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# PEPPER COURSES AND SERVICES



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Pepper combines an award winning Learning Experience Platform with courses authored by leaders in the professional learning space, along with a range of digital learning services that enable our clients to reach their audience with the best learning experience 24/7.

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Accelerated Literacy Learning

Oregon State University

USC Rossier School of Education

FuelEd

Edu2000

WestEd

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Courageous Conversations

Media Power Youth

O'Neill Sea Odyssey edX

Learning Forward

Stetson & Associates Inc.

Research for Better Teaching

State Education Agency Directors of ARTS Education

# DIGITAL LEARNING SERVICES

PCG offers a variety of services that help organizations optimize a mix of teaching and learning strategies to achieve maximum learning growth for each student. Our Digital Learning Consulting Services include content development, content mapping, resource curation, language translation, staff professional development, communication and change management—as well as technology support and integration services.



## Consulting, Planning and Design

From consulting services, to flexible curation approaches to full on content development, the Pepper content curation team has the expertise to support our clients on a wide range of projects.

We work with you to implement your vision of a learning management platform that meets your specific needs.



## Content Curation and Development

Dedicated project managers, simple project plans, flexible & iterative approaches—we provide you with both process and tools that suit your needs to get your content to your audience.

We support you with post-launch services such as Data Analysis, and periodic content updates based on your needs.



## Support and Documentation

We set a high bar for the quality of the work we do. From ensuring that every deliverable meets your expectations to setting up effective review and approval processes as well as providing detailed documentation—we guarantee that our work will fully meet your needs.

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# PEPPER COURSES

Pepper courses and workshops include content from some of the nation's most trusted publishers and authors in education. Courses vary in length from short, focused workshops to longer courses that offer deeper engagement, as well as options for professional development units, graduate professional development credit or credential recertification. Some of our partners include Stanford, USC Rossier, Learning Forward and Research for Better Teaching .

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# BUILDING & SUSTAINING RACIAL EQUITY

The Building and Sustaining Racial Equity concentration provides educators the tools to support positive outcomes for all students by interrupting inequitable practices, examining unconscious biases, and creating a safe, inclusive, and multicultural environment for the school community.

## **Courageous Conversations about Race | Glenn E. Singleton | Grades: K-12**

Glenn Singleton explores how race affects your students lives and your professional practice. Deepen your understanding of the need for personal racial consciousness and the importance of engaging in the protocol for Courageous Conversations about Race. Gain the knowledge and skills to understand and examine the impact of race on student achievement. Learn how to talk about race in ways that build bridges of understanding that lead to effective action.

## **Facilitating Learning for Speakers of Non- Standardized English | Dr. Uju Anya | Grades: K-12**

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.

## **Relationally Responsive Classroom Management | Dr. Alan Green & Dr. Xiomara Mateo-Gaxiola | Grades: K-12**

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.

## **\* Becoming a Culturally Responsive Teacher | Gary Howard | Grades: K-12**

How do you reach students who are culturally different from you? Many students you teach bring rich and diverse backgrounds to your classroom. Learn from Gary Howard how to value and integrate the cultures represented in your classroom into your instruction and create a classroom that is culturally inviting to all of your students.

## **\* Best Practices for Teaching African American Boys | Jawanza Kunjufu | Grades: K-12**

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.

**\* Understanding Culture and Race | Venita Kelley | Grades: K-12**

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.

**Pedagogical Strategies for English Learners | Dr. Eugenia Mora-Flores | Grades: K-12**

In this course, you will gain the knowledge and skills to support the specific needs of English learners. You will learn to establish a language-rich classroom. You will explore the role of language in literacy development and academic achievement through deconstructing language demands and creating an Academic Language Bank. You will demonstrate pedagogical practices to guide English learners to think about content in critical and creative ways. You will employ multiple strategies for scaffolding thinking and apply knowledge and language about ELs to make informed instructional decisions to enhance learning.

**Differentiating Teaching and Instruction: What, How, Why? | Sandra Kaplan | Grades: K-12**

This course builds knowledge and skills in designing instruction that meets a wide variety of learners' needs and cultivates meaningful engagement in the classroom. Educators will learn to design and implement differentiation strategies in response to student needs, interests and abilities, by modifying curriculum and instruction and classroom environment.

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# ENGLISH LANGUAGE LEARNERS

This collection is designed to provide teachers the practical tools to help their English Language Learners (ELLs) succeed. These courses focus on the language rich performance expectations that all students must meet: obtaining, evaluating and communicating information; articulating and building ideas; constructing explanations and engaging in evidence-based argumentation.

## **LL108.1E: Mastering Math Language Part I: Reading and Speaking | Stanford University | Grades: K-5**

This first part of a two course series on Mastering Language for College and Career Readiness, focuses on Elementary Mathematics. The College and Career Readiness Standards for Mathematics are notable for raising the rigor of student language demands during math instruction. Students are expected to understand complex problems, engage in constructive classroom conversations about math, and clearly support their reasoning with evidence. Teachers will be provided with a range of practical tools for gathering and analyzing language samples that show how students learn and what support they need in elementary math classrooms.

## **ELL108.2E: Mastering Math Language Part II: Conversations and Writing | Stanford University | Grades: K-5**

This course will help teachers develop a practical understanding of argumentation, formative assessment, and how to use these processes in the classroom. Explore how formative assessment practices can be targeted to improve

student argumentation skills, an essential, cross-disciplinary practice.

Participants in this course will use a range of practical tools for gathering and analyzing language samples that show how students currently construct claims supported by evidence and/or reasoning, as well as identifying next steps in students' development. While part one of the series focused on reading and speaking the language of mathematics, this course builds on those concepts and places an emphasis on constructive conversations and writing in math. Learners must take the first part of the series (ELL108.1) before enrolling in this course. Focal topics include developing students' language for engaging in the eight Common Core mathematical practices, and fostering constructive conversations.

This short course looks closely at student-to-student discourse and addresses how to facilitate student engagement in the types of interactions required by the CCR standards. Starting with the notion that in order to improve the quality of student discourse, teachers need to listen closely to existing talk, the course asks participants to gather, analyze, and share examples of student conversations from their classrooms. The goal is for teachers to better understand student-student classroom discourse, use what they learn to facilitate higher quality interactions that build disciplinary knowledge and skills.

## **ELL212M: Constructive Classroom Conversations | Stanford University | Grades: 6-8**

Get experience with learning how to recognize, facilitate, and use constructive conversations effectively in the middle school classroom. Develop a practical understanding of academically-engaged classroom discourse, with emphasis on what this looks like in linguistically diverse classrooms that are focused on teaching to the Common Core State Standards and Next Generation Science Standards. Learn and practice teaching strategies for building students' abilities to engage in constructive face-to-face interactions.

**ELL212H: Constructive Classroom Conversations | Stanford University | Grades: 9-12**

Learn strategies for improving students' abilities to engage rich academic discourse across disciplines and grade levels. The overall goal is for participating teachers to better understand student-student classroom discourse and use what they learn to facilitate higher quality interactions that build disciplinary knowledge and skills.

**ELL311: Communication-Focused Conversation | Stanford University | Grades: K-12**

Communicativeness means that rather than focusing on memorizing grammar rules and word meanings to give the appearance of language learning and use, activities actually require and foster communication--they motivate and support students in using language to get interesting and meaningful things done. This first course focuses on designing activities that develop students' conversation skills across disciplines.

**ELL312: Communication-Focused Listening & Watching | Stanford University | Grades: K-12**

This course is part of a series of short courses from the Understanding Language Initiative at Stanford University that facilitates the analysis and improvement of the communicative features of activities in English language development (ELD) lessons. Course participants will learn how to design activities that develop students' listening skills across disciplines.

**ELL313: Communication-Focused Speaking | Stanford University | Grades: K-12**

Communicativeness means that rather than focusing on memorizing grammar rules and word meanings to give the appearance of language learning and use, activities actually require and foster communication--they motivate and support students in using language to get interesting and meaningful things done. This course focuses on designing activities that develop students' oral (speaking) skills across disciplines.

**ELL314: Communication-Focused Reading & Visual Literacy | Stanford University | Grades: K-12**

As part of the series on developing communication focused skills in students, this course focuses on designing activities that develop students' reading (visual literacy) skills across disciplines.

**ELL315: Communication-Focused Writing | Stanford University | Grades: K-12**

Writing is one of the most important skills that students need to have. Focusing on developing writing skills that communicate information coherently and effectively is necessary across all subject areas. This educator focused course will help teachers design activities that they can use with their students in developing their writing skills.

**ELL411: Coaching for Communication-Focused Conversation | Stanford University | Grades: K-12**

Each course in this series highlights strategies to incorporate communication into a different skill, such as listening, speaking, reading, writing, and conversation. This version of the course is geared toward instructional coaches and others who support teachers and build school-wide capacity. As such, the reflection questions and assignment are designed to help coaches to focus on communication as they work alongside teachers in examining students' conversation skills.

**ELL412: Coaching for Communication-Focused Listening & Watching | Stanford University | Grades: K-12**

This "coach" version of the "Communication-Focused Listening & Watching" course is designed for instructional coaches and others who support teachers and build school-wide capacity. As such, the reflection questions and assignment are designed to help coaches to focus on communication as they work alongside teachers in examining students' listening skills. We hope this series will benefit teachers looking for engaging ways to enhance both content and language learning for students, especially English Language Learners.



**ELL413: Coaching for Communication-Focused Speaking | Stanford University | Grades: K-12**

This course focuses on designing activities that help coaches support teachers in developing students' oral (speaking) skills across disciplines. This course is part of a series of short courses from the Understanding Language Initiative at Stanford University. We hope this series will benefit educators looking for engaging ways to enhance both content and language learning for students, especially English Language Learners.

**ELL414: Coaching for Communication-Focused Reading | Stanford University | Grades: K-12**

This course focuses on designing activities that help coaches support teachers in developing students' reading (visual literacy) skills across disciplines.

**ELL415: Coaching for Communication-Focused Writing | Stanford University | Grades: K-12**

This course is intended for coaches working with ELL educators and helping them developing the writing skills in their English language learners.

**ELL511: Establishing a Culture of Conversation in the Classroom | Stanford University | Grades: K-12**

This course addresses the role of classroom conversation in the learning and assessing of key ideas and skills across disciplines as well as how to establish a conversant classroom conversation. The authors talk about why attending to student conversation skills is vital (but often neglected), particularly when the ultimate goal is to improve the overall quality of academic learning. It includes suggestions for cultivating classrooms that value learning through constructive conversation, and specifically focuses on how to develop conversational mindsets. An overview of key conversation skills is also provided.

**ELL512: Creating Effective Conversations, Prompts, and Tasks | Stanford University | Grades: K-12**

This course focuses on how to craft effective prompts and tasks for back and forth conversations between students. In it, we address the features of effective prompts and examine sample conversations and the connection between the prompt and resulting conversation. The course also addresses how to leverage existing learning to build useful tasks and effective prompts that will lead to productive conversations and students' development of new conversation skills.

**ELL513: Preparing for Effective and Efficient Formative Assessments of Conversations | Stanford University | Grades: K-12**

The course prepares participants to formatively assess student-to-student conversations in order to develop students' language and move their learning forward. During this course participants will examine the process of formative assessment and explore how to assess student conversations with the Conversation Analysis Tool. We will also revisit the four conversation skills and examine how these skills can be valuable resources when providing formative feedback to students and making instructional adjustments.

**POW317: Vocabulary Instruction for English Language Learners (ELL) | WestEd | Grades: 6-8**

This workshop will help teachers to understand the importance of providing vocabulary instruction focused on words critical to understanding content. Teachers will explore important elements of vocabulary instruction as related to English Language Learners including the importance of vocabulary instruction primarily focused on teaching the words essential to understanding subject matter content.

**POW329: Engaging Students in Meaningful Text Discussions | WestEd | Grades: K-5**

Reading comprehension can be improved when students actively engage in discussion about the text they are reading. Teachers can engage students in discussion by employing whole group, small group, or partner interactions. When teachers select compelling texts and ask thoughtful questions, students are more likely to engage in meaningful discussion about what they are reading. This workshop will focus on how teachers can motivate and engage students by using text discussion to improve their reading comprehension skills.

**POW125: Universal Design for English Language Learners | PCG Education | Grades: K-12**

Universal Design for Learning (UDL) is a teaching approach to help all learners be successful. According to the National Center on Universal Design for Learning, "UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs." The Universal Design for Learning for ELL Workshop will look at the value of providing multiple means of engagement and variety of activities for English Language Learners.

**POW324: Intervention for Struggling Readers | WestEd | Grades: 6-12**

Reading ability is a key predictor of achievement in mathematics and science, and the global information economy requires today's American youth to have far more advanced literacy skills than those required of any previous generation. Teachers need to focus on improving reading instruction in upper elementary, middle, and high school. Yet reading instruction as a formal part of the curriculum typically decreases as students move beyond upper elementary grades. This workshop focuses on providing guidance and tools for teachers that provide targeting interventions to struggling readers in high school.

**POW112: Universal Design for Science Learning | PCG Education | Grades: K-12**

Participants will explore helpful technology tools that support Science instruction while meeting the goals of UDL. Through the use of UDL strategies, teachers can help all learners be successful, including students in the Science classroom. According to the National Center on Universal Design for Learning, "UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs." Course participants will find out how to apply principles of UDL to their Science curriculum.

**\* Teaching English Language Learners Across the Curriculum, Part I | Elizabeth Jimenez | Grades: K-12**

In this course, you will gain the knowledge and skills to deliver academic content in the classroom so English language learners can succeed in all subjects. You will explore model instructional and assessment practices that enhance English language learners; understanding and achievement across all content areas by first learning the foundations of language development and language acquisition. This will then prepare you to

design and modify activities for your ELL with different English proficiency levels. You will have the opportunity to examine strategies for assessing student knowledge, identify language learning objectives, and develop differentiated instructional lessons. By the end of the course, you will have had the chance to preview your textbooks for idiomatic expressions and multiple meaning words and plan lessons that incorporate academic language development and utilize primary language cognates.

**\*Teaching English Language Learners Across the Curriculum, Part II | Elizabeth Jimenez | Grades: K-12**

In this course, you will gain the knowledge and skills to apply English language learner strategies in all four domains of language: reading, writing, speaking, and listening. By observing several classrooms where English language learners are engaged in content based ESL lessons, you will learn how to plan for and address task difficulty through sheltered instruction techniques (or SDAIE). You will become versed in ESL techniques and the benefits of various instructional supports, such as team teaching, peer tutoring, educational technology, and working with bilingual paraprofessionals to support student learning. By the end of the course you will have explored the importance of students' culture, learn how to organize lessons around meaningful themes, how to communicate effectively with families, and how to engage families and communities in student learning.

**\*Teaching Reading and Comprehension to English Learners | Margarita Calderón | Grades: K-12**

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-aloud and partner reading. Writing and editing strategies complete the picture.

# SPECIAL EDUCATION

Our Special Education library provides practical courses and workshops designed to meet the unique PD needs of special education teachers and support staff. Courses in this collection were exclusively developed by special education experts at WestEd and at Public Consulting Group. Topics include: collaborative teaching to support inclusive education, co-teaching and special education differentiation, writing standards-based IEPs, Universal Design for Learning, and supporting students with ADHD.

## **POW210: Elements of Differentiated Instruction | PCG Education | Grades: K-12**

Designed differentiation is the deliberate act of modifying instruction or an assignment in order to customize the effect to match the particular developmental level and skills of a student or group of students. The ideal is to provide equivalent learning activities that cater to the students' strengths but bring all of the students to the same learning objective. Differentiation takes into consideration a student's interests, readiness level, and learning style in order to personalize their education experience as needed. There is no one strategy that works for every teacher in every school with every child. In this workshop, we will explore a variety of techniques to respond to the needs of diverse learners. It is essential that teachers create an open classroom that values the experiences and perspectives of all students. This creates an instructional environment that supports inclusive education and addresses the variable needs of the learners.

## **SE104: Collaborative Practices that Support Inclusive Education | PCG Education | Grades: K-12**

Students with disabilities are being taught more than ever in general education classrooms. This provides unique opportunities for special and general education teachers to work together to support these students in rigorous general education classrooms. This course is based on supports and related services designed to meet the unique needs of students with disabilities and to enable their access to the general education curriculum. As an outcome of this course participants will develop a personalized collaborative agreement with their teacher colleague and acquire the skills necessary to design a lesson that takes advantage of the resources of a collaborative classroom and incorporates collaborative structures.

## **SE112: Co-Teaching: Special Education Differentiation | WestEd | Grades: K-12**

Throughout this course, special education and general education teachers considering co-teaching and those already involved in co-teaching will learn about the rationale, purpose, benefits, and components of effective co-teaching practices as well as strategies for co-planning, lesson design and the development of strong co-teaching partnerships.

## **SE211: Strategies for Making Differentiated Instruction Work | PCG Education | Grades: K-12**

In order for a teacher to be successful in differentiation, they must have multiple methods for individualizing instruction. There is no one strategy that works for every teacher in every school with every child. In this workshop, we will explore a variety of strategies to help teachers meet the needs of diverse learners.

**SE215: Writing Standards-Based IEPs | PCG Education | Grades: K-12**

This course prepares special education teachers to understand the relationship between higher standards and standards based IEPs. We take a unique approach to building teachers' skills and developing standards-based IEPs through an in depth examination of the rationale for standards based IEPs and the thought processes and steps involved in creating key components of standards-based IEPs.

**SE221: Effective Paraprofessionals | PCG Education | Grades: K-12**

Designed as an introductory training for paraprofessionals who are currently working with students or who will be supporting classroom teachers soon, this course provides an overview of policies and best practices for working with all students. The following topics will be covered through self-paced, interactive modules: policies and procedures, collaboration and communication, and roles and responsibilities.

**SE310: Supporting Students with Disabilities in Language Arts | PCG Education | Grades: K-12**

Come explore the Universal Design for Learning framework and how it can be applied to provide appropriate scaffolds and supports to create rigorous learning environments where all students are encouraged to achieve goals which represent high expectations.

Learn about the foundation for Universal Design for Learning, its definition, and how the UDL Principles and Guidelines support and inform classroom practices. Examine how UDL applies to the four components of curriculum: Instructional goals, methods, materials, and assessments, and be introduced to the concept of "watering-up" the curriculum.

**SE311: Supporting Students with Disabilities in Mathematics | PCG Education | Grades: K-12**

Teachers will begin this course by considering the instructional implications and application of the Mathematics Standards for students with disabilities. Next, participants will learn how to create a supportive learning environment. Then, they are introduced to strategies for scaffolding mathematics instruction by providing job aids, using multiple representations, and differentiating problems using friendlier numbers and alternative tasks. The module also briefly covers the next steps in the continuum of support for students with disabilities, accommodations and modifications. The module will culminate with participants considering implications for planning rigorous mathematics lessons that will meet the needs of all learners.

**SE501: Individuals with Disabilities Education Act Essentials | PCG Education | Grades: K-12**

IDEA was designed and enacted to protect and provide for all students with disabilities from the ages of birth to 21. All US public education institutions are required to comply with the law. In this workshop, you will learn the history and background on the law as it relates to IDEA. You will also examine key legal provisions and understand the process required for students who qualify under IDEA.

**SE502: Evaluation and Eligibility | PCG Education | Grades: K-12**

The purpose of this module is to provide an overview of the evaluation and eligibility processes. Throughout the course, you will gain insight into the evaluation and eligibility processes from a legal and practical perspective. Topics include a general introduction into the evaluation process, overview of MTSS, the re-evaluation process, and more.

**SE503: Early Intervention (EIS) | PCG Education |  
Grades: K-12**

Many people believe that early intervention is a key aspect of helping special education students thrive in the classroom. This workshop focuses on the foundations of early intervention, understanding the evaluation and assessment process, eligibility criteria, and the implementation of the Individual Family Service Plan. You will also explore parents' rights and procedural safeguards, which will help you to understand Early Intervention and how it affects a student's life.

**SE504: Least Restrictive Environment |  
PCG Education | Grades: K-12**

Participants will learn about the concept of Least Restrictive Environment (LRE) and the requirements under IDEA of educating students alongside their nondisabled peers to the maximum extent appropriate. The sessions in the course are designed to provide learners with information regarding the legal aspects of LRE and how LRE is an integral part of developing the Individualized Education Program (IEP).

**SE505: Family Educational Rights (FERPA) and  
Confidentiality | PCG Education | Grades: K-12**

This overview of the Family Education Rights and Privacy Act (FERPA) provides participants an understanding of the legal requirements under FERPA. They will learn about parental and eligible student's rights as it relates to accessing, inspecting, amending, and destroying educational records; as well as requirements and processes for disclosing or destroying records.

**SE506: Discipline and Manifestation Determination |  
PCG Education | Grades: K-12**

You will develop an understanding of the IDEA regulations for discipline and manifestation determinations and the implications of the law. This workshop will also break down the process for making an MDR decision and its impact on compliance, as well as summarize the process and explain the rights afforded to parents of students with disabilities.

**SE507: Individualized Education Program (IEP) |  
PCG Education | Grades: K-12**

There are many essential parts included in the Individualized Education Program (IEP) that, when implemented and continuously monitored, should have a positive impact on a student's educational performance. This workshop will help educators understand the purpose of the IEP, its significance in IDEA, and compliance with the law and established legal standards. Participants will be able to recognize and apply to practice the key components of the IEP and understand how to inform a student's progress.

**Inclusive Education: Success for All Learners |  
Dr. Frances Stetson | Grades: K-12**

Inclusive education practices, originally associated exclusively with services for students receiving special education services, are now recognized as an essential quality characteristic for all schools and for all students. At a time when broader ranges of student diversity are enrolling in K-12 schools, and pressures for stronger teacher competencies, more positive school climates, and more effective and efficient staffing decisions impact the daily business of education, a comprehensive approach to incorporate inclusive practices is required. This course is designed to build the competencies of educators to successfully incorporate the belief systems, effective instructional skills, new models of staffing and service delivery and authentic collaboration into their practice. When these goals are reached at a systemic level, achievement for all students is increased, teacher effectiveness is increased and a more positive culture for teaching and learning is realized.

**\*Aiding Students with Learning Disabilities |**

**Donna Walker Tileston | Grades: K-12**

In this course Dr. Donna Walker Tileston covers a broad range of topics in the worlds of brain research and special education. 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 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, she 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.

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# ENGLISH LANGUAGE ARTS

This comprehensive ELA library features content created by subject matter experts from WestEd and Public Consulting Group. Topics include: ELA/ Literacy Shifts; Text Based Discussions; Building Academic Vocabulary; PreK-3 Instruction: Literacy Foundational Skills; Reading Comprehension and Academic Language; Writing, Speaking, and Listening; Literature Circles, Universal Design for English Language Arts; and Interventions for Struggling Readers.

## **ELA101E: ELA/Literacy Shifts in Elementary Grades | WestEd | Grades: K-5**

For elementary teachers many of the Common Core State Standards for English Language Arts/Literacy will look familiar, but the increased emphasis on reading informational text, using text-based questions, and teaching academic vocabulary may represent a shift in instruction in reading, writing and speaking.

In this course, teachers will learn about the design and structure of the ELA/Literacy Standards, and how these standards represent shifts in three instructional areas: helping students build strong content knowledge through an increase in informational text; reading, writing, and speaking grounded in evidence from text; and regular practice with complex text and academic language.

The Common Core State Standards for English Language Arts/Literacy represent key shifts in instructional practice for high school teachers, particularly teachers

of English, History and Science. Teachers are expected to support their students in reading more complex informational text and developing arguments based on what they read. Teachers will learn about the structure of the ELA/Literacy Standards, and how these standards represent shifts in three areas: helping students build strong content knowledge through an increase in informational text; reading, writing, and speaking grounded in evidence from text; and regular practice with complex text and academic language.

## **ELA201M: Building Academic Vocabulary in Middle School | WestEd | Grades: 6-8**

This course developed by WestEd supports middle school teachers in implementing a key instructional shift outlined by the Common Core: more strategic selection and instruction of vocabulary words to improve students' reading comprehension and deepen understanding of key content area concepts.

## **ELA201H: Building Academic Vocabulary in High School WestEd | Grades: 9-12**

Recommended Pre-requisite: Participants in this course will need access to students in order to implement the practicum assignments developed as part of the session activities. Course participants will develop strategies to support students in expanding their general academic language and improving their vocabulary acquisition. This includes focusing on tier two vocabulary words and the use of student-friendly definitions:

- exploring activities and graphic organizers (e.g., semantic maps, cloze passages, connotations) that support repeated, contextualized vocabulary instruction in content areas; and
- organizing instruction to provide students with multiple opportunities for review and practice with independent vocabulary strategies.
- Participants are encouraged to reflect on common classroom practice to unpack traditional approaches and explore more effective ones.



**ELA210E: Text-Based Discussions in Elementary School**  
**WestEd** | **Grades: K-5** | *Recommended Pre-Requisite*  
*ELA101E ELA/Literacy Shifts in Elementary School*

Text-based discussions in elementary school can help students become more independent readers of the complex texts called for in the Common Core Standards and help prepare them for reading, speaking, and listening practices called for in middle and high school. This course provides an introduction to teaching with text discussions that support the close reading of text, as well as speaking and listening skills in small groups.

**ELA210M: Text Discussion in Middle School** | **WestEd**  
**Grades: 6-8** | *Recommended Pre-Requisite ELA101M*  
*ELA/Literacy Shifts in Middle School*

Teachers will learn about metacognition and how helping students make their thinking visible can improve their reading comprehension. They will become familiar with effective text discussion formats and structures and will plan and prepare for text discussions in their own classroom. Course activities include reading articles, viewing and reflecting on expert videos and classroom videos, reading articles, and reflecting on instructional practice and learning.

**ELA210H: Text-Based Discussions in High School**  
**WestEd** | **Grades: 9-12** | *Recommended Pre-Requisite*  
*ELA101H ELA/Literacy Shifts in High School*

Explore the research-based strategy of facilitating text discussions that supports the close reading and speaking and listening skills called for in the English Language Arts/Literacy Common Core Standards for grades 9-12. As teachers deepen their understanding of text discussion for improving reading comprehension, they will view expert and classroom videos of text discussion in action, learn from research, complete activities to check their learning, and apply this learning to their classroom practice. A course portfolio provides an opportunity to revisit key ideas, strategies, and reflections during and after the course.

**ELA220E: Balancing Informational & Literary Texts** |  
**WestEd** | **Grades: K-5**

This course supports K-5 teachers in implementing a key instructional shift outlined by the Common Core: ensuring a 50-50 balance in the use of informational and literacy texts to provide young readers with access to increasingly complex and content-rich readings. Session activities include short quizzes after viewing media or reading course material, a reflection journal, resource library exploration, and peer practicum assignments that provide participants with opportunities to apply their learning in the classroom.

**ELA01K5: CCR Standards in ELA Mod 1 K5: Focus on Instructional Shifts** | **PCG Education** | **Grades: K-5**

Course participants will focus in detail on the College and Career Ready Standards for ELA/Literacy to evaluate the implications that these shifts have on classroom instruction. Teachers will trace the vertical progression of a standard, explore key instructional practices, and view videos of aligned lessons. They will reflect on rigor as it relates to the College and Career Ready Standards.

**ELA02K5: CCR Standards in ELA Mod 2 K5: Focus on ELA Instruction** | **PCG Education** | **Grades: K-5**

In this course, teachers will become familiar with basic principles of lesson and unit design in order to know how instruction in close reading, academic language, text-based discussion, and related formative assessment are incorporated in a College and Career Ready Standards-aligned lesson or unit. Participants will examine an exemplar lesson plan and annotate for elements of design aligned with College and Career Ready Standards (CCRS) Educators will then return to practices related to the instructional shifts introduced in Module 1, close reading and text-dependent questions. They will plan a series of text-dependent questions. They will also dig deeper into academic language to determine vocabulary words and phrases.

**ELA01612: CCR Standards in ELA Mod1 6-12: Focus on Instructional Shifts | PCG Education | Grades: 6-12**

Teachers will examine the vertical progression and grade level expectations of the CCRS-ELA & Literacy standards. They will view and reflect on instructional practices that are consistent with the CCRS instructional shifts. In addition, they will use the EQUiP (Educators Evaluating Quality of Instructional Products) Rubric to evaluate the alignment of an ELA and Literacy lesson plan to the CCRS-ELA & Literacy.

**ELA02612: CCR Standards in ELA Mod2 6-12: Focus on ELA Instruction | PCG Education | Grades: 6-12**

Throughout the course, teachers will get a chance to revisit practices related to the instructional shifts introduced in Module 1, close reading and text-dependent questions. They will plan a series of text-dependent questions and will also dig deeper into academic language to determine vocabulary words and phrases. To ensure that aligned lessons and units are accessible to as many learners as possible, participants will learn about the principles of Universal Design for Learning (UDL).

**PATHS1: Getting Started with the Paths Curriculum | PCG Education | Grades: 9-12**

The goal of “Getting Started with the Paths Curriculum” is to help you get up and running quickly with Paths to College and Career by showing you what’s in the curriculum and how to navigate the various resources. After completing “Getting Started with the Paths Curriculum,” you will be able to explain how Paths is structured; identify and locate key components of a module, unit, and lesson; and identify and describe the purpose of key curriculum components. To do this, you’ll look at how the Paths curriculum is structured and examine its organization at the module, unit, and lesson level.

**PATHS2: Using Paths | PCG Education | Grades: 9-12**

The goal of “Using Paths” is to help you use Paths to College and Career to support your students by showing you how it works as a model of powerful instructional practice. To do that, you will look behind the scenes of the curriculum’s design, see the instructional decisions that guided its development, and look at what those decisions look like in implementation. After completion, you will be able to identify powerful standards alignment in Paths and explain how to use that information in your instruction; describe how the instructional shifts are addressed by the Paths curriculum; identify the components of Paths that can help you keep students thinking throughout a lesson; and explain how the amount of text students are analyzing and the questions students are answering in Paths supports their ability to do grade-level thinking with grade-level texts.

**PATHS3: Building Strong Readers | PCG Education | Grades: 9-12**

The goal of “Building Strong Readers” is to show you how you can use the Paths to College and Career curriculum to help your students build powerful reading skills. To do this, you will explore three ways the Paths curriculum helps you develop strong readers.

After completing “Building Strong Readers,” you will be able to explain how Paths uses text quality to help build strong readers; describe how the Accountable Independent Reading structure in Paths helps students acquire a volume of reading; and identify three structures in the curriculum that support students in developing close reading skills.

**PATHS4: Developing College and Career Ready Writers | PCG Education | Grades: 9-12**

The goal of “Developing College and Career Ready Writers” is to help you use the Paths curriculum to develop students’ college and career ready writing skills. To do this, you will look at how Paths leverages the standards for explicit writing instruction. You will also examine Paths’ integrated approach to writing instruction, and how scaffolds and supports students to become college and career ready writers. After completing “Developing College and Career Ready Writers,” you will be able to explain how Paths leverages the standards for explicit writing instruction; identify two ways that Paths integrates writing throughout the curriculum; and describe how Paths scaffolds and supports student writing in two primary ways, through integrated resources and supplemental writing modules.

**PATHS5: Building Academic Language | PCG Education | Grades: 9-12**

The goal of “Building Academic Language” is to show you how you can use the Paths curriculum to help your students build academic language. To do this, you will examine Paths’ approach to building vocabulary and explore “text-based vocabulary instruction.” After completing “Building Academic Language,” you will be able to explain how reading grade-level texts supports the development of academic language and describe three aspects of text-based vocabulary instruction in Paths.

**PATHS6: Planning with Paths | PCG Education | Grades: 9-12**

The goal of “Planning with Paths” is to help you plan to implement an upcoming Paths unit. To do this, you will learn the highest leverage steps in module, unit, and lesson level planning. After completing “Planning with Paths,” you will be able to identify the

sections of a Module Overview and a Unit Overview that are particularly useful when planning; unpack major module and unit assessments to identify required knowledge and skills; articulate a process for preparing module texts; identify the information provided in each section of a Paths lesson; and use subtractive planning to select essential text dependent questions and identify scaffolding questions.

**POW111: Universal Design for ELA Learning | PCG Education | Grades: K-12**

The Universal Design for ELA Learning examines the value of providing multiple means of engagement and variety of activities for students in a language arts classroom. The workshop will also provide short videos specific to incorporating UDL strategies in Language Arts and resources to examine good lesson design and the importance of using a variety of resources and approaches to reach students at their level and interest, as well as provide multiple means of expressing what they’ve learned.

**POW313: Literature Circles for the Elementary Classroom | WestEd | Grades: K-5**

Literature Circles are used to engage students in meaningful conversations about a commonly read text. Students are given opportunities to express their opinions, make predictions, and learn from fellow students. Every student can be given the opportunity to participate and contribute to the conversation. This course features resources and best practices from WestEd’s Doing What Works project.

**POW314: Literature Circles for Middle and High School**  
| WestEd | Grades: 6-12

Literature Circles are used to engage students in meaningful conversations about a commonly read text. Students are given opportunities to express their opinions, make predictions, and learn from fellow students. In Literature Circles, every student can be given the opportunity to participate and contribute to the conversation. This workshop is focused on creating student-centered learning to increase engagement and understanding of text with middle and high school students.

**POW318: Strategies for Comprehending Social Studies Texts** | WestEd | Grades: 6-12

This workshop will focus on multiple strategies for engaging students and helping them find relevance in Social Studies. Explore the use of text-based discussions, visual techniques, and develop understanding through reading comprehension in the context of teaching Social Studies. Teachers will learn to help students take ownership of classroom learning to deepen their understanding.

**POW320: Improving K-3 Reading Comprehension** | WestEd | Grades: K-5

Having strong reading skills will provide many opportunities for students as they prepare life outside of school. Many students, however, fail to develop proficiency in reading. This workshop will give teachers the tools they need to help students master the wide range of skills required for reading comprehension.

**POW323: Using Worked Examples to Enhance Mathematics Learning** | WestEd | Grades: K-5

Much of teaching is about helping students master new knowledge and skills and then helping students not to forget what they have learned. It is necessary to provide teachers with specific strategies for organizing both instruction and students' studying of material to facil-

itate learning and remembering information, and to enable students to use what they have learned in new situations. In this workshop participants will examine recommendations intended to help teachers organize instruction and study to improve student learning, specifically, the practice of alternating worked examples with problem-solving practice.

**POW324: Intervention for Struggling Readers** | WestEd | Grades: 6-12

Reading ability is a key predictor of achievement in mathematics and science, and the global information economy requires today's American youth to have far more advanced literacy skills than those required of any previous generation. Teachers need to focus on improving reading instruction in upper elementary, middle, and high school. Yet reading instruction as a formal part of the curriculum typically decreases as students move beyond upper elementary grades. This workshop focuses on providing guidance and tools for teachers that provide targeting interventions to struggling readers in high school.

**POW125: Universal Design for English Language Learners** | PCG Education | Grades: K-12

Universal Design for Learning (UDL) is a teaching approach to help all learners be successful. According to the National Center on Universal Design for Learning, "UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs." The Universal Design for Learning for ELL Workshop will look at the value of providing multiple means of engagement and variety of activities for English Language Learners.

**POW328: Organizing Teaching- Higher Order Questions | WestEd | Grades: K-12**

The goal of teaching is helping students learn and acquire knowledge and skills to prepare them for the future. Part of this goal includes helping students retain information they have been taught over time in order to apply it to future situations. It is necessary to provide teachers with specific strategies for organizing both instruction and students' studying of material to facilitate learning and remembering information, and to enable students to use what they have learned in new situations. The Institute of Education Sciences (IES) publishes practice guides in education "to bring the best available evidence and expertise to bear on the types of systemic challenges that cannot currently be addressed by single interventions or programs." The recommendations in this course are based on the IES Practice Guide: Organizing Instruction and Study to Improve Student Learning.

**WR102E: Introduction to Structured Narrative Writing | Accelerated Literacy Learning | Grades: K-2**

Personal narrative writing has been described as the most beloved type of writing, especially for early elementary students and teachers. The new method of teaching writing is more structured, meaningful, and experienced-based, allowing students to gain a deeper understanding into the art form of how stories are crafted. This course will help you break down and understand the Common Core State Standards (CCSS) to find meaning in the new method as you participate both as the student as well as the teacher.

**WR103E: Introduction to Narrative Writing | Accelerated Literacy Learning | Grades: 3-5**

In this course participants will examine practical methods for how to teach narrative writing to third, fourth and fifth grade students. In crafting their own piece of writing, teachers will move through stages of

the writing process. Participants will learn through experience how to use picture books to get ideas for personal narrative, how to revise and how to edit in meaningful ways. Teachers will develop a personal course portfolio that will consist of their own narratives, and their plans for implementing narrative writing in classrooms. During this course, participants will use published picture books, becoming familiar with the genre and learning various ways to use it with students.

**WR104E: Informed Opinion Letters for Teachers | Accelerated Literacy Learning | Grades: K-2**

This course will provide teachers with background knowledge, experiences, and resources necessary to conduct an informed opinion letter unit of study with young children. By guiding participants step-by-step through the process of creating their own genre-specific piece of writing, participants will be empowered to teach through example. The framers of the Common Core State Standards rightly believe that opinion/ argument writing is a vital part of college readiness, and this course will prepare teachers to set the youngest students on the path towards post high-school success.

**WR220M: Argument Writing for Middle School | Accelerated Literacy Learning | Grades: 6-8**

Argument writing is a process of the writer seeking clarity on a position and reasonably defending it with valid reasons and evidence, always taking into account opposing positions. In order to teach your students how to write persuasive arguments, you will be reading and analyzing argument essays and writing your own in this course. You will also take a stand on issues you care about, asking yourself: how can we make the world a better place.

**WR223H: Argument Writing for High School | Accelerated Literacy Learning | Grades: 9-12**

Course participants will learn approaches to teaching argument essay writing to students in grades nine through twelve, following the guidelines of the Common Core State Standards. While the final product of the course will be a fully revised and edited argument essay, participants will be taken through all stages of the writing process, from learning the elements of an argument writing essay to analyzing sample texts, choosing fruitful topics, completing writing activities, considering their audience, gathering research, revising and editing their work.

**POW319: Engaging Elementary Students in the Writing Process | PCG Education | Grades: K-5**

High-quality writing instruction teaches students to work through the steps of the writing process, including editing and revision; and creates an engaged community of writers by allowing students the opportunity to choose their own topics, interact with each other's writing and be recognized as authors. By building the skills that make effective writers, teachers provide students with the tools to communicate their ideas, express their feelings, and engage with diverse audiences. Therefore, it is essential that all students receive effective instruction and support to develop their writing skills beginning in the early grades. This workshop illustrates how to use research-based practices to teach elementary school students how to use the writing process to become effective writers.

**POW331: Developing Elementary School Writers Across Content Areas Across Content Areas Grades | WestEd | Grades: K-5**

Knowing how to write well is an essential skill for students. When teachers give students effective writing skills, they are providing students with the tools needed for communication and emotional expression with a variety of audiences. Students should also learn that writing is important for a variety of purposes and will.

**\*Elementary Reading Intervention Strategies | Elaine McEwan-Adkins | Grades: K-12**

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.

**\*Common Core in ELA: Instructional Shifts for Effective Implementation | KDS Common Core Series | Grades: K-2, 3-5, 6-8 & 9-12**

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.

# MATHEMATICS

Our Mathematics library provides diverse professional development offerings from WestEd, Stanford University, and Public Consulting Group covering elementary, middle, and high school grade levels. Topics include: Standards for Mathematical Practice, Standards for Mathematical Content, Operations and Algebraic Thinking, Number and Operations in Base Ten, Expressions and Equations, and Conceptual Categories in High School.

## **MA101M: Standards for Mathematical Practice | WestEd | Grades: 6-8**

Teachers will learn about each of the eight SMPs and gain strategies for implementing them in their classrooms. Course activities include “unpacking” the SMPs, using them in solving mathematics tasks, looking for evidence of their use in classroom video and student work, learning from research, and applying to practice.

## **MA101E: Standards for Mathematical Practice | WestEd | Grades: K-5**

The Standards for Mathematical Practice (SMPs) describe varieties of expertise that teachers should aim to develop in their students. These practices explain what it means to do mathematics and what students are doing as they engage in learning the Common Core Mathematics Content Standards. The SMPs should permeate mathematics instruction across grade levels and content domains. Elementary school mathematics teachers will receive an introduction to the Common Core’s eight Standards for Mathematical Practice.

## **MA101H: Standards for Mathematical Practice | WestEd | Grades: 9-12**

In this course, teachers will explore each of the eight SMPs and learn how to “unpack” them to use them in solving mathematics tasks, look for evidence of their use in classroom video and in student work, learn from research, and will find out how to apply them in their classroom. Participants will build a course portfolio with examples, assignments, and resources and will be able to access the portfolio for future reference.

## **MA110E: Standards for Mathematical Content | WestEd | Grades: K-5 | Recommended Pre-Requisite: MA101E**

Learn about the design and structure of the Standards for Mathematical Content, and how these content standards differ from most states’ previous content standards as they relate to students in grades K-5. Put this knowledge into practice! Course activities include learning about the three major shifts reflected in the standards, exploring learning progressions and content domains, integrating the Standards for Mathematical Practice, and learning from research.

## **MA110M: Standards for Mathematical Content | WestEd | Grades: 6-8 | Recommended Pre-Requisite: MA101M**

The Common Core State Standards for Mathematical Content outline the content to be covered in grades K through high school. These standards are organized into content domains based on learning progressions. In this course, teachers will learn about the design and structure of the Standards for Mathematical Content, and how these content standards differ from most states’ previous content standards. In addition to learning about the content standards, this course revisits the Standards for Mathematical Practice which, as you learned previously, describe what it means to do mathematics and what students are doing as they engage in learning the Common Core Mathematics Content Standards.

**MA110H: Standards for Mathematical Content | WestEd | Grades: 9-12 | Recommended Pre-Requisite: MA101H**

Find out how to integrate the Common Core Standards for Mathematical content into your instruction. Learn about the design and structure of the Standards for Mathematical Content, and how these content standards differ from most states' previous content standards as they relate to students in grades 9-12. Put this knowledge into practice! Course activities include learning about the three major shifts reflected in the standards, exploring learning progressions and content domains, integrating the Standards for Mathematical Practice, and learning from research. Opportunities are provided to connect teachers' learning across sessions and to explicitly consider the implications of their learning for their classroom practice. The portfolio teachers create in this course provides a ready reference for revisiting key ideas, strategies, and reflections during and after the course.

**MA200E: Getting Started: Operations & Algebraic Thinking | WestEd | Grades: K-5 | Recommended Pre-Requisite: MA101E, MA110H**

Take a deeper look at the Operations and Algebraic Thinking domain and the clusters of standards it includes at each grade level. Teachers will have an opportunity to study the clusters of standards for different grade levels, learn about progressively sophisticated strategies students tend to use to solve arithmetic tasks, and also learn more about the mathematics education research behind the Common Core State Standards.

**MA200M: Getting Started: Expressions and Equations | WestEd | Grades: 6-8 | Recommended Pre-Requisite: MA101M, MA110M**

Explore the Expressions and Equations domain and the clusters of standards it includes at each grade level. Study the clusters of standards for each grade, work on math tasks related to each cluster, and learn more about the mathematics education research behind the CCSS.

**MA200H: Conceptual Categories in High School | WestEd | Grades: 9-12 | Recommended Pre-Requisite: MA101H, MA110H**

In this course, teachers will learn about the design and structure of the Standards for Mathematical Content at the high school level, and how these content standards differ from most states' previous content standards. In addition to learning about the content standards, this course discusses the differences and similarities between traditional and integrated pathways. Throughout the course, opportunities are provided to connect teachers' learning across sessions and to explicitly consider the implications of their learning for their classroom practice. The portfolio teachers create in this course provides a ready reference for revisiting key ideas, strategies, and reflections during and after the course.

**MA201M: Implementing Expressions and Equations | WestEd | Grades: 6-8 | Recommended Pre-Requisite: MA101M, MA110M, MA200M**

Continue your journey into Expressions and Equations by understanding how to implement the domain effectively in your classroom. This course builds on Getting Started with Expressions and Equations and focuses on tasks and strategies for implementing this domain in the classroom. You will have an opportunity to revisit the mathematics tasks you worked on in the previous course and explore strategies for engaging students in the Expressions and Equations domain.

**MA220E: Getting Started: Number & Operations in Base Ten | WestEd | Grades: K-5 | Recommended Pre-Requisite: MA101E, MA110E**

Course participants will take a look at the Number and Operations in Base Ten domain that spans kindergarten through fifth grade. They will have an opportunity to explore how the Number and Operations in Base Ten domain builds on Counting and Cardinality, connects to Operations and Algebraic Thinking, and creates a



foundation for middle and high school mathematics. The operations of addition/ subtraction and multiplication/ division will be highlighted to explore strategies to support students with computational fluency, procedural fluency, and conceptual understanding. In addition, you will learn about progressive strategies students tend to use to solve arithmetic tasks, and learn more about the mathematics education research behind the Common Core State Standards for Mathematics.

**ELL108.1E: Mastering Math Language Part I: Reading and Speaking | Stanford University | Grades: K-5**

This first part of a two course series focuses on Mastering Language for College and Career Readiness, focusing on Elementary Mathematics. The College and Career Readiness Standards for Mathematics are notable for raising the rigor of student language demands during math instruction. Students are expected to understand complex problems, engage in constructive classroom conversations about math, and clearly support their reasoning with evidence. Teachers will be provided with a range of practical tools for gathering and analyzing language samples that show how students learn and what support they need in elementary math classrooms. While the course is intended specifically for those who teach English learners and students with disabilities, the content of this course is equally applicable to teaching all students who are challenged by the academic uses of language in math instruction.

**ELL108.2E: Mastering Math Language Part II: Interaction and Writing | Stanford University | Grades: K-5**

While part one of the series focused on reading and speaking the language of mathematics, this course builds on those concepts and places an emphasis on constructive conversations and writing in math. Learners must take the first part of the series (ELL108.1) before enrolling in this course. Focal topics include developing students' language for engaging in the eight Common Core mathematical practices, and fostering constructive conversations.

**MA01K5: CCR Standards in Math Mod1 K5: Focus on Practice Standards | WestEd | Grades: K-5**

Successful transition to the College and Career Readiness Standards (CCRS) requires change—change at all parts of the educational system for students and the teachers who work with them. Participants will gain a deeper understanding of the instructional shifts needed to implement the CCRS-Math. The course will introduce all eight practices and will specifically focus on effective teaching strategies associated with Practice 1: Make sense of problems and persevere in solving them and Practice 6: Attend to precision.

**MA01612: CCR Standards in Math Mod1 6-12: Focus on Content Standards | PCG Education | Grades: 6-12**

Teachers will gain insight to better understand the instructional shifts needed to implement the College and Career Ready Standards for Mathematics (CCRS-Math). The course will introduce all eight practices after which participants will focus on effective teaching strategies associated with Practice 1: Make sense of problems and persevere in solving them and Practice 6: Attend to precision.

**MA02K5: CCR Standards in Math Mod 2 K5: Focus on Content Standards | PCG Education | Grades: K-5**

In this course participants analyze the Standards for Mathematical Content and their implications for curriculum and instruction. They will become familiar with the structure, language, and intention of the content standards and will analyze problems and lessons, and learn to create tasks that exemplify faithful implementation of the CCRS-Math. Participants will consider strategies for making necessary changes in what and how mathematics is taught.

**MA02612: CCR Standards in Math Mod 2 6-12: Focus on Content Standards | PCG Education | Grades: 6-12**

When implemented together, the Standards for Mathematical Practice and the Standards for Mathematical Content bring new rigor to the mathematics we teach and that we expect students to learn. Throughout the course, teachers will examine the Standards for Mathematical Content and their implications for curriculum and instruction. Participants will become familiar with the structure, language, and intention of the content standards and will analyze problems and lessons, and learn to create tasks.

**POW110: Universal Design for Math Learning | PCG Education | Grades: K-12**

The Universal Design for Mathematics Learning will look at the value of providing multiple means of engagement and variety of activities for students in a Math classroom. The workshop will also provide short videos specific to incorporating UDL strategies in Math and resources to examine good lesson design and the importance of using a variety of resources and approaches to reach students at their level and interest, as well as provide multiple means of expressing what they've learned.

**POW316: Improving Mathematical Problem Solving: Middle School | WestEd | Grades: 6-8**

In this workshop, participants will understand the importance of teaching problem solving strategies and take a deeper look at the components involved in teaching problem solving to students. Problem solving skills are essential for student success in mathematics. In order to be effective problem solvers, students must have strong skills in adaptive reasoning, analysis, and be able to think creatively to about solutions to difficult problems. While these skills are essential for students at all levels of mathematical learning, it is especially critical that students moving toward high school and more advanced mathematics have the tools they need to make sense of unfamiliar and challenging mathematical problems.

**POW321: Making Sense of Fraction Computations | WestEd | Grades: K-5**

In order for students to become proficient with computational procedures when working with fractions, they need a strong understanding of why those procedures make sense. This course provides teachers with tools and ideas to teach fractions effectively and help their students make sense of fraction computations. Participants will watch classroom videos on classroom and access practical information and resources.

**POW322: Using Worked Examples to Enhance Mathematics Learning | WestEd | Grades: 6-12**

Though it is common practice for teachers to demonstrate problem solving technique when they teach, research has found that taking this to the next level by alternating every assigned problem with a similar worked out problem has more impact on a students' understanding. Students learn better when worked examples, or solved problems, are alternated with problems to be solved. Worked examples can be provided for every other problem in a homework assignment or teachers can provide worked examples by thinking aloud with the whole class, assigning a similar problem, then doing another think aloud, followed by additional practice. Students benefit from this approach, learn effective problem-solving strategies, transfer these strategies more easily, and, ultimately, solve problems more quickly.

**POW330: Fractions as Numbers | WestEd | Grades: K-5**

Teachers can help students recognize that fractions are numbers and that they expand the number system beyond whole numbers. The use number lines as a central representational tool in teaching this and other fraction concepts from the early grades onward will give students a strong base of understanding. This workshop will focus on helping students understand the relationship between fractions and whole numbers. Participants will also explore to the use of number line can be used to develop student understanding of fractions.

**\*Common Core in Mathematics: Instructional Shifts for Effective Implementation | KDS Common Core Series | Grades K-2, 3-5, 6-8 & 9-12**

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.

# SCIENCE

This collection houses science courses, workshops, and resources created by subject matter experts from PCG Education and NGSS. The library features content applicable to teachers working with elementary, middle, and high school students. Topics include: Investigating New Science Standards, Universal Design for Science Learning, Finding NGSS Phenomena to Use in Every Classroom, Engineering Design, and Heredity: Inheritance & Variation of Traits.

## **POW112: Universal Design for Science Learning | PCG Education | Grades: K-12**

The Universal Design for Science Learning workshop will look at the value of providing multiple means of engagement and variety of activities for students in a Science classroom. The workshop also includes short videos on how to incorporate UDL strategies in Science and resources to examine good lesson design. Lastly, the workshop examines the importance of using a variety of resources and approaches to reach students at their level and interest, as well as provide multiple means of expressing what they've learned.

## **POW131: Teaching Science through Literature | PCG Education | Grades: K-5**

Many elementary classrooms use literature to teach science, social studies, and other related concepts. This workshop presents the idea that when teaching science, the focus of these lessons should be first on the science content, to provide real world examples and artifacts for the students to attach the new vocabulary and definitions to as they expand their skills in reading. Using nonfiction passages and other science-based children's literature

to teach science will help students remember and use both the science and non-science vocabulary of the reading, because they will have real world connections to attach to the definitions and terms.

## **POW132: It's a Phenomena: Everyday Events to Teach Science | PCG Education | Grades: K-5**

The Next Generation Science Standards are based on the idea that students should apply the practices that scientists and engineers use to explain or make sense of events (phenomena) that they encounter in their everyday lives. A phenomenon can be defined as anything that can be observed. Many times when we look for phenomena to engage our students in thinking about a new idea or topic, we look for those that are large and impressive, and sometimes overlook others that are smaller and perhaps less baffling, but which are based on the same underlying science idea.

This workshop will look at some examples of phenomena (large and small), look at the science ideas behind the events of the phenomenon, and identify related grade-appropriate ideas that can be used to engage students in making sense and explaining new science concepts.

## **MSC210: Ocean Science and Watershed Conservation | O'Neill Sea Odyssey | Grades: K-12**

It can be hard for teachers in landlocked areas of the US to emphasize the importance of the ocean to global environmental health. Through this course based on O'Neill Sea Odyssey curriculum, students will learn that all water on earth is connected and we cannot take an out-of-site-out-of-mind attitude toward ocean health. This curriculum has been developed to encourage teachers across the nation to reach their learning goals through hands-on activities on marine science and conservation. This course is designed to give teachers and students an opportunity to experience the learning about the marine habitat from wherever they live.

**SCI0100E: Investigating New Science Standards |**  
**PCG Education | Grades: K-2**

K-2 elementary school teachers will investigate the background, structure, and major conceptual shifts inherent to the Next Generation Science Standards. The specific learning goal in this course is to focus on how to use these major conceptual shifts as a guide to support teachers in their daily classroom work.

**SCI0200E: Investigating New Science Standards |**  
**PCG Education | Grades: 3-5**

Several major, overarching conceptual shifts are present in the new science standards for grades 3-5. To better understand these shifts teachers will have the opportunity to examine some of the background research that was used to frame the standards, think about the major shifts, and then compare thoughts and analysis with the major shifts documented within the standards.

**SCI0300M: Investigating New Science Standards |**  
**PCG Education | Grades: 6-8**

This course is focused on the development, structure, and major shifts of the Next Generation Science Standards as they relate to middle school grades. To better understand these shifts teachers will examine and analyze some of the background research that was used to frame and create these standards and how to utilize this information to inform classroom practice.

**SCI0400H: Investigating New Science Standards |**  
**PCG Education | Grades: 9-12**

Teachers will review the several major, overarching conceptual shifts that are present in the new science standards for high school students. Some of the course content includes presenting an argument for the need of instructional supports for students, articulating the major conceptual shifts of the Next Generation Science Standards, watching classroom videos, and accessing practical instructional resources.

**SCI1411E: Engineering Design K-2-ETS1-1 |**  
**PCG Education | Grades: K-2 | Recommended**  
*Pre-Requisite: SCI0100E*

The investigation of the core idea of Engineering, Technology, and Application of Science serves as the main point of this course. During this investigation, you will be fulfilling many objectives including describing the three dimensions of learning within the performance expectation, generating an instructional design model, and articulating what should be expected from a scientifically literate student at this grade level.

**SCI1412E: Engineering Design K-2-ETS1-2 |**  
**PCG Education | Grades: K-2 | Recommended**  
*Pre-Requisite: SCI0100E*

In Engineering Design K-2-ETS1-2, elementary school teachers will investigate the disciplinary core idea of EST1.B. Several conceptual shifts are present in these new standards, one of which is the elevation of Engineering, Technology, and Applications of Science (ETS) as a disciplinary core idea - placing it on the same level as Physical Science, Life Science, and Earth and Space Science.

**SCI1413E: Engineering Design K-2-ETS1-3 |**  
**PCG Education | Grades: K-2 | Recommended**  
*Pre-Requisite: SCI0100E*

By integrating technology and engineering into the science curriculum, students can be encouraged to apply their developing scientific knowledge to solve practical problems. This course is focused on the topic of ETS1.C: Optimizing the Design Solution as it pertains to the Performance Expectation K-2-ETS1-3: Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

**SCI2411E: Engineering Design 3-5-ETS1-1 |**  
**PCG Education | Grades: 3-5 | Recommended**  
*Pre-Requisite: SCI0200E*

Course participants will learn about the new standards for Engineering Design. With a focus on the idea that Engineering should be placed on the same level as Physical Science, Life Science, and Earth and Space science, you will experience information through a variety of media formats targeted to the elementary classroom.

**SCI2412E: Engineering Design 3-5-ETS1-2 |**  
**PCG Education | Grades: 3-5 | Recommended**  
*Pre-Requisite: SCI0200E*

Throughout SCI2412E, elementary school teachers grades 3-5 will investigate the disciplinary core idea of ETS1.B: Developing Possible Solutions through the Performance Expectation 3-5-ETS1-2: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

**SCI2413E: Engineering Design 3-5-ETS1-3 |**  
**PCG Education | Grades: 3-5 | Recommended**  
*Pre-Requisite: SCI0200E*

In SCI2413E, you will learn about the conceptual shifts that are present in the new NGSS standards targeted at students in grades 3-5, paying specific attention to the Performance Expectation 3-5-ETS1-3. Through creating and translating your lessons into instructional design models, you will better understand how to implement these standard changes in your classroom.

**SCI3411M: Engineering Design MS-ETS1-1 |**  
**PCG Education | Grades: 6-8**

Throughout this course, middle school teachers will investigate the disciplinary core idea of ETS1: Engineering Design through the Performance Expectation MS-ETS1-1. Teachers will learn to describe the three dimensions of learning within

the Performance Expectation, present an argument that defends the types of classroom lessons needed to best support students, and articulate what is expected from a scientifically literate student at this grade level. Participants will then create and translate a lesson description into an instructional design model.

**SCI3412M: Engineering Design MS-ETS1-2 |**  
**PCG Education | Grades: 6-8**

Several conceptual shifts are present in these new standards, one of which is the idea that science concepts build coherently from K-12. The use of well-designed learning progressions provides a map that allows students, by the time they finish high school, to master core ideas within science. This course is focused on the topic of ETS: Engineering Design as it pertains to the Performance Expectation MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

**SCI3413M: Engineering Design MS-ETS1-3 |**  
**PCG Education | Grades: 6-8**

This course is designed to help teachers understand Engineering Design as it relates to this performance expectation. Participants will study the three dimensions of learning (Science and Engineering Practices, the Disciplinary Core Ideas, and the Crosscutting Concepts) within the Performance Expectation and learn what middle school students need to know to master understanding for this performance expectation.

**SCI3414M: Engineering Design MS-ETS1-4 |**

**PCG Education | Grades: 6-8**

In this course, middle school teachers will investigate the disciplinary core idea of ETS: Engineering Design through the Performance Expectation MS-ETS1-4. Several conceptual shifts are present in these new standards, one of which is the idea that science concepts build coherently from K-12. The use of well-designed learning progressions provides a map that allows students, by the time they finish high school, to master core ideas within science.

**SCI4231H: Heredity: Inheritance & Variation of Traits**

**HS-LS3-1 | PCG Education | Grades: 9-12 |**

*Recommended Pre-Requisite: SCI0400H*

One of the several conceptual shifts present in the new standards is the idea that science concepts build coherently from K-12. The use of well-designed learning progressions provides a map that allows students, by the time they finish high school, to master core ideas within science. In this course, high school teachers will investigate the disciplinary code idea of LS3: Heredity Performance Expectation HS-LS3-1.

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# VISUAL & PERFORMING ARTS

This collection developed by the State Education Agency Directors of Arts Education (SEADAE) helps teachers understand and apply the art standards and assessment frameworks that have been designed to improve and support learning across all five arts disciplines: Dance, Media Arts, Music, Theatre, and Visual Arts. Topics include: artistic literacy in the classroom, overview of the 2014 arts standards, curriculum design, and guidelines for classroom-based arts assessment practices.

## **ARTS121: 2014 National Arts Standards: Exploring the Website | SEADAE | Grades: K-12**

This one-hour workshop will help teachers explore and learn how to effectively use the web-based home for national arts standards. The workshop provides a guided tour of the website and encourages teachers to discover and utilize each element of the website as a foundation for learning about the standards. By the end of the workshop, teachers will have created their very own custom handbook to personalize their teaching and learning and serve as a resource for future reference.

## **ARTS122: Curtain Up! Insights into the National Arts Standards | SEADAE | Grades: K-12**

The voluntary 2014 National Arts Standards are changing how teachers and students perceive and experience arts education. This course will answer the big questions: What are the standards? Why were the 2014 standards created? How did history and education policies shape the development of the standards? What is the primary goal and intent of the standards? How do the 2014 standards improve upon previous standards? What do these changes mean for me and my students?

## **ARTS123: Act 1: Artistic Literacy in the Classroom | SEADAE | Grades: K-12**

This self-paced course provides teachers the practical knowledge they need to translate the goals and intent of the standards into classroom practice. Starting with an overview of the framework, design features, and foundational concepts behind the 2014 arts standards, the course then delves deeper into an analysis of the anchor and corresponding performance standards. Teachers will understand how the anchor standards provide powerful touchstones for artistic literacy across the five disciplines.

## **ARTS124: Media Arts: Film Making | SEADAE | Grades: K-12**

In this course, educators will develop a curricular framework for applying the Media Arts Standards in the visual art discipline. Although film may be taught in any discipline, this course will concentrate on the connections between the visual arts while introducing interdisciplinary skills such as sound and writing. Educators will explore the meaning of the national media arts standards and their relationship to the national visual arts standards. Educators will also be introduced the methods media artists use to create and conceive, produce, respond, and relate context to works of film.



# LEADERSHIP SUPPORT

Tailored to meet the needs of district and school administrators, this library presents courses covering a wide range of topics from the administrator's perspective. Topics include general introduction to implementing the standards, family engagement and early language and literacy.

## **ADM1: School Leader Module 1: Implementing the Standards | PCG Education | K-12**

Especially designed for administrators, this introductory course provides a broad overview of what school leaders need to know to guide a successful implementation of college and career ready standards in their school. Topics addressed include how academic optimism and a growth mindset can establish high expectations, how to use data to support student achievement, and how administrators can create professional development opportunities and provide staff with meaningful feedback.

## **ADM2: School Leader Module 2: Understanding the ELA & Literacy Standards | PCG Education | Grades: K-12 | Recommended Pre-Requisite: ADM1**

Understanding how the standards and shifts will affect curricular, instructional, and assessment practices will help school leaders guide a successful implementation of college and career ready standards in their school. The module also includes a tool that school leaders can use to assess alignment of curriculum, instruction, and assessment to college and career ready standards and guide-lines for providing effective feedback to their staff.

Administrators will be able to understand the impact of the shifts on curricular, instructional, and assessment practices as they relate to mathematics. Course participants will learn how use a tool to assess alignment of curriculum, instruction, and assessment to college and career ready standards.

## **ADM4: Creating a Data Driven Culture | PCG Education | Grades: K-12**

This module is designed to help school leaders establish a foundation for effective data use that will lead to improved student outcomes. It includes an opportunity to develop a vision for a data-informed culture in your school, a process for creating and refining a school-wide data team, a framework for thinking about change, and a model for a communication plan to keep all stakeholders informed about changes being implemented.

## **Effective Coaching to Strengthen Instruction | Joellen Killion | Grades: K-12**

Learn the fundamentals of instructional coaching to increase the quality of classroom practice to improve academic success. With Effective Coaching to Strengthen Instruction by Joellen Killion, develop the essential skills of building relationships, communication, and observation. With these skills as your foundation, learn a coaching cycle for planning, implementation, and debriefing in the context of three different instructional supports—modeling/demonstration, co-teaching/ collaboration, and observation. This course includes videos of authentic classroom practice, a coach to provide personalized feedback, and flexibility to engage with the content on your schedule.

**\*Improving Instruction through Strategic |**  
**Robyn Jackson | Grades: K-12**

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.

**\*Common Core State Standards for School Leaders |**  
**KDS Common Core Series | Grades: K-12**

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 also 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.

**\*Transforming School Culture | Anthony Muhammad**  
**| Grades: K-12**

Presenter Anthony Muhammad sheds new light on understanding the complicated and dynamic relationships among school professionals to create a cohesive and positive culture. In this course he identifies four general archetypes: The Believers, The Tweeners, The Survivors and The Fundamentals. If not working harmoniously these types on your staff can be highly resistant to change and prone to interpersonal discord. This course will provide insight coupled with practical strategies for understanding and working with each type to dramatically improve school culture.

# TEACHER SUPPORT

The Teacher Support courses support elementary, middle, and high school teachers (including new and/or substitute teachers) and are designed to provide teachers with practical knowledge to help them create a positive learning experience for their students. Topics covered in this library include: planning curriculum and instruction, fundamentals of classroom management, and other workshops focusing on teacher effectiveness in the classroom.

## **TCH110: Fundamentals of Classroom Management | PCG Education | Grades: K-12**

Classroom management involves more than just discipline and rules. Establishing rules and procedures and maintaining appropriate classroom behaviors will allow for optimal student learning in the classroom. The purpose of this short course is to help teachers create a positive and well-managed environment in their classroom that helps each student reach their full potential. Throughout the course, teachers will understand procedures, strategies, and instructional techniques to manage student behavior. By exploring basic classroom management principles and investigating behavior management strategies, teachers will identify ways to establish an effective learning environment in their own classroom.

## **Building Academic Language | Jeff Zwiers | Grades K-6, 7-12**

Do your students have the academic language needed to be successful in school? Students don't come to school knowing how to engage in academic discourse. We need to teach them. Jeff Zwiers shows us how to

help students develop the language skills critical to a successful academic career. Students with a strong grasp on academic language are better able to critically analyze and synthesize complex ideas, engage in academic discussions, and prepare for college and careers. This course includes videos of authentic classroom practice, and flexibility to engage with the content on your schedule.

## **Making Student Thinking Visible | Dr. Jon Saphier | Grades: K-12**

How do your students show what they know? Teach your students to think out loud! Learn from Jon Saphier how to unlock Social and Emotional Learning (SEL) in your classroom. Learn strategies to help students develop strong SEL skills to increase their academic success. Gain the knowledge and tools needed to help your students build confidence to take charge of their learning with robust student dialog and collaborative learning. Students need to learn how to develop positive relationships, set goals, and make responsible decisions to be successful academically and in life. This course includes videos of authentic classroom practice, and flexibility to engage with the content on your schedule.

## **Survival Strategies for New Teachers | Julia Thompson | Grades K-5, 6-8, 9-12**

Are you ready to save the world one student at a time? This course provides the tools new teachers need to feel supported, be successful, and stay in classrooms. With Survival Strategies for New Teachers, Julia Thompson will help you develop confidence to turn your passion for teaching into impactful classroom practice. Explore the importance of relationships with your students, as well as with colleagues, supervisors, and parents/ guardians. Discover ways to motivate students, build relationships among the students in your class, establish a culture of high achievement in which all students can succeed, and effectively manage your classroom. This course includes videos of authentic classroom practice, and flexibility to engage with the content on your schedule.

**DC102: Media Literacy for Safe & Healthy Choices: Violence Prevention | Media Power Youth | Grades: K-12**

Access all the tools you need to implement a media literacy for violence prevention curriculum in the classroom and to facilitate informed, practical conversations about media. With a strong focus on critical thinking, analysis and deconstruction, this course gives a greater awareness of some of the key issues pertaining to media literacy and the skills to help your students become more effective consumers and producers of media content.

**AR211: Improving Argumentation Skills through Formative Assessment Practices | Stanford University and Oregon State University | Grades: K-12**

Through this course, teachers will develop a practical understanding of argumentation, formative assessment, and how to use these processes in the classroom. Participants will explore how formative assessment practices can be targeted to improve student argumentation skills, an essential, cross-disciplinary practice.

Teachers will use a range of practical tools for gathering and analyzing language samples that show how students currently construct claims supported by evidence and/or reasoning, as well as identifying next steps in students' development.

**\*Assessment and Grading for Student Achievement | Damian Cooper | Grades: K-12**

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.

**\*Assessment and the Common Core State Standards | Kay Burke | Grades: K-12**

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.

**\*Data, Data Everywhere | Vicki Bernhardt | Grades: K-12**

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.

**\*Data-Driven Decision Making | Lee Jenkins |  
Grades: K-12**

In this course, educators learn how to make data-driven decisions using the 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 paper-work. 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.

**\*Formative Assessment and Standards-Based Grading |  
Tammy Heflebower & Robert J. Marzano | Grades: K-12**

Education experts Robert J. Marzano, PhD 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 descriptors 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. Grading criteria can also then be more adequately communicated to parents in measuring student achievement.

**\*Grading: A Guide to Effective Practice |  
Dr. Douglas Reeves | Grades: K-12**

Grading has a profound impact both on students' futures and on how and what they learn. Yet, traditional grading is marred by undue influences and questionable practices. In this course, participants learn from workshop, classroom, and interview footage to assess their grading and feedback for accuracy, fairness, specificity, and timeliness. They explore ways to improve their feedback to students during the learning process. Finally, they question some customary practices—including not distinguishing academic from behavioral issues, giving mathematically imprecise zeros, and grading the process rather than the product—and consider elegant and efficient alternatives to affect student engagement and achievement.

**\*Pyramid Response to Intervention: How to Respond  
When Kids Don't Learn | Austin Buffum, Mike Mattos  
& Chris Weber | Grades: K-12**

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.

**\*Using Data for Meaningful Classroom Change | Diana Nunnaley | Grades: K-12**

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. Educators will learn a structured process for the ongoing investigation of data that focuses on collaborative inquiry. Explore the phases of data analysis using multiple sources of data including aggregate, disaggregate, item data, and student work.

**\*Authentic Innovation in the 21<sup>st</sup> Century Classroom | Cheryl Lemke | Grades: K-12**

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 learning environments, the world around them. They will help their students become genuine innovators who will thrive in the 21st century culture of collaboration.

**\*Teaching, Learning, and Leading in the Digital Age | Meg Ormiston | Grades: K-12**

There has been a large shift in the way student minds work, and the way 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 accomplished in 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.

**\*Technology Applications for Teaching and Supporting the Struggling Reader | Margaret Bausch & Ted Hasselbring | Grades: K-12**

Too many students are entering middle and high schools with deficits in literacy skills that prevent them from participating in grade-level learning. Students with low-literacy skills quickly fall into a cycle of failure, often resulting in dropping out of school. This need not be the case. Over the past forty years, research in the cognitive and neurological sciences has helped us to better understand how the human brain is restructured during the process of learning to read. In this course, Drs. Hasselbring and Bausch discuss how to leverage this knowledge to facilitate the use of technology to enhance literacy instruction for all readers, and especially struggling readers. They provide specific examples of technology that teaches and supports literacy skills. The course is enhanced by screen shots, product walkthroughs, interviews, and footage of students at computers and in classrooms, as well as by three text-based units.

**\*Understanding the Digital Generation | Ian Jukes |  
Grades: K-12**

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, Ian 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, 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 21st 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.

**\*Using Digital Media to Enhance Learning |  
Rushton Hurley | Grades: K-12**

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.

**\*Using Web 2.0 in Teaching and Instruction |  
Bill Ferriter & Adam Garry | Grades: K-12**

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 teach that skill.

**\*Anger Management & Effective Discipline to Prevent  
Violence, Part I & II | Diane Wagenhals | Grades: K-12**

The unhealthy expression of anger disrupts instruction, creates a hostile environment and negatively impacts the relationships and emotional well-being of educators, students, and parents. By helping educators understand the relationships among anger, the brain, violence prevention, and effective discipline, Diane Wagenhals empowers educators with knowledge, skills, and principles to help them become more aware and confident in managing and responding to anger, and better equipped to teach students, colleagues, and parents effective ways to be in charge of their own anger. In addition to providing detailed information on the complex nature of anger, Ms. Wagenhals also presents information and strategies for dealing with anger’s

related emotion - shame, including ways to eliminate shame-based discipline approaches, and replace them with methods that protect and promote relational and emotional health in children and adults. By the end of the course, educators will incorporate healthy philosophies of anger and discipline into their teaching practice

**\*Challenging Gifted and All Students with the Cluster Grouping Model | Dina Brulles | Grades: K-12**

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.

**\*Character Education, Part I & II | Clifton Taulbert | Grades: K-12**

In this 10 unit course, Mr. Taulbert discusses the urgent need for character education in our schools. He is joined by various guest speakers. Teachers, coaches, and corporate leaders discuss techniques to engage parents and community members in promoting ethical behavior by their children and in creating “community” to support moral and character development in schools.

Taulbert uses case studies that demonstrate successful character education programs as well as testimonials from guests of their successes in implementing strategies in their own teaching practices. Participants learn to identify character issues in their classrooms and mobilize resources from parents and community members to implement a plan that integrates character education into their core curriculum.

**\*Differentiating Instruction Using the Common Core State Standards | Carolyn Coil | Grades: K-12**

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.

**\*Differentiation and Assessment for Middle School | Rick Wormeli | Grades: K-12**

In this course, educators will learn how to create lesson plans and assessment systems that enable them to prepare students for standardized 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.

**\*Differentiation and the Brain | Dr. Carol Ann Tomlinson & Dr. David A. Sousa | Grades: K-12**

Two of the most highly regarded names in educational neuroscience and differentiation combine forces to create a new model of effective teaching. In this course Carol Ann Tomlinson and David Sousa explain how discoveries about how the brain learns enhance the basic principles of differentiation. Armed with this knowledge, teachers will be able to make the best curricular, instructional, and assessment choices to meet the needs of an increasingly diverse student population.



**\*Supporting Struggling Students with Rigorous Instruction | Robyn Jackson | Grades: K-12**

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.

**\*A Framework for Teaching | Charlotte Danielson & Karyn Wright | Grades: K-12**

Charlotte Danielson's A Framework for Teaching defines teachers responsibilities, which 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. Punctuated by worksheets and activities, the course prepares educators to use the Framework to become their best professional selves.

**\*A Framework for Teaching: Making the Most of Teacher Evaluation | Charlotte Danielson & Karyn Wright | Grades: K-12**

Charlotte Danielson's acclaimed A Framework for Teaching provides administrators and educators with a research-based, proven evaluation system to promote professional standards for quality and professional development. In this course teachers 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. 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.

**\*Becoming a Reflective Teacher | Robert Marzano | Grades: K-12**

Presenter Robert J. Marzano is one of the nation's leading education researchers and teacher training instructors and this course is designed to give teachers insight and practical guidance on how to create a structure and mindset that focuses on continually improving their skills.

The course explains the latest research and theory on "reflective practice" meaning improving teacher skills by identifying personal strengths and weaknesses, setting goals and engaging in focused practice to meet those goals. Teachers will also learn how to examine their practices, set realistic growth goals and use focused practice and feedback for improved performance. Research and theory on reflective practice are then put to the test in applications in real classroom workshops. Teachers will learn how to combine a model of effective instruction with goal setting, focused practice, and focused feedback, observations and discussion to improve their instructional practices.

**\*Creating a Professional Learning Community at Work: Foundational Concepts and Practice | Richard DuFour & Rebecca DuFour | Grades: K-12**

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.

**\*Manage It All: Students, Curriculum, and Time | Debbie Silver | Grades: K-12**

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.

**\*Motivating and Engaging Students | Robert Marzano & Debra Pickering | Grades: K-12**

Meaningful learning achievement requires a high level of student engagement. This course teaches educators how to foster and encourage engagement through a variety of techniques and strategies including crafting the classroom environment, structuring lesson plans and using innovative teaching techniques. The course features interviews with teachers and students, classroom footage, workshop activities, lectures and an accompanying eBook.

**\*Motivating Underachievers Using RTI and Differentiated Instruction | Carolyn Coil | Grades: K-12**

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.

**\*Shifting Instruction with the Five Core Practices | Michael Moody | Grades: K-12**

Are your students College and Career Ready? Bring College and Career Standards to life in your classroom. Learn how to effectively implement College and Career Ready Standards (CCRS) and prepare your students for success beyond graduation. Dr. Richard Nyankori and Dr. Michael Moody present the 5 Core Practices to help students love learning and foster curiosity of the world. This course focuses on teaching for mastery and putting these practices to use in your classroom. Hear from other teachers that have used the 5 Core Practices to promote deeper student thinking and reasoning, design CCRS-aligned instruction, and deliver high impact lessons in their classrooms.

This course includes videos of authentic classroom practice, a coach to provide personalized feedback, and flexibility to engage with the content on your schedule.

**\*Student Learning Objectives: Using SLOs to Improve Instruction and Advance Student Growth | William Slotnick | Grades: K-12**

SLOs? What are they? How do I use them in my classroom? Student Learning Objectives are carefully planned goals for your students' performance and progress over a given time. Learn a process for planning and implementing SLOs 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.

"SLOs can help teachers bring more science to their art, strengthen instructional support to the classrooms, and improve the quality of the outcome" This course includes videos of authentic classroom practice, a coach to provide personalized feedback, and flexibility to engage with the content on your schedule.

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# PARA- PROFESSIONAL SUPPORT

Our Paraprofessional library contains a comprehensive set of courses designed to support paraprofessionals working with students in the classroom as well as teachers, principals and administrators working with paraprofessionals. Topics include: Role of Paraeducator, Classroom management, Supporting Instructional Opportunities, School Policies and Procedures, Professional and Ethical Practice, and Training and Professional Development.

## **PARA110: Working with Paras: Professional and Ethical Practice | PCG Education | Grades: K-12**

This course is the first in a series of 4 courses that are designed to provide teachers with strategies for collaborating with paraprofessionals and for developing an effective working partnership. This course addresses a wide range of legislative requirements and procedural safeguards that are important for all staff, including paraprofessionals, to understand and follow to ensure appropriate services and supports are provided to all students including English language learners and students with disabilities. In addition, the content in this course provides teachers an opportunity to explore various structures for defining roles and assigning responsibilities to paraprofessionals that align to student needs and promote processes that maintain compliance.

Teachers, related service providers, support staff, and parents need to communicate effectively meet the

diverse needs of all learners. This course focuses on the importance of building collaborative teams by providing learning experiences and activities designed to promote clear, consistent and focused communication between teachers and paraprofessionals. Teachers will learn proactive strategies to train paraprofessionals to create positive, student focused teams. Teachers will learn how to collaborate with paraprofessionals. This course provides tools for guiding conversations with paraprofessionals, related service providers, and parents.

## **PARA113: Working with Paras: Supporting Instructional Opportunities | PCG Education | Grades: K-12**

The 4th course in the teacher series addresses aspects of instruction including the process for designing and organizing content that is accessible for all learners, including student with disabilities and ELL students. The sessions in this course guide teachers through the process of using formative assessment data to create standards based lessons that deliver rigorous instruction that is accessible to all students. Teachers explore a variety of technology and scaffolding tools that are useful in supporting the diverse needs of special populations and identify steps for utilizing paraprofessionals to implement and collect data accurately.

## **PARA210: Working with Paras: Recruiting and Hiring | PCG Education | Grades: K-12**

Principals and administrators play a critical role in recruiting and hiring paraprofessionals. Developing an effective recruitment plan that brings the best talent to your district is an important tool in driving the right supports for students. This course drills into how to build an effective recruitment plan and how to structure a job description that attracts high quality talent. Participants will learn how to partner with their Human Resources department to understand the impact and details of recruiting and hiring effective paraprofessionals.

**PARA211: Working with Paras: Professional Climate and Culture | PCG Education | Grades: K-12**

A school's climate is influenced by a broad range of factors, from instructional quality to disciplinary policies to student and teacher and paraprofessional morale to principal leadership. This course focuses on how to develop a professional, positive, respectful and inclusive school culture, provides examples on how to recognize paraprofessional in the school committee (through involvement on school leadership and decision-making teams, etc.), and strategies for managing collaborative time for teachers and paraprofessionals to plan lessons and jointly support students' needs.

**PARA212: Working with Paras: Building and Job Orientation | PCG Education | Grades: K-12**

This course provides practical strategies for familiarizing paraprofessionals with the school building and school routines so that they may effectively and efficiently carry out their responsibilities. Administrators must put in place systems that ensure each paraprofessional knows, and is known by, other staff members and feels confident with the school and job setting.

**PARA213: Working with Paras: School Policies and Procedures | PCG Education | Grades: K-12**

Principals and school administrators play a key role in sharing vital information with all building staff, including paraprofessionals. This course supports administrators in setting up communication protocols so that paraprofessionals are well-informed. This course also provides guidelines for policies and procedures that paraprofessionals need.

**PARA214: Working with Paras: Supervising the Teacher/Paraprofessional Team | PCG Education | Grades: K-12**

"Supervising" is a challenging word to use when referring to paraprofessionals and yet that is what supervisors (e.g. school administrators and teachers) must do. Policy states it and practices expect it. This course will

provide school administrators the guidance and skills necessary to supervise teacher/ paraprofessional teams with a focus on core competencies needed by teachers to direct the work of paraprofessionals and successfully collaborate as team members to jointly address the needs of their students.

**PARA215: Working with Paras: Training and Professional Development | PCG Education | Grades: K-12**

This course will focus on addressing the implementation of best practices for orientation, training, mentoring and providing ongoing support to the teacher/ paraprofessional teams. Special attention will be given towards implementation of strategies that will support the teacher/ paraprofessional teams in fulfilling the responsibilities of their expanded roles, and help them better understand the context of the expectations, work required and importance of ongoing training and professional development to help them build confidence in practice.

**PARA216: Working with Paras: Evaluation | PCG Education | Grades: K-12**

This course will focus on developing an understanding paraprofessional core competencies when implementing state or district determined evaluations for employees in this category. Special attention will be given on how to develop checklists, walkthrough tools, rubrics and other evaluation tools that align to requisite competencies and how to provide meaningful feedback to build confidence in practice and promote professional growth.

**PARA311: Paraprofessionals: Providing Classroom and Behavior Support | PCG Education | Grades: K-12**

There are many ways the lead teacher can utilize the paraprofessional in the classroom, including classroom management, instructional support, record keeping, and preparation of materials. This course will provide paraprofessionals with knowledge and tools that will allow them to assist both teachers and students in the classroom.

### **PARA312: Paraprofessionals: Supporting Instruction in the Classroom | PCG Education | Grades: K-12**

Paraprofessionals are a vital member of the education team. This course is designed to provide paraprofessionals with an understanding of the Special Education classroom and instruction on how to support teachers with both instructional and non-instructional activities in the classroom and at school. The use of assistive technologies and the importance of transportation safety as they relate to the role of the paraprofessional are also addressed.

### **PARA313: Paraprofessionals: Overview of Special Education | PCG Education | Grades: K-12**

This course is designed to increase your understanding of the laws and regulations impacting education and make connections to the roles of a paraprofessional. After completing the course, you will be able to identify the categories of paraprofessionals and their general purpose, understand the roles and responsibilities of paraprofessionals in supporting academics and behavior, and identify and apply characteristics of an effective paraprofessional. You will also be able to use culturally responsive communication strategies to work with students and their families, build and maintain effective communication between the paraprofessional and supervising teachers, and collaborate effectively with teachers and other staff.

### **PARA314: Paraprofessionals: Instruction and Standards | PCG Education | Grades: K-12**

This course is the second in a series of online courses for paraprofessionals offered by Public Consulting Group. Paraprofessionals are an important part of the 21<sup>st</sup> century classroom. As a paraprofessional, you can support quality classroom instruction, help maintain a positive learning environment for students, and provide added support for students who need special services. After completing Instruction and Standards, you will be able to locate the Academic Standards, understand the difference between standards, curriculum, and instruction; and describe the difference between accommodations and modifications and identify examples of each.

Whether you're just getting started as a paraprofessional, or you've been serving for many years, the courses in this series will give you practical, universal tips and strategies to be at your best in the classroom.

### **PARA315: Paraprofessionals: Formative Assessment | PCG Education | Grades: K-12**

This course is the third in a series of online courses for paraprofessionals offered by Public Consulting Group. Paraprofessionals are an important part of the 21<sup>st</sup> century classroom. As a paraprofessional, you can support quality classroom instruction, help maintain a positive learning environment for students, and provide added support for students who need special services. After completing Formative Assessment, you will be able to identify the differences between formative and summative assessment, and understand the key components of formative assessment and how it impacts student learning. Whether you're just getting started as a paraprofessional, or you've been serving for many years, the courses in this series will give you practical, universal tips and strategies to be at your best in the classroom.

### **PARA316: Paraprofessionals: Culturally Responsive Strategies | PCG Education | Grades: K-12**

This course is the fourth in a series of online courses for paraprofessionals offered by Public Consulting Group. Paraprofessionals are an important part of the 21<sup>st</sup> century classroom. As a paraprofessional, you can support quality classroom instruction, help maintain a positive learning environment for students, and provide added support for students who need special services. Culturally Responsive Strategies will help you gain a better understanding of culture and how it may influence student behavior, communication, and attitudes toward teaching and learning. Whether you're just getting started as a paraprofessional, or you've been serving for many years, the courses in this series will give you practical, universal tips and strategies to be at your best in the classroom.

**PARA317: Paraprofessionals: Effective Communication | PCG Education | Grades: K-12**

This course is in a series of online courses for paraprofessionals offered by Public Consulting Group. Paraprofessionals are an important part of the 21st century classroom. As a paraprofessional, you can support quality classroom instruction, help maintain a positive learning environment for students, and provide added support for students who need special services. Effective Communication will provide you with an opportunity to reflect on your current level of communication and explore some helpful tools and resources that you can apply in your role as a paraprofessional. Whether you're just getting started as a paraprofessional, or you've been serving for many years, the courses in this series will give you practical, universal tips and strategies to be at your best in the classroom.

**PARA318: Paraprofessionals: Assistive Tech & Accessible Materials | PCG Education | Grades: K-12**

This course is in a series of online courses for paraprofessionals offered by Public Consulting Group. Paraprofessionals are an important part of the 21st century classroom. As a paraprofessional, you can support quality classroom instruction, help maintain a positive learning environment for students, and provide added support for students who need special services. After taking this Assistive Technology and Accessible Materials course, you will be able to define AT and describe how it can support students identified with disabilities. Whether you're just getting started as a paraprofessional, or you've been serving for many years, the courses in this series will give you practical, universal tips and strategies to be at your best in the classroom.

**SE221: Effective Paraprofessionals | PCG Education | Grades: K-12**

Designed as an introductory training for paraprofessionals who are currently working with students or who will be supporting classroom teachers soon, this course provides an overview of policies and best practices for working with all students. The following topics will be covered: policies and procedures, collaboration and communication, and roles and responsibilities.

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# MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Our MTSS courses have two primary audiences and focus areas. The first is an introductory level of MTSS courses for all teachers who need a refresher and/or initial exposure to MTSS concepts. The second series is a more advanced level of training and professional development on MTSS for leadership.

## MTSS 101, Introduction to MTSS/RTI | 75 mins

MTSS/RTI is a framework for school districts to provide targeted, data-based support and intervention for struggling students. By focusing on the whole child, MTSS/RTI supports academic growth and achievement while addressing behavioral and social/emotional needs. MTSS/RTI is team-driven and data-based, aimed at improving the outcomes for each student. We do so through a layered continuum of evidence-based practices applied at the classroom, school, and district levels.

Participants in this course will:

- Become familiar with the origins, purpose and framework behind MTSS/RTI
- Learn how to build the foundation of an MTSS/RTI model
- Explore the phases of the implementation process
- Examine the importance of the evaluation process based on activities and timelines

## MTSS 102, Exploring Tier 1 in MTSS/RTI | 60 mins

Tier 1 is the largest tier and typically meets the needs of 80% of the student population. Because of that, Tier 1 is the foundation upon which the entire framework is built. At Tier 1, all students are provided with core instructions and basic, universal interventions.

Participants in this course will:

- Define the characteristics of Tier 1
- Understand the importance of a solid core curriculum at the Tier 1 level
- Explore what instruction looks like within Tier 1
- Examine what assessment looks like within Tier 1
- Explore differentiated instruction, accommodations and modifications in Tier 1

## MTSS 103, The Ins & Outs of Tier 2 & 3 | 90 mins

An MTSS framework offers teachers an organized way to support their students' learning needs. By conducting assessments and compiling data through universal screening to identify individualized needs, we can then address those needs through tiered supports.

This course will focus on the distinguishing similarities and differences of Tiers 2 and 3. Within Tiers 2 and 3, we will focus on the duration of lessons and the structure of how interventions are provided: classroom vs small group vs individual.

Participants in this course will:

- Define the characteristics of Tiers 2 and 3
- Explore what instruction looks like within Tiers 2 and 3
- Examine what assessment looks like within Tiers 2 and 3
- Define the components of an intervention plan
- Learn how to write smart goals



#### **MTSS 104: Assessment Basics in MTSS/RTI | 45 mins**

Development of a solid assessment system is one of the most crucial components of any true MTSS/RTI process. The assessments drive the data based decisions that the data team makes about the progress of students. Without assessments at the district, grade and individual student level, there is no way to truly know where students are in comparison to their peers.

Participants in this course will:

- Examine the importance of conducting assessments
- Identify and explore the different types of assessments
- Explore the creation of a district assessment plan
- Learn the connection between assessments and data-based decisions

#### **MTSS 105: Incorporating Behavior in an MTSS/RTI Framework | 60 mins**

Behavioral MTSS/RTI is a systematic way to address students who exhibit “problem behaviors” that impact his/her learning using a structured system of support. These behaviors can include social skills deficits, inattentive behavior, aggressive behavior, and elopement behavior to name a few. Typically, districts begin with a tiered system of support for academics and address the behavioral side of the pyramid later. However, in order to see improvements in overall student achievement, both sides of the pyramid (academic and behavior) have to be integrated into a tiered system of support.

Participants in this course will:

- Examine the history/importance of PBIS within the MTSS/RTI framework
- Identify and explore tiered interventions in the areas of behavior and social skills
- Explore universal screening of PBIS
- Examine PBIS supports
- Define behavior in an MTSS/RTI model
- Learn about family involvement within the MTSS/PBIS framework

#### **MTSS 201: A Leader's Guide to the Critical Components of MTSS | 90 mins**

Strong leadership is the key to the long term success of a solid implementation of an equity-based MTSS district-wide. Effective school leaders understand that putting vision into action is only possible by setting clear, attainable goals and outlining solid processes to promote expectations and standard operating procedures. Once processes are established, staff must be trained and mobilized to achieve these goals.

This course will assist school leaders by:

- Assessing the district's current MTSS framework
- Conducting a gap analysis to determine areas of strength and weakness within the current framework
- Understanding all of the MTSS domains that must be addressed and implemented which include:
  - Leadership & capacity building
  - Programs, Assessment, Multiple Tiers of Instruction
  - Assessment/Data & Evaluation
  - Behavior & social emotional learning
  - Communication & collaboration
- Creating/outlining a district MTSS process and district/school strategic MTSS plan

#### **MTSS 202: Data Evaluation within a MTSS | 90 mins**

Data evaluation is an essential component within an MTSS framework driven by the problem solving process at the district, school and individual student level. This course will help school leaders recognize the importance of using multiple data sources when making critical student decisions such as which students are at risk and how many students are responding to interventions. Data analysis allows school leaders to evaluate core instruction (tier 1), as well as the effectiveness of interventions being provided at the tier 2 and tier 3 intensity levels.

The course will assist school leaders by:

- Understanding the foundational components of building a culture of data-based decisions
- Analyzing the data the district is currently using to identify students at risk and monitor progress
- Evaluating any potential gaps in data
- Using the results of the inventory to create expectations around data usage and student performance outcomes
- Creating a district assessment calendar

### **MTSS 203: Intervention & Tiered System of Supports** | 90 mins

Creating a system of tiered interventions (instruction) is another critical component of an effective MTSS framework. Often, interventions are available; however, they are lacking a system of cohesiveness or understanding as to which students would benefit from what interventions. District criteria must be set to determine what level of support is most appropriate based on data. This course will assist school leaders to develop a tiered intervention system for academics and behavior and help ensure that differentiated instructional practices are occurring at every grade level during core instruction (tier 1).

The course will assist school leaders by:

- Understanding the foundational components of building an MTSS
- Analyzing the district's current inventory of interventions
- Evaluating the gaps in available interventions
- Using the results of the inventory to create a tiered intervention system
- Establishing district criteria for tier 1, tier 2 & tier 3
- Reviewing the district intervention plan

### **MTSS 204: The Power of MTSS Resources** | 90 mins

The success of any MTSS framework largely depends on the resources a district allocates to this process. This course will examine the impact that staffing,

scheduling, professional development activities and financial resources can have on building an effective MTSS framework.

The course will assist school leaders by:

- Evaluating and defining the current roles and responsibilities of staff members responsible for implementing MTSS
- Designing a chart of roles and responsibilities with the MTSS
- Evaluating the district's annual professional development plan(s)
- Incorporating MTSS in to the district's professional development plan
- Examining the existing building schedules to ensure that adequate time is designated to intervention and overall student instruction in each content area
- Ensuring financial resources are earmarked to support the district's MTSS framework
- Communicating expectations to all stakeholders (internal & external)

### **MTSS 205: Building a System of Supports for Behavior and Social-Emotional Learning (SEL)** | 90 mins

The link between academic success and behavior/SEL is undeniable. In order to see improvements in overall student achievement, students must be considered holistically (academics and behavior/SEL) and should be integrated into your tiered system of support. This course will focus on how school leaders can build a system of supports for behavior and SEL.

The course will assist school leaders by:

- Understanding the foundational components of building an MTSS framework
- Creating an inventory of interventions/instruction that supports student behavior & SEL
- Evaluating the gaps in available behavior/SEL interventions

- Defining Positive Behavior Intervention Supports (PBIS) at the district, school and individual student levels
- Using the results of the inventory to create a tiered district behavior/SEL inventory of supports
- Establishing behavior/SEL district criteria at tier 1, tier 2 & tier 3
- Identifying the parents role in behavior/SEL supports
- Reviewing the district intervention plan for behavior & SEL
- Reviewing the components of an intervention plan
- Assigning responsibilities and solidifying follow-up steps
- Reviewing progress monitoring data to determine students' responses to interventions

### **MTSS 206: Following the Data Path | 90 mins**

This course will help participants understand the “data story” and the process of data based decision making at the district, school and individual student level. Data collection and the analysis of the data is a powerful component of MTSS and should be used in all aspects of the process, from making adjustments to professional development plans to pre-identifying students who need intervention or accelerated learning.

The course will assist school leaders by:

- Understanding how to look at data to make instructional improvements and intervention decisions
- Providing support for interpreting data throughout the problem solving process
- Identifying trends in the data
- Building effective data teams

### **MTSS 207: MTSS Meeting Protocols | 90 mins**

Facilitating data driven, results oriented meetings is essential to understanding the needs of students, defining measurable goals and determining a system for monitoring progress.

The course will assist school leaders by:

- Learning problem-solving intervention meeting protocols
- Using the problem-solving approach to facilitate meetings

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# THREAT ASSESSMENT AND SCHOOL SAFETY

John Van Dreal is a school psychologist and the retired director of security, safety, and risk management for the Salem-Keizer School District. He has more than 30 years of experience in preventive behavioral threat assessment and management, psycho-educational evaluation, crisis intervention, behavioral intervention, and security and risk management systems consultation. He is recognized internationally as an expert in threat assessment and as a pioneer of multidisciplinary threat assessment. In 1999, he began the development and implementation of the Salem-Keizer Cascade Model, a multiagency student violence prevention and behavioral threat assessment system that is considered by experts to be a leading practice and is identified by the U.S. Department of Education and the What Works Clearinghouse as a best-practice program.

## **BTA101: Level 1 Behavioral Threat Assessment, Part 1** **| 4 Hours**

This course assists professionals from schools and partnering agencies in identifying risk factors, prevention strategies, and management options for violent behavior, such as school shootings. The information provided highlights how threats of violence can

be systematically investigated and how school and community attacks can be prevented when staff and community members understand threatening behavior, know how to identify signs of attack, and then move quickly to assess and de-escalate a situation. With the Salem-Keizer Cascade preventive behavioral threat assessment system as a model, the course provides a template for building a sustainable, school-based threat assessment system composed of school site teams and a community-based collaboration.

Specifically, this course provides:

- a review of the research and basic principles regarding threat assessment and threat management
- an overview of an existing multi-disciplinary, multi-agency threat assessment and management system; a system that is protocol-driven, user-friendly, and designed for educators, SROs, school-based mental health professionals, juvenile justice services, etc.
- an adaption of that system to the existing resources of this community.
- training on the use of protocols for youth threat assessment
- a review of the steps and developmental procedures necessary to implement that system
- lab exercises and case reviews

## **BTA102: Level 1 Behavioral Threat Assessment, Part 2 | 4 Hours**

This course provides a review of Level 1 Protocol forms, building a site-level team, and explores the importance of confidentiality as related to the law and the Family Educational Rights and Privacy Act (FERPA). This course also provides learners the opportunity to apply their knowledge and skills through three new case studies.

Participants in this course will:

- review the steps and developmental procedures necessary to implement the Level 1 process covered in BTA101.
- explore auxiliary forms that support the Level 1 Protocol.
- address confidentiality requirements and laws as related to behavioral threat assessment.
- participate in case exercises and conduct student threat assessments using Level 1 forms.

### **BTA201 : Level 2, Community-Beased behavioral Threat Assessment | 4 Hours**

This course builds upon the knowledge and information gained in Level 1 BTA, Parts 1 and 2.

Participants in this course will:

- Gain an understanding of a multi-disciplinary, multi-agency community-based preventive threat assessment and management system (called Level 2) designed for educators, public mental health systems juvenile justice services, law enforcement, and other youth-serving agencies.
- Gain a working template to adapt that system to the existing resources of your community.
- Gain a blueprint of the steps and developmental procedures necessary to implement that system.
- Complete training on the use of Level 2 protocols for violence prevention and intervention with youth along with an understanding of the concepts and research that support the questions and the process.
- Interact with case studies that illustrate the use of the Level 2, collaborative community assessment and prevention system.

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