

Content ID	Segment Title	Contentid
23	Introduction	23
24	1st E, Exposure	24
25	2nd E, Experience	25
26	Experience Helps Students Make Connections	26
27	Provide Experience Through Mediated Learning	27
28	3rd E, Expectations	28
30	4th E, Enduring Understanding-Reflection	30
31	4th E, Enduring Understanding-Performance Assess	31
32	5th E, Enthusiasm	32
34	Glenn Singleton: Opening the Conversation on Race	34
36	Understanding Race	36
37	Courageous Conversations	37
38	Whiteness in Color Identity	38
39	Bridging Racial Cultures	39
40	Creating True Equity	40
42	Systemic Change	42
43	Equity in a School Community	43
44	Closing the Achievement Gap in the Classroom	44
49	Mainstreaming	49
50	Three Capacities of an Immersion Teacher	50
51	Strategies	51
53	Classroom Practices	53
54	Assessment Strategies	54
55	Collaboration	55
57	Mainstreaming	57
58	Three Capacities of an Immersion Teacher	58
59	Strategies	59
61	Classroom Practices	61
62	Assessment Strategies	62
63	Collaboration	63
65	Introduction	65
66	Understanding Differences	66
67	Acceptance of the Differences That Students Bring	67
68	Accommodating Differences in The Approach to Instr	68
69	Support The Students From Where They Come	69
70	Introduction and Review	70

71 Affirming Differences	71
72 Expectations	72
73 Engaging Families	73
74 Celebrating Success	74
75 Asset-Based Education	75
78 Introduction	78
79 1st E, Exposure	79
80 2nd E, Experience	80
81 Experience Helps Students Make Connections	81
82 Provide Experience Through Mediated Learning	82
84 3rd E, Expectations	84
85 4th E, Enduring Understanding-Reflection	85
86 4th E, Enduring Understanding-Performance Assess	86
87 5th E, Enthusiasm	87
88 Asset-Based Education	88
92 Classroom Assessment for High-Stakes Success - Elementary	92
93 Assessment for Learning - Elementary	93
94 Assessment Belief System - Elementary	94
95 Student Involvement - Elementary	95
96 Assessment Targets That Align with State Standards - Elementary	96
98 Assessment Literacy - Elementary	98
99 Questions That Underpin Assessment for Learning - Elementary	99
100 The How of Assessment - Elementary	100
101 Student-Led Conferences - Elementary	101
110 Planning Targets of Learning	110
111 Setting Objectives and Providing Feedback	111
112 Utilizing Questions, Cues, and Advance Organizers	112
113 Summarizing and Note Taking	113
115 Using Non-Linguistic Representations	114
116 Reinforcing Effort and Providing Recognition	115
117 Incorporating Cooperative Learning Effectively	116
118 Increasing Value in Homework and Practice	117
119 Identifying Similarities and Differences	118
120 Generating and Testing Hypotheses	119
122 Planning Targets of Learning	120
123 Setting Objectives and Providing Feedback	122
124 Utilizing Questions, Cues, and Advance Organizers	123

125 Summarizing and Note Taking	124
127 Using Non-Linguistic Representations	125
128 Reinforcing Effort and Providing Recognition	126
129 Incorporating Cooperative Learning Effectively	127
130 Increasing Value in Homework and Practice	128
131 Identifying Similarities and Differences	129
132 Generating and Testing Hypotheses	130
134 Classroom Assessment for High-Stakes Success - Secondary	131
136 Student-Led Conferences - Secondary	132
137 Questions That Underpin Assessment for Learning - Secondary	134
138 The How of Assessment - Secondary	136
139 Assessment Literacy - Secondary	137
140 Assessment Targets That Align with State Standards - Secondary	138
141 Student Involvement - Secondary	139
142 Assessment Belief System - Secondary	140
143 Assessment for Learning - Secondary	141
148 What Is Differentiation?	142
149 Differentiation: Elements for Planning	143
150 Climate	148
151 Knowing the Learner	149
153 Assessment	150
154 Adjustable Assignments	151
155 Instructional Strategies	153
156 Curriculum Approaches	154
157 What Is Differentiation?	155
158 Differentiation: Elements for Planning	156
159 Climate	157
161 Knowing the Learner	158
163 Assessment	159
164 Adjustable Assignments	161
165 Instructional Strategies	163
166 Curriculum Approaches	164
169 Using Data To Close The Achievement Gap	165
170 The Achievement Gap	166
171 Building Dissatisfaction and Killing the Myths	169
172 Data in the Reform Process	170
173 Building Leadership and Data Teams	171

175 Talking About Data	172
176 Examining Outcomes	173
177 Examine All Aspects of School	175
178 Will We Know It When We See It?	176
271 Bonding and Connecting	177
272 Bonding Practices	178
273 Procedures and Routines	271
275 Proactive Classroom Management	272
276 Teaching Social and Emotional Behaviors	273
277 Active Student Involvement	275
278 Addressing Misbehavior	276
279 The Law of Least Intervention	277
281 Bonding and Connecting	278
282 Procedures and Routines	279
283 Work Requirements	281
285 Proactive Classroom Management	282
286 Active Student Involvement	283
287 Addressing Misbehavior	285
288 The Law of Least Intervention	286
290 Introduction	287
291 Commitment to Students and Their Learning	288
292 Knowing the Subject and How to Teach It	290
294 Managing and Monitoring Student Learning	291
295 Self-Reflection	292
296 Active Involvement in the Learning Community	294
299 Commitment to Students and Their Learning	295
300 Knowing the Subject and How to Teach It	296
301 Managing and Monitoring Student Learning	299
302 Self-Reflection	300
303 Active Involvement in the Learning Community	301
309 Reading A Wide Range of Text and Literature	302
310 Strategies to Comprehend, Interpret, Evaluate	303
311 Communicating Effectively Written/Spoken Language	309
312 Using Skills: Research, Present, Create, Critique	310
313 Students Using Language for Their Own Purposes	311
316 Connecting Knowledge of Mathematics to Pedagogy	312
317 Using the NCTM Mathematics Standards	313

318 Facilitating the Usefulness of Mathematics	316
319 Making Mathematics Interesting for All Learners	317
320 Using Writing to Bring Meaning to Mathematics	318
323 Plan Inquiry-Based Programs	319
324 Guide and Facilitate Learning	320
325 Assess Teaching and Learning	323
326 Develop Environments That Enable Students To Learn	324
327 Create Communities of Learners	325
330 Utilize Effective Strategies	326
331 Personalize the Context	327
332 Create Active Learning	330
333 Nurture Thinking and Expression	331
334 Focus on The Learner	332
358 Learning-Focused Relationships	333
359 The Work of Growth Agents	334
360 Creating Challenge	358
361 Applying Intention-Driven Actions	359
362 A Continuum of Learning-Focused Interactions	360
365 Maximizing Time and Attention	361
366 Learning-Focused Conversations	362
367 Learning-Focused Conversations for Reflection	363
369 Inviting Thinking	365
370 Attending Fully	366
371 Paraphrasing	367
372 Mediational Questioning	369
378 Links Between Brain Research and Visual Tools	370
379 The Eight Thinking Maps	371
380 Implementing Thinking Maps	372
381 Mapping Across the Disciplines	378
382 Classroom Examples	379
383 Thinking Map Software	380
384 Benefits of Thinking Maps	381
386 Links Between Brain Research and Visual Tools	382
387 The Eight Thinking Maps	383
388 Implementing Thinking Maps	384
389 Mapping Across the Disciplines	386
390 Classroom Examples	387

391 Thinking Map Software	388
392 Benefits of Thinking Maps	389
393 Classic: Teaching Intelligent Behaviors	390
394 Classic: Persistence/ Impulsivity/ Listening/ Flexibility	391
395 Classic: Metacognition/ Accuracy/ Questioning/ Past Knowledge	392
396 Classic: Clarity/ The Senses/ Creativity/ Risk Taking/ Curiosity	393
398 Classic: Application of Intelligent Behaviors in the School	394
399 Classic: Problem Solving with Intelligent Behaviors	395
400 Classic: More Problem Solving with Intelligent Behaviors	396
431 Classic: Introduction/Definition of Performance Assessment	398
432 Classic: Academic Content Standards	399
433 Classic: Scoring Guides	400
434 Classic: Limits of Multiple Choice and Standardized Tests	431
435 Classic: Impact on Grading	432
437 Classic: Introduction/Writing As a Tool for Assessment	433
438 Classic: Writing Across the Curriculum	434
439 Classic: Authentic Writing Assignments	435
440 Classic: Scoring Writing Assignments with Consistency	437
443 Classic: Introduction/Definition of Performance Assessment	438
444 Classic: Academic Content Standards	439
445 Classic: Making Scoring Guides	440
446 Classic: Limitations of Multiple Choice and Standardized Tests	443
447 Classic: Impact on Grading	444
449 Classic: Introduction/Writing As a Tool for Assessment	445
450 Classic: Writing Across the Curriculum	446
451 Classic: Authentic Writing Assignments	447
452 Classic: Scoring Writing Assignments with Consistency	449
456 Questioning to Improve Learning and Thinking	450
457 Research Connections Between Questioning/Learning	451
458 Stage One: Prepare the Question	452
459 First Behavior: Identify Instructional Purpose	456
460 Second Behavior: Determine Content Focus	457
461 Third Behavior: Select Cognitive Level	458
462 Fourth Behavior: Consider Wording and Syntax	459
463 Review and Introduction of Second Program	460
464 Stage Two: Present the Question	461
465 Stage Three: Prompt Student Responses	462

466 Review and Introduction of Third Program	464
467 Review of Stages One, Two and Three	465
468 Stage Four: Process Student Responses	468
469 Stage Five: Critique the Questioning Episode	469
470 Classroom Example	470
471 Questioning to Stimulate Learning and Thinking	471
472 Research Connections Between Questioning Learning	472
473 Stage One: Prepare the Question	473
474 First Behavior: Identity Instructional Purpose	474
475 Second Behavior: Determine Content Focus	475
476 Third Behavior: Select Cognitive Level	476
477 Fourth Behavior: Consider Wording and Syntax	477
478 Review and Introduction of Second Program	479
479 Stage Two: Present the Question	480
480 Stage Three: Prompt Student Response	483
481 Review and Introduction of Third Program	484
482 Review of Stages One, Two and Three	485
483 Stage Four: Process Student Responses	488
484 Stage Five: Critique the Questioning Episode	489
485 Classroom Example	490
487 Introduction of Program One	491
488 Foundation of a Professional Learning Community	492
489 Mission: Pillar One of Successful Schools	494
490 Vision: Pillar Two of Successful Schools	495
491 Values: Pillar Three of Successful Schools	496
492 Goals: Pillar Four of Successful Schools	502
493 Introduction of Program Two	508
494 Successful Schools Increase Learning	509
495 Pyramid of Interventions	510
496 Total School Improvement	511
508 Discovering Roles of Teachers & Paraprofessionals	512
509 Communication	513
510 Training for Paraprofessionals	514
511 Effective Teacher Supervision	515
512 Evaluation Form Continuous Learning Paraprof.	516
513 Self-Evaluation	517
514 The Howard Street Model	518

515	Catching Struggling Students Early	519
516	Bringing in Tutors	520
517	Reading Specialists Supervising the Tutor	521
518	Assessment	522
519	Guided Reading	523
520	Word Study	524
521	Reading for Fluency	525
522	Tutoring Session Model	526
523	Project CRISS Learning Plan	527
524	Principles and Philosophies of Learning	528
525	Identifying the Author's Craft	529
526	Understanding Patterns and Structure	530
527	Creating Conversations of Learning	531
528	Using Active Strategies for Learning	536
529	Organizing for Learning	537
530	Incorporating Informal and Formal Writing to Learn	538
531	Expanding Vocabulary	539
536	Project CRISS Learning Plan	540
537	Principles and Philosophies of Learning	541
538	Identifying the Author's Craft	542
539	Understanding Patterns and Structure	543
540	Creating Conversations of Learning	544
541	Using Active Strategies for Learning	545
542	Organizing for Learning	546
543	Incorporating Informal and Formal Writing to Learn	547
544	Expanding Vocabulary	548
545	Introduction to Leadership Program	550
546	Training and Implementation	551
547	Follow-Up and Walk-Throughs	552
548	Walk-Through Observation Sheet	553
582	Leaders of Learning	554
583	Enabling Student Success	555
584	The Six Essential Roles for Effective Principals	556
585	Facilitating Teacher Improvement	557
586	Daily Walkthroughs	558
587	What Is It That Leaders Do?	559
588	Innovative Leadership	560

589 What Is Leadership?	561
590 Involvement in the Instructional Process	562
591 Supervising Instruction	563
592 Fostering Teacher and Student Learning	564
593 Creating a Culture of Learning	565
596 Defining Superstars	566
597 Identifying Backbones and Mediocres	567
598 Encouraging Improvement	568
599 Meetings That Take Focus Off Difficult Teachers	569
600 Delivering Bad News	570
601 Spreading Good News	571
602 Creating a Positive School Climate	572
613 Conscious Classroom Management	573
614 Conscious Classroom Management	574
615 Assumptions	575
616 Inner Authority	576
617 Characteristics of Good Teachers	577
618 Holding Ground	579
619 Assumptions	580
620 Positive Connections	582
621 Teaching Procedures	583
622 Inner Authority	584
623 Consistency	585
624 Getting Ready	586
625 Characteristics of Good Teachers	587
626 Designing Lessons for Engagement	588
627 Holding Ground	589
628 Active Learning Strategies	590
629 Managing through Brain Compatible Teaching	591
630 Positive Connections	592
631 Teaching Procedures	593
632 Effective Use of Consequences	595
633 Consistency	596
634 What to Do When Consequences Don't Work	597
635 Getting Ready	598
636 Designing Lessons for Engagement	599
637 Active Learning Strategies	600

638 Managing through Brain Compatible Teaching	601
639 Effective Use of Consequences	602
640 What to Do When Consequences Don't Work	613
641 Introduction	614
642 Beliefs to Help Children Become Literate	615
643 First Belief	616
644 Second Belief	617
645 Third Belief	618
646 Fourth Belief	619
647 Fifth Belief	620
648 Classroom Example in October	621
649 Same Classroom Example in April	622
650 Introduction	623
651 Essential Skills for Reading	624
652 Questioning	625
653 Classroom Practices and Routines	626
654 Shared Textual Interpretations	627
655 Guided Practice	628
656 Independent Practice	629
657 Other Classroom Practices	630
658 Assessment	631
659 Same Classroom Example in October	632
660 Same Classroom Example in April	633
661 Introduction	634
662 Shared Writing	635
663 Independent Writing	636
664 Logs	637
665 Classroom Example of Teaching Writing in September	638
666 Same Classroom Example in January	639
667 Same Classroom Example in April	640
670 Introduction	641
671 Defining the Professional Learning Community	642
672 Cornerstones of a Professional Learning Community	643
673 Critical Questions	644
674 Introduction/Manager of Learning	645
675 Manager of Resources	646
676 Focus on Culture	647

677 Focus of Collaboration	648
678 Intro/Implementing Professional Learning Community	649
679 Facilitating Teacher Improvement	650
681 Introduction	651
682 Understanding the Change Process	652
683 The Nature and Impact of Collaborative Cultures	653
684 Strategies to Develop Collaborative Cultures	654
685 Principals - Guidelines for Individual Action	655
686 Principals-Guidelines for Dealing With Staff	656
687 Moving Forward to Recreate the Schools We Need	657
688 Introduction	658
689 The Modern Context of Schools	659
690 Going Deeper: Purpose, Passion and Emotion	660
691 Going Deeper: Hope	661
692 Going Wider: Engaging External Forces	662
693 Teachers Getting Out There	663
694 Principals Getting Out There	664
695 Life Lines of Hope	665
700 Introduction	666
701 Merging Cooperative Learning Multi Intelligences	667
702 The Eight Multiple Intelligences	670
703 Principles of Coop Learning & Multi Intelligences	671
704 Kagan Teaching Structures I	672
705 Kagan Teaching Structures II	673
706 Kagan Teaching Structures III	674
707 Program Summary	675
708 Introduction	676
709 Merging Cooperative Learning Multi Intelligences	677
710 The Eight Multiple Intelligences	678
711 Principles of Coop Learning & Multi Intelligences	679
712 Kagan Teaching Structures I	682
713 Kagan Teaching Structures II	683
714 Kagan Teaching Structures III	684
715 Program Summary	685
716 Introduction	686
717 Merging Cooperative Learning Multi Intelligences	687
718 The Eight Multiple Intelligences	689

720 Kagan Teaching Structures I	690
721 Kagan Teaching Structures II	691
722 Kagan Teaching Structures III	692
723 Program Summary	693
725 Introduction	694
726 Four Perceptual Lenses	695
727 Leadership as Gift Giving	700
728 Paradox: Is the Principal a Manager?	701
729 Paradox: Is the Principal a Leader?	702
730 Introduction	703
731 Understanding and Building a Culture/Norms	704
732 Beliefs	705
733 Definitions of Success	706
734 Cultural Network/Traditions/Ceremonies/Rituals	707
735 Students Should Be the Focus of Change	708
736 Fostering Teacher Empowerment	709
737 Four Basic Principles to Combine CL and MI	710
739 Introduction	711
740 How the Brain Works	712
741 Three Types of Memory Processing	713
742 Connecting to Something Previously Stored	714
743 Emotional Hook/Short-term Memory	715
744 Introduction/Theory of M-Space/Rote Rehearsal	716
745 Elaborative Rehearsal	717
746 Long-Term Memory	718
747 Procedural Memory/Declarative Memory	720
748 Introduction/Enriched Environments	721
749 Neuroplasticity	722
750 Children at Risk/Neurally Passive Environments	723
751 Brain Compatible Classroom Climate	726
753 Introduction	727
754 Utilizing Time	728
755 Enhancing Teaching and Learning	729
756 Introducing Scheduling	731
757 Implementing New Scheduling	732
758 Introduction	733
759 Staff Development	734

760 Formula to Keep Learning Active	735
761 Opportunities for Student Achievement	736
762 Problem Solving	737
764 Classic: Introduction	739
765 Classic: Definition of "Rigorous and Relevant"	740
766 Classic: What is Needed to Change	741
767 Classic: Community Support	742
768 Classic: Business Involvement	743
769 Classic: Parental Support	744
770 Classic: School Designs	745
771 Classic: Integrated Classrooms	746
772 Classic: Summary and Closure	747
773 Classic: Introduction/Review of Four Quadrant Graphic	748
774 Classic: The Need for the "Rigorous and Relevant" Classroom	749
775 Classic: Technology Integration	750
776 Classic: Teaching Relevant Skills	751
777 Classic: Real World-Projects/Assessments	754
778 Classic: Summary and Closure	755
780 Professional Learning	756
781 Evaluating Staff Development	757
782 Planning Phase: Assess Evaluability	759
783 Planning Phase: Formulate Evaluative Questions	760
784 Conducting Phase	761
785 Reporting Phase	762
786 Powerful Designs for Effective Staff Development	765
787 Powerful Designs I	766
788 Powerful Designs II	767
789 Powerful Designs III	768
790 Powerful Designs IV	769
798 Introduction	770
799 Accelerated Schools Transform Education	771
800 Accelerated Schools Philosophy	774
801 Powerful Learning for All Students	775
802 Systematic Process Galvanizes Personnel & Resource	776
803 Challenges Approached through the Inquiry Process	777
804 Introduction	780
805 More Powerful Learning in Accelerated Schools	781

806 Three Principles, Values, and Vision For Learning	782
807 Powerful Learning Triangle	783
808 Examples of Powerful Learning in the Classroom	784
812 Differentiated Instruction Applied	785
813 The Basics of Differentiation	786
814 Identifying Student Readiness	787
815 Identifying Student Interests	788
816 Identifying Learning Profiles	789
817 Introduction/Preparation for Differentiation	790
818 The Applied Differentiation Map	798
819 The Applied Differentiation Map: What?	799
820 How? Teaching - Learning	800
821 How? Assessment	801
824 Closing the Gaps	802
825 How to Increase Minority Student Achievement	803
826 Leadership: Understanding Equity	804
827 Leadership: Building Equity	805
828 Leadership: Vision and Direction	806
829 Leadership: Accountability	807
830 Leadership: Sustaining Innovation	808
831 The Equity Framework	812
832 School Culture: Professional Attitudes	813
833 School Culture: Clear Focus on Students	814
834 School Culture: Inclusive Environment	815
835 School Culture: Collaboration	816
836 Teaching and Learning: Curriculum	817
837 Teaching and Learning: Teaching Skills	818
838 Teaching and Learning: Assessment	819
839 Teaching and Learning: Interventions	820
840 Differentiated Instruction Applied	821
841 The Basics of Differentiation	824
842 Identifying Student Readiness	825
843 Identifying Student Interests	826
844 Identifying Learning Profiles	827
845 Introduction/Preparation for Differentiation	828
846 The Applied Differentiation Map	829
847 The Applied Differentiation Map: What?	830

848 How? Teaching - Learning	831
849 How? Assessment	832
851 Introduction/Create a Climate for Differentiation	833
852 Provide Training and Leadership	834
853 Offer Ongoing Support	835
854 Examine Structures That Work	836
856 Introduction	837
857 The What and Why of Coaching	838
858 Role of the District	839
859 Principal Training	840
860 Coaching Framework	841
861 Relationships	842
862 Feedback	843
863 Positive Personality	844
864 Learning Expertise	845
865 Leadership	846
866 Deploy Coaches	847
867 Support Coaches	848
868 Monitor Coaches	849
869 Introduction/Connecting With Administrators	851
870 Working in the Classroom-Part I	852
871 Working in the Classroom-Part II	853
872 Meetings With Teachers and/or Teams	854
873 Got-A-Minute Conversations	857
875 Closing the Gaps	858
876 How to Increase Minority Student Achievement	859
877 Leadership: Understanding Equity	860
878 Leadership: Building Equity	861
879 Leadership: Vision and Direction	862
880 Leadership: Accountability	863
881 Leadership: Sustaining Innovation	864
882 The Equity Framework	865
883 School Culture: Professional Attitudes	866
884 School Culture: Clear Focus on Students	867
885 School Culture: Inclusive Environment	868
886 School Culture: Collaboration	869
887 Teaching and Learning: Curriculum	870

888 Teaching and Learning: Teaching Skills	871
889 Teaching and Learning: Assessment	872
890 Teaching and Learning: Interventions	873
893 Whole Faculty Study Groups: Characteristics/Purposes/Desire	875
894 Creating the CONTEXT	876
895 Understanding the PROCESS	877
896 Identifying the CONTENT	878
897 Decision-Making Cycle	879
898 Principles to Guide the Work of WFSGs	880
901 Introduction/Fact-Based Knowledge	881
902 Topics to Concepts	882
903 Enduring Understanding	883
904 Introduction/Designing a Concept-Based Unit	884
905 Scaffolding	885
906 Guiding Questions	886
907 The Culminating Performance Task	887
909 Introduction / Evaluation, Learning & Trust	888
910 Informal Observation	889
911 Formal Evaluation	890
912 Observation	893
913 Introduction / Writing the Evaluation	894
914 Post-Conference	895
915 Feedback through Authentic Assessment	896
916 The Improvement Plan	897
919 Introduction/Active Learning	898
920 The Rational System	901
921 The Emotional System	902
922 Using Humor	903
923 Using Action Research	904
924 Introduction/Understanding Physiological Cycles	905
925 Learning Pathways	906
926 The Primacy-Recency Effect	907
927 Windows of Opportunity	909
928 Introduction/The Brain of Today	910
932 Introduction/Active Learning	911
933 The Rational System	912
934 The Emotional System	913

935 Using Humor	914
936 Using Action Research	915
937 Introduction/Understanding Physiolgical Cycles	916
938 Learning Cycles For Adolescents	919
939 Learning Pathways	920
940 The Primacy-Recency Effect	921
941 Introduction/The Brain of Today	922
942 The Brain Processing Model: Information Input	923
943 The Brain Processing Model: Memory	924
945 Introduction/Active Learning	925
946 The Rational System	926
947 Ther Emotional System	927
948 Using Humor	928
949 Using Action Research	929
950 Introduction/Understanding Physiological Cycles	930
951 Learning Cycles For Adolescents	932
952 Learning Pathways	933
953 The Primacy-Recency Effect	934
954 Introduction/The Brain of Today	935
955 The Brain Processing Model: Information Input	936
956 The Brain Processing Model: Memory	937
962 Every Teacher - A Teacher of English Language Learners	938
963 Foundation: Know the Student Part I	939
964 Foundation: Know the Student Part II	940
965 Foundation: Know the Law	941
966 Newcomer Programs	942
967 Frameworks for Teacher Success	943
968 Second Language Acquisition	945
970 The Stages/Levels of Second Language Acquisition Part I	946
971 The Stages/Levels of Second Language Acquisition Part II	947
972 Comprehensible Input: Making Meaning, Fluency, and Accura	948
973 Assessing Proficiency	949
977 Introduction to Principles and Standards	950
978 The Content Standards/Process Standards	951
979 Problem Solving	952
980 Reasoning & Proof	953
981 Communication	954

982 Connections	955
983 Representation	956
984 Program Review	958
985 Tessellations Help Expand Geometric Understanding	962
986 Measuring and Proportions Activity	963
988 Compassing Activity	964
989 Negative and Positive Numbers	965
990 Developing Algebraic Thinking	966
991 Rate of Change	967
992 Assessment of Learning from Stock Market Activity	968
993 Discovering That Pi Is a Constant	970
995 Introduction to Principles and Standards	971
996 The Content Standards/Process Standards	972
997 Problem Solving	973
998 Reasoning & Proof	977
999 Communication	978
1000 Connections	979
1001 Representation	980
1002 Program Review	981
1003 Third Grade Calendaring Activity	982
1004 Fourth Grade Patterning Activity	983
1005 Fourth Grade Triangle Activity	984
1006 Fifth Graders Use a "T" Chart to Make Predictions	985
1007 Third Grade Money Activity	986
1008 Fifth Grade Shopping Activity	988
1009 Fifth Grade Creating Algorithms	989
1011 Introduction to Principles and Standards	990
1012 The Content Standards/Process Standards	991
1013 Problem Solving	992
1014 Reasoning & Proof	993
1015 Communication	995
1016 Connections	996
1017 Representation	997
1018 Program Review	998
1019 First Grade Calendaring Activity	999
1020 First Grade Patterning Activity	1000
1021 Kindergarten Creating Stories with Manipulatives	1001

1022 First Grade Measuring Activity	1002
1023 K-1 Using Various Mathematics Activities	1003
1024 Second Grade Calendaring and Domino Activity	1004
1025 First Grade Ten Black Dots Activity	1005
1026 Second Grade Developing Numbers Sense & Regrouping	1006
1027 Classic: Introduction/Teacher Isolation	1007
1027 Second Grade Base Ten Activity	1008
1028 Classic: Rationale of Collaboration	1009
1028 First Grade Using Various Mathematics Activities	1011
1032 Need for Performance Assessments	1012
1033 Beginning the Design of Performance Assessments	1013
1034 Performance Task Blueprint	1014
1035 Content Standards/Indicators	1015
1036 Task Activities Part I	1016
1037 Task Activities Part II	1017
1038 Evaluative Criteria Part I	1018
1039 Evaluative Criteria Part II	1019
1040 Designing Performance Assessments	1020
1041 Need for Performance Assessments	1021
1042 Beginning the Design of Performance Assessments	1022
1043 Performance Task Blueprint	1023
1044 Content Standards/Indicators	1024
1045 Task Activities Part I	1025
1046 Task Activities Part II	1026
1047 Evaluative Criteria Part I	1027
1048 Evaluative Criteria Part II	1028
1049 Every Teacher - A Teacher of English Language Learners	1032
1050 Foundation: Know the Student Part I	1033
1051 Foundation: Know the Student Part II	1034
1052 Foundation: Know the Law	1035
1053 Newcomer Programs	1036
1054 Frameworks for Teacher Success	1037
1055 Second Language Acquisition	1038
1056 The Stages/Levels of Second Language Acquisition	1039
1057 Comprehensible Input: Meaning, Fluency, and Accuracy	1040
1058 Assessing Proficiency	1041
1059 Making Accommodations For English Language Learners	1042

1060 Seeing the Big Picture	1043
1061 Using Visual Tools	1044
1062 Differentiating Instruction for Student Needs	1045
1063 Building Literacy - Vocabulary Development	1046
1064 Building Literacy - Writing and Reading Part I	1047
1065 Building Literacy - Writing and Reading Part II	1048
1066 Making Accommodations For English Language Learners	1049
1067 Seeing the Big Picture	1050
1068 Using Visual Tools	1051
1069 Differentiating Instruction for Student Needs	1052
1070 Building Literacy - Vocabulary Development	1053
1071 Building Literacy - Writing and Reading	1054
1073 Introduction	1055
1074 The Core Business of the School	1056
1075 Levels of Student Engagement	1057
1076 The “Working on the Work” School	1058
1077 Introduction / Creating the Framework	1059
1078 Designing Quality Work	1060
1079 Engaged Teachers and Students at Work	1061
1081 The Interdependence of Teamwork, Goals, & Data	1062
1082 Using Assessment Data to Improve Achievement	1063
1083 The Proper Use of Data in Accountability	1064
1084 Example of the Active Use of Data	1065
1085 Introduction / The Need for Teamwork	1066
1086 Elements of Effective Teamwork	1067
1087 The Team Learning Log	1068
1088 Creating Meaningful Student Achievement Goals	1069
1090 Part 1: Introduction	1070
1093 Introduction / Understanding Action Research	1071
1094 The “Why” of Action Research	1073
1095 The “What” of Action Research	1074
1096 The “Who” of Action Research	1075
1097 Working in the Action Research Group	1076
1098 The Facilitator/Examples of Action Research Groups	1077
1099 Introduction / Developing the Question	1078
1100 Plan of Action, Data Collection	1079
1101 Data Analysis, Plan for Future Action	1081

1104 Classic: Introduction	1082
1105 Classic: The Learning-Focused Tool Box	1083
1106 Classic: Opening or Activating Strategies	1084
1107 Classic: Teaching Activities	1085
1109 Classic: Closure Strategies	1086
1110 Classic: Review/Assignments and Rubrics	1087
1111 Classic: Extending and Refining Lessons	1088
1112 Classic: Culminating Activities	1090
1113 Classic: The Learning Pyramid	1093
1114 Classic: Other Concerns of the Learning-Focused School	1094
1116 Classic: Introduction	1095
1116 Classic: Introduction	1096
1117 Classic: The Learning-Focused Tool Box	1097
1118 Classic: Opening or Activating Strategies	1098
1119 Classic: Teaching Activities	1099
1120 Classic: Distributed Guided Practice	1100
1120 Classic: Closure Strategies	1101
1122 Classic: Review/Assignments and Rubrics	1104
1123 Classic: Culminating Activities	1105
1124 Classic: Extending and Refining Lessons	1106
1125 Classic: Learning Pyramid	1107
1126 Classic: Other Concerns of the Learning-Focused School	1108
1129 Classic: Learning-Focused Tool Box	1109
1130 Classic: Opening or Activating Strategies	1110
1131 Classic: Teaching Activities	1111
1132 Classic: Distributed Guided Practice	1112
1133 Classic: Closure Strategies	1113
1134 Classic: Review/Assignments and Rubrics	1114
1135 Classic: Extending and Refining Lessons	1116
1136 Classic: Culminating Activities	1117
1137 Classic: Learning Pyramid	1118
1138 Classic: Other Concerns of the Learning-Focused School	1119
1151 Introduction	1120
1152 Step 1: Identifying Schools As a Culture of Stress	1121
1153 Step 2: Restructuring Priorities	1122
1154 Step 3: Mastering the Science of Stress Management	1123
1155 Step 4: Arresting Time Bandits at Home and School	1124

1156 Step 5: Nutrition Supports a Healthy Lifestyle	1125
1157 Desktop Yoga	1126
1158 The Calmer	1128
1159 Introduction	1129
1160 Step 1: Identifying Schools As a Culture of Stress	1130
1161 Step 2: Restructuring Priorities	1131
1162 Step 3: Mastering the Science of Stress Management	1132
1163 Step 4: Arresting Time Bandits at Home and School	1133
1164 Step 5: Nutrition Supports a Healthy Lifestyle	1134
1165 Desktop Yoga	1135
1166 The Calmer	1136
1168 Who Says "Those" Kids Can't Learn?	1137
1169 Who Says Teachers Don't Care?	1138
1189 Introduction	1151
1190 The Mission & Goal of Cognitive Coaching	1152
1191 States of Mind	1153
1192 Coaching Tools That Promote Thinking	1154
1193 More Coaching Tools That Promote Thinking	1155
1194 Introduction/The Coaching Cycle	1156
1195 Planning Conversations Map	1157
1196 Reflecting Conversations Map	1158
1197 Applications of Cognitive Coaching	1159
1199 Understanding Change - Part I	1160
1200 Understanding Change - Part II	1161
1201 Setting the Stage - Part I	1162
1202 Setting the Stage - Part II	1163
1203 Good Design - Part I	1164
1204 Good Design - Part II	1165
1205 Supporting Implementation - Part I	1166
1206 Supporting Implementation - Part II	1168
1207 Supporting Implementation - Part III	1169
1208 4-Step Implementation	1173
1209 4-Step: Analyze and Visualize - Part I	1174
1210 4-Step: Analyze and Visualize - Part II	1175
1211 4-Step: Apply	1176
1212 4-Step: Reflect and Improve	1177
1246 Introduction/The Need for Accountability	1178

1247 Organize a Task Force	1179
1248 Establish Principles	1187
1249 Research Existing Systems	1189
1250 Design the System	1190
1251 Review	1191
1252 Select System-wide Indicators	1192
1253 Determine School Indicators	1193
1254 Create Reports	1194
1255 Involve Central Office	1195
1256 Use Data-driven Decisions	1196
1259 Introduction	1197
1260 Reading	1199
1261 Writing	1200
1262 Speaking	1201
1263 Listening	1202
1264 Curriculum Mapping	1203
1265 Summary	1204
1266 Reading II	1205
1267 Writing II	1206
1268 Speaking II	1207
1269 Listening II	1208
1270 Using All the Skills Simultaneously	1209
1274 Achievement for Students with Special Needs	1210
1275 Subject Matters - CLC Level 1	1211
1276 Strategies - CLC Level 2	1212
1277 Strategies - CLC Level 3	1215
1278 Skills - CLC Level 4	1216
1279 Language - CLC Level 5	1217
1280 Benefits and Rewards	1218
1281 A Teacher's Tool Box: Content Enhancement Routines	1246
1282 Tools for Students: Learning Strategies	1247
1283 Classroom Practices That Work	1248
1284 The Value of Grouping and Working in Teams	1249
1285 Co-Teaching: A Powerful Practice for All Students	1250
1286 Valuable and Applicable Things to Do Every Day	1251
1287 Achievement for Students with Special Needs	1252
1288 Subject Matters - CLC Level 1	1253

1289 Strategies - CLC Level 2	1254
1290 Strategies - CLC Level 3	1255
1291 Skills - CLC Level 4	1256
1292 Language - CLC Level 5	1259
1293 Benefits and Rewards	1260
1294 A Teacher's Tool Box: Content Enhancement Routines	1261
1295 Tools for Students: Learning Strategies	1262
1296 Classroom Practices That Work	1263
1297 The Value of Grouping and Working in Teams	1264
1298 Co-Teaching: A Powerful Practice for All Students	1265
1299 Valuable and Applicable Things to Do Every Day	1266
1301 Introduction/The Need for Reading Intervention	1267
1302 Great Leaps Reading: Phonics, Phrases, Stories	1268
1303 Phonics/Tutoring Examples	1269
1304 Phrases/Tutoring Examples	1270
1305 Stories/Tutoring Examples	1274
1306 The Impact of Great Leaps	1275
1307 Introduction/In-depth Look at Phonics	1276
1308 In-depth Look at Phrases	1277
1309 In-depth Look at Stories	1278
1310 Understanding the Job of the Tutors	1279
1311 Charting Student Progress	1280
1312 Logistics of Great Leaps	1281
1314 Introduction/The Purposes of Grading	1282
1315 Reporting That Communicates	1283
1316 Grading and Reporting Methods	1284
1317 Grading as an Incentive	1285
1318 Alternative Methods of Reporting Progress	1286
1319 Changes in Grading Practices	1287
1320 Changing Assessment Practices for Better Grading	1288
1322 Classic: Introduction/Framework for Planning	1289
1323 Classic: Practical Teacher Adaptations to the Block	1290
1324 Classic: Complete Example of a High School Block Class	1291
1325 Classic: Paideia Seminar	1292
1326 Classic: Review/Example from an English Class	1293
1327 Classic: Other English Class Examples	1294
1328 Classic: Examples from Social Studies Classes	1295

1329 Classic: A Teacher's Simple Five Step Planning Process	1296
1330 Classic: Other Social Studies Class Example	1297
1331 Classic: Review/Example of Math Class Activity	1298
1332 Classic: Variation of Same Activity	1299
1333 Classic: Class with Effective Concept and Homework Review	1300
1334 Classic: Presentation of New Material in Same Class	1301
1335 Classic: Examples from Science Classes	1302
1336 Classic: Other Science Class Examples	1303
1339 Introduction/Enhance Learning Through Writing	1304
1340 Writing Helps Teachers in Disciplines Teach Well	1305
1341 English Teachers Help Other Faculty With Writing	1306
1342 School-Wide System for Evaluating Written Work	1307
1343 Develop It Over Time	1308
1344 Move to a Formal Structure	1309
1345 Educate the Faculty	1310
1346 Provide Students With Tools for Success	1311
1348 Introduction/Enhance Learning Through Writing	1312
1349 Writing Helps Teachers in Disciplines Teach Well	1314
1350 English Teachers Help Other Faculty With Writing	1315
1351 School-Wide System for Evaluating Written Work	1316
1352 Develop It Over Time	1317
1353 Move to a Formal Structure	1318
1354 Educate the Faculty	1319
1355 Provide Students With Tools for Success	1320
1357 Introduction	1322
1358 Reading	1323
1359 Writing	1324
1360 Speaking	1325
1361 Listening	1326
1362 Curriculum Mapping	1327
1363 Summary	1328
1364 Reading II	1329
1365 Writing II	1330
1366 Speaking II	1331
1367 Listening II	1332
1368 Using All the Skills Simultaneously	1333
1371 Classic: Introduction/Why Schools Are Isolated	1334

1372 Classic: Barriers to Parental Involvement	1335
1373 Classic: Levels of Parental Involvement	1336
1374 Classic: Parents as Decision Makers	1339
1375 Classic: Introduction/Reaching Out to the Community	1340
1376 Classic: Making School a Center of the Community	1341
1377 Classic: Dealing with Criticism	1342
1380 Using the Applied Differentiation Map	1343
1381 Classroom Example--Part I	1344
1382 Classroom Example--Part II	1345
1383 Using the Applied Differentiation Map	1346
1384 Classroom Example--Part I	1348
1385 Classroom Example--Part II	1349
1386 Classroom Example--Part III	1350
1387 Formal Assessment Examples	1351
1389 Introduction/Families Need to Nurture Learning	1352
1390 Every Parent is the First Teacher/Partnerships	1353
1391 Programs Provide Training to Families	1354
1392 More Programs for Families	1355
1393 Attributes for Parent Involvement Programs	1357
1394 Introduction/MegaSkills***	1358
1395 Preview of "Home Recipes for Learning"	1359
1396 Examples of Successful Home Activities--Part I	1360
1397 Examples of Successful Home Activities--Part II	1361
1398 Examples of Successful Home Activities--Part III	1362
1433 Who Says Schools Don't Work?	1363
1502 Alexi's Story: Behrman Charter Elementary	1364
1503 Search & Rescue: Behrman Charter Elementary	1365
1504 Benjamin Franklin High School	1366
1505 More Than a Paycheck: East St John Elementary	1367
1506 Preservation Hall: Warren Easton High School	1368
1672 NSDC's PD Definition in Action	1371
1673 NSDC's Definition for Professional Development	1372
1674 Explanation of NSDC's PD Definition	1373
1865 On-Demand Professional Learning	1374
1866 Professional Learning Communities	1375
1867 Good—Better—Best Practice	1376
1868 Scaling Professional Learning	1377

1869 Building Capacity on Tight Budgets	1380
1871 Closing the Gaps: Lessons Learned	1381
1872 How Leaders Support Differentiation	1382
1873 Identify Evidence-Based Strategies	1383
1874 Classroom Management and Engagement	1384
1877 Introduction/Invitational Education	1385
1878 Perceptions, Self-Concept & Assumptions	1386
1879 Inviting and Disinviting	1387
1880 Personal & Professional Growth Benefits	1389
1881 Introduction/School Practices	1390
1882 The 5 "P's"	1391
1888 Introduction/Dynamics of Change	1392
1889 The Change Process/Initiation	1393
1890 Implementation	1394
1891 Institutionalization	1395
1892 Introduction/Innovation Plan	1396
1893 Isolation Fragmentation	1397
1894 Training, Support, and Renewal	1398
1896 Introduction/Four Unfulfilled Needs	1407
1897 Role Involvement	1408
1898 The Ability to Control Themselves	1409
1899 Introduction/Reality Therapy	1410
1900 Tones and Gestures	1411
1901 Rules and Procedures	1412
1902 Learn Reality Therapy Questions	1413
1903 Parents and Reality Therapy	1414
1905 Introduction/Making Connections	1415
1906 Curriculum Mapping	1416
1907 Curriculum Integration	1417
1908 Careful Planning and Teamwork	1418
1909 Introduction/Planning	1419
1910 Brainstorming Ideas/Essential Question	1420
1911 Planning Activities	1421
1915 Classic: Benefits to Educators & Students	1422
1916 Classic: Introduction/Formal Peer Coaching	1423
1917 Classic: Three Types of Formal Peer Coaching	1424
1918 Classic: Examples of Peer Coaching	1425

1920 Classic: Introduction/Cooperative Learning	1427
1921 Classic: Five Critical Attributes	1428
1922 Classic: Research, Misconceptions, and Concerns	1429
1923 Classic: Introduction	1430
1924 Classic: Organize Groups	1431
1925 Classic: Trust, Training, and Flexibility	1432
1926 Classic: Dealing with Conflict/Group Processing	1433
1928 Introduction/Philosophy & Rationale	1434
1929 Right to a Quality Education	1435
1930 Teachers can Succeed	1443
1931 Work Together	1444
1932 Introduction/Tools of Inclusion	1445
1933 Help Any Child or Teacher in Any School	1446
1934 Three Tools: Circles of Friends	1450
1935 MAPS: Making Action Plans	1451
1936 Planning Alternative Tomorrows with Hope	1452
1939 Classic: Introduction/COPE Strategy	1453
1940 Classic: Mystery Strategy	1460
1941 Classic: Metaphorical Expression Strategy	1461
1942 Classic: Reciprocal Learning Strategy	1462
1947 Introduction/Why Heterogeneity	1465
1948 Climate and Culture for Heterogeneity	1466
1949 Classroom Strategies for Heterogeneity	1467
1950 Introduction/Heterogeneity Standards	1468
1951 Group Work and Group Assessment	1469
1952 Teaming and Support Structures	1470
1954 Introduction/Understanding 4MAT	1471
1955 Four Major Learning Styles	1474
1956 Brain Processing Techniques	1475
1957 Applying 4MAT	1476
1958 Introduction/Designing Instruction	1477
1959 Four Quadrants	1481
1960 Teacher Collaboration	1482
1963 Key Issues of Block Scheduling	1483
1964 Block Schedules	1484
1965 Introduction/Need for Block Scheduling	1485
1965 Introduction/Build a Block Schedule	1486

1966 Teaching in the Extended Class Period	1487
1967 Teacher Teaming	1488
1968 The 50-50-50-30 School Calendar	1489
1971 Classic: Introduction	1490
1972 Classic: Culturally Responsive Teaching	1491
1973 Classic: Norms, Procedures, and Structures	1492
1974 Classic: Introduction/Scaffolding	1493
1975 Classic: Collaboration/Cooperative Learning	1494
1976 Classic: Developing Attitude	1495
1977 Classic: Projects/Multiple Intelligences	1496
1978 Classic: Enhancing Meaning/Relevant Assessment	1497
1982 Introduction/Cooperative Learning	1498
1983 Concept Attainment	1499
1984 Mind Mapping	1500
1985 Inductive Thinking	1501
1986 Academic Controversy	1502
1987 Introduction	1503
1988 Cooperative Learning	1504
1989 Concept Attainment	1505
1990 Mind Mapping	1506
1991 Inductive Thinking	1507
1992 Academic Controversy	1508
1994 Classic: Introduction	1512
1995 Classic: "Caring Attitudes and Skills"	1513
1996 Classic: Significant Seven	1514
1997 Classic: Barriers and Builders	1515
1998 Classic: Introduction to Class Meetings	1518
1999 Classic: Introduction/Class Meetings	1519
2000 Classic: Eight Building Blocks: Part I	1520
2001 Classic: Eight Building Blocks: Part II	1521
2002 Classic: Six Reasons why Class Meetings Fail	1525
2003 Classic: Format for Class Meetings	1526
2029 Introduction/Defining Curriculum	1527
2030 Focusing and Connecting Curriculum	1528
2031 Aligning Curriculum	1529
2032 Introduction/Conduct a Curriculum Audit	1530
2033 Examples of Curriculum Audit	1531

2034 Improving Student Achievement	1532
2035 Classic: Introduction/Shifting From Tradition	1533
2036 Classic: Learning Styles	1534
2037 Classic: Styles Affect Classrooms and Curriculum	1535
2038 Classic: Introduction/COPE Strategy	1536
2039 Classic: Mystery Strategy	1538
2040 Classic: Metaphorical Expression Strategy	1539
2041 Classic: Reciprocal Learning Strategy	1540
2042 Classic: Introduction/COPE Strategy	1541
2043 Classic: Mystery Strategy	1542
2044 Classic: Metaphorical Expression Strategy	1543
2045 Classic: Reciprocal Learning Strategy	1544
2046 Classic: Introduction/COPE Strategy	1545
2047 Classic: Mystery Strategy	1546
2048 Classic: Metaphorical Expression Strategy	1547
2049 Classic: Reciprocal Learning Strategy	1548
2099 Authentic Equity Leadership	1549
2100 Authentic Equity Leadership	1550
2181 Introduction/Definition of Standard	1551
2182 Academic Content Standards	1552
2183 Benchmarks	1553
2184 Scoring Guides	1554
2185 Standards vs. Norms	1555
2186 Introduction/Implementing Standards	1556
2187 District Level	1557
2188 Role of the Principal	1558
2189 Role of the Classroom Teacher	1559
2190 Community and Standards	1560
2213 Introduction	1561
2214 Definition of Constructivism: Part I	1562
2215 Definition of Constructivism: Part II	1563
2216 Research Underpinnings	1564
2217 What Constructivism is Not	1565
2218 Introduction/Preparing the Community	1566
2219 Starting Steps	1567
2220 Three Strategies that Work	1568
2221 A Constructivist Classroom is for All	1569

2238 Introduction	1570
2239 Definition of Constructivism: Part I	1571
2240 Definition of Constructivism: Part II	1572
2241 Research Underpinnings	1573
2242 What Constructivism is Not	1574
2243 Introduction/Preparing the Community	1575
2244 Starting Steps	1576
2245 Three Strategies that Work: Part I	1577
2246 Three Strategies that Work: Part II	1578
2247 A Constructivist Classroom is for All	1579
2296 Testimonials	1580
2392 Coping with Disaster	1581
2393 Language Development	1582
2394 Literacy at Home	1583
2395 Music Helps Children Learn	1584
2396 Music, Movement, and Literacy	1585
2397 Springboard to Literacy	1586
2398 Teach Through Play	1587
2406 Introduction/What is Induction?	1588
2407 Classroom Management	1589
2408 Teacher Effectiveness	1590
2409 Reducing Anxiety	1591
2410 Introduction/Mentoring	1592
2411 Teacher Renewal	1593
2412 Team Work	1594
2413 Introduction	1595
2414 Definition of Constructivism: Part I	1596
2415 Definition of Constructivism: Part II	1597
2416 Research Underpinnings	1598
2417 What Constructivism is Not	1599
2418 Introduction/Preparing the Community	1600
2419 Starting Steps	1601
2420 Three Strategies that Work: Part I	1602
2421 Three Strategies that Work: Part II	1604
2422 A Constructivist Classroom is for All	1605
2423 Introduction/The LOW YIELD Student	1606
2424 Ingredients for High Impact Schools	1631

2425 Belonging, Safety, and Participation	1632
2426 Teaching and Learning that is Authentic	1633
2427 Support Systems for Everyone	1634
2428 Introduction/Holistic Teaching	1635
2429 Core Processes	1636
2430 The Reading Continuum: Overview	1637
2431 Introduction / Early Emergent Phase	1638
2432 Emergent Phase	1639
2433 Introduction / Early Fluent Phase	1640
2434 Introduction/Fluent Phase/Text: Fiction	1641
2435 Text: Non-Fiction	1642
2444 Introduction	1643
2445 Introduction to OSHA Standards	1644
2446 Avoiding Exposure	1645
2447 Post-Exposure Evaluation & Follow-Up	1646
2448 Introduction	1647
2449 Cyberbullying	1648
2450 Intervention	1649
2451 Follow-up / Student Support	1650
2452 Definition and Overview	1651
2453 Law / Fair Use	1652
2464 Session 1	1653
2465 Session 2	1654
2466 Session 3	1657
2467 Session 4	1658
2482 Introduction	1659
2483 Identifying Hazards	1660
2484 Developing Your Plan	1661
2485 Implementing Your Plan	1662
2486 Introduction	1663
2487 Laws and Regulations	1664
2488 Approach to Protection	1665
2489 Tools	1666
2497 Laws and Regulations	1667
2504 Introduction	1668
2505 Educational Environment	1669
2506 Responding to Sexual Harassment	1670

2507 Reporting & Preventing Sexual Harassment	1675
2508 General Safety Practices	1676
2511 Learning Framework Overview	1679
2512 Learning Targets	1680
2513 Thinking/Process Skills	1686
2514 The Guiding/Essential Question	1687
2515 Formative Assessment	1688
2516 Self-Assessment in Formative Assessment	1689
2517 Summative Assessment & Backward Design	1690
2518 Instruction Introduction	1691
2521 Learning Targets	1693
2522 Thinking/Process Skills	1694
2523 The Guiding/Essential Question	1695
2524 Formative Assessment	1709
2525 Self-Assessment	1710
2526 Summative Assessment & Backward Design	1711
2527 Instruction Introduction	1712
2528 Cue Sets	1734
2529 Cue Sets	1735
2532 Best Shot Instruction and Modeling	1767
2533 Best Shot Instruction and Modeling	1768
2534 Guided Practice/Independent Practice	1779
2535 Closure	1780
2536 Guided Practice/Independent Practice	1800
2537 Closure	1801
2569 Curtis Linton Equity Impact of the Common Core: Part 4	1802
2818 Classic: Persistence/Impulsivity/Listening/Flexibility	1803
2819 Metacognition/Accuracy/Questioning Past Knowledge	1806
2820 Classic: Clarity/The Senses/Creativity/Risk Taking/Curiosity	1807
2821 Classic: Program Introduction	1856
2822 Classic: Review of Intelligent Behaviors	1857
2823 Classic: Application of Intelligent Behaviors in the School	1858
2824 Classic: Problem Solving with Intelligent Behaviors	1859
2825 Classic: More Problem Solving with Intelligent Behaviors	1860
2875 The Seedling - Paul Laurence Dunbar High	1861
2876 In Pursuit of Excellence	1862
2878 Curtis Linton Equity Impact of the Common Core: Part 1	1863

2912 Introduction to PD 360	1865
2912 Introduction to PD 360	1866
2957 Wikis	1867
2958 Presentations	1868
2959 Web Search	1869
2961 Creating Movies: Windows Movie Maker	1870
2962 Interactive Whiteboards	1871
2963 Presentations	1872
2964 Online Surveying	1873
2965 Creating Movies: Flip Video Cameras	1874
2966 Visual Organizers	1877
2967 Fusing Technologies: Windows Movie Maker	1878
2968 E-mail	1879
3029 Study Elementary: At the Brink	1880
3030 Study Elementary: Teacher Panel-Extended Interview	1881
3031 Reagan High School: Texas Turnaround	1882
3032 Reagan High School: Leadership-Extended Interview	1884
3040 Blogs	1885
3040 Blogs	1886
3041 Wikis	1887
3042 Fusing Technologies: Digital Imaging, Powerpoint	1888
3043 Online Communications	1889
3044 WebQuest	1890
3045 Podcasts	1891
3046 Web Search	1893
3048 Student Response Systems	1894
3049 Targeted Web Search	1896
3051 Fusing Technologies: Online Productivity Tools	1897
3051 Fusing Technologies: Online Survey	1898
3054 Michael Fullan	1899
3055 Ken O'Connor: Part I	1900
3056 Ken O'Connor: Part II	1901
3057 Jay McTighe: Part I	1902
3058 Jay McTighe: Part II	1903
3059 Carol Tomlinson: Part I	1905
3060 Carol Tomlinson: Part II	1906
3062 Failure Is Not an Option: Alan M.	1907

3065 Introducing Observation 360	1908
3065 Introducing PD 360	1909
3104 Introduction	1910
3105 Male Student to Male Student	1911
3106 Mentor to Teacher	1913
3107 New Student	1914
3108 Female Student Group to Male Student	1915
3109 Male Student to Female Student	1916
3110 Male Student to Teacher	1917
3178 Challenges and Change	1918
3180 Whatever it Takes	1920
3181 Building a Complete Person	1921
3189 All Students Can Learn	1922
3241 Equity Framework: Classroom Practice	1924
3244 ESOL: Concentration Game	1925
3245 ESOL: Mexico and Mexican Culture	1926
3246 ESOL: Super Spanish and English	1928
3247 Foreign Language: Drawing Pictures Using Computer	1929
3248 Foreign Language: Sign Language	1930
3249 Health: Fighting Obesity with Footsteps	1931
3250 Health: Healthy Tips Podcast	1932
3251 Health: Lungs-Individual and Community Choices	1933
3252 Health: Solar Cooking	1934
3253 Health: Understanding Food Labels	1935
3254 Language Arts: Animal Story	1936
3255 Language Arts: Author Study	1939
3256 Language Arts: Destination Reading	1940
3257 Language Arts: Discovering Dinosaurs	1941
3258 Language Arts: Enhancing Literacy with Podcasting	1942
3259 Language Arts: Student E-mail	1947
3260 Mathematics: Fact Families	1948
3261 Mathematics: Median and Mode	1949
3262 Mathematics: Wireless Textbooks	1950
3263 Music: 2 Black Keys, 3 Black Keys	1951
3264 Music: Creating a Song	1952
3266 Music: Music Genres	1954
3267 Science: Earth Day Activity	1955

3268 Science: Four Parts of a Plant	1956
3269 Science: Invention Convention Podcast	1957
3270 Science: Invertebrate Study	1958
3271 Science: Publishing Newspaper/Biomes	1959
3272 Science: Publishing Newspaper/Biomes Solar System	1960
3273 Science: Sea World Fieldtrip Follow-up	1962
3274 Social Studies: Google Earth Virtual Vacation	1963
3275 Social Studies: Inventors and Their Inventions	1964
3276 Social Studies: Web-Based Project	1965
3278 Foreign Language: Vocabulary Pronunciation	1966
3279 Foreign Language: Irregular and Plural -ar Verbs	1967
3280 Health: Introduction to Wellness	1968
3282 Health: Personal Fitness	1972
3283 Health: You Are What You Eat	1973
3284 Language Arts: Deconstructing a Text	1974
3285 Language Arts: "Glory Field" Author Brochure	1975
3286 Language Arts: Mark Twain & the World He Lived In	1976
3287 Language Arts: Must Love Animals	1977
3288 Language Arts: Poem Movies	1978
3289 Language Arts: Poetry Movies	1982
3290 Language Arts: Publishing a Magazine	1983
3291 Language Arts: Rhetorical Terms	1984
3292 Language Arts: Visualizing Vocabulary	1985
3293 Language Arts: Voice of America	1986
3294 Mathematics: Geometry Sketch Pad	1987
3295 Mathematics: Addition and Subtraction of Integers	1988
3296 Mathematics: Graphing Linear Equations and Slopes	1989
3297 Mathematics: Occupational Outlook	1990
3299 Mathematics: Translating Parabolas	1991
3300 Mathematics: Wireless Communication Network	1992
3301 When Consequences Don't Work	1994
3302 When Consequences Don't Work	1995
3305 Science: Bioethical Issues	1996
3306 Science: Can Acids and Bases Remedy the Body?	1997
3307 Science: Compare and Contrast Zoo Animals	1998
3308 Science: Creating Digital Notebook	1999
3309 Science: DNA Study Using Interactive Web Sites	2000

3310 Science: Reading Strategies / The Immune System	2001
3311 Science: Rocket Riot	2002
3312 Science: Spread of Bacteria and Viruses	2003
3313 Science: What Does DNA Look Like?	2005
3314 Social Studies: A Picture Diagram in Inspiration	2006
3315 Social Studies: Ancient Civilizations	2007
3317 Social Studies: Dollars for Darfur	2008
3318 Social Studies: Guided Reading	2009
3319 Social Studies: Keeping Informed	2010
3320 Social Studies: Liberty Scavenger Hunt	2011
3321 Social Studies: Making a Map of the Classroom	2012
3322 Social Studies: Mapping Modern Europe	2013
3323 Social Studies: Marketing Research Projects	2014
3324 Social Studies: Pirates WANTED Poster	2015
3325 Social Studies: Store Design	2016
3326 Social Studies: Surviving a Hurricane	2017
3327 Social Studies: The Cost of Progress	2018
3328 Social Studies: The Roman Empire	2019
3329 Social Studies: Veterans of Past American Wars	2020
3330 Social Studies: Virtual Vacation	2021
3331 Social Studies: Wild Egypt	2022
3332 Social Studies: Wireless Laptops	2023
3333 Theatre: Creating an Animated Film	2024
3334 Visual Arts: Animated Cartoons	2025
3335 Visual Arts: Creating a Movie	2026
3336 Visual Arts: Developing Cartoon Characters	2027
3337 Visual Arts: Marketing Plan	2029
3339 Classic: Introduction/Portfolio Assessment	2030
3340 Classic: Collection, Selection, and Reflection	2031
3341 Classic: The Peaks of Success	2032
3342 Classic: Purpose and Audience	2033
3343 Classic: Introduction/Utilizing Portfolios	2034
3344 Classic: Managing Portfolios	2035
3345 Classic: Evaluation & Description	2036
3346 Classic: Parents are an Integral Part of Portfolios	2037
3371 Reciprocal Teaching & Cooperative Learning	2038
3378 The Nature of Autism	2039

3379 Early Signs of Autism	2040
3380 Social Challenges with Autism	2041
3381 Communication Challenges with Autism	2042
3382 Ritualistic Behaviors with Autism	2043
3387 Introduction/Effective Schools	2044
3388 The Seven Correlates of Effective Schools	2045
3389 Second Generation Correlates	2046
3390 Introduction/Initiating School Improvement	2047
3391 Idealized Redesign	2048
3392 Curriculum and Assessment Issues	2049
3393 Quality and Equity for All Students	2060
3394 School Empowerment Process	2061
3472 Session 1	2062
3501 Session 2	2063
3502 Introduction	2064
3503 Cognitive Challenges with Autism	2065
3504 Language Challenges with Autism	2066
3505 Motor Challenges with Autism	2067
3506 Sensory Challenges with Autism	2068
3536 Session 3	2069
3541 Session 4	2070
3545 Walking the Talk: Hawaii in Motion	2071
3546 It's A Different Place: Sanger, California	2072
3547 Commotion to Motion: Huron-Perth, Ontario	2073
3548 That's Not Good Enough: York Region, Ontario	2074
3549 Changing Context: Toronto, Ontario	2075
3550 Clenched: Ottawa, Ontario	2076
3551 The Velvet Hammer: Fort Bend, Texas	2077
3552 System-wide Improvement: Ontario, Canada	2078
3572 Session 5	2079
3573 Session 6	2080
3574 Session 7	2081
3597 Thinkt Day	2082
3598 Greco Roman PTA Meeting	2083
3599 Dr. Phil	2084
3600 Leadership Styles:Georgia Harley	2085
3601 Leadership Styles: Col. Wormwood	2086

3602 Leadership Styles:Phil Jack-Zen	2087
3603 Zena:Teacher, Warrior, Princess	2088
3604 Surprise Keynote "Thinkter"	2089
3605 Monday	2090
3606 Tuesday	2091
3607 Wednesday	2092
3608 Thursday	2093
3609 Friday	2094
3610 Teacher Anger Jeopardy	2095
3611 Wide World of Teaching	2096
3612 Madrigal	2097
3613 Multicultural Trends	2098
3614 Change Therapy	2099
3615 Movies for Teachers	2101
3616 Another School Year, Another Show!	2102
3617 Testing for Whose School's on Top	2103
3618 Mentor	2104
3619 All I Want Is a Room Somewhere	2105
3620 On the Street Where We Want to Live	2106
3621 You Should Have Crammed All Night	2107
3622 Don't Cry to Me, Whiney Students	2108
3623 I Feel Stupid	2109
3624 Maria	2110
3625 America!	2111
3626 If I Just Had Tenure	2112
3627 How Do You Solve a Problem Like Maria?	2113
3628 Sit Down You're Rockin' the Board	2114
3629 I Got Support Right Here	2115
3630 Greased Luncheon	2116
3631 Summer's Comin'	2117
3632 Teach on Down the Road	2153
3633 Presenter Jim Winter's Biography	2154
3634 Humor Research	2181
3635 Change Rant	2182
3636 Laughter as Exercise	2183
3637 Humor's 4 "P's"	2184
3638 Improvisation and Teaching	2185

3639 Improvisation Exercises	2186
3640 Theories of Humor	2187
3641 Forms of Humor	2188
3642 How to Use Humor	2189
3643 Developing Your Professional Sense of Humor	2190
3644 An Improvised Song	2200
3645 Cheating	2208
3646 Elevator	2260
3647 Emotional Symphony	2261
3648 Evaluation	2262
3649 Orple	2263
3650 Raging Reader	2283
3651 Subject Story	2284
3652 Support Staff Rap	2285
3653 The Teacher's Lounge	2286
3654 Beliefs and Attitudes	2312
3655 Prevention	2313
3656 Reaction to Discipline	2314
3679 Session 8	2315
3719 Drawing & Artwork	2326
3720 Mnemonics	2327
3721 Visualization	2328
3722 Humor	2329
3723 Music, Rhythm, Rhyme, and Rap	2385
3724 Technology	2386
3725 Work-Study & Apprenticeships	2387
3731 Getting Acquainted: The PD 360 Environment	2388
3731 Get Acquainted: The PD 360 Environment	2389
3732 Overview of the Home Application	2390
3732 Overview of the Home Application	2404
3733 Overview of the Focus Application	2406
3733 Overview of the Focus Application	2407
3734 Overview of the Videos Application	2408
3734 Overview of the Videos Application	2409
3735 Overview of the Communities Application	2410
3735 Overview of the Communities Application	2411
3736 Overview of the Groups Application	2412

3736 Overview of the Groups Application	2424
3737 Overview of the Colleagues Application	2425
3737 Overview of the Colleagues Application	2426
3739 Overview of the Courses Application	2427
3739 Overview of the Courses Application	2428
3741 Overview of the Search Application	2429
3741 Overview of the Search Application	2440
3743 Overview of the Admin Application	2444
3743 Overview of the Admin Application	2445
3747 Changing your Account Password	2446
3747 Changing your Account Password	2447
3748 Setting up Email Notifications	2448
3748 Setting up Email Notifications	2449
3749 Using the Wall Feature	2450
3749 Using the Wall Feature	2451
3750 Navigating the Message Center	2452
3750 Navigating the Message Center	2453
3751 Sending Messages	2464
3751 Sending Messages	2465
3752 Recording Journal Entries	2466
3752 Recording Journal Entries	2467
3753 Searching for Archived Journal Entries	2482
3753 Searching for Archived Journal Entries	2483
3754 Earning and Viewing Achievements	2484
3754 Earning and Viewing Achievements	2485
3755 Setting up your Personal Profile	2486
3755 Setting up your Personal Profile	2487
3756 Adding and Viewing Account Licenses	2488
3756 Adding and Viewing Account Licenses	2489
3757 Accessing your Personal Reports	2504
3757 Accessing your Personal Reports	2505
3758 Viewing your Focus Objectives	2506
3758 Viewing your Focus Objectives	2507
3759 Browsing the Video Library	2508
3759 Browsing the Video Library	2511
3760 Searching for Video Programs	2512
3760 Searching for Video Programs	2513

3760 Searching for Video Programs	2514
3761 Using the Video Player Controls	2515
3761 Using the Video Player Controls	2516
3761 Using the Video Player Controls	2517
3762 Accessing Additional Video Features	2518
3762 Accessing Additional Video Features	2520
3763 Accessing Reflection and Follow-up Questions	2521
3763 Accessing Reflection and Follow-up Questions	2522
3764 Accessing Your Video History	2523
3764 Accessing Your Video History	2524
3764 Accessing your Video History	2525
3765 Browsing and Searching Communities	2526
3765 Searching for Communities	2527
3765 Browsing and Searching Communities	2528
3766 Navigating the Communities Interface	2529
3766 Navigating the Communities Interface	2531
3767 Posting Messages in a Community Forum	2532
3767 Posting Messages in a Community Forum	2533
3768 Accessing Your Communities History	2534
3768 Accessing Your Communities History	2535
3769 Navigating the Groups Interface	2536
3769 Navigating the Groups Interface	2537
3770 Searching for Groups	2539
3770 Searching for Groups	2540
3770 Searching for Groups	2541
3771 Posting Messages in a Group Forum	2542
3771 Posting Messages in a Group Forum	2543
3772 Creating a Group	2544
3772 Creating a Group	2546
3773 Using Group Leader Tools	2547
3773 Using Group Leader Tools	2548
3774 Searching for Colleagues	2549
3774 Searching for Colleagues	2550
3774 Searching for Colleagues	2551
3775 Navigating the Colleagues Interface	2552
3775 Navigating the Colleagues Interface	2553
3776 Registering for Courses	2554

3776 Registering for Courses	2865
3777 Navigating the Courses Interface	2866
3777 Navigating the Courses Interface	2867
3778 Using the Courses Video Player Controls	2868
3778 Using the Courses Video Player Controls	2869
3779 Searching all PD 360 Content	2870
3779 Searching all PD 360 Content	2874
3780 Searching for Video Programs	2875
3781 Searching for Communities	2876
3782 Searching for Groups	2877
3783 Searching for Colleagues	2882
3785 PLC & RTI Success Story	2883
3786 What is a PLC?	2884
3787 Establishing PLCs: Collaboration	2888
3788 Establishing PLCs: Instructional Leadership	2889
3789 Establishing PLCs: Common Assessments	2895
3790 Establishing PLCs: Calendaring	2950
3791 Overview: Working PLCs	2951
3792 A Working PLC: Curriculum	2952
3793 A Working PLC: Assessment	2957
3794 A Working PLC: Instruction	2958
3795 A Working PLC: Intervention	2959
3796 Overcoming Challenges	2960
3821 How will we get there?	2961
3822 What are we learning?	2962
3867 Going Outside the Box for Powerful Learning: Part 1	2963
3871 RTI Success Story	2964
3874 Defining RTI	2965
3875 Creating and Administering Assessments	2966
3876 Monitoring Student Progress	2967
3877 Making Decisions Based on Data	2968
3878 A Working RTI: Steps 1-3	2969
3879 A Working RTI: Steps 4-6	2970
3880 Common RTI Implementation Challenges	2971
3906 Going Outside the Box for Powerful Learning: Part 2	2986
3907 Going Outside the Box for Powerful Learning: Part 3	2991
3908 Going Outside the Box for Powerful Learning: Part 4	2992

3909 Going Outside the Box for Powerful Learning: Part 5	2993
3910 Learning Focused Targets and Assessment: Saturating	2994
3911 Learning Focused Targets and Assessment: Saturating	2995
3911 Learning Focused Targets and Assessment: Saturating	2996
3913 Learning Focused Targets and Assessment: Saturating	2997
3915 Welcome Reception Part 1	2998
3916 Welcome Reception Part 2	2999
3918 Opening Session Day 2	3000
3919 Breakout 1 - What do Teachers Need from Businesses?	3010
3920 Breakout 2 - What Do Businesses Need from Teachers?	3011
3921 Breakout 3 - Effective Tools: Math and Sciences	3012
3922 Breakout 4 - Effective Tools: Arts	3015
3924 Closing Remarks	3020
3927 Deborah Childs-Bowen - Part 1	3021
3929 Deborah Childs-Bowen - Part 2	3022
3930 Deborah Childs-Bowen - Part 3	3023
3931 Deborah Childs-Bowen - Part 4	3025
3932 Deborah Childs-Bowen - Part 5	3026
3934 Beverly Cross	3027
3936 Bobb Darnell - Part 1	3028
3938 Bobb Darnell - Part 2	3032
3939 Bobb Darnell - Part 3	3037
3941 Bobb Darnell - Part 4	3038
3941 Bobb Darnell - Part 4	3039
3943 Bonnie M. Davis	3040
3945 Anne Foster - Part 1	3041
3947 Anne Foster - Part 2	3042
3949 Andy Hargreaves - Part 1	3043
3950 Andy Hargreaves - Part 2	3044
3951 Andy Hargreaves - Part 3	3045
3952 Andy Hargreaves - Part 4	3046
3954 Andy Hargreaves - Part 5	3047
3956 Linda Munger - Part 1	3048
3957 Linda Munger - Part 2	3049
3958 Linda Munger - Part 3	3050
3960 Beth Sattes and Jackie Walsh - Part 1	3051
3961 Beth Sattes and Jackie Walsh - Part 2	3054

3963 Beth Sattes and Jackie Walsh - Part 3	3055
3964 Beth Sattes and Jackie Walsh - Part 4	3056
3966 Dennis Shirley - Part 1	3057
3967 Dennis Shirley - Part 2	3058
3968 Dennis Shirley - Part 3	3059
3969 Dennis Shirley - Part 4	3060
4001 Surefire Strategies for Learning How to Learn: Part 1	3062
4002 Surefire Strategies for Learning How to Learn: Part 2	3102
4003 Surefire Strategies for Learning How to Learn: Part 3	3104
4004 Surefire Strategies for Learning How to Learn: Part 4	3105
4007 Success Story	3106
4008 Concepts of Technology Pedagogy	3107
4009 Tools, Terms, & Vocabulary	3108
4010 Living in a Technologically-Infused Society-Part 1	3109
4011 Living in a Technologically-Infused Society-Part 2	3110
4012 Gaining Technological Know-How-Part 1	3178
4013 Gaining Technological Know-How-Part 2	3180
4014 Establishing Technology Parameters for Students	3181
4015 The Role of the Teacher in a Technology-Infused Classroom	3183
4016 Preparing a Technology-Infused Lesson—Part 1	3184
4017 Preparing a Technology-Infused Lesson—Part 2	3185
4018 Integrating Technology into the Lesson—Part 1	3187
4019 Integrating Technology into the Lesson—Part 2	3188
4055 Coaching Successes	3189
4056 Partnership Principles, Part 1	3241
4057 Partnership Principles, Part 2	3244
4058 Enrolling and Identifying	3245
4059 The Big Four	3246
4060 Observe, Explore, and Refine	3247
4061 Value of Feedback	3248
4062 Negotiating Difficult Situations	3249
4083 Introducing Learning 360 Framework	3250
4100 Loudoun County Success Story	3251
4102 Job-Embedded Professional Learning	3252
4103 Approaches to Job-embedded PD	3253
4104 On-demand Tools	3254
4105 Benefits for Administrators	3255

4106 Benefits for Teachers, Part 1	3256
4107 Benefits for Teachers, Part 2	3257
4108 Benefits for Teachers, Part 3	3258
4109 Benefits for Students	3259
4110 The 3 Must-Haves to Align Student Learning with the Common Core	3260
4111 The 3 Must-Haves to Align Student Learning with the Common Core	3261
4112 The 3 Must-Haves to Align Student Learning with the Common Core	3262
4113 The 3 Must-Haves to Align Student Learning with the Common Core	3263
4114 The 3 Must-Haves to Align Student Learning with the Common Core	3264
4116 Introduction	3266
4117 Overview	3267
4118 Choosing the Focus Questions	3268
4119 The Walkthrough and Debrief	3269
4120 The Continuous Cycle of Improvement	3270
4121 Getting Teachers Involved	3271
4137 Student Self-Assessment and Responsibility for Learning: Part 1	3272
4138 Student Self-Assessment and Responsibility for Learning: Part 2	3273
4139 Student Self-Assessment and Responsibility for Learning: Part 3	3274
4140 Student Self-Assessment and Responsibility for Learning: Part 4	3275
4141 Student Self-Assessment and Responsibility for Learning: Part 5	3276
4142 Student Self-Assessment and Responsibility for Learning: Part 6	3278
4143 Beyond the PLC Label: Revealing the Learning in Your PLC: Part 1	3279
4144 Beyond the PLC Label: Revealing the Learning in Your PLC: Part 2	3280
4145 Beyond the PLC Label: Revealing the Learning in Your PLC: Part 3	3282
4146 Beyond the PLC Label: Revealing the Learning in Your PLC: Part 4	3283
4147 Beyond the PLC Label: Revealing the Learning in Your PLC: Part 5	3284
4148 Beyond the PLC Label: Revealing the Learning in Your PLC: Part 6	3285
4161 Accessing User Uploaded Videos	3286
4161 Accessing User Uploaded Videos	3287
4161 Accessing User Uploaded Videos	3288
4162 Uploading User Video to PD 360	3289
4162 Uploading User Video to PD 360	3290
4163 All Eyes On Kentucky	3291
4164 Content Leaders Network	3292
4165 ELA Content Specialist: Ruthie Staley	3293
4166 Math Content Specialist: Seth Hunter	3294
4186 Achieving the Vision of the Common Core	3295

4187 College and Career Readiness	3296
4188 Equity for All Students	3297
4189 Introduction to the Common Core Standards Framework	3299
4190 Walk through the CCSSO Website	3300
4191 Kentucky Leadership Networks	3301
4393 Overview	3305
4395 Lesson Study Guide and Protocol	3306
4398 The “Lesson Study” Lesson – Elementary School Example	3307
4399 The “Lesson Study” Lesson – Secondary School Example	3308
4400 Observing the Lesson	3309
4401 Debriefing the Lesson Study - Elementary School Example	3310
4402 Debriefing the Lesson Study - Secondary School Example	3311
4404 The Benefits and Hurdles of Lesson Study	3312
4454 State and District Implementation	3313
4478 Keynote - Curtis Linton - Part 1	3314
4479 Keynote - Curtis Linton - Part 2	3315
4480 Keynote - Curtis Linton - Part 3	3317
4481 Keynote - Curtis Linton - Part 4	3318
4482 Keynote - Curtis Linton - Part 5	3319
4484 Engaging the Endangered: The Intellectual Crisis of the African	3320
4485 Engaging the Endangered: The Intellectual Crisis of the African	3321
4486 Engaging the Endangered: The Intellectual Crisis of the African	3322
4488 Engaging the Endangered: The Intellectual Crisis of the African	3323
4489 Engaging the Endangered: The Intellectual Crisis of the African	3324
4489 Engaging the Endangered: The Intellectual Crisis of the African	3325
4492 Pacific Islanders: From Island Villages to American Cities - Part	3326
4493 Pacific Islanders: From Island Villages to American Cities - Part	3327
4494 Pacific Islanders: From Island Villages to American Cities - Part	3328
4495 Pacific Islanders: From Island Villages to American Cities - Part	3329
4496 Pacific Islanders: From Island Villages to American Cities - Part	3330
4497 Pacific Islanders: From Island Villages to American Cities - Part	3331
4500 Voces Colectivas de Estudiantes - Part 1	3332
4501 Voces Colectivas de Estudiantes - Part 2	3333
4502 Voces Colectivas de Estudiantes - Part 3	3334
4503 Voces Colectivas de Estudiantes - Part 4	3335
4504 Voces Colectivas de Estudiantes - Part 5	3336
4506 Keynote - Dr. Augustine Romero - Part 1	3337

4507 Keynote - Dr. Augustine Romero - Part 2	3339
4508 Keynote - Dr. Augustine Romero - Part 3	3340
4509 Keynote - Dr. Augustine Romero - Part 4	3341
4510 Keynote - Dr. Augustine Romero - Part 5	3342
4530 Understanding the Learning Progressions	3343
4531 Common Core Impacting the Teaching and Learning Cycle	3344
4532 Globalizing our PLCs.	3345
4533 Creating State Unity	3346
4534 Reaching Stakeholders	3371
4535 Urban Districts: Unique Challenges	3372
4536 Keeping an Eye on Assessments	3373
4537 Kentucky Educators Sharing Their Knowledge	3374
4538 Kentucky Educators Catching the Vision	3375
4545 Samantha's Choice	3378
4556 Observation 360 Walkthrough	3379
4557 From Observation to Debrief	3380
4558 Benefits of Observation 360	3381
4559 How to Implement the Common Core Standards Using the Le	3382
4560 How to Implement the Common Core Standards Using the Le	3387
4561 How to Implement the Common Core Standards Using the Le	3388
4562 How to Implement the Common Core Standards Using the Le	3389
4564 Curtis Linton Equity Impact of the Common Core: Part 1	3391
4564 Curtis Linton Equity Impact of the Common Core: Part 4	3392
4567 Curtis Linton Equity Impact of the Common Core: Part 2	3393
4567 Curtis Linton Equity Impact of the Common Core: Part 2	3394
4568 Curtis Linton Equity Impact of the Common Core: Part 3	3395
4568 Curtis Linton Equity Impact of the Common Core: Part 3	3396
4570 Ann Johnson (CMI21) Translating ELA Standards: Part 1	3397
4571 Ann Johnson (CMI21) Translating ELA Standards: Part 2	3398
4572 Ann Johnson (CMI21) Translating ELA Standards: Part 3	3399
4574 Debbie Sullivan (CMI21) Translating Math Stand: Part 1	3400
4575 Debbie Sullivan (CMI21) Translating Math Stand: Part 2	3401
4576 Debbie Sullivan (CMI21) Translating Math Stand: Part 3	3465
4576 Debbie Sullivan (CMI21) Translating Math Stand: Part 4	3524
4578 Ann Johnson (CMI21) Translating ELA Standards: Part 4	3525
4612 Implementing Amidst Transformation	3526
4613 Impact Teaching and Learning	3527

4614 District Buy-In: Building a New Curriculum	3528
4615 Creating Standards-Based, Data-Driven Instruction	3529
4616 Technology Supporting Curriculum Mapping	3530
4617 The Future of Integrating Mapping and Assessments	3531
4618 Meet the Kansas City ELA Team	3532
4619 Meet the Kansas City Math Team	3533
4737 Lisa Leith (SINET) Student Engagement and Future: Part 1	3534
4738 Lisa Leith (SINET) Student Engagement and Future: Part 2	3535
4738 Lisa Leith (SINET) Student Engagement and Future: Part 2	3545
4738 Lisa Leith Common Core Standards: Equity and Opportunity -	3546
4739 Lisa Leith (SINET) Student Engagement and Future: Part 3	3547
4739 Lisa Leith (SINET) Student Engagement and Future: Part 3	3548
4739 Lisa Leith Common Core Standards: Equity and Opportunity -	3549
4740 Lisa Leith (SINET) Student Engagement and Future: Part 4	3550
4742 Overview of the Common Core Application	3551
4742 Overview of the Common Core Application	3552
4743 Browsing the Common Core 360 Library	3668
4743 Browsing the Common Core 360 Library	3669
4744 Searching for Common Core 360 Content	3670
4744 Searching for Common Core 360 Content	3671
4745 Using the Video Player Controls	3672
4746 Accessing Additional Video Features	3673
4746 Accessing Additional Video Features	3712
4747 Accessing Your Video History	3713
4748 Common Core 360 Learning Progression	3714
4748 Common Core 360 Learning Progression	3715
4749 Creating and Finding Groups	3716
4749 Creating and Finding Groups	3717
4750 Accessing User Uploaded Videos	3718
4751 Uploading User Video to Common Core 360	3719
4751 Uploading User Video to Common Core 360	3720
4752 Accessing and Using My Portfolio	3721
4752 Accessing and Using My Portfolio	3722
4755 Jamie Almanzan - Part 1	3723
4756 Jamie Almanzan - Part 2	3724
4757 Jamie Almanzan - Part 3	3725
4758 Jamie Almanzan - Part 4	3745

4761 Building Custom Courses	3785
4761 Building Custom Courses	3786
4762 Adding Course Tasks	3787
4762 Adding Course Tasks	3788
4833 Using Email in a Lesson on Character	3789
4834 Using Visualization to Build Reading Skills	3790
4836 Teaching Place Value and Test Skills	3791
4837 A Technology-Infused Classroom	3792
4838 Using Graphic Organizers to Compare and Contrast	3793
4839 Thinking Maps as Formative Assessments	3794
4840 Teaching Reasonable Estimates	3795
4841 Learning to Analyze Non-Fiction Text	3796
4842 Assessments in Language and Math Instruction - Elementary	3821
4842 Assessment in Language and Math Instruction	3822
4843 Interactive Technology in a Science Class	3867
4845 Providing Immediate Feedback	3874
4846 Making Movies in a Science Class	3875
4847 Using Art to Analyze Fiction	3876
4848 Using Debate to Check for Knowledge	3877
4849 Fusing Technologies	3878
4849 Peer Review in Algebra II	3879
4854 Glenn Singleton: Part 1	3880
4855 Glenn Singleton: Part 2	3906
4856 Glenn Singleton: Part 3	3907
4857 Glenn Singleton: Part 4	3908
4925 Where Amazing Happens	3909
4926 Common Core: Adopting and Adapting	3910
4927 Teacher Leaders	3911
4928 Teacher Academies	3912
4929 Math Roll-Out	3913
4930 Common Core in the Classroom	3915
4932 Linda S. Lane - Part 1	3916
4933 Linda S. Lane - Part 2	3918
4934 Linda S. Lane - Part 3	3919
4935 The School You Would Choose For Your Own Child	3920
4954 Changing the Weather at Apollo	3921
4955 Changing the Mindset	3922

4957 Review: Changing the Mindset	3924
4958 Caring Deeply and Deeply Committed	3927
4959 Review: Caring Deeply and Deeply Committed	3929
4961 Teachers Taking on Teaching	3930
4961 Review: Teachers Taking on Teaching	3931
4962 Classroom Management Strategies	3932
4963 Review: Classroom Management Strategies	3934
4964 Culturally Relevant Instruction	3936
4965 Review: Culturally Relevant Instruction	3938
4966 Community Center	3939
4967 Review: Community Center	3941
4968 Equitable Instructional Leader	3943
4969 Review: Equitable Instructional Leader	3945
4971 The Urban Lab	3947
4972 Holistic Approach	3949
4973 A Strong Foundation	3950
4974 Exploratory Leadership	3951
4975 Classroom Curriculum	3952
4976 Parents as Partners	3954
4977 A Community Resource	3956
4979 WHEA - Malama Honua	3957
4982 Kansas City Schools - A State of Emergency	3958
4983 What are Standards-Based Schools?	3960
4984 Functions of a Standards-Based School	3961
4985 Standards-Based Schools as a Foundation for Common Core	3963
4986 Creating a Shared Vision	3964
4987 Mastery Through Evidence	3966
4988 Student-Centered Projects	3967
4989 Teacher-Student Conferencing	3968
4990 Productivity in the 21st Century	3969
4991 Virtual and Hybrid Learning	3974
4992 Project-Based Learning	4000
4993 Assessment	4001
4994 Student-Driven Learning	4002
4995 Lisa Leith Common Core Standards: Equity and Opportunity -	4003
4996 Lisa Leith Common Core Standards: Equity and Opportunity -	4004
4997 Lisa Leith Common Core Standards: Equity and Opportunity -	4007

4998	Lisa Leith Common Core Standards: Equity and Opportunity -	4008
4999	Lisa Leith Common Core Standards: Equity and Opportunity -	4009
5000	Lisa Leith Common Core Standards: Equity and Opportunity -	4010
5000	Lisa Leith Common Core Standards: Equity and Opportunity -	4011
5001	Lisa Leith Common Core Standards: Equity and Opportunity -	4012
5002	Lisa Leith Common Core Standards: Equity and Opportunity -	4013
5003	Flip Cameras and Technology Skills	4014
5004	Bringing Math into Art Class	4015
5005	Differentiating Projects in a Science Class	4016
5006	Effective Internet Searching	4017
5013	Legacy: Levels of Fix	4018
5014	Vision of the Common Core	4019
5015	Heidi Hayes Jacobs Mapping Curriculum: Part 1	4055
5016	Heidi Hayes Jacobs Mapping Curriculum: Part 2	4056
5017	Heidi Hayes Jacobs Mapping Curriculum: Part 3	4057
5021	Jill Gough - Part 1	4058
5022	Jill Gough - Part 2	4059
5023	Jill Gough - Part 3	4060
5024	Mary Kim Schreck - Part 1	4061
5025	Mary Kim Schreck - Part 2	4062
5026	Mary Kim Schreck - Part 3	4083
5027	Mary Kim Schreck - Part 4	4102
5028	Tracy Frank - Part 1	4103
5029	Tracy Frank - Part 2	4104
5048	Harvey Silver Confronting the Challenges of Teacher Evaluatio	4105
5049	Harvey Silver Confronting the Challenges of Teacher Evaluatio	4106
5050	Harvey Silver Confronting the Challenges of Teacher Evaluatio	4107
5051	Harvey Silver Confronting the Challenges of Teacher Evaluatio	4108
5052	Differentiating ELA Instruction	4109
5053	Differentiated Literacy Instruction	4110
5054	Teaching Self-Assessment with Learning Cues	4111
5055	Assessment Using Socratic Seminars	4112
5057	Lynn K. Fallin	4113
5058	Thomas Kaulukukui 1	4114
5059	Thomas Kaulukukui 2	4116
5060	Thomas Kaulukukui 3	4117
5061	Michelle Linn-Gust 1	4118

5063	Michelle Linn-Gust 2	4119
5065	Michelle Linn-Gust 3	4120
5068	Michelle Linn-Gust 4	4121
5069	Kimo Alemeada 1	4137
5070	Kimo Alemeada 2	4138
5076	Ann Johnson (CMI21) Translating ELA Standards: Part 1	4139
5077	Ann Johnson (CMI21) Translating ELA Standards: Part 2	4140
5078	Ann Johnson (CMI21) Translating ELA Standards: Part 3	4141
5079	Ann Johnson (CMI21) Translating ELA Standards: Part 4	4142
5080	Debbie Sullivan (CMI21) Translating Math Stand: Part 1	4143
5081	Debbie Sullivan (CMI21) Translating Math Stand: Part 2	4144
5082	Debbie Sullivan (CMI21) Translating Math Stand: Part 3	4145
5083	Debbie Sullivan (CMI21) Translating Math Stand: Part 4	4146
5084	Lisa Leith (SINET) Student Engagement and Future: Part 1	4147
5087	Lisa Leith (SINET) Student Engagement and Future: Part 4	4148
5088	Lisa Leith Common Core Standards: Equity and Opportunity - I	4393
5091	Lisa Leith Common Core Standards: Equity and Opportunity - I	4395
5092	Lisa Leith Common Core Standards: Equity and Opportunity - I	4398
5094	Lisa Leith Common Core Standards: Equity and Opportunity - I	4399
5095	Lisa Leith Common Core Standards: Equity and Opportunity - I	4400
5096	Heidi Hayes Jacobs Mapping Curriculum: Part 1	4401
5097	Heidi Hayes Jacobs Mapping Curriculum: Part 2	4402
5098	Heidi Hayes Jacobs Mapping Curriculum: Part 3	4404
5133	Building a Learning Community Part-1	4478
5134	Building a Learning Community Part-2	4479
5135	Establishing Daily Rituals and Routines	4480
5136	Instilling Ownership and Responsibility	4481
5137	Conferencing and Scoring Evidence	4482
5138	Guiding Principles	4484
5166	Archive: Behavior Chaining and Task Analysis	4485
5167	Archive: DTI and Shaping: Evidenced-Based Interventions	4486
5168	Archive: Keeping Instruction Time Reinforcing	4488
5169	Archive: Preference Assessments	4489
5170	Archive: Teaching Matching	4490
5171	Archive: Verbal Behavior: Mands	4492
5172	How to Create Learning Targets Aligned to the Common Core	4493
5173	How to Create Learning Targets Aligned to the Common Core	4494

5174 How to Create Learning Targets Aligned to the Common Core	4495
5175 How to Create Learning Targets Aligned to the Common Core	4496
5176 Encouraging Innovation	4497
5177 Professional Learning Communities	4500
5178 Instructive Learning Walks	4501
5179 Professional Development	4502
5195 Pre-observation	4503
5196 Lesson Delivery	4504
5197 Post-Observation	4506
5198 Instructional Coach Observation	4507
5199 Principal Observation	4508
5200 Pre-Observation	4509
5201 Lesson Delivery	4510
5202 Instructional Coach Observation	4545
5203 Principal Observation	4556
5204 Pre-Observation	4557
5205 Lesson Delivery	4558
5206 Post-Observation	4559
5207 Instructional Coach Observation	4560
5208 Principal Observation	4561
5209 Standards-Based Instruction	4562
5210 Student-Centered Projects	4564
5211 Equations and Higher-Order Thinking Skills	4567
5212 The Internet as a Research Tool	4568
5213 How to Create Learning Targets Aligned to the Common Core	4569
5214 How to Create Learning Targets Aligned to the Common Core	4570
5215 How to Create Learning Targets Aligned to the Common Core	4571
5216 How to Create Learning Targets Aligned to the Common Core	4572
5237 Conscious Teaching: Part 1	4574
5238 Conscious Teaching: Part 2	4575
5240 Conscious Teaching: Part 4	4576
5241 Lisa Leith Leadership for the Common Core: Synthesize, Strate	4577
5242 Lisa Leith Leadership for the Common Core: Synthesize, Strate	4578
5243 Lisa Leith Leadership for the Common Core: Synthesize, Strate	4664
5244 Lisa Leith Leadership for the Common Core: Synthesize, Strate	4665
5245 Building Mastery of Common Core Learning Targets: Part 1	4666
5246 Building Mastery of Common Core Learning Targets: Part 2	4667

5247	Building Mastery of Common Core Learning Targets: Part 3	4668
5248	Building Mastery of Common Core Learning Targets: Part 4	4669
5249	Discovering Emotions in Text	4670
5250	Evaluating Sources for Research	4671
5251	Assessing with Portfolios	4672
5252	Student-Centered Math Instruction	4673
5254	Helping to Close the Racial Achievement Gap	4674
5255	Overview	4675
5256	Classroom Equity Walkthrough and Debrief - Elementary	4677
5257	Classroom Equity Walkthrough and Debrief - Secondary	4678
5258	Building an Equity Team	4679
5259	Closing the Racial Achievement Gap	4680
5273	Conscious Teaching: Part 3	4681
5278	Building Mastery of Common Core Learning Targets - Jacqueli	4682
5279	Building Mastery of Common Core Learning Targets - Jacqueli	4683
5280	Building Mastery of Common Core Learning Targets - Jacqueli	4684
5281	Building Mastery of Common Core Learning Targets - Jacqueli	4685
5282	Heidi Hayes Jacobs "Mapping to the Core: Planning for Curric	4686
5283	Heidi Hayes Jacobs "Mapping to the Core: Planning for Curric	4687
5284	Heidi Hayes Jacobs "Mapping to the Core: Planning for Curric	4688
5285	Heidi Hayes Jacobs "Mapping to the Core: Planning for Curric	4689
5287	2nd Grade: Main Ideas of an Informational Text	4690
5288	5th Grade: Environmental Newscast	4691
5325	Defining - Project-Based Learning	4692
5326	Student-Driven Learning	4693
5326	Student-Driven Learning	4694
5327	Project-Based Curriculum Elements	4695
5327	Project-Based Curriculum Elements	4737
5328	Experiential Learning	4738
5328	Experiential Learning	4739
5329	Student Projects	4740
5329	Student Projects	4755
5334	Using Manipulatives in Algebra	4756
5335	Facilitating Discussion with Technology	4757
5336	Non-Fiction: Tone and Word Choice	4758
5337	Helping Students Engage with Novels	4833
5338	Lisa Leith: Part 1	4834

5339 Lisa Leith: Part 2	4835
5340 Lisa Leith: Part 3	4836
5341 Lisa Leith Leadership for the Common Core: Synthesize, Strate	4837
5342 Heidi Hayes Jacobs: Part 1	4838
5343 Heidi Hayes Jacobs "Mapping to the Core: Planning for Curricu	4839
5344 Heidi Hayes Jacobs: Part 3	4840
5345 Heidi Hayes Jacobs: Part 4	4841
5348 Tony Frontier - Part 1	4842
5349 Tony Frontier - Part 2	4843
5351 Pedro Noguera - Part 1	4845
5352 Pedro Noguera - Part 2	4846
5354 Thomas Guskey - Part 1	4847
5355 Thomas Guskey - Part 2	4848
5357 Robin Young - Part 1	4849
5358 Robin Young - Part 2	4854
5359 Robin Young - Part 3	4855
5360 Robin Young - Part 4	4856
5361 4th Grade: Main Idea, Details, and Theme	4857
5362 4th Grade: Mental Strategies for Math Problems	4866
5363 4th Grade: Cricket Investigation	4867
5364 4th Grade: Measuring with Line Plots	4872
5365 Archive: 8th Grade: 8. EE.1, MP. 3 - Simplifying Exponents	4873
5366 2nd Grade: Subtracting Three-Digit Numbers	4875
5367 4th Grade: Multiplicative Comparisons	4877
5368 4th Grade: Drawing Inferences from Literary Texts	4878
5369 4th Grade: Reading Connections	4879
5370 8th Grade: Everyday Heros in Informational Texts	4882
5371 8th Grade: Archetypes in Literature	4883
5372 Archive: 8th Grade: The American Dream	4884
5373 2nd Grade: Measuring and Graphing	4885
5374 4th Grade: Symmetry and Tessellation	4886
5375 5th Grade: Measuring Data and Using Bar Graphs	4887
5376 2nd Grade: Standard Units of Measurement	4888
5377 2nd Grade: Understanding Cause and Effect in Literature	4889
5378 4th Grade: Understanding Text Structure	4892
5379 Archive: 4th Grade: Character Analysis	4893
5380 5th Grade: Strategy for Open-Ended Questions	4894

5381 8th Grade: Finding Central Ideas in a Novel	4895
5382 8th Grade: Solving One-Step Equations	4896
5384 Blue Ribbon Mentor-Advocates - Every Student - Every Oppor	4897
5384 Every Student - Every Opportunity	4898
5386 Personalized Learning	4899
5388 PD 360 - Practicle, Measurable, Scalable	4902
5395 Robert E. Slavin - Part 1	4903
5396 Robert E. Slavin - Part 2	4904
5397 Jacqueline Loiacono Assessment FOR and Assessment OF Cor	4905
5399 Jacqueline Loiacono Assessment FOR and Assessment OF Cor	4906
5400 Jacqueline Loiacono Assessment FOR and Assessment OF Cor	4907
5401 Jacqueline Loiacono Assessment FOR and Assessment OF Cor	4908
5403 Configuring Your Multi-Measure Evaluation System	4909
5406 4th Grade Math	4910
5407 4th Grade Science	4911
5408 5th Grade Writing	4912
5409 Upper Elementary Math Shapes	4913
5415 Archive: 4th Grade: Discussing Details in a Novel	4916
5416 8th Grade: Finding the Volume of Cylinders, Cones, and Spher	4917
5417 4th Grade: Adding and Subtracting Fractions	4918
5418 2nd Grade: Double-Digit Addition	4919
5420 Anticipation Guide	4920
5421 Cornell Note Taking with PQIRST	4921
5422 Directed Reading-Thinking Activity for Non-Fiction Text	4922
5424 Fiction Prediction Sheets	4923
5425 Pre-Learning /Post-Learning Concept Check with Focused Fre	4932
5426 Previewing Non-fiction Text	4933
5427 G.I.S.T.	4934
5428 Guided Reading Procedure	4935
5429 Hunt for Main Ideas	4954
5430 INSERT	4955
5431 Interactive Cloze Procedure	4958
5432 Extreme Paired Reading	4960
5433 Graphic Representation	4962
5434 Paired Reading	4963
5435 Sensible Sentence Highlighting	4964
5436 Think-Pair-Share	4965

5437 PreP	4966
5438 Stump the Teacher	4967
5439 Three-Level Study Guides	4968
5440 Triangle Truths	4971
5441 Jacqueline Loiacono - Part 1	4972
5442 Jacqueline Loiacono - Part 2	4973
5443 Jacqueline Loiacono - Part 3	4974
5444 Jacqueline Loiacono - Part 4	4975
5446 Felicia Cumings Smith	4976
5447 Mastery of Assesstment: For and Of Common Core Understar	4977
5448 Mastery of Assesstment: For and Of Common Core Understar	4979
5449 Mastery of Assesstment: For and Of Common Core Understar	4982
5450 Mastery of Assesstment: For and Of Common Core Understar	4983
5451 Jamie Almanzan	4984
5452 John Barge	4985
5453 Chet Linton	4986
5454 Curtis Linton	4987
5455 John Covington	4988
5456 Bonnie Davis	4989
5457 Sydnee Dickson	4990
5458 Heidi Hayes-Jacobs	4991
5459 Graig Meyer	4992
5460 Steve Olsen	4993
5461 Jim Rickabaugh	4994
5462 Maria Salazar	4995
5463 Steve Shaha	4996
5464 Robert Spielvogel	4997
5465 2nd Grade: Poetry Analysis and Appreciation	4998
5466 Algebra: Systems of Equations: Movie Ticket Prices	4999
5467 Kindergarten: Decomposing Numbers for Addition and Subtra	5000
5468 4th Grade: Multi-Step Word Problems	5001
5469 Kindergarten: Representing Addition and Subtraction Using M	5002
5470 Archive: 3rd Grade: Solving a Playground Problem	5003
5471 7th Grade: Levels of Questioning	5004
5472 Jacqueline Loiacono - Part 1	5005
5473 Jacqueline Loiacono - Part 2	5006
5476 Ray Chavez	5013

5477 Algebra: Systems of Equations: Race Car Task	5015
5478 4th Grade: Converting Fractions to Decimals	5016
5479 1st Grade: Strategies for Adding and Subtracting up to 20	5017
5481 High School Math Algebra	5021
5482 High School Social Studies	5022
5483 6th Grade Math	5023
5484 4th Grade: Using Arrays to Multiply Two-Digit Numbers	5024
5485 4th Grade: Introducing Perimeter and Area	5025
5486 5th Grade: Finding the Volume of Rectangular Prisms	5026
5487 8th Grade: Determining Price Points in Fixing a Furnace	5027
5488 7th Grade: Using Equations in a Hiring Decision	5028
5493 8th Grade: Conflicting Viewpoints	5029
5495 4th Grade: Analyzing a Character in Prose, Poetry, and Drama	5048
5496 2nd Grade: Using Text Features	5049
5497 2nd Grade: Measure the Space Inside the Shape	5050
5513 6th Grade: Rotation, Reflection, Translation	5051
5797 5th Grade: Patterns, Rules, and Coordinate Pairs	5052
5798 12th Grade: Algebraic Equation and Statistics Vocabulary	5053
5799 2nd Grade: Solving Word Problems with Dollars and Cents	5054
5800 4th Grade: Comparing and Contrasting Point of View	5055
5801 4th Grade: Motion and Force	5057
5802 8th Grade: Argumentative Writing	5058
5803 Purpose and Core Components	5059
5804 Enrichment Components Part 1	5060
5805 Enrichment Components Part 2	5061
5806 Incentives and Impact	5063
5808 Casey Elliott	5065
5886 Reaching Common Core Standards Through Effective Instruction	5068
6032 4th Grade: Ordering Fractions on a Number Line Multiplying a	5069
6033 4th Grade: Using Arrays to Represent Break-Apart Strategies	5070
6034 2nd Grade: Connecting Ideas about Conservation	5115
6035 2nd Grade: Differentiated Reading about Deserts	5133
6036 Archive: 4th Grade: Using Clues in the Text to Find the Main Idea	5134
6063 Student's Six: Student-Centered Equity Professional Development	5135
6064 Student's Six: Student-Centered Equity Professional Development	5136
6072 PD 360 Mobile Webinar	5137
6073 iPad Basics Webinar	5138

6098 Math Tasks: The Need for an Instructional Shift	5172
6102 Kindergarten Extended Classroom: K.OA.1, 3, MP.1 - Represent	5173
6117 Math Tasks: An Overview of Math Tasks	5174
6118 Creating a Math-Task Culture in the Classroom	5175
6120 Math Tasks: How to Create and Teach a Math Task	5209
6169 1st Grade Extended Classroom: Strategies for Adding and Sub	5210
6170 2nd Grade Extended Classroom: Double-Digit Addition	5211
6171 3rd Grade Extended Classroom: Solving a Playground Problem	5212
6172 4th Grade Extended Classroom: Multistep Word Problems	5219
6173 5th Grade Extended Classroom: Finding the Volume of Rectan	5220
6174 7th Grade Extended Classroom: Using Equations in a Hiring De	5221
6175 8th Grade Extended Classroom: Determining Price Points in Fi	5222
6176 Algebra Extended Classroom: A-REI.5 & 6, MP.4 & 7 - Systems	5237
6177 Algebra Extended Classroom: A-REI.7, MP.2 & 6 - Systems of E	5238
6186 High School Math	5239
6214 Kindergarten: Decomposing the Number Five	5240
6215 1st Grade: Relating Counting to Addition	5241
6216 2nd Grade: Exploring Odd and Even Numbers	5242
6217 3rd Grade: Interpreting a Quotient in Distributing Birthday Pa	5243
6218 Kindergarten: Main Idea and Details	5244
6219 1st Grade: Main Idea and Key Details About Pumpkins	5245
6220 2nd Grade: Finding Main Ideas in a Science Text	5246
6221 3rd Grade: Identifying Main Idea	5247
6222 High School Algebra	5248
6229 4th Grade: Main Ideas and Supporting Details: Water Striders	5249
6230 5th Grade: Finding Main Idea and Details in Historical Texts	5250
6231 7th Grade: Determining the Central Idea of a Text	5251
6233 7th Grade: Proportional Relationships in Selling a Mobile App	5252
6234 4th Grade: Finding the Rule in a Pattern for Place Settings	5254
6235 5th Grade: Comparing Patterns in Linear Relationships	5255
6237 8th Grade: Finding the Central Idea in a Text About the Hoove	5256
6238 10th Grade: Find and Analyze the Development of a Central Ic	5257
6239 11th Grade: Finding Central Ideas in a Non-Fiction Text	5258
6240 12th Grade: Identify Central Ideas in an Informational Essay	5259
6241 8th Grade: Rates, Proportions, and Similar Triangles: Music is	5262
6242 9th Grade: Understanding Linear Equations	5263
6243 10th Grade: Special Segments and Coordinate Geometry	5264

6244 11th Grade: Statistical Analysis of Olympic Race Times	5265
6245 12th Grade: Graphing Trigonometric Functions	5266
6255 Math Tasks 101 with David Smith	5267
6256 Math Tasks in a Fourth-Grade Classroom	5268
6260 Developing Supportive Mentoring Relationships Over Time	5269
6262 Enhancing Students' Experience through Enrichment Compon	5270
6264 Six Proven Strategies for Helping Students Succeed	5271
6265 High School Polynomial Functions	5272
6266 Introduction to Mapping to the Core	5273
6276 Kindergarten Extended Classroom: Main Idea and Details	5282
6277 3rd Grade Extended Classroom: Identifying Main Idea	5283
6278 10th Grade Extended Classroom: Find and Analyze the Develo	5284
6279 12th Grade Extended Classroom: Identify Central Ideas in an I	5285
6280 Kindergarten Extended Classroom: Decomposing the Number	5325
6281 1st Grade Extended Classroom: Relating Counting to Addition	5326
6282 3rd Grade Extended Classroom: Interpreting a Quotient in Dis	5327
6283 4th Grade Extended Classroom: Finding the Rule in a Pattern f	5328
6284 5th Grade Extended Classroom: Comparing Patterns in Linear	5329
6285 7th Grade Extended Classroom: Proportional Relationships in	5334
6299 Diane Ullman - Part 1	5335
6300 Diane Ullman - Part 2	5336
6303 1st Grade Extended Classroom: Main Idea and Key Details Abc	5337
6304 2nd Grade Extended Classroom: Finding Main Ideas in a Scien	5348
6305 4th Grade Extended Classroom: Main Ideas and Supporting De	5349
6306 5th Grade Extended Classroom: Finding Main Idea and Details	5351
6307 6th Grade Extended Classroom: Identifying the Central Idea o	5352
6308 7th Grade Extended Classroom: Determining the Central Idea	5354
6309 8th Grade Extended Classroom: Finding the Central Idea in a T	5355
6310 11th Grade Extended Classroom: Finding Central Ideas in a No	5357
6311 2nd Grade Extended Classroom: Exploring Odd and Even Num	5358
6312 8th Grade Extended Classroom: Rates, Proportions, and Simila	5359
6313 9th Grade Extended Classroom: Understanding Linear Equatic	5360
6314 10th Grade Extended Classroom: Special Segments and Coord	5384
6315 11th Grade Extended Classroom: Statistical Analysis of Olymp	5393
6316 12th Grade Extended Classroom: Graphing Trigonometric Fun	5395
6317 6th Grade Extended Classroom: Ratios, Rates, and Percents: A	5396
6319 Supporting Student Success	5397

6320 Using PD 360 Video Content	5399
6321 Observation 360 in the Classroom	5400
6322 A Complete Principal Observation	5401
6654 4th Grade Spatial Reasoning with Polygons	5403
6655 8th Grade Rhetorical Analysis	5406
6656 4th Grade Poetry Lesson	5407
6657 7th Grade ELA	5408
6658 9th Grade ELA	5409
6659 3rd Grade Main Idea Lesson	5420
6660 4th Grade ELA, Main Idea	5421
6661 7th Grade Problem Solving/Graphing	5422
6662 4th Grade Informational Writing	5424
6663 6th Grade Writing Lesson Using Adjectives	5425
6664 High School Literature Analysis	5426
6895 Moving Forward	5427
6896 Supporting Competency-Based Learning	5428
6897 Student Success in an Integrated Curriculum	5429
6898 Innovation Lab Network	5430
6899 Personalized Education in a Math Learning Center	5431
6900 Academy 21: Personalized, Cross-Content Learning	5432
6901 Waukesha STEM Academy: Achievement Through Problem-Solving	5433
6902 Highly Successful Strategies to Guide the Behavior of Young Children	5434
6904 Supporting Student Success through PD 360 and Observation	5435
6907 Nancy Love - Part 1	5436
6908 Nancy Love - Part 2	5437
6910 Irvin Scott - Part 1	5438
6911 Irvin Scott - Part 2	5439
6913 Eric Sheninger - Part 1	5440
6914 Eric Sheninger - Part 2	5446
6943 9th Grade Biology	5447
6944 8th Grade Math	5448
6945 6th Grade Informational Text	5449
6946 4th Grade Visualizing with Fractions	5450
6947 5th Grade ELA Group Presentations	5451
6948 2nd Grade Retelling and Comparing Two Stories	5452
6949 4th Grade Social Studies	5453
6950 4th Grade Supporting Opinions with Examples	5454

6951 High School Math Story Problems	5455
6952 10th Grade Modeling with Systems of Equations	5456
6958 How Can PD 360 Increase Student Achievement?	5457
6959 The Secrets to Effective Teacher Feedback	5458
6961 Innovation Lab Network - Wisconsin	5459
6982 Overview Demo of thereNow	5460
7027 Songs to Reinforce Math Content	5461
7028 Group Work: Talking Chips	5462
7029 Assessment: Peer Evaluation - Elementary	5463
7030 Whole Brain Teaching: Mirror	5464
7031 Classroom Cheers	5476
7032 Attention Getters	5481
7033 Group Work: Collaboration Skills	5482
7034 Warm-Ups: Letters to the Class	5483
7035 Formative Assessment: Whiteboards	5526
7036 Skills Practice: Snowball	5529
7037 Differentiation: Algebra Tiles	5533
7038 Reading: RATE Method	5535
7039 Math Tasks	5537
7047 Cupertino Union School District	5538
7058 Vision 2020: Voices of Innovation	5539
7059 College and Career Readiness: Project-Based Learning	5540
7060 Student Achievement Through Personalized Technology	5541
7062 Triggers: Instructional Strategies for Student Understanding	5542
7064 The Purpose of Common Core Aligned Assessments	5543
7070 Observation 360 Reporting	5545
7079 1st Grade: Delicious Interactive Poetry Writing	5546
7080 9th Grade: Gathering Evidence for a Research Paper	5547
7081 12th Grade: Plot, Symbolism, and Character in Othello	5548
7082 10th Grade: Multiple Accounts of a Single Topic: Japanese Internment	5550
7084 10th Grade: Trigonometric Ratios	5551
7119 12th Grade: Words, Words, Words: Determining Contextual Meaning	5552
7120 8th Grade: Systems of Equations: Choosing the Best Method	5553
7121 8th Grade: Identifying Quadrilaterals by Their Diagonals	5554
7122 7th Grade: Triangulation Using the Pythagorean Theorem	5555
7124 Insight DUO Setup and Overview	5556
7129 Introduction to Classroom Cameras	5557

	7137 How to Login to thereNow via PD 360	5562
	7138 How to Make a Time-Stamped Comment	5563
	7141 How to Share a Video	5564
	7142 How to Upload a Video with LiveView Camera	5565
	7142 MAC vs. Windows	5566
	7146 Setting your thereNow Password	5567
	7147 Titling your Insight DUO Recordings	5569
	7148 How to change Insight DUO Recording Key Users	5570
	7149 How to Start a Recording with LiveView Camera	5571
	7150 How to Schedule a Live Recording with LiveView Camera	5572
	7151 How to Upload a Video Recording with LiveView Camera	5573
	7152 1st Grade: Research and Persuasion for a Classroom Pet	5574
	7153 2nd Grade: Life Cycles, Plural Nouns, and The Daily 5 Program	5575
	7154 1st Grade: Identifying Facts in a Variety of Informational Texts	5577
	7157 Kindergarten: Informational Writing about Oviparous Animals	5578
	7176 Algebra: Solving Systems of Linear Equations in a Flipped Class	5579
	7182 Flipped Classroom Model	5580
	7185 8th Grade: Calculating and Measuring the Volume of Cones	5581
7186	1st Grade: Number Sense: Grouping Classroom Items	5582
	7187 4th Grade: Drawing Textual Evidence to Support Analysis	5583
7188	3rd Grade: Equivalent Fractions	5584
	7195 Archive: Find the Follow-up Questions	5585
	7196 Reset Your Password	5586
	7197 Create a Group	5588
	7222 Discover the New Enhancements in PD 360	5590
	7223 Accessing and using PD Management	5591
	7277 Charleston Promise Neighborhood Transformation Within a Ge	5592
	7278 Supporting Education	5593
	7279 School-Based Health Services	5594
	7280 Community Engagement	5595
	7281 Archive: Adding a Colleague	5596
	7282 Archive: Using the Search Application	5597
	7287 Make Sense of Problems and Persevere in Solving Them - Elen	5598
	7288 Reason Abstractly and Quantitatively - Elementary	5605
	7289 Construct Viable Arguments and Critique the Reasoning of Oth	5607
	7290 Model with Mathematics - Elementary	5608
	7291 Use Appropriate Tools Strategically - Elementary	5609

7292 Attend to Precision - Elementary	5610
7293 Look For and Make Use of Structure - Elementary	5611
7296 Look For and Express Regularity in Repeated Reasoning - Elementary	5612
7297 Make Sense of Problems and Persevere in Solving Them - Secondary	5613
7298 Reason Abstractly and Quantitatively - Secondary	5614
7299 Construct Viable Arguments and Critique the Reasoning of Others	5615
7300 Model with Mathematics - Secondary	5616
7301 Use Appropriate Tools Strategically - Secondary	5617
7302 Attend to Precision - Secondary	5618
7303 Look For and Make Use of Structure - Secondary	5619
7304 Look For and Express Regularity in Repeated Reasoning - Secondary	5620
7317 Benjamin Lee & Alyssa Cachero	5621
7318 Tammy Davis	5622
7319 Erika Franco-Quiroz	5623
7320 Kenneth Grover	5625
7322 Sonja Alexander & Aleigha Henderson-Rosser	5626
7323 Cassandra Kessler	5627
7324 Benjamin Lee	5628
7325 Chet Linton	5629
7326 Curtis Linton	5632
7327 Jim Mahoney	5633
7328 Alan November	5634
7329 Melanie Park	5635
7330 Janice Poda	5636
7331 Glenn Singleton	5637
7332 Sherrie Snipes-Williams & LaTisha Vaughn-Brandon	5639
7333 Jotham White	5640
7335 Archive: Achievement Points	5641
7336 Evidence 360 Overview	5643
7350 Adding a New User	5644
7351 Adding Focus Objectives	5645
7353 The Daily 5	5647
7354 Technology: Researching with Personal Devices	5648
7355 Literacy in Math: Writing Assignments	5649
7356 Literacy Elements in Pop Culture	5650
7357 Add Resources to Communities	5651
7358 Running Reports	5652

7389 Archive: Updating to the New Observation 360 and PD 360 Ap	5653
7393 School-Based Health Services	5655
7394 Community Engagement	5656
7395 Updating Information in Observation 360	5657
7396 Introduction to My Portfolio	5658
7397 Building a Learning Plan with My Portfolio	5659
7410 6th Grade: Identifying the Central Idea of a Text	5660
7411 6th Grade: Ratios, Rates, and Percents: A Rose is a Rose is a R	5661
7421 Thinking Maps - NEW!	5662
7422 Thinking Maps - NEW!	5664
7460 Using Math Practice Standards in Your Classroom	5665
7461 Formative Assessment: Three-Sentence Essays	5666
7462 Readers' Theater	5667
7463 Role-Playing as Historians	5668
7464 ELA - Class Discussion Practices	5669
7465 Peer Guidance for Student Misconceptions	5670
7478 4th Grade Motion Science	5671
7479 4th Grade Reading	5672
7480 Kindergarten Mathematics	5673
7481 Kindergarten ELA/Science	5675
7482 1st Grade ELA	5676
7484 2nd Grade Cause and Effect	5678
7485 2nd Grade Reading	5679
7486 9th Grade Social Studies	5680
7487 10th Grade Science	5681
7488 8th Grade Reading	5682
7489 10th Grade ELA/Social Studies	5683
7490 11th Grade Mathematics	5684
7491 11th Grade Reading	5685
7492 12th Grade ELA	5687
7494 Updating Your Profile	5688
7495 Individual Usage Report	5689
7496 Creating a Safe Space for LGBTQ Students	5690
7512 2nd Grade: Using Reading Centers to Support Foundational Sk	5692
7513 2nd Grade: Supporting Writing and Editing with Student Rubri	5693
7514 3rd Grade: Exploring Theme and Character in Fiction	5694
7515 3rd Grade: Using Thousands Charts to Make Sense of Three-D	5695

7516 5th Grade: Estimation and Fluency in Multi-Digit Multiplication	5696
7517 9th Grade: Solving Equations with Variables on Both Sides	5697
7518 Archive: Sending a Message	5698
7519 Archive: Viewing Observations	5699
7541 Five Principles of Effective Classroom Assessments	5700
7542 Learning Goals: Sound Assessment and Goal Clarity	5701
7543 The Assessment Framework	5702
7544 Taking Assessment to Task	5703
7545 Using G.R.A.S.P.S. to Design Authentic Performance Tasks	5705
7546 Judgment-Based Evaluation	5706
7547 Example: Formative Assessment: Ticket Out the Door and Exit	5707
7548 Example: Formative Assessment: Concept Maps and Graphic Organizers	5708
7549 Example: Formative Assessment: Student Response Systems	5710
7550 Example: Formative Assessment: Check Ins	5711
7551 Example: Formative Assessment: White Boards	5712
7562 Classroom Management: A Framework for Student Success	5714
7563 Vision and High Expectations	5715
7564 Clear Procedures	5716
7565 Relationships and Support	5717
7566 Engaging Instruction	5718
7567 Intervention and Redirection	5719
7568 Shout-Outs	5720
7569 Relationship Building: Affirmations	5722
7570 Entry and Exit Procedures	5723
7571 Classroom Noise Levels	5724
7572 Effective Transitions	5725
7573 Redirecting Student Behavior	5726
7574 Student Nonverbal Responses	5727
7575 Class Reward Systems	5728
7576 Nonverbal Praise Routines	5729
7577 Narrating Positive Behaviors	5730
7578 Classroom Humor	5731
7579 Intentional Teacher Errors	5732
7608 Introduction to LumiBook	5733
7609 Archive: Collaborate with LumiBook	5734
7609 Collaborating with LumiBook	5735
7611 Jay McTighe: Assessments That Enhance Learning	5736

7612 8th Grade: Citing Evidence from a Science Text	5738
7613 11th Grade: Revising Transitions and Tone	5739
7639 Jay McTighe: Core Learning: Assessing What Matters Most	5740
7640 LumiBook Mobile Application	5741
7642 Creating a Group Task	5742
7643 Awarding Group Viewing Credit	5743
7644 Tammy Davis Introduction: Central Elementary	5744
7645 Cassandra Kessler Introduction: Student-Centered Learning	5746
7646 Chet Linton Introduction: Educator Effectiveness System	5747
7647 Glenn Singleton Introduction: City of Roses	5748
7648 Charleston Promise Neighborhood Introduction	5749
7652 6th Grade: Critical Reading in Elective Classes	5750
7665 2nd Grade: Solving Story Problems with Hidden Information	5751
7666 3rd Grade: Rounding to the Nearest Hundred	5752
7667 5th Grade: Adding Decimals Using Strategies Based on Place Value	5753
7668 Pre-Calculus: Sinusoidal Curve Modeling	5755
7669 11-12th Grade Chemistry: Investigating Thermodynamics: Measuring Heat	5756
7670 11-12th Grade Chemistry: Investigating Thermodynamics: Buried Heat	5757
7671 11th Grade US History: Analyzing Primary Source Documents	5758
7672 11th Grade: Connecting Literature to Real-World Problems	5759
7673 12th Grade Critical Approaches to a Literary Text	5762
7681 Activating a Process	5763
7682 What is a Process?	5764
7683 Viewing an Observation From Another Administrator	5765
7689 Child Maltreatment Overview	5766
7690 Defining Child Maltreatment	5767
7691 Gathering Information for Reporting	5768
7692 Laws and Policies for Reporting Maltreatment	5769
7693 Potential Obstacles to Reporting	5771
7694 Action and Support After Reporting	5772
7695 Preventing Child Maltreatment	5773
7696 Educators Make a Difference	5774
7697 Kindergarten: Identifying Shapes in the Environment	5775
7698 Kindergarten: Reinforcing Cardinality Through Student Counting	5776
7699 1st Grade: Writing Equations of Fact Families	5777
7700 4th Grade: Learning Place Value in the Kingdom of Addingmon	5778
7701 4th Grade: Practicing Place Value in Math Stations	5779

7702	4th Grade: Summarizing Fairy Tales	5781
7703	4th Grade: Story Elements and Reading Stations	5783
7704	8th Grade: Writing Additional Scenes to Literary Texts	5784
7705	8th Grade: Taxation Without Representation	5785
7715	The Educator's Role in Identifying Signs of Maltreatment	5786
7717	Sharing Observation Templates	5787
7718	Registering for Catalog Units and Printing a Transcript	5788
7769	2nd Grade: Mental Strategies for Adding Two-Digit Numbers	5789
7770	8th Grade: Converting Swim Laps into Miles	5790
7771	5th Grade: Identifying Context Clues to Build Vocabulary	5791
7772	5th Grade: Formal Debate about Bullying	5792
7773	6th Grade: The Hero's Quest: Finding the Main Idea	5793
7774	6th Grade: Collecting and Graphing Data	5794
7775	6th Grade: Conveying Story and Mood Through Pantomime	5795
7776	9th Grade: Peer Editing an Engineering Project Proposal	5796
7777	9th-12th Grade Art: Exploring Photographic Composition	5803
7779	7th Grade: Shapes and Structures with Spaghetti and Marshm	5804
7780	8th Grade: Analyzing Primary and Secondary Sources about Po	5805
7901	9th-12th Grade Science: Conservation of Energy	5806
7902	9th-12th Grade Music: Analyzing a Musical Work's Elements a	5808
7903	9th-12th Grade Science: Evaluating Materials and Methods in	5812
7904	11th-12th Grade Music: Analyzing Handel's Messiah	5814
7905	AP Chemistry: Real-World Application of Gas Laws	5817
7949	9th-12th Grade Science: Kinematic and Energy Equations	5818
8119	Assume the Best	5820
8120	Inner Authority	5821
8121	Asking for Help	5822
8123	Holding Our Ground	5823
8124	Positive Connections	5830
8125	2x10 Strategy	5831
8126	Teaching Procedures	5840
8127	Lining Up	5854
8129	Music for Transistions	5855
8130	Consistency	5859
8143	6th Grade: Calculating Discounts, Taxes, and Tips in the Mathl	5860
8144	9th-12th Grade: Slope, Distance, and Midpoint	5861
8145	Archive: 6th-8th Grade Health: Marking an Informational Text	5866

8146 7th Grade Health: Reading Informational Texts in Health Class	5867
8147 8th Grade: Creating Effective Research Questions	5868
8148 8th Grade Science: Modeling Geographical Fault Lines	5869
8149 8th Grade Science: Reading Native American Folklore About E	5872
8154 The When and How of Consequences	5873
8160 Introduction to Observation 360	5886
8161 Viewing Observations	5887
8162 Track and Manage Your Learning Targets	5888
8163 Accessing Reflection and Follow-Up Questions	5890
8164 Get Acquainted: The Edivation Environment	5892
8165 Interacting in Communities	5894
8166 Introducing Edivate	5896
8167 My Video Queue	5899
8168 Search	5900
8169 Sharing a Video	5903
8170 Using Groups	5904
8171 Using Group Leader Tools	5905
8172 Using Videos	5906
8173 Viewing Your Focus Objectives	5908
8175 Project-Based Learning Overview	5909
8176 Presenting Content with Project-Based Learning Mini-Lessons	5910
8177 Implementing Project-Based Learning at White Oak Elementa	5911
8178 A Day of Project-Based Learning at White Oak Elementary	5913
8179 Building a Project-Based Learning Culture at White Oak Eleme	5915
8180 Project-Based Learning at Lanier High School, Part 1	5917
8181 Project-Based Learning Student Groups at Lanier High School,	5919
8182 Project-Based Learning Chemistry Mini-Lesson at Lanier High :	5920
8183 Project-Based Learning at North Gwinnett High School, Part 1	5921
8184 Project-Based Learning Student Groups at North Gwinnett Hig	5922
8213 English Language Development at Agua Caliente Elementary	5924
8214 Coaching English Language Instruction: Chemical and Mechan	5925
8215 Coaching English Language Instruction: Types of Soil, Part 1 of	5926
8216 Coaching English Language Instruction: Chemical and Mechan	5927
8217 English Language Instruction: Changes in the Weather	5928
8218 English Language Instruction: Weather Conditions	5929
8219 English Language Instruction: Volcano and Earthquake Vocabu	5930
8220 English Language Instruction: Summarizing Passages About th	5931

8221 English Language Instruction: Process of Erosion, Part 1 of 2	5932
8222 English Language Instruction: Process of Erosion, Part 2 of 2	5933
8223 English Language Instruction: Spatial Relationships, Part 1 of 2	5934
8224 English Language Instruction: Spatial Relationships, Part 2 of 2	5937
8259 The Compliance Series: FERPA	5938
8270 Teen Suicide Prevention for Counselors	5939
8271 Teen Suicide Prevention for Administrators	5940
8272 Teen Suicide Prevention for Teachers	5941
8279 Behavioral Interventions and Supports (PBIS) at Beaumont US	5942
8280 Implementing PBIS at Beaumont USD	5943
8282 Teaching Social Skills: PBIS Primary Level/Tier 1 Intervention	5944
8283 Teaching Social Skills: PBIS Secondary Level/Tier 2 Interventio	5945
8284 PBIS in the Classroom: Elementary School ELA Close Reading	5946
8285 12th Grade: Probability Distribution	5947
8286 Establishing Expectations from the First Day of School	5948
8287 Hands-On Science Activities	5949
8288 Proximity, Gestures, and Verbal Reminders	5950
8289 Student-Driven Expectations	5951
8325 Registering for Courses	5952
8326 Using Courses	5953
8328 21st Century Students in the Information Age	5956
8329 Three Guiding Principles for Thinking Schools	5957
8330 What Is a Thinking School?	5958
8331 Similarities and Differences in the Way We Think	5959
8332 Three Ways to Grow Thinking Schools	5960
8333 Five Dimensions of Thinking	5961
8334 Student-Centered Thinking Models and Pathways	5962
8335 Becoming a Thinking School	5963
8336 Thinking Hats	5964
8337 Thinking Hats Lesson	5965
8349 1st Grade: Researching Earthworms	5966
8351 6th Grade: Statistics Stations	5967
8377 Alexina Medley Introduction: A Culture of High Expectations	5968
8378 Alexina Medley and Lauren LeDuff	5969
8379 David Hyerle	5970
8380 Jay McTighe	5971
8381 Kaweeda Adams	5972

8382 Rick Smith	5974
8384 Terry Holliday	5976
8385 Pre-Kindergarten: Identifying Key Elements in a Story	5978
8386 Pre-Kindergarten: Using Read-Alouds and Sorting Activities to	5980
8387 6th Grade: Analyzing Huaman Poma's Letter to the King	5982
8388 4th Grade: Developing Theories about Characters	5984
8389 4th Grade: Supply and Demand	5985
8390 4th Grade: Integrating Information From Two Texts	5986
8391 8th Grade: Textual Evidence of Character Traits	5987
8392 2nd Grade: Exploring Polygons and Solid Figures	5988
8393 2nd Grade: Exploring Shapes and Their Attributes	5989
8394 4th Grade: Adding Mixed Numbers	5991
8429 Co-Teaching and Inclusion for Administrators	5992
8430 Alignment of Vocabulary, Part 2 of 4	5993
8431 Culture-Building for Co-Teaching and Inclusion, Part 3 of 4	5994
8432 Models of Co-Teaching, Part 4 of 4	5995
8433 Building Equity	5996
8434 Something's Happening in the City of Roses	5997
8435 Engaged in the Work	5998
8436 The Next Step	5999
8437 The Elephant in the Room	6000
8438 Everything New	6001
8439 What We Have in Front of Us	6002
8440 Tools to Fish the Future	6004
8441 Brown vs. Board of Education	6005
8442 Open Doors	6006
8471 Introduction to Inclusion, Part 1 of 6	6007
8472 Models of Co-Teaching, Part 2 of 6	6008
8473 Meeting Student Needs in an Inclusive Environment, Part 3 of 6	6010
8474 Classroom Expectations, Part 4 of 6	6011
8475 Teaching Styles and Productive Relationships, Part 5 of 6	6012
8476 Inclusive Teaching Strategies, Part 6 of 6	6016
8477 Terry Holliday Introduction: Districts of Innovation	6017
8486 And the Child Shall Lead	6019
8487 PBIS in the Classroom: Middle School Social Studies	6020
8488 PBIS in the Classroom: Elementary School ELA Recycling Soluti	6021
8490 PBIS in the Classroom: Elementary School Close Reading	6022

8491 PBIS in the Classroom: Reinforcing Expectations	6023
8492 PBIS Strategy: Listening	6024
8494 PBIS in the Classroom: Elementary School ELA Research and P	6025
8495 PBIS Strategy: Songs to Reinforce Behavior Expectations	6027
8496 Behavior Intervention through PBIS Club	6028
8497 Lisa Leith	6029
8498 Sylvia Hooker	6041
8499 Karen Spiegel	6042
8500 Lucy Hansen	6043
8501 Derris Moore	6044
8502 Maria Argueta	6045
8503 Chet Linton: Opening Keynote	6046
8504 Chet Linton: Closing Keynote	6048
8505 Curtis Linton	6049
8506 Ashley Chavez	6050
8507 Kevin Degaffenried	6051
8509 Sylvia Hooker Introduction: Reinventing America's Schools	6052
8510 Karen Spiegel Introduction: Powerful Beginnings, Creating a C	6053
8511 Lucy Hansen Introduction: Excellence in English Language Dev	6054
8517 Coaching English Language Instruction: Types of Soil, Part 2 of	6055
8518 English Language Instruction: The Water Cycle	6056
8519 English Language Instruction: Forces and Motion Part 1 of 2	6057
8520 English Language Instruction: Forces and Motion Part 2 of 2	6058
8521 Literacy Strategy: Visual Reading Guides and Picture Walks	6059
8522 Literacy Strategy: Writing Summaries using Cornell Notes	6060
8523 Hands-On Application of Content Knowledge	6061
8524 Literacy Strategy: Equity Access Centers	6063
8525 Literacy Strategy: Link Word Webs	6064
8526 Literacy Strategy: Sentence Starters and Frames	6098
8527 Literacy Strategy: Show, Don't Tell	6117
8528 Literacy Strategy: Content Chants and Songs	6118
8547 Upload a Video from an iOS Device	6120
8548 Using Edviation Review	6186
8692 Method	6206
8693 2nd-3rd Grade STEM: Investigating First-Class Levers	6207
8694 9th-12th Grade STEM: Experimenting with Momentum	6208
8695 Design Process	6209

8696 6th Grade STEM: Modeling the Reasons for the Seasons	6210
8698 Dramatization	6211
8875 Principles of Reading Instruction: Phonemic Awareness	6222
8876 Principles of Reading Instruction: Alphabetic Principles	6259
8877 Principles of Reading Instruction: Vocabulary	6260
8879 Principles of Reading Instruction: Fluency	6262
8880 Principles of Reading Instruction: Comprehension	6265
8881 Phonemic Awareness in the ClassroomPreK - 3rd Grade	6286
8882 The Alphabetic Principle in the ClassroomPreK - 3rd Grade	6299
8883 Oral Language Development PreK - 3rd grade	6300
8884 Running RecordsPreK - 3rd Grade	6319
8885 Guided Repeated Oral ReadingPreK - 3rd Grade	6320
8886 Modeling Fluent Reading and RetellingPreK - 3rd Grade	6321
8887 Choral, Partner, and Independent ReadingPreK - 3rd Grade	6322
8888 Fluency Practice with Differentiated ReadingsPreK - 3rd Grade	6489
8889 Known Words and New VocabularyPreK - 3rd Grade	6490
8890 Using New Vocabulary in SentencesPreK - 3rd Grade	6491
8891 Matching Definitions to New Words PreK - 3rd Grade	6492
8892 Incidental Vocabulary InstructionPreK - 3rd Grade	6493
8893 Providing Multiple Exposures to New WordsPreK - 3rd Grade	6494
8894 Think-AloudsPreK - 3rd Grade	6495
8895 Teaching Text Structures PreK - 3rd Grade	6496
8896 Teaching Text Features PreK - 3rd Grade	6654
8897 Identifying Key Details and SummarizingPreK - 3rd Grade	6655
8898 Inferences for Critical ReadingPreK - 3rd Grade	6656
8899 Activating Background KnowledgePreK - 3rd Grade	6657
8900 Strategies for Before, During, and After ReadingPreK - 3rd Grade	6658
8902 Generating Questions Before and During ReadingPreK - 3rd Grade	6659
8946 Elementary Student-Centered Learning - Discussing Communities	6660
8947 Elementary Student-Centered Learning - ELA	6661
8948 Elementary Student-Centered Learning - Reading	6662
8950 High School Student-Centered Learning - Economics	6663
8951 High School Student-Centered Learning - Science	6664
9153 Creating a Willing Learner 1	6895
9154 Creating a Willing Learner 2	6896
9155 Creating a Willing Learner 3	6897
9156 Expanding Interests and Activities 1	6898

9157 Expanding Interests and Activities 2	6899
9158 Expanding Interests and Activities 3	6900
9159 Expanding Interests and Activities 4	6901
9160 Expanding Interests and Activities 5	6904
9161 Overcoming Irrational Fears 1	6907
9162 Overcoming Irrational Fears 2	6908
9163 Overcoming Irrational Fears 3	6910
9164 Making Friends 1	6911
9165 Making Friends 2	6913
9166 Making Friends 3	6914
9167 Making Friends 4	6943
9168 No More Picky Eaters 1	6944
9169 No More Picky Eaters 2	6945
9170 No More Picky Eaters 3	6946
9171 No More Picky Eaters 4	6947
9172 Selecting the Best Communication System for a Child 1	6948
9173 Selecting the Best Communication System for a Child 2	6949
9174 Selecting the Best Communication System for a Child 3	6950
9175 Selecting the Best Communication System for a Child 4	6951
9176 Teaching Sign Language to Non-Vocal Children 1	6952
9177 Teaching Sign Language to Non-Vocal Children 2	6958
9178 Teaching Sign Language to Non-Vocal Children 3	6959
9179 Teaching Sign Language to Non-Vocal Children 4	6961
9180 Teaching Kids to Talk 1	7027
9181 Teaching Kids to Talk 2	7028
9182 Teaching Kids to Talk 3	7029
9279 9th-12th Grade STEM: Exploring Intensity and Distance	7030
9280 4th Grade STEM: Exploring Fractions and Area	7031
9281 7th-12th Grade: Exploring Photography	7032
9282 with Marble Tracks	7033
9283 Students	7034
9284 Engineering Class	7035
9285 9th-12th Grade Art: Creating Block Prints for a Print Exchange	7036
9843 Compress Your Video for Edviate Review	7037
9860 Snowmen	7038
9861 4th-5th Grade STEM: Team Building with Magic Canes	7039
9862 2nd Grade STEM: Starting a Weather Unit: Exploring Snow	7047

9863 4th Grade STEM: Exploring Temperature and Humidity	7058
9864 12th Grade STEM: Prosthetic Arm Design Challenge	7059
9865 Game	7060
9866 Theatre	7062
9868 1st Grade STEM: Representing the Life Cycle of Chickens	7064
9910 Habitats	7129
9911 Skype"	7137
9912 Objects	7138
10413 Blocks	7141
10414 3rd Grade STEM: Creating and Programming a Robotic Leg	7142
10415 Telecommunications	7143
10416 4th Grade STEM: Creating a Soil Profile	7146
10417 6th Grade STEM: Composting Food Waste in Soda Bottles	7147
10418 5th Grade STEM: Exploring Circuits	7148
10420 School	7149
10421 6th Grade STEM: Using Volume to Create Model Aquariums	7150
10567 4th Grade Building Circuits	7151
10568 2nd Grade Addition and Subtraction	7182
10569 5th Grade Math Word Problems	7196
10570 6th Grade Food Webs and Social Issues	7197
10571 6th Grade Food Webs and Word Problems	7277
10572 9th-12th Grade Analyzing and Interpreting Molecules	7278
10573 9th-12th Grade Coding Techniques	7279
10574 9th-12th Grade ELA Research Conferencing	7280
10575 9th-12th Grade Mock Interviewing	7287
10576 9th-12th Grade Organic Compounds	7288
10577 9th-12th Grade Resume Building	7289
10578 9th-12th Grade Structural Engineering	7290
10602 The Cycle of Improvement	7291
10603 Observation Conference	7292
10604 Observation	7293
10605 Observation Conference	7296
10649 Microorganisms	7297
10650 7th Grade STEM: Genetic Traits and Classification 1	7298
10651 7th Grade STEM: Genetic Traits and Classification 2	7299
10652 6th-7th Grade STEM: Extracting Strawberry DNA	7300
10653 River	7301

10654 Ecosystems	7302
10655 6th Grade STEM: Displaying Data in Histograms	7303
10656 Packages for Shipping	7304
10657 7th Grade STEM: Identifying Aquatic Invertebrates	7317
10704 Processes of Me	7318
10706 David Flesch Post Interview	7319
10707 Eric Toy Post Interview	7320
10708 Ginger Giessler Post Interview	7322
10709 Jeff DeSelm Post Interview	7323
10710 Julie Knudstrup Post Interview	7324
10711 Rick Vance Post Interview	7325
10712 Shanita Nelson Post Interview	7326
10713 Vincent Serrani Post Interview	7327
10728 Communicating Learning Objectives	7328
10729 Confident and Caring Intervention	7329
10730 Active Learning Environments	7330
10731 Engaging Students Through Differentiation	7331
10732 Engagement Through Real-World Application	7332
10733 Hallway Procedures	7333
10734 Confidential Self-Assessments with "Heads Down"	7336
10735 Creating Classroom Expectations with Students	7350
10736 Hands-On Activities in Science 1	7351
10737 Hands-On Activities in Science 2	7353
10738 Peer Leadership in Small-Group Activities	7354
10765 Whales	7355
10766 Writing, and Guided Imagery	7356
10767 Sugar is in Soda	7357
10768 9th-12th Grade STEM: Aerospace Engineering – Part 1	7358
10769 9th-12th Grade STEM: Aerospace Engineering – Part 2	7366
10771 9th-12th Grade STEM: Exploring Kinematics With Catapults	7367
10772 Insulation	7368
10773 Candy Activity	7369
10775 9th-12th Grade STEM: Testing the Bearing Capacity of Soil	7370
10848 Bullying	7371
10849 Change	7372
10850 Hand Flapping	7393
10851 School: Part 1	7394

10852 School: Part 2	7395
10853 Video Game Addiction	7396
10854 Making a Sensory-Free Zone	7397
10855 Organization, Productivity, and Getting Things Done	7461
10856 Preventing Meltdowns	7462
10857 Why We Won't Listen	7463
10858 Deep Into Defense Mode	7464
10859 Doing What Needs to be Done	7465
10860 Don't Try to Fix Your Asperger's Child	7478
10861 Fear of Failure and Making a Mistake	7479
10862 How to Get Someone With Asperger's to Do Something	7480
10863 The Asperger's "Sensory Funnel"	7481
10864 We're More Than Just Asperger's	7482
10865 What Exactly is Responsibility?	7484
10967 Kindergarten: Understanding Stories Through Pictures and Text	7485
10968 1st Grade: Elements of a Story	7486
10969 2nd Grade: Comprehending the Lessons in Fairy Tales	7487
10970 3rd Grade: Answering Questions With Textual Evidence	7488
10971 4th Grade: Discussing Immigration as a Whole Class	7489
10975 5th Grade: Reading and Writing About Ecosystems	7490
10976 5th Grade: Student Debate: The Pros and Cons of Zoos	7491
10977 6th Grade: Exploring the Context of a Literary Nonfiction Text	7492
10978 6th Grade: Identifying Text Structures	7494
10979 1st Grade: Exploring Earthworms with Math	7495
10980 3rd Grade: Learning About the Attributes of Shapes	7496
11060 Conference	7541
11061 Observation	7542
11062 Observation Conference	7543
11064 California Professional Learning: Lakeside	7544
11065 California Professional Learning: Napa/Karen Strong	7545
11066 California Professional Learning: Poway	7546
11068 California Professional Learning: Rialto	7547
11069 Strong	7548
11070 California Professional Learning: San Bernadino	7549
11216 Flipped Classroom Model with David Curlette	7550
11218 Implementing 1:1 Devices in the Classroom	7551
11220 Tablet Apps - Lower Elementary	7562

11221 Transitioning to Personalized Learning With Tablets	7563
11222 Using Tablets to Personalize Learning	7564
11223 Using Technology to Research and Write About Butterflies	7565
11226 Webb's Depth of Knowledge With Karin Hess: Part 1	7566
11227 Webb's Depth of Knowledge With Karin Hess: Part 2	7567
11228 Webb's Depth of Knowledge With Karin Hess: Part 3	7568
11229 Webb's Depth of Knowledge With Karin Hess: Part 4	7569
11230 Webb's Depth of Knowledge With Karin Hess: Part 5	7570
11231 Webb's Depth of Knowledge With Karin Hess: Part 6	7571
11232 Webb's Depth of Knowledge With Karin Hess: Part 7	7572
11328 Cathedral Success Story: This Is Learning	7573
11463 The Observation Process: Adapting Actions Within a Lesson	7574
11751 Kindergarten STEM: Counting the Body Parts of an Insect	7575
11752 Relationships	7576
11753 5th Grade STEM: Calculating the Pennies in a Pyramid	7577
11754 4th Grade STEM: Creating Jack's Beanstalk	7578
11755 Part 1	7579
11756 Part 2	7608
11757 4th Grade STEM: Effective Questioning in STEM Projects	7609
11758 2nd Grade STEM: Building a Bird's Nest	7611
11759 1st Grade STEM: Anatomy and Function of Wings	7639
11760 1st Grade STEM: Examining Eggs	7640
11761 7th Grade STEM: Observing Chemical Change	7642
11870 Class	7643
11871 7th Grade STEM: Social Media in 1967	7644
11994 The School Improvement Formula	7645
11995 Research That Proves the Formula Works	7646
12049 Overview of Boot Camp	7647
12116 1st Grade STEM: Pop Rocks, Soda, and the Scientific Process	7648
12117 6th Grade STEM: Unknown Variables in Real-World Problems	7681
12118 7th Grade STEM: Measuring Volume in Stations	7682
12119 Online Formative Assessments	7683
12120 Successfully Implementing Personalized Learning	7689
12214 Personalized Learning Overview	7690
12215 What Is All This About Personalized Learning?	7691
12216 Personalized Learning in Action	7692
12306 Boot Camp: Five Steps to System Transformation	7693

12307 Boot Camp Q & A	7694
12308 Old Bridge Rebuilds	7695
12423 How to Perform an Observation in Edivate Observe	7696
12622 Proof of Impact: Kelly Glassett, Part 1	7715
12623 Proof of Impact: Kelly Glassett, Part 2	7717
12624 Proof of Impact: Steve Shaha, Part 1	7718
12625 Proof of Impact: Steve Shaha, Part 2	7768
12636 Clarke County, Georgia, Success Story	8119
12879 Edivate Observe Demo	8120
12880 Using the Edivate Review App	8121
13087 Edivate Observe	8123
13088 Schedule an Observation or a Meeting in Edivate Observe	8124
13247 5th Grade Science	8125
13248 High School Science: Part 1	8126
13250 High School Science: Part 2	8127
13251 High School Science: Part 3	8129
13252 High School Science: Part 4	8130
13395 8th Grade STEM: Fun With Functions	8154
13396 Physical Change	8160
13397 Functions	8161
13399 9th Grade STEM: Systems of Equations and Phone Plans	8162
13400 6th Grade STEM: Counting Candies in Base 5	8163
13401 5th Grade STEM: Exploring Gravity and Friction	8164
13402 5th Grade STEM: Exploring Structural Support in Architecture	8165
13403 Elementary Schools	8166
13404 Kindergarten STEM: Creating With Shapes	8167
13405 Change	8168
13631 and Prototypes	8169
13632 Redesign and Retest	8170
13633 Part 1: Insulation Experiment	8171
13634 Part 2: Box and Whisker Data Analysis	8172
13635 Measuring Salinity	8173
13636 Student Presentations	8175
13637 Designing the Experiment	8176
13638 Gathering Data	8177
13639 Drawing Conclusions	8178
13640 9th-11th Grade STEM: Exploring Force and Acceleration	8179

13848 for Research	8180
13849 3rd Grade STEM: Hermit Crab Habitats Part 2: Construction	8181
13850 Evaluation	8182
13851 4th Grade STEM: Finding Fossils	8183
13852 6th Grade STEM: Designing Birdhouses	8184
13853 Little Pigs	8213
13854 Kindergarten STEM: Whale Insulation Investigation	8214
13856 1:1 Devices With Google Classroom	8215
14075 Goats Gruff	8216
14076 1st Grade STEM: Informational Writing About Tornadoes	8217
14077 Experience	8218
14078 Convection	8219
14079 9th Grade STEM: Reinforcing STEM Subjects in FACS	8220
14080 10th Grade STEM: Probability and Punnett Squares	8221
14081 1: Introduction	8222
14082 2: Real-World Problem Solving	8223
14083 3: Why is STEM Important?	8224
14084 4: Misconceptions	8259
14085 5: Create a Lesson Plan	8270
14219 Kindergarten: Part 1	8271
14220 Kindergarten: Part 2	8272
14221 Kindergarten: Part 3	8279
14222 High School Engineering: Part 1	8280
14223 High School Engineering: Part 2	8282
14271 Bell to Bell Kindergarten	8283
14272 High School Social Studies	8284
14295 In Newton County, Georgia, It's Personal	8286
14296 Athletes and Educators, Edivate Review	8287
14297 Improving Teaching and Learning With Edivate Review	8288
14595 Why are Learning Outcomes Important?	8289
14596 Creating Learning Outcomes	8325
14597 What is a DOK Chart?	8326
14598 Determining Level of Mastery	8328
14606 Tutorial Screencast Video - Dashboard	8329
14607 Tutorial Screencast Video - Profile Page	8330
14608 Tutorial Screencast Video - Edivate Library	8331
14613 Tutorial Screencast Video - Feedback	8332

14614 Tutorial Screencast Video - Self-Assessments	8333
14636 Boot Camp, Dynamics of Change	8334
14639 Boot Camp, Leading Change	8335
14642 Boot Camp, Change Curve	8336
14645 Boot Camp, Sustaining Change	8337
14648 Boot Camp, The Art of Decision Making	8377
14651 Boot Camp, Creating a Learning System	8378
14654 Boot Camp, Building Trusting Relationships	8379
14657 Boot Camp, Shifting Mindsets	8380
14660 Boot Camp, Providing Feedback	8381
14664 Boot Camp, Data-Driven Decisions	8382
14871 Facilitator vs. Provider: Lesson Plan Walkthrough	8384
14874 Arranging Furniture for a Flexible Classroom	8429
14877 Classroom Meetings	8430
14908 Facilitator vs. Provider: Lesson Plan Walkthrough	8431
14911 Arranging Furniture for a Flexible Classroom	8432
14914 Classroom Meetings	8433
15003 Determining Level of Mastery	8434
15060 Introduction to Co-Plan Learning	8435
15066 Helping Students to Organize a Portfolio	8436
15069 Student Reflection Video	8437
15072 Student Learning Preferences	8438
15075 How to Facilitate Student-Led Conferences	8439
15223 Meeting Student Needs With Varied Strategies	8440
15289 Meeting Student Needs With Varied Strategies	8441
15391 The Race to Stay on Pace!	8442
15394 Teacher-Student Communication Strategies	8471
15397 Data Tracking Binders	8472
15613 The Race to Stay on Pace!	8473
15616 Teacher-Student Communication Strategies	8474
15619 Data Tracking Binders	8475
16556 Introducing Performance Tasks with the Fosbury Flop	8476
16559 Rubric Essentials	8477
17264 Cycle of Improvement	8486
17267 Flexible Classroom Environments	8487
17270 Student-Centered Learning	8488
17273 Setting Up for Success	8490

17423	Introducing Performance Tasks with The Fosbury Flop	8491
17426	Rubric Essentials	8492
Content ID	Segment Title	8494
	Introduction/Technology Infusion	8495
	Learner-Active Classroom	8496
	Problem-Based Learning	8497
	Technology Hierarchy: Part I	8498
	Technology Hierarchy: Part II	8499
	Technology Classroom Management	8500
	Assessing the Use of Technology	8501
	Introduction/Technology Infusion	8502
	Learner-Active Classroom	8503
	Problem-Based Learning	8504
	Technology Hierarchy: Part I	8505
	Technology Hierarchy: Part II	8506
	Technology Classroom Management	8507
	Assessing the Use of Technology	8509
	Introduction / Technology Infusion	8510
	Learner-Active Classroom	8511
	Problem-Based Learning	8517
	Technology Hierarchy: Part I	8518
	Technology Hierarchy: Part II	8519
	Technology Classroom Management	8520
	Assessing the Use of Technolog	8521
	Classic: Distributed Guided Practice	8522
	Coaching	8523
	Observation 360 Overview	8524
	Performing a Walkthrough	8525
	Performing a Walkthrough: On the Web	8526
	Accessing Walkthrough Reports in PD 360	8527
	Accessing Observation 360 Data	8528
	Building Templates: Creating Elements	8547
	Building Templates: Putting it all Together	8548
	Supporting Teachers in a 21st Century Classroom	8692
	Districts of Innovation?????	8693
	Main Idea and Graphic OrganizersPreK - 3rd Grade	8694
	Definition of Constructivism: Part I	8695

Definition of Constructivism: Part II	8696
Research Underpinnings	8698
What Constructivism Is Not	8875
Preparing the Community	8876
Starting Steps	8877
Three Strategies That Work	8879
A Constructivist Classroom Is for All	8880
Tutorial Screencast Video - Micro-Credentials	8881
Tutorial Screencast Video - Results by Template Report	8882
Tutorial Screencast Video - Custom Observe Report	8883
Tutorial Screencast Video - Mobile	8884
Jacqueline Loiacono - Part 3	8885
Jacqueline Loiacono - Part 4	8886
	8887
	8888
	8889
	8890
	8891
	8892
	8893
	8894
	8895
	8896
	8897
	8898
	8899
	8900
	8902
	8903
	8946
	8947
	8948
	8950
	8951
	9153
	9154
	9155

9156
9157
9158
9159
9160
9161
9162
9163
9164
9165
9166
9167
9168
9169
9170
9171
9172
9173
9174
9175
9176
9177
9178
9179
9180
9181
9182
9279
9280
9281
9282
9283
9284
9843
9860
9861
9862

9863

9864

9865

9866

9868

9910

9911

9912

10413

10414

10415

10416

10417

10418

10420

10421

10567

10568

10569

10570

10571

10572

10573

10574

10575

10576

10577

10578

10602

10603

10604

10605

10649

10650

10651

10652

10653

10654
10656
10657
10728
10729
10730
10731
10732
10733
10734
10735
10736
10737
10738
10765
10766
10767
10768
10769
10771
10772
10773
10775
10848
10849
10850
10851
10852
10853
10854
10855
10856
10857
10858
10859
10860
10861

10862
10863
10864
10865
11060
11061
11062
11064
11065
11066
11068
11069
11070
11216
11218
11220
11221
11222
11223
11226
11227
11228
11229
11230
11231
11232
11328
11463
11751
11752
11753
11754
11755
11756
11757
11758
11759

11760
11761
11870
11871
11994
11995
12049
12116
12117
12118
12119
12120
12214
12215
12216
12306
12307
12308
12423
12622
12623
12624
12625
12636
12879
12880
13087
13088
13247
13248
13250
13251
13252
13395
13396
13397
13399

13400

13401

13402

13403

13404

13405

13631

13632

13633

13634

13635

13636

13637

13638

13639

13640

13848

13849

13850

13851

13852

13853

13854

13856

14075

14076

14077

14078

14079

14080

14081

14082

14083

14084

14085

14219

14220

14221

14222

14223

14271

14272

14295

14296

14297

14595

14596

14597

14598

14606

14607

14608

14613

14614

14636

14639

14642

14645

14648

14651

14654

14657

14660

14664

14908

14911

14914

15289

15613

15616

15619

17264

17267

17270

17273

17423

17426

Segment

All Means All: What Is It About Me You Can't Teach - Elementary

1st E, Exposure - Elementary

2nd E, Experience - Elementary

Experience Helps Students Make Connections - Elementary

Provide Experience Through Mediated Learning - Elementary

3rd E, Expectations - Elementary

4th E, Enduring Understandings--Reflection - Elementary

4th E, Enduring Understandings--Performance Assessment - Elementary

5th E, Enthusiasm - Elementary

Glenn Singleton: Opening the Conversation on Race

Understanding Race

Courageous Conversations

Whiteness in Color Identity

Bridging Racial Cultures

Creating True Equity

Systemic Change

Equity in a School Community

Closing the Achievement Gap in the Classroom

Mainstreaming

Three Capacities of an Immersion Teacher

Strategies

Classroom Practices

Assessment Strategies

Collaboration

Mainstreaming

Three Capacities of an Immersion Teacher

Strategies

Classroom Practices

Assessment Strategies

Collaboration

Working with Students from a Culture of Poverty

Understanding Differences

Acceptance of the Differences that Students Bring

Accommodating Differences in the Approach to Instruction

Support the Students from Where They Come

Introduction and Review

Affirming Differences
Expectations
Engaging Families
Celebrating Success
Asset-Based Education - Elementary
All Means All: What Is It About Me You Can't Teach - Secondary
1st E, Exposure - Secondary
2nd E, Experience - Secondary
Experience Helps Students Make Connections - Secondary
Provide Experience Through Mediated Learning - Secondary
3rd E, Expectations - Secondary
4th E, Enduring Understandings--Reflection - Secondary
4th E, Enduring Understandings--Performance Assessment - S
5th E, Enthusiasm - Secondary
Asset-Based Education - Secondary
Classroom Assessment for High-Stakes Success - Elementary
Assessment for Learning - Elementary
Assessment Belief System - Elementary
Student Involvement - Elementary
Assessment Targets That Align with State Standards - Elemen
Assessment Literacy - Elementary
Questions That Underpin Assessment for Learning - Elementary
The How of Assessment - Elementary
Student-Led Conferences - Elementary
Planning Targets of Learning - Elementary
Setting Objectives and Providing Feedback - Elementary
Utilizing Questions, Cues, and Advance Organizers - Elementa
Summarizing and Note Taking - Elementary
What Works In Classroom Instruction
Using Non-Linguistic Representations - Elementary
Reinforcing Effort and Providing Recognition - Elementary
Incorporating Cooperative Learning Effectively - Elementary
Increasing Value in Homework and Practice - Elementary
Identifying Similarities and Differences - Elementary
Generating and Testing Hypotheses - Elementary
Planning Targets of Learning - Secondary
Setting Objectives and Providing Feedback - Secondary

Utilizing Questions, Cues, and Advance Organizers - Secondary

Summarizing and Note Taking - Secondary

What Works In Classroom Instruction

Using Nonlinguistic Representations - Secondary

Reinforcing Effort and Providing Recognition - Secondary

Incorporating Cooperative Learning Effectively - Secondary

Increasing Value in Homework and Practice - Secondary

Identifying Similarities and Differences - Secondary

Generating and Testing Hypotheses - Secondary

Classroom Assessment for High-Stakes Success - Secondary

Student-Led Conferences - Secondary

Questions That Underpin Assessment for Learning - Secondary

The How of Assessment - Secondary

Assessment Literacy - Secondary

Assessment Targets That Align with State Standards - Secondary

Student Involvement - Secondary

Assessment Belief System - Secondary

Assessment for Learning - Secondary

What Is Differentiation? - Elementary

Differentiation: Elements for Planning-Elementary

Climate - Elementary

Knowing the Learner - Elementary

Assessment - Elementary

Adjustable Assignments - Elementary

Instructional Strategies - Elementary

Curriculum Approaches - Elementary

What Is Differentiation? - Secondary

Differentiation: Elements for Planning - Secondary

Climate - Secondary

Knowing the Learner - Secondary

Assessment - Secondary

Adjustable Assignments - Secondary

Instructional Strategies - Secondary

Curriculum Approaches - Secondary

Using Data To Close the Achievement Gap

The Achievement Gap

Building Dissatisfaction and Killing the Myths

Data in the Reform Process

Building Leadership and Data Teams

Talking About Data

Examining Outcomes

Examine All Aspects of School

Will We Know It When We See It?

Bonding and Connecting - Elementary

Bonding Practices - Elementary

Procedures and Routines - Elementary

Proactive Classroom Management - Elementary

Teaching Social and Emotional Behaviors - Elementary

Active Student Involvement - Elementary

Addressing Misbehavior - Elementary

The Law of Least Intervention - Elementary

Bonding and Connecting - Secondary

Procedures and Routines - Secondary

Work Requirements - Secondary

Proactive Classroom Management - Secondary

Active Student Involvement - Secondary

Addressing Misbehavior - Secondary

The Law of Least Intervention - Secondary

Quality Elementary Teaching For Classroom Success

Commitment to Students and Their Learning - Elementary

Knowing the Subject and How to Teach It - Elementary

Managing and Monitoring Student Learning - Elementary

Self-Reflection - Elementary

Active Involvement in the Learning Community - Elementary

Commitment to Students and Their Learning - Secondary

Knowing the Subject and How to Teach It - Secondary

Managing and Monitoring Student Learning - Secondary

Self-Reflection - Secondary

Active Involvement in the Learning Community - Secondary

Reading a Wide Range of Text and Literature

Strategies to Comprehend, Interpret, Evaluate

Communicating Effectively-Written/Spoken Language

Using Skills: Research, Present, Create, Critique

Students Using Language for Their Own Purposes

Connecting Knowledge of Mathematics to Pedagogy
Using the NCTM Mathematics Standards
Facilitating the Usefulness of Mathematics
Making Mathematics Interesting for All Learners
Using Writing to Bring Meaning to Mathematics
Plan Inquiry-Based Programs
Guide and Facilitate Learning
Assess Teaching and Learning
Develop Environments That Enable Students to Learn
Create Communities of Learners
Utilize Effective Strategies
Personalize the Context
Create Active Learning
Nurture Thinking and Expression
Focus on The Learner
Learning-Focused Relationships
The Work of Growth Agents
Creating Challenge
Applying Intention-Driven Actions
A Continuum of Learning-Focused Interactions
Coaching
Maximizing Time and Attention
Learning-Focused Conversations
Learning-Focused Conversations for Reflection
Inviting Thinking
Attending Fully
Paraphrasing
Mediational Questioning
Links Between Brain Research and Visual Tools - Elementary
The Eight Thinking Maps - Elementary
Implementing Thinking Maps - Elementary
Mapping Across the Disciplines - Elementary
Classroom Examples - Elementary
Thinking Map Software - Elementary
Benefits of Thinking Maps - Elementary
Links Between Brain Research and Visual Tools - Secondary
The Eight Thinking Maps - Secondary

Implementing Thinking Maps - Secondary
Mapping Across the Disciplines - Secondary
Classroom Examples - Secondary
Thinking Map Software - Secondary
Benefits of Thinking Maps - Secondary
Classic: Teaching Intelligent Behaviors
Classic: Persistence/Impulsivity/Listening/Flexibility
Classic: Metacognition/Accuracy/Questioning/Past Knowledge
Classic: Clarity/The Senses/Creativity/Risk Taking/Curiosity
Classic: Application of Intelligent Behaviors in the School
Classic: Problem Solving with Intelligent Behaviors
Classic: More Problem Solving with Intelligent Behaviors
Classic: Definition of Performance Assessment - Elementary
Classic: Academic Content Standards - Elementary
Classic: Scoring Guides - Elementary
Classic: Limits of Multiple Choice and Standardized Tests - Elementary
Classic: Impact on Grading - Elementary
Classic: Writing As a Tool for Assessment - Elementary
Classic: Writing Across the Curriculum - Elementary
Classic: Authentic Writing Assignments - Elementary
Classic: Scoring Writing Assignments with Consistency - Elementary
Classic: Definition of Performance Assessment - Secondary
Classic: Academic Content Standards - Secondary
Classic: Scoring Guides - Secondary
Classic: Limitations of Multiple Choice and Standardized Tests - Secondary
Classic: Impact on Grading - Secondary
Classic: Writing As a Tool for Assessment - Secondary
Classic: Writing Across the Curriculum - Secondary
Classic: Authentic Writing Assignments - Secondary
Classic: Scoring Writing Assignments with Consistency - Secondary
Questioning to Improve Learning and Thinking - Elementary
Research Connections Between Questioning/Learning - Elementary
Stage One: Prepare the Question - Elementary
First Behavior: Identify Instructional Purpose - Elementary
Second Behavior: Determine Content Focus - Elementary
Third Behavior: Select Cognitive Level - Elementary
Fourth Behavior: Consider Wording and Syntax - Elementary

Stage Two: Present the Question - Elementary
Stage Three: Prompt Student Response - Elementary
Stage Four: Process Student Responses - Elementary
Stage Five: Critique the Questioning Episode - Elementary
Classroom Example - Elementary
Questioning to Improve Learning and Thinking - Secondary
Research Connections Between Questioning/Learning - Secondary
Stage One: Prepare the Question - Secondary
First Behavior: Identify Instructional Purpose - Secondary
Second Behavior: Determine Content Focus - Secondary
Third Behavior: Select Cognitive Level - Secondary
Fourth Behavior: Consider Wording and Syntax - Secondary
Stage Two: Present the Question - Secondary
Stage Three: Prompt Student Response - Secondary
Stage Four: Process Student Responses - Secondary
Stage Five: Critique the Questioning Episode
Classroom Example - Secondary
Foundation of a Professional Learning Community
Mission: Pillar One of Successful Schools
Vision: Pillar Two of Successful Schools
Values: Pillar Three of Successful Schools
Goals: Pillar Four of Successful Schools
Successful Schools Increase Learning
Pyramid of Interventions
Total School Improvement
Demo Segment 1
Discovering the Roles: Teacher and Paraprofessional
Communication
Training for Paraprofessionals
Effective Teacher Supervision
Evaluation as a Form of Continuous Learning
Self-Evaluation
The Howard Street Model
Catching Struggling Students Early
Bringing in Tutors
Reading Specialists Supervising the Tutors
Assessment

Guided Reading
Word Study
Reading for Fluency
Tutoring Session Model
Project CRISS Learning Plan - Elementary
Principles and Philosophies of Learning - Elementary
Identifying the Author's Craft - Elementary
Understanding Patterns and Structure - Elementary
Creating Conversations of Learning - Elementary
Using Active Strategies for Learning - Elementary
Organizing for Learning - Elementary
Incorporating Informal and Formal Writing to Learn - Elementary
Expanding Vocabulary - Elementary
Project CRISS Learning Plan - Secondary
Principles and Philosophies of Learning - Secondary
Identifying the Authors Craft - Secondary
Understanding Patterns and Structure - Secondary
Creating Conversations of Learning - Secondary
Using Active Strategies for Learning - Secondary
Organizing for Learning - Secondary
Incorporating Informal and Formal Writing to Learn
Expanding Vocabulary - Secondary
Introduction to Leadership Program
Training and Implementation
Follow-Up and Walkthrough
Walkthrough Observation Sheet
4 Most Important Words
The One Minute Networker
Business Card
Call Yourself
Can
Car Decal
Check Memo
Dry Erase Marker
Email Signature
EverReady
Follow Up

Four Advisors
If You Can Dream It
Important People
Interesting Reading
Eliminate the Word 'Just'
Leaving a Message
Make Your List
Logoware
Phone Number
Read a Book
Referrals
Repeat Last Sentence
Send Out What You Wish To Attract
Smile and Fire
Telling your Story
Understand
Voicemail Greeting
What Lights You Up
Your Name First
Leaders of Learning
Enabling Student Success
The Six Essential Roles for Effective Principals
Facilitating Teacher Improvement
Daily Walkthroughs
What Is It That Leaders Do?
Innovative Leadership
What Is Leadership?
Involvement in the Instructional Process
Supervising Instruction
Fostering Teacher and Student Learning
Creating a Culture of Learning
Introduction
Defining Superstars
Identifying Backbones and Mediocres
Encouraging Improvement
Meetings That Take Focus off Difficult Teachers
Delivering Bad News

Spreading Good News
Creating a Positive School Climate
Conscious Classroom Management Overview - Elementary
Conscious Classroom Management Overview - Secondary
Assumptions - Elementary
Inner Authority - Elementary
Characteristics of Good Teachers - Elementary
Holding Ground - Elementary
Assumptions - Secondary
Positive Connections - Elementary
Teaching Procedures - Elementary
Inner Authority - Secondary
Consistency - Elementary
Getting Ready - Elementary
Characteristics of Good Teachers - Secondary
Designing Lessons for Engagement - Elementary
Holding Ground - Secondary
Active Learning Strategies - Elementary
Managing Through Brain Compatible Teaching - Elementary
Positive Connections - Secondary
Teaching Procedures - Secondary
Effective Use of Consequences - Elementary
Consistency - Secondary
What to Do When Consequences Don't Work - Elementary
Getting Ready - Secondary
Designing Lessons for Engagement - Secondary
Active Learning Strategies - Secondary
Managing through Brain Compatible Teaching - Secondary
Effective Use of Consequences - Secondary
What to Do When Consequences Don't Work - Secondary
Classic: Introduction
Classic: Beliefs to Help Children Become Literate
Classic: First Belief
Classic: Second Belief
Classic: Third Belief
Classic: Fourth Belief
Classic: Fifth Belief

Classic: Classroom Example in October
Classic: Same Classroom Example in April
Classic: Introduction
Classic: Essential Skills
Classic: Questioning
Classic: Classroom Practices and Routines
Classic: Shared Textual Interpretations
Classic: Guided Practice
Classic: Independent Practice
Classic: Other Classroom Practices
Classic: Assessment
Classic: Same Classroom Example in October
Classic: Same Classroom Example in April
Classic: Introduction
Classic: Shared Writing
Classic: Independent Writing
Classic: Logs
Classic: Classroom Example of Teaching Writing in September
Classic: Same Classroom Example in January
Classic: Same Classroom Example in April
Elementary Principals as Leaders of Learning
Defining the Professional Learning Community
Cornerstones of a Professional Learning Community
Critical Questions
Manager of Learning
Manager of Resources
Focus on Culture
Focus on Collaboration
Implementing Professional Learning Community
Facilitating Teacher Improvement
Classic: Understanding the Change Process
Classic: The Nature and Impact of Collaborative Cultures
Classic: Strategies to Develop Collaborative Cultures
Classic: Principals - Guidelines for Individual Action
Classic: Principals - Guidelines for Dealing With Staff
Classic: Moving Forward to Recreate the Schools We Need
Classic: The Modern Context of Schools

Classic: Going Deeper: Purpose, Passion and Emotion
Classic: Going Deeper: Hope
Classic: Going Wider: Engaging External Forces
Classic: Teachers Getting Out There
Classic: Principals Getting Out There
Classic: Life Lines of Hope
Classic: Introduction
Classic: Merging Cooperative Learning Multi Intelligences
Classic: The Eight Multiple Intelligences
Classic: Principles of Coop Learning & Multi Intelligences
Classic: Kagan Teaching Structures I
Classic: Kagan Teaching Structures II
Classic: Kagan Teaching Structures III
Classic: Program Summary
Classic: Introduction
Classic: Merging Cooperative Learning Multi Intelligences
Classic: The Eight Multiple Intelligences
Classic: Principles of Coop Learning & Multi Intelligences
Classic: Kagan Teaching Structures I
Classic: Kagan Teaching Structures II
Classic: Kagan Teaching Structures III
Classic: Program Summary
Classic: Introduction
Classic: Merging Cooperative Learning Multi Intelligences
Classic: The Eight Multiple Intelligences
Classic: Kagan Teaching Structures I
Classic: Kagan Teaching Structures II
Classic: Kagan Teaching Structures III
Classic: Program Summary
Classic: Four Perceptual Lenses
Classic: Leadership as Gift Giving
Classic: Paradox: Is the Principal a Manager?
Classic: Paradox: Is the Principal a Leader?
Classic: Understanding and Building a Culture/Norms
Classic: Beliefs
Classic: Definitions of Success
Classic: Cultural Network/Traditions/Ceremonies/Rituals

Classic: Students Should Be the Focus of Change
Classic: Fostering Teacher Empowerment
Classic: Four Basic Principles to Combine CL and MI
Classic: Introduction
Classic: How the Brain Works
Classic: Three Types of Memory Processing
Classic: Connecting to Something Previously Stored
Classic: Emotional Hook/Short-Term Memory
Classic: Introduction/Theory of M-Space/Rote Rehearsal
Classic: Elaborative Rehearsal
Classic: Long-Term Memory
Classic: Procedural Memory/Declarative Memory
Classic: Introduction/Enriched Environments
Classic: Neuroplasticity
Classic: Children at Risk/Neurally Passive Environments
Classic: Brain Compatible Classroom Climate
Classic: Utilizing Time
Classic: Enhancing Teaching and Learning
Classic: Introducing Scheduling
Classic: Implementing New Scheduling
Classic: Staff Development
Classic: Formula to Keep Learning Active
Classic: Opportunities for Student Achievement
Classic: Problem Solving
Classic: Definition of Rigorous and Relevant
Classic: What is Needed to Change
Classic: Community Support
Classic: Business Involvement
Classic: Parental Support
Classic: School Designs
Classic: Integrated Classrooms
Classic: The Need for the Rigorous and Relevant Classroom
Classic: Technology Integration
Classic: Teaching Relevant Skills
Classic: Real-World Projects/Assessments
Professional Learning
Evaluating Staff Development

Planning Phase: Assess Evaluability
Planning Phase: Formulate Evaluative Questions
Conducting Phase
Reporting Phase
Powerful Designs for Effective Staff Development
Powerful Designs I
Powerful Designs II
Powerful Designs III
Powerful Designs IV
Classic: Introduction
Classic: Accelerated Schools Transform Education
Classic: The Accelerated Schools Philosophy
Classic: Powerful Learning for All Students
Classic: Systematic Process Galvanizes Personnel & Resources
Classic: Challenges Approached through the Inquiry Process
Classic: Introduction
Classic: More Powerful Learning in Accelerated Schools
Classic: Three Principles, Values, and Vision For Learning
Classic: Powerful Learning Triangle
Classic: Examples of Powerful Learning in the Classroom
Differentiated Instruction Applied - Secondary
The Basics of Differentiation - Secondary
Identifying Student Readiness - Secondary
Identifying Student Interests - Secondary
Identifying Learning Profiles - Secondary
Preparation for Differentiation - Secondary
The Applied Differentiation Map - Secondary
The Applied Differentiation Map: What? - Secondary
How? Teaching - Learning - Secondary
How? Assessment - Secondary
Closing the Gaps - Secondary
How to Increase Minority Student Achievement - Secondary
Leadership: Understanding Equity - Secondary
Leadership: Building Equity - Secondary
Leadership: Vision and Direction - Secondary
Leadership: Accountability - Secondary
Leadership: Sustaining Innovation - Secondary

The Equity Framework - Secondary
School Culture: Professional Attitudes - Secondary
School Culture: Clear Focus on Students - Secondary
School Culture: Inclusive Environment - Secondary
School Culture: Collaboration - Secondary
Teaching and Learning: Curriculum - Secondary
Teaching and Learning: Teaching Skills - Secondary
Teaching and Learning: Assessment - Secondary
Teaching and Learning: Interventions - Secondary
Differentiated Instruction Applied - Elementary
The Basics of Differentiation - Elementary
Identifying Student Readiness - Elementary
Identifying Student Interests - Elementary
Identifying Learning Profiles - Elementary
Preparation for Differentiation - Elementary
The Applied Differentiation Map - Elementary
The Applied Differentiation Map: What? - Elementary
How? Teaching - Learning - Elementary
How? Assessment - Elementary
Create a Climate for Differentiation - Leadership
Provide Training and Leadership - Leadership
Offer Ongoing Support - Leadership
Examine Structures That Work - Leadership
The What and Why of Coaching
Role of the District
Principal Training
Coaching Framework
Relationships
Feedback
Positive Personality
Learning Expertise
Leadership
Deploy Coaches
Support Coaches
Monitor Coaches
Connecting With Administrators
Working in the Classroom-Part I

Working in the Classroom-Part II

Meetings With Teachers and/or Teams

Got-A-Minute Conversations

Closing the Gaps - Elementary

How to Increase Minority Student Achievement - Elementary

Leadership: Understanding Equity - Elementary

Leadership: Building Equity - Elementary

Leadership: Vision and Direction - Elementary

Leadership: Accountability - Elementary

Leadership: Sustaining Innovation - Elementary

The Equity Framework - Elementary

School Culture: Professional Attitudes - Elementary

School Culture: Clear Focus on Students - Elementary

School Culture: Inclusive Environment - Elementary

School Culture: Collaboration - Elementary

Teaching and Learning: Curriculum - Elementary

Teaching and Learning: Teaching Skills - Elementary

Teaching and Learning: Assessment - Elementary

Teaching and Learning: Interventions - Elementary

Whole-Faculty Study Groups: Characteristics/Purposes/Desires

Creating the CONTEXT

Understanding the PROCESS

Identifying the CONTENT

Decision-Making Cycle

Principles to Guide the Work of WFSGs

Introduction/Fact-Based Knowledge

Topics to Concepts

Enduring Understanding

Introduction/Designing a Concept-Based Unit

Scaffolding

Guiding Questions

The Culminating Performance Task

Evaluation, Learning and Trust

Informal Observation

Formal Evaluation

Observation

Writing the Evaluation

Post-Conference
Feedback Through Authentic Assessment
The Improvement Plan
Active Learning - Elementary
The Rational System - Elementary
The Emotional System - Elementary
Using Humor - Elementary
Using Action Research - Elementary
Understanding Physiological Cycles - Elementary
Learning Pathways - Elementary
The Primacy-Recency Effect - Elementary
Windows of Opportunity - Elementary
The Brain of Today - Elementary
The Brain Processing Model: Information Input - Elementary
The Brain Processing Model: Memory - Elementary
Active Learning - Middle School
The Rational System - Middle School
The Emotional System - Middle School
Using Humor - Middle School
Using Action Research - Middle School
Understanding Physiological Cycles - Middle School
Learning Cycles For Adolescents - Middle School
Learning Pathways - Middle School
The Primacy-Recency Effect - Middle School
The Brain of Today - Middle School
The Brain Processing Model: Information Input - Middle School
The Brain Processing Model: Memory - Middle School
Active Learning - High School
The Rational System - High School
The Emotional System - High School
Using Humor - High School
Using Action Research - High School
Understanding Physiological Cycles - High School
Learning Cycles For Adolescents - High School
Learning Pathways - High School
The Primacy-Recency Effect - High School
The Brain of Today - High School

The Brain Processing Model: Information Input - High School
The Brain Processing Model: Memory - High School
We Love You
Every Teacher "A Teacher of English Language Learners - I
Foundation: Know the Student Part I - Elementary
Foundation: Know the Student Part II - Elementary
Foundation: Know the Law - Elementary
Newcomer Programs - Elementary
Frameworks for Teacher Success - Elementary
Second Language Acquisition - Elementary
The Stages/Levels of Second Language Acquisition Part I - Ele
The Stages/Levels of Second Language Acquisition Part II - Ele
Comprehensible Input: Making Meaning, Fluency, and Accurac
Assessing Proficiency - Elementary
Introduction to Principles and Standards - Middle School
The Content Standards/Process Standards - Middle School
Problem Solving - Middle School
Reasoning and Proof - Middle School
Communication - Middle School
Connections - Middle School
Representation - Middle School
Program Review - Middle School
Tessellations Help Expand Geometric Understanding - Middle :
Measuring and Proportions Activity - Middle School
Compassing Activity - Middle School
Negative and Positive Numbers - Middle School
Developing Algebraic Thinking - Middle School
Rate of Change - Middle School
Assessment of Learning from Stock Market Activity - Middle Sc
Discovering that Pi Is a Constant - Middle School
Introduction to Principles and Standards - Intermediate
The Content Standards/Process Standards - Intermediate
Problem Solving - Intermediate
Reasoning and Proof - Intermediate
Communication - Intermediate
Connections - Intermediate
Representation - Intermediate

Program Review - Intermediate
Third-Grade Calendaring Activity - Intermediate
Fourth-Grade Patterning Activity - Intermediate
Fourth-Grade Triangle Activity - Intermediate
Fifth-Graders Use a T Chart to Make Predictions - Intermediate
Third-Grade Money Activity - Intermediate
Fifth-Grade Shopping Activity - Intermediate
Fifth-Grade Creating Algorithms - Intermediate
Introduction to Principles and Standards - Primary
The Content Standards/Process Standards - Primary
Problem Solving - Primary
Reasoning and Proof - Primary
Communication - Primary
Connections - Primary
Representation - Primary
Program Review - Primary
First-Grade Calendaring Activity - Primary
First-Grade Patterning Activity - Primary
Kindergarten Creating Stories with Manipulatives - Primary
First-Grade Measuring Activity - Primary
K-1 Using Various Mathematics Activities - Primary
Second-Grade Calendaring and Domino Activity - Primary
First-Grade Ten Black Dots Activity - Primary
Second-Grade Developing Numbers Sense and Regrouping - Primary
Second-Grade Base Ten Activity - Primary
First-Grade Using Various Mathematics Activities - Primary
Classic: Need for Performance Assessments - Secondary
Classic: Beginning the Design of Performance Assessments - Secondary
Classic: Performance Task Blueprint - Secondary
Classic: Content Standards/Indicators - Secondary
Classic: Task Activities Part I - Secondary
Classic: Task Activities Part II - Secondary
Classic: Evaluative Criteria Part I - Secondary
Classic: Evaluative Criteria Part II - Secondary
Classic: Designing Performance Assessments - Elementary
Classic: Need for Performance Assessments - Elementary
Classic: Beginning the Design of Performance Assessments - Elementary

Classic: Performance Task Blueprint - Elementary
Classic: Content Standards/Indicators - Elementary
Classic: Task Activities Part I - Elementary
Classic: Task Activities Part II - Elementary
Classic: Evaluative Criteria Part I - Elementary
Classic: Evaluative Criteria Part II - Elementary
Every Teacher "A Teacher of English Language Learners - Secondary
Foundation: Know the Student Part I - Secondary
Foundation: Know the Student Part II - Secondary
Foundation: Know the Law - Secondary
Newcomer Programs - Secondary
Frameworks For Teacher Success - Secondary
Second Language Acquisition - Secondary
The Stages/Levels of Second Language Acquisition - Secondary
Comprehensible Input: Meaning, Fluency and Accuracy - Secondary
Assessing Proficiency - Secondary
Making Accommodations for English Language Learners - Secondary
Seeing The Big Picture - Secondary
Using Visual Tools - Secondary
Differentiating Instruction for Student Needs - Secondary
Building Literacy-Vocabulary Development - Secondary
Building Literacy-Writing and Reading Part 1 - Secondary
Building Literacy-Writing and Reading Part II - Secondary
Making Accommodations For English Language Learners - Elementary
Seeing The Big Picture - Elementary
Using Visual Tools - Elementary
Differentiating Instruction for Student Needs - Elementary
Building Literacy-Vocabulary Development - Elementary
Building Literacy - Writing and Reading - Elementary
Working on the Work
The Core Business of the School
Levels of Student Engagement
The Working on the Work School
Creating the Framework
Designing Quality Work
Engaged Teachers and Students at Work
The Interdependence of Teamwork, Goals, and Data

Using Assessment Data to Improve Achievement
The Proper Use of Data in Accountability
Example of the Active Use of Data
The Need for Teamwork
Elements of Effective Teamwork
The Team Learning Log
Creating Meaningful Student Achievement Goals
Part 1: Introduction
Understanding Action Research
The Why of Action Research
The What of Action Research
The Who of Action Research
Working in the Action Research Group
The Facilitator/Examples of Action Research Groups
Developing the Question
Plan of Action, Data Collection
Data Analysis, Plan for Future Action
Classic: The Learning-Focused School - Elementary
Classic: The Learning-Focused Tool Box - Elementary
Classic: Opening or Activating Strategies - Elementary
Classic: Teaching Activities - Elementary
Classic: Distributed Guided Practice - Elementary
Classic: Closure Strategies - Elementary
Classic: Assignments and Rubrics - Elementary
Classic: Extending and Refining Lessons - Elementary
Classic: Culminating Activities - Elementary
Classic: The Learning Pyramid - Elementary
Classic: Other Concerns of the Learning-Focused School - Elementary
Classic: The Learning-Focused School - Middle School
Classic: The Learning-Focused Tool Box - Middle School
Classic: Opening or Activating Strategies - Middle School
Classic: Teaching Activities - Middle School
Classic: Distributed Guided Practice - Middle School
Classic: Closure Strategies - Middle School
Classic: Assignments and Rubrics - Middle School
Classic: Culminating Activities - Middle School
Classic: Extending and Refining Lessons - Middle School

Classic: The Learning Pyramid - Middle School
Classic: Other Concerns of the Learning-Focused School - Mid
Classic: The Learning-Focused School - High School
Classic: The Learning-Focused Tool Box - High School
Classic: Opening or Activating Strategies - High School
Classic: Teaching Activities - High School
Classic: Distributed Guided Practice - High School
Classic: Closure Strategies - High School
Classic: Assignments and Rubrics - High School
Classic: Extending and Refining Lessons - High School
Classic: Culminating Activities - High School
Classic: The Learning Pyramid - High School
Classic: Other Concerns of the Learning-Focused School - Hig
Introduction
Step 1: Identifying Schools As a Culture of Stress
Step 2: Restructuring Priorities
Step 3: Mastering the Science of Stress Management
Step 4: Arresting Time Bandits at Home and School
Step 5: Nutrition Supports a Healthy Lifestyle
Desktop Yoga
The Calmer
Introduction
Step 1: Identifying Schools As a Culture of Stress
Step 2: Restructuring Priorities
Step 3: Mastering the Science of Stress Management
Step 4: Arresting Time Bandits at Home and School
Step 5: Nutrition Supports a Healthy Lifestyle
Desktop Yoga
The Calmer
Who Says Those Kids Can't Learn?
Who Says Teachers Don't Care?
768Bitrate_FullRes.mp4
1000Bitrate_FullRes.mp4
1500Bitrate_FullRes.mp4
720X486 B-700
Old Codec
640X432 B-400

Direct from Final Cut
Online Training Supplemental Introduction
Cognitive Coaching
The Mission and Goal of Cognitive Coaching
States of Mind
Coaching Tools That Promote Thinking
More Coaching Tools That Promote Thinking
The Coaching Cycle
Planning Conversations Map
Reflecting Conversations Map
Applications of Cognitive Coaching
Understanding Change - Part I
Understanding Change - Part II
Setting the Stage - Part I
Setting the Stage - Part II
Good Design - Part I
Good Design - Part II
Supporting Implementation - Part I
Supporting Implementation - Part II
Supporting Implementation - Part III
4-Step Implementation
4-Step: Analyze & Visualize - Part I
4-Step: Analyze & Visualize - Part II
4-Step: Apply
4-Step: Reflect & Improve
Squeeze 640x432 B-700
Squeeze 640x432 B-400
Squeeze 720x486 B-700
Squeeze 720x486 B-400
The Need for Accountability
Organize a Task Force
Establish Principles
Research Existing Systems
Design the System
Review the Accountability System
Select System-Wide Indicators
Determine School Indicators

Create Reports

Involve Central Office

Use Data-Driven Decisions

Reading, Writing, Speaking, and Listening - Secondary

Reading - Secondary

Writing - Secondary

Speaking - Secondary

Listening - Secondary

Curriculum Mapping - Secondary

Summary - Secondary

Reading II - Secondary

Writing II - Secondary

Speaking II - Secondary

Listening II - Secondary

Using All the Skills Simultaneously - Secondary

Achievement for Students with Special Needs - Elementary

Subject Matters - CLC Level 1 - Elementary

Strategies - CLC Level 2 - Elementary

Strategies - CLC Level 3 - Elementary

Skills - CLC Level 4 - Elementary

Language - CLC Level 5 - Elementary

Benefits and Rewards - Elementary

A Teacher's Tool Box-Content Enhancement Routines - Elementary

Tools for Students: Learning Strategies - Elementary

Classroom Practices That Work - Elementary

The Value of Grouping and Working in Teams - Elementary

Co-Teaching: A Powerful Practice for All Students - Elementary

Valuable and Applicable Things to Do Every Day - Elementary

Achievement for Students with Special Needs - Secondary

Subject Matters - CLC Level 1 - Secondary

Strategies - CLC Level 2 - Secondary

Strategies - CLC Level 3 - Secondary

Skills - CLC Level 4 - Secondary

Language - CLC Level 5 - Secondary

Benefits and Rewards - Secondary

A Teacher's Tool Box-Content Enhancement Routines - Secondary

Tools for Students: Learning Strategies - Secondary

Classroom Practices That Work - Secondary

The Value of Grouping and Working in Teams - Secondary

Co-Teaching: A Powerful Practice for All Students - Secondary

Valuable and Applicable Things to Do Every Day - Secondary

Reading for Older Struggling Students

The Need for Reading Intervention

Great Leaps Reading: Phonics, Phrases, Stories

Phonics/Tutoring Examples

Phrases/Tutoring Examples

Stories/Tutoring Examples

The Impact of Great Leaps

In-depth Look at Phonics

In-depth Look at Phrases

In-depth Look at Stories

Understanding the Job of the Tutors

Charting Student Progress

Logistics of Great Leaps

The Purposes of Grading

Reporting that Communicates

Grading and Reporting Methods

Grading as an Incentive

Alternative Methods of Reporting Progress

Changes in Grading Practices

Changing Assessment Practices for Better Grading

Classic: Framework for Planning

Classic: Practical Teacher Adaptations to the Block

Classic: Complete Example of a Block High School Spanish Cl

Classic: Paideia Seminar

Classic: Example from an English Class

Classic: Other English Class Examples

Classic: Examples from Social Studies Classes

Classic: A Teacher's Simple Five-Step Planning Process

Classic: Other Social Studies Class Example

Classic: Example of Math Class Activity

Classic: Variation of Same Activity

Classic: Class with Effective Concept and Homework Review

Classic: Presentation of New Material in Same Class

Classic: Examples from Science Classes

Classic: Other Science Class Examples

Enhance Learning Through Writing - High School

Writing Helps Teachers in Disciplines Teach Well - High School

English Teachers Help Other Faculty With Writing - High School

School-Wide System for Evaluating Written Work - High School

Develop It Over Time - High School

Move to a Formal Structure

Educate the Faculty - High School

Provide Students With Tools for Success

Enhance Learning Through Writing - Middle School

Writing Helps Teachers in Disciplines Teach Well - Middle School

English Teachers Help Other Faculty With Writing - Middle School

School-Wide System for Evaluating Written Work - Middle School

Develop It Over Time - Middle School

Move to a Formal Structure - Middle School

Educate the Faculty - Middle School

Provide Students With Tools for Success - Middle School

Reading, Writing, Speaking, and Listening - Elementary

Reading - Elementary

Writing - Elementary

Speaking - Elementary

Listening - Elementary

Curriculum Mapping - Elementary

Summary - Elementary

Reading II - Elementary

Writing II - Elementary

Speaking II - Elementary

Listening II - Elementary

Using All the Skills Simultaneously - Elementary

Classic: Why Schools Are Isolated

Classic: Barriers to Parental Involvement

Classic: Levels of Parental Involvement

Classic: Parents as Decision Makers

Classic: Reaching Out to the Community

Classic: Making School a Center of the Community

Classic: Dealing with Criticism

Using the Applied Differentiation Map - Elementary Extended C
Classroom Example--Part I - Extended Elementary
Classroom Example--Part II - Elementary Extended
Using the Applied Differentiation Map - Secondary Extended C
Classroom Example--Part I - Secondary Extended Classroom
Classroom Example--Part II - Secondary Extended Classroom
Classroom Example--Part III - Secondary Extended Classroom
Formal Assessment Examples - Secondary Extended Classroc
Classic: Families Need to Nurture Learning
Classic: Every Parent is the First Teacher/Partnerships
Classic: Programs Provide Training to Families
Classic: More Programs for Families
Classic: Attributes for Parent Involvement Programs
Classic: MegaSkillsÂ©
Classic: Preview of Home Recipes for Learning
Classic: Examples of Successful Home Activities-Part I
Classic: Examples of Successful Home Activities-Part II
Classic: Examples of Successful Home Activities-Part III
8/6/2007 Utilizing Questions and Advance Organizer
8/6/2007 Utilizing Questions and Advance Organizer
8/13/2007 Adjustable Assignments
8/13/2007 Adjustable Assignments
8/20/2007 Courageous Conversation
8/20/2007 Courageous Conversation
8/29/2007 Preparing Educative Questions
8/29/2008 Preparing Educative Questions
9/5/2007 Routinize the Classroom
9/5/2007 Routinize the Classroom
9/10/2007 Student Involvement in Assessment
9/10/2007 Student Involvement in Assessment
9/18/2007 Data in the Reform Process
9/18/2007 Data in the Reform Process
9/24/2008 Using Patterns and Structures
10/2/2007 Performance Assessment
10/2/2007 Performance Assessment
10/8/2007 The Eight Thinking Maps
10/8/2007 The Eight Thinking Maps

10/16/2007 Self-Reflection
10/16/2007 Self-Reflection
10/22/2007 Understanding Differences
10/22/2007 Understanding Differences
10/30/2007 Making Scoring Guides
10/30/2007 Making Scoring Guides
Who Says Schools Don't Work?
8/11/2008 Questions Underpinning Assessment
8/11/2008 Questions Underpinning Assessment
8/19/2008 Culturally-Relevant Curriculum
8/19/2008 Culturally-Relevant Curriculum
9/2/2008 Student Involvement in Classroom Mngt.
9/2/2008 Student Involvement in Classroom Mngt.
9/8/2008 Identifying Similarities and Differences
9/8/2008 Identifying Similarities and Differences
9/16/2008 The Primacy-Recency Effect
9/16/2008 The Primacy-Recency Effect
Training
9/23/2008 Teamwork with Special Needs Students
9/23/2008 Teamwork with Special Needs Students
Alexi's Story: Behrman Charter Elementary
More Than a Paycheck: East St John Elementary
Search & Rescue: Behrman Charter Elementary
Preservation Hall: Warren Easton High School
9/30/2008 Designing Quality Work
9/30/2008 Designing Quality Work
Benjamin Franklin High School
Glenn Singleton: Call for Systemic Equity
10/6/2008 Curriculum Mapping
10/6/2008 Curriculum Mapping
Rosa Smith: Black Male Students
Tim Wise: Race is Not a Card
Augustine Romero: Model of Transformative Education
Bonnie Davis: Applying Equity in the Classroom
Mica Pollock: Everyday Antiracism for Educators
Big Gap, Big Ideas, Big Plans for a Big District
Cultural Relevant Teaching to End Racial Disparity

Anti-Racist Leadership to District-Wide Equity
Our Journey to the Starting Line—A Strategic Plan
Community Empowerment Award
Dr. Asa G. Hilliard Award
Summit Recognition Awards
Leadership Award
Learning and Teaching Award
Special Award
Dr. Asa G. Hilliard Tribute
10/14/2008 Grading Methods
10/14/2008 Grading Methods
10/21/2008 Processing Student Responses
10/21/2008 Processing Student Responses
10/28/2008 Parental Involvement
10/28/2008 Parental Involvement
Alexi's Story: Behrman Charter Elementary
Search and Rescue: Behrman Charter Elementary
Benjamin Franklin High School
More Than a Paycheck: East St John Elementary
Preservation Hall: Warren Easton High School
11/4/2008 Consistency in the Classroom
11/4/2008 Consistency in the Classroom
11/12/2008 Using PD 360
11/12/2008 Using PD 360
11/18/2008 Organizing the Learning
11/18/2008 Organizing the Learning
11/25/2008 Elements of Effective Teamwork
11/25/2008 Elements of Effective Teamwork
12/2/2008 The Importance of Reading
12/2/2008 The Importance of Reading
1301 Intro
1305E Intro
1305S Intro
1404 Intro
1601E Intro
1602 Intro
1301 Classroom Example

1305E Classroom Example	
1305S Classroom Example	
1404 Classroom Example	
1601E Classroom Example	
1602 Classroom Example	
Videos 25	
Video 26	
Video 27	
Video 28	
1302 Intro	
1303 Intro	
1306 Intro	
1401T Intro	
1401P intro	
1402E Intro	
1402S Intro	
1405 Intro	
1501 Intro	
1503E Intro	
1503S Intro	
1601S Intro	
	1302
	1303
	1306
1401P	
1401T	
1402E	
1402S	
	1405
	1501
1503E	
1503S	
1601S	
12/9/2008 Using the Learning Community	
12/9/2008 Using the Learning Community	
1502tes	
1502tee	

1502s	
1502l	
1502e	
1403e	
1403s	1406
1502e	
1502s	
1502tee	
1502tes	
1403s	1406
1403e	
1202 E	
1202 S	
1205 SS	
1205 SC	
1205 MA	
1205 EN	1205
	1203
	1201
	1201
1202 S	
1202 E	1203
	1205
1205 EN	
1205 MA	
1205 SC	
1205 SS	
12/16/2008 Generating and Testing Hypotheses	
12/16/2008 Generating and Testing Hypotheses	
CIF: Closure & Independent Practice	
CIF: Teaching/Learning & Interactive Instruction& Guided Prac	
CIF: Entering Activities/Anticipatory Set	
Discussion	

The Compass
Adaptive Leadership
Discussion
Discussion
What does the data tell us?
Discussion
The Four Factors
Define CC
Four Agreements
Introduce Six Conditions
Revisit Compass
Condition One
Racial Autobiography
Isolate Race
Above and Below
Racial Consciousness
Condition Four
Group Interaction
White Talk Color Commentary
Group Interaction
Color-Culture-Consciousness
Condition Six
Group Interaction
Defining Unpacking and Balancing
Defining Whiteness
What does it mean to be White?
The Privilege of Whiteness
Four Types of IR
Who really benefits from AF?
Define Anti-Racism Leadership
Rosa Parks
Normalize Multiple Perspectives
White Individuality vs. Color Collectivism
1/6/2009 Law of Least Intervention
1/6/2009 Law of Least Intervention
1/13/2009 Coaching Tools that Promote Thinking
1/13/2009 Coaching Tools That Promote Thinking

1/20/2009 Limitations of Multiple Choice Tests
1/19/2009 Limitations of Multiple Choice Tests
1/27/2009 Assessing Language Proficiency
1/27/2009 Assessing Language Proficiency
Rules
Procedures
Consequences
Room Arrangement
Building Relationships
Engaging Instruction
CIMS For Schools "Overview"
2/3/2009 Effective Use of Consequences
2/3/2009 Effective Use of Consequences
2/11/2009 Levels of Student Engagement
2/11/2009 Levels of Student Engagement
2/17/2009 Identifying Learning Profiles
2/17/2009 Identifying Learning Profiles
2/24/2009 Grading as an Incentive
2/24/2009 Grading as an Incentive
3/3/2009 Valuable Things To Do Every Day with Students with
3/3/2009 Valuable Things To Do Every Day with Students with
3/10/2009 Whole-Faculty Study Groups
3/10/2009 Whole-Faculty Study Groups
3/17/2009 Closing the Gaps
3/17/2009 Closing the Gaps
3/24/2009 Listening
3/24/2009 Listening
4/6/2009 Assessment Belief System
4/6/2009 Assessment Belief Systems
3/30/2009 The Why of Action Research
3/30/2009 The Why of Action Research
4/13/2009 Active Learning Strategies
4/13/2009 Active Learning Strategies
4/21/2009 Learning Pathways
4/21/2009 Learning Pathways
4/27/2009 Pyramid of Interventions
4/27/2009 Pyramid of Interventions

On-Demand Professional Learning
Professional Learning Communities
Goodâ€”Betterâ€”Best Practice
Scaling Professional Learning
Building Capacity on Tight Budgets
Avoiding The Stimulus Funding Cliff
Closing the Gaps: Lessons Learned
How Leaders Support Differentiation
Identify Evidence-Based Strategies
Classroom Management and Engagement
Classic: Invitational Education
Classic: Perceptions, Self-Concept & Assumptions
Classic: Inviting and Disinviting
Classic: Personal and Professional Growth Benefits
Classic: School Practices
Classic: The 5 Ps
5/11/2009 Topics to Concept
5/5/2009 Inclusive Environments
5/5/2009 Inclusive Environments
5/11/2009 Topics to Concepts
Classic: Dynamics of Change
Classic: The Change Process/Initiation
Classic: Implementation
Classic: Institutionalization
Classic: Isolation and Fragmentation
Classic: Training, Support, and Renewal
Classic: Four Unfulfilled Needs
Classic: Role Involvement
Classic: The Ability to Control Themselves
Classic: Reality Therapy
Classic: Tones and Gestures
Classic: Rules and Procedures
Classic: Learn Reality Therapy Questions
Classic: Parents and Reality Therapy
Classic: Making Connections
Classic: Curriculum Mapping
Classic: Curriculum Integration

Classic: Careful Planning and Teamwork

Classic: Planning

Classic: Brainstorming Ideas/Essential Question

Classic: Planning Activities

Classic: Teacher Isolation

Classic: Rationale of Collaboration

Classic: Benefits to Educators and Students

Classic: Formal Peer Coaching

Classic: Three Types of Formal Peer Coaching

Classic: Examples of Peer Coaching

Classic: Introduction to Cooperative Learning

Classic: Five Critical Attributes

Classic: Research, Misconceptions, and Concerns

Classic: Organize Groups

Classic: Trust, Training, and Flexibility

Classic: Dealing with Conflict/Group Processing

Classic: Philosophy and Rationale

Classic: Right to a Quality Education

Classic: Teachers Can Succeed

Classic: Work Together

Classic: Tools of Inclusion

Classic: Help Any Child or Teacher in Any School

Classic: Three Tools: Circles of Friends

Classic: MAPS: Making Action Plans

Classic: Planning Alternative Tomorrows with Hope

Classic: COPE Strategy - Middle School

Classic: Mystery Strategy - Middle School

Classic: Metaphorical Expression Strategy - Middle School

Classic: Reciprocal Learning Strategy - Middle School

Classic: Why Heterogeneity

Classic: Climate and Culture for Heterogeneity

Classic: Classroom Strategies for Heterogeneity

Classic: Heterogeneity Standards

Classic: Group Work and Group Assessment

Classic: Teaming and Support Structures

Classic: Introduction/Understanding 4MAT

Classic: Four Major Learning Styles

Classic: Brain Processing Techniques

Classic: Applying 4MAT

Classic: Introduction/Designing Instruction

Classic: The Four Quadrants

Classic: Teacher Collaboration

Classic: Need for Block Scheduling

Classic: Key Issues of Block Scheduling

Classic: Block Schedules

Classic: Build a Block Schedule

Classic: Teaching in the Extended Class Period

Classic: Teacher Teaming

Classic: The 50-50-50-30 School Calendar

Classic: Culturally Responsive Teaching

Classic: Norms, Procedures, and Structures

Classic: Scaffolding

Classic: Collaboration/Cooperative Learning

Classic: Developing Attitude

Classic: Projects/Multiple Intelligences

Classic: Enhancing Meaning/Relevant Assessment

Classic: Cooperative Learning - Elementary

Classic: Concept Attainment - Elementary

Classic: Mind Mapping - Elementary

Classic: Inductive Thinking - Elementary

Classic: Academic Controversy - Elementary

Classic: Integrating Teaching Models - Secondary

Classic: Cooperative Learning - Secondary

Classic: Concept Attainment - Secondary

Classic: Mind Mapping - Secondary

Classic: Inductive Thinking - Secondary

Classic: Academic Controversy - Secondary

Classic: Positive Discipline

Classic: Caring Attitudes and Skills

Classic: The Significant Seven

Classic: Barriers and Builders

Classic: Introduction to Class Meetings

Classic: Class Meetings

Classic: The Eight Building Blocks: Part I

Classic: The Eight Building Blocks: Part II

Classic: Six Reasons Why Class Meetings Fail

Classic: Format for Class Meetings

Priority Standards

Great Classroom Assessments

Collaborative Scoring

Action Research: Document Best Practices

The Power of Nonfiction Writing

Intervention for At-Risk Students

What If Our Kids Were Rich?

Engaging Students With Cultural Respect

Students Are Not Customers

Student Motivation

Standards vs. The Bell Curve

90 90 90 High Performing Schools

The Board of Education and Achievement

Data Teams: The PLC in Practice

Finding Time for Busy Educators

Teacher Leadership

Assessing Educational Leaders

The Leadership and Learning Matrix

What Works in School Improvement Plans

Critical Mass: Building Total Support

Closing "The Implementation Gap"

Resilient Leaders in Challenging Times

Overcoming Initiative Fatigue

Classic: Defining Curriculum

Classic: Focusing and Connecting Curriculum

Classic: Aligning Curriculum

Classic: Conduct a Curriculum Audit

Classic: Examples of Curriculum Audit

Classic: Improving Student Achievement

Classic: Shifting From Tradition - Instructional

Classic: Learning Styles - Instructional

Classic: Styles Affect Classrooms and Curriculum - Instructional

Classic: COPE Strategy - Instructional

Classic: Mystery Strategy - Instructional

Classic: Metaphorical Expression Strategy - Instructional
Classic: Reciprocal Learning Strategy - Instructional
Classic: COPE Strategy - Elementary
Classic: Mystery Strategy - Elementary
Classic: Metaphorical Expression Strategy - Elementary
Classic: Reciprocal Learning Strategy - Elementary
Classic: COPE Strategy - High School
Classic: Mystery Strategy - High School
Classic: Metaphorical Expression Strategy - High School
Classic: Reciprocal Learning Strategy - High School
Standards vs. The Bell Curve
Priority Standards
Great Classroom Assessments
Collaborative Scoring
Larry Ainsworth
Action Research: Document Best Practices
The Power of Nonfiction Writing
Intervention for At-Risk Students
What If Our Kids Were Rich?
Engaging Students With Cultural Respect
Students Are Not Customers
Student Motivation
90 90 90 High Performing Schools
The Board of Education and Achievement
Dr. Mike Wasta
Data Teams: The PLC in Practice
Finding Time for Busy Educators
Teacher Leadership
Assessing Educational Leaders
The Leadership and Learning Matrix
What Works in School Improvement Plans
Critical Mass: Building Total Support
Closing "The Implementation Gap"
Resilient Leaders in Challenging Times
Overcoming Initiative Fatigue
On-Demand Professional Learning
Professional Learning Communities

Goodâ€”Betterâ€”Best Practice
Scaling Professional Learning
Building Capacity on Tight Budgets
Avoiding The Stimulus Funding Cliff
Closing the Gaps: Lessons Learned
How Leaders Support Differentiation
Identify Evidence-Based Strategies
Classroom Management and Engagement
5/19/2009 Best Practice
5/26/2009 The Differentiated Classroom
5/19/2009 Best Practice
5/26/2009 The Differentiated Classroom
Authentic Equity Leadership
Getting Accountability Right
Transforming a System:The Norfolk Story
Saving Strategic Planning from Planners
Before Your Next Change Initiative . . .
The Pygmalion Effect Revisited
Engaging Parents and Communities
The Value of Extracurricular Activities
The Fine Arts and Academic Achievement
School Libraries in the 21st Century
The Power of Networks in Schools
Time Management for Busy People
Demographics Are Not Destiny
The Power of Parent Involvement
Toxic Grading Practices
Technology: The 21st Century #2 Pencil
Defeating the Failures Hypotheses
How Do You Know What You Know?
6/2/2009 Higher Level Questions
6/2/2009 Higher Level Questions
Classic: Definition of Standard
Classic: Academic Content Standards
Classic: Benchmarks
Classic: Scoring Guides
Classic: Standards vs. Norms

Classic: Implementing Standards

Classic: District Level

Classic: The Role of the Principal

Classic: The Role of the Classroom Teacher

Classic: The Community and Standards

Learning Framework Overview

Testimonials

6/9/2009 Knowing ELL Students

6/16/2009 Writing

6/9/2009 Knowing ELL Students

6/16/2009 Writing

Comprehension: Storyboarding

Comprehension: Active Questioning

Vocabulary: Word Search

Fluency: Drill Sandwich

6/23/2009 Active Learning

6/23/2009 Active Learning

6/30/2009 Knowing the Subject

6/30/2009 Knowing the Subject

7/7/2009 Understanding Differences

7/7/2009 Understanding Differences

7/14/2009 Positive Connections

7/14/2009 Positive Connections

7/21/2009 Building Capacity on a Budget

7/28/2009 Professional Attitudes

8/4/2009 Curriculum Approaches

7/21/2009 Building Capacity on a Budget

7/28/2009 Professional Attitudes

8/4/2009 Curriculum Approaches

Adding and Subtracting Integers

Classic: What is Induction?

Classic: Classroom Management

Classic: Teacher Effectiveness

Classic: Reducing Anxiety

Classic: Mentoring

Classic: Teacher Renewal

Classic: Team Work

Classic: Ingredients for High Impact Schools

Classic: Belonging, Safety, and Participation

Classic: Teaching and Learning that is Authentic

Classic: Support Systems for Everyone

Classic: Holistic Teaching

Classic: Core Processes

Compliance Series: Emergency Preparedness

Introduction

Introduction to OSHA Standards

Avoiding Exposure

Post-Exposure Evaluation and Follow-Up

Introduction

Cyberbullying

Intervention

Follow-up/Student Support

Definition and Overview

Law/Fair Use

Session 1

Session 2

Session 3

Session 4

Introduction

Identifying Hazards

Developing Your Plan

Implementing Your Plan

Introduction

Laws and Regulations

Approach to Protection

Tools

Introduction

Educational Environment

Responding to Sexual Harassment

Reporting and Preventing Sexual Harassment

General Safety Practices

Learning 360° Framework Overview - Elementary

Learning Targets - Elementary

Thinking/Process Skills - Elementary

The Guiding/Essential Questions - Elementary
Formative Assessment - Elementary
Self-Assessment in Formative Assessment - Elementary
Summative Assessment and Backward Design - Elementary
Instruction Introduction - Elementary
Learning 360° Framework Overview - Secondary
Learning Targets - Secondary
Thinking/Process Skills - Secondary
The Guiding/Essential Questions - Secondary
Formative Assessment - Secondary
Self-Assessment in Formative Assessment - Secondary
Summative Assessment and Backward Design - Secondary
Instruction Introduction - Secondary
Cue Sets - Elementary
Cue Sets - Secondary
Model AAT Meeting
Best Shot Instruction and Modeling - Elementary
Best Shot Instruction and Modeling - Secondary
Guided Practice/Independent Practice - Secondary
Closure - Secondary
Guided Practice/Independent Practice - Elementary
Closure - Elementary
Introduction
Group Work
The Teacher's Role
Developing Strategies
Representing Ideas
Refining Solutions
Michael Fullan
8/11/2009 Teaching Procedure
8/18/2009 Co-teaching
8/25/2009 Understanding Equity
8/11/2009 Teaching Procedure
8/18/2009 Co-teaching
8/25/2009 Understanding Equity
9/1/2009 Management and Engagement
9/1/2009 Management and Engagement

Ken Oâ€™Connor: Part I
Ken O'Connor: Part II
Jay McTighe: Part I
Jay McTighe: Part II
Carol Tomlinson: Part I
Carol Tomlinson: Part II
Abbottston Elementary
The Seedling - Paul Laurence Dunbar High
In Pursuit of Excellence
X264 test
Abbottston Elementary
In Search of Excellence
The Seedling - Paul Laurence Dunbar High
Gloria Ladson-Billings
Benjamin Jealous
21st Century Challenges
Glenn E. Singleton
Eddie Moore, Jr.
john a. powell
Wikis - Secondary
Presentations - Secondary
Web Search - Secondary
Fusing Technologies - Secondary
Creating Movies: Windows Movie Maker - Elementary
Interactive Whiteboards - Secondary
Presentations - Elementary
Online Surveying - Elementary
Creating Movies: Flip Video Cameras - Elementary
Visual Organizers - Elementary
Fusing Technologies: Windows Movie Maker - Secondary
E-mail - Elementary
James Loewen
Jeff Duncan-Andrade
Lee Mun Wah
NSDC 2009 St. Louis
Tony Wagner
Michael Fullan

Thomas Guskey
Michael Knapp
Susan Everson
Karen Seashore Louis
Linda Darling-Hammond
Joseph Murphy
Charles Mason
Study Elementary: At the Brink
The Principal Story
Michael Fullan: Question and Answer
The Principal Story: Question and Answer
NSDC Awards Program
Tony Wagner: Question and Answer
NSDC 2009 St. Louis: NSDC Welcome
Stephanie Hirsh
Compressor MP4
Reagan High School: Texas Turnaround
Study Elementary: Teacher Panel-Extended Interview
Reagan High School: Leadership-Extended Interview
Geoffrey Canada
Reagan High School: Leadership-Extended Interview
Standards & Assessments: Keep Them Aligned Part 1
Standards & Assessments: Keep Them Aligned Part 2
Standards & Assessments: Keep Them Aligned Part 3
Blogs - Elementary
Wikis - Elementary
Fusing Technologies: Digital Imaging, Powerpoint - Elementary
Online Communications - Elementary
WebQuest - Elementary
Podcasts - Elementary
Web Search - Elementary
Fusing Technologies: Online Productivity Tools - Secondary
Student Response Systems - Secondary
Targeted Web Search - Secondary
Blogs - Secondary
Fusing Technologies: Online Survey - Secondary
Michael Fullan

Ken Oâ€™Connor: Part I
Ken O'Connor: Part II
Jay McTighe: Part I
Jay McTighe: Part II
Carol Tomlinson: Part I
Carol Tomlinson: Part II
Failure Is Not an Option, Alan M. Blankstein
Squeeze MP4
Introduction
Male Student to Male Student
Mentor to Teacher
New Student
Female Student Group to Male Student
Male Student to Female Student
Male Student to Teacher
Challenges and Change
Whatever it Takes
Building a Complete Person
Building a Complete Person
Whatever it Takes
Challenges and Change
asdf
All Students Can Learn
All Students Can Learn
Equity Framework: Classroom Practice
ESOL: Concentration Game - Elementary
ESOL: Mexico and Mexican Culture - Elementary
ESOL: Super Spanish and English - Elementary
Foreign Language: Drawing Pictures Using a Computer - Elem
Foreign Language: Sign Language - Elementary
Health: Fighting Obesity with Footsteps - Elementary
Health: Healthy Tips Podcast - Elementary
Health: Lungs-Individual and Community Choices - Elementary
Health: Solar Cooking - Elementary
Health: Understanding Food Labels - Elementary
Language Arts: Animal Story - Elementary
Language Arts: Author Study - Elementary

Language Arts: Destination Reading - Elementary

Language Arts: Discovering Dinosaurs - Elementary

Language Arts: Enhancing Literacy with Podcasting - Elementary

Language Arts: Student E-mail - Elementary

Mathematics: Fact Families - Elementary

Mathematics: Median and Mode - Elementary

Mathematics: Wireless Textbooks - Elementary

Music: 2 Black Keys, 3 Black Keys - Elementary

Music: Creating a Song - Elementary

Music: Music Genres - Elementary

Science: Earth Day Activity - Elementary

Science: Four Parts of a Plant - Elementary

Science: Invention Convention Podcast - Elementary

Science: Invertebrate Study - Elementary

Science: Publishing Newspaper/Biomes - Elementary

Science: Publishing Newspaper/Biomes Solar System - Elementary

Science: Sea World Field Trip Follow-up - Elementary

Social Studies: Google Earth Virtual Vacation - Elementary

Social Studies: Inventors and Their Inventions - Elementary

Social Studies: Web-Based Project - Elementary

Foreign Language: Vocabulary Pronunciation - Secondary

Foreign Language: Irregular and Plural -ar Verbs - Secondary

Health: Introduction to Wellness - Secondary

Health: Personal Fitness - Secondary

Health: You Are What You Eat! - Secondary

Language Arts: Deconstructing a Text - Secondary

Language Arts: "Glory Field" Author Brochure - Secondary

Language Arts: Mark Twain & the World He Lived In - Secondary

Language Arts: Must Love Animals - Secondary

Language Arts: Poem Movies - Secondary

Language Arts: Poetry Movies - Secondary

Language Arts: Publishing a Magazine - Secondary

Language Arts: Rhetorical Terms - Secondary

Language Arts: Visualizing Vocabulary - Secondary

Language Arts: Voice of America - Secondary

Mathematics: Geometry Sketch Pad - Secondary

Mathematics: Addition and Subtraction of Integers - Secondary

Mathematics: Graphing Linear Equations and Slopes - Secondary

Mathematics: Occupational Outlook - Secondary

Mathematics: Translating Parabolas - Secondary

Mathematics: Wireless Communication Network - Secondary

When Consequences Don't Work - Elementary

Science: Bioethical Issues - Secondary

Science: Can Acids and Bases Remedy the Body? - Secondary

Science: Compare and Contrast Zoo Animals - Secondary

Science: Creating Digital Notebook - Secondary

Science: DNA Study Using Interactive Web Sites - Secondary

Science: Reading Strategies / The Immune System - Secondary

Science: Rocket Riot - Secondary

Science: Spread of Bacteria and Viruses - Secondary

Science: What Does DNA Look Like? - Secondary

Social Studies: A Picture Diagram in Inspiration - Secondary

Social Studies: Ancient Civilizations - Secondary

Social Studies: Dollars for Darfur - Secondary

Social Studies: Guided Reading - Secondary

Social Studies: Keeping Informed - Secondary

Social Studies: Liberty Scavenger Hunt - Secondary

Social Studies: Making a Map of the Classroom - Secondary

Social Studies: Mapping Modern Europe -Secondary

Social Studies: Marketing Research Projects - Secondary

Social Studies: Pirates WANTED Poster - Secondary

Social Studies: Store Design - Secondary

Social Studies: Surviving a Hurricane - Secondary

Social Studies: The Cost of Progress - Secondary

Social Studies: The Roman Empire - Secondary

Social Studies: Veterans of Past American Wars - Secondary

Social Studies: Virtual Vacation - Secondary

Social Studies: Wild Egypt - Secondary

Social Studies: Wireless Laptops - Secondary

Theatre: Creating an Animated Film - Secondary

Visual Arts: Animated Cartoons - Secondary

Visual Arts: Creating a Movie - Secondary

Visual Arts: Developing Cartoon Characters -Secondary

Visual Arts: Marketing Plan - Secondary

Classic: Portfolio Assessment
Classic: Collection, Selection, and Reflection
Classic: The Peaks of Success
Classic: Purpose and Audience
Classic: Utilizing Portfolios
Classic: Managing Portfolios
Classic: Evaluation and Description
Classic: Parents are an Integral Part of Portfolios
Reciprocal Teaching and Cooperative Learning
Fullan Example 2
Fullan Example 4
Fullan Example 3
Fullan Example 1
The Nature of Autism
Early Signs of Autism
Social Challenges with Autism
Communication Challenges with Autism
Ritualistic Behaviors with Autism
Classic: Effective Schools
Classic: The Seven Correlates of Effective Schools
Classic: Second Generation Correlates
Classic: Idealized Redesign
Classic: Curriculum and Assessment Issues
Classic: Quality and Equity for All Students
Classic: School Empowerment Process
Fullan Example 5
Fullan Example 6
Current FLV Settings
Example 7_the best
Fullan Example 8
Fullan Example 9
Fullan Example 10
Go to Webinar Test
Common Mission, Vision Values, and Goals
Systems for Prevention and Intervention
Collaborative Teaming
Using Data to Guide Continuous Improvement

Gaining Family and Community Support
Developing Leadership Capacity at All Levels
Building a Culture of Committed Learners
Teaching Strategies and Systems of Support
Building Sustainable Leadership
Diagnostic Assessment
Formative Assessment
Summative Assessment
Walking the Talk: Hawaii in Motion
It's A Different Place: Sanger, California
Commotion to Motion: Huron-Perth, Ontario
That's Not Good Enough: York Region, Ontario
Changing Context: Toronto, Ontario
Clenched: Ottawa, Ontario
The Velvet Hammer: Fort Bend, Texas
System-wide Improvement: Ontario, Canada
Registration
Search
Playlists
Print
Download
Notes
Re-use
Re-use
Re-use
Re-use
Re-use
Re-use
Re-use
Re-use
Drawing and Artwork
Mnemonics
Visualization
Humor
Music, Rhythm, Rhyme, and Rap
Technology
Work-study and Apprenticeships
Cherry Creek Schools

PLC and RTI Success Story

What is a PLC?

Establishing PLCs: Collaboration

Establishing PLCs: Instructional Leadership

Establishing PLCs: Common Assessments

Establishing PLCs: Calendaring

Overview: Working PLCs

A Working PLC: Curriculum

A Working PLC: Assessment

A Working PLC: Instruction

A Working PLC: Intervention

Overcoming Challenges

Classic: How Will We Get There?

Classic: What Are We Learning?

Legacy: Going Outside the Box for Powerful Learning: Part 1

Defining RTI

Creating and Administering Assessments

Monitoring Student Progress

Making Decisions Based on Data

A Working RTI: Steps 1-3

A Working RTI: Steps 4-6

Common RTI Implementation Challenges

Legacy: Going Outside the Box for Powerful Learning: Part 2

Legacy: Going Outside the Box for Powerful Learning: Part 3

Legacy: Going Outside the Box for Powerful Learning: Part 4

Legacy: Going Outside the Box for Powerful Learning: Part 5

Legacy: Learning Focused Targets and Assessment: Saturatin

Legacy: Learning Focused Targets and Assessment: Saturatin

Legacy: Learning Focused Targets and Assessment: Saturatin

Legacy: Learning Focused Targets and Assessment: Saturatin

Welcome Reception Part 1

Welcome Reception Part 2

Opening Session Day 2

Breakout 1-What Do Teachers Need from Business?

Breakout 2-What Do Businesses Need from Teachers?

Breakout 3-Effective Tools: Math and Sciences

Breakout 4-Effective Tools: Arts

Closing Remarks

Deborah Childs-Bowen - Part 1

Deborah Childs-Bowen - Part 2

Deborah Childs-Bowen - Part 3

Deborah Childs-Bowen - Part 4

Deborah Childs-Bowen - Part 5

Beverly Cross

Bobb Darnell - Part 1

Bobb Darnell - Part 2

Bobb Darnell - Part 3

Bobb Darnell - Part 4

Bonnie M. Davis

Anne Foster - Part 1

Anne Foster - Part 2

Andy Hargreaves - Part 1

Andy Hargreaves - Part 2

Andy Hargreaves - Part 3

Andy Hargreaves - Part 4

Andy Hargreaves - Part 5

Linda Munger - Part 1

Linda Munger - Part 2

Linda Munger - Part 3

Beth Sattes and Jackie Walsh - Part 1

Beth Sattes and Jackie Walsh - Part 2

Beth Sattes and Jackie Walsh - Part 3

Beth Sattes and Jackie Walsh - Part 4

Dennis Shirley - Part 1

Dennis Shirley - Part 2

Dennis Shirley - Part 3

Dennis Shirley - Part 4

Caption Test

matts_tester.flv

Legacy: Surefire Strategies for Learning How to Learn: Part 1

Legacy: Surefire Strategies for Learning How to Learn: Part 2

Legacy: Surefire Strategies for Learning How to Learn: Part 3

Legacy: Surefire Strategies for Learning How to Learn: Part 4

Success Story

Concepts of Technology Pedagogy

Tools, Terms, and Vocabulary

Living in a Technologically-Infused Society Part 1

Living in a Technologically-Infused Society: Part 2

Gaining Technological Know-How: Part 1

Gaining Technological Know-How: Part 2

Establishing Technology Parameters for Students

The Role of the Teacher in a Technology-Infused Classroom

Preparing a Technology-Infused Lesson: Part 1

Preparing a Technology-Infused Lesson: Part 2

Integrating Technology into the Lesson: Part 1

Integrating Technology into the Lesson: Part 2

Coaching Successes

Partnership Principles, Part 1

Partnership Principles, Part 2

Enrolling and Identifying

The Big Four

Observe, Explore, and Refine

Value of Feedback

Negotiating Difficult Situations

Introducing Learning 360 Framework

Job-Embedded Professional Learning

Approaches to Job-Embedded PD

On-Demand Tools

Benefits for Administrators

Benefits for Teachers Part 1

Benefits for Teachers: Part 2

Benefits for Teachers Part 3

Benefits for Students

Legacy: The 3 Must-Haves to Align Student Learning with the C

Legacy: The 3 Must-Haves to Align Student Learning with the C

Legacy: The 3 Must-Haves to Align Student Learning with the C

Legacy: The 3 Must-Haves to Align Student Learning with the C

Legacy: The 3 Must-Haves to Align Student Learning with the C

Introduction

Overview

Choosing the Focus Questions

The Walkthrough and Debrief

The Continuous Cycle of Improvement

Getting Teachers Involved

Legacy: Student Self-Assessment and Responsibility for Learning

Legacy: Student Self-Assessment and Responsibility for Learning

Legacy: Student Self-Assessment and Responsibility for Learning

Legacy: Student Self-Assessment and Responsibility for Learning

Legacy: Student Self-Assessment and Responsibility for Learning

Legacy: Student Self-Assessment and Responsibility for Learning

Legacy: Beyond the PLC Label: Revealing the Learning in Your School

Legacy: Beyond the PLC Label: Revealing the Learning in Your School

Legacy: Beyond the PLC Label: Revealing the Learning in Your School

Legacy: Beyond the PLC Label: Revealing the Learning in Your School

Legacy: Beyond the PLC Label: Revealing the Learning in Your School

Legacy: Beyond the PLC Label: Revealing the Learning in Your School

Overview

Lesson Study Guide and Protocol

The Lesson Study Lesson - Elementary

The Lesson Study Lesson - Secondary

Observing the Lesson Study

Debriefing the Lesson Study - Elementary

Debriefing the Lesson Study - Secondary

The Benefits and Hurdles of Lesson Study

Keynote: Curtis Linton - Part 1

Keynote: Curtis Linton - Part 2

Keynote: Curtis Linton - Part 3

Keynote: Curtis Linton - Part 4

Keynote: Curtis Linton - Part 5

Engaging the Endangered: The Intellectual Crisis of the African American

Engaging the Endangered: The Intellectual Crisis of the African American

Engaging the Endangered: The Intellectual Crisis of the African American

Engaging the Endangered: The Intellectual Crisis of the African American

Engaging the Endangered: The Intellectual Crisis of the African American

Engaging the Endangered: The Intellectual Crisis of the African American

Pacific Islanders: From Island Villages to American Cities - Part 1

Pacific Islanders: From Island Villages to American Cities - Part 2

Pacific Islanders: From Island Villages to American Cities - Part 3

Pacific Islanders: From Island Villages to American Cities - Part 1
Pacific Islanders: From Island Villages to American Cities - Part 2
Pacific Islanders: From Island Villages to American Cities - Part 3
Voces Colectivas de Estudiantes - Part 1
Voces Colectivas de Estudiantes - Part 2
Voces Colectivas de Estudiantes - Part 3
Voces Colectivas de Estudiantes - Part 4
Voces Colectivas de Estudiantes - Part 5
Keynote: Dr. Augustine Romero - Part 1
Keynote: Dr. Augustine Romero - Part 2
Keynote: Dr. Augustine Romero - Part 3
Keynote: Dr. Augustine Romero - Part 4
Keynote: Dr. Augustine Romero - Part 5
Samantha's Choice
Observation 360 Walkthrough
From Observation to Debrief
Benefits of Observation 360
Legacy: How to Implement the Common Core Standards Using
Legacy: How to Implement the Common Core Standards Using
Legacy: How to Implement the Common Core Standards Using
Legacy: How to Implement the Common Core Standards Using
Curtis Linton Equity Impact of the Common Core: Part 1
Curtis Linton Equity Impact of the Common Core: Part 2
Curtis Linton Equity Impact of the Common Core: Part 3
Curtis Linton Equity Impact of the Common Core: Part 4
Ann Johnson (CMI21) Translating ELA Standards: Part 1
Ann Johnson (CMI21) Translating ELA Standards: Part 2
Ann Johnson (CMI21) Translating ELA Standards: Part 3
Debbie Sullivan (CMI21) Translating Math Standards: Part 1
Debbie Sullivan (CMI21) Translating Math Standards: Part 2
Debbie Sullivan (CMI21) Translating Math Standards: Part 3
Debbie Sullivan (CMI21) Translating Math Standards: Part 4
Ann Johnson (CMI21) Translating ELA Standards: Part 4
Glenn Singleton
Jeff Duncan-Andrade
Antonia Darder
Linda Darling-Hammond

Malcolm Fialho: Part 1
Malcolm Fialho: Part 2
Malcolm Fialho: Part 3
Malcolm Fialho: Part 4
Malcolm Fialho: Part 5
Malcolm Fialho: Part 6
Malcolm Fialho: Part 7
Malcolm Fialho: Part 8
Charles L. Hopson: Part 1
Charles L. Hopson: Part 2
Charles L. Hopson: Part 3
Charles L. Hopson: Part 4
Charles L. Hopson: Part 5
Charles L. Hopson: Part 6
Charles L. Hopson: Part 7
Randall and Delores Lindsey: Part 1
Randall and Delores Lindsey: Part 2
Randall and Delores Lindsey: Part 3
Randall and Delores Lindsey: Part 4
Randall and Delores Lindsey - Part 5
Randall and Delores Lindsey: Part 6
Russlynn Ali: Part 1
Russlynn Ali: Part 2
Russlynn Ali: Part 3
Russlynn Ali: Part 4
Russlynn Ali: Part 5
Russlynn Ali: Part 6
Lisa Leith Student Engagement and Future Focus Webinar: Pa
Lisa Leith Student Engagement and Future Focus Webinar: Pa
Lisa Leith Student Engagement and Future Focus Webinar: Pa
Lisa Leith Student Engagement and Future Focus Webinar: Pa
Jamie Almanzan - Part 1
Jamie Almanzan - Part 2
Jamie Almanzan - Part 3
Jamie Almanzan - Part 4
Using Email in a Lesson on Character - Elementary
Using Visualization to Build Reading Skills - Elementary

Assessments in Language and Math Instruction - Elementary
Teaching Place Value and Test Skills - Elementary
A Technology-Infused Classroom - Elementary
Using Graphic Organizers to Compare and Contrast - Elementary
Thinking Maps as Formative Assessments - Elementary
Teaching Reasonable Estimates - Elementary
Learning to Analyze Non-Fiction Text - Secondary
Assessment in Language and Math Instruction
Interactive Technology in a Science Class - Secondary
Providing Immediate Feedback - Secondary
Making Movies in a Science Class - Secondary
Using Art to Analyze Fiction - Secondary
Using Debate to Check for Knowledge - Secondary
Peer Review in Algebra II
Glenn Singleton: Part 1
Glenn Singleton: Part 2
Glenn Singleton: Part 3
Glenn Singleton: Part 4
Brittany Evansen and Matt Warner: Part 1
Brittany Evansen and Matt Warner: Part 2
Brittany Evansen and Matt Warner: Part 3
Brittany Evansen and Matt Warner: Part 4
Brittany Evansen and Matt Warner with Commentary: Part 1
Brittany Evansen and Matt Warner with Commentary: Part 2
Brittany Evansen and Matt Warner with Commentary: Part 3
Brittany Evansen and Matt Warner with Commentary: Part 4
Austin Weiss and Matt Warner: Part 1
Austin Weiss and Matt Warner: Part 2
Austin Weiss and Matt Warner: Part 3
Austin Weiss and Matt Warner: Part 4
Austin Weiss and Matt Warner with Commentary: Part 1
Austin Weiss and Matt Warner with Commentary: Part 2
Austin Weiss and Matt Warner with Commentary: Part 3
Austin Weiss and Matt Warner with Commentary: Part 4
Bryan Thomas and Matt Warner with Commentary: Part 1
Bryan Thomas with Commentary: Part 1
Bryan Thomas: Part 2

Bryan Thomas: Part 3
Bryan Thomas: Part 4
Bryan Thomas with Commentary: Part 2
Bryan Thomas with Commentary: Part 3
Bryan Thomas with Commentary: Part 4
Josie Bowman: Part 1
Josie Bowman with Commentary: Part 1
Josie Bowman: Part 2
Josie Bowman: Part 3
Josie Bowman: Part 4
Josie Bowman with Commentary: Part 2
Josie Bowman with Commentary: Part 3
Josie Bowman with Commentary: Part 4
Josie Bowman: Part 5
Josie Bowman: Part 6
Josie Bowman with Commentary: Part 5
Josie Bowman with Commentary: Part 6
Lisa Glos: Part 1
Lisa Glos with Commentary: Part 1
Lisa Glos: Part 2
Lisa Glos: Part 3
Lisa Glos: Part 4
Lisa Glos with Commentary: Part 2
Lisa Glos with Commentary: Part 3
Lisa Glos with Commentary: Part 4
Linda S. Lane - Part 1
Linda S. Lane - Part 2
Linda S. Lane - Part 3
The School You Would Choose For Your Own Child
Changing the Weather at Apollo
Changing the Mindset
Caring Deeply and Deeply Committed
Teachers Taking on Teaching
Classroom Management Strategies
Review: Classroom Management Strategies
Culturally Relevant Instruction
Review: Culturally Relevant Instruction

Community Center
Review: Community Center
Equitable Instructional Leader
The Urban Lab
Holistic Approach
A Strong Foundation
Exploratory Leadership
Classroom Curriculum
Parents as Partners
A Community Resource
WHEA - Malama Honua
Kansas City Schools - A State of Emergency
What are Standards-Based Schools?
Functions of a Standards-Based School
Standards-Based Schools as a Foundation for Common Core
Creating a Shared Vision
Mastery Through Evidence
Student-Centered Projects
Teacher-Student Conferencing
Productivity in the 21st Century
Virtual and Hybrid Learning
Project-Based Learning
Assessment
Student-Driven Learning
Lisa Leith Common Core Standards: Equity and Opportunity - F
Lisa Leith Common Core Standards: Equity and Opportunity - F
Lisa Leith Common Core Standards: Equity and Opportunity - F
Lisa Leith Common Core Standards: Equity and Opportunity - F
Lisa Leith Common Core Standards: Equity and Opportunity - F
Lisa Leith Common Core Standards: Equity and Opportunity - F
Lisa Leith Common Core Standards: Equity and Opportunity - F
Lisa Leith Common Core Standards: Equity and Opportunity - F
Flip Cameras and Technology Skills - Elementary
Bringing Math into Art Class - Elementary
Differentiating Projects in a Science Class - Secondary
Effective Internet Searching - Secondary
Classic: Levels of Fix

Heidi Hayes Jacobs Mapping Curriculum: Part 1
Heidi Hayes Jacobs Mapping Curriculum: Part 2
Heidi Hayes Jacobs Mapping Curriculum: Part 3
Jill Gough - Part 1
Jill Gough - Part 2
Jill Gough - Part 3
Mary Kim Schreck - Part 1
Mary Kim Schreck - Part 2
Mary Kim Schreck - Part 3
Mary Kim Schreck - Part 4
Tracy Frank - Part 1
Tracy Frank - Part 2
Harvey Silver Confronting the Challenges of Teacher Evaluation
Harvey Silver Confronting the Challenges of Teacher Evaluation
Harvey Silver Confronting the Challenges of Teacher Evaluation
Harvey Silver Confronting the Challenges of Teacher Evaluation
Differentiating ELA Instruction - Elementary
Differentiated Literacy Instruction - Secondary
Teaching Self-Assessment with Learning Cues - Elementary
Assessment Using Socratic Seminars - Secondary
Lynn N. Fallin
Thomas Kaulukukui: Part 1
Thomas Kaulukukui: Part 2
Thomas Kaulukukui: Part 3
Michelle Linn-Gust: Part 1
Michelle Linn-Gust: Part 2
Michelle Linn-Gust: Part 3
Michelle Linn-Gust: Part 4
Kimo Alemeada: Part 1
Kimo Alemeada: Part 2
Truant from School: History, Science, and Art
Building a Learning Community Part 1
Building a Learning Community Part 2
Establishing Daily Rituals and Routines
Instilling Ownership and Responsibility
Conferencing and Scoring Evidence
Guiding Principles

How to Create Learning Targets Aligned to the Common Core
How to Create Learning Targets Aligned to the Common Core
How to Create Learning Targets Aligned to the Common Core
How to Create Learning Targets Aligned to the Common Core
Standards-Based Instruction - Elementary
Student-Centered Projects - Elementary
Equations and Higher-Order Thinking Skills - Secondary
The Internet as a Research Tool - Secondary
Common Core 360 Training: Part 1
Common Core 360 Training: Part 2
Common Core 360 Training: Part 3
Common Core 360 Training: Part 4
Conscious Teaching: Part 1
Conscious Teaching: Part 2
DELETE Conscious Teaching: Part 3
Conscious Teaching: Part 4
Lisa Leith Leadership for the Common Core: Synthesize, Strate
Lisa Leith Leadership for the Common Core: Synthesize, Strate
Lisa Leith Leadership for the Common Core: Synthesize, Strate
Lisa Leith Leadership for the Common Core: Synthesize, Strate
Building Mastery of Common Core Learning Targets: Part 1
Building Mastery of Common Core Learning Targets: Part 2
Building Mastery of Common Core Learning Targets: Part 3
Building Mastery of Common Core Learning Targets: Part 4
Discovering Emotions in Text - Elementary
Evaluating Sources for Research - Secondary
Assessing with Portfolios - Elementary
Student-Centered Math Instruction - Elementary
Helping to Close the Racial Achievement Gap
Overview
Classroom Equity Walkthrough and Debrief - Elementary
Classroom Equity Walkthrough and Debrief - Secondary
Building an Equity Team
Closing the Racial Achievement Gap
Re-use
Re-use
Make Sense of Problems and Persevere in Solving Them - Ele

Re-use

Model with Mathematics - Elementary

Reason Abstractly and Quantitatively - Elementary

Construct Viable Arguments and Critique the Reasoning of Others

Use Appropriate Tools Strategically - Elementary

Attend to Precision - Elementary

Look For and Make Use of Structure - Elementary

Look For and Express Regularity in Repeated Reasoning - Elementary

Conscious Teaching: Part 3

Heidi Hayes Jacobs Mapping to the Core: Planning for Curriculum

Heidi Hayes Jacobs Mapping to the Core: Planning for Curriculum

Heidi Hayes Jacobs Mapping to the Core: Planning for Curriculum

Heidi Hayes Jacobs Mapping to the Core: Planning for Curriculum

Defining - Project-Based Learning

Student-Driven Learning

Project-Based Curriculum Elements

Experiential Learning

Student Projects

Using Manipulatives in Algebra

Facilitating Discussion with Technology - Elementary

Non-Fiction: Tone and Word Choice

Helping Students Engage with Novels - Elementary

Tony Frontier - Part 1

Tony Frontier - Part 2

Pedro Noguera - Part 1

Pedro Noguera - Part 2

Thomas Guskey - Part 1

Thomas Guskey - Part 2

Robin Young - Part 1

Robin Young - Part 2

Robin Young - Part 3

Robin Young - Part 4

Blue Ribbon Mentor-Advocates - Every Student - Every Opportunity

Emergency Preparedness: Preparing Yourself, Your Family, and Your Community

Robert E. Slavin - Part 1

Robert E. Slavin - Part 2

Assessment FOR and Assessment OF Common Core Understanding

Assessment FOR and Assessment OF Common Core Understandings

Assessment FOR and Assessment OF Common Core Understandings

Assessment FOR and Assessment OF Common Core Understandings

Woody Dillaha Configuring Your Multi-Measure Evaluation System

4th Grade Math - Elementary

4th Grade Science - Elementary

5th Grade Writing - Elementary

Upper Elementary Math Shapes - Elementary

Anticipation Guide

Cornell Note Taking with PQRS

Directed Reading-Thinking Activity for Non-Fiction Text

Fiction Prediction Sheets

Pre-Learning/Post-Learning Concept Check with Focused Free Response

Previewing Non-fiction Text

G.I.S.T.

Guided Reading Procedure

Hunt for Main Ideas

INSERT

Interactive Cloze Procedure

Extreme Paired Reading

Graphic Representation

Paired Reading

Sensible Sentence Highlighting

Think-Pair-Share

PreP

Stump the Teacher

Three-Level Study Guides

Triangle Truths

Felicia Cumings Smith

Mastery of Assessment: For and Of Common Core Understanding

Mastery of Assessment: For and Of Common Core Understanding

Mastery of Assessment: For and Of Common Core Understanding

Mastery of Assessment: For and Of Common Core Understanding

Jamie Almanzan

John Barge

Chet Linton

Curtis Linton

John Covington

Bonnie Davis

Sydnee Dickson

Heidi Hayes Jacobs

Graig Meyer

Steve Olsen

Jim Rickabaugh

Maria Salazar

Steve Shaha

Robert Spielvogel

Ray Chavez

High School Math/Algebra - Secondary

High School Social Studies - Secondary

6th Grade Math - Elementary

Introduction

Bonding and Connecting

Assumptions

Inner Authority

Characteristics of Good Teachers

Introduction/Holding Ground

Positive Connections

Teaching Procedures

Consistency

Getting Ready

Introduction/Designing Lessons for Engagement

Active Learning Strategies

Managing through Brain Compatible Teaching

Effective Use of Consequences

What to Do When Consequences Don't Work

Introduction

Assumptions

Inner Authority

Characteristics of Good Teachers

Introduction/Holding Ground

Positive Connections

Teaching Procedures

Consistency

Getting Ready

Introduction/Designing Lessons for Engagement

Active Learning Strategies

Managing through Brain Compatible Teaching

Effective Use of Consequences

What to Do When Consequences Don't Work

Bonding Practices

Procedures and Routines

Proactive Classroom Management

Teaching Social and Emotional Behaviors

Active Student Involvement

Addressing Misbehavior

The Law of Least Intervention

Classic: Introduction

Classic: "Caring Attitudes and Skills"

Classic: The Significant Seven

Classic: Barriers and Builders

Classic: Introduction to Class Meetings

Classic: Introduction/Class Meetings

Classic: The Eight Building Blocks: Part I

Classic: The Eight Building Blocks: Part II

Classic: Six Reasons Why Class Meetings Fail

Classic: Format for Class Meetings

Introduction

1st E, Exposure

2nd E, Experience

Experience Helps Students Make Connections

Provide Experience Through Mediated Learning

3rd E, Expectations

4th E, Enduring Understandings--Reflection

4th E, Enduring Understandings--Performance Assessment

5th E, Enthusiasm

Asset-Based Education

Introduction

The Basics of Differentiation

Identifying Student Readiness

Identifying Student Interests

Identifying Learning Profiles
Introduction/Preparation for Differentiation
The Applied Differentiation Map
How? Teaching - Learning
How? Assessment
Classroom Example--Part I
Classroom Example--Part II
Introduction
The Basics of Differentiation
Identifying Student Readiness
Identifying Student Interests
Identifying Learning Profiles
Introduction/Preparation for Differentiation
The Applied Differentiation Map
How? Teaching - Learning
How? Assessment
Using the Applied Differentiation Map
Classroom Example--Part I
Classroom Example--Part II
Classroom Example--Part III
Formal Assessment Examples
Introduction/Create a Climate for Differentiation
Provide Training and Leadership
Offer Ongoing Support
Examine Structures That Work
Classic: Introduction/Teacher Isolation
Classic: Rationale of Collaboration
Classic: Benefits to Educators & Students
Classic: Introduction/Formal Peer Coaching
Classic: Three Types of Formal Peer Coaching
Classic: Examples of Peer Coaching
Classic: Introduction/Cooperative Learning
Classic: Five Critical Attributes
Classic: Research, Misconceptions, and Concerns
Classic: Introduction
Classic: Organize Groups
Classic: Trust, Training, and Flexibility

Classic: Dealing with Conflict/Group Processing

Drawing and Artwork

Humor

Mnemonics

Music, Rhythm, Rhyme, & Rap

Reciprocal Teaching and Cooperative Learning

Technology

Visualization

Work-study and Apprenticeships

Introduction/Active Learning

The Rational System

The Emotional System

Using Humor

Using Action Research

Introduction/Understanding Physiological Cycles

Learning Pathways

The Primacy-Recency Effect

Windows of Opportunity

Introduction/The Brain of Today

The Brain Processing Model: Information Input

The Brain Processing Model: Memory

Introduction/Active Learning

The Rational System

The Emotional System

Using Humor

Using Action Research

Introduction/Understanding Physiological Cycles

Learning Cycles For Adolescents

Learning Pathways

The Primacy-Recency Effect

Introduction/The Brain of Today

The Brain Processing Model: Information Input

The Brain Processing Model: Memory

Introduction/Active Learning

The Rational System

The Emotional System

Using Humor

Using Action Research
Introduction/Understanding Physiological Cycles
Learning Cycles For Adolescents
Learning Pathways
The Primacy-Recency Effect
Introduction/The Brain of Today
The Brain Processing Model: Information Input
The Brain Processing Model: Memory
Classic: Introduction
Classic: Culturally Responsive Teaching
Classic: Norms, Procedures, and Structures
Classic: Introduction/Scaffolding
Classic: Developing Attitude
Classic: Projects/Multiple Intelligences
Classic: Enhancing Meaning/Relevant Assessment
Introduction
The Core Business of the School
Levels of Student Engagement
The "Working on the Work" School
Introduction/Creating the Framework
Designing Quality Work
Engaged Teachers and Students at Work
Questioning to Improve Learning & Thinking
Research Connections Between Questioning/Learning
Stage One: Prepare the Question
First Behavior: Identify Instructional Purpose
Second Behavior: Determine Content Focus
Third Behavior: Select Cognitive Level
Fourth Behavior: Consider Wording and Syntax
Review and Introduction of Second Program
Stage Two: Present the Question
Stage Three: Prompt Student Response
Review and Introduction of Third Program
Review of Stages One, Two and Three
Stage Four: Process Student Responses
Stage Five: Critique the Questioning Episode
Classroom Example

Questioning to Improve Learning and Thinking
Research Connections Between Questioning/Learning
Stage One: Prepare the Question
First Behavior: Identify Instructional Purpose
Second Behavior: Determine Content Focus
Third Behavior: Select Cognitive Level
Fourth Behavior: Consider Wording and Syntax
Review and Introduction of Second Program
Stage Two: Present the Question
Stage Three: Prompt Student Response
Review and Introduction of Third Program
Review of Stages One, Two and Three
Stage Four: Process Student Responses
Stage Five: Critique the Questioning Episode
Classroom Example
Success Story
Concepts of Technology Pedagogy
Tools, Terms, and Vocabulary
Living in a Technologically-Infused Society Part 1
Living in a Technologically-Infused Society: Part 2
Gaining Technological Know-How: Part 1
Gaining Technological Know-How: Part 2
Establishing Technology Parameters for Students
The Role of the Teacher in a Technology-Infused Classroom
Preparing a Technology-Infused Lesson: Part 1
Preparing a Technology-Infused Lesson: Part 2
Integrating Technology into the Lesson: Part 1
Integrating Technology into the Lesson: Part 2
Classic: Program Introduction
Classic: Persistence/Impulsivity/Listening/Flexibility
Classic: Metacognition/Accuracy/Questioning/Past Knowledge
Classic: Clarity/The Senses/Creativity/Risk Taking/Curiosity
Classic: Review of Intelligent Behaviors
Re-use
Classic: Application of Intelligent Behaviors in
Classic: Problem Solving with Intelligent Behaviors
Classic: More Problem Solving with Intelligent Behaviors

Classic: Introduction

Classic: Definition of "Rigorous and Relevant"

Classic: What is Needed to Change

Classic: Community Support

Classic: Business Involvement

Classic: Parental Support

Classic: School Designs

Classic: Integrated Classrooms

Classic: Summary and Closure

Classic: Introduction/Review of Four Quadrant Graphic

Classic: The Need for the "Rigorous and Relevant" Classroom

Classic: Technology Integration

Classic: Teaching Relevant Skills

Classic: Real-World Projects/Assessments

Classic: Summary and Closure

Purpose and Core Components

Enrichment Components Part 1

Enrichment Components Part 2

Incentives and Impact

Casey Elliott

Planning Targets of Learning

Planning Targets of Learning

Learning Targets

Learning Targets

How to Create Learning Targets Aligned to the Common Core

How to Create Learning Targets Aligned to the Common Core

How to Create Learning Targets Aligned to the Common Core

How to Create Learning Targets Aligned to the Common Core

Classic: Opening or Activating Strategies

Classic: Opening or Activating Strategies

Classic: Opening or Activating Strategies

The Basics of Differentiation

The Basics of Differentiation

Classic: Presentation of New Material in Same Class

Classic: Other Science Class Examples

Classic: Other Social Studies Class Example

Classic: Introduction/COPE Strategy

Classic: Introduction/COPE Strategy
Classic: Introduction/COPE Strategy
Classic: Introduction/COPE Strategy
Instruction Introduction
Instruction Introduction
Reaching Common Core Standards Through Effective Instruction
The Applied Differentiation Map: What?
Using the Applied Differentiation Map
Guided Practice/Independent Practice
Guided Practice/Independent Practice
Classic: Distributed Guided Practice
Classic: Distributed Guided Practice
Classic: Introduction/Writing As a Tool for Assessment
Classic: Introduction/Writing As a Tool for Assessment
Increasing Value in Homework and Practice
Increasing Value in Homework and Practice
Setting Objectives and Providing Feedback
Setting Objectives and Providing Feedback
Providing Immediate Feedback
Formative Assessment
Formative Assessment
Self-Assessment in Formative Assessment
Self-Assessment in Formative Assessment
Student Involvement
Student Involvement
Teaching Self-Assessment with Learning Cues
Utilizing Questions, Cues, and Advance Organizers
Utilizing Questions, Cues, and Advance Organizers
The Guiding/Essential Questions
The Guiding/Essential Questions
Cue Sets
Cue Sets
Identifying Student Readiness
Identifying Student Readiness
Classic: Mystery Strategy
Classic: Mystery Strategy
Classic: Mystery Strategy

Classic: Mystery Strategy

Formative Assessment

Formative Assessment

Classic: Introduction/Definition of Performance Assessment

Classic: Academic Content Standards

Classic: Limits of Multiple Choice and Standardized Tests

Classic: Impact on Grading

Classic: Introduction/Writing As a Tool for Assessment

Classic: Writing Across the Curriculum

Classic: Authentic Writing Assignments

Classic: Scoring Writing Assignments with Consistency

Classic: Introduction/Definition of Performance Assessment

Classic: Academic Content Standards

Classic: Making Scoring Guides

Classic: Limitations of Multiple Choice and Standardized Tests

Classic: Impact on Grading

Classic: Introduction/Writing As a Tool for Assessment

Classic: Writing Across the Curriculum

Classic: Authentic Writing Assignments

Classic: Scoring Writing Assignments with Consistency

Classic: Introduction

Classic: Need for Performance Assessments

Classic: Beginning the Design of Performance Assessments

Classic: Performance Task Blueprint

Classic: Content Standards/Indicators

Classic: Introduction/Task Activities Part I

Classic: Task Activities Part II

Classic: Evaluative Criteria Part I

Classic: Evaluative Criteria Part II

Classic: Introduction/Need for Performance Assessments

Classic: Beginning the Design of Performance Assessments

Classic: Performance Task Blueprint

Classic: Content Standards/Indicators

Classic: Introduction/Task Activities Part I

Classic: Task Activities Part II

Classic: Evaluative Criteria Part I

Classic: Evaluative Criteria Part II

Celebrating Success

4th E, Enduring Understandings--Reflection

4th E, Enduring Understandings--Reflection

Classic: Collection, Selection, and Reflection

Mastery Through Evidence

Whole-Faculty Study Groups: Characteristics/Purposes/Desires

Creating the CONTEXT

Understanding the PROCESS

Identifying the CONTENT

Decision-Making Cycle

Principles to Guide the Work of WFSGs

PLC & RTI Success Story

What is a PLC?

Establishing PLCs: Collaboration

re-use

Establishing PLCs: Common Assessments

Establishing PLCs: Calendaring

Overview: Working PLCs

A Working PLC: Curriculum

A Working PLC: Assessment

A Working PLC: Instruction

A Working PLC: Intervention

Overcoming Challenges

Definition of Job-embedded PD

Approaches to Job-embedded PD

On-demand Tools

Benefits for Administrators

Benefits for Teachers Part 1

Benefits for Teachers Part 2

Benefits for Teachers Part 3

Benefits for Students

School Culture: Professional Attitudes

School Culture: Professional Attitudes

Classic: Introduction/Why Schools Are Isolated

Classic: Barriers to Parental Involvement

Classic: Levels of Parental Involvement

Classic: Parents as Decision Makers

Classic: Introduction/Reaching Out to the Community

Classic: Making School a Center of the Community

Classic: Dealing with Criticism

Classic: Distributed Guided Practice

Incorporating Cooperative Learning Effectively

Incorporating Cooperative Learning Effectively

Classroom Assessment for High-Stakes Success - Elementary

Assessment for Learning - Elementary

Assessment Belief System - Elementary

Student Involvement - Elementary

Assesment Targets That Align with State Standards - Elementary

Assessment Literacy - Elementary

Questions That Underpin Assessment for Learning - Elementary

The How of Assessment - Elementary

Student-Led Conferences - Elementary

Reuse

Classroom Assessment for High-Stakes Success - Secondary

Assessment for Learning - Secondary

Assessment Belief System - Secondary

Student Involvement - Secondary

Assesment Targets That Align with State Standards - Secondary

Assessment Literacy - Secondary

Questions That Underpin Assessment for Learning - Secondary

The How of Assessment - Secondary

Student-Led Conferences - Secondary

Reuse

Students' Six: Student-Centered Equity PD - Part 1

Students' Six: Student-Centered Equity Professional Development

Math Tasks: The Need for an Instructional Shift

Math Tasks: An Overview of Math Tasks

Creating a Math-Task Culture in the Classroom

Math Tasks: How to Create and Teach a Math Task

High School Math - Secondary

Reuse

Reuse

Reuse

Reuse

Reuse

Reuse

High School Algebra - Secondary

Every Student - Every Opportunity

Developing Supportive Mentoring Relationships Over Time

Enhancing Students'™ Experience through Enrichment Com

High School Polynomial Functions - Secondary

PD 360 Enhancements

Diane Ullman - Part 1

Diane Ullman - Part 2

Supporting Student Success

Using PD 360 Video Content

Observation 360 in the Classroom

A Complete Principal Observation

Reuse

Reuse

Reuse

Reuse

Reuse

Reuse

Reuse

Reuse

4th Grade Spatial Reasoning with Polygons - Elementary

8th Grade Rhetorical Analysis - Secondary

4th Grade Poetry Lesson - Elementary

7th Grade ELA - Secondary

9th Grade ELA - Secondary

3rd Grade Main Idea Lesson - Elementary

4th Grade ELA, Main Idea - Elementary

7th Grade Problem Solving/Graphing - Secondary

4th Grade Informational Writing - Elementary

6th Grade Writing Lesson Using Adjectives - Elementary

High School Literature Analysis - Secondary

Moving Forward

Supporting Competency-Based Learning

Student Success in an Integrated Curriculum

Innovation Lab Network

Personalized Education in a Math Learning Center
Academy 21: Personalized, Cross-Content Learning
Innovation Lab Network - Wisconsin: Waukesha STEM Academy
Supporting Student Success through PD 360 and Observation
Nancy Love - Part 1
Nancy Love - Part 2
Irvin Scott - Part 1
Irvin Scott - Part 2
Eric Sheninger - Part 1
Eric Sheninger - Part 2
9th Grade Biology - Secondary
8th Grade Math - Secondary
6th Grade Informational Text - Elementary
4th Grade Visualizing with Fractions - Elementary
5th Grade ELA Group Presentations - Elementary
2nd Grade Retelling and Comparing Two Stories - Elementary
4th Grade Social Studies - Elementary
4th Grade Supporting Opinions with Examples - Elementary
High School Math Story Problems - Secondary
10th Grade Modeling with Systems of Equations - Secondary
How Can PD 360 Increase Student Achievement?
The Secrets to Effective Teacher Feedback
Innovation Lab Network - Wisconsin
Songs to Reinforce Math Content - Elementary
Group Work: Talking Chips - Elementary
Assessment: Peer Evaluation - Elementary
Whole Brain Teaching: Mirror - Elementary
Classroom Cheers - Elementary
Attention Getters - Elementary
Group Work: Collaboration Skills - Elementary
Warm-Ups: Letters to the Class - Elementary
Formative Assessment: White Boards - Secondary
Skills Practice: Snowball - Secondary
Differentiation: Algebra Tiles - Secondary
Reading: RATE Method - Secondary
Math Tasks - Secondary
Cupertino Union School District

Vision 2020: Voices of Innovation

College and Career Readiness: Project-Based Learning

Student Achievement Through Personalized Technology

Triggers: Instructional Strategies for Student Understanding

The Purpose of Common Core Aligned Assessments

Introduction to Classroom Cameras

How to Login to thereNow via PD 360

How to Make a Time-Stamped Comment

How to Share a Video

How to Upload a Video with LiveView Camera

Mac vs. Windows

Setting your thereNow Password

Titling your Insight DUO Recordings

How to change Insight DUO Recording Key Users

How to Start a Recording with LiveView Camera

How to Schedule a Live Recording with LiveView Camera

How to Upload a Video Recording with LiveView Camera

Flipped Classroom Model - Secondary

Reset Your Password

Create a Group

Transformation Within a Generation

Supporting Education

School-Based Health Services

Community Engagement

Make Sense of Problems and Persevere in Solving Them - Ele

Reason Abstractly and Quantitatively - Elementary

Construct Viable Arguments and Critique the Reasoning of Oth

Model with Mathematics - Elementary

Use Appropriate Tools Strategically

Attend to Precision - Elementary

Look For and Make Use of Structure - Elementary

Look For and Express Regularity in Repeated Reasoning - Ele

Make Sense of Problems and Persevere in Solving Them - Sec

Reason Abstractly and Quantitatively - Secondary

Construct Viable Arguments and Critique the Reasoning of Oth

Model with Mathematics - Secondary

Use Appropriate Tools Strategically - Secondary

Attend to Precision - Secondary
Look For and Make Use of Structure - Secondary
Look For and Express Regularity in Repeated Reasoning - Sec
Benjamin Lee and Alyssa Cachero
Tammy Davis
Erika Franco-Quiroz
Kenneth Grover
Sonja Alexander and Aleigha Henderson-Rosser
Cassandra Kessler
Benjamin Lee
Chet Linton
Curtis Linton
Jim Mahoney
Alan November
Melanie Park
Janice Poda
Glenn Singleton
Sherrie Snipes-Williams & LaTisha Vaughn-Brandon
Jotham White
Evidence 360 Overview
Adding a New User
Adding Focus Objectives
The Daily 5 - Elementary
Technology: Researching with Personal Devices - Secondary
Literacy in Math: Writing Assignments - Secondary
Literary Elements in Pop Culture - Secondary
Adding Resources to Communities
Running Reports
Classic: Definition of Constructivism: Part I
Classic: Definition of Constructivism: Part II
Classic: Research Underpinnings
Classic: What Constructivism Is Not
Classic: Preparing the Community
Classic: Starting Steps
Classic: Three Strategies That Work
School-Based Health Services
Community Engagement

Updating Information in Observation 360

Introduction to My Portfolio

Building a Learning Plan with My Portfolio

Formative Assessment: Three-Sentence Essays - Secondary

Readers' Theater - Secondary

Role-Playing as Historians - Elementary

ELA - Class Discussion Practices - Elementary

Peer Guidance for Student Misconceptions - Elementary

4th Grade Motion Science - Elementary

4th Grade Reading - Elementary

Kindergarten Mathematics - Elementary

Kindergarten ELA/Science - Elementary

1st Grade ELA - Elementary

2nd Grade Cause and Effect - Elementary

2nd Grade Reading - Elementary

9th Grade Social Studies - Secondary

10th Grade Science - Secondary

8th Grade Reading - Secondary

10th Grade ELA/Social Studies - Secondary

11th Grade Mathematics - Secondary

11th Grade Reading - Secondary

12th Grade ELA - Secondary

Updating Your Profile

Individual Usage Report

Creating a Safe Space for LGBTQ Students

Five Principles of Effective Classroom Assessments

Learning Goals: Sound Assessment and Goal Clarity

The Assessment Framework

Taking Assessment to Task

Using G.R.A.S.P.S. to Design Authentic Performance Tasks

Judgment-Based Evaluation

Example: Formative Assessment: Ticket Out the Door and Exit

Example: Formative Assessment: Concept Maps and Graphic

Example: Formative Assessment: Student Response Systems

Example: Formative Assessment: Check Ins

Example: Formative Assessment: White Boards

Classroom Management: A Framework for Student Success

Vision and High Expectations

Clear Procedures

Relationships and Support

Engaging Instruction

Intervention and Redirection

Shout-Outs - Elementary

Relationship Building: Affirmations - Elementary

Entry and Exit Procedures - Elementary

Classroom Noise Levels - Elementary

Effective Transitions - Elementary

Redirecting Student Behavior - Elementary

Student Nonverbal Responses - Elementary and Secondary

Class Reward Systems - Elementary and Secondary

Nonverbal Praise Routines - Elementary and Secondary

Narrating Positive Behaviors - Elementary and Secondary

Classroom Humor - Secondary

Intentional Teacher Errors - Secondary

Introduction to LumiBook

Collaborating with LumiBook

Jay McTighe: Assessments That Enhance Learning

Jay McTighe: Core Learning: Assessing What Matters Most

LumiBook Mobile Application

Creating a Group Task

Awarding Group Viewing Credit

Tammy Davis Introduction: Central Elementary

Cassandra Kessler Introduction: Student-Centered Learning

Chet Linton Introduction: Educator Effectiveness System

Glenn Singleton Introduction: City of Roses

Charleston Promise Neighborhood Introduction

Activating a Process

What is a Process?

Viewing an Observation From Another Administrator

Child Maltreatment Overview

Defining Child Maltreatment

Gathering Information for Reporting

Laws and Policies for Reporting Maltreatment

Potential Obstacles to Reporting

Action and Support After Reporting

Preventing Child Maltreatment

Educators Make a Difference

The Educator's Role in Identifying Signs of Maltreatment

Sharing Observation Templates

Registering for Catalog Units and Printing a Transcript

Classic: A Constructivist Classroom Is for All

Assume the Best

Inner Authority

Asking for Help

Holding Our Ground

Positive Connections

2x10 Strategy

Teaching Procedures

Lining Up

Music For Transitions

Consistency

The When and How of Consequences

Introduction to Observation 360

Viewing Observations

Track and Manage Your Learning Targets

Accessing Reflection and Follow-Up Questions

Get Acquainted: The Edivate Environment

Interacting in Communities

Introducing Edivate

My Video Queue

Search

Sharing a Video

Using Groups

Using Group Leader Tools

Using Videos

Viewing Your Focus Objectives

Project-Based Learning Overview

Presenting Content with Project-Based Learning Mini-Lessons

Implementing Project-Based Learning at White Oak Elementary

A Day of Project-Based Learning at White Oak Elementary, Pa

Building a Project-Based Learning Culture at White Oak Eleme

Project-Based Learning at Lanier High School, Part 1 of 3
Project-Based Learning Student Groups at Lanier High School,
Project-Based Learning Chemistry Mini-Lesson at Lanier High :
Project-Based Learning at North Gwinnett High School, Part 1 o
Project-Based Learning Student Groups at North Gwinnett High
English Language Development at Agua Caliente Elementary
Coaching English Language Instruction: Chemical and Mechan
Coaching English Language Instruction: Types of Soil, Part 1 o
Coaching English Language Instruction: Chemical and Mechan
English Language Instruction: Changes in the Weather
English Language Instruction: Weather Conditions
English Language Instruction: Volcano and Earthquake Vocabu
English Language Instruction: Summarizing Passages About th
English Language Instruction: Process of Erosion, Part 1 of 2
English Language Instruction: Process of Erosion, Part 2 of 2
English Language Instruction: Spatial Relationships, Part 1 of 2
English Language Instruction: Spatial Relationships, Part 2 of 2
Compliance Series: FERPA
Teen Suicide Prevention for Counselors
Teen Suicide Prevention for Administrators
Teen Suicide Prevention for Teachers and Staff Personnel
Positive Behavioral Interventions and Supports (PBIS) at Beau
Implementing PBIS at Beaumont USD
Teaching Social Skills: PBIS Primary Level/Tier 1 Intervention
Teaching Social Skills: PBIS Secondary Level/Tier 2 Interventio
PBIS in the Classroom: Elementary School ELA Close Reading
Establishing Expectations From the First Day of School - Eleme
Hands-On Science Activities - Elementary
Proximity, Gestures, and Verbal Reminders - Secondary
Student-Driven Expectations - Secondary
Registering for Courses
Using Courses
21st Century Students in the Information Age
Three Guiding Principles for Thinking Schools
What Is a Thinking School?
Similarities and Differences in the Way We Think
Three Ways to Grow Thinking Students

Five Dimensions of Thinking
Student-Centered Thinking Models and Pathways
Becoming a Thinking School
Thinking Hats
Thinking Hats Lesson
Alexina Medley Introduction: A Culture of High Expectations
Alexina Medley and Lauren LeDuff
David Hyerle
Jay McTighe
Kaweeda Adams
Rick Smith
Terry Holliday
Introduction to Inclusion, Part 1 of 4
Alignment of Vocabulary, Part 2 of 4
Culture-Building for Co-Teaching and Inclusion, Part 3 of 4
Models of Co-Teaching, Part 4 of 4
Building Equity
Something's Happening in the City of Roses
Engaged in the Work
The Next Step
The Elephant in the Room
Everything New
What We Have in Front of Us
Tools to Fish the Future
Brown vs. Board of Education
Open Doors
Introduction to Inclusion, Part 1 of 6
Models of Co-Teaching, Part 2 of 6
Meeting Student Needs in an Inclusive Environment, Part 3 of 6
Classroom Expectations, Part 4 of 6
Teaching Styles and Productive Relationships, Part 5 of 6
Inclusive Teaching Strategies, Part 6 of 6
Terry Holliday Introduction: Districts of Innovation
And the Child Shall Lead
PBIS in the Classroom: Middle School Social Studies
PBIS in the Classroom: Elementary School ELA Recycling Solutions
PBIS in the Classroom: Elementary School Close Reading

PBIS in the Classroom: Reinforcing Expectations

PBIS Strategy: Listening

PBIS in the Classroom: Elementary School ELA Research and

PBIS Strategy: Songs to Reinforce Behavior Expectations

Behavior Intervention through PBIS Club

Lisa Leith

Sylvia Hooker

Karen Spiegel

Lucy Hansen

Derris Moore

Maria Argueta

Chet Linton: Opening Keynote

Chet Linton: Closing Keynote

Curtis Linton

Ashley Chavez

Kevin Degraffenried

Sylvia Hooker Introduction: Reinventing America's Schools

Karen Spiegel Introduction: Powerful Beginnings, Creating a C

Lucy Hansen Introduction: Excellence in English Language Dev

Coaching English Language Instruction: Types of Soil, Part 2 o

English Language Instruction: The Water Cycle

English Language Instruction: Forces and Motion, Part 1 of 2

English Language Instruction: Forces and Motion, Part 2 of 2

Literacy Strategy: Visual Reading Guides and Picture Walks

Writing Summaries using Cornell Notes

Hands-On Application of Content Knowledge

Literacy Strategy: Equity Access Centers

Literacy Strategy: Link Word Webs

Literacy Strategy: Sentence Starters and Frames

Literacy Strategy: Show, Don't Tell

Literacy Strategy: Content Chants and Songs

Upload a Video from an iOS Device

Using Edviate Review

1st Grade STEM: Cookies in Milk - Exploring the Scientific Met

2nd-3rd Grade STEM: Investigating First-Class Levers

9th-12th Grade STEM: Experimenting with Momentum

5th Grade STEM: Making Maglev Cars with the Engineering De

6th Grade STEM: Modeling the Reasons for the Seasons

5th Grade STEM: Weathering, Erosion, Deposition - A Dramatic

Principles of Reading Instruction: Phonemic Awareness

Principles of Reading Instruction: Alphabetic Principles

Principles of Reading Instruction: Vocabulary

Principles of Reading Instruction: Fluency

Principles of Reading Instruction: Comprehension

Phonemic Awareness in the Classroom PreK - 3rd Grade

The Alphabetic Principle in the Classroom PreK - 3rd Grade

Oral Language Development PreK - 3rd Grade

Running Records PreK - 3rd Grade

Guided Repeated Oral Reading PreK - 3rd Grade

Modeling Fluent Reading and Retelling PreK - 3rd Grade

Choral, Partner, and Independent Reading PreK - 3rd Grade

Fluency Practice with Differentiated Readings PreK - 3rd Grade

Known Words and New Vocabulary PreK - 3rd Grade

Using New Vocabulary in Sentences PreK - 3rd Grade

Matching Definitions to New Words PreK - 3rd Grade

Incidental Vocabulary Instruction PreK - 3rd Grade

Providing Multiple Exposures to New Words PreK - 3rd Grade

Think-Alouds PreK - 3rd Grade

Teaching Text Structures PreK - 3rd Grade

Teaching Text Features PreK - 3rd Grade

Identifying Key Details and Summarizing PreK - 3rd Grade

Inferences for Critical Reading PreK - 3rd Grade

Activating Background Knowledge PreK - 3rd Grade

Strategies for Before, During, and After Reading PreK - 3rd Grade

Generating Questions Before and During Reading PreK - 3rd Grade

Main Idea and Graphic Organizers PreK - 3rd Grade

Elementary Student-Centered Learning: Discussing Community

Elementary Student-Centered Learning: ELA - Elementary

Elementary Student-Centered Learning: Reading - Elementary

High School Student-Centered Learning: Economics - Secondary

High School Student-Centered Learning: Science - Secondary

Creating a Willing Learner: Part 1

Creating a Willing Learner: Part 2

Creating a Willing Learner: Part 3

Expanding Interests and Activities: Part 1
Expanding Interests and Activities: Part 2
Expanding Interests and Activities: Part 3
Expanding Interests and Activities: Part 4
Expanding Interests and Activities: Part 5
Overcoming Irrational Fears: Part 1
Overcoming Irrational Fears: Part 2
Overcoming Irrational Fears: Part 3
Making Friends: Part 1
Making Friends: Part 2
Making Friends: Part 3
Making Friends: Part 4
No More Picky Eaters: Part 1
No More Picky Eaters: Part 2
No More Picky Eaters: Part 3
No More Picky Eaters: Part 4
Selecting the Best Communication System for a Child: Part 1
Selecting the Best Communication System for a Child: Part 2
Selecting the Best Communication System for a Child: Part 3
Selecting the Best Communication System for a Child: Part 4
Teaching Sign Language to Non-Vocal Children: Part 1
Teaching Sign Language to Non-Vocal Children: Part 2
Teaching Sign Language to Non-Vocal Children: Part 3
Teaching Sign Language to Non-Vocal Children: Part 4
Teaching Kids to Talk: Part 1
Teaching Kids to Talk: Part 2
Teaching Kids to Talk: Part 3
9th-12th Grade STEM: Exploring Intensity and Distance
4th Grade STEM: Exploring Fractions and Area
7th-12th Grade STEM: Exploring Photography
3rd Grade STEM: Gravity and Motion - Demonstrating Gravity v
K-12th Grade STEM: STEM Expo - Engaging Students in Scier
9th-12th Grade STEM: Designing Logos in an Arts and Enginee
Compress Your Video for Edivate Review
1st-2nd Grade STEM: Exploring States of Matter by Melting Sn
4th-5th Grade STEM: Team Building with Magic Canes
2nd Grade STEM: Starting a Weather Unit - Exploring Snow

4th Grade STEM: Exploring Temperature and Humidity

12th Grade STEM: Prosthetic Arm Design Challenge

7th-12th Grade STEM: Implementing an Alternate Reality Gam

9th-12th Grade STEM: Engineering Design and Technology in

1st Grade STEM: Representing the Life Cycle of Chickens

2nd Grade STEM: Researching and Representing Animal Habi

3rd Grade STEM: Learning Geography Through "Mystery Skyp

Kindergarten STEM: Predicting and Testing the Buoyancy of O

1st Grade STEM: Two-Digit Addition Using Digital Base-10 Blo

3rd Grade STEM: Creating and Programming a Robotic Leg

3rd Grade STEM: Sharing Books Through Telecommunication

4th Grade STEM: Creating a Soil Profile

6th Grade STEM: Composting Food Waste in Soda Bottles

5th Grade STEM: Exploring Circuits

6th Grade STEM: Collecting Data About Food Waste at School

6th Grade STEM: Using Volume to Create Model Aquariums

4th Grade Building Circuits - Elementary

2nd Grade Addition and Subtraction - Elementary

5th Grade Math Word Problems - Elementary

6th Grade Food Webs and Social Issues - Elementary

6th Grade Food Webs and Word Problems - Elementary

9th-12th Grade Analyzing and Interpreting Molecules - Second

9th-12th Grade Coding Techniques - Secondary

9th-12th Grade ELA Research Conferencing - Secondary

9th-12th Grade Mock Interviewing - Secondary

9th-12th Grade Organic Compounds - Secondary

9th-12th Grade Resume Building - Secondary

9th-12th Grade Structural Engineering - Secondary

Cycle of Improvement

The Observation Process Part 1: Middle School Pre-Observatio

The Observation Process Part 2: Middle School Classroom Ob

The Observation Process Part 3: Middle School Post-Observat

6th Grade STEM: Demonstrating Knowledge of Microorganism

7th Grade STEM: Genetic Traits and Classification 1

7th Grade STEM: Genetic Traits and Classification 2

6th-7th Grade STEM: Extracting Strawberry DNA

6th-7th Grade STEM: Measuring the Streamflow of a Local Riv

6th-7th Grade STEM: Thematic Field Trips - Aquatic Ecosystems

7th Grade STEM: Calculating Surface Areas and Designing Packaging

7th Grade STEM: Identifying Aquatic Invertebrates

Communicating Learning Objectives - Elementary

Confident and Caring Intervention - Elementary

Active Learning Environments - Elementary and Secondary

Engaging Students Through Differentiation - Elementary

Engagement Through Real-World Application - Elementary

Hallway Procedures - Elementary

Confidential Self-Assessments With "Heads Down" - Secondary

Creating Classroom Expectations With Students - Secondary

Hands-On Activities in Science 1 - Secondary

Hands-On Activities in Science 2 - Secondary

Peer Leadership in Small-Group Activities - Elementary

1st Grade STEM: Measuring and Graphing the Length of Blueprints

1st Grade STEM: Supporting STEM Learning - Reading, Writing, and Thinking

6th Grade STEM: Using Ratios - How Much Sugar is in Soda?

9th-12th Grade STEM: Aerospace Engineering - Part 1

9th-12th Grade STEM: Aerospace Engineering - Part 2

9th-12th Grade STEM: Exploring Kinematics With Catapults

9th-12th Grade STEM: Investigating the Efficiency of Insulation

9th-12th Grade STEM: Plotting Radioactive Decay With a Calculator

9th-12th Grade STEM: Testing the Bearing Capacity of Soil

Bullying

Change

Hand Flapping

School: Part 1

School: Part 2

Video Game Addiction

Making a Sensory-Free Zone

Organization, Productivity, and Getting Things Done

Preventing Meltdowns

Why We Won't Listen

Deep Into Defense Mode

Doing What Needs to be Done

Don't Try to Fix Your Asperger's Child

Fear of Failure and Making a Mistake

How to Get Someone With Asperger's to Do Something

The Asperger's "Sensory Funnel"

We're More Than Just Asperger's

What Exactly is Responsibility?

The Observation Process Part 1: Elementary Pre-Observation

The Observation Process Part 2: Elementary ELA Classroom C

The Observation Process Part 3: Elementary Post-Observation

California Professional Learning: Lakeside

California Professional Learning: Napa/Karen Strong

California Professional Learning: Poway

California Professional Learning: Rialto

California Professional Learning: San Bernardino/Karen Strong

California Professional Learning: San Bernardino

Flipped Classroom Model With David Curlette - Secondary

Implementing 1:1 Devices in the Classroom

Tablet Apps - Lower Elementary

Transitioning to Personalized Learning With Tablets

Using Tablets to Personalize Learning

Using Technology to Research and Write About Butterflies

Webb's Depth of Knowledge With Karin Hess: Part 1

Webb's Depth of Knowledge With Karin Hess: Part 2

Webb's Depth of Knowledge With Karin Hess: Part 3

Webb's Depth of Knowledge With Karin Hess: Part 4

Webb's Depth of Knowledge With Karin Hess: Part 5

Webb's Depth of Knowledge With Karin Hess: Part 6

Webb's Depth of Knowledge With Karin Hess: Part 7

Cathedral Success Story: This Is Learning

The Observation Process: Adapting Actions Within a Lesson

Kindergarten STEM: Counting the Body Parts of an Insect

6th Grade STEM: Proportional Reasoning and Ratio Relationsh

5th Grade STEM: Calculating the Pennies in a Pyramid

4th Grade STEM: Creating Jack's Beanstalk

1st Grade STEM: Modeling the Baleen of the Blue Whale, Part

1st Grade STEM: Modeling the Baleen of the Blue Whale, Part

4th Grade STEM: Effective Questioning in STEM Projects

2nd Grade STEM: Building a Bird's Nest

1st Grade STEM: Anatomy and Function of Wings

1st Grade STEM: Examining Eggs

7th Grade STEM: Observing Chemical Change

9th Grade STEM: Exploring Electromagnetic Waves in FACS C

7th Grade STEM: Social Media in 1967

The School Improvement Formula

Research That Proves the Formula Works

Overview of Boot Camp

1st Grade STEM: Pop Rocks, Soda, and the Scientific Process

6th Grade STEM: Unknown Variables in Real-World Problems

7th Grade STEM: Measuring Volume in Stations

Online Formative Assessments

Successfully Implementing Personalized Learning

Personalized Learning Overview

What Is All This About Personalized Learning?

Personalized Learning in Action

Boot Camp: Five Steps to System Transformation

Boot Camp Q & A

Old Bridge Rebuilds

How to Perform an Observation in Edivate Observe

Proof of Impact: Kelly Glassett, Part 1

Proof of Impact: Kelly Glassett, Part 2

Proof of Impact: Steve Shaha, Part 1

Proof of Impact: Steve Shaha, Part 2

Clarke County, Georgia, Success Story

Edivate Observe Demo

Using the Edivate Review App

Assign Professional Development to an Observation in Edivate

Schedule an Observation or a Meeting in Edivate Observe

5th Grade Science - Elementary

High School Science: Part 1 - Secondary

High School Science: Part 2 - Secondary

High School Science: Part 3 - Secondary

High School Science: Part 4 - Secondary

8th Grade STEM: Fun With Functions

8th Grade STEM: Making Ice Cream: An Exploration of Physical

9th Grade STEM: Identifying Lipids: Their Sources and Functions

9th Grade STEM: Systems of Equations and Phone Plans

6th Grade STEM: Counting Candies in Base 5

5th Grade STEM: Exploring Gravity and Friction

5th Grade STEM: Exploring Structural Support in Architecture

K-5th Grade STEM: Designated Science Teachers in Elementary

Kindergarten STEM: Creating With Shapes

4th-5th Grade STEM: Investigating Physical and Chemical Change

6th Grade STEM: Ablative Shield Engineering Part 1: Designs and Prototypes

6th Grade STEM: Ablative Shield Engineering Part 2: Redesign and Testing

6th Grade STEM: The Scientific Method and Heat Transfer Part 1: Designing an Experiment

6th Grade STEM: The Scientific Method and Heat Transfer Part 2: Data Collection and Analysis

9th-12th Grade STEM: Investigating Water Samples Part 1: Measuring and Analyzing

9th-12th Grade STEM: Investigating Water Samples Part 2: Studying the Effects of Pollution

11th-12th Grade STEM: Paramecium Power Struggle Part 1: Designing an Experiment

11th-12th Grade STEM: Paramecium Power Struggle Part 2: Collecting and Analyzing Data

11th-12th Grade STEM: Paramecium Power Struggle Part 3: Drawing Conclusions

9th-11th Grade STEM: Exploring Force and Acceleration

3rd Grade STEM: Hermit Crab Habitats Part 1: Close Reading

3rd Grade STEM: Hermit Crab Habitats Part 2: Construction

3rd Grade STEM: Hermit Crab Habitats Part 3: Data Evaluation

4th Grade STEM: Finding Fossils

6th Grade STEM: Designing Birdhouses

Pre-Kindergarten STEM: Engineering Houses for The Three Little Pigs

Kindergarten STEM: Whale Insulation Investigation

1:1 Devices With Google Classroom

Pre-Kindergarten STEM: Bridges, Engineers, and The Billy Goat

1st Grade STEM: Informational Writing About Tornadoes

8th Grade STEM: Systems of Equations, A Hands-On Experience

9th-12th Grade STEM: Feel the Heat: Investigating Convection

9th Grade STEM: Reinforcing STEM Subjects in FACS

10th Grade STEM: Probability and Punnett Squares

Pre-K STEM: STEM Professional Development for Pre-K Part 1

Pre-K STEM: STEM Professional Development for Pre-K Part 2

Pre-K STEM: STEM Professional Development for Pre-K Part 3

Pre-K STEM: STEM Professional Development for Pre-K Part 4

Pre-K STEM: STEM Professional Development for Pre-K Part 5

Kindergarten: Part 1 - Elementary

Kindergarten: Part 2 - Elementary

Kindergarten: Part 3 - Elementary
High School Engineering: Part 1 - Secondary
High School Engineering: Part 2 - Secondary
Bell to Bell Kindergarten - Elementary
High School Social Studies - Secondary
In Newton County, Georgia, It's Personal
Athletes and Educators, Edviate Review
Improving Teaching and Learning With Edviate Review
Why Are Learning Outcomes Important?
Creating Learning Outcomes
What is a DOK Chart?
Determining Level of Mastery
Tutorial Screencast Video - Dashboard
Tutorial Screencast Video - Profile Page
Tutorial Screencast Video - Edviate Library
Tutorial Screencast Video - Feedback
Tutorial Screencast Video - Self-Assessments
Boot Camp: Dynamics of Change
Boot Camp: Leading Change
Boot Camp: Change Curve
Boot Camp: Sustaining Change
Boot Camp: The Art of Decision Making
Boot Camp: Creating a Learning System
Boot Camp: Building Trusting Relationships
Boot Camp: Shifting Mindsets
Boot Camp: Providing Feedback
Boot Camp: Data-Driven Decisions
Facilitator vs. Provider: Lesson Plan Walkthrough
Arranging Furniture for a Flexible Classroom
Classroom Meetings
Meeting Student Needs With Varied Strategies
The Race to Stay on Pace! - Elementary and Secondary
Teacher-Student Communication Strategies - Elementary and Secondary
Data-Tracking Binders - Elementary and Secondary
Cycle of Improvement
Flexible Classroom Environments
Student-Centered Learning

Setting Up for Success

Introducing Performance Tasks with The Fosbury Flop

Rubric Essentials

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

FALSE	focused
FALSE	Standard
FALSE	focused
FALSE	focused
FALSE	Standard
FALSE	focused
FALSE	Standard
FALSE	focused
FALSE	Standard
FALSE	focused
FALSE	focused
FALSE	Standard
FALSE	Standard
FALSE	focused
FALSE	Standard
FALSE	focused
FALSE	Standard
FALSE	focused
FALSE	Standard
FALSE	focused
FALSE	Standard
FALSE	focused
FALSE	Standard
FALSE	Standard
FALSE	focused
FALSE	Standard
FALSE	focused
FALSE	Standard
FALSE	Standard
FALSE	focused
FALSE	Standard
FALSE	focused
FALSE	Standard

[illegible]

[illegible]

FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	focused
FALSE	Standard
FALSE	focused
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	focused
FALSE	focused

FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	Standard
FALSE	Standard
FALSE	focused
FALSE	focused
FALSE	Standard
FALSE	focused
FALSE	focused
FALSE	Standard
FALSE	Standard
FALSE	focused
FALSE	Standard
FALSE	focused
FALSE	Standard
FALSE	Standard
FALSE	focused
FALSE	Standard
FALSE	Standard
FALSE	focused
FALSE	Standard
FALSE	Standard
FALSE	focused
FALSE	Standard
FALSE	focused
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

FALSE	focused
FALSE	focused
FALSE	focused
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard

[illegible]

FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	Standard
FALSE	Standard

[illegible]

[illegible]

FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	focused
FALSE	focused
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused

[illegible]

FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	focused
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	Standard
FALSE	focused
FALSE	focused
FALSE	focused

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Standard	
Standard	
Standard	
Standard	
Standard	
Standard	
Standard	
Standard	
Standard	
Standard	
Standard	
focused	
focused	

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

FALSE

FALSE

FALSE

Program Name

All Means All: What Is It About Me You Can't Teach

All Means All: What Is It About Me You Can't Teach

All Means All: What Is It About Me You Can't Teach

All Means All: What Is It About Me You Can't Teach

All Means All: What Is It About Me You Can't Teach

All Means All: What Is It About Me You Can't Teach

All Means All: What Is It About Me You Can't Teach

All Means All: What Is It About Me You Can't Teach

All Means All: What Is It About Me You Can't Teach

Courageous Conversations About Race

Courageous Conversations About Race

Courageous Conversations About Race

Courageous Conversations About Race

Courageous Conversations About Race

Courageous Conversations About Race

Courageous Conversations About Race

Courageous Conversations About Race

Courageous Conversations About Race

Helping Students of Limited English Skills

Helping Students of Limited English Skills

Helping Students of Limited English Skills

Helping Students of Limited English Skills

Helping Students of Limited English Skills

Helping Students of Limited English Skills

Helping Students of Limited English Skills

Helping Students of Limited English Skills

Helping Students of Limited English Skills

Helping Students of Limited English Skills

Helping Students of Limited English Skills

Helping Students of Limited English Skills

Working With Students from a Culture of Poverty

Working With Students from a Culture of Poverty

Working With Students from a Culture of Poverty

Working With Students from a Culture of Poverty

Working With Students from a Culture of Poverty

Working With Students from a Culture of Poverty

Working With Students from a Culture of Poverty
Working With Students from a Culture of Poverty
Working With Students from a Culture of Poverty
Working With Students from a Culture of Poverty
All Means All: What Is It About Me You Can't Teach
All Means All: What Is It About Me You Can't Teach
All Means All: What Is It About Me You Can't Teach
All Means All: What Is It About Me You Can't Teach
All Means All: What Is It About Me You Can't Teach
All Means All: What Is It About Me You Can't Teach
All Means All: What Is It About Me You Can't Teach
All Means All: What Is It About Me You Can't Teach
All Means All: What Is It About Me You Can't Teach
All Means All: What Is It About Me You Can't Teach
All Means All: What Is It About Me You Can't Teach
All Means All: What Is It About Me You Can't Teach

Assessment For Learning

Assessment For Learning

Assessment For Learning

Assessment For Learning

Assessment For Learning

Assessment For Learning

Assessment For Learning

Assessment For Learning

Assessment For Learning

Classroom Instruction That Works

Classroom Instruction That Works

Classroom Instruction That Works

Classroom Instruction That Works

Classroom Instruction That Works

Classroom Instruction That Works

Classroom Instruction That Works

Classroom Instruction That Works

Classroom Instruction That Works

Classroom Instruction That Works

Classroom Instruction That Works

Classroom Instruction That Works

Classroom Instruction That Works

Classroom Instruction That Works

Classroom Instruction That Works

Classroom Instruction That Works

Classroom Instruction That Works

Classroom Instruction That Works

Classroom Instruction That Works

Classroom Instruction That Works

Assessment For Learning

Assessment For Learning

Assessment For Learning

Assessment For Learning

Assessment For Learning

Assessment For Learning

Assessment For Learning

Assessment For Learning

Assessment For Learning

Differentiating Instruction For All Students

Differentiating Instruction For All Students

Differentiating Instruction For All Students

Differentiating Instruction For All Students

Differentiating Instruction For All Students

Differentiating Instruction For All Students

Differentiating Instruction For All Students

Differentiating Instruction For All Students

Differentiating Instruction For All Students

Differentiating Instruction For All Students

Differentiating Instruction For All Students

Differentiating Instruction For All Students

Differentiating Instruction For All Students

Differentiating Instruction For All Students

Differentiating Instruction For All Students

Differentiating Instruction For All Students

Using Data To Close The Achievement Gap

Using Data To Close The Achievement Gap

Using Data To Close The Achievement Gap

Using Data To Close The Achievement Gap

Using Data To Close The Achievement Gap

Using Data To Close The Achievement Gap

Using Data To Close The Achievement Gap

Using Data To Close The Achievement Gap

Using Data To Close The Achievement Gap

Classroom Management - How to Win Students Over

Classroom Management - How to Win Students Over

Classroom Management - How to Win Students Over

Classroom Management - How to Win Students Over

Classroom Management - How to Win Students Over

Classroom Management - How to Win Students Over

Classroom Management - How to Win Students Over

Classroom Management - How to Win Students Over

Classroom Management - How to Win Students Over

Classroom Management - How to Win Students Over

Classroom Management - How to Win Students Over

Classroom Management - How to Win Students Over

Classroom Management - How to Win Students Over

Classroom Management - How to Win Students Over

Classroom Management - How to Win Students Over

Quality Elementary Teaching for Classroom Success

Quality Elementary Teaching for Classroom Success

Quality Elementary Teaching for Classroom Success

Quality Elementary Teaching for Classroom Success

Quality Elementary Teaching for Classroom Success

Quality Elementary Teaching for Classroom Success

Quality Secondary Teaching for Classroom Success

Quality Secondary Teaching for Classroom Success

Quality Secondary Teaching for Classroom Success

Quality Secondary Teaching for Classroom Success

Quality Secondary Teaching for Classroom Success

Strategies For Secondary English Teachers

Strategies For Secondary English Teachers

Strategies For Secondary English Teachers

Strategies For Secondary English Teachers

Strategies For Secondary English Teachers

Strategies For Secondary Mathematics Teachers

Strategies For Secondary Mathematics Teachers

Visual Tools: Graphic Organizers to Thinking Maps

Visual Tools: Graphic Organizers to Thinking Maps

Classic: Teaching Intelligent Behaviors

Classic: Teaching Intelligent Behaviors

Classic: Teaching Intelligent Behaviors

Classic: Teaching Intelligent Behaviors

Classic: Teaching Intelligent Behaviors

Classic: Teaching Intelligent Behaviors

Classic: Teaching Intelligent Behaviors

Classic: Assessments and Scoring Guides

Classic: Assessments and Scoring Guides

Classic: Assessments and Scoring Guides

Classic: Assessments and Scoring Guides

Classic: Assessments and Scoring Guides

Classic: Assessments and Scoring Guides

Classic: Assessments and Scoring Guides

Classic: Assessments and Scoring Guides

Classic: Assessments and Scoring Guides

Classic: Assessments and Scoring Guides

Classic: Assessments and Scoring Guides

Classic: Assessments and Scoring Guides

Classic: Assessments and Scoring Guides

Classic: Assessments and Scoring Guides

Classic: Assessments and Scoring Guides

Classic: Assessments and Scoring Guides

Classic: Assessments and Scoring Guides

Classic: Assessments and Scoring Guides

Questioning to Stimulate Learning and Thinking

Questioning to Stimulate Learning and Thinking

Questioning to Stimulate Learning and Thinking

Questioning to Stimulate Learning and Thinking

Questioning to Stimulate Learning and Thinking

Questioning to Stimulate Learning and Thinking

Questioning to Stimulate Learning and Thinking

Questioning to Stimulate Learning and Thinking

Questioning to Stimulate Learning and Thinking

Questioning to Stimulate Learning and Thinking

Helping Struggling Readers Beyond Grade One

Helping Struggling Readers Beyond Grade One

Helping Struggling Readers Beyond Grade One

Helping Struggling Readers Beyond Grade One

Helping Struggling Readers Beyond Grade One

Helping Struggling Readers Beyond Grade One

Helping Struggling Readers Beyond Grade One

Helping Struggling Readers Beyond Grade One

Reading in the Content Areas

Reading in the Content Areas

Reading in the Content Areas

Reading in the Content Areas

Reading in the Content Areas

Reading in the Content Areas

Reading in the Content Areas

Reading in the Content Areas

Reading in the Content Areas

Reading in the Content Areas

Reading in the Content Areas

Reading in the Content Areas

Reading in the Content Areas

Reading in the Content Areas

Reading in the Content Areas

Reading in the Content Areas

Reading in the Content Areas

Reading in the Content Areas

Reading in the Content Areas

Reading in the Content Areas

Reading in the Content Areas

Reading in the Content Areas

Secondary Principals As Leaders of Learning

Secondary Principals As Leaders of Learning

Secondary Principals As Leaders of Learning

Secondary Principals As Leaders of Learning

Secondary Principals As Leaders of Learning

Secondary Principals As Leaders of Learning

Secondary Principals As Leaders of Learning

Secondary Principals As Leaders of Learning

Secondary Principals As Leaders of Learning

Secondary Principals As Leaders of Learning

Secondary Principals As Leaders of Learning

Secondary Principals As Leaders of Learning

Dealing with Teachers Who Are Resistant to Change

Dealing with Teachers Who Are Resistant to Change

Dealing with Teachers Who Are Resistant to Change

Dealing with Teachers Who Are Resistant to Change

Dealing with Teachers Who Are Resistant to Change

Dealing with Teachers Who Are Resistant to Change

Dealing with Teachers Who Are Resistant to Change

Conscious Classroom Management

Conscious Classroom Management

Conscious Classroom Management

Conscious Classroom Management

Conscious Classroom Management

Conscious Classroom Management

Conscious Classroom Management

Conscious Classroom Management

Conscious Classroom Management

Conscious Classroom Management

Conscious Classroom Management

Conscious Classroom Management

Conscious Classroom Management

Conscious Classroom Management

Conscious Classroom Management

Conscious Classroom Management

Conscious Classroom Management

Conscious Classroom Management

Conscious Classroom Management

Conscious Classroom Management

Conscious Classroom Management

Conscious Classroom Management

Conscious Classroom Management

Conscious Classroom Management

Conscious Classroom Management

Conscious Classroom Management

Conscious Classroom Management

Conscious Classroom Management

Classic: Reading in the Early Years

Classic: Reading in the Early Years

Classic: Reading in the Early Years

Classic: Reading in the Early Years

Classic: Reading in the Early Years

Classic: Reading in the Early Years

Classic: Reading in the Early Years

Classic: Reading in the Early Years

Classic: Reading in the Early Years

Classic: Reading in the Early Years

Classic: Reading in the Early Years

Classic: Reading in the Early Years

Classic: Reading in the Early Years

Classic: Reading in the Early Years

Classic: Reading in the Early Years

Classic: Reading in the Early Years

Classic: Reading in the Early Years

Classic: Reading in the Early Years

Classic: Reading in the Early Years

Classic: Reading in the Early Years

Classic: Reading in the Early Years

Classic: Reading in the Early Years

Classic: Reading in the Early Years

Classic: Reading in the Early Years

Classic: Reading in the Early Years

Classic: Reading in the Early Years

Classic: Reading in the Early Years

Elementary Principals as Leaders of Learning

Elementary Principals as Leaders of Learning

Elementary Principals as Leaders of Learning

Elementary Principals as Leaders of Learning

Elementary Principals as Leaders of Learning

Elementary Principals as Leaders of Learning

Elementary Principals as Leaders of Learning

Elementary Principals as Leaders of Learning

Elementary Principals as Leaders of Learning

Elementary Principals as Leaders of Learning

Classic: What's Worth Fighting For

Classic: What's Worth Fighting For

Classic: What's Worth Fighting For

Classic: What's Worth Fighting For

Classic: What's Worth Fighting For

Classic: What's Worth Fighting For

Classic: What's Worth Fighting For

Classic: What's Worth Fighting For

Classic: What's Worth Fighting For

Classic: What's Worth Fighting For

Classic: What's Worth Fighting For

Classic: What's Worth Fighting For

Classic: What's Worth Fighting For

Classic: What's Worth Fighting For

Classic: What's Worth Fighting For

Classic: Cooperative Learning/Multiple Intelligence

Classic: Cooperative Learning/Multiple Intelligence

Classic: Cooperative Learning/Multiple Intelligence

Classic: Cooperative Learning/Multiple Intelligence

Classic: Cooperative Learning/Multiple Intelligence

Classic: Cooperative Learning/Multiple Intelligence

Classic: Cooperative Learning/Multiple Intelligence

Classic: Cooperative Learning/Multiple Intelligence

Classic: Cooperative Learning/Multiple Intelligence

Classic: Cooperative Learning/Multiple Intelligence

Classic: Cooperative Learning/Multiple Intelligence

Classic: Cooperative Learning/Multiple Intelligence

Classic: Cooperative Learning/Multiple Intelligence

Classic: Cooperative Learning/Multiple Intelligence

Classic: Cooperative Learning/Multiple Intelligence

Classic: Cooperative Learning/Multiple Intelligence

Classic: Cooperative Learning/Multiple Intelligence

Classic: Cooperative Learning/Multiple Intelligence

Classic: Cooperative Learning/Multiple Intelligence

Classic: Cooperative Learning/Multiple Intelligence

Classic: Cooperative Learning/Multiple Intelligence

Classic: Cooperative Learning/Multiple Intelligence

Classic: Cooperative Learning/Multiple Intelligence

Classic: Principals: Leaders of Change

Classic: Principals: Leaders of Change

Classic: Principals: Leaders of Change

Classic: Principals: Leaders of Change

Classic: Principals: Leaders of Change

Classic: Principals: Leaders of Change

Classic: Principals: Leaders of Change

Classic: Principals: Leaders of Change

Classic: Principals: Leaders of Change

Classic: Principals: Leaders of Change

Classic: Principals: Leaders of Change

Classic: Principals: Leaders of Change

Classic: Cooperative Learning/Multiple Intelligence

Classic: Brain Research

Classic: Brain Research

Classic: Brain Research

Classic: Brain Research

Classic: Brain Research

Classic: Brain Research

Classic: Brain Research

Classic: Brain Research

Classic: Brain Research

Classic: Brain Research

Classic: Brain Research

Classic: Brain Research

Classic: Brain Research

Classic: High School Scheduling

Classic: High School Scheduling

Classic: High School Scheduling

Classic: High School Scheduling

Classic: High School Scheduling

Classic: High School Scheduling

Classic: High School Scheduling

Classic: High School Scheduling

Classic: High School Scheduling

Classic: High School Scheduling

Classic: Developing Rigor and Relevance

Classic: Developing Rigor and Relevance

Classic: Developing Rigor and Relevance

Classic: Developing Rigor and Relevance

Classic: Developing Rigor and Relevance

Classic: Developing Rigor and Relevance

Classic: Developing Rigor and Relevance

Classic: Developing Rigor and Relevance

Classic: Developing Rigor and Relevance

Classic: Developing Rigor and Relevance

Classic: Developing Rigor and Relevance

Classic: Developing Rigor and Relevance

Classic: Developing Rigor and Relevance

Classic: Developing Rigor and Relevance

Classic: Developing Rigor and Relevance

Designing and Evaluating Professional Development

Designing and Evaluating Professional Development

Designing and Evaluating Professional Development

Designing and Evaluating Professional Development

Designing and Evaluating Professional Development

Designing and Evaluating Professional Development

Designing and Evaluating Professional Development

Designing and Evaluating Professional Development

Designing and Evaluating Professional Development

Designing and Evaluating Professional Development

Designing and Evaluating Professional Development

Classic: Accelerated Schools

Classic: Accelerated Schools

Classic: Accelerated Schools

Classic: Accelerated Schools

Classic: Accelerated Schools

Classic: Accelerated Schools

Classic: Accelerated Schools

Classic: Accelerated Schools

Classic: Accelerated Schools

Classic: Accelerated Schools

Classic: Accelerated Schools

Differentiated Instruction Applied

Differentiated Instruction Applied

Differentiated Instruction Applied

Differentiated Instruction Applied

Differentiated Instruction Applied

Differentiated Instruction Applied

Differentiated Instruction Applied

Differentiated Instruction Applied

Differentiated Instruction Applied

Differentiated Instruction Applied

How to Increase Minority Student Achievement

How to Increase Minority Student Achievement

How to Increase Minority Student Achievement

How to Increase Minority Student Achievement

How to Increase Minority Student Achievement

How to Increase Minority Student Achievement

How to Increase Minority Student Achievement

How to Increase Minority Student Achievement

How to Increase Minority Student Achievement

How to Increase Minority Student Achievement

How to Increase Minority Student Achievement

How to Increase Minority Student Achievement

How to Increase Minority Student Achievement

How to Increase Minority Student Achievement

How to Increase Minority Student Achievement

How to Increase Minority Student Achievement

Differentiated Instruction Applied

Differentiated Instruction Applied

Differentiated Instruction Applied

Differentiated Instruction Applied

Differentiated Instruction Applied

Differentiated Instruction Applied

Differentiated Instruction Applied

Differentiated Instruction Applied

How to Increase Minority Student Achievement

How to Increase Minority Student Achievement

How to Increase Minority Student Achievement

How to Increase Minority Student Achievement

PLCs: Whole-Faculty Study Groups Approach

PLCs: Whole-Faculty Study Groups Approach

PLCs: Whole-Faculty Study Groups Approach

PLCs: Whole-Faculty Study Groups Approach

PLCs: Whole-Faculty Study Groups Approach

PLCs: Whole-Faculty Study Groups Approach

Concept-Based Curriculum for Deeper Understanding

Concept-Based Curriculum for Deeper Understanding

Concept-Based Curriculum for Deeper Understanding

Concept-Based Curriculum for Deeper Understanding

Concept-Based Curriculum for Deeper Understanding

Concept-Based Curriculum for Deeper Understanding

Concept-Based Curriculum for Deeper Understanding

Evaluation for Teacher and Student Growth

Evaluation for Teacher and Student Growth

Evaluation for Teacher and Student Growth

Evaluation for Teacher and Student Growth

Evaluation for Teacher and Student Growth

Evaluation for Teacher and Student Growth

Evaluation for Teacher and Student Growth

Evaluation for Teacher and Student Growth

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Impacting Teaching & Learning with Brain Research

Every Teacher - A Teacher of English Language Learners

Every Teacher - A Teacher of English Language Learners

Every Teacher - A Teacher of English Language Learners

Every Teacher - A Teacher of English Language Learners

Every Teacher - A Teacher of English Language Learners

Every Teacher - A Teacher of English Language Learners

Every Teacher - A Teacher of English Language Learners

Every Teacher - A Teacher of English Language Learners

Every Teacher - A Teacher of English Language Learners

Every Teacher - A Teacher of English Language Learners

Every Teacher - A Teacher of English Language Learners

Teaching Mathematics to Increase Achievement (6-8)

Teaching Mathematics to Increase Achievement (6-8)

Teaching Mathematics to Increase Achievement (6-8)

Teaching Mathematics to Increase Achievement (6-8)

Teaching Mathematics to Increase Achievement (6-8)

[illegible]

Teaching Mathematics to Increase Achievement (K-2)

Teaching Mathematics to Increase Achievement (K-2)

Teaching Mathematics to Increase Achievement (K-2)

Teaching Mathematics to Increase Achievement (K-2)

Teaching Mathematics to Increase Achievement (K-2)

Classic: Collaboration & Peer Coaching

Teaching Mathematics to Increase Achievement (K-2)

Classic: Collaboration & Peer Coaching

Teaching Mathematics to Increase Achievement (K-2)

Classic: Designing Performance Assessments

Classic: Designing Performance Assessments

Classic: Designing Performance Assessments

Classic: Designing Performance Assessments

Classic: Designing Performance Assessments

Classic: Designing Performance Assessments

Classic: Designing Performance Assessments

Classic: Designing Performance Assessments

Classic: Designing Performance Assessments

Classic: Designing Performance Assessments

Classic: Designing Performance Assessments

Classic: Designing Performance Assessments

Classic: Designing Performance Assessments

Classic: Designing Performance Assessments

Classic: Designing Performance Assessments

Classic: Designing Performance Assessments

Classic: Designing Performance Assessments

Every Teacher - A Teacher of English Language Learners

Every Teacher - A Teacher of English Language Learners

Every Teacher - A Teacher of English Language Learners

Every Teacher - A Teacher of English Language Learners

Every Teacher - A Teacher of English Language Learners

Every Teacher - A Teacher of English Language Learners

Every Teacher - A Teacher of English Language Learners

Every Teacher - A Teacher of English Language Learners

Every Teacher - A Teacher of English Language Learners

Every Teacher - A Teacher of English Language Learners

Every Teacher - A Teacher of English Language Learners

Every Teacher - A Teacher of English Language Learners
Every Teacher - A Teacher of English Language Learners
Every Teacher - A Teacher of English Language Learners
Every Teacher - A Teacher of English Language Learners
Every Teacher - A Teacher of English Language Learners
Every Teacher - A Teacher of English Language Learners
Every Teacher - A Teacher of English Language Learners
Every Teacher - A Teacher of English Language Learners
Every Teacher - A Teacher of English Language Learners
Every Teacher - A Teacher of English Language Learners
Every Teacher - A Teacher of English Language Learners
Every Teacher - A Teacher of English Language Learners

Working on the Work

Working on the Work

Working on the Work

Working on the Work

Working on the Work

Working on the Work

Working on the Work

Data Driven Decisions to Improve Results

Data Driven Decisions to Improve Results

Data Driven Decisions to Improve Results

Data Driven Decisions to Improve Results

Data Driven Decisions to Improve Results

Data Driven Decisions to Improve Results

Data Driven Decisions to Improve Results

Data Driven Decisions to Improve Results

(Webinar) Closing the Achievement Gap Series

Action Research

Action Research

Action Research

Action Research

Action Research

Action Research

Action Research

Action Research

Action Research

Classic: Learning-Focused Schools

Classic: Learning-Focused Schools

Classic: Learning-Focused Schools

Classic: Learning-Focused Schools

Classic: Learning-Focused Schools

Classic: Learning-Focused Schools

Classic: Learning-Focused Schools

Classic: Learning-Focused Schools

Classic: Learning-Focused Schools

Classic: Learning-Focused Schools

Classic: Learning-Focused Schools

Classic: Learning-Focused Schools

Classic: Learning-Focused Schools

Classic: Learning-Focused Schools

Classic: Learning-Focused Schools

Classic: Learning-Focused Schools

Classic: Learning-Focused Schools

Classic: Learning-Focused Schools

Classic: Learning-Focused Schools

Classic: Learning-Focused Schools

Classic: Learning-Focused Schools

Classic: Learning-Focused Schools

Classic: Learning-Focused Schools

Classic: Learning-Focused Schools

Classic: Learning-Focused Schools

Classic: Learning-Focused Schools

Classic: Learning-Focused Schools

Classic: Learning-Focused Schools

Classic: Learning-Focused Schools

Classic: Learning-Focused Schools

Classic: Learning-Focused Schools

Classic: Learning-Focused Schools

The Frazzled Educator's Health & Wellness Plan

The Frazzled Educator's Health & Wellness Plan

The Frazzled Educator's Health & Wellness Plan

The Frazzled Educator's Health & Wellness Plan

The Frazzled Educator's Health & Wellness Plan

The Frazzled Educator's Health & Wellness Plan
The Frazzled Educator's Health & Wellness Plan
The Frazzled Educator's Health & Wellness Plan
The Frazzled Educator's Health & Wellness Plan
The Frazzled Educator's Health & Wellness Plan
The Frazzled Educator's Health & Wellness Plan
The Frazzled Educator's Health & Wellness Plan
The Frazzled Educator's Health & Wellness Plan
The Frazzled Educator's Health & Wellness Plan
The Frazzled Educator's Health & Wellness Plan
The Frazzled Educator's Health & Wellness Plan

"Who Says" Motivational Videos

"Who Says" Motivational Videos

Cognitive Coaching

Cognitive Coaching

Cognitive Coaching

Cognitive Coaching

Cognitive Coaching

Cognitive Coaching

Cognitive Coaching

Cognitive Coaching

Cognitive Coaching

Implementing Professional Development

Implementing Professional Development

Implementing Professional Development

Implementing Professional Development

Implementing Professional Development

Implementing Professional Development

Implementing Professional Development

Implementing Professional Development

Implementing Professional Development

Implementing Professional Development

Implementing Professional Development

Implementing Professional Development

Implementing Professional Development

Implementing Professional Development

Accountability for Greater Student Learning

Accountability for Greater Student Learning

Accountability for Greater Student Learning

Accountability for Greater Student Learning

Accountability for Greater Student Learning

Accountability for Greater Student Learning

Accountability for Greater Student Learning

Accountability for Greater Student Learning

Accountability for Greater Student Learning

Accountability for Greater Student Learning

Accountability for Greater Student Learning

Reading, Writing, Speaking, and Listening

Reading, Writing, Speaking, and Listening

Reading, Writing, Speaking, and Listening

Reading, Writing, Speaking, and Listening

Reading, Writing, Speaking, and Listening

Reading, Writing, Speaking, and Listening

Reading, Writing, Speaking, and Listening

Reading, Writing, Speaking, and Listening

Reading, Writing, Speaking, and Listening

Reading, Writing, Speaking, and Listening

Reading, Writing, Speaking, and Listening

Reading, Writing, Speaking, and Listening

Achievement for Students with Special Needs

Achievement for Students with Special Needs

Achievement for Students with Special Needs

Achievement for Students with Special Needs

Achievement for Students with Special Needs

Achievement for Students with Special Needs

Achievement for Students with Special Needs

Achievement for Students with Special Needs

Achievement for Students with Special Needs

Achievement for Students with Special Needs

Achievement for Students with Special Needs

Achievement for Students with Special Needs

Achievement for Students with Special Needs

Achievement for Students with Special Needs

Achievement for Students with Special Needs

Classic: Teaching in the Block

Classic: Teaching in the Block

Classic: Teaching in the Block

Classic: Teaching in the Block

Classic: Teaching in the Block

Classic: Teaching in the Block

Classic: Teaching in the Block

Classic: Teaching in the Block

Classic: Teaching in the Block

Writing Across the Curriculum

Writing Across the Curriculum

Writing Across the Curriculum

Writing Across the Curriculum

Writing Across the Curriculum

Writing Across the Curriculum

Writing Across the Curriculum

Writing Across the Curriculum

Writing Across the Curriculum

Writing Across the Curriculum

Writing Across the Curriculum

Writing Across the Curriculum

Writing Across the Curriculum

Writing Across the Curriculum

Writing Across the Curriculum

Writing Across the Curriculum

Reading, Writing, Speaking, and Listening

Reading, Writing, Speaking, and Listening

Reading, Writing, Speaking, and Listening

Reading, Writing, Speaking, and Listening

Reading, Writing, Speaking, and Listening

Reading, Writing, Speaking, and Listening

Reading, Writing, Speaking, and Listening

Reading, Writing, Speaking, and Listening

Reading, Writing, Speaking, and Listening

Reading, Writing, Speaking, and Listening

Reading, Writing, Speaking, and Listening

Reading, Writing, Speaking, and Listening

Classic: Community Involvement

Classic: Community Involvement

Classic: Community Involvement

Classic: Community Involvement

Classic: Community Involvement

Classic: Community Involvement

Classic: Community Involvement

Differentiated Instruction Applied

Differentiated Instruction Applied

Differentiated Instruction Applied

Differentiated Instruction Applied

Differentiated Instruction Applied

Differentiated Instruction Applied

Differentiated Instruction Applied

Differentiated Instruction Applied

Classic: How Families Help Children Learn

Classic: How Families Help Children Learn

Classic: How Families Help Children Learn

Classic: How Families Help Children Learn

Classic: How Families Help Children Learn

Classic: How Families Help Children Learn

Classic: How Families Help Children Learn

Classic: How Families Help Children Learn

Classic: How Families Help Children Learn

Classic: How Families Help Children Learn

"Who Says" Motivational Videos

"Who Says" Motivational Videos

"Who Says" Motivational Videos

"Who Says" Motivational Videos

"Who Says" Motivational Videos

"Who Says" Motivational Videos

Effective Professional Development(2008)

Effective Professional Development

Effective Professional Development

The Leadership and Learning Center

The Leadership and Learning Center

The Leadership and Learning Center

The Leadership and Learning Center

The Leadership and Learning Center
The Leadership and Learning Center
The Leadership and Learning Center
The Leadership and Learning Center
The Leadership and Learning Center
Classic: Invitational Education
Classic: Invitational Education
Classic: Invitational Education
Classic: Invitational Education
Classic: Invitational Education
Classic: Invitational Education
Classic: Managing Change
Classic: Managing Change
Classic: Managing Change
Classic: Managing Change
Classic: Managing Change
Classic: Managing Change
Classic: Managing Change
Classic: Managing Change
Classic: Managing Change
Classic: Helping Disruptive Students
Classic: Helping Disruptive Students
Classic: Helping Disruptive Students
Classic: Helping Disruptive Students
Classic: Helping Disruptive Students
Classic: Helping Disruptive Students
Classic: Helping Disruptive Students
Classic: Curriculum Integration
Classic: Curriculum Integration
Classic: Curriculum Integration
Classic: Curriculum Integration
Classic: Curriculum Integration
Classic: Curriculum Integration
Classic: Curriculum Integration
Classic: Curriculum Integration
Classic: Collaboration & Peer Coaching
Classic: Collaboration & Peer Coaching
Classic: Collaboration & Peer Coaching
Classic: Collaboration & Peer Coaching

Classic: Cooperative Learning
Classic: Cooperative Learning
Classic: Cooperative Learning
Classic: Cooperative Learning
Classic: Cooperative Learning
Classic: Cooperative Learning
Classic: Cooperative Learning
Classic: Inclusion
Classic: Inclusion
Classic: Inclusion
Classic: Inclusion
Classic: Inclusion
Classic: Inclusion
Classic: Inclusion
Classic: Inclusion
Classic: Inclusion
Classic: Instructional Strategies - Middle School
Classic: Instructional Strategies - Middle School
Classic: Instructional Strategies - Middle School
Classic: Instructional Strategies - Middle School
Classic: Heterogeneous Classroom
Classic: Heterogeneous Classroom
Classic: Heterogeneous Classroom
Classic: Heterogeneous Classroom
Classic: Heterogeneous Classroom
Classic: Heterogeneous Classroom
Classic: Learning Differences
Classic: Learning Differences
Classic: Learning Differences
Classic: Learning Differences
Classic: Learning Differences
Classic: Learning Differences
Classic: Learning Differences
Classic: Learning Differences
Classic: Middle School Block Scheduling
Classic: Middle School Block Scheduling
Classic: Middle School Block Scheduling
Classic: Middle School Block Scheduling

Classic: Middle School Block Scheduling

Classic: Middle School Block Scheduling

Classic: Middle School Block Scheduling

Classic: Motivation For All Students

Classic: Motivation For All Students

Classic: Motivation For All Students

Classic: Motivation For All Students

Classic: Motivation For All Students

Classic: Motivation For All Students

Classic: Motivation For All Students

Classic: Motivation For All Students

Classic: Integrating Teaching Models - Elementary

Classic: Integrating Teaching Models - Elementary

Classic: Integrating Teaching Models - Elementary

Classic: Integrating Teaching Models - Elementary

Classic: Integrating Teaching Models - Elementary

Classic: Integrating Teaching Models - Secondary

Classic: Integrating Teaching Models - Secondary

Classic: Integrating Teaching Models - Secondary

Classic: Integrating Teaching Models - Secondary

Classic: Integrating Teaching Models - Secondary

Classic: Integrating Teaching Models - Secondary

Classic: Positive Discipline

Classic: Positive Discipline

Classic: Positive Discipline

Classic: Positive Discipline

Classic: Positive Discipline

Classic: Positive Discipline

Classic: Positive Discipline

Classic: Positive Discipline

Classic: Positive Discipline

Classic: Positive Discipline

Classic: Develop, Align, Audit Curriculum

Classic: Develop, Align, Audit Curriculum

Classic: Develop, Align, Audit Curriculum

Classic: Develop, Align, Audit Curriculum

Classic: Develop, Align, Audit Curriculum

Classic: Constructivist Classroom

Classic: Constructivist Classroom

Classic: Constructivist Classroom

Classic: Constructivist Classroom

Classic: Constructivist Classroom

Classic: Constructivist Classroom

Classic: Constructivist Classroom

Classic: Constructivist Classroom

Classic: Constructivist Classroom

Classic: Constructivist Classroom

Classic: Constructivist Classroom

Introducing PD 360

Early Childhood Development

Early Childhood Development

Early Childhood Development

Early Childhood Development

Early Childhood Development

Early Childhood Development

Early Childhood Development

Classic: Teacher Induction and Mentoring

Classic: Teacher Induction and Mentoring

Classic: Teacher Induction and Mentoring

Classic: Teacher Induction and Mentoring

Classic: Teacher Induction and Mentoring

Classic: Teacher Induction and Mentoring

Classic: Teacher Induction and Mentoring

Classic: Constructivist Classroom

Classic: Constructivist Classroom

Classic: Constructivist Classroom

Classic: Constructivist Classroom

Classic: Constructivist Classroom

Classic: Constructivist Classroom

Classic: Constructivist Classroom

Classic: Constructivist Classroom

Classic: Constructivist Classroom

Classic: Constructivist Classroom

Classic: Success for "Low Yield" Students

Classic: Success for "Low Yield" Students

Classic: Success for "Low Yield" Students

Classic: Success for "Low Yield" Students

Classic: Success for "Low Yield" Students

Classic: Success for "Low Yield" Students

Classic: Success for "Low Yield" Students

Guided Reading, The Art of

Guided Reading, The Art of

Guided Reading, The Art of

Guided Reading, The Art of

Guided Reading, The Art of

Guided Reading, The Art of

Compliance Series: Bloodborne Pathogens

Compliance Series: Bloodborne Pathogens

Compliance Series: Bloodborne Pathogens

Compliance Series: Bloodborne Pathogens

Compliance Series: Bullying

Compliance Series: Bullying

Compliance Series: Bullying

Compliance Series: Bullying

Compliance Series: Copyright

Compliance Series: Copyright

Virtual Conferences/TOWN HALL Los Angeles 7-14-2009

Virtual Conferences/TOWN HALL Los Angeles 7-14-2010

Virtual Conferences/TOWN HALL Los Angeles 7-14-2011

Virtual Conferences/TOWN HALL Los Angeles 7-14-2012

Compliance Series: Emergency Preparedness

Compliance Series: Emergency Preparedness

Compliance Series: Emergency Preparedness

Compliance Series: Emergency Preparedness

Compliance Series: Internet Safety

Compliance Series: Internet Safety

Compliance Series: Internet Safety

Compliance Series: Internet Safety

Compliance Series: Internet Safety

Compliance Series: Sexual Harassment

Compliance Series: Sexual Harassment

Compliance Series: Sexual Harassment

Compliance Series: Sexual Harassment

Compliance Series / Slips, Trips, and Falls

Learning 360° Framework

Learning 360° Framework

Learning 360° Framework

Learning 360° Framework

Learning 360° Framework

Learning 360° Framework

Learning 360° Framework

Learning 360° Framework

Learning 360° Framework

Learning 360° Framework

Learning 360° Framework

Learning 360° Framework

Learning 360° Framework

Learning 360° Framework

Learning 360° Framework

Learning 360° Framework

Learning 360° Framework

Learning 360° Framework

Learning 360° Framework

Learning 360° Framework

Learning 360° Framework

Learning 360° Framework

Learning 360° Framework

(Webinar) Common Core

Classic: Habits of Mind

Classic: Habits of Mind

Classic: Habits of Mind

Classic: Habits of Mind

Classic: Habits of Mind

Classic: Habits of Mind

Classic: Habits of Mind

Classic: Habits of Mind

"Who Says" Motivational Videos

"Who Says" Motivational Videos

(Webinar) Common Core

How to Use PD 360

How to Use PD 360

Technology in the Classroom, Tools: How to Use Technology - Elementary

Technology in the Classroom, Tools: How to Use Technology - Elementary

Technology in the Classroom, Tools: How to Use Technology - Elementary

Technology in the Classroom, Tools: How to Use Technology - Elementary

Technology in the Classroom, Tools: How to Use Technology - Elementary

Technology in the Classroom, Tools: How to Use Technology - Elementary

Technology in the Classroom, Tools: How to Use Technology - Elementary

Technology in the Classroom, Tools: How to Use Technology - Elementary

Technology in the Classroom, Tools: How to Use Technology - Elementary

Technology in the Classroom, Tools: How to Use Technology - Elementary

Technology in the Classroom, Tools: How to Use Technology - Elementary

Effective Professional Development

Effective Professional Development

Effective Professional Development

Effective Professional Development

Technology in the Classroom, Tools: How to Use Technology - Elementary

Technology in the Classroom, Tools: How to Use Technology - Secondary

Technology in the Classroom, Tools: How to Use Technology - Elementary

Technology in the Classroom, Tools: How to Use Technology - Elementary

Technology in the Classroom, Tools: How to Use Technology - Elementary

Technology in the Classroom, Tools: How to Use Technology - Elementary

Technology in the Classroom, Tools: How to Use Technology - Elementary

Technology in the Classroom, Tools: How to Use Technology - Elementary

Technology in the Classroom, Tools: How to Use Technology - Elementary

Technology in the Classroom, Tools: How to Use Technology - Elementary

Technology in the Classroom, Tools: How to Use Technology - Elementary

Technology in the Classroom, Tools: How to Use Technology - Elementary

Hope Foundation

Hope Foundation

Hope Foundation

Hope Foundation

Hope Foundation

Hope Foundation

Hope Foundation

Hope Foundation

Introducing Observation 360

Introducing PD 360

Sexual Harassment at School

Sexual Harassment at School

Sexual Harassment at School

Sexual Harassment at School

Sexual Harassment at School

Sexual Harassment at School

Sexual Harassment at School

"Who Says" Motivational Videos/NAESP

"Who Says" Motivational Videos/NAESP

"Who Says" Motivational Videos/NAESP

"Who Says" Motivational Videos/NAESP

(Webinar) The Equity Framework Series

No Strings Attached: Technology in Education (ESOL)

No Strings Attached: Technology in Education (ESOL)

No Strings Attached: Technology in Education (ESOL)

No Strings Attached: Technology in Education (Foreign Language)

No Strings Attached: Technology in Education (Foreign Language)

No Strings Attached: Technology in Education (Health)

No Strings Attached: Technology in Education (Health)

No Strings Attached: Technology in Education (Health)

No Strings Attached: Technology in Education (Health)

No Strings Attached: Technology in Education (Health)

No Strings Attached: Technology in Education (Language Arts)

No Strings Attached: Technology in Education (Language Arts)

No Strings Attached: Technology in Education (Language Arts)

No Strings Attached: Technology in Education (Language Arts)

No Strings Attached: Technology in Education (Language Arts)

No Strings Attached: Technology in Education (Language Arts)

No Strings Attached: Technology in Education (Mathematics)

No Strings Attached: Technology in Education (Mathematics)

No Strings Attached: Technology in Education (Mathematics)

No Strings Attached: Technology in Education (Music)

No Strings Attached: Technology in Education (Music)

No Strings Attached: Technology in Education (Music)

No Strings Attached: Technology in Education (Science)

No Strings Attached: Technology in Education (Science)
No Strings Attached: Technology in Education (Science)
No Strings Attached: Technology in Education (Science)
No Strings Attached: Technology in Education (Science)
No Strings Attached: Technology in Education (Science)
No Strings Attached: Technology in Education (Science)
No Strings Attached: Technology in Education (Social Studies)
No Strings Attached: Technology in Education (Social Studies)
No Strings Attached: Technology in Education (Social Studies)
No Strings Attached: Technology in Education (Foreign Language)
No Strings Attached: Technology in Education (Foreign Language)
No Strings Attached: Technology in Education (Health)
No Strings Attached: Technology in Education (Health)
No Strings Attached: Technology in Education (Health)
No Strings Attached: Technology in Education (Language Arts)
No Strings Attached: Technology in Education (Language Arts)
No Strings Attached: Technology in Education (Language Arts)
No Strings Attached: Technology in Education (Language Arts)
No Strings Attached: Technology in Education (Language Arts)
No Strings Attached: Technology in Education (Language Arts)
No Strings Attached: Technology in Education (Language Arts)
No Strings Attached: Technology in Education (Language Arts)
No Strings Attached: Technology in Education (Language Arts)
No Strings Attached: Technology in Education (Language Arts)
No Strings Attached: Technology in Education (Mathematics)
No Strings Attached: Technology in Education (Mathematics)
No Strings Attached: Technology in Education (Mathematics)
No Strings Attached: Technology in Education (Mathematics)
No Strings Attached: Technology in Education (Mathematics)
No Strings Attached: Technology in Education (Mathematics)
Conscious Classroom Management
Conscious Classroom Management
No Strings Attached: Technology in Education (Science)
No Strings Attached: Technology in Education (Science)
No Strings Attached: Technology in Education (Science)
No Strings Attached: Technology in Education (Science)
No Strings Attached: Technology in Education (Science)

No Strings Attached: Technology in Education (Science)
No Strings Attached: Technology in Education (Science)
No Strings Attached: Technology in Education (Science)
No Strings Attached: Technology in Education (Science)
No Strings Attached: Technology in Education (Social Studies)
No Strings Attached: Technology in Education (Social Studies)
No Strings Attached: Technology in Education (Social Studies)
No Strings Attached: Technology in Education (Social Studies)
No Strings Attached: Technology in Education (Social Studies)
No Strings Attached: Technology in Education (Social Studies)
No Strings Attached: Technology in Education (Social Studies)
No Strings Attached: Technology in Education (Social Studies)
No Strings Attached: Technology in Education (Social Studies)
No Strings Attached: Technology in Education (Social Studies)
No Strings Attached: Technology in Education (Social Studies)
No Strings Attached: Technology in Education (Social Studies)
No Strings Attached: Technology in Education (Social Studies)
No Strings Attached: Technology in Education (Social Studies)
No Strings Attached: Technology in Education (Social Studies)
No Strings Attached: Technology in Education (Social Studies)
No Strings Attached: Technology in Education (Social Studies)
No Strings Attached: Technology in Education (Social Studies)
No Strings Attached: Technology in Education (Theatres)
No Strings Attached: Technology in Education (Visual Arts)
No Strings Attached: Technology in Education (Visual Arts)
No Strings Attached: Technology in Education (Visual Arts)
No Strings Attached: Technology in Education (Visual Arts)
Classic: Portfolio Assessment
Classic: Portfolio Assessment
Classic: Portfolio Assessment
Classic: Portfolio Assessment
Classic: Portfolio Assessment
Classic: Portfolio Assessment
Classic: Portfolio Assessment
Classic: Portfolio Assessment
Growing Dendrites: 20 Instructional Strategies that Engage the Brain
Autism Pro

Autism Pro

Autism Pro

Autism Pro

Autism Pro

Classic: Effective Schools

Classic: Effective Schools

Classic: Effective Schools

Classic: Effective Schools

Classic: Effective Schools

Classic: Effective Schools

Classic: Effective Schools

Classic: Effective Schools

(Webinar) Equity 101

(Webinar) Equity 101

Autism Pro

Autism Pro

Autism Pro

Autism Pro

Autism Pro

(Webinar) Equity 101

(Webinar) Equity 101

Motion Leadership with Michael Fullan

Motion Leadership with Michael Fullan

Motion Leadership with Michael Fullan

Motion Leadership with Michael Fullan

Motion Leadership with Michael Fullan

Motion Leadership with Michael Fullan

Motion Leadership with Michael Fullan

Motion Leadership with Michael Fullan

(Webinar) Equity 101

(Webinar) Equity 101

(Webinar) Equity 101

Wavelength: A Funny Thing Happened Leaving No Child Behind

Wavelength: A Funny Thing Happened Leaving No Child Behind

Wavelength: A Funny Thing Happened Leaving No Child Behind

Wavelength: A Funny Thing Happened Leaving No Child Behind

Wavelength: A Funny Thing Happened Leaving No Child Behind

Wavelength: A Funny Thing Happened Leaving No Child Behind

Wavelength: A Funny Thing Happened Leaving No Child Behind

Wavelength: A Funny Thing Happened Leaving No Child Behind

Wavelength: Faculty Lounge

Wavelength: Faculty Lounge

Wavelength: Faculty Lounge

Wavelength: Faculty Lounge

Wavelength: Faculty Lounge

Wavelength: 7 Habits of Highly Ineffective Educators

Wavelength: 7 Habits of Highly Ineffective Educators

Wavelength: 7 Habits of Highly Ineffective Educators

Wavelength: 7 Habits of Highly Ineffective Educators

Wavelength: 7 Habits of Highly Ineffective Educators

Wavelength: 7 Habits of Highly Ineffective Educators

Wavelength: Musical Staff

Wavelength: Musical Staff

Wavelength: Musical Staff

Wavelength: Musical Staff

Wavelength: Musical Staff

Wavelength: Musical Staff

Wavelength: Musical Staff

Wavelength: Musical Staff

Wavelength: Musical Staff

Wavelength: Musical Staff

Wavelength: Musical Staff

Wavelength: Musical Staff

Wavelength: Musical Staff

Wavelength: Musical Staff

Wavelength: Musical Staff

Wavelength: Musical Staff

Wavelength: Musical Staff

Wavelength: The 'Sense' of Humor

Wavelength: The 'Sense' of Humor

Wavelength: The 'Sense' of Humor

Wavelength: The 'Sense' of Humor

Wavelength: The 'Sense' of Humor

Wavelength: The 'Sense' of Humor

Wavelength: The 'Sense' of Humor

Wavelength: The 'Sense' of Humor

Wavelength: The 'Sense' of Humor

Wavelength: The 'Sense' of Humor

Wavelength: The 'Sense' of Humor

Wavelength: The Best of Wavelength

Wavelength: The Best of Wavelength

Wavelength: The Best of Wavelength

Wavelength: The Best of Wavelength

Wavelength: The Best of Wavelength

Wavelength: The Best of Wavelength

Wavelength: The Best of Wavelength

Wavelength: The Best of Wavelength

Wavelength: The Best of Wavelength

Wavelength: The Best of Wavelength

Wavelength: Success with Discipline

Wavelength: Success with Discipline

Wavelength: Success with Discipline

(Webinar) Equity 101

Growing Dendrites: 20 Instructional Strategies that Engage the Brain

Growing Dendrites: 20 Instructional Strategies that Engage the Brain

Growing Dendrites: 20 Instructional Strategies that Engage the Brain

Growing Dendrites: 20 Instructional Strategies that Engage the Brain

Growing Dendrites: 20 Instructional Strategies that Engage the Brain

Growing Dendrites: 20 Instructional Strategies that Engage the Brain

Growing Dendrites: 20 Instructional Strategies that Engage the Brain

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

[illegible]

[illegible]

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

Practical PLC's

Practical PLC's

Practical PLC's

Practical PLC's

Practical PLC's

Practical PLC's

Practical PLC's

Practical PLC's

Practical PLC's

Practical PLC's

Practical PLC's

Practical PLC's

Classic: SMART Goals

Classic: SMART Goals

(Webinar) Learning 360 Framework Series

Practical RTI

Practical RTI

Practical RTI

Practical RTI

Practical RTI

Practical RTI

Practical RTI

Practical RTI

(Webinar) Learning 360 Framework Series

(Webinar) Learning 360 Framework Series

(Webinar) Learning 360 Framework Series

(Webinar) Learning 360 Framework Series
(Webinar) Learning 360 Framework Series
(Webinar) Learning 360 Framework Series
(Webinar) Learning 360 Framework Series
Learning 360 Framework Series
Virtual Conference/Town Hall Los Angeles 2011
Virtual Conference/Town Hall Los Angeles 2011
Virtual Conference/Town Hall Los Angeles 2011
Virtual Conference/Town Hall Los Angeles 2011
Virtual Conference/Town Hall Los Angeles 2011
Virtual Conference/Town Hall Los Angeles 2011
Virtual Conference/Town Hall Los Angeles 2011
Virtual Conference/Town Hall Los Angeles 2011
Expert Interviews/Deborah Childs-Bowen
Expert Interviews/Deborah Childs-Bowen
Expert Interviews/Deborah Childs-Bowen
Expert Interviews/Deborah Childs-Bowen
Expert Interviews/Deborah Childs-Bowen
Expert Interviews/Beverly Cross
Expert Interviews/Bobb Darnell
Expert Interviews/Bobb Darnell
Expert Interviews/Bobb Darnell
Expert Interviews/Bobb Darnell
Expert Interviews/Bobb Darnell
Expert Interviews/Bonnie Davis
Expert Interviews/Anne Foster
Expert Interviews/Anne Foster
Expert Interviews/Andy Hargreaves
Expert Interviews/Andy Hargreaves
Expert Interviews/Andy Hargreaves
Expert Interviews/Andy Hargreaves
Expert Interviews/Andy Hargreaves
Expert Interviews/Linda Munger
Expert Interviews/Linda Munger
Expert Interviews/Linda Munger
Expert Interviews/Beth Sattes and Jackie Walsh
Expert Interviews/Beth Sattes and Jackie Walsh

Expert Interviews/Beth Sattes and Jackie Walsh

Expert Interviews/Beth Sattes and Jackie Walsh

Expert Interviews/Dennis Shirley

Expert Interviews/Dennis Shirley

Expert Interviews/Dennis Shirley

Expert Interviews/Dennis Shirley

(Webinar) Learning 360 Framework Series

(Webinar) Learning 360 Framework Series

(Webinar) Learning 360 Framework Series

(Webinar) Learning 360 Framework Series

Technology Pedagogy

Technology Pedagogy

Technology Pedagogy

Technology Pedagogy

Technology Pedagogy

Technology Pedagogy

Technology Pedagogy

Technology Pedagogy

Technology Pedagogy

Technology Pedagogy

Technology Pedagogy

Technology Pedagogy

Technology Pedagogy

Instructional Coaching: A Partnership Approach with Jim Knight

Instructional Coaching: A Partnership Approach with Jim Knight

Instructional Coaching: A Partnership Approach with Jim Knight

Instructional Coaching: A Partnership Approach with Jim Knight

Instructional Coaching: A Partnership Approach with Jim Knight

Instructional Coaching: A Partnership Approach with Jim Knight

Instructional Coaching: A Partnership Approach with Jim Knight

Instructional Coaching: A Partnership Approach with Jim Knight

Introducing Learning 360 Framework

Job-embedded Professional Development

Job-embedded Professional Development

Job-embedded Professional Development

Job-embedded Professional Development

Job-embedded Professional Development

Job-embedded Professional Development
Job-embedded Professional Development
Job-embedded Professional Development
Job-embedded Professional Development
(Webinar) Learning 360 Framework Series
(Webinar) Learning 360 Framework Series
(Webinar) Learning 360 Framework Series
(Webinar) Learning 360 Framework Series
(Webinar) Learning 360 Framework Series
Practical Walkthroughs
Practical Walkthroughs
Practical Walkthroughs
Practical Walkthroughs
Practical Walkthroughs
Practical Walkthroughs
(Webinar) Learning 360 Framework Series
(Webinar) Learning 360 Framework Series
(Webinar) Learning 360 Framework Series
(Webinar) Learning 360 Framework Series
(Webinar) Learning 360 Framework Series
(Webinar) Learning 360 Framework Series
(Webinar) Learning 360 Framework Series
(Webinar) Learning 360 Framework Series
(Webinar) Learning 360 Framework Series
(Webinar) Learning 360 Framework Series
(Webinar) Learning 360 Framework Series
(Webinar) Learning 360 Framework Series
How to Use PD 360
How to Use PD 360
How to Use PD 360
How to Use PD 360
How to Use PD 360
Kentucky State Project
Kentucky State Project
Kentucky State Project
Kentucky State Project
Vision and Foundation

Vision and Foundation

Vision and Foundation

Vision and Foundation

Vision and Foundation

Kentucky State Project

Practical Lesson Study

Practical Lesson Study

Practical Lesson Study

Practical Lesson Study

Practical Lesson Study

Practical Lesson Study

Practical Lesson Study

Practical Lesson Study

Vision and Foundation

Utah Equity in Action Conference 2011

Utah Equity in Action Conference 2011

Utah Equity in Action Conference 2011

Utah Equity in Action Conference 2011

Utah Equity in Action Conference 2011

Utah Equity in Action Conference 2011

Utah Equity in Action Conference 2011

Utah Equity in Action Conference 2011

Utah Equity in Action Conference 2011

Utah Equity in Action Conference 2011

Utah Equity in Action Conference 2011

Utah Equity in Action Conference 2011

Utah Equity in Action Conference 2011

Utah Equity in Action Conference 2011

Utah Equity in Action Conference 2011

Utah Equity in Action Conference 2011

Utah Equity in Action Conference 2011

Utah Equity in Action Conference 2011

Utah Equity in Action Conference 2011

Utah Equity in Action Conference 2011

Utah Equity in Action Conference 2011

Utah Equity in Action Conference 2011

Utah Equity in Action Conference 2011

Utah Equity in Action Conference 2011

Utah Equity in Action Conference 2011

Utah Equity in Action Conference 2011

Utah Equity in Action Conference 2011

Vision and Foundation

Vision and Foundation

Vision and Foundation

Kentucky State Project

Kentucky State Project

Kentucky State Project

Kentucky State Project

Kentucky State Project

Kentucky State Project

Compliance Series: Bullying

Practical Observation 360

Practical Observation 360

Practical Observation 360

(Webinar) Learning 360 Framework Series

(Webinar) Learning 360 Framework Series

(Webinar) Learning 360 Framework Series

(Webinar) Learning 360 Framework Series

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

KCMSD Project

KCMSD Project

KCMSD Project

KCMSD Project

KCMSD Project

KCMSD Project

KCMSD Project

KCMSD Project

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

Expert Interviews 2011/Jamie Almanzan

Expert Interviews 2011/Jamie Almanzan

Expert Interviews 2011/Jamie Almanzan

Expert Interviews 2011/Jamie Almanzan

How to Use PD 360

How to Use PD 360

How to Use PD 360

How to Use PD 360

Teaching Strategies: Segments from the Teaching Strategies Blog - Elementary

Teaching Strategies: Segments from the Teaching Strategies Blog - Elementary

Teaching Strategies: Segments from the Teaching Strategies Blog - Elementary

Teaching Strategies: Segments from the Teaching Strategies Blog - Elementary

Teaching Strategies: Segments from the Teaching Strategies Blog - Elementary

Teaching Strategies: Segments from the Teaching Strategies Blog - Elementary

Teaching Strategies: Segments from the Teaching Strategies Blog - Elementary

Teaching Strategies: Segments from the Teaching Strategies Blog - Secondary

Teaching Strategies: Segments from the Teaching Strategies Blog - Elementary

Teaching Strategies: Segments from the Teaching Strategies Blog - Secondary

Teaching Strategies: Segments from the Teaching Strategies Blog - Secondary

Teaching Strategies: Segments from the Teaching Strategies Blog - Secondary

Teaching Strategies: Segments from the Teaching Strategies Blog - Secondary

Teaching Strategies: Segments from the Teaching Strategies Blog - Secondary

Teaching Strategies: Segments from the Teaching Strategies Blog - Secondary

Technology in the Classroom, Tools: How to Use Technology - Elementary

Teaching Strategies: Segments from the Teaching Strategies Blog - Secondary

(Webinars) Explorations in Equity

(Webinars) Explorations in Equity

(Webinars) Explorations in Equity

(Webinars) Explorations in Equity

Utah State Project

Utah State Project

Utah State Project

Utah State Project

Utah State Project

Utah State Project

Expert Interviews 2011/Linda S. Lane

Expert Interviews 2011/Linda S. Lane

Expert Interviews 2011/Linda S. Lane

"Who Says" Motivational Videos/NAESP

Equity and Innovation: Apollo Middle School

Equity and Innovation: Apollo Middle School

Equity and Innovation

Equity and Innovation: Apollo Middle School

Equity and Innovation

Equity and Innovation: Apollo Middle School

Equity and Innovation

Equity and Innovation: Apollo Middle School

Equity and Innovation

Equity and Innovation: Apollo Middle School

Equity and Innovation

Equity and Innovation: Apollo Middle School

Equity and Innovation

Equity and Innovation: Apollo Middle School

Equity and Innovation

Equity and Innovation - J. Erik Jonsson Community School

Equity and Innovation - J. Erik Jonsson Community School

Equity and Innovation - J. Erik Jonsson Community School

Equity and Innovation - J. Erik Jonsson Community School

Equity and Innovation - J. Erik Jonsson Community School

Equity and Innovation - J. Erik Jonsson Community School

Equity and Innovation - J. Erik Jonsson Community School

Equity and Innovation - West Hawaii Explorations Academy

Equity and Innovation - Standards-Based Schools

Equity and Innovation - Standards-Based Schools

Equity and Innovation - Standards-Based Schools

Equity and Innovation - Standards-Based Schools

Equity and Innovation - Standards-Based Schools

Equity and Innovation - Standards-Based Schools

Equity and Innovation - Standards-Based Schools

Equity and Innovation - Standards-Based Schools

Equity and Innovation - Kihei Charter School

Equity and Innovation - Kihei Charter School

Equity and Innovation - Kihei Charter School

Equity and Innovation - Kihei Charter School

Equity and Innovation - Kihei Charter School

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

Teaching Strategies: Segments from the Teaching Strategies Blog - Elementary

Teaching Strategies: Segments from the Teaching Strategies Blog - Elementary

Teaching Strategies: Segments from the Teaching Strategies Blog - Secondary

Teaching Strategies: Segments from the Teaching Strategies Blog - Secondary

Classic: SMART Goals

Vision and Foundation

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

Expert Interviews 2011/Jill Gough

Expert Interviews 2011/Jill Gough

Expert Interviews 2011/Jill Gough

Expert Interviews 2011/Mary Kim Schreck

Expert Interviews 2011/Mary Kim Schreck

Expert Interviews 2011/Mary Kim Schreck

Expert Interviews 2011/Mary Kim Schreck

Expert Interviews 2011/Tracy Frank

Expert Interviews 2011/Tracy Frank

(Webinar) Confronting the Challenges of Teacher Evaluation

(Webinar) Confronting the Challenges of Teacher Evaluation

(Webinar) Confronting the Challenges of Teacher Evaluation

(Webinar) Confronting the Challenges of Teacher Evaluation

Teaching Strategies: Segments from the Teaching Strategies Blog - Elementary

Teaching Strategies: Segments from the Teaching Strategies Blog - Secondary

Teaching Strategies: Segments from the Teaching Strategies Blog - Elementary

Teaching Strategies: Segments from the Teaching Strategies Blog - Secondary

Suicide Prevention Conference

Suicide Prevention Conference

Suicide Prevention Conference

Suicide Prevention Conference

Suicide Prevention Conference

Suicide Prevention Conference

Suicide Prevention Conference

Suicide Prevention Conference

Suicide Prevention Conference

Suicide Prevention Conference

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

Practical Student-Centered Learning

Pracitcal Student-Centered Learning

Pracitcal Student-Centered Learning

Pracitcal Student-Centered Learning

Pracitcal Student-Centered Learning

Pracitcal Student-Centered Learning

Autism Training Solutions

Autism Training Solutions

Autism Training Solutions

Autism Training Solutions

Autism Training Solutions

Autism Training Solutions

(Webinar) Learning 360 Framework Series

(Webinar) Learning 360 Framework Series

(Webinar) Learning 360 Framework Series

(Webinar) Learning 360 Framework Series

Indian River Delaware School District

Indian River Delaware School District

Indian River Delaware School District

Indian River Delaware School District

Indian River Delaware School District

Indian River Delaware School District

Indian River Delaware School District

Indian River Delaware School District

Indian River Delaware School District

Indian River Delaware School District

Indian River Delaware School District

Indian River Delaware School District

Indian River Delaware School District

Indian River Delaware School District

Indian River Delaware School District

Indian River Delaware School District

Indian River Delaware School District

Indian River Delaware School District

Teaching Strategies: Segments from the Teaching Strategies Blog - Elementary

Teaching Strategies: Segments from the Teaching Strategies Blog - Elementary

Teaching Strategies: Segments from the Teaching Strategies Blog - Secondary

Teaching Strategies: Segments from the Teaching Strategies Blog - Secondary

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) "Stuff You Can Use for Managing and Motivating All Students" - Conscious Teaching with Rick

(Webinar) "Stuff You Can Use for Managing and Motivating All Students" - Conscious Teaching with Ric

(Webinar) "Stuff You Can Use for Managing and Motivating All Students" - Conscious Teaching with Ric

Webinars: Common Core

Webinars: Common Core

Webinars: Common Core

Webinars: Common Core

(Webinar) Learning 360 Framework Series

(Webinar) Learning 360 Framework Series

(Webinar) Learning 360 Framework Series

(Webinar) Learning 360 Framework Series

Teaching Strategies: Segments from the Teaching Strategies Blog - Elementary

Teaching Strategies: Segments from the Teaching Strategies Blog - Secondary

Teaching Strategies: Segments from the Teaching Strategies Blog - Elementary

Teaching Strategies: Segments from the Teaching Strategies Blog - Elementary

Practical Equity Walkthroughs

Practical Equity Walkthroughs

Practical Equity Walkthroughs

Practical Equity Walkthroughs

Practical Equity Walkthroughs

Practical Equity Walkthroughs

(Webinar) "Stuff You Can Use for Managing and Motivating All Students" - Conscious Teaching with Ric

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

Webinars: Common Core

Webinars: Common Core

Webinars: Common Core

Webinars: Common Core

Standards-Focused Classroom

Standards-Focused Classroom

Equity and Innovation - West Hawaii Explorations Academy

Equity and Innovation - West Hawaii Explorations Academy

Equity and Innovation - West Hawaii Explorations Academy

Equity and Innovation - West Hawaii Explorations Academy

Equity and Innovation - West Hawaii Explorations Academy

Equity and Innovation - West Hawaii Explorations Academy

Equity and Innovation - West Hawaii Explorations Academy

Equity and Innovation - West Hawaii Explorations Academy

Equity and Innovation - West Hawaii Explorations Academy

Teaching Strategies: Segments from the Teaching Strategies Blog - Secondary

Teaching Strategies: Segments from the Teaching Strategies Blog - Elementary

Teaching Strategies: Segments from the Teaching Strategies Blog - Secondary

Teaching Strategies: Segments from the Teaching Strategies Blog - Elementary

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

Expert Interviews: ASCD 2012 - Tony Frontier

Expert Interviews: ASCD 2012 - Tony Frontier

Expert Interviews: ASCD 2012 - Pedro Noguera

Expert Interviews: ASCD 2012 - Pedro Noguera

Expert Interviews: ASCD 2012 - Thomas Guskey

Expert Interviews: ASCD 2012 - Thomas Guskey

(Webinars) Bullying: Understanding the Problem Defining Solutions

(Webinars) Bullying: Understanding the Problem Defining Solutions

(Webinars) Bullying: Understanding the Problem Defining Solutions

(Webinars) Bullying: Understanding the Problem Defining Solutions

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Common Core in the Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Common Core in the Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Common Core in the Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Equity and Innovation: Blue Ribbon Mentor-Advocates

Equity and Innovation: Blue Ribbon Mentor-Advocate

Innovation Lab Network

PD 360 - Practicle, Measurable, Scalable

Expert Interviews: ASCD 2012 - Robert E. Slavin

Expert Interviews: ASCD 2012 - Robert E. Slavin

(Webinar) Learning 360 Framework Series

(Webinar) Learning 360 Framework Series

(Webinar) Learning 360 Framework Series

(Webinar) Learning 360 Framework Series

(Webinars) Configuring Your Multi-Measure Evaluation System

Inter-Rater Reliability-Elementary

Inter-Rater Reliability-Elementary

Inter-Rater Reliability-Elementary

Inter-Rater Reliability-Elementary

Common Core in the Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

MAX Teaching in Action

MAX Teaching in Action

MAX Teaching in Action

MAX Teaching in Action

MAX Teaching in Action

MAX Teaching in Action

MAX Teaching in Action

MAX Teaching in Action

MAX Teaching in Action

MAX Teaching in Action

MAX Teaching in Action

MAX Teaching in Action

MAX Teaching in Action

MAX Teaching in Action

MAX Teaching in Action

MAX Teaching in Action

MAX Teaching in Action

MAX Teaching in Action

MAX Teaching in Action

MAX Teaching in Action

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

(Webinar) Common Core

School Improvement Innovation Summit 2012

(Webinar) Mastery of Assessment: For and Of Common Core Understanding

(Webinar) Mastery of Assessment: For and Of Common Core Understanding

(Webinar) Mastery of Assessment: For and Of Common Core Understanding

(Webinar) Mastery of Assessment: For and Of Common Core Understanding

School Improvement Innovation Summit 2012

School Improvement Innovation Summit 2012

School Improvement Innovation Summit 2012

School Improvement Innovation Summit 2012

School Improvement Innovation Summit 2012

School Improvement Innovation Summit 2012

School Improvement Innovation Summit 2012

School Improvement Innovation Summit 2012

School Improvement Innovation Summit 2012

School Improvement Innovation Summit 2012

School Improvement Innovation Summit 2012

School Improvement Innovation Summit 2012

School Improvement Innovation Summit 2012

School Improvement Innovation Summit 2012

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Common Core in the Classroom

Standards-Focused Classroom

Jacqueline Loiacono Mastery of Assessment: For and Of Common Core Understanding

Jacqueline Loiacono Mastery of Assessment: For and Of Common Core Understanding

School Improvement Innovation Summit 2012

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Inter-Rater Reliability-Secondary

Inter-Rater Reliability-Secondary

Inter-Rater Reliability-Elementary

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Equity and Innovation: Blue Ribbon Mentor-Advocates

Equity and Innovation: Blue Ribbon Mentor-Advocates

Equity and Innovation: Blue Ribbon Mentor-Advocates

Equity and Innovation: Blue Ribbon Mentor-Advocates

(Webinar) Using thereNow In-Class Cameras

(Webinar) Learning 360 Framework Series

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Common Core in the Classroom

Equity and Innovation - Students' Six

Equity and Innovation - Students' Six

How to Use Observation 360

How to Use Observation 360

Teaching with Math Tasks: Math Tasks 101

Teaching with Math Tasks: Extended Classrooms

Teaching with Math Tasks: Math Tasks 101

Teaching with Math Tasks: Math Tasks 101

Teaching with Math Tasks: Math Tasks 101

Teaching with Math Tasks: Extended Classrooms

Teaching with Math Tasks: Extended Classrooms

Teaching with Math Tasks: Extended Classrooms

Teaching with Math Tasks: Extended Classrooms

Teaching with Math Tasks: Extended Classrooms

Teaching with Math Tasks: Extended Classrooms

Teaching with Math Tasks: Extended Classrooms

Teaching with Math Tasks: Extended Classrooms

Teaching with Math Tasks: Extended Classrooms

Inter-Rater Reliability-Secondary

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Inter-Rater Reliability-Secondary

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

(Webinars) Teaching with Math Tasks

(Webinars) Equity and Innovation: Blue Ribbon Mentor-Advocate

Inter-Rater Reliability-Secondary

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Expert Interviews 2012/Diane Ullman

Expert Interviews 2012/Diane Ullman

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Implementing Educator Effectiveness

Implementing Educator Effectiveness

Implementing Educator Effectiveness

Implementing Educator Effectiveness

Inter-Rater Reliability-Elementary

Inter-Rater Reliability-Secondary

Inter-Rater Reliability-Elementary

Inter-Rater Reliability-Secondary

Inter-Rater Reliability-Secondary

Inter-Rater Reliability-Elementary

Inter-Rater Reliability-Elementary

Inter-Rater Reliability-Secondary

Inter-Rater Reliability-Elementary

Inter-Rater Reliability-Elementary

Inter-Rater Reliability-Secondary

Personalized Learning/Student-Centered Learning: Innovation Lab Network - New Hampshire

Personalized Learning/Student-Centered Learning: Innovation Lab Network - New Hampshire

Personalized Learning/Student-Centered Learning: Innovation Lab Network - New Hampshire

Personalized Learning/Student-Centered Learning: Innovation Lab Network - Wisconsin

Personalized Learning/Student-Centered Learning: Innovation Lab Network - Wisconsin

Personalized Learning/Student-Centered Learning: Innovation Lab Network - Wisconsin

Personalized Learning/Student-Centered Learning: Innovation Lab Network - Wisconsin

Early Childhood Development

Webinars - Implementing Educator Effectiveness

Expert Interviews 2012/Nancy Love

Expert Interviews 2012/Nancy Love

Expert Interviews 2012/Irvin Scott

Expert Interviews 2012/Irvin Scott

Expert Interviews 2012/Eric Sheninger

Expert Interviews 2012/Eric Sheninger

Inter-Rater Reliability-Secondary

Inter-Rater Reliability-Secondary

Inter-Rater Reliability-Elementary

Inter-Rater Reliability-Elementary

Inter-Rater Reliability-Elementary

Inter-Rater Reliability-Elementary

Inter-Rater Reliability-Elementary

Inter-Rater Reliability-Elementary

Inter-Rater Reliability-Secondary

Inter-Rater Reliability-Secondary

Webinars - Implementing Educator Effectiveness

Webinars - Implementing Educator Effectiveness

Webinars: Student-Centered Learning

Classroom Cameras: thereNow Classroom Camera How To Videos

Teaching Strategies: Elementary

Teaching Strategies: Elementary

Teaching Strategies: Elementary

Teaching Strategies: Elementary

Teaching Strategies: Elementary

Teaching Strategies: Elementary

Teaching Strategies: Elementary

Teaching Strategies: Elementary

Teaching Strategies: Secondary

Teaching Strategies: Secondary

Teaching Strategies: Secondary

Teaching Strategies: Secondary

Teaching Strategies: Secondary

Webinars: Observational Rounds

Student-Centered Learning: Innovation Lab Network - Kentucky

Student-Centered Learning: Innovation Lab Network - Kentucky

Student-Centered Learning: Innovation Lab Network - Kentucky

Webinars: Triggers: Instructional Strategies for Student Understanding

Webinars: Revising Curriculum and Teaching: The Purpose of Common Core Aligned Assessments

How to Use Observation 360

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Classroom Cameras: thereNow Classroom Camera How To Videos

Classroom Cameras: Introduction to Classroom Cameras

Classroom Cameras: thereNow Classroom Camera How To Videos
Classroom Cameras: thereNow Classroom Camera How To Videos
Classroom Cameras: thereNow Classroom Camera How To Videos
Classroom Cameras: thereNow Classroom Camera How To Videos
Classroom Cameras: thereNow Classroom Camera How To Videos
Classroom Cameras: thereNow Classroom Camera How To Videos
Classroom Cameras: thereNow Classroom Camera How To Videos
Classroom Cameras: thereNow Classroom Camera How To Videos
Classroom Cameras: thereNow Classroom Camera How To Videos
Classroom Cameras: thereNow Classroom Camera How To Videos
Classroom Cameras: thereNow Classroom Camera How To Videos

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Technology in the Classroom - Secondary

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Training Screencasts/Edivate

Training Screencasts/Edivate

Training Screencasts/Edivate

Introducing PD 360

How to Use PD 360

Equity and Innovation: Charleston Promise Neighborhood

Equity and Innovation: Charleston Promise Neighborhood

Equity and Innovation: Charleston Promise Neighborhood

Equity and Innovation: Charleston Promise Neighborhood

Training Screencasts/Edivate

Training Screencasts/Edivate

Math Practice Standards

Math Practice Standards

Math Practice Standards

Math Practice Standards

Math Practice Standards

Math Practice Standards

Math Practice Standards

Math Practice Standards

Math Practice Standards

Math Practice Standards

Math Practice Standards

Math Practice Standards

Math Practice Standards

Math Practice Standards

Math Practice Standards

Math Practice Standards

School Improvement Innovation Summit 2013

School Improvement Innovation Summit 2013

School Improvement Innovation Summit 2013

School Improvement Innovation Summit 2013

School Improvement Innovation Summit 2013

School Improvement Innovation Summit 2013

School Improvement Innovation Summit 2013

School Improvement Innovation Summit 2013

School Improvement Innovation Summit 2013

School Improvement Innovation Summit 2013

School Improvement Innovation Summit 2013

School Improvement Innovation Summit 2013

School Improvement Innovation Summit 2013

School Improvement Innovation Summit 2013

School Improvement Innovation Summit 2013

School Improvement Innovation Summit 2013

Training Screencasts/Edivate

Training Screencasts/Evidence 360

Training Screencasts/PD 360/Edivation

Training Screencasts/Edivate

Teaching Strategies: Elementary

Teaching Strategies: Secondary

Teaching Strategies: Secondary

Teaching Strategies: Secondary

Training Screencasts/Edivate

Training Screencasts/Edivate

Training Screencasts/Observation 360

Webinars: Charleston Promise Neighborhood: Providing for the Whole Child

Webinars: Charleston Promise Neighborhood: Providing for the Whole Child

Training Screencasts/Observation 360

Training Screencasts/Edivate

Training Screencasts/Edivate

Standards-Focused Classroom

Standards-Focused Classroom

Visual Tools: Graphic Organizers to Thinking Maps

Visual Tools: Graphic Organizers to Thinking Maps

Webinars: Math Practice Standards

Teaching Strategies: Secondary

Teaching Strategies: Secondary

Teaching Strategies: Elementary

Teaching Strategies: Elementary

Teaching Strategies: Elementary

Inter-Rater Reliability-Elementary

Inter-Rater Reliability-Elementary

Inter-Rater Reliability-Elementary

Inter-Rater Reliability-Elementary

Inter-Rater Reliability-Elementary

Inter-Rater Reliability-Elementary

Inter-Rater Reliability-Elementary

Inter-Rater Reliability-Secondary

Inter-Rater Reliability-Secondary

Inter-Rater Reliability-Secondary

Inter-Rater Reliability-Secondary

Inter-Rater Reliability-Secondary

Inter-Rater Reliability-Secondary

Inter-Rater Reliability-Secondary

Training Screencasts/Edivate

Training Screencasts/Edivate

Compliance Series: Bullying

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Training Screencasts/Edivate

Training Screencasts/Edivate

Core Learning: Assessing What Matters Most by Jay McTighe

Core Learning: Assessing What Matters Most by Jay McTighe

Core Learning: Assessing What Matters Most by Jay McTighe

Core Learning: Assessing What Matters Most by Jay McTighe

Core Learning: Assessing What Matters Most by Jay McTighe

Core Learning: Assessing What Matters Most by Jay McTighe

Core Learning: Assessing What Matters Most by Jay McTighe

Core Learning: Assessing What Matters Most by Jay McTighe

Core Learning: Assessing What Matters Most by Jay McTighe

Core Learning: Assessing What Matters Most by Jay McTighe

Core Learning: Assessing What Matters Most by Jay McTighe

Classroom Management

Classroom Management

Classroom Management

Classroom Management

Classroom Management

Classroom Management

Classroom Management

Classroom Management

Classroom Management

Classroom Management

Classroom Management

Classroom Management

Classroom Management

Classroom Management

Classroom Management

Classroom Management

Classroom Management

Classroom Management

Training Screencasts/LumiBook

Training Screencasts/LumiBook

Training Screencasts/LumiBook

(Webinars) Assessment to the Core

Standards-Focused Classroom

Common Core in the Classroom

English Language Development: Agua Caliente Elementary

English Language Development: Agua Caliente Elementary

English Language Development: Agua Caliente Elementary

English Language Development: Agua Caliente Elementary

English Language Development: Agua Caliente Elementary

Compliance Series: FERPA

Compliance Series: Teen Suicide Prevention

Compliance Series: Teen Suicide Prevention

Compliance Series: Teen Suicide Prevention

PBIS

PBIS

PBIS

PBIS

PBIS

Standards-Focused Classroom

Classroom Management

Classroom Management

Classroom Management

Classroom Management

Training Screencasts/Courses

Training Screencasts/Courses

LumiBook/Growing Thinking Students

LumiBook/Growing Thinking Students

LumiBook/Growing Thinking Students

LumiBook/Growing Thinking Students

LumiBook/Growing Thinking Students

LumiBook/Growing Thinking Students

LumiBook/Growing Thinking Students

LumiBook/Growing Thinking Students

LumiBook/Growing Thinking Students

LumiBook/Growing Thinking Students

Standards-Focused Classroom

Standards-Focused Classroom

School Improvement Innovation Summit 2014

School Improvement Innovation Summit 2014

School Improvement Innovation Summit 2014

School Improvement Innovation Summit 2014

School Improvement Innovation Summit 2014

School Improvement Innovation Summit 2014

School Improvement Innovation Summit 2014

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Special Education - Co-Teaching and Inclusion for Administrators

Special Education - Co-Teaching and Inclusion for Administrators

Special Education - Co-Teaching and Inclusion for Administrators

Special Education - Co-Teaching and Inclusion for Administrators

"Who Says" Motivational Videos

"Who Says" Motivational Videos

"Who Says" Motivational Videos

"Who Says" Motivational Videos

"Who Says" Motivational Videos

"Who Says" Motivational Videos

"Who Says" Motivational Videos

"Who Says" Motivational Videos

"Who Says" Motivational Videos

"Who Says" Motivational Videos

Special Education - Co-Teaching and Inclusion for Teachers

Special Education - Co-Teaching and Inclusion for Teachers

Special Education - Co-Teaching and Inclusion for Teachers

Special Education - Co-Teaching and Inclusion for Teachers

Special Education - Co-Teaching and Inclusion for Teachers

Special Education - Co-Teaching and Inclusion for Teachers

School Improvement Innovation Summit 2014

"Who Says" Motivational Videos

PBIS

PBIS

PBIS

PBIS

PBIS

PBIS

PBIS

PBIS

School Improvement Innovation Summit 2,014

School Improvement Innovation Summit 2,014

School Improvement Innovation Summit 2,014

School Improvement Innovation Summit 2,014

School Improvement Innovation Summit 2,014

School Improvement Innovation Summit 2,014

School Improvement Innovation Summit 2,014

School Improvement Innovation Summit 2,014

School Improvement Innovation Summit 2,014

School Improvement Innovation Summit 2,014

School Improvement Innovation Summit 2,014

School Improvement Innovation Summit 2,014

School Improvement Innovation Summit 2,014

School Improvement Innovation Summit 2,014

English Language Development: Agua Caliente Elementary

English Language Development: Agua Caliente Elementary

English Language Development: Agua Caliente Elementary

English Language Development: Agua Caliente Elementary

English Language Development: Agua Caliente Elementary

English Language Development: Agua Caliente Elementary

English Language Development: Agua Caliente Elementary

English Language Development: Agua Caliente Elementary

English Language Development: Agua Caliente Elementary

English Language Development: Agua Caliente Elementary

English Language Development: Agua Caliente Elementary

English Language Development: Agua Caliente Elementary

Training Screencasts/Edivate

Training Screencasts/Edivate

STEM

STEM

STEM

STEM

STEM

STEM

Reading Instruction

Reading Instruction

Reading Instruction

Reading Instruction

Reading Instruction

Reading Instruction

Reading Instruction

Reading Instruction

Reading Instruction

Reading Instruction

Reading Instruction

Reading Instruction

Reading Instruction

Reading Instruction

Reading Instruction

Reading Instruction

Reading Instruction

Reading Instruction

Reading Instruction

Reading Instruction

Reading Instruction

Reading Instruction

Reading Instruction

Reading Instruction

Reading Instruction

Reading Instruction

Inter-Rater Reliability/Student-Centered Learning

Inter-Rater Reliability/Student-Centered Learning

Inter-Rater Reliability/Student-Centered Learning

Inter-Rater Reliability/Student-Centered Learning

Inter-Rater Reliability-Secondary

Autism Education and Behavior Training Services

Autism Education and Behavior Training Services

Autism Education and Behavior Training Services

Autism Education and Behavior Training Services

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

Inter-Rater Reliability-Elementary

Inter-Rater Reliability-Elementary

Inter-Rater Reliability-Elementary

Inter-Rater Reliability-Elementary

Inter-Rater Reliability-Elementary

Inter-Rater Reliability-Secondary

Inter-Rater Reliability-Secondary

Inter-Rater Reliability-Secondary

Inter-Rater Reliability-Secondary

Inter-Rater Reliability-Secondary

Inter-Rater Reliability-Secondary

Inter-Rater Reliability-Secondary

Leadership/The Cycle of Improvement

Leadership/The Cycle of Improvement

Leadership/The Cycle of Improvement

Leadership/The Cycle of Improvement

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

Training Screencasts/Edivate

Inter-Rater Reliability-Fort Wayne Post Interviews

Inter-Rater Reliability-Fort Wayne Post Interviews

Inter-Rater Reliability-Fort Wayne Post Interviews

Inter-Rater Reliability-Fort Wayne Post Interviews

Inter-Rater Reliability-Fort Wayne Post Interviews

Inter-Rater Reliability-Fort Wayne Post Interviews

Inter-Rater Reliability-Fort Wayne Post Interviews

Inter-Rater Reliability-Fort Wayne Post Interviews

Classroom Management

Classroom Management

Classroom Management

Classroom Management

Classroom Management

Classroom Management

Classroom Management

Classroom Management

Classroom Management

Classroom Management

Classroom Management

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

Asperger Experts

Asperger Experts

Asperger Experts

Asperger Experts

Asperger Experts

Asperger Experts

Asperger Experts

Asperger Experts

Asperger Experts

Asperger Experts

Asperger Experts

Asperger Experts

Asperger Experts

Asperger Experts

Asperger Experts

Asperger Experts

Asperger Experts

Asperger Experts

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Standards-Focused Classroom

Leadership/The Cycle of Improvement

Leadership/The Cycle of Improvement

Leadership/The Cycle of Improvement

Implementing Edviate

Implementing Edviate

Implementing Edviate

Implementing Edviate

Implementing Edviate

Implementing Edviate

Technology in the Classroom - Secondary

Technology 1:1

Technology 1:1

Technology 1:1

Technology 1:1

Technology 1:1

Webb's Depth of Knowledge With Karin Hess

Webb's Depth of Knowledge With Karin Hess

Webb's Depth of Knowledge With Karin Hess

Webb's Depth of Knowledge With Karin Hess

Webb's Depth of Knowledge With Karin Hess

Webb's Depth of Knowledge With Karin Hess

Webb's Depth of Knowledge With Karin Hess

Who Says...Motivational Videos

Leadership/The Cycle of Improvement

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

Implementing Edviate

Implementing Edviate

Implementing Edviate

STEM

STEM

STEM

Technology 1:1

Technology 1:1

Personalized Learning

Personalized Learning

Personalized Learning

Implementing Edviate

Implementing Edivate

Who Says...Motivational Videos

Training Screencasts: Observe

Implementing Edivate

Implementing Edivate

Implementing Edivate

Implementing Edivate

Who Says...Motivational Videos

Training Screencasts: Observe

Training Screencasts: Observe

Training Screencasts: Observe

Training Screencasts: Observe

Inter-Rater Reliability-Elementary

Inter-Rater Reliability-Secondary

Inter-Rater Reliability-Secondary

Inter-Rater Reliability-Secondary

Inter-Rater Reliability-Secondary

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

TECH

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

STEM

Inter-Rater Reliability-Elementary

Inter-Rater Reliability-Elementary

Inter-Rater Reliability-Elementary

Inter-Rater Reliability-Secondary

Inter-Rater Reliability-Secondary

Inter-Rater Reliability-Elementary

Inter-Rater Reliability-Secondary

Implementing Edviate

Implementing Edviate

Implementing Edviate

Assessment

Assessment

Assessment

Assessment

Implementing Edviate

Implementing Edviate

Implementing Edviate

Implementing Edviate

Implementing Edviate

Implementing Edviate

Implementing Edviate

Implementing Edviate

Implementing Edviate

Implementing Edviate

Implementing Edviate

Implementing Edviate

Implementing Edviate

Implementing Edviate

Implementing Edviate

Fulton County LX/fulton County Custom Content

Fulton County LX/fulton County Custom Content

Fulton County LX/fulton County Custom Content

Classroom Management/Teacher as Facilitator

Classroom Management/Classroom Climate

Classroom Management/Classroom Climate

Fulton County LX/fulton County Custom Content

Fulton County LX/Co-Plan Learning

Fulton County LX/Co-Plan Learning

Fulton County LX/Co-Plan Learning

Fulton County LX/Co-Plan Learning

Fulton County LX/Co-Plan Learning

Fulton County LX/Co-Plan Learning

Teaching Strategies/Teaching Strategies - Secondary

Fulton County LX/Flexible Pacing

Fulton County LX/Flexible Pacing

Fulton County LX/Flexible Pacing

Teaching Strategies - Elementary and Secondary

Teaching Strategies - Elementary and Secondary

Teaching Strategies - Elementary and Secondary

Fulton County LX/Flexible Pacing

Fulton County LX/Flexible Pacing

Who Says...Motivational Videos

Who Says...Motivational Videos

Who Says...Motivational Videos

Who Says...Motivational Videos

Teaching Strategies/Multiple Ways to Demonstrate Learning

Teaching Strategies/Multiple Ways to Demonstrate Learning

Program Title

Classic: Technology-Infused Classroom

Classic: Technology-Infused Classroom

Classic: Technology-Infused Classroom

Classic: Technology-Infused Classroom

Classic: Technology-Infused Classroom

Classic: Technology-Infused Classroom

Classic: Technology-Infused Classroom

Classic: Technology-Infused Classroom

Classic: Technology-Infused Classroom

Classic: Technology-Infused Classroom

Classic: Technology-Infused Classroom

Classic: Technology-Infused Classroom

Classic: Technology-Infused Classroom

Classic: Technology-Infused Classroom

Classic: Technology-Infused Classroom

Classic: Technology-Infused Classroom

Classic: Technology-Infused Classroom

Classic: Technology-Infused Classroom

Classic: Technology-Infused Classroom

Classic: Technology-Infused Classroom

Classic: Technology-Infused Classroom

Classic: Learning-Focused Schools

Mentoring Matters: Learning-Focused Relationships

How to Use Observation 360

How to Use Observation 360

How to Use Observation 360

How to Use Observation 360

How to Use Observation 360

How to Use Observation 360

How to Use Observation 360

Student-Centered Learning: Innovation Lab Network - Kentucky

Student-Centered Learning: Innovation Lab Network - Kentucky

Reading Instruction

Classic: Constructivist Classroom, The

Classic: Constructivist Classroom, The

Classic: Constructivist Classroom, The

Classic: Constructivist Classroom, The

Classic: Constructivist Classroom, The

Classic: Constructivist Classroom, The

Classic: Constructivist Classroom, The

Classic: Constructivist Classroom, The

Implementing Edvate

Implementing Edvate

Implementing Edvate

Implementing Edvate

Jacqueline Loiacono Mastery of Assessment: For and Of Common Core Understanding

Jacqueline Loiacono Mastery of Assessment: For and Of Common Core Understanding

Time	Seconds
------	---------

5:57	
------	--

2:27	
------	--

11:35	
-------	--

4:56	
------	--

19:27	
-------	--

11:02	
-------	--

6:53	
------	--

7:15	
------	--

3:53	
------	--

29:29	
-------	--

14:51	
-------	--

11:25	
-------	--

5:53	
------	--

12:52	
-------	--

7:37	
------	--

12:19	
-------	--

15:23	
-------	--

20:26	
-------	--

8:48	
------	--

7:19	
------	--

16:24	
-------	--

13:06	
-------	--

6:15	
------	--

10:27	
-------	--

8:48	
------	--

7:52	
------	--

14:08	
-------	--

10:43	
-------	--

8:33	
------	--

18:02	
-------	--

4:18	
------	--

10:06	
-------	--

12:08	
-------	--

15:56	
-------	--

12:11	
-------	--

6:57	
------	--

18:09	
10:26	
15:38	
10:23	
8:51	
5:59	
2:26	
12:51	
6:04	
4:58	
7:25	
6:21	
7:59	
1:59	
8:11	
6:21	381
9:15	555
6:20	380
14:07	847
2:46	166
8:02	482
12:42	762
12:10	730
5:51	351
6:48	408
12:29	749
7:34	454
16:20	981
10:10	610
2:50	170
6:36	396
9:35	575
7:43	463
11:01	661
6:50	410
18:07	1087
11:21	681

10:11	611
7:43	463
2:37	157
7:50	470
3:15	195
6:04	364
8:24	504
6:21	381
3:22	202
11:48	708
11:41	701
10:06	606
5:29	329
12:03	723
4:36	276
5:02	302
7:33	
12:50	
6:41	
4:52	
13:44	
8:41	
11:47	
9:51	
7:59	
13:33	
9:59	
9:11	
14:07	
8:32	
9:25	
9:58	
7:15	435
6:23	383
9:13	553
5:30	330
14:50	890

17:48	1068
10:29	629
15:20	920
5:50	350
14:27	
6:39	
14:04	
9:18	
7:05	
6:04	
4:01	
8:34	
14:55	
10:13	
10:35	
8:01	
10:43	
4:21	
7:48	
5:29	
9:21	
33:19	
23:26	
4:54	
19:42	
14:47	
6:56	
4:33	
6:32	
7:46	
9:03	
13:05	
8:39	
8:28	
8:07	
9:46	
2:11	

6:58	
17:48	
7:49	
8:25	
5:49	
8:04	
6:12	
10:28	
11:23	
10:48	
4:43	
8:29	
5:30	
5:10	310
5:40	340
5:32	332
5:09	309
9:08	548
8:51	531
14:37	877
13:04	784
8:37	517
5:30	330
8:46	526
12:28	749
12:28	748
17:44	1064
4:36	276
3:27	207
27:10	1630
6:28	388
9:15	555
13:03	783
19:30	1170
4:38	278
3:40	220
20:28	1228

2:55	175
9:36	576

6:14
4:27
13:05
16:24
4:51
3:34
7:23
11:18
14:44
5:58
9:09
15:31
13:18
5:15
3:33
10:00
11:39
9:25
3:21
6:26
2:23
8:27
2:48
16:55
3:49
1:39
15:27
15:15

1:08
1:27
13:33
3:23
11:45
3:36
6:40
2:23
11:34
2:56
11:01
3:45
1:39
17:43
19:13
1:07
1:29
11:46
3:20
20:23
3:54
12:21
3:55
5:43
2:31
6:27
2:31
15:06
10:51
11:20
15:12
16:01
13:21
4:23
10:04
6:23
9:49

1:53
4:34
9:44
4:57
13:27
12:44
6:55
7:31
9:05
8:31
6:48
12:24
11:21
14:27
16:44
10:23
12:47
12:02
10:04
6:42
4:58
14:25
19:46
13:28
5:46
11:39
1:34
11:16
5:39
13:47
9:45
15:52
11:26
6:28
4:06
13:37
13:09

6:51	
12:34	
6:01	
10:09	
12:43	
20:11	1211
5:51	351
8:27	507
7:01	421
13:51	831
4:43	283
15:01	901
2:35	155
2:50	170
6:28	388
4:07	247
8:30	510
3:33	213
7:24	444
14:24	864
9:06	546
4:08	248
10:16	616
6:44	404
8:14	494
6:45	405
3:34	214
9:45	585
7:47	467
13:37	817
6:20	380
8:57	537
11:15	675
6:11	371
6:46	406
7:39	459
10:38	638

7:13	433
9:22	562
6:09	369
3:48	
1:58	
3:56	
4:55	
2:59	
4:58	
3:34	
17:26	
8:54	
1:01	
5:43	
3:14	
7:46	
3:49	
1:22	
1:30	
2:24	
4:43	
10:41	
9:04	
3:30	
3:24	
5:49	
2:52	
14:37	
8:16	
7:00	
7:54	
11:32	
12:36	
10:28	
13:39	
12:34	
8:24	

14:55
24:29
9:39
3:12
6:07
11:26
12:43
10:48
12:50
14:29
2:03
9:40
5:31
7:37
16:24
11:19
11:41
10:51
2:22
4:27
4:40
4:31
7:18
12:54
12:54
4:09
3:19
3:45
4:08
4:31
6:19
10:21
11:12
2:43
3:26
4:40
3:22

11:36	
6:33	
12:08	
4:12	
1:54	114
8:58	538
5:30	330
7:00	420
7:18	438
1:51	111
8:04	484
3:56	236
4:30	270
5:08	308
5:12	312
6:08	368
4:31	
4:49	
10:26	
5:51	
5:28	
6:13	
5:41	
6:13	
11:52	
7:43	
12:01	
8:43	
5:14	
16:35	
1:24	84
4:02	242
2:50	170
13:17	797
7:32	452
1:24	84
2:18	138

4:21	261
8:14	494
21:41	1301
1:48	
7:13	
2:26	
3:09	
3:05	
5:09	
1:58	
6:22	
1:04	
1:49	
2:58	
12:25	
14:24	
6:01	
2:08	
5:58	358
10:38	638
14:47	887
7:43	463
7:57	477
3:48	228
5:07	307
12:31	751
12:37	757
11:57	717
7:31	451
2:07	127
2:16	136
7:10	430
3:52	232
10:16	616
6:27	387
1:51	111
4:23	263

7:52	472
2:04	124
17:27	1047
3:18	198
8:07	487
9:44	584
13:53	833
14:28	868
14:17	857
11:00	660
12:37	757
12:21	741
9:42	582
28:48	1728
1:46	106
6:57	417
18:10	1090
15:05	905
10:57	657
13:46	826
2:44	164
14:17	857
15:26	926
23:15	1396
12:32	752
21:32	1292
12:25	745
8:48	528
12:52	772
2:37	157
4:38	278
24:10	1450
13:53	833
15:47	947
11:14	674
13:58	838
19:59	1199

12:41	761
15:40	940
6:25	385
11:56	716
8:39	519
9:32	572
2:33	
10:49	
12:50	
10:14	
6:49	
10:51	
18:21	
9:05	
5:38	
14:11	
14:23	
7:14	
15:31	
7:17	
20:41	
24:11	
13:10	
7:29	
28:48	1728
2:04	134
7:06	426
20:55	1255
18:05	1085
12:41	761
12:51	771
2:48	168
13:34	814
17:14	1034
23:16	1396
15:45	945
26:46	1606

19:49	1189
11:05	665
17:54	1074
8:25	501
12:48	768
13:56	836
12:09	729
6:54	414
15:41	941
8:50	
17:55	
6:55	
10:01	
10:35	
7:45	
9:32	
8:31	
4:59	
6:56	
12:42	
8:18	
10:53	
8:00	
3:37	
11:11	
5:51	
3:30	
6:14	
7:16	
4:39	
9:45	
6:19	
13:29	
10:29	
11:27	
4:48	
3:58	

5:56
5:10
4:46
4:30
11:08
8:04
12:08
6:34
16:31
10:11
4:11
4:11
5:53
3:24
6:54
4:30
12:56
5:51
13:01
6:33
14:19
5:45
15:21
5:53
4:50
13:14
7:36
11:58
10:04
9:36
12:28
11:41
13:35
4:13
5:49
3:06
2:19

345
921
353
290
794
456
718
604
576
748
701

4:37
6:54
3:13
3:32
3:21
3:15
6:23
4:09
5:02
4:57
8:02
12:02
3:44
5:43
4:02
4:13
5:09
3:58
3:22
10:02
4:27
6:11
7:32
5:14
3:32
4:11
12:42
5:03
6:34
2:58
3:38
6:03
4:16
3:55
6:23
3:21
3:07

3:43	
2:13	
7:36	
5:01	
5:11	
3:08	188
4:04	
13:52	832
6:33	
14:07	847
7:23	443
3:53	233
9:16	556
8:30	510
11:35	695
12:03	723
4:32	272
1:56	116
17:28	1048
7:24	444
3:54	234
11:00	660
10:26	626
10:23	623
11:47	707
4:01	241
6:42	402
11:12	672
9:05	545
4:52	292
10:40	640
12:07	727
11:18	678
15:32	932
11:07	667
8:47	527
14:30	870

9:23	563
11:20	680
4:32	272
7:57	477
11:29	689
8:58	538
13:57	837
7:55	475
14:03	843
10:59	659
13:54	834
14:45	885
2:43	
17:41	
13:52	
13:47	
16:19	
13:03	
17:16	
4:48	
12:11	
4:41	
8:46	
5:26	
5:12	
7:00	
9:26	
1:22:23	
7:58	
7:23	
6:16	
4:04	
8:24	
6:27	
10:54	
16:27	
11:13	

5:11
4:53
6:30
12:09
4:50
11:02
6:20
5:12
2:34
3:59
4:51
5:09
4:32
7:43
11:53
5:08
5:37
11:06
6:30
6:49
2:34
3:50
5:31
5:08
13:53
6:19
6:08
11:26
7:41
7:55
2:34
4:18
3:45
7:30
2:58
12:14
3:43

3:07	
15:37	
14:27	
3:44	
6:32	
2:58	
11:09	
3:43	
3:07	
15:37	
14:27	
3:19	
3:43	
5:40	
4:19	
13:52	
8:28	
10:52	
7:22	
11:15	
8:35	
6:21	
11:08	668
7:18	438
16:57	1017
8:25	505
8:21	501
18:12	1092
13:41	821
9:42	582
6:47	407
16:22	982
7:13	433
7:55	475
17:38	1058
12:29	749
6:44	

3:33	
17:10	
1:59	
5:01	
3:43	
5:16	
6:56	
1:53	
5:19	
14:53	
4:21	
4:01	
5:10	
10:14	
6:13	
4:14	
6:04	
8:23	
7:51	
7:22	
4:24	
6:15	
9:03	543
9:12	552
5:09	309
7:52	472
4:09	249
6:37	397
7:58	478
3:04	184
7:30	450
8:21	501
6:34	394
8:52	532
9:47	587
9:17	557
16:42	1002

8:32	512
7:30	450
8:02	482
6:30	426
9:30	570
4:49	289
7:03	423
17:09	1029
8:47	527
6:40	400
7:20	440
10:46	
6:26	
3:17	
2:55	
5:34	
5:42	
8:42	
4:36	
5:05	
10:42	
5:31	
7:19	
6:31	
8:19	
13:22	
5:54	
13:37	
3:55	
14:34	
10:57	657
5:14	314
6:05	365
10:59	659
11:15	675
9:56	596
3:42	222

5:10	310
10:40	640
11:13	673
3:36	216
5:47	347
8:52	532
7:22	442
7:03	423
6:55	
8:12	
6:03	
3:05	
5:40	
7:42	
7:56	
9:26	
7:12	
10:59	
4:28	
4:24	
2:35	
6:21	
8:02	
10:55	
4:23	
4:13	
6:20	
6:05	
6:05	
4:34	
4:17	
5:37	
4:02	
9:07	
3:21	
11:53	
4:35	275

4:47	287
6:08	368
12:16	736
14:06	846
5:37	337
8:17	497
8:00	480
9:58	598
7:07	427
6:37	397
8:34	514
10:19	619
11:24	684
1:23	83
4:36	276
4:15	255
12:34	754
7:12	432
3:58	238
3:44	224
3:43	223
5:53	396
7:34	
12:28	748
3:27	
2:20	
4:40	
6:19	
4:11	
5:59	
9:14	
7:23	
6:56	
3:54	
4:52	
4:04	
5:17	

6:44	
7:56	
5:23	
4:26	
6:16	
4:29	269
3:14	194
13:08	788
8:11	491
3:58	238
19:35	1175
5:50	350
6:38	398
9:56	596
6:56	416
2:47	167
15:03	903
10:50	650
9:42	582
6:34	394
4:02	242
4:50	290
2:37	157
5:20	320
8:25	505
4:02	242
7:14	434
4:04	244
12:05	725
2:11	131
5:57	357
11:10	670
7:06	426
15:59	959
9:21	561
13:58	838
7:19	439

7:20	440
10:21	621
9:02	542
2:29	149
6:35	395
14:03	843
5:18	318
1:54	114
14:36	876
9:03	543
6:18	378
4:09	249
3:52	232
6:56	416
4:25	265
11:48	708
11:32	692
13:18	798
17:46	1066
11:06	666
9:47	587
17:16	1036
9:36	576
8:26	506
18:04	1084
12:15	735
5:12	312
9:09	549
3:47	227
5:37	337
5:15	315
17:15	1035
6:26	386
8:24	504
12:41	761
13:04	784
10:09	609

8:57	537
8:43	523
10:20	620
3:08	
15:41	
9:46	
4:42	
3:56	
5:35	
4:01	
13:25	
10:01	
12:26	
4:12	
10:55	
8:20	
5:13	
14:18	
7:09	
9:25	
7:02	
9:42	
4:36	
6:02	
11:08	
9:19	
3:17	
7:59	
12:40	
16:39	
3:27	
9:28	
6:28	388
18:19	1099
13:47	827
11:54	714
12:09	729

14:30	870
6:04	364
12:08	728
7:14	434
12:58	778
7:11	431
5:05	305
10:03	603
10:37	637
17:08	1028
15:42	942
14:25	865
13:02	782
15:32	932
17:02	1022
13:52	832
1:14:39	
1:14:39	4479
7:22	
1:31	
9:53	
8:35	
7:59	
6:43	
11:36	
6:43 time is actually 10:56 on disc	
15:02	
2:19	
2:53	
13:17	
10:41	
4:59	
2:59	
6:08	
6:29	
18:40	
4:37	

2:53

11:45

10:13

3:50

3:00

8:20

4:43

7:29

13:25

3:37

8:23

23:54

21:06

21:24

23:38

23:19

23:45

22:00

9:22

562

14:24

864

4:26

266

6:29

389

15:51

951

7:43

463

5:29

329

2:53

13:41

12:40

11:09

2:57

6:08

10:17

8:13

10:43

5:26

7:36

12:57

5:11

4:39

15:48

16:42

9:41

12:38

16:26

16:25

16:04

13:12

5:38

6:14

5:00

7:15

5:46

6:30

9:15

6:12

372

7:05

8:45

41:04

44:19

19:54

29:13

9:30

6:02

12:57

8:48

7:30

5:34

334

8:26

5:39

5:34

5:51

5:36

6:47

6:05
5:43
12:23
17:26
20:18
10:46
16:18
19:12
16:11
16:54
13:59
16:23
14:29
18:36
20:37
15:19
13:20
15:00
15:39
18:54
18:07
15:54
13:40
12:58
12:15

1016

13:13
18:45
13:27
7:36
2:03
13:07
16:26
15:58
6:57
5:09

935

2:13

133

6:59

6:33

5:34

5:37

6:04

6:25

6:32

4:21

4:45

5:50

5:15

5:57

01:03:50

6:07

29:35

6:45

5:09

4:54

5:58

5:51

5:01

4:34

4:02

4:46

5:35

4:57

4:12

59:38

55:43

01:17:10

56:37

58:04

53:23

32:56

01:19:00

3:49

3:50

230

1:05

6:12

1:58

7:28

7:01

8:04

3:42

4:46

5:53

6:31

5:18

1:14:58

1:32

1:49

1:51

2:14

2:29

2:29

3:04

1:36

2:16

1:38

2:36

2:16

3:04

1:39

1:21

2:06

2:36

2:01

1:10

2:01

1:52

2:00

1:58

1:49

2:22

1:45

2:01

2:40

1:03

2:35

1:19

1:27

0:51

1:36

1:38

1:31

2:00

2:18

1:26

1:27

2:00

1:18

2:00

2:45

1:26

1:10

2:18

1:41

2:00

1:16

2:05

1:19

1:37

12:21

1:54

2:42

2:25

1:16

2:32

2:12	
3:04	
0:48	
2:31	
3:45	
2:24	
3:40	
1:19	
1:59	
2:21	
2:23	
1:18	
2:35	
2:14	
2:57	
1:53	
2:30	
1:23	
2:16	
2:37	
1:12	
1:41	
2:51	
1:35	
2:05	
1:34	
1:43	
3:48	228
9:12	552
4:44	284
8:19	499
3:00	180
3:48	228
16:50	1010
3:13	193
5:31	331
3:53	

3:50	
5:44	
5:49	
5:35	
5:26	326
17:25	1045
14:45	885
2:02	122
6:28	388
6:43	403
8:47	527
8:53	533
01:03:38	
45:16	
1:52	
6:12	
5:03	
5:21	
5:48	
41:17	
1:02:51	
11:56	716
13:15	795
12:06	726
12:36	756
12:06	726
14:27	867
11:04	664
10:36	636
1:50:43	
56:30	
47:19	
8:02	
8:47	
8:31	
1:27	
0:58	

3:23
9:25
3:27
18:38
10:54
11:27
6:35
5:30
10:29
5:57
2:55
6:11
8:45
7:39
1:46
1:22
1:48
1:54
1:45
1:10
1:27
2:03
1:27
1:10
1:04
1:36
1:30
1:54
0:58
2:52
1:36
1:51
6:07
1:00
10:12
11:26
2:58

7:32
8:39
5:45
3:56
7:47
2:16
2:41
6:44
4:32
4:23
6:14
4:55
4:58
2:04
10:48
14:40
16:43
11:34
56:06
5:41
3:48
5:56
5:54
4:49
3:17
2:39
2:32

3:15

1:51

1:25

1:19

1:32

341
228
356
354
289
197
159

152

178

111

90

79

	92
1:20	
1:36	
1:05	
1:23	
1:25	
	85
2:11	
	131
1:46	
	106
1:42	
	102
1:26	
	86
1:37	
	97
1:42	
	102
1:48	
	108
2:55	
	155
1:55	
	115
1:43	
	103
1:51	
	111
1:43	
	103
2:19	
2:41	

	161
2:15	
	145
4:22	
	159
2:15	
	135
1:18	
	78
3:36	
2:21	
	216
1:06	
	66
5:07	
	307
1:20	
	80
3:45	
	225
2:17	
2:09	
4:25	
2:00	
4:22	
2:49	
2:14	
2:41	
1:18	

5:46

1:49

2:08

7:27

7:15

6:59

4:11

3:35

8:23

1:53

5:08

4:26

6:55

4:30

10:16

3:13

7:06

7:27

10:33

6:14

8:13

3:15

7:11

6:58

10:03

16:15

14:45

14:14

43:35

57:46

1:16:58

1:09:16

1:01:22

56:01

56:02

1:33:22

6:34

8:48

10:13

10:36

6:07

10:23

8:42

8:33

8:03

8:53

10:50

9:56

11:39

8:41

10:38

10:58

7:19

5:18

9:47

9:04

4:46

11:33

6:32

7:30
5:46
11:30
12:53
10:95
10.01

7:47
3:55
2:10
8:50
5:48
5:21
9:00
11:44
9:51
9:14
10:09
5:49
8:25
8:53
7:11
5:43
7:33
2:15
5:16
9:24
6:08
4:57
7:53
3:22
7:30
8:20
13:01

13:37

11:34

9:25

9:49

4:18

5:43

5:12

7:06

5:25

10:43

9:35

575

11:57

717

9:20

560

9:30

570

9:01

541

8:21

501

1:59

3:27

469

615

553

472

443

220

373

392

452

386

8:02

6:32

11:15

9:51

6:26

8:21

7:37

6:07

474

10:21

9:39

8:54

13:21

1:47

10:47

10:20

9:10

10:33

10:45

12:56

9:46

10:21

9:16

13:00

9:44

5:07

10:24

10:38

8:00

11:54

11:57

9:33

10:00

10:34

11:54

11:57

347

283

340

541

623

526

540

721

638

4:59

9:14

7:24

6:58

9:10

10:47

13:06

9:30

15:35

935

16:56

1016

15:20

920

920

20:11

1211

1211

12:11

731

14:39

879

13:47

827

12:55

775

12:16

736

13:21

801

12:55

775

11:27

687

367

296

	319
	267
	284
	307
	410
	452
13:20	800
16:55	1015
	1015
	1027
15:44	944
	944
	956
14:32	872
2:00	
1:46	106
1:51	
2:25	
2:39	
1:13	
1:56	
1:52	
2:28	
3:29	
4:05	
	286
7:03	
10:02	
9:20	
11:20	

5:53

7:10

6:48

9:53

9:27

9:41

9:59

5:31

331

8:48

9:12

10:30

6:00

7:34

10:54

7:30

5:56

6:58

416

5:53

3:21

14:55

17:57

16:58

15:24

427

486

497

494

559

559

7:59

479

6:37

397

9:47

587

6:51

411

7:38

458

7:40

430

1:00	60
6:10	370
1:04	64
8:05	485
:53	53
8:16	496
:56	56
8:17	497
:51	51
7:30	470
:56	56
8:36	516
:53	53
8:19	499
8:04	484
7:49	469
7:04	424
6:39	399
7:31	451
7:24	444
8:33	513
7:14	434
6:26	386
8:22	502
6:59	419
2:49	169
6:08	368
2:51	171
4:15	255
8:07	487
9:03	543
9:10	550
6:15	375
8:43	523
13:31	811
9:55	595
10:51	651

9:49	589
10:44	644
8:40	520
	520
11:55	715
10:43	643
7:18	438
5:16	316
7:18	438
9:47	587
9:56	596
	540
13:36	816
11:53	713
13:05	785
9:10	550
9:57	597
9:16	556
9:12	552
11:48	708
12:21	741
11:04	664
8:09	489
10:44	644
13:23	925
15:46	946
18:03	1083
17:34	1054
7:29	449
9:47	587
8:31	511
7:57	477
7:35	455
13:32	812
16:00	960
15:17	917
15:50	950

14:51	891
14:34	874
6:30	390
16:06	966
16:52	1012
	731
	879
	827
	687
	775
	736
	801
	775
	800
	872
	811
	884
	644
	715
	643
	816
	713
	785
9:19	559
6:39	399
6:23	383
8:53	533
11:56	716
3:40	220
4:11	251
7:53	473
2:20	140
1:54	114
1:11	71
4:31	271
16:03	963
17:16	1036

20:53	1253
16:43	1003
	525
	488
	417
	530
	420
	319
	232
	429
	517
	330
	305
	335
	435
	551
	336
	347
	388
	477
5:52	353
7:23	443
9:59	599
9:16	556
	1003
	1253
	1036
	963
15:17	917
16:42	1002
15:52	952
15:17	917
14:50	890
14:57	897
13:25	805
13:46	826
16:55	1015

16:15	975
15:41	941
11:05	665
8:58	538
5:58	358
8:35	515
5:37	337
8:47	527
8:45	525
7:00	420
7:05	425
4:37	277
17:34	1054
	963
	1036
	1253
	1003
12:14	734
13:30	810
13:55	835
14:26	866
0:09:35	575
0:07:31	451
7:01	421
7:39	459
7:38	458
11:26	686
11:26	686
10:27	627
10:26	626
9:36	576
9:36	576
8:56	536
9:40	580
10:18	618
8:49	529
	917

	890
	897
	805
	734
	810
	835
	866
12:53	773
14:07	847
8:58	538
8:06	486
11:28	688
12:16	736
14:27	867
14:13	853
14:52	892
14:44	884
7:10	430
7:45	465
8:20	500
9:27	567
	471
0:08:17	497
9:54	594
9:48	588
7:40	460
6:08	368
5:50	350
	374
0:10:37	637
0:07:40	460
0:06:05	365
0:08:47	527
0:10:47	647
12:11	731
	511
0:07:25	445

9:05	545
9:56	596
6:07	367
50:13	3013
5:30	355
5:08	308
11:25	685
12:30	750
15:16	916
15:37	937
15:17	917
13:36	816
33:25	2005
35:54	2154
31:44	1904
26:09	1569
22:42	1362
	890
10:33	633
14:05	845
10:06	606
7:48	468
15:46	946
14:19	859
28:19	1699
10:47	647
13:47	827
26:05	1565
1911	1151
15:56	956
8:31	511
10:34	634
14:44	884
24:47	1487
40:15	2415
24:01	1441
4:35	275

4:42	282
28:09	1689
19:57	1197
13:28	808
	916
	937
	917
	816
15:14	914
16:49	1009
15:42	942
16:17	977
15:20	920
21:22	1282
22:45	1365
21:04	1264
23:04	1384
20:40	1240
18:52	1132
19:30	1170
22:51	1371
20:24	1224
22:01	1321
20:24	1224
19:40	1180
15:30	930
23:47	1427
0:10:28	628
10:23	623
11:47	707
6:22	382
5:40	340
	586
8:39	519
21:12	1281

9:58	598
0:08:48	528
7:44	464
24:20	1460
36:41	2201
24:19	1130
11:28	688
10:54	654
14:01	841
9:58	633
11:22	682
7:08	428
7:36	456
0:07:35	455
0:11:57	717
0:07:22	442
12:34	754
0:08:40	520
0:11:08	668
8:54	534
7:26	446
8:37	517
7:30	450
5:14	314
7:35	455
7:31	451
57:49	3470
56:27	3387
13:03	816
13:09	789
0:11:01	661
0:08:50	530
	542
8:32	512
7:52	472
22:22	1342
13:58	838

6:41	401
28:47	1727
10:07	607
8:11	491
9:08	548
32:01	1921
31:35	1895
34:50	2090
32:39	1959
28:37	1717
33:49	2029
34:33	2073
30:33	1833
31:57	1897
24:01	1442
0.007222222	624
0.007048611	609
0.007476852	646
0.006770833	585
0.005428241	469
0.006284722	543
0.006273148	542
0.005648148	488
11:14	674
0:09:28	568
0:08:04	484
0:08:14	494
0:08:34	514
0:13:15	795
0:12:14	734
0:07:56	476
0:07:39	459
0:11:04	664
0:10:33	633
0:08:57	537
0:10:55	655
0:07:09	429

0:11:58	718
0:10:16	616
1:03:44	3824
1:02:04	3724
46:23	2783
46:33	2793
51:33	3093
11:36	696
	2963
0:10:18	618
0:25:10	1510
0:21:52	1312
0:31:05	1865
0:29:26	1767
0:33:27	2007
0:25:32	1530
0:28:41	1721
0:34:08	2048
0:22:09	1329
14:20	860
12:42	762
0:27:35	1655
0:22:53	1373
0:23:20	1400
0:26:30	1590
0:28:07	1687
0:32:19	1939
0:20:30	1230
0:16:44	1004
0:20:50	1250
0:16:56	1016
0:19:36	1176
0:20:58	1258
0:17:47	1067
0:31:46	1906
0:12:40	760
6:17	377

7:22	442
7:07	427
14:03	843
15:28	928
13:46	826
12:59	779
20:53	1253
14:27	867
14:17	857
17:47	1067
15:20	920
12:04	724
13:02	782
17:56	1076
9:05	545
7:34	451
7:26	446
8:03	483
8:32	512
6:48	408
3:59	239
22:41	1361
1:08:29	4109
11:28	688
12:03	723
13:36	816
4:21	261
14:00	840
13:59	839
13:01	781
15:08	908
15:21	921
14:48	888
12:13	733
13:06	786
14:01	841
11:38	698

30:33	1833
32:04	1924
59:26	3566
1:00:42	3642
58:52	3532
26:42	1602
1:45	105
1:10	70
1:18	79
1:53	113
1:06	66
1:05	65
2:12	132
1:46	106
1:09	69
1:19	79
1:05	65
2:05	125
1:39	99
57:45	3465
10:32	313
5:12	312
3:54	234
1:03:11	3791
1:06:04	3964
6:41	401
0:11:38	698
0:11:29	689
0:10:00	600
0:07:52	473
0:10:25	625
0:05:34	334
0:06:42	402
0:09:42	582
0:10:19	619
8:28	87
2:17	137

1:26		86
2:39		159
2:56		176
2:34		154
2:27		147
1:02		62
2:07		127
1:48		108
1:50		110
2:47		167
2:08		128
0:13:50		830
0:09:40		580
0:08:24		504
0:08:08		488
6:24		384
3:27		207
0:09:00		540
0:09:08		548
0:08:29		509
0:07:48		468
1:51	111	
1:21	81	
1:28	88	
1:44		
5:25		325
6:36		396
4:08		248
3:51		231
1:31	91	
1:37	97	
2:40		160
2:07		127
3:42		222
2:33		153
2:10		130

2:17		137
2:33		153
2:52		187
2:21		141
2:16		136
2:59		179
1:55		115
2:03		123
2:04		124
3:19		199
2:41		161
22:23		1343
23:45		1425
13:35		815
21:48		1308
21:35		1295
14:03		843
21:11		1271
27:07		1627
31:20		1880
20:03		1203
26:33		1593
18:50		1130
20:50		1250
22:16		1336
24:49		1489
16:57		1017
1:43	103	
3:05	185	
1:29	89	
2:24	144	
2:19		139
1:40		100
1:27		87
2:04		124
1:37	97	
1:51	109	

1:58	118	
52:18		3138
57:27		3447
1:25	85	
1:21	81	
2:04	124	
0:09:45		585
0:11:05		665

55:31		3331
1:10		70
3:31		211
2:45		165
3:26		206
3:15		195
31:50		1910
50:22		3022
53:12		3192
21:24		1284
38:18		2298
41:04		2464
1:01:56		3716

15:40		940
37:49		2269
38:50		2330
27:45		1665
20:18		1218
22:35		1355
1:18		78
1:32		92
12:14		734
0:05:50		350
0:05:13		313
0:04:54		294
0:06:17		377

0:09:11	551
0:07:37	457
2:04	124
2:04	124
5:05	305
3:32	212
5:24	324
3:46	226
3:09	189
6:11	371
1:59	119
1:25	85
1:08	68
0:56	56
1:11	71
2:54	174
2:11	131
3:46	226
3:46	226
3:30	210
3:14	194
2:10	130
3:20	200
3:12	192
2:33	153
2:13	133
2:05	125
1:46	106
3:59	239
1:39	99
2:37	157
2:23	143
2:48	168
2:20	140
2:25	145
2:23	143
56:10	3370

0:05:48	348
0:05:07	307
55:28	3328
3:17	197
3:27	207
3:07	187
	398
	292
	173
	518
	325
0:03:12	192
0:06:00	360
0:07:14	434
0:05:48	348
0:04:38	278
0:06:52	412
0:06:27	387
0:04:25	265
0:05:28	328
0:08:14	494
3:49	229
1:57	117
2:09	129
2:29	149
1:59	119
1:41	101
1:59	119
2:03	123
2:04	124
2:33	153
1:09	69
0:06:23	383
0:07:19	439
0:07:35	455
0:09:37	577
0:05:52	352

0:08:34	514
0:08:01	481
0:08:02	482
0:08:43	523
3:07	187
3:29	209
2:22	142
0:06:22	382
0:07:28	448
0:11:33	693
12:17	737
9:40	580
4:22	262
10:29	629
4.31	271
0.289583333	
9:35	575
6:38	398
0:08:34	514
0:06:56	416
0:05:58	358
0:11:23	683
0:10:44	644
0:07:02	422
3:28	208
2:25	145
2:36	156
2:32	152
2:45	165
3:19	199
2:57	177
2:00	120
2:27	147
5:28	328
0:06:37	397
0:10:04	604
	663

0:07:55	475
0:10:46	646
0:09:04	544
0:10:02	602
3:58	238
1:11	71
2:01	121
2:31	150
2:02	122
1:44	104
1:53	113
1:48	108
1:47	107
1:11	71
1:17	77
1:48	108
1:40	100
2:03	123
1:27	87
8:38	518
8:39	519
6:03	363
10:37	637
8:18	498
6:45	405
8:52	532
8:54	534
8:44	524
5:54	363
7:45	465
8:11	491
8:23	503
9:16	556
16:02	962
9:04	544
7:12	432
12:15	735

6:40	400
12:37	757
8:21	501
8:50	530
5:20	320
16:11	1004
15:51	951
11:53	713
13:45	825
6:25	385
7:29	449
7:59	479
6:59	419
7:37	457
2:51	171
3:35	215
1:45	105
2:06	126
1:46	106
1:55	115
2:44	164
2:29	149
4:57	297
4:11	251
3:41	221
7:27	447
4:59	299
2:21	141
4:51	291
7:16	436
10:29	629
6:06	366
4:46	286
35:56	2156
24:17	1457
19:46	1186
17:23	1043

20:28	1228
26:15	1575
0:07:14	434
0:05:56	356
0:06:58	418
0:06:13	373
0:09:59	599
0.303472222	437
0:10:09	609
0:10:15	615
0:08:28	508
0:09:49	589
9:58	598
13:47	827
12:28	748
15:47	947
8:47	527
8:38	518
8:03	483
8:14	494
5:18	318
4:19	259
8:14	494
6:01	361
8:03	483
9:10	550
8:58	538
14:49	889
6:29	389
6:34	394
10:45	645
9:22	562
6:19	379
3:25	205
7:22	442
10:14	614
9:21	561

1:52	112
2:48	168
7:13	433
1:54	114
4:00	240
20:09	1209
21:34	1294
21:25	1285
23:18	1398
24:13	1453
5:34	334
17:15	1035
29:02	1742
27:21	1641
5:31	331
4:07	247
5:44	344
3:58	238
5:25	325
8:23	608
6:52	412
7:37	457
10:04	604
3:39	219
3:22	202
2:56	176
2:51	171
2:04	124
4:29	269
3:40	220
1:59	119
2:25	145
2:32	152
10:09	609
9:59	599
14:01	841
11:34	694

6:29	389
10:36	636
4:44	284
2:45	165
4:28	268
3:18	198
5:41	341
3:55	235
2:57	177
3:17	197
2:28	148
3:05	185
2:36	156
2:33	153
3:50	230
3:52	232
3:38	218
3:57	237
4:07	247
6:25	385
4:55	295
4:38	278
5:12	312
2:49	169
4:27	267
3:36	216
3:59	239
4:52	292
26:40	1600
28:50	1730
27:03	1623
33:59	2039
15:29	929
9:12	552
18:22	1102
11:00	660
5:18	318

14:50	890
11:38	698
12:33	753
12:30	750
12:31	751
10:25	625
17:42	1062
10:02	602
8:43	523
13:01	781
12:02	722
9:54	594
6:24	384
12:15	735
16:19	979
8:05	485
16:23	983
13:39	819
10:40	640
7:01	421
11:22	682
8:44	524
15:17	917
10:35	635
14:00	840
12:18	738
8:06	486
12:23	743
3:40	220
8:55	535
4:55	295
8:06	486
0.300694444	
2:45	165
7:33	453
11:49	709
6:49	409

12:30	750
10:02	602
8:49	529
8:33	513
7:29	449
6:07	367
4:21	261
8:21	501
6:17	377
9:52	592
5:18	318
9:44	584
4:22	265
11:04	664
7:52	472
5:50	350
48:14	2894
38:04	2284
51:58	3118
32:36	1956
40:03	2403
46:56	2816
29:10	1750
39:04	2344
36:37	2197
31:04	1864
41:07	2467
41:54	2514
11:25	
3:38	
10:44	
4:23	
5:58	358
6:57	417
7:40	460
4:30	270
5:39	339

5:26	326
6:17	377
5:59	359
5:28	329
1:15	75
15:04	904
12:24	744
6:55	415
8:08	488
18:28	1108
9:35	575
5:26	326
10:48	648
4:02	242
3:09	189
3:41	221
2:43	163
3:47	227
2:36	156
2:03	123
2:54	174
2:49	169
2:40	160
3:25	205
7:54	474
6:46	406
8:01	481
5:17	317
4:14	254
7:47	467
4:00	240
4:31	271
5:12	312
3:14	194
13:27	807
3:07	187
4:59	299

4:29	269
3:19	199
3:48	228
15:17	917
2:50	170
6:31	
43:56	2636
2:01	121
5:16	316
6:17	377
1:49	109
13:17	797
2:26	146
2:27	147
0.461805556	665
0.389583333	561
0.513194444	739
0.282638889	407
0.507638889	731
0.303472222	437
0.283333333	408
0.361111111	520
0.279861111	403
4:24	264
5:06	306
2:39	159
3:25	205
9:45	585
3:23	203
4:34	274
4:10	250
3:46	225
3:32	213
3:41	221
3:22	202

3:44	224
4:04	244
2:47	167
18:14	1094
17:46	1066
8:43	523
11:16	676
28:56	1736
16:09	969
28:17	1697
5:33	333
5:19	319
6:54	414
6:11	371
5:43	343
7:11	431
4:20	260
3:42	222
4:30	270
6:30	390
4:46	286
6:36	396
4:21	261
3:39	219
3:25	205
4:10	250
5:26	326
3:06	186
5:32	332
4:28	268
3:51	231
2:16	136
4:45	285
2:13	133
4:41	281
5:52	613
5:07	307

5:03	303
6:47	407
2:17	137
4:34	274
5:11	311
9:35	575
12:46	766
6:36	396
6:59	
1:34	94
1:11	71
1:32	92
55:37	3337
55:41	3341
44:18	2658
50:32	3032
50:11	3011
3:43	223
3:51	231
5:07	307
4:08	248
5:20	320
3:34	214
3:46	226
5:05	305
5:11	311
4:05	245
7:10	430
5:12	312
4:24	264
5:15	315
4:40	280
4:58	298
4:41	281
3:17	197
4:59	299
4:59	299

5:52	352
6:03	363
5:22	322
3:47	227
3:48	228
3:45	225
4:51	291
3:54	234
5:39	339
3:41	221
4:16	256
5:35	335
3:28	208
5:25	325
2:17	137
3:22	202
6:24	384
6:09	369
8:33	513
55:41	3341
54:45	3285
1:02:11	3731
45:43	2743
49:45	2985
1:07:11	4031
1:08:09	4089
6:38	398
2:33	153
3:20	200
:50	50
1:45	105
1:04	64
1:45	105
1:17	77
:59	59
1:25	85
1:53	113

1:54	114
2:45	165
1:46	106
3:14	194
3:08	188
1:39	99
2:52	172
3:22	202
1:40	100
2:12	132
2:04	124
4:01	241
4:00	240
1:37	97
4:01	241
3:59	239
1:38	
1:45	105

2:33	
2:33	
1:50	110
3:08	188
:46	46
1:50	110
3:08	188
:46	46

7:25	445
5:12	312
8:26	506
8:09	489

1:58	118
1:37	
Time	Time (seconds)
9:26	
9:34	
13:36	
9:53	
11:05	
6:16	
7:18	
9:57	
10:56	
17:37	
7:37	
15:59	
7:42	
6:39	
9:48	
9:31	
12:03	
7:48	
13:24	
6:50	
5:38	
6:22	
8:03	483
2:37	
3:20	
4:12	
3:08	
3:24	
3:32	
6:24	
3:53	233
3:31	211
13:02	782

10:39	639
11:05	665
2:27	147
5:08	308
7:24	444
18:37	1117
4:25	265