



Professional Teaching & Learning Catalog

January 2018

Courses, Teaching Certifications, & Workshops

Pepper Professional Development Partners



Founded by Harvard University and MIT in 2012, **edX** is an online learning destination and MOOC provider with a mission to increase access to high-quality education for everyone, everywhere, enhance teaching and learning on campus and online, and advance teaching and learning through research.



Education2000 has worked closely with Departments of Education, School Districts, and school-level leaders to develop Science, Math and Literacy solutions for K-12 students. Established in 1995, the focus of Education2000's development efforts involve combining the power of education with the excitement of interactive technology. Their solutions are designed to assist educators in preparing students for instruction on standards based benchmarks as defined by the Next Generation Science Standards, Common Core Standards, and Individual State Content and Performance Standards.



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.



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.



Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD), is a national nonprofit organization that improves the lives of people affected by ADHD through education, advocacy, and support. CHADD is in the forefront in creating and implementing programs and services in response to the needs of adults and families affected by ADHD through collaborative partnerships and advocacy, including training for parents and K-12 teachers, being an informative clearinghouse for the latest evidence-based ADHD information, and providing information specialists to support the ADHD community.



O'Neill Sea Odyssey (OSO) was founded in 1996 by wetsuit innovator and surfer Jack O'Neill. A living classroom was created on board a 65-foot catamaran sailing the Monterey Bay National Marine Sanctuary where 4th – 6th grade students from schools throughout Central California receive hands-on lessons about the marine habitat and the importance of the relationship between the living sea and the environment. OSO has served 80,000 students since its inception.



State Education Agency Directors of Arts Education (SEADAE) consists of those persons at state education agencies whose responsibility is education in the arts (Dance, Music, Theatre and Visual Arts). SEADAE's mission is to support the professional effectiveness of individual members and provide a collective voice for leadership on issues affecting arts education and to achieve quality, comprehensive, sequential, standards-based education in the arts for all students PreK-20.



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, and data use. PCG's content expertise is constantly growing to meet the needs of our clients and staff is available to create custom content.



Media Power Youth works to empower youth to lead healthy, safe lives through smart use of media. They guide families and professionals to help children and families use media in responsible, healthy ways. The organization also helps youth understand the power of media and how to use and produce media to promote healthy decision making.



Oregon State University Oregon State is an international public research university located in Corvallis. Founded in 1868, Oregon State is the state's Land Grant university and is one of only two universities in the U.S. to have Sea Grant, Space Grant, and Sun Grant designations as well. With \$336 million in external research funding in 2016, a second consecutive year of record-breaking growth, Oregon State accounts for more research funding than all of the state's comprehensive public universities combined.



FuelEd partners with schools and districts to fuel personalized learning and transform the education experience inside and outside the classroom. They provide innovative digital learning solutions for pre-K through 12th grade that empower districts to implement and grow successful online and blended learning programs. Over the last decade, Fuel Education has helped more than 2,000 school districts improve student outcomes, better serve diverse student populations, and expand students' educational opportunities by leveraging the power of technology-enabled learning.



The **Smithsonian Science Education Center (SSEC)** was established in 1985 as the National Science Resources Center (NSRC) under the sponsorship of two prestigious institutions: the Smithsonian Institution and the National Academy of Sciences. SSEC's mission is to transform and improve the learning and teaching of science for preK-8 students. They are dedicated to the establishment of effective science programs for all students. To contribute to that goal, they build awareness for science education reform among state and district leaders, conducts programs that support the professional growth of P-12 teachers and school leaders, and engages in research and curriculum development.

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ASSESSMENT & REPORTING

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

Topics in this collection include: Formative Assessment, Assessment Design, as well as Data Analysis and Decision Making.

POW326: Strategies to Enhance Student Self-Assessment

Author: PCG Education

Grade Levels: K-12

The goal of this workshop is to show teachers the benefit of providing explicit instruction to elementary and secondary students regularly using achievement data to do this. While helping students make data-based decisions, teachers should emphasize the students' responsibility for improving their own learning. Students are best prepared to learn from their achievement data when they understand the learning objectives; are provided thoughtful, constructive feedback on their progress; and are given sufficient time and tools to analyze the data and diagnose their own mistakes. Teachers can then use students' data analysis to identify factors that may motivate student performance and adjust their instruction to better meet students' needs.

This course is primarily geared towards elementary and middle school ages though the strategies can be used with high school students too.

AR211: Improving Argumentation Skills through Formative Assessment Practices

Author: Stanford University and Oregon State University

Grade Levels: K-12

Formative assessment is an instructional practice to gauge where your students are in their learning by gathering evidence of their learning, assessing the evidence, and planning the next steps in instruction. The Common Core State Standards in English Language Arts and Mathematics, the Next Generation Science Standards, and English Language Proficiency Standards all include a focus on argumentation, requiring that students construct claims supported by evidence and/or reasoning. In this course, we will explore how formative assessment practices can be targeted to improve student argumentation skills, an essential, cross-disciplinary practice.

Focal topics include: articulating claims; linking evidence and/or reasoning to claims; and evaluating evidence and/or reasoning. We will also explore similarities and differences in argumentation across content areas and grade levels. This course will enable teachers to collaborate with other teachers and build professional relationships that result in an online community focused on improving students' abilities to engage in argumentation across content areas.



DIGITAL CITIZENSHIP

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

Teachers can access courses for teaching digital citizenship at the elementary, middle, and high school levels. 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

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



ENGLISH LANGUAGE ARTS

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

ELA101E: ELA/Literacy Shifts in Elementary Grades

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 in instruction in reading, writing and speaking.

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

ELA101M: ELA/Literacy Shifts in Middle School

Author: WestEd

Grade Levels: 6-8

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

ELA201H: Building Academic Vocabulary in High School

Author: WestEd

Grade Levels: 9-12

Pre-Requisite: Participants in this course will need access to students in order to implement the practicum assignments developed as part of the session activities.

Course participants will develop strategies to support students in expanding their general academic language and improving their vocabulary acquisition. This includes:

focusing on tier two vocabulary words and the use of student-friendly definitions;

- exploring activities and graphic organizers (e.g., semantic maps, cloze passages, connotations) that support repeated, contextualized vocabulary instruction in content areas; and
- organizing instruction to provide students with multiple opportunities for review and practice with independent vocabulary strategies.

Participants are encouraged to reflect on common classroom practice to unpack traditional approaches and explore more effective ones.

ELA210E: Text-Based Discussions in Elementary School

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. As teachers deepen their understanding of text discussion for improving reading comprehension, they will view expert and classroom videos of text discussion in action, learn from research, complete activities to check their learning, and apply this learning to their classroom practice. A course portfolio provides an opportunity to revisit key ideas, strategies, and reflections during and after the course.

ELA220E: Balancing Informational & Literary Texts (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

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

ELA02K5: CCR Standards in ELA Mod 2 K5: Focus on ELA Instruction

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

Teachers will examine the vertical progression and grade level expectations of the CCRS-ELA & Literacy standards. They will view and reflect on instructional practices that are consistent with the CCRS

instructional shifts. In addition, they will use the EQuIP (Educators Evaluating Quality of Instructional Products) Rubric to evaluate the alignment of an ELA and Literacy lesson plan to the CCRS-ELA & Literacy.

ELA02612: CCR Standards in ELA Mod2 6-12: Focus on ELA Instruction

Author: PCG Education
Grade Levels: 6-12

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

PATHS1: Getting Started with the Paths Curriculum

Author: PCG Education
Grade Levels: 9-12

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

PATHS2: Using Paths

Author: PCG Education
Grade Levels: 9-12

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

answering in Paths supports their ability to do grade-level thinking with grade-level texts.

PATHS3: Building Strong Readers

Author: PCG Education
Grade Levels: 9-12

The goal of “Building Strong Readers” is to show you how you can use the Paths to College and Career curriculum to help your students build powerful reading skills. To do this, you will explore three ways the Paths curriculum helps you develop strong readers. After completing “Building Strong Readers,” you will be able to explain how Paths uses text quality to help build strong readers; describe how the Accountable Independent Reading structure in Paths helps students acquire a volume of reading; and identify three structures in the curriculum that support students in developing close reading skills.

PATHS4: Developing College and Career Ready Writers

Author: PCG Education
Grade Levels: 9-12

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

PATHS5: Building Academic Language

Author: PCG Education
Grade Levels: 9-12

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

PATHS6: Planning with Paths

Author: PCG Education

Grade Levels: 9-12

The goal of “Planning with Paths” is to help you plan to implement an upcoming Paths unit. To do this, you will learn the highest leverage steps in module, unit, and lesson level planning. After completing “Planning with Paths,” you will be able to identify the sections of a Module Overview and a Unit Overview that are particularly useful when planning; unpack major module and unit assessments to identify required knowledge and skills; articulate a process for preparing module texts; identify the information provided in each section of a Paths lesson; and use subtractive planning to select essential text dependent questions and identify scaffolding questions.

POW111: Universal Design for ELA Learning

Author: PCG Education

Grade Levels: K-12

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

POW313: Literature Circles for the Elementary Classroom

Author: WestEd

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.

POW314: Literature Circles for Middle and High School

Author: WestEd

Grade Levels: 6-12

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

understanding of text with middle and high school students.

POW318: Strategies for Comprehending Social Studies Texts!

Author: WestEd

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.

POW320: Improving K-3 Reading Comprehension

Author: WestEd

Grade Levels: K-5

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

POW323: Using Worked Examples To Enhance Mathematics Learning (K-5)

Author: WestEd

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 teachers organize instruction and study to improve student learning, specifically, the practice of alternating worked examples with problem-solving practice.

POW324: Intervention for Struggling Readers

Author: WestEd

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 teachers that provide targeting interventions to struggling readers in high school.

recommendations in this course are based on the IES Practice Guide: Organizing Instruction and Study to Improve Student Learning.

POW125: Universal Design for English Language Learners

Author: PCG Education

Grade Levels: K-12

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

POW328: Organizing Teaching- Higher Order Questions

Author: PCG Education

Grade Levels: K-12

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



ENGLISH LANGUAGE LEARNERS

This collection is designed to provide teachers the practical tools to help their English language learners (ELLs) 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. Additional workshops available in this library were developed by WestEd.

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

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

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

Author: Stanford University

Grade Levels: K-5

This first part of a two course series on Mastering Language for College and Career Readiness, focuses on Elementary Mathematics. The College and Career Readiness Standards for Mathematics are notable for raising the rigor of student language demands during math instruction. Students are expected to understand complex problems, engage in constructive classroom conversations about math, and clearly support their reasoning with evidence. Teachers will be provided with a range of practical tools for gathering and analyzing language samples that show how students learn and what support they need in elementary math classrooms. 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, teachers need to listen closely to existing talk, the course asks participants to gather, analyze, and share examples of student conversations from their classrooms. The overall goal is for participating teachers to better understand student-student classroom discourse and use what they learn to facilitate higher quality interactions that build disciplinary knowledge and skills.

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 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 teachers to better understand student-student classroom discourse and use what they learn to facilitate higher quality interactions that build disciplinary knowledge and skills.

ELL311: Communication-Focused Conversation

Author: Stanford University
Grade Levels: K-12

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

ELL312: Communication-Focused Listening & Watching

Author: Stanford University
Grade Levels: K-12

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

ELL313: Communication-Focused Speaking

Author: Stanford University
Grade Levels: K-12

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

ELL314: Communication-Focused Reading & Visual Literacy

Author: Stanford University
Grade Levels: K-12

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

ELL315: Communication-Focused Writing

Author: Stanford University
Grade Levels: K-12

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

ELL411: Coaching for Communication-Focused Conversation

Author: Stanford University
Grade Levels: K-12

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

ELL412: Coaching for Communication-Focused Listening & Watching

Author: Stanford University
Grade Levels: K-12

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

ELL413: Coaching for Communication-Focused Speaking

Author: Stanford University
Grade Levels: K-12

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

ELL414: Coaching for Communication-Reading & Visual Literacy

Author: Stanford University
Grade Levels: K-12

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

ELL415: Coaching for Communication-Focused Writing

Author: Stanford University
Grade Levels: K-12

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

ELL511: Establishing a Culture of Conversation in the Classroom

Author: Stanford University
Grade Levels: K-12

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

ELL512: Creating Effective Conversations, Prompts, and Tasks

Author: Stanford University
Grade Levels: K-12

This course focuses on how to craft effective prompts and tasks for back and forth conversations between students. In it, we address the features of effective prompts and examine sample conversations and the connection between the prompt and resulting

conversation. The course also addresses how to leverage existing learning to build useful tasks and effective prompts that will lead to productive conversations and students' development of new conversation skills.

ELL513: Preparing for Effective and Efficient Formative Assessments of Conversations

Author: Stanford University
Grade Levels: K-12

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

POW317: Vocabulary Instruction for English Language Learners (ELL)

Author: WestEd
Grade Levels: 6-8

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

POW329: Engaging Students in Meaningful Text Discussions

Author: WestEd
Grade Levels: K-5

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

POW125: Universal Design for English Language Learners

Author: PCG Education

Grade Levels: K-12

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

POW324: Intervention for Struggling Readers

Author: WestEd

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 teachers that provide targeting interventions to struggling readers in high school.



LEADERSHIP

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

Topics include general introduction to implementing the standards, understanding the ELA and 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 development 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 that 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.

ADM4: Creating a Data Driven Culture

Author: PCG Education

Grade Levels: K-12

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

ADM5: Using Data to Improve Outcomes

Author: PCG Education

Grade Levels: K-12

This module focuses on using data to discover and diagnose problems in a school. It includes an opportunity to assess your current data quality and capacity for data use, and to conduct an inventory of the multiple data sources available at your school. It also provides a process and protocols to analyze data and to think through potential root causes for low student achievement.

ADM6: Data Driven Continuous Improvement

Author: PCG Education

Grade Levels: K-12

The data analysis process can help school leaders identify the problems that are most critical in their school. This module provides strategies and guidance for addressing any issues discovered through the data analysis process. Topics addressed include identifying measurable goals, creating action plans to improve instruction, and ongoing progress monitoring.



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.

AR211: Improving Argumentation Skills through Formative Assessment Practices

Author: Stanford University and Oregon State University

Grade Levels: K-12

Through this course, teachers will develop a practical understanding of argumentation, formative assessment, and how to use these processes in the classroom. Participants will explore how formative assessment practices can be targeted to improve student argumentation skills, an essential, cross-disciplinary practice. Teachers will use a range of practical tools for gathering and analyzing language samples that show how students currently construct claims supported by evidence and/or reasoning, as well as identifying next steps in students' development.

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 explain what it means to do mathematics and what students are doing as they engage in learning the Common Core Mathematics Content Standards. The SMPs should permeate mathematics instruction across grade levels and content domains. Elementary school mathematics teachers will receive an introduction to the Common Core's eight Standards for Mathematical Practice.

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 design and structure of the Standards for Mathematical Content, and how these content standards differ from most states' previous content standards as they relate to students in grades 9-12. Put this knowledge into practice! Course activities include learning about the three major shifts reflected in the standards, exploring learning progressions and content domains, integrating the Standards for Mathematical Practice, and learning from research.

Opportunities are provided to connect teachers' learning across sessions and to explicitly consider the implications of their learning for their classroom practice. The portfolio teachers create in this course provides a ready reference for revisiting key ideas, strategies, and reflections during and after the course.

MA200E: Getting Started: Operations & Algebraic Thinking (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: 9-12

Recommended Pre-Requisite: MA101H, MA110H

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

MA201M: Implementing Expressions and Equations (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 first part of a two course series focuses on Mastering Language for College and Career Readiness, focusing on Elementary Mathematics. The College and Career Readiness Standards for Mathematics are notable for raising the rigor of student language demands during math instruction. Students are expected to understand complex problems, engage in constructive classroom conversations about math, and clearly support their reasoning with evidence. Teachers will be provided with a range of practical tools for gathering and analyzing language samples that show how students learn and what support they need in elementary math classrooms.

While the course is intended specifically for those who teach English learners and students with disabilities, the content of this course is equally applicable to teaching all students who are challenged by the academic uses of language in math instruction.

ELL108.2E: Mastering Math Language Part II: Interaction and Writing (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 teachers who work with them. Participants will gain a deeper understanding of the instructional shifts needed to implement the CCRS-Math. The course will introduce all eight practices and will specifically focus on effective teaching strategies associated with Practice 1: Make sense of problems and persevere in solving them and Practice 6: Attend to precision.

MA01612: CCR Standards in Math Mod1 6-12: Focus on Content Standards

Author: PCG Education
Grade Levels: 6-12

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

MA02K5: CCR Standards in Math Mod 2 K5: Focus on Content Standards

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, teachers will examine the Standards for Mathematical Content and their implications for curriculum and instruction. Participants will become familiar with the structure, language, and intention of the content standards and will analyze problems and lessons, and learn to create tasks.

POW110: Universal Design for Math Learning

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.

POW316: Improving Mathematical Problem Solving: Middle School

Author: WestEd
Grade Levels: 6-8

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

POW321: Making Sense of Fraction Computations

Author: WestEd
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.

POW322: Using Worked Examples to Enhance Mathematics Learning (6-12)

Author: WestEd
Grade Levels: 6-12

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

POW330: Fractions as Numbers

Author: WestEd
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: PCG Education

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 also includes short videos on how to incorporate UDL strategies in Science and resources to examine good lesson design. Lastly, the workshop examines the importance of using a variety of resources and approaches to reach students at their level and interest, as well as provide multiple means of expressing what they've learned.

POW131: Teaching Science through Literature

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.

MSC110: Marine Science and Conservation

Author: O'Neill Sea Odyssey

Grade Levels: K-12

Understanding the relationship between ocean health and global ecological health can lead to a positive change in behaviors toward the environment. The O'Neill Sea Odyssey program opens children's eyes to aspects of nature many never considered before. Whether these children become marine biologists, mathematicians, or musicians, they will integrate their understandings and experiences of the oceans in all that they do.

Through the OSO curriculum, students will learn that all water on earth is connected and we cannot take an out-of-site-out-of-mind attitude toward ocean health. This curriculum has been developed to encourage teachers across the nation to reach their learning goals through hands-on marine science and conservation. This course is only open to teachers who participate in the on-site program at O' Neill Sea Odyssey in Santa Cruz, CA. Participating in the OSO program is free.

MSC210: Ocean Science and Watershed Conservation

Author: O'Neill Sea Odyssey

Grade Levels: K-12

It can be hard for teachers in landlocked areas of the US to emphasize the importance of the ocean to global environmental health. Through this course based on O'Neill Sea Odyssey curriculum, students will learn that

all water on earth is connected and we cannot take an out-of-site-out-of-mind attitude toward ocean health. This curriculum has been developed to encourage teachers across the nation to reach their learning goals through hands-on activities on marine science and conservation. This course is designed to give teachers and students an opportunity to experience the learning about the marine habitat from wherever they live.

SCIS401: Conceptual Change: How Ideas Take Root

Author: Smithsonian Science Education Center
Grade Levels: K-12

The first course in the series is focused on identification of student misconceptions. Teachers will be introduced to the learning theory of conceptual change provide. They will explore strategies to help elucidate student understanding and identify student misconceptions.

SCIS402: Science: A Work in Progress

Author: Smithsonian Science Education Center
Grade Levels: K-12

Focused on understanding the nature of science, teachers will explore scientific enterprise as a nonlinear process. This is the foundation of the NGSS, which is part of the reason why the NRC structured the Framework in a three-dimensional manner. This course allows teachers an opportunity to delve more deeply into practices that support student learning about the nature of science.

SCIS403: That's So Meta (Cognitive)!

Author: Smithsonian Science Education Center
Grade Levels: K-12

This course delves into metacognition and provides various strategies to teachers to support their students' ability to reflect on their own understanding. Finally, given that metacognition is inherent to many of the practices within the NGSS, the strategies that teachers will learn about will be tied to practices within the NGSS.

SCIS404: Fired Up About Energy

Author: Smithsonian Science Education Center
Grade Levels: K-12

Energy is a concept that shows up throughout the NGSS and this workshop will help teachers understand common misconceptions about energy. It will include the opportunity for teachers to utilize practices within the NGSS to elucidate student understanding related to these concepts.

SCI0100E: Investigating New Science Standards (K-2)

Author: PCG Education
Grade Levels: K-2

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

SCI0200E: Investigating New Science Standards (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

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 will investigate the disciplinary core idea of ETS1.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

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

SCI2412E: Engineering Design 3-5-ETS1-2

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

Throughout this course, middle school teachers will investigate the disciplinary core idea of ETS1: Engineering Design through the Performance Expectation MS-ETS1-1. Teachers will learn to describe the three dimensions of learning within the Performance Expectation, present an argument that defends the types of classroom lessons needed to best support students, and articulate what is expected from a scientifically literate student at this grade level. Participants will then create and translate a lesson description into an instructional design model.

SCI3412M: Engineering Design MS-ETS1-2

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 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

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

SCIENCE

need to know to master understanding for this performance expectation.

SCI3414M: Engineering Design MS-ETS1-4

Author: PCG Education

Grade Levels: 6-8

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

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

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

P2P: Parent to Parent: Family Training on ADHD

Author: CHADD

Grade Levels: K-12

Designed by parents for parents, this 14-hour, multisession, interactive training program is delivered by certified Parent to Parent teachers. Their experience and perspective are provided to educate parents new to ADHD or those struggling to navigate its many challenges. Interaction with other parents will alleviate the isolation that parents of children with ADHD often feel. Sessions include managing the impact of ADHD on the family, developing parenting strategies, and using positive behavior interventions. Such a comprehensive offering is not found anywhere else. A certificate of completion is available to fulfill court-ordered or parenting class requirements.

P2PM1: Introduction to ADHD (Parents and Families)

Author: CHADD

Grade Levels: K-12

Throughout the course, family members will learn what ADHD is, how ADHD is diagnosed and what everyone should know about ADHD to help ensure the success of children with ADHD. Parents will also have access to the CHADD ADHD online community, customized to promote collaboration, information sharing, and support to parents of children. Upon completion of this training, you will have an understanding of ADHD and its symptoms, myths and facts about ADHD, an overview of how ADHD impacts brain functions. You will understand more about coexisting conditions and disorders that mimic ADHD. You will also learn about how to talk to your child about ADHD.

P2PM2: Probable Causes & Assessment for ADHD

Author: CHADD

Grade Levels: K-12

CHADD (the national resource on ADHD) has developed this course to provide educational information and support to individuals and families who are dealing with ADHD and learning to navigate the challenges of ADHD across the lifespan. This self-paced course was modeled after CHADD's exclusive Parent to Parent: Family Training on ADHD program. Upon completion of this course, family members will learn about probable causes of ADHD, what is happening in the brain with ADHD, what an ADHD assessment looks like and what everyone should know about ADHD to help ensure the success of children with ADHD.

P2PM3: Supporting Your Child at School

Author: CHADD

Grade Levels: K-12

Do you know how to set your child with ADHD for success in the classroom? Upon completion of the course, you will learn how ADHD affects learning and how to request support for child with ADHD in a school setting.

P2PM4: Creating an ADHD Friendly Home Environment

Author: CHADD

Grade Levels: K-12

Is life at home a little chaotic and stressful? Throughout this course, family members will learn about obstacles to creating an ADHD-friendly home environment and strategies to create an ADHD-friendly home environment to help ensure the success of children with ADHD.

P2PM5: Comprehensive Treatment of ADHD

Author: CHADD

Grade Levels: K-12

Throughout the course, family members will learn how ADHD affects learning, how to request support for your child, and about your child's educational rights.

POW110: Universal Design for Math Learning

Author: PCG Education

Grade Levels: K-12

The Universal Design for Mathematics Learning provides practical strategies for promoting student engagement in a Math classroom. The workshop includes short videos with practical ways to incorporate UDL strategies in Math and resources to examine good lesson design. It also focuses on 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

Access videos, interactive planning tools, and other research-based materials to get ideas on how to provide multiple means of student engagement in a language arts classroom. Teachers will understand the principles of UDL and will be able to apply these principles to new and existing ELA curriculum.

POW112: Universal Design for Science Learning

Author: PCG Education

Grade Levels: K-12

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

POW125: Universal Design for English Language Learners

Author: PCG Education

Grade Levels: K-12

Universal Design for Learning (UDL) is a teaching approach to help all learners be successful. According

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

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 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: WestEd
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

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.

SE221: Effective Paraprofessionals

Author: PCG Education
Grade Levels: K-12

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

SE310: Supporting Students with Disabilities in Language Arts

Author: PCG Education
Grade Levels: K-12

Come explore the Universal Design for Learning framework and how it can be applied to provide appropriate scaffolds and supports to create rigorous

learning environments where all students are encouraged to achieve goals which represent high expectations. Learn about the foundation for Universal Design for Learning, its definition, and how the UDL Principles and Guidelines support and inform classroom practices. Examine how UDL applies to the four components of curriculum: Instructional goals, methods, materials, and assessments, and be introduced to the concept of "watering-up" the curriculum.

SE311: Supporting Students with Disabilities in Mathematics

Author: PCG Education
Grade Levels: K-12

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

SE501: Individuals with Disabilities Education Act Essentials

Author: PCG Education
Grade Levels: K-12

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

SE502: Evaluation and Eligibility

Author: PCG Education
Grade Levels: K-12

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

SE503: Early Intervention (EIS)

Author: PCG Education

Grade Levels: K-12

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

SE504: Least Restrictive Environment

Author: PCG Education

Grade Levels: K-12

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

SE505: Family Educational Rights (FERPA) and Confidentiality

Author: PCG Education

Grade Levels: K-12

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

SE506: Discipline and Manifestation Determination

Author: PCG Education

Grade Levels: K-12

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

SE507: Individualized Education Program (IEP)

Author: PCG Education

Grade Levels: K-12

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

T2T: Teacher to Teacher: Supporting Students with ADHD

Author: CHADD

Grade Levels: K-12

CHADD (the National Resource on ADHD) developed this program to give practical strategies and resources to teachers and staff working with students that have ADHD. This self-paced course was modeled after CHADD's *Teacher to Teacher: ADHD Goes to School Program*. Throughout the program, teachers will learn ways to help students improve academic success; teach planning, organization and time management skills; find out strategies to reduce typical behavior problems and enhance self-management skills in the classroom; understand ADHD education laws, reforms, policies, and their implications; and explore innovative educational practices and model programs to build effective schools. Educators will also have access to CHADD's ADHD Online Community, customized to promote collaboration, information sharing, and ongoing guidance around supporting students with ADHD.



TEACHER TOOLKIT

The Teacher Toolkit houses content for elementary, middle, and high school teachers (including new and/or substitute teachers) and is designed to provide teachers with practical knowledge to help them create a positive learning experience for their students.

Topics covered in this library include: planning curriculum and instruction, fundamentals of classroom management, and other workshops focusing on teacher effectiveness in the classroom.

TCH110: Fundamentals of Classroom Management

Author: PCG Education

Grade Levels: K-12

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

TCH111: Planning Curriculum and Instruction

Author: PCG Education

Grade Levels: K-12

Teaching is not easy. A teacher must pull many pieces of a puzzle together to make a classroom an effective learning environment. Curriculum and Instruction are two pieces of that puzzle that must be fit together to help engage students and ensure that they learn. This course focuses on exploring a variety of instructional

strategies used to engage students and encourage learning. In addition, teachers will develop an understanding of the types of assessment and their role in the instructional process. As a final product of the course, teachers will create a workable lesson plan based on current curriculum and the content they learned.



VISUAL & PERFORMING ARTS

This collection developed by the State Education Agency Directors of Arts Education (SEADAE) helps teachers understand and apply the art standards and assessment frameworks that have been designed to improve and support learning across all five arts disciplines: Dance, Media Arts, Music, Theatre, and Visual Arts.

Topics include: artistic literacy in the classroom, overview of the 2014 arts standards, curriculum design, and guidelines for classroom-based arts assessment practices.

ARTS121: 2014 National Arts Standards: Exploring the Website

Author: SEADAE

Grade Levels: K-12

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

ARTS122: Curtain Up! Insights into the National Arts Standards

Author: SEADAE

Grade Levels: K-12

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

ARTS123: Act 1: Artistic Literacy in the Classroom

Author: SEADAE

Grade Levels: K-12

This self-paced course provides teachers the practical knowledge they need to translate the goals and intent of the standards into classroom practice. Starting with an overview of the framework, design features, and

foundational concepts behind the 2014 arts standards, the course then delves deeper into an analysis of the anchor and corresponding performance standards. Teachers will understand how the anchor standards provide powerful touchstones for artistic literacy across the five disciplines.

ARTS124: Media Arts: Film Making

Author: SEADAE

Grade Levels: K-12

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

ARTS125: Media Arts: 3D Design & Animation

Author: SEADAE

Grade Levels: 9-12

Learn how to develop and implement a national media arts standards-aligned 3D modeling and Animation course for the high school level. Use the free software, Blender, to teach the basic methods of 3D modeling, explore methods for 3D scanning, and 3D printing. Then bring your models to life as you learn the basics of 3D animation. This course is intended to provide an overview of the curriculum for 9th-12th grade. Upon completion, you will have a great basis of pedagogy for getting students started in this new and exciting field.



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.

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 examine practical methods for how to teach narrative writing to third, fourth and fifth grade students. In crafting their own piece of writing, teachers will move through stages of the writing process. Participants will learn through experience how to use picture books to get ideas for personal narrative, how to revise and how to edit in meaningful ways. Teachers will develop a personal course portfolio that will consist of their own narratives, and their plans for implementing narrative writing in classrooms. During this course, participants will use published picture books, becoming familiar with the genre and learning various ways to use it with students.

WR104E: Informed Opinion Letters for Teachers (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.

POW319: Engaging Elementary Students in the Writing Process

Author: PCG Education

Grade Levels: K-5

High-quality writing instruction teaches students to work through the steps of the writing process, including editing and revision; and creates an engaged

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

POW327: Teaching the Writing Process in Elementary Grades

Author: WestEd

Grade Levels: K-5

Knowing how to write well is an essential skill for students to learn. Learning how to write well for different purposes is important not only for success in school, but also for active participation in professional and social life. This workshop focuses on how to effectively teach the writing process to students in the elementary grades.

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