KDS Course Catalog

Concentration: College and Career Readiness

Course Title	Building Academic Language, K-6; 7-12
Presenter/Organization	Jeff Zwiers / Wiley
Course Description	With the adoption of college and career standards, all students need support developing their understanding and use of language within an academic context. As students' progress through school, subject matter becomes more complex and students must use language in more sophisticated ways to argue, to evaluate evidence, to analyze complex texts, to develop their own complex texts, and to engage academic discussions. This course is designed to equip K-12 teachers with the knowledge, skills, and strategies required to help their students grasp language principles and develop the academic language skills they need to reach their highest levels of academic achievement across all grade bands and content areas. Building Academic Language introduces teachers to the features and functions of academic language, strategies and activities for supporting the use of academic language, techniques for modeling academic language, and ideas for lesson planning and assessment that support academic language development.
Promo Video	https://vimeo.com/pcged/bac

Course Title	Common Core: Implementing the Writing Standards, K-5; 6-8; 9-12
Presenter/Organization	KDS / America Achieves
Course Description	In this course, you will learn how to implement the Common Core State Standards for writing instruction in your own classroom, whether you teach English language arts or high school science. You will examine the organization of the standards to see how the demand for more sophisticated writing increases over time. You will also explore in detail the 10 anchor standards that run through the two grade bands of K-5 and 6-12, including text types and purposes, production and distribution of writing, research to build and present knowledge, and range of writing. The course is available in three grade bands: K-5, 3-5, 6-8, and 9-12.
Promo Video	https://youtu.be/z8dUlR2uJ1Y

Course Title	Common Core in ELA: Instructional Shifts for Effective Implementation, K-2; 3-5; 6-8; 9-12
Presenter/Organization	KDS / America Achieves
Course Description	The Common Core State Standards originated in 2010 and have been adopted by the majority of states across the country. The Standards aim to increase the rigor of instruction for all students in order to adequately prepare them for success in college and careers. In this course, educators will explore the Common Core State Standards for English/Language Arts (CCSS ELA) to understand the purpose for the Standards, the foundations of the Standards, what students are expected to know, and how this will impact teachers' approach to instruction. The course will address the six major shifts in instruction, how these shifts will impact classroom practice, as well as how to address the needs of diverse student populations. Through readings, classroom instructional videos, and other materials, participants will gain a strong understanding of the Standards and their application. Participants will become more informed

	educators who can implement the Standards with fidelity in their school or district. The course is available in four grade bands: K-2, 3-5, 6-8, and 9-12
Promo Video	https://youtu.be/Z88m7y1-gTw

Course Title	Common Core in Mathematics: Instructional Shifts for Effective Implementation, K-2; 3-5; 6-8; 9-12
Presenter/Organization	KDS / America Achieves
Course Description	The Common Core State Standards originated in 2010 and have been adopted by the majority of states across the country. The Standards aim to increase the rigor of instruction for all students in order to adequately prepare them for success in college and career. In this course, educators will explore The Common Core State Standards for Mathematics (CCSS-M) to understand the purpose for the Standards, the foundations of the Standards, what students are expected to understand, know, and be able to do, and how this will impact teachers' approach to instruction. The course will address the combination of content standards and Mathematical Practice standards, the three shifts in emphasis and organization, how these shifts will impact classroom practice, and ways to address the needs of diverse student populations. Through readings, classroom videos, and other activities, participants will gain a foundational understanding of The Standards and their application. Participants will become informed educators who can implement the standards with fidelity in their school or district. The course is available in four grade bands: K-2, 3-5, 6-8, and 9-12.
Promo Video	https://youtu.be/3caqzWE_s0o

Course Title	Common Core State Standards for School Leaders
Presenter/Organization	KDS / America Achieves
Course Description	The Common Core State Standards originated in 2010 and have been adopted by the majority of states across the country. The standards aim to increase the rigor of instruction for all students in order to adequately prepare them for success in college and careers. In this course, educational leaders will explore the Common Core State Standards to understand the purpose for the standards, the foundations of the standards, what students are expected to understand, know, and be able to do, and how the standards and the related Common Core Shifts will impact teachers' approach to instruction across subject areas and grade levels. The course will explore the impact the standards have for instructional planning and assessment and will address considerations for diverse student populations. Throughout this course, educational leaders will explore the school culture, strategic communication, and organizational structures needed to support school-wide transition to the Common Core. Through readings, classroom instructional videos, and other materials, participants will gain a strong understanding of the standards and their application. Participants will deepen their capacity to lead implementation of the Common Core State Standards within their school or district.
Promo Video	https://youtu.be/V2sUSlpM0GY

Course Title	Elementary Reading Intervention Strategies
Presenter/Organization	Elaine McEwan-Adkins
Course Description	Proactive reading instruction-in everything from phonics to comprehension-is required both to prevent problems with and to promote authentic literacy. This course offers elementary educators a research-based menu of reading intervention strategies that prepare educators to intervene immediately and effectively at the first

	signs of students' struggles. The course equips educators with routines and activities that will make confident, able readers of all of their students. Educators learn proactive strategies to prevent literacy problems and are instructed on reading interventions that address existing literacy problems.
Promo Video	https://www.youtube.com/watch?v=ageKh5SotUE

Course Title	Making Student Thinking Visible
Presenter/Organization	Jonathon Saphier / Research for Better Teaching
Course Description	In this course, educators will learn about that strategies used to Make Students Thinking Visible (MSTV). Educators will hear from John Saphier and Lucy West on the concepts, embedded values, and operating principles of MSTV. They will conduct a deep dive into the operating principles of cultivating a talk environment, developing student confidence, relinquishing control of the classroom, extending student capacity to manage discussions all in support of helping students make their thinking visible. They will also learn about the preparation and planning needed to fully integrate MSTV operating principles into their classroom.
Promo Video	https://vimeo.com/pcged/mstv

Course Title	Shifting Instruction with the Five Core Practices
Presenter/Organization	Michael Moody & Richard Nyankori / Insight Education Group
Course Description	In this course, you will gain the knowledge and skills to implement five key core practices in your instruction that have the potential to create powerful results for students and prepare them for success in college and career. You will apply the concrete actions and characteristics of each practice to help align your instruction with the Common Core State Standards (CCSS). Through illustrations, teacher modeling and interactive exercises, you will identify the areas of your practice that are strong, and those that need to be further developed. By the end of this course, you will have designed lesson plans that incorporate each of the five Core Practices in order to effectively integrate them into your own instruction. Research has shown these specific practices to be very high impact, aligned to state standards and linked to positive outcomes, specifically showing how high school students can be best prepared for college and career. The five Core Practices of the Insight Core Framework are: Core Practice #1: Know the Discipline Well Core Practice #2: Prioritize Evidence over Opinion Core Practice #3: Grow and Improve Students' Knowledge Base Core Practice #4: Assess Progress towards Mastery Core Practice #5: Promote Intellectual Risk Taking and Persistence
Promo Video	https://vimeo.com/pcged/sifcp

Course Title	Student Learning Objectives: Using SLOs to Improve Instruction and Advance Student Growth
Presenter/Organization	William J. Slotnik / CTAC
Course Description	In this course, you will gain the knowledge and skills to plan and deliver content more effectively by using Student Learning Objectives (SLOs}. SLOs are carefully planned goals for what students will learn over a given time period. You will learn a process for planning and implementing SLOs in order to strengthen your practice and improve student learning. This course complements CTAC's face-to-face training and serves as training for K-12 teachers in districts implementing SLOs.

Promo Video	https://vimeo.com/pcged/slos

Concentration: Diverse Learners

Course Title	Aiding Students with Learning Disabilities
Presenter/Organization	Donna Walker Tileston
Course Description	In this course Dr. Donna Walker Tileston covers a broad range of topics in the worlds of brain research and special education. Because she ends every unit with a hands-on practitioner's approach to improving classroom strategies, the brain research is an introduction and provides vital background to a classroom teacher who is working to enlarge his or her toolbox for working with students with special needs. Many of the ideas and classroom strategies, however, apply equally to the regular education teacher and classroom. After presenting a brief history of special education, Dr. Tileston introduces and explains the key legislation that has changed the lives of people with special needs. She discusses the services schools are required to provide and makes suggestions for what schools can do to best implement the standards set in federal and state laws. Dr. Tileston then focuses on three systems of thinking and the roles they play in learning. She then draws a distinction between declarative knowledge and procedural knowledge, definitions that are used throughout her presentations. She offers many examples of mental models that students may learn to construct in order to increase their ability to recall and organize pieces of information. Shifting gears to emotional and behavioral disorders, as well as attention disorders and solutions, Dr. Tileston looks first at the brain's involvement in emotions and behavior and attention disorders. For all of the disabilities she explores, Dr. Tileston recommends a variety of tactics to better engage students, including providing much structure, such as scaffolding in curriculum and behavioral expectations; consistency in every aspect of classroom life; and constant positive and specific feedback. Ultimately, this course's goal is to ensure that all students receive a high quality education and become independent and empowered in their learning.
Promo Video	https://www.youtube.com/watch?v=uV36efjBKRU

Course Title	Becoming a Culturally Responsive Teacher
Presenter/Organization	Gary Howard
Course Description	How do you reach students who are culturally and racially different from you? This course provides thought-provoking background and practical suggestions for teachers seeking the answer to this question. Participants explore their own assumptions about race, class, and culture; and learn strategies for creating classrooms that are culturally inviting to all. Classroom footage illustrates principles of Culturally Responsive Teaching, including affirming students' cultural connections, stressing collectivity as well as individuality, and managing the classroom with firm, consistent, caring control. Join presenter Gary Howard as he leads workshop participants in activities that explore historical and personal perspectives. What groups were empowered to take part in government when the Constitution was drafted? What voices have been added to the conversation since then, and how has a history of disenfranchisement affected the ways in which we view each other? Mr. Howard makes a compelling case for knowing who your students really are, advocating an approach that celebrates culture and history, rather than requiring students to give up parts of their identities in order to survive in school. Finally, we hear from teachers who are trying a new approach to cultural difference and visit their classrooms to see the results.
Promo Video	https://vimeo.com/pcged/bcrt

www.educatored.com

Course Title	Best Practices for Teaching African-American Boys
Presenter/Organization	Jawanza Kunjufu
Course Description	According to the most recent statistics, the dropout rate for African American males in US schools is over 50%. Dr. Jawanza Kunjufu links this trend with the disproportionate placement of these students in special education classes, a dearth of African American male teachers, and a failure to teach to African American boys' learning styles. In Best Practices for Teaching African American Boys, Dr. Kunjufu prepares educators to implement solutions to these problems in their classrooms and schools. He offers strategies for preventing the referral of students to special education that include constructing Afro-centric classrooms, integrating black male role models, supporting students' transitions through school and boyhood, accommodating these students' needs for curriculum that appeals to their interests and other characteristics, and designing instruction that exploits the best of their energy and intelligence. The course is punctuated by workshop discussions and classroom footage that illustrate the complexity of and solutions to the issues at hand, so that African American boys have the same opportunities for success as all of their peers.
Promo Video	https://www.youtube.com/watch?v=DeUFhei81wg

Course Title	Challenging Gifted and All Students with the Cluster Grouping Model
Presenter/Organization	Susan Winebrenner & Dina Brulles
Course Description	Gifted students and struggling learners have much in common. Both ends of the academic bell curve deserve to have their special learning needs met. Attending to the needs of gifted students through the Schoolwide Cluster Grouping Model (SCGM) techniques in the classroom-at all grade levels-can provide challenging curriculum options for advanced learners, lead to improved classroom behavior and, perhaps surprisingly, raise the performance of all students. Susan Winebrenner and Dina Brulles introduce course participants to a variety of teaching strategies, classroom management techniques, alternative assignments including extension menus, and differentiated instructional options that help teachers meet the needs of their gifted students in the heterogeneous classroom. Participants also view classroom segments of teachers utilizing essential components of the Schoolwide Cluster Grouping Model. The presenters cover placement of all students, emotional issues, teacher support issues, relevant research, and how to communicate with all stakeholders.

Course Title	Character Education, Part I & II: Community and Cultural Change
Presenter/Organization	Clifton Taulbert
Course Description	**Part I**- The issue of Character Education has, in many districts, largely shifted from the job of the family and community to a critical component of classroom instruction. To create and maintain a positive and productive learning environment, students must develop as moral, civic-minded, well-mannered, non-bullying and, generally well-socialized young people. The pervasive influence of violence, drugs and gang activity and the shifting role of family structure and parents have contributed to the negative changes in the behavior dynamic among many students that negatively impacts schools, classrooms, teachers and, of course, the ability of everyone to learn. This course helps educators identify character issues in their own classroom and provides strategies for how to mobilize resources including parents and community members. In addition, educators will learn how to create a positive moral community and will explore historical and modern concepts of character and consider how to foreground those concepts for students' learning sake.

	Part II - Educators are powerful role models for students and can impact student behavior, learning and academic success. This course encourages teachers to create an environment conducive to learning by helping students take personal responsibility for their actions and by creating a positive moral climate for solving conflicts. Educators will also explore their own roles as leaders as they pursue the "eight habits of the heart": a nurturing attitude, responsibility, dependability, friendship, brotherhood, high expectations, courage, and hope. Strategies are also presented to encourage the participation of family and community in the modeling of good character and the creation of a school-wide character education program that leverages involvement from businesses, faith communities, parents, and coaches.

Course Title	Courageous Conversations About Race
Presenter/Organization	Glenn E. Singleton / Pacific Educational Group
Course Description	In this course, educators will gain the knowledge and skills to understand and examine the impact of race on student achievement and the role that racism plays in institutionalized racial disparities. Educators will learn a practical and accessible protocol that supports them in challenging their personal beliefs around race. By the end of this course educators will have the knowledge, skills, and practical strategies to engage in courageous conversations about race on a daily basis in both personal and professional contexts.
Promo Video	https://vimeo.com/pcged/ccar

Course Title	Differentiation and Assessment in Middle School
Presenter/Organization	Rick Wormelli
Course Description	In this course, educators will learn how to create lesson plans and assessment systems that enable them to prepare students for standard testing and still offer differentiated instruction that respects their different needs and individuality. Quality pre-assessments will help shape the differentiating teacher's instructional choices and processes while formative assessment takes a primary role in the differentiated classroom providing feedback, documenting progress, and guiding instructional decisions. This course is designed to manage the differentiated classroom by offering students nurturing, rigorous, fair, and differentiated instruction that encourages student engagement, leading to improved academic success.

Course Title	Differentiation and the Brain
Presenter/Organization	Carol Ann Tomlison & David Sousa
Course Description	Research is revealing so much about how the brain learns that educators can no longer ignore the implications of these discoveries for educational practice. Teachers need to find ways to use this brain research to develop strategies that will allow students to succeed in classrooms with a diverse mix of student readiness, interest, and learning profile. This course, led by expert presenters Carol Ann Tomlinson and David A. Sousa, offers a model for teachers for setting up a differentiated and brain-friendly classroom. Through workshop and classroom footage and interviews with practitioners, participants will explore how teachers' and students' mindsets affect differentiation and learn how to develop learning environments most conducive to differentiation. They will study the major components of a brain-friendly quality curriculum; explore effective practices for assessing student achievement to inform instruction; learn how to respond to student readiness, interests, and learning profiles; and investigate effective management techniques for the differentiated classroom.
Promo Video	https://vimeo.com/pcged/db

Course Title	Differentiating Instruction Using the Common Core State Standards
Presenter/Organization	Carolyn Coil
Course Description	Carolyn Coil has long been a champion of differentiated instruction. In this course, she presents her repertoire of tools and strategies in a new light - the Common Core State Standards. Teachers at all levels will delight in classroom-ready materials that help them organize their efforts to reach all students. Dr. Coil's book provides practical examples for a cross-section of standards, subjects, and grades. An accompanying CD includes templates that make customization easy. Classroom footage illustrates each tool or strategy in use with real kids, grades 1 – 8.
Promo Video	https://www.youtube.com/watch?v=NYkbcSFcsB0

Course Title	Differentiating Teaching and Instruction: What, How, Why?
Presenter/Organization	Sandra Kaplan / USC Rossier
Course Description	As a result of this course, participants will be able to describe and implement the concept of differentiation as a response to the needs, interests and abilities of learners by modifying curriculum, instruction, and classroom environment. You will explore how to reconstruct an objective so it is responsive to the needs, interests and abilities of diverse learners. You will discover how to use grouping patterns as a differentiation strategy, and you. will explore how to effectively implement Independent Study to help your students meet their own needs within the boundaries of the learning process. You will explore varied models of instruction, including direct instruction and inquiry-based teaching, in order to effectively respond to diversity amongst your students.
Promo Video	https://vimeo.com/pcged/dtiwhw

Course Title	Facilitating Learning for Speakers of Non-Standardized English
Presenter/Organization	Uju Anya / USC Rossier
Course Description	This course prepares K-12 educators with the knowledge, skills, and dispositions to support the academic language proficiency and achievement of Standardized English learners (SELs). The course provides teachers with the tools they need to help Standardized English learners develop academic English and promotes their access to academic content and material in their subject areas. Upon completion of this course, participants will be empowered to engage an increasingly diverse student body more effectively through culturally responsive pedagogy.
Promo Video	https://vimeo.com/pcged/flnse

Course Title	Motivating Underachievers with Response to Intervention and Differentiated Instruction
Presenter/Organization	Carolyn Coil
Course Description	Every classroom teacher looks for ways to motivate, teach, and assess unmotivated students, those who are not working to their potential. In this practical, hands-on course, Dr. Carolyn Coil helps educators design interventions that help unmotivated students improve academic achievement and classroom behavior. She analyzes causes for underachievement, then helps teachers in the classroom identify the various learning styles and modalities that help students overcome their challenges. Early in the course, she explains why assessment is a critical aspect of differentiating

instruction and focuses on assessment tools, Progress Monitoring Forms, Achiever Rubrics, and learning checklists that serve as tools to track what is working with individual students and what is not. Dr. Coil's approach is both strategic and pragmatic. She demonstrates how differentiated instruction [DI] incorporates different levels of learning, adjustments in timing, and setting expectations for students involved in different classroom activities requiring different skills, each according to his or her needs. She shows how Response to Intervention [RTI] provides for targeted interventions, academic and behavioral screening for all students, and frequent monitoring of particular students. Finally, Dr. Coil demonstrates how assessment informs instructional plans, providing hands-on strategies for developing standards-related criteria to measure student product and performance. After completing this course, participants will have an excellent blueprint for implementing both differentiated instruction and RTI in their classrooms, helping their students to become lifelong and motivated learners.

| Promo Video | https://www.youtube.com/watch?v=q4TQ3UhJ1q8 |

Course Title	Pedagogical Strategies for English Learners
Presenter/Organization	Eugenia Mora-Flores / USC Rossier
Course Description	In this course, educators will gain the knowledge and skills to support the specific needs of English learners. Educators will learn to establish a language-rich classroom. They will explore the role of language in literacy development and academic achievement through deconstructing language demands and creating an Academic Language Bank. Educators will demonstrate pedagogical practices to guide English learners to think about content in critical and creative ways. They will employ multiple strategies for scaffolding thinking and apply knowledge and language about ELLs to make informed instructional decisions to enhance learning.
Promo Video	https://vimeo.com/pcged/psel

Course Title	Pyramid Response to Intervention
Presenter/Organization	Austin Buffman, Mike Mattos, Chris Weber
Course Description	Students who don't get the education they need run higher risks not only of dropping out of school, but of incarceration, homelessness, and early death. Pyramid response to intervention (PRTI) seeks to remedy that situation-and has met with remarkable success-by systematically identifying students' needs, providing targeted interventions, monitoring students' progress, modifying interventions as necessary, and thereby enabling all of a school's or district's students to learn at high levels. In this course, expert presenters Austin Buffum, Mike Mattos, and Chris Weber share their experience implementing PRTI. They take participants through the critical stages of establishing professional learning communities (PLCs) within schools and districts, using universal screening tools to ascertain students' learning needs, and devising interventions for students at three tiers. In Tier 1, the classroom teacher differentiates instruction to meet all of his or her students' needs; in Tier 2, teachers begin targeting their interventions to meet the needs of those students not met in Tier 1(e.g., through small group work and systematic push-in and pull-out strategies); and in Tier 3, teachers call on the expertise of others and practice one-on-one interventions for the remaining few. The presenters emphasize the role of collaborative teamwork and instruct participants on how to make their meetings purposeful and effective. Interviews and classroom footage illustrate how constructive PLCs and PRTI has been for all parties invested in the mission of helping all students achieve at the highest levels possible.

Promo Video	https://youtu.be/ApzX15USq2w

Course Title	Relationally Responsive Classroom Management
Presenter/Organization	Alan Green / USC
Course Description	There is a widespread need to address low levels of student engagement in urban classrooms, particularly among racially, economically and culturally diverse students. This course empowers educators to effectively teach an increasingly diverse student body by cultivating meaningful relationships with students. The course builds educators' ability to plan and implement methods for connecting with all students, increasing student motivation, reducing behavior problems and improving academic achievement by fundamentally changing teacher to student, student to student and student to teacher relationships and engagement.
Promo Video	https://vimeo.com/pcged/rrcm

Course Title	Supporting Struggling Students with Rigorous Instruction
Presenter/Organization	Robyn Jackson
Course Description	In this course, you will gain the knowledge and skills to support struggling students without sacrificing rigor. Presenter Dr. Robyn R. Jackson begins by helping educators understand why students struggle. From there, you will learn specific strategies for supporting students. These include acceleration strategies designed to prevent students from struggling in the first place, progressive intervention strategies that directly address sources of student struggle and quickly get struggling students back on track, and remediation strategies that target specific areas of difficulty and prepare students for summative assessments. Dr. Jackson introduces participants to the four stages of rigorous learning-acquisition, application, assimilation, and adaptation-and will show you how to support students through each stage. You will learn specific instructional and support strategies for increasing students' capacity to engage in rigorous learning experiences, ways to increase the rigor of their own courses, and assessment strategies that extend students' rigorous learning throughout the unit. Finally, you will develop a proactive intervention plan that supports students' rigorous learning before the lesson, during learning, and through the summative assessment.
Promo Video	https://youtu.be/kMzSzd1ZhQA

Course Title	Teaching English Language Learners Across the Curriculum, Part I & II
Presenter/Organization	Elizabeth Jimenez
Course Description	**Part I-** How can academic content be delivered in the classroom so that English language learners succeed in all subjects? This course provides participants with model instructional and assessment practices that enhance English language learners' understanding and achievement across all content areas. Participants first learn the foundations of language development and language acquisition, which prepares them to design and modify activities for their EL 's different English proficiency levels. Presenter Elizabeth Jimenez demonstrates strategies for assessing student knowledge, identifying language learning objectives, and developing differentiated instructional lessons. She introduces research-based pedagogical practices that promote comprehension, such as background building; frontloading vocabulary; using graphic organizers to enhance higher order thinking; leveraging the primary language to facilitate learning; using culturally responsive materials; and employing media,

technology and other visual supports to enhance learning. Participants learn how to preview their textbooks for idiomatic expressions and multiple meaning words and to plan lessons that incorporate academic language development and utilize primary language cognates.

Part II - In part 2 of this course, Jimenez shifts her focus to sheltered instruction (or SDAIE). Participants observe several classrooms where English language learners are engaged in content-based ESL lessons, with Jimenez commenting on how to plan for and address task difficulty through sheltered instruction techniques. She surveys a number of ESL techniques and presents the benefits of various instructional supports, such as team teaching, peer tutoring, educational technology, and working with bilingual paraprofessionals to support student learning. Participants explore the importance of students' culture, how to organize lessons around meaningful themes, how to communicate effectively with families, and how to engage families and communities in student learning. Through demonstrations, classroom observations, anecdotal examples, and interviews with students and educators, participants learn to apply ELL strategies to their own classrooms in all four domains of language: reading, writing, speaking, and listening.

Promo Video	https://youtu.be/-nBvnk8_1F8

Course Title	Teaching Reading and Comprehension to English Learners, K-5 -
Presenter/Organization	Margarita Calderon
Course Description	In this course, Dr. Margarita Calderon outlines techniques for elementary teachers seeking to improve the reading and comprehension skills of English learners in their classrooms. With straightforwardness, patience, and humor, Dr. Calderon leads workshop participants through the steps needed to select vocabulary for reading, pre-teach this vocabulary, and model comprehension strategies like think-alouds and partner reading. Writing and editing strategies complete the picture. Dr. Calderon connects instructional practice with the Common Core State Standards, and backs up her recommendations with research: Command of a large vocabulary frequently sets high-achieving students apart from less successful students (Graves, 2006). English learners benefit from discussions about cognates, affixes, pronunciation, decoding, multiple meanings, phrasal clusters, and idioms using the word in question (Calderon et al., 2009). Strategies for learning vocabulary and strategies for reading comprehension should not be taught separately but in the context of the text students are about to read (Calderon, 2009). For English learners, vocabulary knowledge, reading, and writing are connected and must be practiced in all the disciplines (National Research Council, 2010). How easily can Dr. Calderon's suggestions be implemented in the classroom? Participants will get an immediate answer to that question, as workshop participants demonstrate the principles they've learned. Educators will also observe first-hand that the techniques that strengthen the skills of English learners provide sound instruction for all students
Promo Video	https://youtu.be/s4A85oOjZW0

Course Title	Understanding Culture and Race
Presenter/Organization	Venita Kelley
Course Description	In this course, you will gain the knowledge and skills to recognize and respond to the cultures that shape student and teacher interactions, which are crucial to student

	learning and teaching success. You will study the building blocks of culture and learn why cultural differences can obstruct effective interactions between students and teachers. You will have the opportunity to learn how acknowledging cultural behavior and expectations should inform curriculum development, instructional and assessment strategies, and classroom management. The course will provide a framework you can use to pursue learning about culture, behaviors, and expectations in your classrooms and school environments. You will also increase their capacity to develop your students' awareness of these issues and your skills at negotiating them.
Promo Video	https://www.youtube.com/watch?v=E5HYZ8dZRjQ

Concentration: New Teacher Induction & Mentoring

Course Title	21st Century Skills
Presenter/Organization	James Bellanca & Ken Kay & Richard DuFour
Course Description	With so much emphasis on content-based standards, and the high stakes testing that accompanies them, it's sometimes easy to miss the forest for the trees. In this course, nationally known experts address the missing pieces - the 21st century skills students will need to survive and thrive in college, in careers, and as global citizens, now and in the very near future. This course features personal interviews with leaders of change in the areas that most impact 21st century education: **James Bellanca** compares "old school" traditions with what's needed now **Ken Kay** presents the big picture and the work of the Partnership for 21st Century Skills **Richard Dufour** describes the role of professional learning communities **Douglas Fisher** and **Nancy Frey** explain how, in technology, form follows function **Robin Fogarty** and **Brian Pete** lend a global perspective **Bill Ferriter** creates classroom environments that matter to kids **Will Richardson** explores the role of technology The interviewees answer the intriguing questions that are commanding international attention and highlight the activities of schools taking the lead on these issues. Their interviews are accompanied by a collection of essays that summarize their work. A panel discussion provides practical tips for integrating technology and social media into the learning environment. And we visit a high school in New Jersey where digital devices are becoming an increasingly important part of the school day, with positive results.
Promo Video	https://vimeo.com/pcged/2cs

Course Title	A Framework for Teaching: Making the Most of Teacher Evaluation
Presenter/Organization	Charlotte Danielson & Karyn Wright
Course Description	Schools and districts across the country have found in Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching a tool to promote and assure quality in teaching and continual professional learning for educators. Danielson offers an evaluation system that compels its users to address the fundamental questions of how good is good enough in teaching and good enough at what exactly? How do we know and who should decide? Educators will learn a range of functions for the Framework, from supporting self-assessment and reflection to providing formative assessment of teachers' practice to providing support for improving their practice. A panel of administrators with experience implementing the Framework in their schools and districts detail necessary steps to implementation and guidelines to facilitate the process. Karyn Wright and her panel add to the discussion considerable detail about what constitutes evidence of teaching practice, where and how to locate relevant data, and how to read that data. They also augment the course's consideration of professional learning's role in teacher evaluation, returning to the Framework itself and scrutinizing the role of mentoring and inducting. Educators will come away prepared to instigate and utilize this evaluation system that has been adopted and touted by so many-teachers and administrators alike.
Promo Video	https://vimeo.com/pcged/mmte

Course Title	Becoming a Reflective Teacher
Presenter/Organization	Robert Marzano

Course Description	In this course, Dr. Robert J. Marzano, CEO of the Marzano Research Lab, posits teaching as a collection of skills that benefit from practice and reflection. He assists participants in developing those skills by reflecting on their personal strengths and weaknesses in relation to nine critical design questions, setting growth goals, engaging in focused practice to meet those goals, and soliciting feedback from students and colleagues. Participants will learn from a workshop setting, classroom footage, interviews, and models of reflection-in-process how to use systematic reflection to improve their practice in order to affect student achievement.
Promo Video	https://vimeo.com/pcged/brt

Course Title	Charlotte Danielson's A Framework for Teaching
Presenter/Organization	Charlotte Danielson
Course Description	Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching, defines teachers' responsibilities, which for education consultant and expert presenter Danielson fall into four domains: planning and preparation, classroom environment, instruction, and professional responsibilities. Through lectures, classroom observations, and vigorous panel discussions, educators work through how to use the Framework to scrutinize and strengthen classroom teaching practices to improve student learning. Danielson and her panel assess classroom footage for strengths and weaknesses in each domain. At various intervals, participants pause to consider their experiences before and after they hear the panel members describe theirs. Educators then begin to assess their practice through Danielson's detailed levels of performance and through the ongoing task of self-reflection. Punctuated by worksheets, reflection questions, and quizzes, the course prepares educators to use the Framework to become their best professional selves.
Promo Video	https://vimeo.com/pcged/aft

Course Title	Creating a Professional Learning Community at Work
Presenter/Organization	Richard DuFour & Rebecca DuFour
Course Description	Members of professional learning communities (PLCs) take as their primary purpose enhancing their own learning in order to enhance, in turn, all their students' achievement. Toward that end, educators in PLCs engage in authentic collaboration to develop a shared mission and vision, to create structural and cultural change to support that mission and vision, to articulate collective commitments based on consensus, to determine specific goals, and to develop plans to pursue and achieve those goals. In this course, presenters Richard DuFour and Rebecca DuFour, among the initiators of the PLC concept, take a group of educators embarking on a new school deeply into why and how to structure their school to support the PLC process. Participants will explore what essential questions members of PLCs need to ask and answer, how to engage in authentic collaboration and collective inquiry, and how to organize themselves around a results orientation. The course engages online participants in the processes that result in effective PLCs and illustrates these processes through PLCs in action.
Promo Video	https://vimeo.com/pcged/cplcw

Course Title	Improving Instruction Through Strategic Conversations with Teachers
Presenter/Organization	Robyn Jackson
Course Description	This course presents the delicate art of conversations between educational leaders and teachers. Dr. Robyn Jackson, master teacher and teacher trainer, presents cogent

strategies to help instructional leaders shift from supervisory feedback to strategic conversations that respect the needs of individuals. Four different types of strategic conversations-reflective, facilitative, coaching, and directive-empower educational leaders to motivate and support teachers. They target teachers' combined will and skill, which in turn directly affect student achievement. Dr. Jackson concludes with valuable tips for instructional leaders to help them maintain focus and confidence for using strategic conversations. She offers encouragement and support for educators in their continuing efforts to improve the quality of instruction and impact student learning.

Promo Video	https://youtu.be/vCyLeMH2Ucg

Course Title	Manage It All: Students, Curriculum, and Time
Presenter/Organization	Debbie Silver
Course Description	Good classroom management begins long before the first day of school, and in this course, veteran teacher Dr. Debbie Silver offers educators the strategies they'll need to succeed. From arranging the furniture to establishing rules, from modeling expected behavior to communicating privately with disruptive students, Dr. Silver provides classroom-tested tips for creating an environment conducive to learning for all students. With strategies in place for managing the classroom, Dr. Silver shifts to designing high-quality curriculum using backwards design principles and activities developed to suit different learning styles. Dr. Silver explains how she uses "discrepant events" to challenge students' prior assumptions, a technique that improves learning and increases retention. Finally, because teachers never have enough time in the day to do everything, they learn how to evaluate and prioritize their own activities, delegate, and make time to reach their personal and professional goals. Designed for new and veteran teachers, this course provides timesaving strategies, practical tips, and great ideas for all teachers to create an effective learning environment for their students.
Promo Video	https://www.youtube.com/watch?v=xtFHl3nDzf0

Course Title	Motivating and Engaging Students
Presenter/Organization	Robert Marzano & Debra Pickering
Course Description	If students are not engaged, there is little if any chance for meaningful achievement. But student engagement is not chance, especially for students disinclined to be engaged; it requires a teacher's careful planning and execution of specific strategies. In this course, educators will learn to create classroom environments in which engagement is the norm. Interviews with teachers and students, classroom footage, workshop activities, lecture, and the accompanying eBook bring to life this critical subject for the educator who aspires to engage all of his or her students in all of their learning. Implicitly-and sometimes explicitly-students ask themselves four questions that determine how engaged they are in the classroom: How do I feel? Am I interested? Is this important? Can I do this? Educators will learn to facilitate such emotions for students as enthusiasm, interest, enjoyment, satisfaction, and pride, so that those students can answer, "how do I feel?" in the affirmative. They will learn to raise their students' energy levels, demonstrate a positive demeanor, express their own enthusiasm, and use humor to create a classroom culture in which all students are accepted and challenged. To

promote their students' authentic interest, educators will learn to use games, inconsequential competitions, friendly controversy, unusual information, and effective questioning strategies. To help their students embrace what they're learning as important, educators will study how to engage their students in setting goals, one of the primary motivators for academic achievement. They'll learn to incorporate cognitively demanding, real world tasks into instruction that clarify the relevance of what students are learning. Educators will also be prepared to help their students develop strong feelings of self-efficacy, not through superfluous praise, but through making students aware of their potential futures which they can affect through their own efforts.

| Promo Video | https://vimeo.com/pcged/mes |

Course Title	POWERful Coaching
Presenter/Organization	Karla Reiss
Course Description	This course explores coaching as a process, a relationship, a specific set of skills, and a powerful strategy for creating change in people and organizations. With the growing presence of coaches in our schools, it is essential that educators understand the skills necessary for successful coaching that promotes change. Karla Reiss clarifies the coach's roles and responsibilities in facilitating personal and organizational change. Participants learn about the International Coaching Federation (ICF), a professional organization that sets standards for the coaching profession. The ICF's standards and skills, the Professional Coaching Core Competencies, are explored and practiced in this course. Reiss also introduces her 5-step POWERful Coaching Framework as a rubric for practice coaching sessions. Workshop participants will observe teachers, superintendents, and other educators role-play coaching skills in model scenarios, and in practice sessions with fellow seminar participants.

Course Title	Transforming School Culture
Presenter/Organization	Anthony Muhammad
Course Description	School improvement cannot happen in a toxic culture, one where teachers are in conflict and a negative attitude prevails. In this course, Dr. Anthony Muhammad sheds new light on the diverse issues of resistant staff, with an emphasis on developing a cohesive, positive culture. Teachers and administrators alike will recognize their colleagues as Dr. Muhammad describes them: • The Believers - who believe that all students can learn, and that what they do in the classroom can and will make a difference • The Tweeners - the idealistic new teachers just learning the ropes • The Survivors - staff members who suffer from burnout, and whose primary mission is to make it through the school year • The Fundamentalists - who are heavily invested in the status quo and a force to be reckoned with Throughout the course, educators explore the root causes of staff resistance to change, and leave with immediate, accessible strategies that improve school culture. Dr. Muhammad provides the framework for understanding dynamic relationships within a school culture and ensuring a positive environment that supports the changes necessary to improve learning for all students.
Promo Video	https://vimeo.com/pcged/tsc

Course Title	Survival Strategies for New Teachers, K-5; 6-8; 9-12
Presenter/Organization	Julia G. Thompson / Wiley

Course Description	This course provides new teachers with strategies and tools that enable them to develop confidence, skill, and practice. You will learn to identify your professional responsibilities and develop strategies to help you navigate the school environment. You will explore the importance of relationships with your colleagues and supervisors as well as with parents/guardians, and students. You explore ways to motivate students, build relationships amongst the students in your class, and establish a culture of high achievement in which all students can succeed. You will explore effective strategies for designing and delivering instruction and proactively managing your classroom. As a final focus, you will identify ways to continue to grow throughout your career as an educator. In order to engage you deeper into the content, you will complete Apply It Activities throughout the course. These activities will collectively serve as a mini "Survival Guide" to provide you with ongoing support beyond this course.
Promo Video	https://vimeo.com/pcged/ssnt

Concentration: Blended Learning

Course Title	Authentic Innovation in the 21st Century Classroom
Presenter/Organization	Cheryl Lemke
Course Description	Today's global high-tech world requires instruction and assessment that incorporate the latest social, learning, and neuroscience research on critical thinking, multi tasking, multimodal learning, collaboration, and engagement. From classroom footage and lectures educators will learn how to use technologically advanced tools that extend students' thinking by serving as a means to explore ideas, research questions, test hypotheses, compose thoughts, and come to conclusions. Educators will learn to teach their students to use these tools as vehicles for exploring rigorous academic concepts in authentic environments-Le., the world around them. They will help their students become genuine innovators who will thrive in the 2151 century culture of collaboration.
Promo Video	https://vimeo.com/pcged/ai2cc

Course Title	Teaching, Learning, and Leading in the Digital Age
Presenter/Organization	Meg Ormiston
Course Description	There has been a large shift in the way student minds work, and the manner in which they engage and learn is different than it was in the past. As Meg Ormiston tells us, they are constantly wired and always connected, and they are facile with technology. Yet it has been said you can walk into a classroom today and it looks the same way it did 100 years ago. Today's learners cannot sit through the drawn-out lessons of the past, being lectured and given worksheets to complete. Luckily technology, the cause of the new mind's evolution, can work in our favor as we facilitate learning for our students. They need images and video, new digital collaboration tools and pedagogical methods. They can engage and learn deeply when they are taught in ways that sync with their lifestyle. Although the gap between how students live outside the classroom and how they are being taught is wide, if educators teach themselves about Web Tools, NETS guidelines, the language of the wired student, and what works for today's learners we can facilitate instruction that draws them in emotionally, motivates them, and fosters creativity. We are no longer training students to work in a factory in the industrial age, because this is the information age. If we are truly preparing them for the future, it is essential that we model collaboration and creativity. How can we be sure to engage these learners in our classrooms? • Use multi-media tools and images that evoke emotion and involve our students • Incorporate collaboration tools and methods into curriculum • Anticipate their shorter attention span, and plan lessons accordingly • As educators, develop our own personal learning networks in order to keep pace with new developments and tools Educators will learn to facilitate lessons for today's students so they will engage and learn in new, powerful ways. Differentiated instruction is easier than ever using new tools and pedagogies. While giving students the autonomy to choose their methods of expression and presentation tools, we learn to encourage collaborative skills they will use for a lifetime. Ormiston teaches us not only how to empower our students to learn, but how to do the same for ourselves as we develop personal learning networks and relationships with fellow educators around the world to share ideas and develop new lesson plans that work. We can speak our student's language and teach

	them in ways that will delight and excite them, while helping them develop higher order thinking skills at the same time.
Promo Video	https://www.youtube.com/watch?v=sWSq2WJL0ic

Course Title	The Flipped Classroom: Personalizing Learning for Students Everyday
Presenter/Organization	Jon Bergmann & Aaron Sams / Flipped Learning
Course Description	In this course, educators will explore the pedagogical approach of flipped learning. They will gain an understanding of the theories that influenced its development as well as tools for designing and implementing both a flipped lesson and unit plan. Additionally, educators will learn how to obtain buy-in from stakeholders, thus ensuring their implementation is successful. In the end, educators will discover ways to combine flipped learning with other strategies to take their flipped classroom to another level.
Promo Video	https://vimeo.com/pcged/tfc

Course Title	Understanding the Digital Generation: Teaching and Learning in the New Digital Landscape
Presenter/Organization	Ian Jukes
Course Description	Because of digital bombardment and the emergence of the new digital landscape, "digital natives" process information, interact, and communicate in fundamentally different ways than any previous generations. In this course, Ina Jukes introduces neuroscientific and psychological research that explains how the use of technology, including frequent interruptions and shifts in attention, impacts the functions of the brain. These experiences are re-wiring and re-shaping students' cognitive processes. Consequently, in order to adapt, a fundamental shift in teaching is required to prepare teachers and students for the Information Age. Educators will learn to identify and challenge unconscious and outdated assumptions about schools and learning. They will analyze and revise their beliefs about what constitutes knowledge, critical thinking, and problem solving as they adapt their instructional practices and assessment strategies to the requirements of the digitized 21"century. Educators will focus on the eight core learning attributes of their digital learners and the eight core teaching and assessment strategies that appeal to millennial learners. They will learn to develop research-based constructivist models that will enable students to think, explore, and develop their own learning-to succeed not only in high-stakes testing but also in the real world. Finally, educators will learn that informational, technological, and media fluency can and should be taught in a structured manner, embedded at every grade level, in every subject area, the responsibility of every teacher throughout the entire school experience.
Promo Video	https://www.youtube.com/watch?v=50dCkStTtpc

Course Title	Using Digital Media to Enhance Learning
Presenter/Organization	Rushton Hurley
Course Description	Digital media can provide highly engaging access to knowledge-particularly when students are the makers of that media. Research suggests that incorporating multimedia into instruction extends students' critical and creative thinking skills and increases their motivation and self-esteem. Concurrently, they develop skills essential to the 21st century, including technological expertise and productive collaboration. Participants will learn why and how to use a range of tools and strategies to empower their students to express themselves through digital media and to develop their

	learning of curriculum through such projects as creating slideshows, screencasts, audio, and video projects. Presenter Rushton Hurley's screencasts walk participants step-by-step through the essential stages of such projects; student projects provide models of good practice; and interviews with teachers who have incorporated these projects into their curriculum highlight the benefits for students and provide inspiration for participants ready to embark on their own.
Promo Video	https://www.youtube.com/watch?v=_1e8xjCebLc

Course Title	Using Web 2.0 in Teaching and Instruction
Presenter/Organization	William Ferriter & Adam Garry
Course Description	In this course, teachers will learn how to integrate proven instructional strategies with 21st century tools to make learning more accessible to today's technology-savvy students. Teachers will recognize the traditional skills that students need to acquire -- information fluency, persuasion, communication, collaboration, and problem solving -- and discover a digital solution to enhance, rather than replace, familiar practices to each that skill.
Promo Video	https://youtu.be/T16V18738OI

Concentration: Data Driven Decision Making

Course Title	Assessment and Grading for Student Achievement
Presenter/Organization	Damian Cooper & Ken O'Connor
Course Description	Educational experts Damian Cooper and Ken O'Connor present a lively and topical course on the necessity of rethinking assessment practices to help students learn and become more efficient. Participants will analyze their current practice and begin to implement improvements based on newly considered distinctions between assessments FOR learning as opposed to assessments OF learning. Strategies in the course include facilitating critical tasks for teachers, providing examples of excellence, promoting collaborative work and self- and peer assessment, and providing feedback that both informs students how to improve and allows them the time and space to do so. Interviews with teachers and in-classroom workshops illustrate the key points throughout the course and provide examples in actual practice.
Promo Video	https://vimeo.com/pcged/agsa

Course Title	Assessment and the Common Core State Standards
Presenter/Organization	Kay Burke
Course Description	Using a Common Core State Standards-based assessment and grading approach, Dr. Kay Burke teaches a comprehensive course on the critical role that assessments play in today's classrooms, both formative and summative. Dr. Burke promotes the use of performance-based tasks that make real-life connections and explains how to use rubrics to assess the critical skills and understanding that the tasks target. In the course, you'll see Dr. Burke working with teams of teachers to plan instruction, create common assessments, and implement them in real classroom settings.
Promo Video	https://vimeo.com/pcged/accss

Course Title	Data-Driven Decision Making: Implementing Strategies for Student Achievement
Presenter/Organization	Lee Jenkins
Course Description	In this course, educators learn how to make data-driven decisions using the LtoJ® classroom data system to inform their instructional practice, resulting in higher student academic achievement in less time. How many teachers strive to reach a bell curve by the end of a term? While this may be common practice, teachers will learn that the bell curve actually represents a failure to teach and a failure to learn. By capturing and analyzing student data in the form of graphs, charts, and diagrams, educators learn to adapt and focus their instructional strategies to achieve greater student academic achievement, while reducing paperwork. Tracking data also proves to be a positive classroom management tool allowing teachers to teach, students to learn, and the class to work together as a team. Jenkins presents lively graphic examples in a workshop setting, modeling for online participants the processes of charting and analyzing data.
Promo Video	https://youtu.be/K1J5bIvO_L8

Course Title	Formative Assessment and Standards-Based Grading
Presenter/Organization	Robert Marzano & Tammy Heflebower
Course Description	Education experts Robert J. Marzano and Tammy Heflebower explain the research, theory and practice of their widely adopted methodology based on the assumption that to design instruction that advances all their students' achievement, teachers must be able to design assessments that fully illuminate what their students are

	learning. Participants will learn how to track student progress through detailed descriptions of the essential skills and knowledge students must learn for meaningful and purposeful learning; the kind of feedback, assessment, and grading students need to help them learn; how to construct those assessments; how to create rubric-based scales to inform both formative and summative assessments; and how to monitor and affect student progress. The course features interviews with teachers and students, classroom footage, workshop activities, presentations, and an accompanying text
Promo Video	https://vimeo.com/pcged/fasbg

Course Title	Data, Data Everywhere
Presenter/Organization	Victoria Bernhardt
Course Description	Learn how to increase student achievement at every grade level, in every subject area, and with every student group. In this course, and her book, Data, Data Everywhere, presenter Victoria Bernhardt describes what one school staff did to get those results. Through interviews, workshop footage, and lectures, course participants engage in the Education for the Future Institute's Continuous School Improvement process. As they trace one school's progress, participants also engage in the stages of data collection and analysis, self-assessment, and the identification of specific problems and pathways to solutions. Dr. Bernhardt maps out a plan for achieving school improvement goals: the articulation of a vision, the design of a plan to implement the vision, and the strategies for assessing all school data against that vision.
Promo Video	https://youtu.be/x3bqvXuj2Xg

Course Title	Using Data for Meaningful Classroom Change
Presenter/Organization	Diana Nunnaley / TERC
Course Description	This course provides teaching professionals with the strategies and tools needed to systematically evaluate and analyze student data, and subsequently implement and monitor action plans in order to improve student performance. You will learn a structured process for the ongoing investigation of data that focuses on collaborative inquiry. You will explore the phases of data analysis using multiple sources of data including aggregate, disaggregate, item data, and student work. Upon reviewing this data you will learn to identify student learning problems, generate and implement solutions, and monitor results. Additionally, you will read and engage with a case study conducted at a middle school that outlines the Using Data approach to continuously, collaboratively, and effectively improve teaching and learning.
Promo Video	https://vimeo.com/pcged/udmcc