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**BESTSELLER!**
**STRATEGIES THAT WORK, 3RD EDITION**
Stephanie Harvey and Anne Goudvis
ISBN 9781625310637
Stenhouse

In this new edition of their groundbreaking book *Strategies That Work*, Stephanie Harvey and Anne Goudvis share the work and thinking they’ve done since the second edition came out a decade ago and offer new perspectives on how to explicitly teach thinking strategies so that students become engaged, thoughtful, independent readers. Thirty new lessons and new and revised chapters shine a light on children’s thinking, curiosity, and questions.

**BESTSELLER!**
**HAVING HARD CONVERSATIONS**
Jennifer Abrams
ISBN 9781412965002
Corwin

For many educators, confronting a colleague about a work-related issue can be a daunting matter. This insightful book helps educators speak with clarity and courage to directly address difficult situations within their schools. *Having Hard Conversations* provides an interactive, personal approach to mastering the art of challenging conversations.

**BESTSELLER!**
**RECLAIMING YOUTH AT RISK**
Our Hope for the Future
Larry K. Brendtro, Martin Brokenleg, and Steve Van Bockern
ISBN 9781879639867
Solution Tree

*Reclaiming Youth At Risk* offers educators and others access to unique strategies for reaching troubled youth. This resource explores the roots of discouragement in today’s youth, how to create a circle of courage to give youth a sense of belonging, mastery, independence, and generosity and how to mend a circle that has been broken.

**BESTSELLER!**
**COHERENCE**
The Right Drivers in Action for Schools, Districts, and Systems
Michael Fullan and Joanne Quinn
ISBN 9781483364957
Corwin

If initiative overload and fragmentation are keeping your best plans from becoming reality, it’s time to lead with coherence. Using the right drivers as your foundation, you’ll bring people and ideas together—and implement the kind of lasting change that maximizes results. The key to success is the Coherence Framework, a dynamic, customizable road map with four essential components.

**NEW!**
**COLLABORATIVE PROFESSIONALISM**
When Teaching Together Means Learning for All
Andy Hargreaves and Michael T. O’Connor
ISBN 9781506328157
Corwin

Ask any educational professional about collaboration and chances are they’ll tell you it’s one of their core values. But this familiar sentiment doesn’t always translate into meaningful professional experiences that help educators or their students grow. Addressing this critical gap head-on, this book lays out the theory and practice of *Collaborative Professionalism*. 
What kind of leader am I? How do I best tap into others’ skills? How do I build collaborative leadership teams? New and veteran leaders alike ask themselves these questions. *Stronger Together* will help you face your current reality and determine action steps for improvement. You will discover how to engender trust and empower teams, creating a culture of collaboration and, ultimately, improving student achievement.

When we ask schools to change, we are asking human beings to change. This requires special tools and a human-centered approach. In *The Human Side of Changing Education*, leaders will learn to make sense of their challenging change journeys and accelerate effective implementation. With this practical framework that includes human-centered tools, resources and mini case studies, readers will learn to navigate and succeed on their unique path of change.

How do educators build High Reliability Schools™ (HRS) and boost academic achievement? By implementing interdependent systems of operation and performance assessment for student-centered learning. A critical commitment to becoming an HRS is the PLC at Work™ process of collaborative learning and teaching. This user-friendly teaching resource focuses on: (1) a safe and collaborative culture, (2) effective teaching in every classroom, (3) a guaranteed and viable curriculum, (4) standards-referenced reporting of student progress (standards-based grading), and (5) a competency-based system.

Strong leadership is essential in any successful instructional coaching effort. *Leading Student-Centred Coaching* provides principals and district leaders with the background, practices, and tools required for leading coaching efforts that have a profound and positive impact on student and teacher learning. With a focus on the critical role of school leadership, this action-oriented guide provides the key ingredients for ensuring the success of school-based coaching initiatives.

As technology substitutes for face-to-face connections, educators can feel like they’re practicing their craft in isolation. *Nine Professional Conversations to Change Our Schools* is a framework for revitalizing the art of the professional conversation. It guides educators through structures for collaboration, offers access to vast storehouses of applied wisdom, and facilitates a coherent knowledge base for standards of excellence.

Based on the experience of real teachers who make a difference, this book offers valuable insights on being the best teacher you can be for your students. Grounded in the latest research, you will find real-life examples of professional excellence in practice.
Becoming a culturally proficient leader requires the kind of courage, clarity, and insight that can only come from looking inward first. It’s a personal learning journey of will and skill, and if you’re up to the challenge, one that will change how you see your school, your students, and yourself as you build your own cultural competence. Consider this second edition of Culturally Proficient Leadership your personal road map for navigating that journey.

As a leader, you know that feedback is essential to teachers’ growth and development. But crafting the right feedback can be daunting. How do you conduct comprehensive observations, accurately analyze lessons for effectiveness, and develop high-leverage action steps that bring lasting change to teacher practices and student outcomes? This how-to book, designed for leaders in all roles and at all experience levels, provides a dynamic yet practical leadership model focused on precisely those key tasks.

Meaningful growth in teacher practice comes when we invest in teacher-led, inquiry-based collaborative models where teachers get to roll up their sleeves and study what’s really going on in classrooms. Lab Class introduces an observation-based professional learning design that helps teachers collaboratively plan, investigate, and develop solutions to a specific problem of practice by observing a host teacher’s classroom through the eyes of students.

Educators Alyssa Gallagher and Kami Thordarson explain how to use design thinking at the leadership level to spark positive change and creatively address education challenges in resourceful ways, through the use of the same design and innovation principles that have been so successful in private industry.
Cultural Proficiency helps us all establish a mindset and worldview for effectively describing and responding to inequities. Its inside-outside approach to leadership is grounded in the assumption that honest introspection is a requirement to leading equity-driven change. And now, with updated content, new case studies, expanded vignettes, new activities and study guides, and an updated matrix, this fourth edition is more urgently needed than ever.

This book helps leaders of all stripes support teacher leaders, with guidance on how to thoughtfully and strategically create systems to ensure that everyone’s actions are in sync and moving the school forward. The author explores tapping the formal and informal influences on teaching and learning that teachers already have in schools; creating a shared vision of success across a school; coordinating communication, roles, and responsibilities; building trust; and developing teachers’ leadership skills.

The second edition of this best-selling resource delivers new insight into the four types of educators—Believers, Fundamentalists, Tweeners, and Survivors—and how school leaders can work with each group to create positive school culture. The book also includes the latest research and answers to frequently asked questions on culture and school leadership in education.

Bestselling author and dynamic speaker Baruti Kafele offers a thought-provoking look at developing and strengthening one’s leadership identity and influence. This book guides principals through a series of reflection questions to help them better understand their mission and vision, their value to their school, and their leadership purpose, presence, and impact.

Award-winning superintendent PJ Caposey looks at the deeper problems behind our time management challenges and offers different roads to improvement, depending on the cause. Designed with the tight schedules of school leaders in mind, the easy-to-use format, indispensable advice, and vivid examples will help leaders better understand themselves and those they serve and make positive changes to take control of their time.

Whether you’re an aspiring leader, or you consider yourself a veteran searching for a fresh perspective, leadership in an age of disruption, high expectations, and exploding demands is challenging. Well suited for any organizational setting, the ideas and action steps offered in this book aim to re-ignite the passion and determination in individuals who continue to make a difference in the lives of those they serve.
In *Creating a Culture of Reflective Practice*—a companion volume to their teacher-oriented book *Teach, Reflect, Learn*—authors Pete Hall and Alisa Simeral draw on lessons learned from educators across grade levels, content areas, and district demographics to present a definitive guide to developing a culture of reflective practice in your school.

Edupreneurs Aaron Tait and Dave Faulkner help principals and leadership teams cut through the noise of conflicting voices, top-down directives, and distracting fads to focus on 13 steps for meaningful change. The book helps readers identify the problems worth solving, understand these problems, support the innovation of solutions to these problems, implement and embed the new solutions, and scale these solutions to make them work for diverse student populations.

Authors Wendy W. Murawski and Wendy W. Lochner introduce the Collaborative Teaching Improvement Model of Excellence (CTIME), a continuous improvement model that embraces personalized professional learning to ensure that teachers meet the core competencies for co-teaching without burning out along the way.

Effective coaching conversations are powerful tools to rally your school-community stakeholders to work collaboratively toward transformation, and, ultimately, share in success. The Second Edition of this best-selling handbook includes new neuroscientific research that demonstrates the potential for change in schools and expands the approach to cover teacher/student interaction.
With new standards emphasizing higher-order thinking skills, students will have to demonstrate their ability to do far more than simply remember facts and procedures. But what’s the best way for teachers to ensure that students have such skills? In this highly accessible guide, author Susan M. Brookhart shows how to do just that, by providing specific guidelines for designing targeted questions and tasks that align with standards and assess students’ ability to think at higher levels.

What does formative assessment look like, and when should I use it? What kind of planning does it require, and what kinds of data does it generate? How will formative assessment improve my teaching and help my students succeed in a standards-based environment? How does it relate to my application of multiple intelligences theory, to differentiated instruction, and to everything else I’m already doing in my classroom?

The time for grading reform is now. While the transition to standards-based practices may be challenging, it is essential for effective instruction and assessment. In this practical guide, the author outlines specific steps your team can take to transform grading and reporting schoolwide. Each chapter includes examples of grading dilemmas, vignettes from teachers and administrators, and ideas for bringing parents on board with change.

This book describes how to implement equitable grading practices that have been tested and refined by a teacher, while, at the same time, helps administrators, teachers, and advocates navigate the tricky political and emotional challenges of an equitable grading initiative. The author has collected quantitative and qualitative data that have generated an evidence-based demonstration of the positive impact of these practices on student achievement (changes in D/F and A rates, and stronger correlation to external measures), classroom environments, and teachers’ sense of efficacy.
As grading, assessment, and reporting continue to be relevant topics of discussion, this book helps you create a functional plan to elevate and advance standards-based grading practices. Teachers and administrators will learn how to assess, grade, and report against specific learning targets rather than standards as a whole to make skill acquisition the highest priority.

**TEACHING STRATEGIES THAT CREATE ASSESSMENT-LITERATE LEARNERS**

Anita Stewart McCafferty and Jeffrey S. Beaudry
ISBN 9781506382098
Corwin

Becoming an assessment-literate learner means understanding where you are going as a learner, where you’re at now, and what you need to do to reach a learning goal. This book unpacks seven strategies of assessment for learning, along with the five keys of quality assessment, in a practical vision of quality assessment used to support and certify learning.

**HOW TO USE GRADING TO IMPROVE LEARNING**

Susan M. Brookhart
ISBN 9781416624073
ASCD

Grades are imperfect, shorthand answers to “What did students learn, and how well?” In *How to Use Grading to Improve Learning*, best-selling author Susan M. Brookhart guides educators at all levels in figuring out how to produce grades—for single assignments and report cards—that accurately communicate students’ achievement of learning goals.

**MINE THE GAP FOR MATHEMATICAL UNDERSTANDING, GRADES 6-8**

Common Holes and Misconceptions and What To Do About Them
John SanGiovanni and Jennifer Rose Novak
ISBN 9781506379821
Corwin

In this remarkable book, John SanGiovanni and Jennifer Rose Novak help us value our students’ misconceptions and incomplete understandings as much as their correct ones—because it’s the gap in their understanding today that holds the secrets to planning tomorrow’s best teaching.

**ASSESSMENT LITERACY FOR EDUCATORS IN A HURRY**

Jim Popham
ISBN 9781416626480
ASCD

Renowned assessment thought leader Jim Popham demystifies the 6 essentials that educators need to know about assessment to be most successful with their students. Written in accessible, non-technical language, this book on a topic of critical importance includes end-of-chapter exercises to help readers apply the ideas to their classrooms and schools.

**RESTORATIVE ASSESSMENT**

Strength-Based Practices That Support All Learners
Laura M. Greenstein
ISBN 9781506390253
Corwin

When you make restorative assessment part of your classroom culture, students feel safe, ready for challenges, and eager to showcase their strengths whenever they have the chance. Unlike ordinary testing, restorative assessments offer students multiple ways to demonstrate their learning—which promotes equity and reduces conflict. And since assessments happen regularly, you have more opportunities to check student progress and tailor your teaching accordingly.
A GUIDE TO DOCUMENTING LEARNING
Making Thinking Visible, Meaningful, Shareable, and Amplified
Silvia Rosenthal Tolisano and Janet A. Hale
ISBN 9781506385570
Corwin

Documenting learning facilitates student-driven learning, helping students to reflect on their learning processes. It also helps teachers reflect on their own learning and classroom practice. This book provides insights into contemporary learning and emphasizes the power of technology to amplify teaching and learning beyond school walls.

UNDERSTANDING AND USING READING ASSESSMENT K–12, 3E
Peter Afflerbach
ISBN 9781416625018
ASCD

Why do we assess reading? What do we assess when we assess reading? How, where, and when do we assess reading? Reading instruction and assessment expert Peter Afflerbach addresses these questions and much more in the 3rd edition of Understanding and Using Reading Assessment K–12.

THE NEW ART AND SCIENCE OF CLASSROOM ASSESSMENT
Robert J. Marzano, Jennifer S. Norford, and Mike Ruyle
ISBN 9781945349157
Solution Tree

Part of The New Art and Science of Teaching series
Shift to a new paradigm of classroom assessment that is more accurate, meaningful, and authentic. The New Art and Science of Classroom Assessment explores the inadequacies of traditional assessment methods and details how to use classroom assessment to its full potential. Step by step, the authors outline a clear path for transitioning to more holistic assessment methods that truly reflect course curriculum and student progress.

DIGITAL PORTFOLIOS IN THE CLASSROOM
Showcasing and Assessing Student Work
Matt Renwick
ISBN 9781416624646
ASCD

Say hello to digital student portfolios—dynamic, digital collections of authentic information from different media, in many forms, and with multiple purposes. Using digital portfolios to capture student thinking and progress allows us to better see our students as readers, writers, and learners—and help students see themselves in the same way!
Our youngest learners thrive when their learning environment is one that celebrates curiosity, exploration, and imagination. This comprehensive resource sets the stage for play-based learning that will help children build a strong literacy foundation, as well as negotiate the choices they make in real life.

This influential book inspires preschool and elementary teachers to experience the joys and rewards of using two activities—Choral Counting & Counting Collections—regularly in their classrooms and in their partnerships with families. It paints a vision for how deeply and creatively children can engage with ideas of number and operations and mathematical sense-making through counting.

This practical book offers unique and powerful ways to use play to investigate stories, big ideas, and events. It focuses on dramatic play as a natural response to learning. It argues that dramatic play is not theatre but a dynamic process that involves planning, playing and practice so that children become the story, live the life of the characters or animals, bump up against issues, and better appreciate the complexities of the human journey.

This user-friendly resource provides early childhood educators with a comprehensive overview of the most common kinds of behavioural disorders and learning disabilities in children ages 2 to 5, with guidelines for meeting students’ needs within an inclusive environment.

This practical handbook shows teachers how to nurture a kindergarten learning environment in which children feel safe, comfortable, and able to take risks. It offers innovative ways to encourage children to explore, experiment, discover, solve problems, and freely interact with one another. Based on extensive classroom practice, it demonstrates when teachers need to provide support, ask questions, and provoke thinking, and when they should step back and give children room to explore on their own.

I’m guessing that those two are planning a surprise…. The author keeps mentioning the storm because she wants us to think that the character’s upset. These are the flickering thoughts of a strategic reader. In Think Big With Think Alouds, Molly Ness delivers a process that comes close to bottling all these mental moves.
Authors Kathy Barclay and Laura Stewart have written the book that teachers like you have been pleading for—a resource that delivers the “what I need to know Monday through Friday” to engage kids in a significant amount of informational text reading experiences. No filler, no lofty ideals about college and career readiness, but instead, the information on how to find lesson-worthy texts and create developmentally appropriate instructional plans that truly help young readers comprehend grade-level texts.

Text Structures from Nursery Rhymes
Teaching Reading and Writing to Young Children
Gretchen Bernabei, Kayla Shook, and Jayne Hover
ISBN 9781506387963
Corwin

How can we shape young students, often just learning how to hold a pencil, into capable writers? This groundbreaking book offers the solution: a clear framework for guiding children to write in any style, from narrative to persuasive. The key lies in using familiar text structures to break down a story into its main components, immediately thrusting students into the role of the writer.

Starting Strong
Evidence-Based Early Literacy Practices
Katrin Blamey and Katherine Beauchat
ISBN 9781571109309
Stenhouse

Starting Strong shows teachers how to use four proven instructional approaches—standards based, evidenced based, assessment based, and student based—to improve their teaching practice in all areas of early literacy. Authors Katrin Blamey and Katherine Beauchat draw on their years of experience and early literacy expertise to guide you in figuring out what to teach and how to find the most instructionally sound method to teach it.

Managing an Early Childhood Classroom
Wendy Koza
ISBN 9781425806354
Shell

This resource provides the “nuts and bolts” of creating and managing a developmentally-appropriate early childhood classroom. Topics include, young children’s growth and development, long-term and short-term planning, room arrangements, centre ideas, scheduling and management.

Growing Independent Learners
From Literacy Standards to Stations, K–3
Debbie Diller
ISBN 9781571109125
Stenhouse

In Growing Independent Learners, Debbie Diller provides a comprehensive guide with more than 400 full-color photos to help you plan instruction focused on literacy standards, organize your classroom for maximum benefit, and lead your students to independence through whole-group lessons, small-group focus, and partner learning at literacy stations.

Math Work Stations
Independent Learning You Can Count On, K–2
Debbie Diller
ISBN 9781571107930
Stenhouse

If you’ve ever questioned how to make math stations work, you’ll find this photo-filled, idea-packed resource invaluable. This book extends Debbie Diller’s best-selling work on literacy work stations and classroom design to the field of mathematics. In Math Work Stations you’ll find ideas to help children develop conceptual understanding and skills, use math vocabulary as they talk about their mathematical thinking, and connect big ideas to meaningful independent exploration and practice.
Harness the power of interactive writing to create big results in your students’ writing! This book provides a step-by-step look into each stage of an interactive writing lesson. Student examples and vignettes will provide the inspiration to bring this collaborative practice into your classroom.

INCLUSIVE PLAY, 2ND EDITION
Practical Strategies for Children from Birth to Eight
Theresa Casey
ISBN 9781849201247
Corwin

A key book for those in practice, and underpinned by sound theory, this book will help you encourage and support inclusive play throughout your setting; it is packed with activities for you to try, ideas for small changes to make that can have a big impact and clear guidance on writing a play policy. With a focus on appreciating children as individuals, this book is essential for all early years practitioners and those studying early years at any level.

WHAT’S NEXT FOR THIS BEGINNING WRITER? REVISED EDITION
Mini-lessons that Take Writing from Scribbles to Script
Janine Reid, Betty Schultze, and Ulla Petersen
ISBN 9781849201247
Pembroke

This timely revision starts with an inclusive definition of writing and suggests simple ways to introduce students to the purpose of writing. Based on the work of real K–2 students, the book shows teachers how to interpret student work, identify what they know, and build naturally on the strengths their work displays.

INCLUSION STRATEGIES FOR YOUNG CHILDREN, 2ND EDITION
A Resource Guide for Teachers, Child Care Providers, and Parents
Lorraine O. Moore
ISBN 9781412971089
Corwin

This user-friendly book helps general and special education teachers work with 3- to 7-year-olds in school programs, early childhood settings, and other inclusive settings designed to meet the needs of young children. The author provides more than 350 proven strategies to promote success for beginning learners, especially those who have special needs. Comprehensive in its approach, this invaluable resource offers current brain research about learning and behavior challenges, individual chapters on assessment and specific disabilities, and developmentally appropriate practices.

CREATING INCLUSIVE LEARNING ENVIRONMENTS FOR YOUNG CHILDREN
What to Do on Monday Morning
Clarissa Willis
ISBN 9781412957199

This book gives teachers targeted information, strategies, and activities to address the learning needs of all children, including those at risk. The author provides in-depth information on a variety of disabilities, including autism, vision and hearing loss, communication delays, and sensory integration disorders. This handbook gives preschool and kindergarten teachers the tools to support all young learners by building relationships and providing positive classroom experiences.

CHILDREN AND YOUTH WITH ASPERGER SYNDROME
Strategies for Success in Inclusive Settings
Brenda Smith Myles
ISBN 9781412904988
Corwin

Learn strategies in teaching children and youth diagnosed with Asperger Syndrome. This essential resource for teachers and other educators presents research-based, instructional, behavioural, and environmental strategies to support teachers.
Research shows that a child's social and behavioural skills affect the development of cognitive and physical abilities. The authors provide hundreds of activities that help children learn how to behave appropriately and make friends. Included are tools for teaching emotion regulation, team playing, and body safety to all children, making this resource ideal for use in inclusive settings.

**MAKING FRIENDS, PRE-K–3, 2ND EDITION**
A Social Skills Program for Inclusive Settings
Ruth Herron Ross and Beth Roberts-Pacchione
ISBN 9781412981132
Corwin

Jamie's story looks at the poignant school experiences of a child with spinal muscular atrophy, and her family's growing involvement in her learning. A moving story that looks at parental involvement, inclusion, assessment, curriculum reform, equity, and justice for all learners.

**JAMIE**
A Literacy Story
Diane Parker
ISBN 9781571100580
Pembroke

Build your understanding of behaviour as communication, and learn to interpret the messages behind the actions. This book provides information and tools to support all children whose primary way to communicate is through challenging behaviours. Enlightening, sometimes humorous stories provide examples of how children use behavior to communicate. Engaging exercises and end-of-chapter questions can be used to improve current practice.

**WHEN ACTIONS SPEAK LOUDER THAN WORDS**
Understanding the Challenging Behaviors of Young Children and Students With Disabilities
Kim Davis and Susan D. Dixon
ISBN 9781934009604
Solution Tree

Combining theoretical perspectives with practical activities, this book offers clear guidance on how to ensure you and your setting can identify and provide for very young children in your care who are gifted and talented. With an emphasis on providing the best learning opportunities for all, there is advice for teachers and all staff working in early years settings. Everything suggested has been tried and tested by the author in her work with children over many years as a specialist in this field.

**GIFTED AND TALENTED IN THE EARLY YEARS, 2E**
Practical Activities for Children Aged 3 to 6
Margaret Sutherland
ISBN 9781446211090
Corwin
Innovation and creativity are imperative to educational success and require the contributions of teachers, students, administrators, and policymakers. Explore the four essentials for developing a creative, mistake-tolerant culture; investigate teaching and leadership beliefs and practices that undermine creativity; and discover strategies for successfully navigating challenges that your team may face along the way.

Critical, creative and collaborative thinking should be at the centre of all 21st century teaching and learning. Creating Thinking Classrooms is loaded with examples, stories, and strategies for reinvigorating schools with this quality thinking. Written for leaders who support teachers, this guide treats educational change as a process of renovation, rather than process of revolution, and emphasizes building upon, refining and sustaining the many good things happening in today’s schools.

To make teaching and learning more personalized while raising achievement levels, digital portfolio expert David Niguidula provides a proficiency-based approach using digital badges and portfolios that has been field-tested in districts and schools across the US.
Move beyond the existing model of schooling toward a personalized competency-based approach to drive transformational change. Connect educational leadership, student engagement, and teacher optimism to support academic achievement.

This book includes activities and templates to support teachers as they teach how to analyze and understand online information. It guides teachers through the lessons and activities needed to encourage critical reasoning and successful information literacy. An extensive list of recommended websites, software applications, digital information sites, and apps is also included.

This guide is designed to help K–5 teachers develop and carry out a plan for effective instruction in blended environments. Presented in a step-by-step workbook format, this resource identifies the competencies blended teachers need and strategies for development, culminating in a personalized implementation plan for successful blended instruction.

Leadership, collaborative learning, and student achievement—discover what works! This resource-rich book provides a straightforward, strategic path to achieving sustainable communities of collaborative learners. Research-proven inquiry techniques, vignettes, case studies and action-oriented protocols help you build strong learning relationships for high-impact student achievement.

Questions and questioning are key skills in successful learning. The original Q Tasks was instrumental in showing teachers how to give students the tools they need to develop their own questions and build critical thinking and inquiry skills. This new, totally revised edition continues to nurture and advance these crucial skills, and also offers Q-task extensions that introduce digital components that facilitate collaboration and are designed to appeal to tech-savvy students.

Deep Learning has claimed the attention of educators and policymakers around the world. This book not only defines what deep learning is, but takes up the question of how to mobilize complex, whole-system change and transform learning for all students.
Global Competencies

**BOLD MOVES FOR SCHOOLS**
How We Create Remarkable Learning Environments
Heidi Hayes Jacobs and Marie Hubley Alcock
ISBN 9781416623052
ASCD

How can educators transform old schools into remarkable learning environments? Packed with fresh ideas and action strategies for teachers, leaders, and policy makers, this courageous book offers a compelling vision from the research and hands-on work of two internationally recognized educators, authors, and thought leaders.

**NEW! STUDENTS AT THE CENTER**
Personalized Learning with Habits of Mind
Bena Kallick and Allison Zmuda
ISBN 9781416623243
ASCD

Educators’ most important work is to help students develop the intellectual and social strength of character necessary to live well in the world. The way to do this, argue authors Bena Kallick and Allison Zmuda, is to increase the say students have in their own learning and prepare them to navigate complexities they face both inside and beyond school.

**NEW! LEARNING TRANSFORMED**
8 Keys to Designing Tomorrow’s Schools, Today
Eric C. Sheninger and Thomas C. Murray
ISBN 9781416623892
ASCD

With all that we know about how students learn, the nature of the world they will face after graduation, and the educational inequities that have existed for centuries, maintaining a traditional, one-size-fits-all approach to teaching and learning is tantamount to instructional malpractice.
Powerful Understanding explores effective ways to build social emotional skills and help students make connections, question what they read, and reflect on their learning as they develop into stronger readers and learners. This highly readable book includes a wealth of classroom examples and extensive hands-on activities designed to help students to think more deeply, learn more widely, and develop a more powerful understanding of what it means to be a responsible and compassionate person.

About the Author—Adrienne Gear
Adrienne Gear has been teaching in Vancouver for almost 20 years. After 4 years working as a Literacy Mentor—supporting students, teachers, and schools throughout the Vancouver School District. For more information on her Reading Power series, visit readingpowergear.com.

Now Available
The second edition of The Daily 5 retains the core literacy components that made the first edition one of the most widely read books in education and enhances these practices based on years of further experience in classrooms and compelling new brain research. The Daily 5 provides a way for any teacher to structure literacy and math time to increase student independence and allow for individualized attention in small groups and one-on-one.

This fully revised and expanded third edition includes 40 new sample lessons and updated research. Focused on the “Fab Four” strategies of predicting, questioning, clarifying, and summarizing, this book includes hands-on advice to help students become active and independent readers who truly comprehend what they read. Foreword by John Hattie.

Elementary educators face crucial questions when shaping their vocabulary instruction—what words to target and how to foster self-directed student learning. This innovative resource provides more than 100 research-based mini-lessons that help teachers efficiently shape instruction, each taking no more than 20 minutes of instructional time. Teachers can modify these flexible, effective templates to fit their curriculum and their students’ needs.

Access 100+ effective, practical, and fun vocabulary exercises that take 20 minutes or less. Designed specifically for middle school and high school teachers of grades 6-12, each minilesson can be easily modified to fit your curriculum and your students’ needs. Rely on this resource to help refine your instruction and strengthen students’ vocabulary, their interest in reading, and their likelihood of success in the 21st century.

This practical guide for K-8 educators identifies 10 key elements of implementation that schools with improved literacy outcomes are doing in their MTSS initiatives. Practical, comprehensive, and evidence-based, 10 Success Factors for Literacy Intervention provides the guidance educators need to move from disappointing results to solid gains in students’ literacy achievement.
**Teaching Literature Rhetorically**  
*Transferable Literacy Skills for 21st Century Students*  
Jennifer Fletcher  
ISBN 9781625310705  
Stenhouse

*Teaching Literature Rhetorically* shows you how to help your students develop transferable literacy skills that allow them to succeed not just in their English language arts classes, but, more importantly, their future lives in college, career, and beyond.

**Close Reading in the Secondary Classroom**  
Jeff Flygare  
ISBN 9781943360017  
Marzano Research

Close-reading strategies help students develop the critical-thinking skills essential for the rest of their lives. This book offers high school and middle school educators extensive guidance on how to introduce close reading to students and help them improve their reading comprehension skills and critical thinking. Learn how to select close-reading examples and passages, elicit deeper question formation, facilitate positive classroom discussion, and assess your students’ reading comprehension and literacy progress.

**The New Art and Science of Teaching Reading**  
Julia A. Simms and Robert J. Marzano  
ISBN 9781945349676  
Solution Tree

Using a simple structure, Kathy Tuchman Glass and Robert J. Marzano apply the instructional strategies of *The New Art and Science of Teaching* to teaching and assessing reading skills, as well as some associated reading skills. With more than 100 categorized and organized strategies across grade levels and subjects, this book will help you address reading learning outcomes needed for student success.

**The New Art and Science of Teaching Writing**  
Kathy Tuchman Glass and Robert J. Marzano  
ISBN 9781945349362  
Solution Tree

Using a simple structure, Kathy Tuchman Glass and Robert J. Marzano apply the instructional strategies of *The New Art and Science of Teaching* to teaching and assessing writing skills, as well as some associated reading skills. With more than 100 categorized and organized strategies across grade levels and subjects, this book will help you address writing learning outcomes needed for student success.

**Reading, Writing, and Rigor**  
*Helping Students Achieve Greater Depth of Knowledge in Literacy*  
Nancy Boyles  
ISBN 9781416625551  
ASCD

Literacy expert and in-demand presenter Nancy Boyles demystifies what is meant by Depth of Knowledge, and how it is connected to rigorous literacy instruction and assessment. This book is filled with practical solutions and tools for teachers to use in order to elicit students’ best thinking.

**The New Art and Science of Teaching Writing**  
Kathy Tuchman Glass and Robert J. Marzano  
ISBN 9781945349362  
Solution Tree

Discover a model for reading development and 100+ targeted instructional strategies. Apply the framework from *The New Art and Science of Teaching* by Robert Marzano to the specific needs of teaching reading comprehension. Help every student become a proficient reader, regardless of their stage of reading development.

**To Know and Nurture a Reader**  
Conferring with Confidence and Joy  
Kari Yates and Christina Nosek  
ISBN 9781625311726  
Stenhouse

Conferring with students about reading allows for clearer access to one-on-one, in-the-moment teaching and learning, yet it can feel intimidating or overwhelming. This book provides practical, reflective, student-centered teaching moves that you can use to develop an intentional, joy-filled conferring practice.
The real challenge of writing instruction is teaching kids how to revise. This book shows you how to assess and teach writing in a way that’s practical and doable. Traits-based revision lies at the heart of this book. Rethinking revision is what will ultimately help you to teach writing well.

The ability to make effective arguments is a necessary academic and transferable skill that’s essential to students’ success as critical thinkers. This book offers lessons that make argument writing topical and relevant. Students form arguments and then reflect on the structure of those arguments, a process that provides learners with valuable, reusable structural models.

Intermediate grade readers don’t need to be guided as much as they need to be engaged—and authors Julie Wright and Barry Hoonan have solutions for doing just that using small groups. What Are You Grouping For? offers the practical tools, classroom examples, and actionable steps essential for starting, sustaining, and mastering the management of small groups. This book explains the five teacher moves that work together to support students’ reading independence through small group learning—kidwatching, pivoting, assessing, curating, and planning—and provides examples to guide you and your students toward success.
This thoughtful book is rooted in the belief that teachers can lead their students to develop their reading tastes and grow in their love of reading at the same time as supporting and stretching students in their meaning-making experiences. This practical resource highlights more than 50 instructional strategies that invite students to work inside and outside a book through reading, writing, talk, and arts experiences.

Committed to embracing the power of oral language, Literacy Out Loud recognizes the important role “talk” plays in developing the reading and writing abilities that students need in school and beyond. The book offers strategies where oral language takes centre-stage and is fostered through engaging activities. Literacy activities and events focus on all aspects of listening and speaking, and emphasize enjoyable, purposeful, social learning.

Introducing a 6-step approach for cultivating and growing complete readers who have the will to read! You’ll learn how to help your students understand the value of reading, intimately know who they are as readers, and receive joy and pleasure from text.

Writing plays a crucial part in all education disciplines, helping students to communicate their ideas to different audiences and extend their content knowledge. Developed for teachers, curriculum designers, and literacy coaches, this user-friendly guide offers practical recommendations, strategies, and tips for establishing argumentation units of instruction that empower students to artfully and logically present and convince others of their position.

Committed to the premise that all students can learn to write with appropriate teaching, modelling, and practice, How Do I Get Them to Write? argues that reading and writing go hand in hand. This book shows you how to use freewriting and powerful mentor texts to create classrooms where students enjoy putting pencil to paper and taking the necessary risks to grow and flourish as writers.

Social-emotional learning is at the heart of good teaching, but as curriculum and testing requirements consume more and more classroom time, these critical skills often get sidelined. This straightforward book shows busy teachers ways to incorporate social-emotional learning into everyday literacy lessons.
**English Language Learners**

**UNLOCKING ENGLISH LEARNERS’ POTENTIAL**
Strategies for Making Content Accessible
Diane Staehr Fenner and Sydney Snyder
ISBN 9781506352770
Corwin

Content teachers and ESOL teachers, take special note: if you’re looking for a single resource to help your English learners meet the same challenging content standards as their English-proficient peers, your search is complete. Just dip into this toolbox of strategies, examples, templates, and activities from EL authorities Diane Staehr Fenner and Sydney Snyder. The best part? Unlocking English Learners’ Potential supports teachers across all levels of experience.

**TEACHING READING TO ENGLISH LEARNERS, GRADES 6–12**
A Framework for Improving Achievement in the Content Areas
Margarita Espino Calderon and Shawn Slakk
ISBN 9781506375748
Corwin

For any student, middle and high school can be challenging. But for an English learner or striving reader—and the myriad words, phrases, syntax, texts, and concepts they must negotiate on a daily basis—the stakes seem a whole lot higher. Fortunately for content-area teachers, Margarita Calderón and Shawn Slakk make available in a single resource all the best instructional and professional development combinations for expediting comprehension across the secondary grades.

**ASSESSING ENGLISH LANGUAGE LEARNERS**
Bridges to Educational Equity
Margo Gottlieb
ISBN 9781483381060
Corwin

This thoroughly updated edition of Gottlieb’s classic delivers a complete set of tools, techniques, and ideas for planning and implementing instructional assessment of ELLs.

**BESTSELLER!**
**COLLABORATION AND CO-TEACHING FOR ENGLISH LEARNERS**
A Leader’s Guide
Andrea Honigsfeld and Maria Dove
ISBN 9781452241968
Corwin

With the English language learner population increasing every day, schools need proven systems for ensuring that the students of the future are able to thrive. The most promising solution is the collaborative approach pioneered by Andrea Honigsfeld and Maria Dove—leading authorities on collaboration and co-teaching for EL achievement.

**CO-TEACHING FOR ENGLISH LEARNERS**
A Guide to Collaborative Planning, Instruction, Assessment, and Reflection
Maria G. Dove and Andrea Honigsfeld
ISBN 9781483390918
Corwin

The proof is borne out by any assessment: our non-native speakers learn faster and achieve more when general ed teachers and EL specialists co-plan and co-deliver instruction in the very same classroom. That’s why you’ll want to put Co-Teaching for English Learners at the top of your reading list. Step by step, EL authorities Maria Dove and Andrea Honigsfeld walk you through the entire collaborative instruction cycle, along with seven potential classroom configurations from which to choose.

**PROGRESSING STUDENTS’ LANGUAGE DAY BY DAY**
Alison L. Bailey and Margaret Heritage
ISBN 9781506358833
Corwin

New content standards integrate content and language in ways prior standards have never done. That’s why it’s so critically important that teachers attend to both content and language development when introducing new subject matter, especially for English learners. Here’s your opportunity to get started tomorrow and every day thereafter: Alison Bailey and Margaret Heritage’s all-new Progressing Students’ Language Day by Day.
Visible Learningplus is based on one simple belief: every student should experience at least one year’s growth over the course of one school year.

Visible Learningplus translates the groundbreaking Visible Learning research by Professor John Hattie into a practical model of inquiry and evaluation. Rather than a one-day workshop or a one-size-fits-all solution to school success, however, the Visible Learningplus School Impact Process is an evidence-based schoolwide system improvement process that takes place over several years and provides the clarity you need to focus on the practices that have the highest impact on student achievement.

In short, Visible Learningplus puts the focus on what works best to maximize student achievement.
**Mathematics**

**BESTSELLER!**

**VISIBLE LEARNING FOR MATH, K-12**
ISBN 9781506362946
Corwin

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.

**TEACHING MATHEMATICS IN THE VISIBLE LEARNING CLASSROOM, GRADES 3–5**
John Almarode, James Madison, Douglas Fisher, Kateri Thunder, Sara Delano Moore, John Hattie, and Nancy Frey
ISBN 9781544333243

In this sequel to the megawatt bestseller *Visible Learning for Mathematics* help you answer that question by showing how Visible Learning strategies look in action in the mathematics classroom. Walk in the shoes of elementary school teachers as they engage in the 200 micro-decisions-per-minute needed to balance the strategies, tasks, and assessments seminal to high-impact mathematics instruction.

**NEW!**

**TEACHING MATHEMATICS IN THE VISIBLE LEARNING CLASSROOM, GRADES K–2**
John Almarode, Douglas Fisher, Kateri Thunder, John Hattie, and Nancy Frey
ISBN 9781544333298

In this sequel to the megawatt bestseller *Visible Learning for Mathematics* the authors show how Visible Learning strategies look in action in K–2 mathematics classrooms. Walk in the shoes of teachers as they mix and match the strategies, tasks, and assessments seminal to making conceptual understanding, procedural knowledge, and the application of mathematical concepts and thinking skills visible to young students as well as to you.

**BESTSELLER!**

**BECOMING THE MATH TEACHER YOU WISH YOU’D HAD**
Tracy Zager
ISBN 9781571109965
Stenhouse

This book helps develop instructional techniques that will make the math classes we teach so much better than the math classes we took. Partnering with teachers Tracy selected and analyzed the most revealing, fruitful, thought-provoking examples of teaching and learning. Within these vivid stories, you’ll gain insight into effective instructional decision making. You’ll engage with big concepts and pick up practical details about how to implement new teaching strategies.

**NEW!**

**CLOTHESLINE MATH**
The Master Number Sense Maker
Chris Shore
ISBN 9781493885145
Shell

This strategy book includes everything that teachers need to prepare, implement, and assess Clothesline Math lessons. Differentiate instruction by implementing Clothesline Math, a strategy that inherently supports the needs of diverse learners. This helpful book will get students excited about math as they engage in meaningful mathematical discourse and learn to think and speak like mathematicians.
Effective mathematics instruction and numeracy development are a major focus in classrooms today. The Four Roles of the Numerate Learner introduces a framework (sense maker, skill user, thought communicator, and critical interpreter) that supports an integrated approach to effective mathematics instruction.

Just as athletes stretch their muscles before every game and musicians play scales to keep their technique in tune, mathematical thinkers and problem solvers can benefit from daily warm-up exercises. Jessica Shumway has developed a series of routines designed to help young students internalize and deepen their facility with numbers. Making Number Talks Matter is about the myriad decisions facing teachers as they make this 15-minute daily routine a vital part of their mathematics instruction. Throughout the book, the authors offer practical ideas for using number talks to help students learn to reason numerically and build a solid foundation for the study of mathematics.

How teachers respond to wrong answers and mistakes makes all the difference in a mathematics class. In this exciting sequel to Making Number Talks Matter, the authors delve further into ways Number Talks can become an even more powerful vehicle for transforming student understanding of mathematics. In How Many?, there are multiple things to count on each page. In the accompanying teacher’s guide, Christopher Danielson explores what deep mathematical ideas will bubble up in a How Many? conversation, such as counting, number language, units, grouping, partitioning, place value, and vocabulary.
This practical book shows you how to get to know the needs and abilities of your students so you can help them make sense of math concepts. You will discover how to structure learning experiences around key number concepts: quantity, counting, relating, and representing. The key concepts will be developed across the various strands: patterning and algebra, numbers and operations, measurement, geometry, and data and probability.

**THE MATHEMATICS LESSON-PLANNING HANDBOOK, GRADES 3-5**

Ruth Harbin Miles, Beth McCord Kobett, and Lois A. Williams
ISBN 9781506387864
Corwin

In this book, you’ll learn the streamlined decision-making processes that will help you plan the focused, research-based, standards-aligned lessons your students need. This daily reference offers practical guidance for when and how to pull together mathematics routines, resources, and effective teaching techniques into a coherent and manageable set of lesson plans.

Math instruction in high school is often something of a grab bag, with schools jumping from curriculum to curriculum, lacking a guiding vision or continuity between years. *Necessary Conditions* posits for the first time a coherent approach to secondary math pedagogy. Krall identifies three essential elements that will open the door to math for all of your students: academic safety, quality tasks, and effective facilitation.

**NECESSARY CONDITIONS**

Teaching Secondary Math with Academic Safety, Quality Tasks, and Effective Facilitation
Geoff Krall
ISBN 9781625311450
Stenhouse

*This one-stop, comprehensive toolkit for improving mathematics instruction and learning is designed for busy math coaches and teacher leaders who often have to rely on their own competencies. With examples from the field, a comprehensive list of resources for effective coaching, and a plethora of tools you can download and share with teachers, this toolkit is your must-have guide to designing a professional learning plan and leading with clarity and purpose.*
**Mathematics**

**ADDING TALK TO THE EQUATION**
A Self-Study Guide for Teachers and Coaches on Improving Math Discussions
Lucy West
ISBN 9781625312617
Stenhouse

**TEACHING STUDENTS TO COMMUNICATE MATHEMATICALLY**
Laney Sammon
ISBN 978146625575
ASCD

**GAMES AND TOOLS FOR TEACHING MULTIPLICATION FACTS**
Gina Kling and Jennifer Bay-Williams
ISBN 978146626398
ASCD

**ENGAGE IN THE MATHEMATICAL PRACTICES**
Strategies to Build Numeracy and Literacy with K–5 Learners
Kit Norris and Sarah Schuhl
ISBN 9781625311603
Stenhouse

**WHY WRITE IN MATH CLASS? K-5**
Linda Dacey, Kathleen O’Connell Hopping, and Rebeka Eston Salemi
ISBN 9781625311603
Stenhouse

**FIVE PRACTICES FOR ORCHESTRATING PRODUCTIVE MATHEMATICAL DISCUSSION, 2ND EDITION**
Margaret S. Smith and Mary Kay Stein
ISBN 9781544337302
Corwin
This resource will help you maximize the impact of instruction using a practical approach to teaching math that integrates proven literacy strategies for effective instruction. Use ongoing assessment to guide your instruction and increase student learning, and use hands-on, problem-solving experiences with small groups to encourage mathematical communication and discussion.

Every new skill takes practice to get right. This practical new book recognizes a simple but important truth — “You can’t learn math without making mistakes.” It shows you how to take mistakes and use them to students' advantage. Each of the twenty-two activities focuses on important ideas in mathematics.
Check out the new MATHMATICS RESOURCES from Solution Tree

Making Sense of Mathematics for Teaching series

This user-friendly series presents an authentic look inside real mathematics classrooms and invites teachers to become learners of mathematics.

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Making Sense of Mathematics for Teaching Facilitator’s Guide and DVD series

These facilitator’s guides equip workshop leaders to build on the Making Sense of Mathematics for Teaching series through the Tasks, Questions, and Evidence (TQE) Process.

| Grades K–2 | ISBN 978-1-942496-41-0 |

Making Sense of Mathematics for Teaching the Small Group

Make sense of effective characteristics of K–5 small-group instruction in mathematics. Connect new understandings to classroom practice through the use of authentic classroom video of pulled small groups in action.

Use the TQE (Tasks, Questions, Evidence) Process to plan time effectively for small-group instruction.

Which instructional approach is the most effective in the science classroom? In this book, 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, so that students demonstrate more than a year’s worth of learning for a year spent in school.

In this new edition, the authors provide lessons from the field to show you how to weave arts activities into a sometimes inflexible STEM curriculum. This resource includes new research findings, classroom-tested strategies for integrating the arts into STEM instruction, tools to helps arts and STEM teachers collaborate to create STEAM lessons, and more.

If you’ve ever struggled to help students make scientific arguments from evidence, this practical, easy-to-use activity book is for you! Give your students the critical scientific practice today’s science standards require. You’ll discover strategies and activities to effectively engage students in arguments about competing data sets, opposing scientific ideas, applying evidence to support specific claims, and more.

Combining the latest findings in the science of learning with student- and teacher-tested techniques, this book provides the framework essential for encouraging students to shed their snorkels and plunge into the world of science. This teacher-friendly resource is invaluable for preparing learners to approach science with creativity, confidence, and insight.

Science education is becoming more rigorous than ever, but that doesn’t have to make it more difficult. In this straightforward and witty book, Alan Colburn has adapted classic investigations to help students in grades 3–8 truly think and act like scientists.

Only by really knowing what your students are thinking can you design learning opportunities that deepen content mastery and meet their individual needs. In this highly engaging resource, internationally respected expert Page Keeley shares 50 new techniques to pinpoint student understanding before, during, and after instruction.
STEAM MAKERS
Fostering Creativity and Innovation in the Elementary Classroom
Jacie Maslyk
ISBN 9781506311241
Corwin

Go beyond theory and find out how to systematically integrate STEAM and Makerspaces that prepare students for real-world experiences. This engaging resource outlines step-by-step processes to help anyone start their STEAM and Maker journey. Charts, checklists, web links, student stories and teacher challenges help you make meaningful subject area connections and tap your students’ natural curiosity.

TEACHING FOR CONCEPTUAL UNDERSTANDING IN SCIENCE
Richard Konicek-Moran and Page Keeley
ISBN 9781938946103
Corwin

What do you get when you bring together two of NSTA’s bestselling authors to ponder ways to deepen students’ conceptual understanding of science? A fascinating combination of deep thinking about science teaching, field-tested strategies you can use in your classroom immediately, and personal vignettes all educators can relate to and apply themselves.

THE STEM SHIFT
A Guide for School Leaders
Ann P. Myers and Jill Berkowicz
ISBN 9781483317724
Corwin

Now more than ever, educational leaders are encouraged to implement STEM as the foundation for preparing students with the 21st century skills required for post-secondary and career readiness. This resource makes the process of shifting to a comprehensive, integrated STEM school or district within reach!

STEM-INFUSING THE ELEMENTARY CLASSROOM
Miranda Talley Reagan
ISBN 9781483392363
Corwin

This book gives teachers the know-how to develop standards-aligned STEM projects in all K-5 content areas with confidence. It includes real-world vignettes, sample lessons and templates, discussion questions, and practical action steps.
The key to thriving, as both a human and an educator, rests in mindfulness, reflection, and daily self-care activities. With Take Time for You, you will discover a clear path to well-being by working through Maslow’s hierarchy of needs: (1) physiological, (2) safety, (3) belonging, (4) esteem, (5) self-actualization, and (6) transcendence. The author offers a range of manageable research-based strategies, self-care surveys, and reflective teaching questions that will guide you in developing an individualized self-care plan.

Culturally responsive teaching practices are like bright ribbons: when you weave them into everything you teach, you create a beautiful tapestry for successful learning. Lotus Howard, who has spent four decades teaching in diverse classrooms, will show you how to build relationships with your students and create a harmonious community where every child can thrive.

In this revised and updated 4th edition, provides in-depth guidance for implementing a proven approach to classroom management that can help students make better choices and teachers be more effective. Emphasizing mutual respect and self-control, the authors offer strategies and techniques for building strong relationships with disruptive students and countering the toxic social circumstances that affect many of them, including dysfunctional families, gangs, and poverty.
The Third Path

Grades K–12
Dr. David Tranter, Tom Boland, Lori Carson

A new path to successfully bridge the gap between student achievement and wellbeing

The Third Path was developed in response to issues being faced by today's Canadian educators related to addressing mental and emotional health, cultural and gender identity, racism and violence prevention, as well as other areas of diversity, equity and wellbeing. The Third Path proposes a new way for teachers to approach their relationships with students that doesn't assume they are trained social workers, that doesn't require all fellow educators support the same approach and provides them with practical strategies to actively change their practice.

Key Features

• Focus on the importance of relationships between educators and students as the foundation of student wellbeing
• Introduces 8 conditions that lead to overall wellbeing: safety and security, self-regulation, belonging, physical activity, positive experiences and emotion, engagement and focus, creative expression and identity, and accomplishment and mastery

Resource Components

1. Anchor text: Print professional learning resource that outlines the authors' philosophy of 8 conditions that, when attained, lead to overall wellbeing. The anchor text will explore the research in these areas, explain the underlying philosophies and delve into the 8 conditions.

2. Classroom strategy modules: There is one strategy module for each of the 8 conditions that focuses on practical strategies for before and in the classroom.

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<td>Third Path Text and Classroom Strategy Module Single Copy Set (Includes: 1 copy of Third Path Professional Learning Text and 1 copy each of 8 classroom strategy modules)</td>
<td>9780176837839</td>
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<tr>
<td>Third Path Text and Classroom Strategy Module 5-Packs (Includes: 1 copy of Third Path Professional Learning Text and 5 copies each of 8 classroom strategy modules)</td>
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<td>Third Path Webinar for up to 25 people (2.5 hour interactive session that focuses on practical strategies for before and inside of the classroom)</td>
<td>9780176888438</td>
<td>$2,500.00</td>
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<td>1/2 Day (3.5 hours) workshop for up to 25 people: Half a day face-to-face training with a Nelson facilitator</td>
<td>9780176888446</td>
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Looking to implement The Third Path in your school?

The Third Path implementation workshop is designed to equip educators with the practical tools necessary to successfully implement the Eight Conditions of well-being into their schools.

Visit nelson.com/thirdpath to learn more.
**DIFFERENTIATION AND THE BRAIN, 2ND EDITION**
How Neuroscience Supports the Learner-Friendly Classroom
David A. Sousa and Carol Ann Tomlinson
ISBN 9781945349522
Solution Tree

Examine the basic principles of differentiation in light of what the current research on educational neuroscience has revealed. This research pool offers information and insights that can help educators decide whether certain curricular, instructional, and assessment choices are likely to be more effective than others. The authors also offer suggestions on how to establish and manage differentiated classrooms without imposing additional heavy burdens on teachers to teach differently and smarter, not harder. In fact, when properly implemented, differentiation emphasizes shared responsibility between teacher and student, a desirable outcome, because the brain that does the work is the brain that learns!

**TEACHING WITH HUMOR, COMPASSION, AND CONVICTION**
Helping Our Students Become Literate, Considerate, Passionate Human Beings
Heather Hollis
ISBN 9781551383163
Pembroke

Full of simple strategies and activities for building community, this practical book is committed to promoting strong literacy skills. It illustrates concrete ways to build mindful classrooms where students are free to speak with compassion, write with conviction, and read with joy.

**RELATIONSHIPS MAKE THE DIFFERENCE**
Connect With Your Students and Help Them Build Social, Emotional, and Academic Skills
Pat Trotter
ISBN 9781551383149
Pembroke

This book provides the scaffolding that teachers need to establish strong relationships with their students and create caring classroom communities that include relationships with parents, school administration and staff.

**CULTURALLY PROFICIENT INCLUSIVE SCHOOLS**
All Means ALL!
Delores B. Lindsey, Jacqueline S. Thousand, Cynthia L. Jew, and Lori R. Piotrowski
ISBN: 9781506356242
Corwin

As schools become more diverse with students of differing abilities and needs, this self-reflective and action-oriented guide helps you create and support more inclusive schools and classrooms that intentionally educate all students.

**STOP THE STRESS IN SCHOOLS**
Mental Health Strategies Teachers Can Use to Build a Kinder Gentler Classroom
Joey Mandel
ISBN 9781551382982
Pembroke

This timely book explores the stresses exerted on today’s students, and shows teachers how to reduce the atmosphere of tension and pressure in their classrooms. It emphasizes the power teachers have in building a positive environment, through kindness and stress reduction.

**JOYFUL LEARNING, 2ND EDITION**
Active and Collaborative Strategies for Inclusive Classrooms
Alice Udvari-Solner and Paula Kluth
ISBN: 9781506375663
Corwin

Discover motivating, personalized learning strategies that all of your students will love! Build an active, responsive, and inclusive classroom where every student benefits. Through step-by-step directions, reproducible handouts, classroom-tested examples, and specific guidelines, teachers and teacher teams will discover 60 activities to help you.
In our society, where emerging technologies unite us in new ways, bullying is reaching epidemic proportions. The Bully-Go-Round provides strategies for a better understanding of all aspects of bullying from the perspective of the bully, the bullied, and the bystander.

Students and educators today face obstacles to student achievement, well-being, and success that are above and beyond traditional instructional and assessment concerns. From low school morale to bullying to shootings, school climate has become a national and global concern. In this ASCD Arias, Peter DeWitt and Sean Slade explain the most important aspects of school climate and how we can make positive changes in our schools.

This practical revision of a classic book shows teachers how to create safer classrooms that meet the needs of all students. Committed to teaching so all students can learn, the book offers ideas for planning and adapting curriculum for a wide range of students. It also encourages strategies that build collaborative learning, with examples of effective approaches to problem solving.
Teaching Methods

**BEARING AN ASSESSMENT-CAPABLE VISIBLE LEARNER, GRADES 6-12, LEVEL 1**

Learner's Notebook
ISBN 9781506387031
Corwin

These learner’s notebooks are the first of their kind to complete the circle of Visible Learning by helping students monitor their own progress. With an emphasis on developing and strengthening foundational metacognitive skills, the notebooks guide students to understand what they’re learning, why they’re learning it, and the strategies they need along the way.

**CHALLENGING MINDSET**

Why a Growth Mindset Makes a Difference in Learning – and What to Do When It Doesn’t
James Nottingham and Bosse Larsson
ISBN 9781506376622
Corwin

This book answers key questions about Carol Dweck’s theory of Mindset – What is a ‘growth mindset’ and what difference can it make? The authors tackle these questions with research-backed clarity, and share proven strategies for mindset success. Mindset doesn’t matter when things are easy; it is only when faced with challenges that working from a growth mindset influences learning. This book shows you how to create the right conditions for a growth mindset to flourish in your classroom, your school, your staff and your students.

**THE LEAD LEARNER**

Improving Clarity, Coherence, and Capacity for All
Michael McDowell
ISBN 9781506391038
Corwin

What’s better: a rigorous system that emphasizes traditional academics, or an innovative one that prepares students for tomorrow’s world? With McDowell’s new model of educational leadership, you don’t have to choose. You can create an impactful system that ensures growth for all students in both core academic content and 21st-century skills.

**LEARNING CHALLENGE LESSONS, ELEMENTARY**

20 Lessons to Guide Young Learners Through the Learning Pit
Jill Nottingham and James Nottingham
ISBN 9781544330471
Corwin

Created to accompany The Learning Challenge, the 20 lessons collected in this book grapple with timely concepts and provide teachers with everything needed to run thoughtful, dialogue-driven challenges for elementary school students. Each lesson engages students around an exciting topic of current importance and invites students into the “Learning Pit” to explore their thoughts with others through dialogue.

**THESE 6 THINGS**

How to Focus Your Teaching on What Matters Most
Dave Stuart Jr.
ISBN 9781506391038
Corwin

These 6 Things is all about streamlining your practice so that you’re teaching smarter, not harder, and kids are learning, doing, and flourishing in ELA and content-area classrooms. Learn how to refocus on six known best practices—establish and strengthen key beliefs, then build knowledge and increase reading, writing, speaking and listening, and argumentation in every content area, every day.
Socrates believed in the power of questions rather than the efficiency of lecturing his students. And yet, if we revere Socrates as one of the greatest teachers in history, how did we get so far away from his method of inquiry? Shanna Peeples, 2015 National Teacher of the Year, is here to flip the script and show you how teachers can create a welcoming and engaging atmosphere that encourages student questions and honors their experiences.

Data is a valuable resource for improving education. Unfortunately, many school teams struggle to make sense of new and often overwhelming data. This book provides an approach that supports teams as they review a range of data sets, and improves their conversation about effectively applying data to instructional decision-making. Written to help teams navigate the world of data analysis for on-going school improvement, this book offers an easy to follow framework that dives deep into data-driven instruction.

Teach Like Yourself helps you become whatever you want to be as a practitioner. It’s one part life coach and three parts a manual for mastering the facets of teaching that no talks about, and yet are crucial to a satisfying career and to developing productive relationships with students.

This remarkable book explores the essential steps for planning lessons that grab the attention of students and make them care about their learning. The steps address the key areas that are most important for meaningful learning: content, pedagogy, and building rapport with students.

Succinct, smart, and swift, this book’s nine learning modules takes you systematically through a process that begins and ends with standards. With abundant cross-curricular examples that span grade levels, planning templates for every step, key professional learning questions, and a PLC guide with video and PowerPoints, you have the most practical planner for designing and delivering highly effective instruction.

Movement, talk, and the physical environment of the classroom all contribute and influence students’ learning. The ideas in Activate will help you create a classroom optimized for deeper engagement and lasting learning. The book describes practical ways to incorporate movement into the classroom routine, based on research on how an active brain generates true learning.
Cathy Fraser believes that school research projects should be less like busywork and more like police investigations. In *Love the Questions* she describes ways to engage middle and secondary students from the outset, honoring their curiosity and passion.

An updated edition of Mike Schmoker’s 2011 runaway bestseller about what and how to teach. Of paramount importance are three top priorities: content-rich curriculum, sound lessons, and authentic literacy. Everything else should (still) take a back seat.

Dynamic educators Rick Wormeli and Dedra Stafford team up for an expanded edition of the bestselling *Summarization in Any Subject*. With 10 new techniques, advice on formative uses for summarization, and tips for using technology for summarization, this updated edition will help K–12 teachers improve student comprehension across all subject areas.

This second edition showcases what the author has learned since the book was first published in 2009 and connects to the evolving conversation on teacher leadership and empowerment. Includes new “try this” advice and a new chapter on using the seven principles to create your own customized professional learning plan.

With *Owning It*, you’ll discover an array of easy-to-implement strategies designed to help you excel in the myriad of modern-day responsibilities of teachers and educators: classroom leader, mentor, colleague, team member, and public professional.
Neurologically, emotions are essential for learning. This book provides six brain-based strategies that tap into emotion for engagement, information retention, perseverance, and transfer. Incorporating UDL, the latest neuroscientific understandings of how the brain learns, and field-tested practices, this book explains the best way to keep students engaged and maximize learning.

This new edition addresses the latest homework research; emphasizes standards-based grading, personalization, and student self-assessment; using homework as formative assessment; and the widened economic divide, which has led to a growing awareness of homework challenges for students of poverty, coined as the “homework gap.”

What do you need for a well-run classroom full of engaged students? Kathy Lundy takes you step-by-step through the nitty-gritty details of creating a classroom that works for you and your students. Based on extensive classroom experience, strategies throughout the book will help you become the teacher you want to be.
Teaching Methods

CONCEPT-BASED CURRICULUM AND INSTRUCTION FOR THE THINKING CLASSROOM
H. Lynn Erickson, Lois A. Lanning, and Rachel French
ISBN 9781506355399
Corwin

This updated edition introduces the newest thought leadership in Concept-Based Curriculum and Instruction. Educators will learn how to:
• Meet the demands of rigorous academic standards
• Use the Structure of Knowledge and Process when designing disciplinary units
• Engage students in inquiry through inductive teaching
• Identify conceptual lenses and craft quality generalizations

TRANSITIONING TO CONCEPT-BASED CURRICULUM AND INSTRUCTION
H. Lynn Erickson and Lois A. Lanning
ISBN 9781452290195
Corwin

H. Lynn Erickson and Lois Lanning demonstrate how, through concept-based curriculum, you can move beyond superficial coverage and lower-level skills practice to effect intellectually engaging pedagogy, where students engage in problem finding and problem solving. New insights include:
• How to design and implement concept-based curriculum and instruction across all subjects and grade levels.
• Why content and process are two different (but equally important) aspects of any effective concept-based curriculum.
How to ensure students develop the all-important skill of synergistic thinking.

The Big Six
Historical Thinking Concepts, Grades 7–12
Dr. Peter Seixas and Tom Morton
Nelson

Bringing historical thinking into the history and social studies classroom!

How does history become meaningful to students? When they see it as a mystery to be solved, an interpretation to be challenged and a way to see themselves in the larger fabric of human experience.

Bring powerful understandings of six historical thinking concepts into your classroom through teaching strategies and model activities.

Each chapter begins by featuring a case in which a prominent Canadian author has engaged one of the six concepts while writing a work of popular history or historical fiction.
This book is designed as a thematically organized text for individuals who are being introduced to Indigenous issues for the first time. It is framed from an academic perspective and addresses Indigenous intellectual tradition and the academic study of Indigenous peoples. It serves the need to recognize and help rebuild and share Indigenous knowledge and perspectives and fosters understanding of Indigenous experiences.

With the same passion that inspires so many who hear him speak, Scott presents an approach informed by the teachers who helped him and honed through years of connecting with kids who need someone to show them a path to a more positive future. He shares the little things you can do to prepare yourself for the hard work of making a difference.

In Building Equity, the authors, colleagues at San Diego’s innovative Health Sciences High & Middle College, introduce the Building Equity Taxonomy, a new model to clarify the structural and interpersonal components of an equitable and excellent schooling experience, and the Building Equity Review and Audit, survey-based tools to help school and teacher leaders uncover equity-related issues.

How can we ensure that all students, regardless of cultural background or socioeconomic status, are granted equitable opportunities to succeed in the classroom and beyond? In Keeping It Real and Relevant: Building Authentic Relationships in Your Diverse Classroom, author and veteran educator Ignacio Lopez outlines simple but effective steps for addressing diverse classrooms in a way that enhances the learning experience for students.

Strong leadership, parent involvement, mentoring, data-based intervention, and high expectations are known factors in student success, but what do they really look like in practice and are they as powerful as research says? This book illustrates the specific strategies and critical steps that transformed a school beset with poverty and shockingly low proficiency into a National Showcase School.
With ever-growing cultural diversity in schools, it is imperative that teachers have a framework in place with which to compassionately and appropriately shape classroom activities and atmosphere to reflect and celebrate that diversity. *Culturally and Linguistically Responsive Teaching and Learning* provides teachers with the resources they need to support their culturally and linguistically diverse students.

This book covers the historical, theoretical, political, and sociological aspects of multicultural education as it relates to young children. Featuring practical guidelines, curriculum suggestions, case studies, and techniques for use in the classroom, this comprehensive resource is appropriate for those studying to become early childhood educators and for practicing professionals.
100+ online courses that span education topics from Formative Assessment to Understanding by Design

Each course is approximately 20 hrs of self-paced modules. Finish in a weekend, or extend over the course of the year

Address individual and group professional development with:
- Flexible course design that supports professional development needs
- Job-embedded applications that link course materials to real-world practice
- Assessments that measure results at the beginning and end of each course
In *Assessment: Getting Started with Student Portfolios*, you’ll explore the research behind implementing a portfolio assessment as well as practical ways to implement the portfolio assessment in the classroom. Using the strategies presented in the course, you’ll be better equipped to increase your students’ ownership of their learning, help them develop positive reflection skills, and engage them in projects that are meaningful to them.

Second Edition. This course makes connections between student motivation and types of assessment used in the classroom. It also covers how to unpack learning standards and benchmarks, so that all assessment yields information about student progress and mastery of instructional goals. Performance assessment can be designed in a multitude of ways, in which both students and teachers can work together to determine the best product or performance to exemplify student understanding, knowledge, and ability to use what they’ve learned.

This six-lesson course defines formative assessment and discusses how it is used in the classroom. Learners will explore how to provide meaningful feedback and consider how students can be active in the assessment process. Additionally, learners will be given opportunities to listen to the perspectives of educators who have worked extensively to improve assessment in schools, and they can watch examples of exemplary practice and determine how they might implement such successful approaches in their own contexts.
This course will show you how to design and carry out a range of assessments that involve higher-order thinking, whether for formative or summative purposes. You’ll learn how to develop open-ended questions, conduct enriching discussions, and design brief and extended performance tasks all aimed at getting students to use higher-order thinking. The final module focuses on the creation and use of appropriate rubrics to evaluate higher-order thinking, a key practice for keeping the focus on student learning outcomes rather than on mere activity completion.

This course explores why language assessment is important and considers how teachers can assess language skills on an ongoing basis. You’ll begin by exploring the value, design, and scoring of language assessments. Next, you’ll investigate the importance of analyzing the results of a language measure. To help translate theory into practice, you’ll also learn a teacher-friendly means for calculating item difficulty and review a checklist for evaluating a language measure.
In this course, you will gain new understandings of families living in poverty and the concrete steps that high-poverty, high-performing (HP/HP) schools have taken to improve outcomes for all students. You will also have opportunities to read research, case studies, and anecdotal reports of how schools have welcomed students and families living in poverty to transition from wherever they are into high-performing schools. Course resources will guide you through activities to assess your school and create action plans.

One of the critical components of the course is building leadership capacity. Whether you are an administrator or teacher, you will feel empowered to take advantage of opportunities to improve outcomes for students in your school, especially if you have a high percentage of students living in poverty. This course is based on William Parrett and Kathleen Budge's Framework for Action, which uses gear wheels to represent Spheres of Influence, Actions, and School Culture. As you work through the course, you will see how improvements in any one of the three areas can influence the other two.
This course will take you on a fascinating exploration of what it means to be a teacher of English Language Learners, how to understand who your students are and the needs they have, and how to choose the most appropriate materials and activities for your classroom. You’ll learn how you can choose and fine-tune the principles that exactly fit your teaching situation.

This seven-lesson course aims to prepare teachers to work more effectively with English language learners in mainstream classes. Among other goals, you will learn how demographic changes affect schools, the importance of culture when teaching ELL students, and supportive strategies that can be implemented in any classroom.

This course explores the role grammar plays in helping English Language Learners improve their language skills. You’ll begin from a more global perspective by exploring seven definitions of grammar. You will then move to the differences between patterns and rules and why second-language learners benefit from instruction on both.
In this course, you will have the opportunity to deepen your knowledge and hone your skills of instructional coaching. Whether your role is an instructional coach, department chair, team leader, curriculum specialist, teacher-mentor, or any other role designed to support classroom teachers' growth and development, this course is for you. It has been carefully constructed to highlight the most salient elements of effective instructional coaching techniques, enabling you to become a stronger, more successful instructional leader. Instructional coaching, as you likely know already, is an innovative approach to providing job-embedded professional development for teachers. As you may also know all too well, the job descriptions of instructional coaches are often incomplete or nonexistent. In this course, you will receive clarity on the coach's role; a plethora of strategies; and a compelling, strengths-based focus to guide your work with the many unique teachers in your domain. Through consistent, intentional application of the approaches you will learn and practice in this course, you will empower yourself to build your teachers' capacity for success.

Leading Professional Learning: Building Capacity Through Teacher Leaders provides practical tools, examples, and processes for developing, implementing, and evaluating systems of job-embedded professional learning led by teacher leaders. Developed by ASCD faculty member and author Judy Carr, the course provides a necessary alternative to older "train the trainer" models of professional development. Instead, it emphasizes sustainable approaches to long-term capacity building. This deep professional learning leads to routine use of essential practices in classrooms and schools. In this PD Online course, Carr defines job-embedded professional learning and identifies approaches to needs assessment that highlight professional learning needs within a school. She provides guidance and criteria for the identification and selection of teacher leaders, including examples of learning with colleagues in a job-embedded system. The examples cover action research and other study groups, collaborative planning of lessons and assessments, and differentiated professional learning in which teachers engage with and provide feedback to one another.

This course examines the critical skills that are important for educational leaders. These skills include communicating effectively, problem solving and decision making, resolving conflict, and building highly effective teams. Finally, this course offers practical advice on emphasizing the importance of consistency in achieving change within the educational environment and avoiding several common obstacles to leadership success.

Principals who treat students with respect promote good communication skills and help create a positive school culture, according to a recent survey. But although some leaders have no trouble with these behaviors, others need to learn how to better incorporate them into their leadership style to improve the learning climate in their schools. This course addresses ways to help contemporary school leaders adjust to their changing roles.

FIT Teaching in Action for Instructional Leaders helps instructional leaders—whether administrators, mentors, or teacher leaders—support teachers' professional growth and practice using the Framework for Intentional and Targeted (FIT) Teaching® based on the works of Doug Fisher and Nancy Frey. Instructional leaders will learn how to use the FIT Teaching Growth and Leadership Tool's five key components to support high-quality teaching: (1) Planning with Purpose; (2) Cultivating a Learning Climate; (3) Instructing with Intention; (4) Assessing with a System; and (5) Impacting Student Learning. Educators will understand why and how purposeful planning and cultivating a positive learning climate provides clarity, guidance, and structures that increase learning opportunities for their students.
BUILDING A SCHOOLWIDE INDEPENDENT READING CULTURE

ISBN 9780176889234
ASCD

Developing habits for independent reading takes time, explicit instruction, and practice. This course is designed to help school and district leaders build or enhance a schoolwide culture where independent reading in self-selected texts occurs daily in all classrooms and at home. You will learn about and use surveys and a classroom visit instrument to determine the status of independent reading throughout a school community. Then, you will synthesize these data to develop a plan to address needs. Additionally, you will learn and be able to apply resources to look-for implementation of instructional practices taught and discussed during professional learning. Finally, you will review what worked and set a course for next steps.

LITERACY STRATEGIES
Creating an Effective Secondary Reading Program

ISBN 9780176889753
ASCD

This course is designed as a literacy road map to guide educators at the secondary level on the important journey toward 100 percent literacy for all students. It presents research and suggestions for implementing and sustaining change in a school infrastructure and instructional programs. Participants will consider characteristics of effective literacy leadership, explore literacy strategies in content-area instruction, and consider the connection between ongoing professional development and literacy improvement.

SIX RESEARCH-BASED LITERACY APPROACHES FOR THE ELEMENTARY CLASSROOM

ISBN 9780176885656
ASCD

This course provides participants with six research-based components of a balanced literacy program that any elementary teacher can use to build literacy skills and increase content knowledge. Participants will learn to integrate the six research-based components into their literacy instruction. Specifically, participants will learn how to demonstrate skills students can imitate by reading aloud to them; use shared reading to teach and model strategic reading; and use guided reading to individualize and differentiate instruction, build fluency, and reinforce strategic reading in a wide range of text difficulties.

LITERACY STRATEGIES FOR LEARNING

ISBN 9780176885472
ASCD

This six module course will help participants understand why it’s important for every teacher to become involved in teaching his or her students how to read, write, and comprehend the subject matter being presented to them and provide teaching strategies in the content areas. In this course, you will discuss the rationale for building literacy skills and learn several strategies relevant to different content areas.

LITERACY STRATEGIES
Improving Comprehension

ISBN 9780176889777
ASCD

This course introduces teachers to strategies that they can use to help struggling readers. The course also gives teachers an opportunity to synthesize what they learn and create a program that will assist them in helping their struggling readers. Learn ways to address reading difficulties, explore instructional strategies that improve comprehension, and see different models of sustained silent reading.

LITERACY STRATEGIES
Phonemic Awareness and Vocabulary Building

ISBN 9780176885519
ASCD

This course will share strategies that have been effective in helping students learn to read.
The importance of direct vocabulary instruction cannot be exaggerated. Vocabulary provides essential background knowledge and is linked to reading comprehension and academic achievement. Researchers estimate that 85 percent of achievement test results are based on the vocabulary of the standards. Educators must teach these critical words through research-based direct instruction. The verbs used in all standards are based on critical thinking processes that students must learn. In this course, you will be exposed to the research, the strategies, and the most critical verbs. Educators who take on the responsibility of explicitly teaching the necessary vocabulary need to know that they are providing students the opportunity to grow, learn, and succeed.
This course explores the multiple causes for gaps in achievement, examines issues that ready children for learning, and considers how to enhance a child's readiness to learn. Learners will explore what it means to strive for equity in achievement by considering the types of learning environments that promote student achievement and ways to measure student achievement.

**Achievement Gaps**

An Introduction

ISBN 9780176889111

ASCD

The demands and challenges of the 21st century require innovations on the part of teachers, administrators, schools, and communities to fully prepare students for college, career, and beyond. Educators who take on the whole child approach, which aims to ensure that each student is healthy, safe, engaged, supported, and challenged, set the standard for comprehensive, sustainable school improvement and provide students with the opportunity for long-term success. In this PD Online course, ASCD looks at how this approach works in relation to a school's culture and climate, curriculum and instruction, assessment, classroom management, and outside of the classroom practices. After being introduced to the whole child approach, participants will have the opportunity review characteristics of it while comparing and contrasting their current professional practices with the approach through assessments, articles from Educational Leadership as well original readings for this course, videos featuring noted education experts, and applications to implement new ideas and strategies.

**An Introduction to the Whole Child**

ISBN 9780176885120

ASCD

This course explores the many factors that contribute to unequal patterns of achievement among different groups of students. One inescapable reality lies at the root of the problem: disparities in achievement occur because some students are better prepared to achieve than others. Although educators can address some of the issues that affect students readiness to learn, it will take a network of concerned people and institutions to help students overcome other barriers to academic achievement.

**Blended Learning**

An Introduction

ISBN 9780176885168

ASCD

There is a growing trend in education at all levels toward blended learning models. This approach requires teachers to rethink their roles in the classroom. This course will introduce you to the various blended learning models used throughout the country. And author, Catlin Tucker, leads you through exploring the implications of a blended learning model on instruction. She suggests teachers strive to achieve one version of blended learning, the "flipped classroom." In this environment, teachers must learn to weave online and face-to-face experiences so that maximum learning occurs. She guides you through online community building exercises that must happen in order for students to have successful online experiences. Tucker says the flipped classroom model can be achieved in many ways and is not video dependent. In addition, she explains the importance of asking good questions that elicit critical thinking from students. And, finally, she describes appropriate assessments for this blended learning model.

**Professional Development**

It's a Process, Not an Event

ISBN 9780176889914

ASCD

This six-lesson course will provide you with the information needed to create powerful professional development programs.
MULTIPLE INTELLIGENCES, 2ND EDITION
Strengthening Your Teaching
ISBN 9780176885595
ASCD

In Multiple Intelligences: Strengthening Your Teaching, you’ll explore the theory and application of Howard Gardner’s multiple intelligences (MI) for the 21st century classroom. Through videos, in-depth readings, and applications, you’ll assess your own strengths and weaknesses, learn tools for assessing your students, and explore specific ideas and techniques for supporting MI in classroom curriculum and activities.

PARAEDUCATORS IN THE CLASSROOM
ISBN 9780176889890
ASCD

This course gives educators a chance to consider their own ideas about supervision and see the contributions paraeducators and other adults can make to children’s education. Participants will also have an opportunity to create a plan for training and working effectively with the paraeducators. In addition, this course will discuss classroom supervision in general terms and identify the implications that differences in style have for effective communication.

PARENTS AS PARTNERS IN SCHOOLING, 2ND EDITION
ISBN 9780176885618
ASCD

Welcome to Parents as Partners in Schooling. Best practices suggest that when communities, schools, and families work together, the results are stronger communities that support the success of young people. The challenges that schools face today in fostering true parental engagement are the result of a multitude of complex issues, some of which we will examine in this course.

RESPONSE TO INTERVENTION
An Introduction
ISBN 9780176885632
ASCD

This course clarifies the purpose and requirements of Response to Intervention (RTI) and provides examples of what the three major components (assessment, interventions, and problem-solving process) might look like in secondary schools. This course also provides practical strategies for implementing the RTI framework in your classroom or school.

SCHOOLS AS PROFESSIONAL LEARNING COMMUNITIES
An Introduction
ISBN 9780176885915
ASCD

This course investigates how school leaders communicate and collaborate with all stakeholders to promote the vision of improved student learning. Participants will explore the basic characteristics of a professional learning community and how to establish an environment of reform that facilitates success.

INCLUSION, 2ND EDITION
The Basics
ISBN 9780176889654
ASCD

Second Edition. In Inclusion: The Basics, you’ll explore the definition of inclusion and inclusive schools and find out what inclusion is and what it isn’t. Through in-depth readings, examples, and applications, you’ll have a conceptual understanding of what constitutes inclusion in the public education setting and the related federal laws. You’ll also gain some practical strategies for adapting instructional activities and creating a welcoming, positive environment for all students.
E-Courses - Teaching Methods

**SUBSTITUTE TEACHING**

*The Basics*

ISBN 9780176890009

ASCD

This course introduces the basics of effective substitute teaching that include the use of a sub pack, the value of preparation, and activities appropriate for any age group or subject. In completing this course, substitute teachers are helping to ensure that the absence of the students regular teacher doesn’t result in a lack of learning.

**SUBSTITUTE TEACHING**

*More Strategies*

ISBN 9780176889981

ASCD

First Edition. This course investigates what’s needed to become an effective substitute teacher from classroom management, to teaching strategies and working with special-needs students. The lessons explore the difference between reactive and proactive discipline strategies and identify cognitive, affective, and organizational accommodations.

**TEACH, REFLECT, LEARN**

*Building Your Capacity for Success in the Classroom*

ISBN 9780176890018

ASCD

This course has been carefully constructed for you, the classroom teacher—no matter your years of experience or amount of expertise. In the six modules that follow, you’ll be given a chance to take charge of your own learning and follow one of four differentiated paths on the journey to grow your personal capacity. For most of us, education isn’t just a job or a profession or something we do during the school year. It’s a calling. And we’re not called to mediocrity. We’re called to make a difference. To impact the future. To change students’ lives. To help our young people become the amazing, wonderful human beings they’re meant to be. And our charge—to maximize our influence through continuous improvement—is a calling we must heed. Let’s spread our professional wings, grow as reflective practitioners and skilled educators, and fulfill the destiny of that calling.

**THE BRAIN, 2ND EDITION**

*Memory and Learning Strategies*

ISBN 9780176885755

ASCD

In *The Brain: Memory and Learning Strategies, 2nd Edition*, you will learn about the physical structures of the human brain that create and retain memories—and how to use this information to improve your classroom teaching practice. The more you understand about how people form and retain memories, the more you will be able to help your students learn and use the academic content you are teaching them.

**THE BRAIN, 2ND EDITION**

*Developing Lifelong Learning Habits*

ISBN 9780176885731

ASCD

In *The Brain: Developing Lifelong Learning Habits*, you will learn about the thinking and learning skills that today’s students should be cultivating to become successful adults in the dynamic, rapidly changing, and “flattened” world into which they will graduate. You will be introduced to the idea of habits of mind; survey 16 distinct ways of seeing, understanding, and interacting with the world; and learn instructional strategies to help your students develop each of these thinking and learning habits. In modules 3–6, there are also activity suggestions and materials that you can download and use in elementary or secondary classrooms.

**THE BRAIN**

*Understanding the Physical Brain*

ISBN 9780176890131

ASCD

This course provides a survey of information about the brain and how it functions to make each of us who we are. Participants will explore the physical aspects of the brain and consider its role in emotions, memory, reasoning, planning, and problem solving. The course also explores possible implications for classroom practice and the views of prominent educators who have been studying this amazing organ for many years.
In *The Reflective Educator*, you will explore the role of reflection in your professional growth, as well as the role that reflection plays in student learning. This course will provide information on self-reflection, reflection in action, the benefits of professional learning communities, the importance of reflection in developing thoughtful learners, inquiry-based lesson planning, teacher inquiry, and taking an inquiry stance in your teaching practice.

**THE REFLECTIVE EDUCATOR, 2ND EDITION**
ISBN 9780176890179
ASCD

In this course, you'll explore how the principles and practices of *Understanding by Design*® can help you get the most out of your instructional time. Through video examples, in-depth readings, and downloadable applications, you'll learn practical ways to put UbD™ to work in classrooms.

**UNDERSTANDING BY DESIGN, 2ND EDITION**
An Introduction
ISBN 9780176885816
ASCD

This course explains why teaching for and assessing understanding can be both challenging and critically important. It then explains each of the six facets in a separate lesson. Each lesson reinforces the relationship of the six facets to the backward design process, including how educators can use them to identify desired results and improve assessment tasks and activities.

**UNDERSTANDING BY DESIGN**
The Six Facets of Understanding
ISBN 9780176890230
ASCD

Typical question and answer sessions allow students to tune out important classroom interactions, and traditional lectures leave most students functioning as ‘listening objects.’ To truly engage all learners, instructors need to use a more intentional approach to student engagement. In this online course, participants will explore the societal and personal costs of disengagement and the importance of higher-order thinking in creating environments that meaningfully engage students in content learning. This course will introduce participants to practical techniques for cognitively engaging students during lessons. These include the uses of on-the-spot techniques, hold-ups, total participation techniques (TPTs) that involve movement, and TPTs for guiding and supporting students in their note taking. Participants will explore essential elements in building a TPT-conducive classroom, where students feel free to share with minimal risks. Finally, participants will analyze the cognitive engagement that is present in a classroom lesson as they apply their new understandings to their own teaching or through peer observations.

**TOTAL PARTICIPATION TECHNIQUES**
ISBN 9780176885793
ASCD

In *Understanding by Design*, you'll explore how the principles and practices of *Understanding by Design*® can help you get the most out of your instructional time. Through video examples, in-depth readings, and downloadable applications, you'll learn practical ways to put UbD™ to work in classrooms.

**UNDERSTANDING BY DESIGN**
The Backward Design Process
ISBN 9780176890216
ASCD

This online course will help you understand and apply various aspects of *Understanding by Design* (UbD). Beginning with an overview of the principles of unit design presented in the UbD framework, this course will then help you develop a unit based on content standards of your choice. You will start by “unpacking” your state or district standards to create enduring understandings, essential questions, and enabling knowledge objectives. Next, you will create appropriate assessments to develop a “photo album” of student achievement. Finally, you will complete your unit by designing instructional activities to reinforce your desired results, ensuring that all your students demonstrate genuine understanding, rather than exhibiting only learning based on knowledge and recall.

**THE REFLECTIVE EDUCATOR, 2ND EDITION**
ISBN 9780176890179
ASCD
UNDERSTANDING STUDENT MOTIVATION, 2ND EDITION
ISBN 9780176885830
ASCD

In *Understanding Student Motivation*, you'll examine the basics of motivation and the role that motivation plays in academic performance. Through readings, video examples, and application exercises, you'll learn how to establish strategies to create a respectful and connected classroom, balance structure and choice to create a positive attitude toward learning, set expectations, create challenging and engaging activities that are personally relevant to students, and develop strategies to help students feel more competent and confident in the classroom.

WHAT WORKS IN SCHOOLS, 2ND EDITION
School Leadership in Action
ISBN 9780176890254
ASCD

In this course you will explore Robert J. Marzano's factors for an effective school. You will also learn about Marzano's general principles for improving student performance and school productivity. More specifically, you will examine Marzano's five school-level factors in student achievement. These factors, involving a combination of policy, procedure, and practice, have proven highly effective in helping make schools genuine communities of learning. Through video examples and in-depth readings, you'll learn how to improve your school or district.

WHAT WORKS IN SCHOOLS, 2ND EDITION
Translating Research into Action
ISBN 9780176890292
ASCD

In this course, you'll investigate the evidence that supports a simple, yet profound, belief about teaching and learning—effective schools do make a difference in the lives of children and young people. By applying the knowledge you'll gain from completing the six modules in this course, you will discover how schools can create an environment that affects student achievement and maximizes the capacity of all learners. This course is the new edition of *What Works in Schools: An Introduction*.

WHERE GREAT TEACHING BEGINS
Design Learning Objectives For Effective Instruction
ISBN 9780176885878
ASCD

This course will give teachers and teacher leaders a deeper understanding of effective planning for student thinking and learning. Using readings and ideas of "deep design" from Anne Reeves' book *Where Great Teaching Begins*, the course focuses on the critical role that student learning objectives play in the learning process, and how they inform assessment and instruction.

INCLUSION, 2ND EDITION
Implementing Strategies
ISBN 9780176889630
ASCD

Second Edition. This course provides valuable strategies for creating and working in an inclusive school environment. With this course, you'll discover strategies for handling the logistics of the classroom environment, aids and supports, and curriculum modification. You'll also learn the difference between accommodation and adaptation, and consider learning and teaching styles while developing differentiated activities that meet the array of student needs in your classroom. Finally, you'll become informed about your state's laws and mandates affecting how to monitor progress and measure achievement of all students in your inclusive classroom.

YOUR FIRST YEAR OF TEACHING
Surviving and Thriving
ISBN 9780176890278
ASCD

This course is designed to help new teachers succeed in their first year of teaching. Although college coursework has prepared teachers for many of the experiences they'll encounter during this first year, much of what they'll face may not have been covered. This course will help prepare new teachers for the realities and challenges of the classroom.
In *Bullying: Taking Charge*, you will explore what bullying is and why it is important to address it on the student, teacher, and school level. You will also learn some practical tools for confronting and preventing bullying. Through video examples, in-depth readings, and problem-solving scenarios, you’ll learn how to recognize and detect bullying, address bullying with the bully as well as the victim, discuss bullying with students through classroom activities, and implement a community-wide bullying prevention program.

This course explores how to match technological tools with learning styles and use technology to obtain, organize, and share information. Participants will learn how to use technology to promote higher-order thinking skills. Refer to *Technology in Schools: A Balanced Perspective*, 2nd Edition for the latest edition.

In *Technology in Schools*, you will learn about the challenges and benefits of incorporating technology into instruction. You will discover engaging and meaningful ways to encourage proper technology integration in schools and work toward increasing access for all students. You will also examine the importance of helping students and their families think critically about the role technology plays in their daily lives.

This course is designed for the classroom teacher who is looking for an introduction to the technology available to enhance teaching. First, you’ll learn how social media can help you improve your practice and create a personal learning network (PLN). Then you’ll discover collaboration tools you can use for planning or delivering lessons. Next, learn about mobile apps that engage students with learning and digital storytelling tools that allow them to show what they’ve learned. Finally, you’ll discover ways to teach students about digital literacy and citizenship.

We have all seen teachers who seem to effortlessly bring out the best in their students. It may seem as if these teachers were born with an innate skill, allowing them to manage their classrooms with ease; however, effective classroom managers are made, not born. In this course you’ll investigate the various facets of classroom management. Examine common approaches to classroom management to find the one that is best for you, laying the foundation for your classroom management plan. Building on the foundation you’ll examine the student-teacher relationship and uncovering the strategies that will support your approach to classroom management. Finally, you’ll learn how these pieces fit together to create a cohesive, schoolwide model.

In *Technology in Schools: A Balanced Perspective*, you will learn about the challenges and benefits of incorporating technology into instruction. You will discover engaging and meaningful ways to encourage proper technology integration in schools and work toward increasing access for all students. You will also examine the importance of helping students and their families think critically about the role technology plays in their daily lives.

In this course, learn about the theory of multiple intelligences as well as ideas and suggestions for ways to integrate it into the classroom. Participants will reexamine the use of learning centers through the lens of the multiple intelligences; learn how to redesign the classroom to incorporate the different intelligences and create an environment for all of them to thrive; and learn about the professional learning community model and how teachers can share ideas for introducing the intelligences and create lessons that honor the different ways students learn.
Even the most experienced of teachers will struggle when students present behaviors that are disruptive, disrespectful, and potentially dangerous. These behaviors manifest themselves differently from student to student, and can often leave a teacher and other students anxiously looking for answers for how to restore order to the classroom and make it a productive, safe learning environment. In Classroom Management: Managing Challenging Behavior, you'll investigate the various characteristics of effective classroom management, classroom management models and tools, challenging behaviors, how to build positive relationships with students that'll have an effect on their behavior, and how to prepare students to become sufficient 21st century learners.

This course introduces teachers to the concept of conflict resolution, its value in a school environment, and the many ways to handle it. It will help teachers understand how they can and why they should emphasize conflict resolution in the classroom and, if feasible, throughout the school.

This course introduces the processes required to successfully implement standards into the curriculum. This course also features a review of the standards movement, an examination of the backward design process, and analysis of teaching strategies that work in the standards-based classroom.

In Classroom Management: Understanding Diverse Learning Needs, 2nd Edition, you will investigate some of the diverse needs today's students may be facing. Through readings and reflection, you will identify actions steps you can take to effectively meet the needs of your students.

This course provides a broad overview of some guiding curriculum development principles and concepts. Although especially helpful to those who are new to the curriculum development process, it is also a good review for those already experienced in the process.

Although this course is specifically designed for the more experienced curriculum developer, all participants should find the course interesting as they examine the many issues that surround the curriculum development process. This course will explore how adopters, evolvers, and developers approach curriculum development while considering what it means to create coherence.
In Differentiated Instruction: An Introduction, you will build a conceptual understanding of the model of differentiated instruction (DI), including the philosophical underpinnings of this model. You will explore characteristics and key elements of differentiated instruction, as well as beliefs that guide the DI model and the five nonnegotiables of differentiated instruction: high-quality curriculum, welcoming classroom environment, ongoing assessment, flexible grouping, and respectful tasks.

In Differentiated Instruction: Leading and Managing a Differentiated Classroom, you will examine issues and strategies for leading a differentiated classroom and managing the many details necessary for the class to run smoothly. You will explore how the teacher's vision sets the stage for students' confidence and effectiveness in a responsive classroom. You will also discover the direct link between teachers' mindsets and their actions in the classroom, which influence how students come to see themselves as learners. In addition, you will learn to create buy-in from students, parents, and other stakeholders, which leads to effective partnerships.

In Differentiated Instruction: Creating an Environment That Supports Learning, you will gain an understanding of the role that a classroom environment plays in differentiated instruction. Throughout this course, you will explore the key elements of a supportive environment that encourage the implementation of the philosophy of differentiation.

In Differentiated Instruction: Teaching with Student Differences in Mind, you will learn how teachers in a differentiated classroom plan for differentiation for readiness, interest, and learning profile, using multiple instructional strategies. You will also see how many of the components of differentiation previously discussed in this suite of courses come together to ensure solid planning and execution of high-quality differentiation.

Teaching with Poverty in Mind will introduce you to the latest research on poverty and how it affects students' cognitive development and academic performance. In this course, you will learn how to differentiate among different types of poverty and understand the unique aspects and effects of each; you will learn about the real, physical effects that poverty can have on a developing brain; and you will learn schoolwide and classroom-level strategies for countering those negative effects to help your students grow, thrive, and find academic success.
The FIT Teaching in Action PD Online course shows teachers how to use the five components of the Framework for Intentional and Targeted (FIT) Teaching developed by Doug Fisher and Nancy Frey: 1. Planning with Purpose, 2. Cultivating a Learning Climate, 3. Instructing with Intention, 4. Assessing with a System, and 5. Impacting Student Learning. Those taking this course will understand, through readings, job-embedded applications, and classroom video, why and how purposeful planning and cultivating a positive learning climate lays the groundwork for the instructional moves teachers can use to give clarity, guidance, and structures that increase learning opportunities and engagement for their students.

Dimensions of Learning is a research-based instructional framework developed by Robert J. Marzano. The research he began in the 1990s represents solid pedagogy and is still relevant and applicable to 21st century learners. According to Marzano (1992), learning involves a complex system of interactive processes that includes five types of thinking.

Differentiated Instruction: The Curriculum Connection directly addresses one of five nonnegotiables of differentiated instruction: the role of curriculum in designing and delivering high-quality differentiated instruction. In this course, you will explore the attributes of high-quality curriculum and what it means to teach for understanding.

Differentiated Instruction: Using Ongoing Assessment to Inform Instruction, you will learn how teachers in a differentiated classroom plan for ongoing assessment and use information collected from assessments to inform instruction.

Teaching isolated research skills to students in grades 3–5 is generally perceived by both the students and the teacher as busywork. The entire picture changes when teachers use student inquiry as a springboard to develop research project ideas. In this scenario, students immediately buy-in to project-based learning when they are tasked to find the answers to their own essential questions.

In From Vision to Action, you'll explore what educators mean by 21st Century Teaching and Learning. Throughout, you'll work with the tools and concepts needed to develop a vision of 21st century teaching and translate it into an actionable practice for your school or district.
This course explores several influential teaching models and discusses the role of personalization through the incorporation of learning and teaching styles into the educational paradigm. Participants will investigate the strengths and weaknesses of behaviorism, cognitivism, and constructivism.

In this course, Questioning for Classroom Discussion: Grades 6–12, you will embark on a learning journey designed to open up new vistas and offer new insights that you can use with your students to make classroom discussion a manageable process. First, you'll explore four quality questioning practices that drive productive discussion: Framing a focus question; Promoting equitable participation; Scaffolding student responses to deepen thinking; Creating a culture for thoughtful discussion. Then, you'll learn the discussion skills that comprise the DNA of meaningful discussion. Typically, students don't arrive at school prepared to engage in productive discussion, so developing these discussion skills is crucial. You'll explore research-based skills in three key categories: social, cognitive, and use-of-knowledge. Then, you'll learn how to decide which skills are most appropriate for your students given their ages and developmental levels and the subject you teach. Using the threefold framework can help you plan disciplined discussions in which students' skills are intentionally targeted for development.

Robert Marzano guides you through a framework for classroom practice using 10 questions for guiding and planning an effective instructional unit.

The research project in grades 6–12 is a worthwhile challenge for both students and teachers. This course provides strategies and tools to help make the project process more manageable, meaningful, and productive for all participants, so that the research, thinking, and writing skills students learn will serve them well in college and careers. The course begins by identifying the types of questions that inspire research, then offers strategies to help students refocus their inquiries to ensure the final research project fulfills its scope and purpose. Course participants will learn how to create class environments that ensure student success in research through planning and the appropriate use of a variety of resources and tools for researching, organizing, and citing information. The course emphasizes the importance of critical thinking to draw evidence from a variety of text and media. The course also explains strategies and tools that facilitate student presentation and teacher assessment while addressing critical thinking, reading, writing, and speaking skills demanded by the Common Core standards.

This PD Online course, Sparking Student Creativity: Practical Applications and Strategies, will help you teach creatively whether you are creative or not. Using readings and ideas from Patti Drapeau’s book Sparking Student Creativity Practical Ways to Promote Innovative Thinking and Problem Solving (ASCD 2014) and from journal articles and videos, this course focuses on how to integrate creativity into content to meet and extend curriculum standards. You’ll learn how to use a creativity road map to plan instruction, how to use strategies to enhance creative tasks, and how to assess creativity lessons.
Science, technology, engineering, and mathematics (STEM) based careers are a growing segment in the US job market; however, the US currently lacks the talent to fill a portion of these positions. Integrating STEM into the K-12 curriculum is imperative if the US is to cultivate this talent from within. This course, STEM for All, outlines the value of integrating STEM into the curriculum at each grade level and offers examples of ways that STEM has been integrated into the classroom and through co-curricular opportunities.

In The Next Generation Science Standards: An Introduction, you will start with the background and genesis of the standards and conclude with assessment of the three dimensions (3-D) of learning. In between, you will discover the relationship between A Framework for K–12 Science Education and the Next Generation Science Standards (NGSS), science learning progressions, 3-D learning and instruction, and engineering practices and design. Through the in-depth readings, video examples, and supplementary resources, you'll explore ways to begin implementing these standards and this revolutionary new mode of teaching science into your classroom, district, or state.

In today's education landscape, the phrase "data-driven instruction" is very common. The pressure to use data analytics to drive student achievement can be felt from the legislative floor to the board room to the classroom and, ultimately, to the living room. Schools and teachers are being held accountable for proving student achievement in unprecedented ways. This course will explain the science of data in relation to education. The importance of designing assessment systems and knowing where and when to collect useful data are explained. Learners will evaluate classroom assessments and learn to develop rigorous assessment items. Finally, standards based grading systems are explored as a means to accurately reporting student mastery of content standards.
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