pepper

Professional Teaching & Learning Catalog

Fall 2016

Courses, Teaching Certifications & Workshops

About our Authors

Since 1966, **WestEd** has been a leader in research and standards-based education improvement, and trains thousands of teachers each year. WestEd, a non-partisan, non-profit research, development, and service agency, works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults. WestEd's corporate headquarters are in San Francisco, California.

WestEd has enlisted the authoring expertise from several of their senior research associates to create new educational courses and instructional resources for the newly adopted Common Core standards in Pepper. The WestEd Pepper course roadmap includes an expanding library of courses in mathematics and ELA for grades K-12, with new materials released ongoing throughout the year covering instructional shifts and practices that have immediate application into the classroom.

Stanford University's Understanding Language department - led by Dr. Kenji Hakuta and a senior team of faculty members - aims to heighten educator awareness of the critical role that language plays in the new Common Core State Standards. The long-term goal of the initiative is to increase recognition that learning the language of each academic discipline is essential to learning content. Obtaining, evaluating, and communicating information; articulating and building on ideas; constructing explanations; engaging in argument from evidence—such language-rich performance expectations permeate the new Standards.

Common Sense Media is dedicated to helping kids thrive in a world of media and technology. We empower parents, teachers, and policymakers by providing unbiased information, trusted advice, and innovative tools to help them harness the power of media and technology as a positive force in all kids' lives.

Accelerated Literacy Learning (A.L.L.) provides a program of balanced literacy reading and writing curriculum to improve instructional practice and instructional leadership in school districts across the country. A.L.L. partners with school districts to implement a customized curriculum using a content based coaching model.

The PCG Education Consulting (EC) division helps educators systemically improve their educational programs through leadership development, instructional development, and data driven decision making. The EC team is made up of content experienced experts who create content focusing on diverse subjects including special education, literacy and learning, leadership, data use, and more. PCG's content expertise is constantly growing to meet the needs of our clients and staff is available to create custom content.

Contents

ASSESSMENTS & REPORTING

The Assessment and Reporting content collection houses courses to help teachers effectively evaluate student learning, analyze data and modify instruction.

Topics: Formative Assessment, Assessment Design, Data Analysis and Decision Making, and more

POW126: Strategies to Enhance Student Self-Assessment

Author: PCG Education
Grade Levels: K-12

This workshop will help teachers understand the benefits of helping students examine their own achievement data and make personal learning goals. Participants will also explore tools that will enable them to help students understand the assessment criteria and guide them through this process. This workshop is primarily geared towards elementary and middle school ages though the strategies can be used with high school students too.

Participants will explore tools that will enable them to help students understand the assessment criteria and guide them through this process and understand the benefits of helping students examine their own achievement data and make personal learning goals.

AR211: Improving Argumentation Skills through Formative Assessment Practices

Author: Stanford University and Oregon State University
Grade Levels: K-12

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 in 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.

DIGITAL CITIZENSHIP

This collection features exclusive content from our digital citizenship partner, Common Sense Media. Additional workshops provided by Public Consulting Group and Media Power Youth.

Learners can access courses for teaching digital citizenship at the elementary, middle, and high school levels. A school leaders' course provides training to facilitators that may lead the course on-site. Other offerings focus on media literacy and using technology in the classroom.

DC102: Media Literacy for Safe & Healthy Choices: Violence Prevention

Author: Media Power Youth
Grade Levels: K-12

This course will provide you with 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 will 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.

DC110: Digital Citizenship for School Leaders

Author: Common Sense Media
Grade Levels: K-12

This course is designed for school leaders to build awareness around the power and potential risks associated with their students' digital lives. The course will equip school leaders to design a comprehensive digital citizenship plan infused with quality Common Sense Education resources in order to promote positive online experiences for students, teachers, and the wider ELL. Following the course, participants will meet requirements to apply for Common Sense Education's Digital Citizenship Certified Educator and School certifications.

DC111: Teaching Digital Citizenship in Elementary School

Author: Common Sense Media
Grade Levels: K-5

Teachers will learn how to design comprehensive digital citizenship lessons infused with quality Common Sense Education resources. Topics include: internet safety; identity, reputation and digital footprints; relationships, communication and cyber-bullying; searching evaluating and citing; and changing the community through digital citizenship. Educators build a portfolio of work and will be able to use this coursework to apply for Common Sense Education's

Digital Citizenship Certified Educator and School certifications.

DC112: Teaching Digital Citizenship in Middle School

Author: Common Sense Media
Grade Levels: 6-8

Through this course educators will build awareness around the power and potential risks associated with their students' digital lives. They will learn how promote positive online experiences for middle school students, teachers, and the wider community. Topics include: internet safety; identity, reputation and digital footprints; relationships, communication and cyberbullying; searching evaluating and citing; and changing the community through digital citizenship. Following the course, participants will meet requirements to apply for Common Sense Education's Digital Citizenship Certified Educator and School certifications.

DC113: Teaching Digital Citizenship in High School

Author: Common Sense Media
Grade Levels: 9-12

Educators will build awareness around the power and potential risks associated with their students' digital lives. Course topics include: internet safety; identity, reputation and digital footprints; relationships, communication and cyberbullying; searching evaluating and citing; and changing the community through digital citizenship. Following the course, participants will meet requirements to apply for Common Sense Education's Digital Citizenship Certified Educator and School certifications.

ENGLISH LANGUAGE ARTS

This diverse ELA library features content created by subject matter experts from WestEd and Public Consulting Group. Topics: ELA/Literacy Shits; 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

Author: WestEd

Grade Levels: 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 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.

ELA101M: ELA/Literacy Shifts in Middle School

Author: WestEd

Grade Levels: 6-8

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. Activities include learning about the three major shifts, viewing videos and reading articles related to the shifts, and applying this learning to practice. A course portfolio provides an opportunity to revisit key ideas, strategies, and reflections during and after the course.

ELA101H: ELA/Literacy Shifts in High School

Author: WestEd

Grade Levels: 9-12

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

Author: WestEd

Grade Levels: 6-8

This course 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

Author: WestEd

Grade Levels: 6-8

Pre-Requisite: This course is designed for teachers who have taught or will be teaching mathematics in elementary school.

In this 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

Author: WestEd
Grade Levels: K-5
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

Author: WestEd
Grade Levels: 6-8
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

Author: WestEd
Grade Levels: 9-12
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.

ELA220E: Balancing Informational & Literary Texts (Grades K-5)

Author: WestEd
Grade Levels: 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

Author: PCG Education
Grade Levels: K-5

Educators deepen their understanding of the College and Career Ready Standards for ELA/Literacy and the implications of the standards for shifts in instruction. Participants 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

Author: PCG Education
Grade Levels: 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

Author: PCG Education
Grade Levels: 6-12

Course participants will deepen their understanding of CCRS-ELA & Literacy and the instructional shifts and examine the vertical progression and grade level expectations of the 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

Author: PCG Education
Grade Levels: 6-12

Educators will 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. They 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).

POW111: Universal Design for ELA Learning

Author: PCG Education
Grade Levels: K-12

The Universal Design for ELA Learning will look at 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.

POW113: Literature Circles for the Elementary Classroom

Author: PCG Education
Grade Levels: 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.

POW114: Literature Circles for Middle and High School

Author: PCG Education
Grade Levels: 6-12

Find out more about how literature circles are used to engage students in meaningful conversations about a commonly read text. Create a classroom environment that gives students opportunities to express their opinions, make predictions, and learn from fellow students. Access resources and best practices suited for a middle or high school classroom.

POW118: Making Social Studies Come Alive!

Author: PCG Education
Grade Levels: 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.

POW120: Improving K-3 Reading Comprehension

Author: PCG Education
Grade Levels: K-3

To help students master the complex array of skills required for reading comprehension, schools need to begin instruction in the early primary grades. By focusing on supporting reading comprehension, teachers can help even the youngest students develop the skills required to understand increasingly difficult material and continue their growth as readers.

POW123: Organizing Teaching- Utilizing Examples with Practice

Author: PCG Education
Grade Levels: 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 facilitate 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 educators organize instruction and study to improve student learning, specifically, the practice of alternating worked examples with problem-solving practice.

POW124: Intervention for Struggling Readers

Author: PCG Education
Grade Levels: 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 educators that provide targeting interventions to struggling readers in high school.

POW125: Universal Design for English Language Learners

Author: PCG Education
Grade Levels: 9-12

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.

ENGLISH LANGUAGE LEARNERS

This collection was designed to provide teachers the practical tools to help their English language learners succeed. Created by the Understanding Language Initiative at Stanford University, 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. Other content provided by Public Consulting Group on universal design, vocabulary instruction, and more.

AR211: Improving Argumentation Skills through Formative Assessment Practices

Author: Stanford University and Oregon State University
Grade Levels: K-12

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 in 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.

ELL108.1E: Mastering Math Language Part I: Reading and Speaking (K-5)

Author: Stanford University
Grade Levels: K-5

This is part one of a two course series 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 (K-5)

Author: Stanford University
Grade Levels: 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.

ELL212E: Constructive Classroom Conversations (K-5)

Author: Stanford University
Grade Levels: K-5

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, educators need to listen closely to existing talk, the course asks participants to gather, analyze, and share examples of student conversations from their classrooms. The overall goal is for participating educators to better understand student-student classroom discourse and use what they learn to facilitate higher quality interactions that build disciplinary knowledge and skills.

ELL212M: Constructive Classroom Conversations (6-8)

Author: Stanford University
Grade Levels: 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

ENGLISH LANGUAGE LEARNERS

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 (9-12)

Author: Stanford University
Grade Levels: 9-12

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

POW117: Vocabulary Instruction for English Language Learners (ELL)

Author: PCG Education
Grade Levels: 6-8

This workshop will help teachers to understand the importance of providing explicit vocabulary instruction focused on words key to understanding content.

Teachers will learn how they can help students develop strategies for becoming independent vocabulary learners.

POW129: Teaching Reading Comprehension by Engaging Students

Author: PCG Education
Grade Levels: K-5

Strong reading comprehension skills are central not only to academic and professional success, but also to a productive social and civic life. These skills build the capacity to learn independently, to absorb information on a variety of topics, to enjoy reading, and to experience literature more deeply. Constructing meaning while reading can be demanding intellectual work, and teachers who hold their students' interest may be more effective in helping them to develop good reading comprehension skills. This workshop will focus on how teachers can motivate students to improve their efforts to comprehend text.

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LEADERSHIP

Tailored to meet the needs of district and school administrators, this content collection presents courses covering a wide range of topics from the administrator's perspective.

Topics include general introduction to implementing the standards, understanding the ELA & Math standards and shifts, family engagement, early language and literacy, and working with English language learners.

ADM1: School Leader Module 1: Implementing the Standards
Author: PCG Education
Grade Levels: 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 learning opportunities and provide staff with meaningful feedback.

ADM2: School Leader Module 2: Understanding the ELA & Literacy Standards
Author: PCG Education
Grade Levels: 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 school leaders can use to assess alignment of curriculum, instruction, and assessment to college and career ready standards and guidelines for providing effective feedback to their staff.

ADM3: School Leader Module 3: Understanding the Math Standards
Author: PCG Education
Grade Levels: K-12
Recommended Pre-Requisite: ADM1

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.

POW128: Organizing Teaching- Higher Order Questions
Author: PCG Education
Grade Levels: K-12

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 facilitate learning and remembering information, and to enable students to use what they have learned in new situations. The recommendations in this course are based on the Organizing Instruction and Study to Improve Student Learning: A Practice Guide. 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.

MATHEMATICS

Our Mathematics library provides diverse PD 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, and more.

AR211: Improving Argumentation Skills through Formative Assessment Practices

Author: Stanford University and Oregon State University
Grade Levels: K-12

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 in 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.

MA101E: Standards for Mathematical Practice (Grades K-5)

Author: WestEd
Grade Levels: K-5

The Standards for Mathematical Practice (SMPs) describe varieties of expertise that teachers should aim to develop in their students. These practices describe 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. In this course, elementary school mathematics teachers will receive an introduction to the Common Core's eight Standards for Mathematical Practice.

MA101M: Standards for Mathematical Practice (Grades 6-8)

Author: WestEd
Grade Levels: 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.

MA101H: Standards for Mathematical Practice (Grades 9-12)

Author: WestEd
Grade Levels: 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 (Grades K-5)

Author: WestEd
Grade Levels: 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 (Grades 6-8)

Author: WestEd
Grade Levels: 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 (Grades 9-12)
Author: WestEd
Grade Levels: 9-12
Recommended Pre-Requisite: MA101H
Find out how to integrate the Common Core Standards for Mathematical content into your instruction. Learn about the three major shifts reflected in the Common Core Standards for Mathematical content, review learning progressions and content domains, and understand the research. 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.

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.

MA200E: Getting Started: Operations & Algebraic Thinking (K-5)
Author: WestEd
Grade Levels: 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 (6-8)
Author: WestEd
Grade Levels: 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
Author: WestEd
Grade Levels: K-5
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 (6-8)
Author: WestEd
Grade Levels: 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
Author: WestEd
Grade Levels: 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 (K-5)

Author: Stanford University
Grade Levels: K-5

This is part one of a two course series 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 (K-5)

Author: Stanford University
Grade Levels: 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

Author: WestEd
Grade Levels: 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 educators who work with them. Educators will be able to 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

Author: PCG Education
Grade Levels: 6-12

Educators will gain a deeper understanding of 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

Author: PCG Education
Grade Levels: 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

Author: PCG Education
Grade Levels: 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, educators 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 that exemplify

POW110: Universal Design for Math Learning

Author: PCG Education
Grade Levels: 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.

POW115: Strategies to Engage Girls in Math and Science

Author: PCG Education
Grade Levels: 6-12

Research shows that at the elementary level girls tend to be as interested and successful in Math and Science as boys. However, as these students grow into middle and high school, girls appear to lose interest in Math and Science courses. This workshop will examine the challenges in keeping girls engaged in these fields of study. The workshop will also explore strategies for keeping girls engaged. Participants will be guided through the process of developing a plan for actively motivating and maintaining girl's interest in Math and Science.

POW116: Improving Mathematical Problem Solving: Middle School

Author: PCG Education
Grade Levels: 6-8

In this workshop, educators will understand the importance of teaching problem solving strategies and take a deeper look at the 3 components involved in teaching problem solving to students. Though mainly geared towards middle school, teachers in the upper

elementary grades (4-6) will also find this workshop useful.

POW121: Making Sense of Fraction Computations

Author: PCG Education
Grade Levels: 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.

POW130: Fractions as Numbers

Author: PCG Education
Grade Levels: 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.

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

Author: WestEd
Grade Levels: K-12

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POW131: Teaching Science through Literature

Author: PCG Education
Grade Levels: 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

Author: PCG Education
Grade Levels: 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.

SCI0100E: Investigating New Science Standards (K-2)

Author: PCG Education
Grade Levels: K-2

In this course, 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 (3-5)

Author: PCG Education
Grade Levels: 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 (6-8)

Author: PCG Education
Grade Levels: 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 (9-12)

Author: PCG Education
Grade Levels: 9-12

In this course, 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

Author: PCG Education
Grade Levels: K-2
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

Author: PCG Education
Grade Levels: K-2
Pre-Requisite: SCI0100E

In Engineering Design K-2-ETS1-2, elementary school teachers for 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

Author: PCG Education
Grade Levels: K-2
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

Author: PCG Education
Grade Levels: 3-5
Pre-Requisite: SCI0200E

For this course, teachers 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

Author: PCG Education
Grade Levels: 3-5
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

Author: PCG Education
Grade Levels: 3-5
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

Author: PCG Education
Grade Levels: 6-8

In this course, middle school teachers will investigate the disciplinary core idea of ETS1: Engineering Design through the Performance Expectation MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. [Assessment Boundary: None Indicated.].

SCI3412M: Engineering Design MS-ETS1-2

Author: PCG Education
Grade Levels: 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
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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

Author: PCG Education
Grade Levels: 6-8

In this course, you will experience information through a variety of media formats targeted to the following objectives including describing the three dimensions of learning (Science and Engineering Practices, the Disciplinary Core Ideas, and the Crosscutting Concepts) within the Performance Expectation, presenting an argument for the types of lessons that you will need to implement in your classroom to help students reach a level of understanding needed to master a Performance Expectation of the Engineering Design page, and articulating.

SCI4231H: Heredity: Inheritance & Variation of Traits HS-LS3-1

Author: PCG Education
Grade Levels: 9-12
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.

SPECIAL EDUCATION

Our Special Education content library provides a comprehensive look into the core needs of special education teachers.

Topics covered in this content collection created by WestEd and PCG's special education experts include: collaborative teaching to support inclusive education, co-teaching and special education differentiation, writing standards-based IEPs, and principles of Universal Design for Learning (UDL),

POW110: Universal Design for Math Learning
Author: PCG Education
Grade Levels: 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 also provides 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 to reach students at their level and interest, as well as provide multiple means of expressing what they've learned.

POW111: Universal Design for ELA Learning
Author: PCG Education
Grade Levels: K-5

This workshop looks at 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.

POW112: Universal Design for Science Learning
Author: WestEd
Grade Levels: 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 will also provide short videos specific to incorporating UDL strategies in Science 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

POW210: Elements of Differentiated Instruction
Author: PCG Education
Grade Levels: 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
Author: PCG Education
Grade Levels: 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 more rigorous Common Core 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

Author: PCG Education
Grade Levels: 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

Author: PCG Education
Grade Levels: 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.

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

Author: PCG Education
Grade Levels: 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.

SE310: Supporting Students with Disabilities in Language Arts

Author: PCG Education
Grade Levels: K-12

This course explores 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. Participants will learn about the foundation for Universal Design for Learning, its definition, and how the UDL Principles and Guidelines support and inform classroom practices. They'll also 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

Author: PCG Education
Grade Levels: K-12

In this course, educators will begin 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 educators considering implications for planning rigorous mathematics lessons that will meet the needs of all learners.

WRITING & POETRY

The Writing and Poetry library houses content created by Accelerated Literacy Learning and WestEd covering elementary, middle, and high school grade levels. These courses cover a wide range of different types and styles of writing, all which are used and taught throughout a student's college career.

Topics include: Structured Narrative Writing, Effective Elementary Writing Strategies, Informed Opinion Letters, and Argument Writing.

POW119: Effective Elementary Writing Strategies

Author: WestEd
Grade Levels: K-5

The ability to write well is a key to success in many professional, social, community, and civic activities. Therefore, it is essential that all students receive instruction and support that develops their writing skills from the early grades onward. This workshop illustrates how to use research-based practices to teach elementary school students to be effective writers. 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.

WR102E: Introduction to Structured Narrative Writing (K-2)

Author: Accelerated Literacy Learning
Grade Levels: 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 (3-5)

Author: Accelerated Literacy Learning
Grade Levels: 3-5

In this course participants will learn 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 (K-2)

Author: Accelerated Literacy Learning
Grade Levels: 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

Author: Accelerated Literacy Learning
Grade Levels: 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

Author: Accelerated Literacy Learning
Grade Levels: 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.

POW127: Teaching the Writing Process in Elementary Grades

Author: PCG Education
Grade Levels: K-5

The ability to write well is a key to success in many professional, social, community, and civic activities. Therefore, it is essential that all students receive instruction and support that develops their writing skills from the early grades onward. This workshop will focus on helping teachers understand the writing process and how to teach this process effectively to students for use in a variety of purposes.

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