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PD ONLINE®

AWARD-WINNING ONLINE COURSES FROM ASCD

2018 Course Catalog for K–12 Educators

More than
120 USER-FRIENDLY COURSES
developed by
ASCD's authors
and experts!

TABLE OF CONTENTS

PD Online Courses Address Your
PROFESSIONAL DEVELOPMENT CHALLENGES

KEY FEATURES

PD Online courses make it easy and practical for educators to continue professional learning anytime and anywhere—on desktops or mobile devices. PD Online courses:

- *INTRODUCE* you to the most relevant topics facing educators today.

- *ENGAGE* you in a blend of media-rich learning featuring noted experts and practitioners.

- *INCLUDE* succinct learning modules that clearly connect practice with research.

- *INCORPORATE* reading materials from ASCD's deep library of content.

- *MONITOR* progress at the administrator and learner levels.

- *WORK* with many institutional learning management systems, including Moodle.
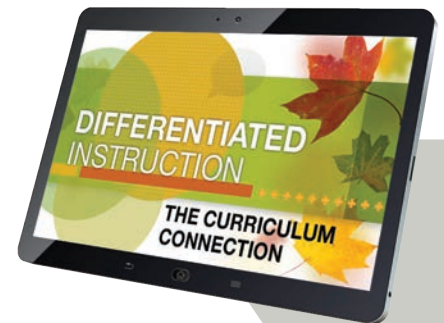
COURSE BENEFITS

PD Online courses help educators address individual and group professional development with

- *FLEXIBLE COURSE DESIGN* that supports your personal professional development needs.

- *JOB-EMBEDDED APPLICATIONS* that link course materials to real-world practice.

- *ASSESSMENTS* that measure results at the end of each course.

- *INTUITIVE DESIGN* that makes training and implementation simple.

- *CREDIT HOURS* equal to at least 10 seat hours. Many states, districts, and universities allow courses to apply toward CEU or college credit.

> *SIGN UP FOR A*
FREE 30-DAY
SAMPLE COURSE *at*
www.ascd.org/pdosample

COURSE DESIGN

Whether you're a teacher looking to expand your knowledge on a topic or a superintendent who needs to bring scaleable professional development to your district, PD Online courses' intuitive design and embedded resources support your specific learning goals.

PD ONLINE WEBINARS

Want to learn more about PD Online and how it can work for you? Review one of our archived PD Online webinars or sign up for an upcoming webinar at **www.ascd.org/pdowebinars**.

> **Using PD Online for Schoolwide PD: Lessons from the Field**

Learn how to get started with PD Online courses, including tips for introducing the courses to staff and managing their learning, and how to maximize your group's learning experience.

> **What is PD Online, and How Can It Support My Professional Development?**

Get an overview of PD Online, and how online professional learning can fit your busy schedule.

USING DATA TO DETERMINE
STUDENT MASTERY

Learn why and how the definition, measurement, and statistics need to be aligned to provide an accurate record of the effect instructional practice has on student mastery.

COURSE OBJECTIVES

- *DEFINE* data literacy and high-level elements of data analysis.
- *ANALYZE* the role of assessment in informing instruction.
- *ALIGN* assessments to learning targets.
- *DEFINE* critical thinking skills required for different levels of mastery.
- *IDENTIFY* primary characteristics of an effective grading system.
- *COMPARE* standards-based grading practices with traditional grading.
- *EVALUATE* your grading practices.

COURSE SYLLABUS

Module 1	The Science of Data
Module 2	Using Data Purposefully
Module 3	Gathering Formative Data
Module 4	Questioning Strategies to Assess Mastery Learning
Module 5	Reporting Mastery

RELATED RESOURCES

How Teachers Can Turn Data into Action
Daniel R. Venables
Stock # 114007

The Data-Driven Classroom: How Do I Use Student Data to Improve My Instruction?
Craig A. Mertler
Stock # SF114082

Using Data to Focus Instructional Improvement
Cheryl James-Ward, Douglas Fisher, Nancy Frey, and Diane Lapp
Stock # 113003

WHAT WORKS IN SCHOOLS:
SCHOOL LEADERSHIP IN ACTION, 2ND EDITION

Explore Robert J. Marzano's factors for an effective school and general principles for improving student performance and school productivity. Through video examples and in-depth readings, you'll learn how to improve your school or district.

COURSE OBJECTIVES

- *EXAMINE* key factors that create an effective school environment.

- *DEFINE* what constitutes a guaranteed and viable curriculum.

- *DETERMINE* how high expectations, appropriate goals, and timely and specific feedback affect student achievement.

- *DISCOVER* the roles that parents and community can play in creating an effective school environment.

- *EXAMINE* how safety and order contribute to learning.

- *RELATE* staff collegiality and professionalism to student academic achievement.

- *ESTABLISH* school procedures to promote teacher and staff collegiality and professionalism.

COURSE SYLLABUS

Module 1	Introduction
Module 2	Guaranteed and Viable Curriculum
Module 3	Challenging Goals and Effective Feedback
Module 4	Parent and Community Involvement
Module 5	Safe and Orderly Environment
Module 6	Collegiality and Professionalism

RELATED RESOURCES
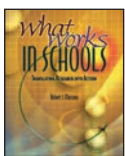
What Works in Schools: Translating Research into Action
Robert J. Marzano
Stock #   102271

What Works in Schools DVD
Stock #   603047

BULLYING: **TAKING CHARGE, 2ND EDITION**

Explore what bullying is and why it is important to address it on the student, teacher, and school level. You will also learn some practical tools for confronting and preventing bullying. Through video examples, in-depth readings, and problem-solving scenarios, you'll learn how to recognize and detect bullying, address bullying with the bully as well as the victim, discuss bullying with students through classroom activities, and implement a community-wide bullying prevention program.

COURSE OBJECTIVES

- *IDENTIFY* the academic, moral, and legal implications of bullying.
- *IDENTIFY* strategies and activities that can help teachers and students talk about bullying.
- *ANALYZE* what breaks the cycle of bullying.
- *UNDERSTAND* how character development and bullying prevention can be woven into the curriculum.
- *UNDERSTAND* the attributes, modes, and dangers of the growing trend of cyberbullying.
- *UNDERSTAND* the academic, moral, and legal implications of cyberbullying.
- *DEVELOP* effective strategies for addressing and preventing cyberbullying.
- *UNDERSTAND* the importance of a whole-community approach to bullying intervention.

COURSE SYLLABUS

Module 1	What is Bullying, and Why Address It?
Module 2	Recognizing Bullying and Talking About It
Module 3	Helping the Bully and the Victim
Module 4	Preventing Bullying Through Classroom Activities
Module 5	Cyberbullying and How to Address It
Module 6	School and Community Intervention Programs

RELATED RESOURCES
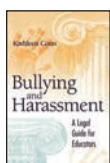
Bullying and Harassment: A Legal Guide for Educators, Digital Edition
Kathleen Conn
Stock #   104147E4

A Visit to One School's Bullying Prevention Program DVD
Stock #   605155

School Climate Change: How Do I Build a Positive Environment for Learning?
Peter DeWitt and Sean Slade
Stock #   SF114084

CLASSROOM MANAGEMENT:
BUILDING EFFECTIVE RELATIONSHIPS, 2ND EDITION

Take your classroom management strategy to the next level. Explore tools and techniques for finding the right classroom management approach for you. You'll also learn how to fit the pieces of effective classroom management into a cohesive, schoolwide model.

COURSE OBJECTIVES

- *INVESTIGATE* the various facets of classroom management.
- *EXAMINE* some common approaches to classroom management to find the one that is best for you, laying the foundation for your classroom management plan.
- *BUILD* on the foundation by examining the student-teacher relationship and uncovering the strategies that will support your approach to classroom management.
- *LEARN* how all of these pieces can fit together to create a cohesive, schoolwide model.

COURSE SYLLABUS

Module 1	Management Models
Module 2	Rules and Procedures
Module 3	Classroom Management Through Engaging Lessons
Module 4	Building Teacher-Student Relationships
Module 5	Beyond the Classroom
Module 6	The Bigger Picture

RELATED RESOURCES

Classroom Management That Works: Research-Based Strategies for Every Teacher
Robert J. Marzano, Jana S. Marzano, and Debra J. Pickering
Stock #   103027

Affirmative Classroom Management: How Do I Develop Effective Rules and Consequences in My School?
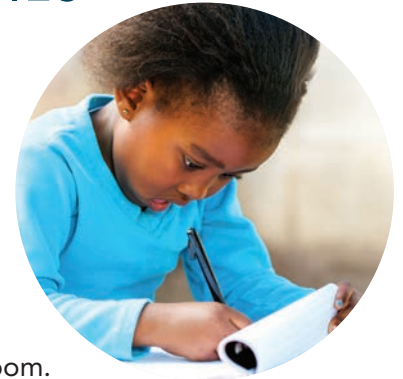*Richard L. Curwin*
Stock #   SF114042

ASCD Arias Four-Title Bundle: Classroom Management and Organization
Stock #   SF114083

COMMON CORE AND LITERACY STRATEGIES
ENGLISH LANGUAGE ARTS, 2ND EDITION

Explore the new emphasis on critical thinking skills in the areas of reading, writing, speaking, and listening in the Common Core State Standards (CCSS). Through video examples, in-depth readings, and downloadable application activities, you'll learn practical ways to put the standards to work in your classroom.

COURSE OBJECTIVES

- **DEFINE** literacy and the Common Core State Standards and explain why they are important.
- **ARTICULATE** the significance of text complexity in developing 21st century literacy.
- **EVALUATE** various strategies to use complex texts in the classroom to improve student learning.
- **DESCRIBE** the connection between text comprehension and a deep understanding of scientific concepts.
- **EXPLAIN** how language, speaking, and listening skills contribute to critical thinking in English language arts.
- **UNDERSTAND** the role that reflection and writing play in improving reasoning, argument, and analysis skills.
- **IDENTIFY** literacy problems for students who struggle with reading for a variety of reasons.

COURSE SYLLABUS

Module 1	What Is the Common Core and Why Do We Need It?
Module 2	Focusing on Complex Texts
Module 3	Literacy Strategies I: Text Features and Comprehension
Module 4	Literacy Strategies II: Language, Speaking, and Listening
Module 5	Literacy Strategies III: Writing and Reflection
Module 6	Literacy for Students who Struggle in School

RELATED RESOURCES

Common Core Standards for Middle School English Language Arts: A Quick-Start Guide
Susan Ryan and Dana Frazee
Stock #   113012

Common Core Standards for High School English Language Arts: A Quick-Start Guide
Susan Ryan and Dana Frazee
Stock #   113010

The Innovators: Integrating Literacy into Curriculum DVD
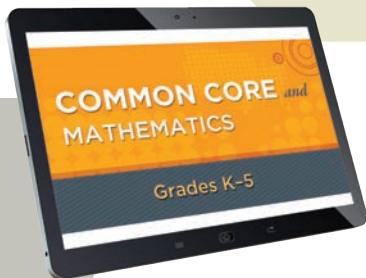Stock #   613070

COMMON CORE AND MATHEMATICS:
GRADES K–5

This course will provide information on the background of the new standards as well as details on the standards for content and practice. Additionally, the course covers the six domains for grades K–5, including strategies, ideas for assessment, and common misconceptions. By the end of this course, you will have an understanding of these topics, along with some ideas and tools on how to implement the standards in your classroom.

COURSE OBJECTIVES

- *RECOGNIZE* the rationale and the advantages of having a common set of standards across the nation.
- *UNDERSTAND* the structure and organization of the Common Core State Standards for Mathematics, including the conceptual categories, domains, clusters, and standards.
- *RECOGNIZE* the appropriate usage of the various types of representation.

- *INTERPRET* the intended outcomes for the topics of counting and cardinality and operations, and algebraic thinking based on the Common Core standards.
- *INTERPRET* the intended outcomes for the domains of numbers and operations in base 10.
- *INTERPRET* the intended outcomes for the domains of geometry and measurement and data based on the Common Core standards.

COURSE SYLLABUS

Module 1	Introducing the Common Core State Standards for Mathematics
Module 2	Standards for Mathematical Content
Module 3	Eight Standards of Mathematical Practice
Module 4	Counting & Cardinality and Operations & Algebraic Thinking
Module 5	Numbers & Operations in Base 10 and Numbers & Operations– Fractions
Module 6	Geometry and Measurement & Data

RELATED RESOURCES

Common Core Standards for Elementary Grades K–2 Math & English Language Arts: A Quick- Start Guide
Amber Evenson, Monette McIver, Susan Ryan, and Amitra Schwols
Stock #   113014

Common Core Standards for Elementary Grades 3-5 Math & English Language Arts: A Quick-Start Guide
Amber Evenson, Monette McIver, Susan Ryan, and Amitra Schwols
Stock #   113015

THE COMMON CORE: TEACHING
ARGUMENTATIVE WRITING AND SPEAKING, GRADES 6–12

Gain a better understanding of why argumentative literacy is a key feature of academic life and a crucial skill students need for college and career. As you explore the main elements and structures of argumentative writing and speaking that you'll be teaching your students, you'll also examine the interplay between reading, writing, and speaking and see how argument is used across a variety of disciplines and the world beyond school.

COURSE OBJECTIVES

- *ANALYZE* and understand the main features of standards for argumentative writing and speaking called for by the Common Core standards.
- *UNDERSTAND* the rhetorical elements and processes of argumentative writing, including establishing claims, construction and style, research, and presentation.
- *EVALUATE* the effectiveness of argumentative writing elements within fiction and nonfiction literature for use as text-based evidence in students' own argumentative writing.
- *UNDERSTAND* how the elements, organization, and purposes of argumentative writing can be applied within different content areas.
- *UNDERSTAND* differences and similarities between argument used for formal events, such as debates, versus informal events, such as class discussions.
- *ANALYZE* how argument presents itself in students' lives beyond school.

COURSE SYLLABUS

|	
Module 1	Cultivating Argumentative Literacy for College and Careers
Module 2	The Elements of Argumentative Writing
Module 3	Argumentative Writing About Literature
Module 4	Argumentative Writing in the Content Areas
Module 5	Formal and Informal Argumentative Speaking
Module 6	Argument Beyond the Classroom

RELATED RESOURCES
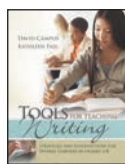
Tools for Teaching Writing: Strategies and Interventions for Diverse Learners in Grades 3–8
David Campos and Kathleen Fad
Stock #   114051
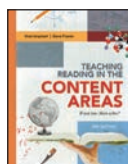
Teaching Reading in the Content Areas: If Not Me, Then Who?, 3rd Edition
Vicki Urquhart and Dana Frazee
Stock #   112024
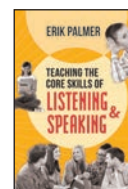
Teaching the Core Skills of Listening and Speaking
Erik Palmer
Stock #   114012

THE NEXT GENERATION SCIENCE STANDARDS: AN INTRODUCTION

In this course, you'll get the background and genesis of the standards and conclude with assessment of the three dimensions (3-D) of learning. In between, you will discover the relationship between A Framework for K–12 Science Education and the Next Generation Science Standards (NGSS), science learning progressions, 3-D learning and instruction, and engineering practices and design.

COURSE OBJECTIVES

- *UNDERSTAND* the origins and development of the Next Generation Science Standards.

- *UNDERSTAND* the philosophy of the three-part structure of the NGSS and analyze how these standards can address the achievement gap in science.

- *UNDERSTAND* how the NGSS are built on the notion that learning is a developmental progression that reflects increasing sophistication of student thinking across grade levels.

- *UNDERSTAND* how the 5E Learning Model can be applied to the three-dimensional instruction of the NGSS.

- *UNDERSTAND* the practices unique to engineering and the engineering design process.

- *DESCRIBE* the components necessary to assess three-dimensional learning.

COURSE SYLLABUS

|	
Module 1	Why the Next Generation Science Standards Now?
Module 2	Understanding the Three-Dimensional Architecture of the NGSS
Module 3	Progressions: Building Understanding Over Time
Module 4	NGSS Implications for Science Instruction Plan
Module 5	Engineering in the NGSS
Module 6	Assessing Three-Dimensional Science Learning

RELATED RESOURCES
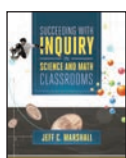
Succeeding with Inquiry in Science and Math Classrooms
Jeff C. Marshall
Stock #   113008
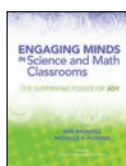
Engaging Minds in Science and Math Classrooms: The Surprising Power of Joy
Eric Brunsell, Michelle A. Fleming, Michael F. Opitz, and Michael P. Ford
Stock #   113023

The Innovators: STEM Your School DVD
Stock #   613042

ENGLISH LANGUAGE
LEARNING IN THE MAINSTREAM

Increase your preparedness for working with English language learners (ELL) in mainstream classes. Learn how demographic changes affect schools, the importance of culture when teaching ELL students, and supportive strategies that can be implemented in any classroom.

COURSE OBJECTIVES

- *EXPLORE* the difference between social and academic language.
- *LEARN* basic instructional strategies.
- *EXPLORE* guidelines for planning instruction.
- *CONSIDER* how students learn to read in primary grades and read to learn in secondary grades.
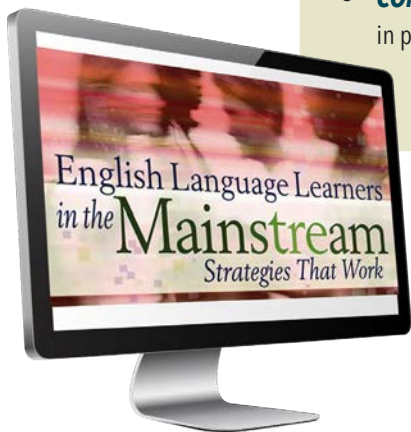
COURSE SYLLABUS

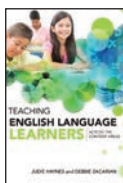|	
Module 1	Our Students' Changing Faces
Module 2	The Effect of Culture and Family on Learning
Module 3	In the Classroom, Part 1
Module 4	In the Classroom, Part 2
Module 5	Assessment, Grades, and NCLB
Module 6	Learning Challenged and Gifted Students
Module 7	Effective Education in Action

RELATED RESOURCES

Teaching English Language Learners Across the Content Areas
Judie Haynes and Debbie Zacarian
Stock #   109032

The Language-Rich Classroom: A Research-Based Framework for Teaching English Language Learners
Pérsida Himmele and William Himmele
Stock #   108037

Strategies for Success with English Language Learners: An ASCD Action Tool
Virginia Pauline Rojas
Stock #   111061

UNDERSTANDING BY DESIGN:
AN INTRODUCTION, 2ND EDITION

In this course, you'll explore how the principles and practices of Understanding by Design® (UBD®) framework can help you get the most out of your instructional time. Through video examples, in-depth readings, and downloadable applications, you'll learn practical ways to put UbD framework to work in classrooms.

COURSE OBJECTIVES

- *DEVELOP* a working understanding of Understanding by Design framework.
- *CONNECT* the philosophical concepts in Understanding by Design framework to the Understanding by Design template.
- *IDENTIFY* the six facets.
- *ASSESS* the relationship between each of the six facets and Understanding by Design framework.

COURSE SYLLABUS

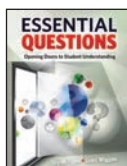|	
Module 1	UbD: A Framework
Module 2	The Six Facets
Module 3	Stage One: Desired Results
Module 4	Stage Two: Evidence
Module 5	Stage Three: Learning Plan
Module 6	Refining Designs

RELATED RESOURCES

Understanding by Design, Expanded 2nd Edition
Grant Wiggins and Jay McTighe
Stock #   103055

Essential Questions: Opening Doors to Student Understanding
Jay McTighe and Grant Wiggins
Stock #   109004

Unpacking the Common Core Standards Using the UbD Framework DVD
Stock #   612059

DIFFERENTIATED INSTRUCTION:
THE CURRICULUM CONNECTION

In this course, you will explore the attributes of high-quality curriculum and what it means to teach for understanding. You'll discover how teachers in a differentiated classroom write objectives that adhere to standards documents and will examine the role of rigor and relevance in designing differentiated curriculum that leads to these objectives.

COURSE OBJECTIVES

- *EXAMINE* and refine the quality of your curriculum.
- *IDENTIFY* key understandings in your curriculum.
- *DEVELOP* learning targets (KUDs) for use in the classroom.
- *MAKE* a plan to address common student misunderstandings.
- *ANALYZE* tasks for rigor and relevance.
- *MAKE* a plan to increase rigor and relevance of student work.

COURSE SYLLABUS

Module 1	Curriculum and Differentiation: What's the Connection?
Module 2	Teaching for Understanding
Module 3	Getting Ready for Differentiation: Setting High-Quality Learning Goals (KUDs)
Module 4	Barriers to Teaching for Understanding
Module 5	Differentiated Instruction and Standards
Module 6	Rigor and Relevance for All

RELATED RESOURCES
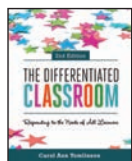
The Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition
Carol Ann Tomlinson
Stock #   108029

Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids
Carol Ann Tomlinson and Jay McTighe
Stock #   105004

A Differentiated Approach to the Common Core: How Do I Help a Broad Range of Learners Succeed with Challenging Curriculum?
Carol Ann Tomlinson and Marcia B. Imbeau
Stock #   SF114076

ASSESSMENT AND STUDENT SUCCESS
IN A DIFFERENTIATED CLASSROOM

Designed for educators who are interested in learning more about how assessment in a differentiated classroom can assist teachers in promoting student learning, you'll be equipped to plan a range of assessments, from pre-assessments to formative or ongoing assessments to summative assessments.

COURSE OBJECTIVES

- *EXAMINE* the powerful role assessment plays in a differentiated classroom.
- *IDENTIFY* how curriculum, assessment, and instruction are inextricably linked for effective teachers' planning and practice.
- *REVIEW* various assessment strategies and how they can guide teachers' instruction.

COURSE SYLLABUS

Module 1	Differentiation: An Overview
Module 2	Assessment and Differentiation
Module 3	Pre-Assessment
Module 4	Ongoing Assessment
Module 5	Summative Assessment
Module 6	Assessment, Grading, and Differentiation

RELATED RESOURCES
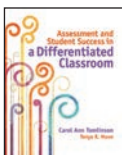
Assessment and Student Success in a Differentiated Classroom
Carol Ann Tomlinson and Tonya R. Moon
Stock #   108028

Assessment for 21st Century Learning DVD Series
Stock #   610010

WHERE GREAT TEACHING BEGINS: DESIGNING
LEARNING OBJECTIVES FOR EFFECTIVE INSTRUCTION

This course will give teachers and teacher leaders a deeper understanding of effective planning for student thinking and learning. Using readings and ideas of "deep design" from Anne Reeves's book *Where Great Teaching Begins* (ASCD, 2011), the course focuses on the critical role that student learning objectives play in the learning process. It will also examine how these learning objectives inform assessment and instruction.

COURSE OBJECTIVES

- *ANALYZE* the concept of "student learning objectives" to distinguish between statements of student learning and statements of student activities.
- *UNDERSTAND* and create student learning objectives that form a meaningful sequence of learning.
- *UNDERSTAND* and analyze how student learning objectives move from the generic to the personalized during classroom instruction.
- *ANALYZE* the correlation between student learning objectives and assessment.
- *ANALYZE* three models of instruction to understand how each uses student learning objectives.
- *ANALYZE* the influence that student learning objectives have on decisions about technology use in classrooms.

COURSE SYLLABUS

Model 1	What are Student Learning Objectives (SLOs)?
Model 2	How Do I Develop Effective Student Learning Objectives?
Model 3	How Do I Personalize Student Learning Objectives?
Model 4	How Do I Use SLOs to Make, Use, and Evaluate Assessments?
Model 5	Comparing Models of Effective Instruction: Hunter, Reeves, and Danielson
Model 6	Transforming Education: How Can I Use Technology to Enhance Instruction?

RELATED RESOURCES
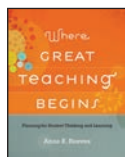
Where Great Teaching Begins: Planning for Student Thinking and Learning
Anne R. Reeves
Stock #   111023
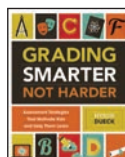
Grading Smarter, Not Harder: Assessment Strategies That Motivate Kids and Help Them Learn
Myron Dueck
Stock #   114003

COMPLETE PD ONLINE COURSE LIST

ASSESSMENT

Assessing Language Ability in Young Adults and Adults

Assessment and Student Success in a Differentiated Classroom

Assessment: Designing Performance Assessments, 2nd Edition

Assessment: Getting Started with Student Portfolios, 2nd Edition

Designing Assessments for Higher-Order Thinking

Formative Assessment: Deepening Understanding

Formative Assessment: The Basics

Grading Smarter, Not Harder

Using Data to Determine Student Mastery

CLASSROOM MANAGEMENT

Bullying: Taking Charge, 2nd Edition

Classroom Management: Building Effective Relationships, 2nd Edition

Classroom Management: Managing Challenging Behavior, 2nd Edition

Classroom Management: Understanding Diverse Learning Needs, 2nd Edition

Understanding Student Motivation, 2nd Edition

COMMON CORE STATE STANDARDS

Common Core and Literacy Strategies: English Language Arts, 1st Edition

Common Core and Literacy Strategies: English Language Arts, 2nd Edition

Common Core and Literacy Strategies: History/Social Studies, 1st Edition

Common Core and Literacy Strategies: History/Social Studies, 2nd Edition

Common Core and Literacy Strategies: Mathematics, 1st Edition

Common Core and Literacy Strategies: Mathematics, 2nd Edition

Common Core and Literacy Strategies: Science, 1st Edition

Common Core and Literacy Strategies: Science, 2nd Edition

Common Core and Mathematics: Grades 6–8

Common Core and Mathematics: Grades 9–12

Common Core and Mathematics: Grades K–5

Common Core Literacy Foundations: Grades K–2

Common Core Literacy: Grades 3–5

Elementary Research Skills: Grades 3–5

Engaging Students in Math Practices

Formative Assessment and the Common Core State Standards: English Language Arts/Literacy

Formative Assessment and the Common Core State Standards: Mathematics

Guiding Student Research Projects: Grades 6–12

Including Students with Disabilities in the Common Core

Text Complexity: Understanding the Literacy Shifts in the Common Core Standards, Grades 6–12

The Common Core Standards and the Understanding by Design Framework: English Language Arts

The Common Core Standards and the Understanding by Design Framework: Mathematics

The Common Core: Teaching Argumentative Writing and Speaking, Grades 6–12

The Core Six: Teaching with the Common Core State Standards in Mind

Understanding the Common Core Writing Standards: Grades 6–12

Understanding the Common Core Writing Standards: Grades K–5

CURRICULUM AND INSTRUCTION

Blended Learning: An Introduction

Project-Based Learning: An Answer to the Common Core Challenge

Questioning for Classroom Discussion: Grades 6–12

Sparking Student Creativity: Practical Applications and Strategies

Teaching the Core Skills of Listening and Speaking

The Art and Science of Teaching

Total Participation Techniques

Where Great Teaching Begins

DIFFERENTIATED INSTRUCTION

Differentiated Instruction: An Introduction, 2nd Edition

Differentiated Instruction: Creating an Environment That Supports Learning

Differentiated Instruction: Leading and Managing a Differentiated Classroom

Differentiated Instruction: Teaching with Student Differences in Mind

Differentiated Instruction: The Curriculum Connection

Differentiated Instruction: Using Ongoing Assessment to Inform Instruction

DIVERSITY

Embracing Diversity: Effective Teaching, 2nd Edition

Embracing Diversity: Global Education, 2nd Edition

Embracing Diversity: Managing Diverse Schools and Classrooms, 2nd Edition

ENGLISH LANGUAGE LEARNERS

An Introduction to Teaching English Language Learners

Content-Based Instruction for English Language Learners, 2nd Edition

Developing Grammar Skills in English Language Learners

English Language Learners and the Common Core State Standards

English Language Learners in the Mainstream

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