18) First Grade Using Various Mathematics Activities (6:33)



The Frazzled Educator's Health & Wellness Plan - Principals (63 min)

J. Allen Queen

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|---|---|
| 1) Introduction to Managing Stress (3:45) | 5) Step 4: Arresting Time Bandits at Home and School (3:43) |
| 2) Step 1: Identifying Schools As a Culture of Stress (7:30) | 6) Step 5: Nutrition Supports a Healthy Lifestyle (3:07) |
| 3) Step 2: Restructuring Priorities (2:58) | 7) Desktop Yoga (15:37) |
| 4) Step 3: Mastering the Science of Stress Management (12:14) | 8) The Calmer (14:27) |

The Frazzled Educator's Health & Wellness Plan - Teachers (61 min)

J. Allen Queen

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|---|---|
| 1) Introduction to Managing Stress (3:44) | 5) Step 4: Arresting Time Bandits at Home and School (3:43) |
| 2) Step 1: Identifying Schools As a Culture of Stress (6:32) | 6) Step 5: Nutrition Supports a Healthy Lifestyle (3:07) |
| 3) Step 2: Restructuring Priorities (2:58) | 7) Desktop Yoga (15:37) |
| 4) Step 3: Mastering the Science of Stress Management (11:09) | 8) The Calmer (14:27) |

Training Paraprofessionals (65 min)

Betty Ashbaker & Jill Morgan

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|--|--|
| 1) Discovering Roles of Teachers & Paraprofessionals (15:11) | 4) Effective Teacher Supervision (4:23) |
| 2) Communication (16:01) | 5) Evaluation as a Form of Continuous Learning (10:04) |
| 3) Training Paraprofessionals (13:21) | 6) Self-Evaluation (6:23) |

Using Data To Close The Achievement Gap (95 min)

Ruth S. Johnson

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|--|---|
| 1) Introduction to the Use of Data (8:46) | 6) Talking About Data (19:01) |
| 2) The Achievement Gap (8:20) | 7) Examining Outcomes (10:22) |
| 3) Building Dissatisfaction and Killing the Myths (9:10) | 8) Examine All Aspects of School (15:17) |
| 4) Data In the Reform Process (5:29) | 9) Will We Know It When We See It? (5:46) |
| 5) Building Leadership and Data Teams (15:12) | |

Visual Tools: From Graphic Organizers to Thinking Maps - Elementary (84 min)

David Hyerle

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|--|--|
| 1) Links Between Brain Research and Visual Tools (13:46) | 5) Elementary Classroom Examples (27:07) |
| 2) The Eight Thinking Maps (17:42) | 6) Thinking Map Software (6:26) |
| 3) Implementing Thinking Maps (4:44) | 7) Benefits of Thinking Maps (9:19) |
| 4) Review (4:42) | |

Visual Tools: Graphic Organizers to Thinking Maps - Secondary (76 min)

David Hyerle

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|--|---|
| 1) Links Between Brain Research and Visual Tools (14:19) | 5) Secondary Classroom Examples (20:27) |
| 2) The Eight Thinking Maps (19:28) | 6) Thinking Map Software (2:52) |
| 3) Implementing Thinking Maps (4:44) | 7) Benefits of Thinking Maps (9:38) |
| 4) Review (4:53) | |

What's Worth Fighting for in Education (147 min)

Michael Fullan & Andy Hargreaves

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|--|--|
| 1) Introduction to What's Worth Fighting For? (3:12) | 9) The Modern Context of Schools (9:40) |
| 2) Understanding the Change Process (6:07) | 10) Going Deeper: Purpose, Passion, and Emotion (5:31) |
| 3) The Nature and Impact of Collaborative Cultures (11:26) | 11) Going Deeper: Hope (7:37) |
| 4) Strategies to Develop Collaborative Cultures (12:43) | 12) Going Wider: Engaging External Forces (16:24) |
| 5) Principals - Guidelines for Individual Action (10:47) | 13) Teachers Getting Out There (11:19) |
| 6) Principals - Guidelines for Dealing With Staff (12:50) | 14) Principals Getting Out There (11:41) |
| 7) Moving Forward to Recreate the Schools We Need (14:29) | 15) Life Lines of Hope (10:51) |
| 8) Introduction (2:03) | |

Who Says - Motivational Videos (34 min)

School Improvement Network

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|--|---|
| 1) Alexi's Story: Behrman Charter Elementary (2:20) | 5) Search & Rescue: Behrman Charter Elementary (4:39) |
| 2) Benjamin Franklin High School (6:19) | 6) Who Says "Those" Kids Can't Learn? (3 min) |
| 3) More Than a Paycheck: East St. John Elementary (4:05) | 7) Who Says Teachers Don't Care? (4 min) |
| 4) Preservation Hall: Warren Easton High School (5:43) | 8) Who Says Schools Don't Care? (4 min) |

Whole-Faculty Study Groups (72 min)

Carlene Murphy

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|--|--|
| 1) Introduction to Study Groups (4:05) | 5) Introduction/Identifying the CONTENT (13:23) |
| 2) Characteristics/Purposes/Desired Results (5:13) | 6) Decision-Making Cycle: Steps 5-7 (6:59) |
| 3) Creating the CONTEXT (12:52) | 7) Principles to Guide the Work of WFSGs (15:46) |
| 4) Understanding the PROCESS (14:11) | |

Working on the Work (97 min)

Phillip Schlechty

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|---|--|
| 1) Introduction to Study Groups (2:43) | 5) Introduction/Creating the Framework (16:19) |
| 2) The Core Business of the School (17:41) | 6) Designing Quality Work (13:03) |
| 3) Levels of Student Engagement (13:52) | 7) Engaged Teachers and Students at Work (17:16) |
| 4) The "Working on the Work" School (13:47) | |

Working with Students from a Culture of Poverty (116 min)

Mary Montle Bacon

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|---|--|
| 1) Introduction/Insight into Students of Poverty (4:18) | 6) Introduction to Aiming for Success (6:57) |
| 2) Understanding Differences (10:06) | 7) Affirming Differences (18:09) |
| 3) Acceptance of the Differences that Students Bring (12:08) | 8) Raising Expectations (10:26) |
| 4) Accommodating Differences in the Approach to Instruction (15:56) | 9) Engaging Families (15:38) |
| 5) Support the Students from Where They Come (12:11) | 10) Celebrating Success (10:23) |

Writing Across the Curriculum - High School (55 min)

Vane Meyer

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|--|---|
| 1) Introduction/Enhance Learning Through Writing (6:55) | 5) Develop It Over Time (5:40) |
| 2) Writing Helps Teachers in Disciplines Teach Well (8:12) | 6) Move to a Formal Structure (7:42) |
| 3) English Teachers Help Other Faculty With Writing (6:03) | 7) Educate the Faculty (7:56) |
| 4) School-Wide System for Evaluating Written Work (3:05) | 8) Provide Students With Tools for Success (9:26) |

Writing Across the Curriculum - Intermediate (55 min)

Vane Meyer

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|---|--|
| 1) Introduction/Enhance Learning Through Writing (7:12) | 5) Develop It Over Time (2:35) |
| 2) Writing Helps Teachers in Disciplines Teach Well (10:59) | 6) Move to a Formal Structure (6:21) |
| 3) English Teachers Help Other Faculty With Writing (4:28) | 7) Educate the Faculty (8:02) |
| 4) School-Wide System for Evaluating Written Work (4:24) | 8) Provide Students With Tools for Success (10:55) |

**SCHOOL
IMPROVEMENT
NETWORK.**

