

<p>Instruct Coach Essentials (Building Teachers' Capacity for Success: Instructional Coaching Essentials)</p>	<p>D18</p>	<p>In this course, you will have the opportunity to deepen your knowledge and hone your skills of instructional coaching. Whether your role is an instructional coach, department chair, team leader, curriculum specialist, teacher-mentor, or any other role designed to support classroom teachers' growth and development, this course is for you. It has been carefully constructed to highlight the most salient elements of effective instructional coaching techniques, enabling you to become a stronger, more successful instructional leader. Instructional coaching, as you likely know already, is an innovative approach to providing job-embedded professional development for teachers. As you may also know all too well, the job descriptions of instructional coaches are often incomplete or nonexistent. In this course, you will receive clarity on the coach's role; a plethora of strategies; and a compelling, strengths-based focus to guide your work with the many unique teachers in your domain. Through consistent, intentional application of the approaches you will learn and practice in this course, you will empower yourself to build your teachers'</p>
<p>Assess Stdnt Succs in Diff CL (Assessment and Student Success in a Differentiated Classroom)</p>	<p>E18</p>	<p>interested in learning more about how assessment in a differentiated classroom can assist teachers in promoting student learning. The course uses the ASCD book, Assessment and Students Success in a Differentiated Classroom by Carol Ann Tomlinson and Tonya R. Moon, for its main readings, along with articles and video material that focus on a particular module's topic. Each module also contains a choice of application tasks that will help you use key concepts and practical strategies found in that module.</p>
<p>Asmt: Design Perform Assmnts (Assessment: Designing Performance Assessments, 2nd Edition)</p>	<p>F18</p>	<p>Second Edition. This course makes connections between student motivation and types of assessment used in the classroom. It also covers how to unpack learning standards and benchmarks, so that all assessment yields information about student progress and mastery of instructional goals. Performance assessment can be designed in a multitude of ways, in which both students and teachers can work together to determine the best product or performance to exemplify student understanding, knowledge, and ability to use what they've learned.</p>

<p>Assess Higher-Order Thinking (Designing Assessments for Higher-Order Thinking)</p>	<p>G18</p>	<p>Although higher-order thinking is often discussed broadly in the context of teaching, practicing educators have found it useful to distinguish students' ability to recall information from their ability to use knowledge in new situations (a process called transfer). When students use knowledge or transform it into something new, make decisions, or solve problems, they are more motivated to learn. "Higher-order thinking" is the term we use to describe these processes of transfer, critical thinking, and problem solving, when students use facts and concepts in different contexts from the ones they learned. This course will show you how to design and carry out a range of assessments that involve higher-order thinking, whether for formative or summative purposes. You'll learn how to develop open-ended questions, conduct enriching discussions, and design brief and extended performance tasks all aimed at getting students to use higher-order thinking. The final module focuses on the creation and use of appropriate rubrics to evaluate higher-order thinking, a key practice for keeping the focus on student learning outcomes rather than on mere activity completion.</p>
<p>Teaching w/Technology (Enhancing Teaching with Technology)</p>	<p>H18</p>	<p>In this digital age, teachers and students alike are integrating mobile devices and other technology into their teaching and learning strategies. This course is designed for the classroom teacher who is looking for an introduction to the technology available to enhance teaching. First, you'll learn how social media can help you improve your practice and create a personal learning network (PLN). Then you'll discover collaboration tools you can use for planning or delivering lessons. Next, learn about mobile apps that engage students with learning and digital storytelling tools that allow them to show what they've learned. Finally, you'll discover ways to teach students about digital literacy and citizenship.</p>

<p>Fit Teaching-Instr Leaders (FIT Teaching in Action for Instructional Leaders)</p>	<p>J18</p>	<p>This course helps instructional leaders—administrators, mentors, or teacher leaders—support teachers’ professional growth and practice using the Framework for Intentional and Targeted (FIT) Teaching® based on the works of Douglas Fisher and Nancy Frey. Instructional leaders will learn how to use the FIT Teaching Growth and Leadership Tool’s five key components to support high-quality teaching: Planning with Purpose, Cultivating a Learning Climate, Instructing with Intention, Assessing with a System, and Impacting Student Learning. After taking this course, educators will understand why and how purposeful planning and cultivating a positive learning climate provides clarity, guidance, and structures that increase learning opportunities for their students. Instructional leaders will learn how to guide and encourage their teachers’ practice and professional growth through collegial dialogue and observations. This course requires that you partner with a colleague to review his or her classroom practice and discuss how to implement elements of the FIT Teaching model. The application activities will outline the suggested scope of discussions and classroom observations.</p>
<p>Blended Learning Intro (Blended Learning: An Introduction)</p>	<p>K18</p>	<p>There is a growing trend in education at all levels toward blended learning models. This approach requires teachers to rethink their roles in the classroom. This course will introduce you to the various blended learning models used throughout the country. And author, Catlin Tucker, leads you through exploring the implications of a blended learning model on instruction. She suggests teachers strive to achieve one version of blended learning, the “flipped classroom.” In this environment, teachers must learn to weave online and face-to-face experiences so that maximum learning occurs. She guides you through online community building exercises that must happen in order for students to have successful online experiences. Tucker says the flipped classroom model can be achieved in many ways and is not video dependent. In addition, she explains the importance of asking good questions that elicit critical thinking from students. And, finally, she describes appropriate assessments for this blended learning model.</p>

<p>FIT Teaching-Framework (FIT Teaching in Action: Learning to Use the Framework)</p>	<p>L18</p>	<p>The FIT Teaching in Action PD Online course shows teachers how to use the five components of the Framework for Intentional and Targeted (FIT) Teaching developed by Doug Fisher and Nancy Frey: 1. Planning with Purpose 2. Cultivating a Learning Climate 3. Instructing with Intention 4. Assessing with a System 5. Impacting Student Learning Those taking this course will understand, through readings, job-embedded applications, and classroom video, why and how purposeful planning and cultivating a positive learning climate lays the groundwork for the instructional moves teachers can use to give clarity, guidance, and structures that increase learning opportunities and engagement for their students.</p>
<p>Bullying: Take Charge (Bullying: Taking Charge, 2nd Edition)</p>	<p>M18</p>	<p>bullying is and why it is important to address it on the student, teacher, and school level. You will also learn some practical tools for confronting and preventing bullying. Through video examples, in-depth readings, and problem-solving scenarios, you'll learn how to recognize and detect bullying, address bullying with the bully as well as the victim, discuss bullying with students through classroom activities, and implement a community-wide bullying prevention program.</p>
<p>Build Effective Relationships (Classroom Management: Building Effective Relationships, 2nd Edition)</p>	<p>N18</p>	<p>Relationships, 2nd Edition, you'll investigate the various facets of classroom management. You will examine some common approaches to classroom management to find the one that is best for you, laying the foundation for your classroom management plan. You will then build on the foundation by examining the student-teacher relationship and uncovering the strategies that will support your approach to classroom management. Finally, you will learn how all of these pieces can fit together to create a cohesive, school-wide model.</p>
<p>Foster Resilient Learners (Fostering Resilient Learners)</p>	<p>P18</p>	<p>Each year, schools are encountering more and more students who are entering the classroom burdened by the overwhelming stress of trauma or psychological scars of neglect and abuse. After taking this course, learners will understand the ways that trauma affect the brain, learning, as well as tips and techniques on how to create a trauma sensitive classroom. Through self-reflection, application activities, readings, and videos, learners will come away with a sense of self, grace, and instructional strategies to foster resilient learners.</p>

<p>Manage Challenge Bhvr 2 (Classroom Management: Managing Challenging Behavior, 2nd Edition)</p>	<p>R18</p>	<p>struggle when students present behaviors that are disruptive, disrespectful, and potentially dangerous. These behaviors manifest themselves differently from student to student, and can often leave a teacher and other students anxiously looking for answers for how to restore order to the classroom and make it a productive, safe learning environment. In Classroom Management: Managing Challenging Behavior, you'll investigate the various characteristics of effective classroom management, classroom management models and tools, challenging behaviors, how to build positive relationships with students that'll have an effect on their behavior, and how to prepare students to become sufficient 21st century learners.</p>
<p>Grade Smart, Not Hard (Grading Smarter, Not Harder)</p>	<p>S18</p>	<p>This course is based on the ASCD book Grading Smarter, Not Harder: Assessment Strategies That Motivate Kids and Help Them Learn (2014) by Myron Dueck. There are many reasons for educators to consider taking this course. Some districts have taken on grading and assessment changes and this course could help you with specific tools, resources, and research to substantiate and incorporate new methods. Perhaps you want to embark on standards-based grading and need some assistance separating academics and behavior. For others, these learning opportunities may be part of a quest to jump from being a good teacher to a great educator, and this can be a daunting task for anyone. Regardless of your reasons and aspirations for taking this course, this set of readings, videos, assignments, and prompts should be of great value in examining your grading, evaluating assessment, and reporting beliefs and routines. As you start this course, use the journal and other tools to track your questions, concerns, and thoughts. Only when we are reflective and critical in our own learning do we get the most out of any experience.</p>
<p>Lead Profsnl Learning (Leading Professional Learning: Building Capacity Through Teacher Leaders)</p>	<p>T18</p>	<p>Leading Professional Learning: Building Capacity Through Teacher Leaders provides practical tools, examples, and processes for developing, implementing, and evaluating systems of job-embedded professional learning led by teacher leaders. Developed by ASCD faculty member and author Judy Carr, the course provides a necessary alternative to older "train the trainer" models of professional development. Instead, it emphasizes sustainable approaches to long-term capacity building. This deep professional learning leads to routine use of essential practices in classrooms and schools.</p>
<p>Diverse Learning Needs (Classroom Management: Understanding Diverse Learning Needs, 2nd Edition)</p>	<p>U18</p>	<p>in Classroom Management: Understanding Diverse Learning Needs, 2nd Edition, you will investigate some of the diverse needs today's students may be facing. Through readings and reflection, you will identify actions steps you can take to effectively meet the needs of your students.</p>

<p>PBL: Answer to Com Core (Project-Based Learning: An Answer to the Common Core Challenge)</p>	<p>V18</p>	<p>In this course, you will learn how to prepare your students for PBL and guide them through the process. You will come to understand the roles that teachers and students play in planning for and conducting project-based learning experiences. The importance of assessment, both formative and summative, to student success in PBL is emphasized. And the key motivational elements of PBL, including student voice and choice, creation of products, and presenting findings to an authentic audience are described in detail.</p>
<p>Common Core ELA 2 (Common Core and Literacy Strategies: English Language Arts, 2nd Edition)</p>	<p>W18</p>	<p>English Language Arts, 2nd Edition you'll explore how the Common Core State Standards (CCSS) approach literacy in new and important ways. You will see a new emphasis on critical thinking skills in the area of science. Through video examples, in-depth readings, and downloadable applications, you'll learn practical ways to put CCSS to work in your classroom. In the second edition of this course, emphasis is placed on literacy strategies in the English language arts classroom at grades 6-12.</p>
<p>Question Clsrm Disc 6-12 (Questioning for Classroom Discussion Grades 6-12)</p>	<p>X18</p>	<p>In this course, Questioning for Classroom Discussion: Grades 6-12, you will embark on a learning journey designed to open up new vistas and offer new insights that you can use with your students to make classroom discussion a manageable process. First, you'll explore four quality questioning practices that drive productive discussion: Framing a focus question; Promoting equitable participation; Scaffolding student responses to deepen thinking; Creating a culture for thoughtful discussion. Then, you'll learn the discussion skills that comprise the DNA of meaningful discussion. Typically, students don't arrive at school prepared to engage in productive discussion, so developing these discussion skills is crucial. You'll explore research-based skills in three key categories: social, cognitive, and use-of-knowledge. Then, you'll learn how to decide which skills are most appropriate for your students given their ages and developmental levels and the subject you teach. Using the threefold framework can help you plan disciplined discussions in which students' skills are intentionally targeted for development.</p>

<p>Question Clsrn Disc K-5 (Questioning for Classroom Discussion: Grades K-5)</p>	<p>Y18</p>	<p>In this course, you are embarking on a learning journey designed to open up new vistas and offer new insights that you can use with your students to make classroom discussion a manageable process. First, you'll explore four quality questioning practices that drive productive discussion: Framing a focus question, Promoting equitable participation, Scaffolding student responses to deepen thinking, and Creating a culture for thoughtful discussion. Then, you'll learn the discussion skills that comprise the DNA of meaningful discussion. Typically, students don't arrive at school prepared to engage in productive discussion, so developing these discussion skills is crucial. You'll explore research-based skills in three key categories: social, cognitive, and use-of-knowledge. Then, you'll learn how to decide which skills are most appropriate for your students given their ages and developmental levels and the subject you teach. Using the threefold framework can help you plan disciplined discussions in which students' skills are intentionally targeted for development.</p>
<p>Spark Student Creativity (Sparking Student Creativity: Practical Applications and Strategies)</p>	<p>Z18</p>	<p>This PD Online course, Sparking Student Creativity: Practical Applications and Strategies, will help you teach creatively whether you are creative or not. Using readings and ideas from Patti Drapeau's book Sparking Student Creativity: Practical Ways to Promote Innovative Thinking and Problem Solving and from journal articles and videos, this course focuses on how to integrate creativity into content to meet and extend curriculum standards. You'll learn how to use a creativity road map to plan instruction, how to use strategies to enhance creative tasks, and how to assess creativity lessons.</p>
<p>SPED: Goals-Growth (Special Education: From Goals to Growth)</p>	<p>A19</p>	<p>This PD Online course, Special Education: From Goals to Growth, will help general and special education teachers better understand their roles for supporting students with special needs. Learners will also gain valuable insight for meeting both the letter and spirit of the law to ensure the success of special education students in the general education curriculum. After taking this course, educators will understand how to create a culture of inclusion, implement multi-tiered systems of support, differentiate between accommodations and modifications, establish curriculum based goals for students, design growth plans, and apply various models of co-teaching. Learners will also come away with a strong sense of how to track, manage, and adjust a student's accommodations using a data-driven measurement model that allows for flexibility and continuous improvement for the student</p>

<p>Teach, Reflect, Learn (Teach, Reflect, Learn: Building Your Capacity for Success in the Classroom)</p>	<p>B19</p>	<p>In this course, you will have the opportunity to deepen your knowledge, hone your self-reflective skills, and ultimately, “build your capacity for success.” “Building your capacity for success.” This phrase packs quite a significant wallop—both in education and in life. For this course, the term capacity is not viewed as a static measurement—such as how much capacity one’s heart has for blood—but rather, as a dynamic element of improvement—how much capacity one’s heart has for love (to continue this metaphor). Our capacity for success, like our capacity for love, knowledge, skill, excellence, learning, and growth, is limitless. And as we increase that capacity, we simultaneously increase our ability to affect the children with whom we work in positive ways. So what makes a great teacher successful when others fall short? Rigorous, ongoing self-reflection. Expertise does not come naturally. Cultivating awareness, developing a skill, honing the ability to accurately assess, and improving our responsiveness takes time, effort, energy, and a hefty dose of self-reflection. The difference between learning a skill and implementing it effectively resides in our capacity to engage in deep, continuous, and rigorous thought about that skill. This course has been carefully constructed for you, the</p>
<p>Core Skills-Listen/Speak (Teaching the Core Skills of Listening and Speaking)</p>	<p>C19</p>	<p>This course will get you started on the path to developing competent oral communicators in your classroom. You will notice that students are better, more-engaged, deeper listeners and better, more-engaging, well-spoken communicators when you apply the principles you’ll learn in these six modules. Topics include:</p> <ul style="list-style-type: none"> • Speaking well in collaborative discussion and presentations. • Listening effectively in oral and multimedia communications. • Asking good questions and reasoning soundly. • Incorporating multimedia and visual displays into presentations and reports. • Adapting speaking styles to suit different occasions.
<p>Teach Critical Verbs (Teaching the Critical Verbs: Closing the Vocabulary Gap)</p>	<p>D19</p>	<p>The importance of direct vocabulary instruction cannot be exaggerated. Vocabulary provides essential background knowledge and is linked to reading comprehension and academic achievement. Researchers estimate 85% of achievement test results are based on the vocabulary of the standards. It is for educators to teach these critical words through research based direct instruction. The verbs used in all standards are based on critical thinking processes that students must learn. In this course you will be exposed to the research, the strategies and the most critical verbs. Educators who take on the responsibility of explicitly teaching the vocabulary students need to know that they are providing students the opportunity to grow, learn, and succeed.</p>

<p>Next Gen Science (The Next Generation Science Standards: An Introduction)</p>	<p>E19</p>	<p>In The Next Generation Science Standards: An Introduction, participants will learn about the background and genesis of the standards, discover the relationship between A Framework for K–12 Science Education and the Next Generation Science Standards (NGSS), explore science learning progressions, 3-D learning and instruction, the intentions behind the integration of engineering practices and design in science education, and conclude with approaches to assessment of the three dimensions (3-D) of science learning with the standards. Through the in-depth readings, video examples, and supplementary resources, the learner will begin implementing ways to use these standards for this revolutionary new mode of teaching science into their classroom, district, or state.</p>
<p>Math GR K-5 (Common Core and Mathematics: Grades K-5)</p>	<p>F19</p>	<p>In the Common Core and Mathematics: Grades K–5, you will explore the Common Core State Standards for Mathematics (CCSSM). This course will provide information on the background of the new standards as well as details on the standards for content and the standards for practice. Additionally, the course covers the six domains for grades K–5 including strategies, ideas for assessment, and common misconceptions. By the end of this course, you will have an understanding of these topics, along with some ideas and tools on how to implement the CCSSM in your classroom.</p>
<p>Total Participation (Total Participation Techniques)</p>	<p>G19</p>	<p>Typical question and answer sessions allow students to tune out important classroom interactions, and traditional lectures leave most students functioning as ‘listening objects.’ To truly engage all learners, instructors need to use a more intentional approach to student engagement. In this online course, participants will explore the societal and personal costs of disengagement and the importance of higher-order thinking in creating environments that meaningfully engage students in content learning. This course will introduce participants to practical techniques for cognitively engaging students during lessons. These include the uses of on-the-spot techniques, hold-ups, total participation techniques (TPTs) that involve movement, and TPTs for guiding and supporting students in their note taking. Participants will explore essential elements in building a TPT-conducive classroom, where students feel free to share with minimal risks. Finally, participants will analyze the cognitive engagement that is present in a classroom lesson as they apply their new understandings to their own teaching or through peer observations.</p>

<p>High-Poverty to High-Perform (Turning High-Poverty Schools into High-Performing Schools)</p>	<p>H19</p>	<p>In this course, you will gain new understandings of families living in poverty and the concrete steps that high-poverty, high-performing (HP/HP) schools have taken to improve outcomes for all students. You will also have opportunities to read research, case studies, and anecdotal reports of how schools have welcomed students and families living in poverty to transition from wherever they are into high-performing schools. Course resources will guide you through activities to assess your school and create action plans. One of the critical components of the course is building leadership capacity. Whether you are an administrator or teacher, you will feel empowered to take advantage of opportunities to improve outcomes for students in your school, especially if you have a high percentage of students living in poverty. This course is based on William Parrett and Kathleen Budge's Framework for Action, which uses gear wheels to represent Spheres of Influence Actions School Culture As you work through the course, you will see how improvements in any one of the three areas can influence the other two.</p>
<p>Intro Conflict Resolution (Conflict Resolution: An Introduction)</p>	<p>J19</p>	<p>This course introduces teachers to the concept of conflict resolution, its value in a school environment, and the many ways to handle it. It will help teachers understand how they can and why they should emphasize conflict resolution in the classroom and, if feasible, throughout the school.</p>
<p>Content-Based Instr Eng Lang (Content-Based Instruction for English Language Learners, 2nd Edition)</p>	<p>K19</p>	<p>This course explores the characteristics and types of content-based instruction for English language learners. You'll see how teachers balance the dual focus on language and subject matter and learn about a helpful framework for designing content-based courses and lessons. You'll also consider different criteria for choosing and developing the content taught, as well as factors influencing the choice, development, and adaptation of materials.</p>
<p>Learn Obj for Eff Instr (Where Great Teaching Begins: Designing Student Learning Objectives for Effective Instruction)</p>	<p>L19 M19</p>	<p>Begins: Designing Learning Objectives for Effective Instruction, will give teachers and teacher leaders a deeper understanding of how to effectively plan for student thinking and learning. Using chapter readings and the ideas of "deep design" from Anne Reeves's book Where Great Teaching Begins (ASCD, 2011), the course focuses on the critical role that student learning objectives play in the learning process. It will also examine how these learning objectives inform assessment and instruction. Course participants will also use the ideas of deep design to decide how to take proper advantage of technology tools for instruction in the 21st century.</p>
	<p>N19</p>	

<p>Dev Grammar Skill Eng Learner (Developing Grammar Skills in English Language Learners)</p>	<p>P19</p>	<p>This course explores the role grammar plays in helping English Language Learners improve their language skills. You'll begin from a more global perspective by exploring seven definitions of grammar. You will then move to the differences between patterns and rules and why second-language learners benefit from instruction on both.</p>
<p>Intro Diff Instruction (Differentiated Instruction: An Introduction, 2nd Edition)</p>	<p>R19</p>	<p>You will build a conceptual understanding of the model of differentiated instruction (DI), including the philosophical underpinnings of this model. You will explore characteristics and key elements of differentiated instruction, as well as beliefs that guide the DI model and the five nonnegotiables of differentiated instruction: high-quality curriculum, welcoming classroom environment, ongoing assessment, flexible grouping, and respectful tasks.</p>
<p>Create Envirmnt-Support Learn (Differentiated Instruction: Creating an Environment That Supports Learning)</p>	<p>S19</p>	<p>You will build a conceptual understanding of the model of differentiated instruction (DI), including the philosophical underpinnings of this model. You will explore characteristics and key elements of differentiated instruction, as well as beliefs that guide the DI model and the five nonnegotiables of differentiated instruction: high-quality curriculum, welcoming classroom environment, ongoing assessment, flexible grouping, and respectful tasks.</p>
<p>Lead/Manage Diff Classroom (Differentiated Instruction: Leading and Managing a Differentiated Classroom)</p>	<p>T19</p>	<p>Managing a Differentiated Classroom, you will examine issues and strategies for leading a differentiated classroom and managing the many details necessary for the class to run smoothly. You will explore how the teacher's vision sets the stage for students' confidence and effectiveness in a responsive classroom. You will also discover the direct link between teachers' mindsets and their actions in the classroom, which influence how students come to see themselves as learners. In addition, you will learn to create buy-in from students, parents, and other stakeholders, which leads to effective partnerships</p>
<p>Teach w/Student Differences (Differentiated Instruction: Teaching with Student Differences in Mind)</p>	<p>U19</p>	<p>In Differentiated Instruction: Teaching with Student Differences in Mind, you will learn how teachers in a differentiated classroom plan for differentiation for readiness, interest, and learning profile, using multiple instructional strategies. You will also see how many of the components of differentiation previously discussed in this suite of courses come together to ensure solid planning and execution of high-quality differentiation.</p>
<p>DI: The Curriculum Connection (Differentiated Instruction: The Curriculum Connection)</p>	<p>V19</p>	<p>Differentiated Instruction: The Curriculum Connection directly addresses one of five nonnegotiables of differentiated instruction: the role of curriculum in designing and delivering high-quality differentiated instruction. In this course, you will explore the attributes of high-quality curriculum and what it means to teach for understanding.</p>

Use Ongoing Assmnt Instruction (Differentiated Instruction: Using Ongoing Assessment to Inform Instruction)	W19 X19	In Differentiated Instruction: Using Ongoing Assessment to Inform Instruction, you will learn how teachers in a differentiated classroom plan for ongoing assessment and use information collected from assessments to inform instruction.
Embrace Dvsty: Look In Mirror (Embracing Diversity: A Look in the Mirror)	Y19	National Tragedy: Promoting Tolerance and Peace in Children: Tips for Parents and Schools suggests, "Adults can help children understand the importance of treating all people with dignity and not judging groups of people for the actions of a few." Teachers are in a wonderful position to help young people understand that our nation is strong because of our diversity.
Effective Teaching 2 (Embracing Diversity: Effective Teaching, 2nd Edition)	Z19	In Embracing Diversity: Effective Teaching, you'll consider the importance of building respect for racial and multicultural diversity, as well as combating gender and sexual bias through curriculum. You will also explore the role of conflict resolution and character education in helping build learning environments that embrace diversity. Through video examples and in-depth readings, you will learn practical tools for building respect for all students.
Global Education 2 (Embracing Diversity: Global Education, 2nd Edition)	A20	In Embracing Diversity: Global Education, you'll develop an understanding of the role of global awareness as an important skill for students in the 21st century. Through video examples, in-depth readings, and problem-solving activities, you'll learn various ways to infuse global awareness into your lessons, school activities, and community connections and make global connections through technology.
Manage Diverse Schools/Clrms (Embracing Diversity: Managing Diverse Schools and Classrooms, 2nd Edition)	B20	In Embracing Diversity: Managing Diverse Schools and Classrooms, you will explore the importance of promoting diversity and tolerance at both the classroom and school level.
Engage Students in Math Prac (Engaging Students in Math Practices)	C20 D20	The Mathematics Practice standards are an integral part of the Common Core State Standards (CCSS) and provide expertise that educators should seek to develop in their learners at all grade levels. The overarching goal is to develop student practitioners of mathematics and the mathematics practice standards were developed to assist educators in this task. This course provides an in depth look at the eight mathematics practice standards and allows teachers the opportunity to explore ways to implement each standard into their classroom while aligning their practice with the CCSS.
Eng Lang Lrn in Mainstream (English Language Learners in the Mainstream)	E20	This seven-lesson course aims to prepare teachers to work more effectively with English language learners in mainstream classes. Among other goals, you will learn how demographic changes affect schools, the importance of culture when teaching ELL students, and supportive strategies that can be implemented in any classroom.

Deepening Understanding (Formative Assessment: Deepening Understanding)	F20	Discover a range of best-practice methods for providing students with meaningful, interactive feedback.
Formative Assmnt: Basics (Formative Assessment: The Basics)	G20	assessment and discusses how it is used in the classroom. Learners will explore how to provide meaningful feedback and consider how students can be active in the assessment process. Additionally, learners will be given opportunities to listen to the perspectives of educators who have worked extensively to improve assessment in schools, and they can watch examples of exemplary practice and determine how they might implement such successful approaches in their own contexts.
	H20	
	J20	
	K20	
	L20	
	M20	
Effective Critical Skills (Leadership: Effective Critical Skills)	N20	This course examines the critical skills that are important for educational leaders. These skills include communicating effectively, problem solving and decision making, resolving conflict, and building highly effective teams. Finally, this course offers practical advice on emphasizing the importance of consistency in achieving change within the educational environment and avoiding several common obstacles to leadership success.
	P20	
Learning Theory in Classroom (Learning Theory in the Classroom)	R20	This course explores several influential teaching models and discusses the role of personalization through the incorporation of learning and teaching styles into the educational paradigm. Participants will investigate the strengths and weaknesses of behaviorism, cognitivism, and constructivism.
Literacy Strat For Learning (Literacy Strategies for Learning)	S20	This course will help participants understand why its important for every teacher to become involved in teaching students how to read, write, and comprehend the subject matter being presented to them and provide teaching strategies in the content areas. Participants will consider the rationale for building literacy skills and learn several strategies relevant to different content areas.
	T20	
Improving Comprehension (Literacy Strategies: Improving Comprehension)	U20	This course introduces teachers to strategies that they can use to help struggling readers. The course also gives teachers an opportunity to synthesize what they learn and create a program that will assist them in helping their struggling readers. Learn ways to address reading difficulties, explore instructional strategies that improve comprehension, and see different models of sustained silent reading.
	V20	
Lit Strat - Mathematics (Literacy Strategies: Mathematics)	W20	This course will help you understand why it's important for every teacher to become involved in teaching students how to read, write, and comprehend the subject matter being presented to them, and it provides a few teaching strategies in the mathematics area.

Phonemic Awareness/Vocab Bldg (Literacy Strategies: Phonemic Awareness and Vocabulary Building)	X20	This course will share strategies that have been effective in helping students learn to read.
Lit Strat - Science (Literacy Strategies: Science)	Y20	The course explains why its important for every teacher to become involved in teaching students how to read, write, and comprehend the subject matter being presented to them, with a focus on strategies for teaching science. Participants will also explore the common misperception that a lack of reading skills is the root of failure in content-area courses. Refer to "Common Core and Literacy Strategies: Science" for the latest edition.
Lit Strat - Social Studies (Literacy Strategies: Social Studies)	Z20	This course explains why its important for every teacher to become involved in teaching students how to read, write, and comprehend the subject matter being presented to them, with a focus on strategies for teaching social studies. Participants will also explore the common misperception that a lack of reading skills is the root of failure in content-area courses. Refer to "Common Core and Literacy Strategies: History/Social Studies" for the latest edition.
Lit Strat - Special Needs (Literacy Strategies: Special Needs)	A21	This course explains why its important for every teacher to become involved in teaching students how to read, write, and comprehend the subject matter being presented to them, with a focus on strategies for teaching special needs. Participants will also explore the common misperception that a lack of reading skills is the root of failure in content-area courses.
	B21	
	C21	
	D21	
Designing Clsrn Environment (Multiple Intelligences: Designing a Classroom Environment)	E21	theory of multiple intelligences as well as ideas and suggestions for ways to integrate it into the classroom. Participants will reexamine the use of learning centers through the lens of the multiple intelligences; learn how to redesign the classroom to incorporate the different intelligences and create an environment for all of them to thrive; and learn about the professional learning community model and how teachers can share ideas for introducing the intelligences and create lessons that honor the different ways students learn. Refer to "Multiple Intelligences: Strengthening Your Teaching, 2nd Edition" for the latest edition.
	F21	
Strengthen Your Teaching 2 (Multiple Intelligences: Strengthening Your Teaching, 2nd Edition)	G21	Teaching, you'll explore the theory and application of Howard Gardner's multiple intelligences (MI) for the 21st century classroom. Through videos, in-depth readings, and applications, you'll assess your own strengths and weaknesses, learn tools for assessing your students, and explore specific ideas and techniques for supporting MI in classroom curriculum and activities.
	H21	
	J21	

Parents as Prtnrs in School 2 (Parents as Partners in Schooling, 2nd Edition)	K21 L21 M21 N21	Welcome to Parents as Partners in Schooling. Best practices suggest that when communities, schools, and families work together, the results are stronger communities that support the success of young people. The challenges that schools face today in fostering true parental engagement are the result of a multitude of complex issues, some of which we will examine in this course.
Respsns to Intervention-Intro (Response to Intervention: An Introduction)	P21 R21	This course examines the purpose and requirements of Response to Intervention (RTI) and provides examples of what the three major components (assessment, interventions, and problem-solving process) might look like in secondary schools. This course also provides practical strategies for implementing the RTI framework in your classroom or school.
6 Lit Approach for Elem Clsrn (Six Research-Based Literacy Approaches for the Elementary Classroom)	S21	research-based components of a balanced literacy program that any elementary teacher can use to build literacy skills and increase content knowledge. Participants will learn to integrate the six research-based components into their literacy instruction. Specifically, participants will learn how to demonstrate skills students can imitate by reading aloud to them; use shared reading to teach and model strategic reading; and use guided reading to individualize and differentiate instruction, build fluency, and reinforce strategic reading in a wide range of text difficulties.
STEM for All (STEM for All)	T21 U21 V21 W21	mathematics (STEM) based careers are a growing segment in the US job market; however, the US currently lacks the talent to fill a portion of these positions. Integrating STEM into the K-12 curriculum is imperative if the US is to cultivate this talent from within. This course, STEM for All, outlines the value of integrating STEM into the curriculum at each grade level and offers examples of ways that STEM has been integrated into the classroom and through co-curricular opportunities.
Teaching w/Poverty in Mind (Teaching with Poverty in Mind)	X21	Teaching with Poverty in Mind will introduce you to the latest research on poverty and how it affects students' cognitive development and academic performance. In this course, you will learn how to differentiate among different types of poverty and understand the unique aspects and effects of each; you will learn about the real, physical effects that poverty can have on a developing brain; and you will learn schoolwide and classroom-level strategies for countering those negative effects to help your students grow, thrive, and find academic success.

<p>Tech-A Balanced Perspective 2 (Technology in Schools: A Balanced Perspective, 2nd Edition)</p>	<p>Y21 Z21</p>	<p>In Technology in Schools: A Balanced Perspective, you will learn about the challenges and benefits of incorporating technology into instruction. You will discover engaging and meaningful ways to encourage proper technology integration in schools and work toward increasing access for all students. You will also examine the importance of helping students and their families think critically about the role technology plays in their daily lives.</p>
<p>Tech-Plan Using LOCATE Model (Technology in Schools: Planning Using the LOCATE Model)</p>	<p>A22 B22</p>	<p>This course introduces an easy-to-remember set of guidelines for choosing and using effective technology resources that will enhance the content teachers teach. When teachers combine content expertise, thoughtful selection, and use of a variety of technology resources supporting curriculum goals, students can look forward to an engaging and satisfying learning experience. Refer to "Technology in Schools: A Balanced Prospective" for the latest edition.</p>
<p>Art & Science of Teaching (The Art and Science of Teaching)</p>	<p>C22</p>	<p>Robert Marzano guides you through a framework for classroom practice using 10 questions for guiding and planning an effective instructional unit.</p>
<p>Develop Lifelong Learn Habits (The Brain: Developing Lifelong Learning Habits, 2nd Edition)</p>	<p>D22</p>	<p>In The Brain: Developing Lifelong Learning Habits, you will learn about the thinking and learning skills that today's students should be cultivating to become successful adults in the dynamic, rapidly changing, and "flattened" world into which they will graduate. You will be introduced to the idea of habits of mind; survey 16 distinct ways of seeing, understanding, and interacting with the world; and learn instructional strategies to help your students develop each of these thinking and learning habits. In modules 3–6, there are also activity suggestions and materials that you can download and use in elementary or secondary classrooms.</p>
<p>Memory & Learning Strategies (The Brain: Memory and Learning Strategies, 2nd Edition)</p>	<p>E22 F22 G22 H22 J22 K22 L22 M22</p>	<p>In The Brain: Memory and Learning Strategies, 2nd Edition, you will learn about the physical structures of the human brain that create and retain memories—and how to use this information to improve your classroom teaching practice. The more you understand about how people form and retain memories, the more you will be able to help your students learn and use the academic content you are teaching them.</p>
<p>Understand By Design - Intro (Understanding by Design: An Introduction, 2nd Edition)</p>	<p>N22 P22 R22 S22</p>	

<p>Student Motivation - 2 Understanding Student Motivation, 2nd Edition</p>	<p>T22</p>	<p>examine the basics of motivation and the role that motivation plays in academic performance. Through readings, video examples, and application exercises, you'll learn how to establish strategies to create a respectful and connected classroom, balance structure and choice to create a positive attitude toward learning, set expectations, create challenging and engaging activities that are personally relevant to students, and develop strategies to help students feel more competent and confident in the classroom.</p>
	<p>U22</p>	
	<p>V22</p>	
	<p>W22</p>	
	<p>X22</p>	
<p>Com Core Writing K-5 (Understanding the Common Core Writing Standards: Grades K-5)</p>	<p>Y22</p>	<p>apply their understanding of the three main writing text types—opinion, informative/explanatory, and narrative—to different purposes and subject areas, and understand the role of formative assessment in writing, the writing process, the role of mentor texts, how to use a writers' workshop approach across content areas, and the reading-writing connection as the basis for research and learning.</p>
<p>Com Core Writing 6-12 (Understanding the Common Core Writing Standards: Grades 6-12)</p>	<p>Z22</p>	<p>In Understanding the Common Core Writing Standards: Grades 6–12, educators will explore the new standards for writing, their spiraling structure, and the classroom implications of implementing the standards. Through a variety of resources in the course, teachers in all content areas will grow in understanding the new writing standards and what instructional changes they will need to make to integrate the standards while scaffolding students for success.</p>
<p>Data - Determine Stdnt Mastery (Using Data to Determine Student Mastery)</p>	<p>A23 through Z23</p>	<p>driven instruction" is very common. The pressure to use data analytics to drive student achievement can be felt from the legislative floor to the board room to the classroom and, ultimately, to the living room. Schools and teachers are being held accountable for proving student achievement in unprecedented ways. This course will explain the science of data in relation to education. The importance of designing assessment systems and knowing where and when to collect useful data are explained. Learners will evaluate classroom assessments and learn to develop rigorous assessment items. Finally, standards based grading systems are explored as a means to accurately reporting student mastery of content standards.</p>