MESSAGE FROM
DEBORAH S. DELISLE
Executive Director and Chief Executive Officer

Welcome to ASCD’s 2018 Professional Learning Sourcebook, a guide full of resources designed to dive deep into our innovative products and services.

This year, we celebrate ASCD’s milestone 75th anniversary. Created as an association open to all educator’s seeking to enhance their practice—regardless of years of service, position, or title—ASCD has supported educators and remained dedicated to excellence in learning, teaching, and leading for 75 years.

Since the 1940s, ASCD has been an advocate for critical issues, condemning acts of censorship and standing up for human and civil rights. We have opposed racism and racial segregation while advocating for integration, equity, and the separation of church and state. To this day, ASCD continues to support equity and democratic values and is dedicated to ensuring that every child is healthy, safe, engaged, supported, and challenged.

The resources that follow are a continuation of our 75-year commitment to excellence. So, too, is our recently developed ASCD Activate Professional Learning Network, a new package of ASCD’s award-winning and evidence-based resources, products, and services that give the flexibility needed to support your team’s professional learning at an incredible value. Our goal is to provide teams with a cohesive learning experience that connects educators across grades, subject areas, and educator roles. Learn more about Activate on page 23.

Learn about original Freedom Writer Manny Scott and his inspirational book, Even on Your Worst Day, You Can Be a Student’s Best Hope (p. 41). If you attended our annual conference in 2016, you heard Scott share a heart-warming narrative about how educators gave him meaning in a childhood marred by poverty and violence. We’re proud to announce that Scott will be speaking again at ASCD Empower18: The Conference for Every Educator in Boston, March 24–26, 2018.

Now more than ever, we know that investing in trusted and evidence-based professional learning resources improves student achievement, and I know you’ll find them in these pages. Thank you for all you do to ensure the success of every child. While trends in education may change, please know that you may count on ASCD’s support over the next 75 years.

Warmly,
Deborah S. Delisle
ASCD Executive Director and CEO

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**NEW RESOURCES**

### How to Teach So Students Remember, 2nd Edition

Marilee Sprenger

Ensuring that the knowledge teachers impart is appropriately stored in the brain and easily retrieved when necessary is a vital component of instruction. In how to Teach So Students Remember, author Marilee Sprenger provides you with a proven, research-based, easy-to-follow framework for doing just that. This second edition of Sprenger’s celebrated book, updated to include recent research and developments in the fields of memory and teaching, offers seven concrete, actionable steps to help students use what they’ve learned when they need it.

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Stock # 118016N47

### Changing the Grade: A Step-by-Step Guide to Grading for Student Growth

Jonathan Cornew

Many educators agree that the 100-point grading model is not always a reliable way to evaluate student learning. But there is another way to more accurately and equitably grade students and provide high-quality information to parents while fostering student learning? In this book, learn about a detailed model for developing a more reliable, standards-based grading system— including 30 steps to guide you through the process. In addition to identifying and addressing the barriers to change, Cornew offers a structure for changing the grading system.

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ISBN 1-4166-2533-9

### Fast and Effective Assessment: How to Reduce Your Workload and Improve Student Learning

Glen Pearsall

What if teachers could dramatically reduce the amount of time they spend reviewing and correcting student work and actually see better results in terms of student learning? That’s the goal of Glen Pearsall, who shares dozens of classroom-tested strategies that lessen teachers’ workload while increasing students’ class participation and improving their understanding.

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### Changing the Grade: A Step-by-Step Guide to Grading for Student Growth

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### Attack of the Teenage Brain: Understanding and Supporting the Weird and Wonderful Adolescent Learner

John Medina

You know teens can be hard to parent and even harder to teach—the eye rolling, the moodiness, the withdrawing attention, the drama. It’s not you. It’s them. More specifically, it’s their brains. Developmental neuroscientist John Medina, author of the New York Times best seller Brain Rules, explores the biological and evolutionary factors that drive teen behavior and proposes a research-supported counterattack: a bold redesign of educational practices and learning environments to help teens manage their emotions, plan, prioritize, and focus.

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### Teaching Students to Communicate Mathematically

Laney Sammons

As many classroom teachers have discovered, it can be a challenge for students learning math to demonstrate their thinking and share their ideas, both orally and in writing. The good news is that mathematical communication can be taught and mastered. In this new book, Laney Sammons covers the basics of effective mathematical communication and offers specific strategies for teaching students how to speak and write about math.

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### From Goals to Growth: Intervention and Support in Every Classroom

Lee Ann Jung

All students who struggle with critical skills deserve to have research-based, systematic support and a team that is committed to their success. In this book, Lee Ann Jung lays out a growth planning process that integrates seamlessly with existing IEP and Response to Intervention (RTI) structures and is suitable for any student who needs support or intervention on a critical skill—whether or not that student qualifies for special education services.

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### Educational Coaching: A Partnership for Problem Solving

Cathy A. Tall

Educational coaches vary in the content of the work they do and in the grade range of the teachers with whom they work. All coaches seek to help solve problems and increase teacher success, and they all depend on effective collaboration to do so. This practical guide shows readers how to get the most out of educational coaching using the collaborative problem-solving model and tackles the obstacles that hinder a coach’s success.

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### Engagement Tools for Charged-Up Learning Video Series

This new series, featuring education expert Harvey Silver, presents strategies for engagement at the school level as well as four classroom-based engagement tools.

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Glen Pearsall

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Qualities of Effective Teachers, 3rd Edition
James H. Stronge

Every teacher wants to have a positive, remarkable, and lasting influence on students’ lives. But what makes for an effective teacher? In Qualities of Effective Teachers, 3rd Edition, James H. Stronge explores this question and more as he synthesizes the literature on teacher effectiveness. The result? A research-based framework for effective teaching that addresses professional knowledge, instructional planning, instructional delivery, assessment, learning environment, and professionalism. To bridge the gap between research and practice, the author includes checklists of skills and positive qualities associated with effective teacher performance.

ASCD book, 2018 7” x 9”, 288 pages

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Learn more on page 17.
Creating a Trauma-Sensitive Classroom Quick Reference Guide
Kristin Souers and Pete Hall
Based on their best-selling book, mental health counselor Kristin Souers and experienced former principal Pete Hall offer hands-on tips for creating a trauma-sensitive classroom, including building strong relationships, creating a safe environment, and neutralizing negative behaviors.

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THE DIFFERENTIATED SCHOOL: MAKING REVOLUTIONARY CHANGES IN TEACHING AND LEARNING

The Differentiated School: Making Revolutionary Changes in Teaching and Learning Carol Ann Tomlinson, Kay Brimijian, and Lane Harza

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Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching Carol Ann Tomlinson

DIFFERENTIATION IS

A TEACHER’S PROACTIVE RESPONSE TO LEARNER NEEDS SHAPED BY MINDSET

PRINCIPLES OF DIFFERENTIATION

- An environment that encourages and supports learning
- Quality curriculum
- Assessment that informs teaching and learning
- Instruction that responds to student variance

TEACHERS CAN DIFFERENTIATE THROUGH...

- CONTENT
  - The information that students learn
  - How students access the information
- PROCESS
  - How students take in and make sense of the content
- PRODUCT
  - How students show what they know, understand, and can do
- AFFECT/ENVIRONMENT
  - The climate or tone of the classroom

TEACHERS CAN DIFFERENTIATE ACCORDING TO THE STUDENT’S...

- READINESS
  - A student’s proximity to specified learning goals
- INTERESTS
  - Domains, affinities, kinships that motivate learning
- LEARNING PROFILE
  - Preferred approaches to learning

Source: From The Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition (p. 10), by Tomlinson, C.A., 2014, Alexandria, VA: ASCD. © 2014 by ASCD. All rights reserved.
**Differentiated Instruction: An Introduction, 2nd Edition, PD Online Course**

Explore the philosophical basis, characteristics, and key elements of differentiated instruction, as well as beliefs that guide the differentiated instruction model and the five nonnegotiables of differentiated instruction.

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This course is for educators who are interested in learning how assessment in a differentiated classroom can assist them in promoting student learning.

**Mastering Formative Assessment Moves: 7 High-Leverage Practices to Advance Student Learning**

Brent Duckor and Carrie Holmberg

How do you know if students are “getting it”? To help answer this question and the challenges inherent in provoking, gathering, and processing student feedback on the fly and throughout any teaching and learning experience, the authors share their research and explanations related to seven high-leverage formative assessment “moves.”

**ASSESSMENT, FEEDBACK, AND GRADING**

Implement high-quality assessments, individually tailored feedback, and consistent grading.

**Grading Quick Reference Guide**

By Susan M. Brookhart

Grading is an essential part of the classroom, and strategies for providing student feedback. ASCD Quick Reference Guide, 2016

How do you know if students are “getting it”? To help answer this question and the challenges inherent in provoking, gathering, and processing student feedback on the fly and throughout any teaching and learning experience, the authors share their research and explanations related to seven high-leverage formative assessment “moves.”

**ASSESSMENT, FEEDBACK, AND GRADING**

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**The Formative Assessment Learning Cycle Quick Reference Guide**

Susan M. Brookhart and Jay McTighe

In this guide, experts Susan M. Brookhart and Jay McTighe show how best to incorporate the formative learning cycle into everyday instruction. They offer techniques for sharing learning targets, assessment activities, and strategies for providing student feedback.

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**Professional Development for Differentiating Instruction: An ASCD Action Tool**

Cindy A. Strickland

This resource contains more than 45 tools and activities that model differentiated instruction, increase your colleagues’ capacity to use differentiated practices, and use ongoing assessment to guide staff development.

**Rubrics for Formative Assessment and Grading Quick Reference Guide**

Susan M. Brookhart

Based on Susan M. Brookhart’s ASCD book on rubrics, this quick reference guide offers advice on designing, selecting, and using rubrics to assess student work and help them assess their own progress.

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From Mastering Formative Assessment Moves: 7 High-Leverage Practices to Advance Student Learning by Brent Duckor and Carrie Holmberg, 2017, Alexandria, VA: ASCD. © 2017 by ASCD. All rights reserved.
Formative Assessment Strategies for Every Classroom: An ASCD Action Tool, 2nd Edition
Susan H. Brookhart

This 2nd edition of a best-selling ASCD Action Tool includes more than 60 tools—with tips and implementation steps—for creating and using formative assessments in every grade level and subject. Plus, a series of student tools helps teach formative assessment strategies that students can use after receiving an assignment, during instruction, while completing work, and before or after a summative assessment.

ASCD Action Tool, 2010 272 pages
ISBN 978-1-4166-1083-0

Online Study Guide Included

Understanding and Using Reading Assessment, K-12, 3rd Edition
Peter Afflerbach

Why do we assess reading? What do we assess when we assess reading? Where, when, and how do we assess reading? Reading instruction and assessment expert Peter Afflerbach addresses these questions and much more in this 3rd edition.

ASCD book copublished with International Literacy Association, 2017 7" x 9" 230 pages
ISBN 978-1-4166-2567-4

How to Use Assessments to Inform Instruction Quick Reference Guide
Stronge & Associates

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ASCD Quick Reference Guide, 2017 8 1/2" x 11" 3-hole punched, 3 laminated panels, 6 pages

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How to Align Assessment to Curriculum and Instruction Quick Reference Guide
Stronge & Associates

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Myron Dueck reveals how to better reflect students’ progress toward specific standards-based grading with concrete examples to help you decide what to grade or not grade, how to grade, and when.

Charting a Course to Standards-Based Grading: What to Stop, What to Start, and Why It Matters
Tim R. Westerberg

What’s the best way to ensure that grading policies are fair, accurate, and consistent across classrooms? How can schools transition to a grading system that better reflects what students are actually learning? Author Tim R. Westerberg makes this journey easier by offering a series of options on the road to improved grading and assessment.

Rethinking Grading: Meaningful Assessment for Standards-Based Learning
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Peer Feedback in the Classroom: Empowering Students to Be the Experts
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Charting a Course to Standards-Based Grading: What to Stop, What to Start, and Why It Matters
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Francis Bailey and Ken Pransky
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Brain-Based Teaching in the Digital Age
Marilee Sprenger
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Brain Matters: Translating Research into Classroom Practice, 2nd Edition
Patricia Wolfe
This expanded and updated ASCD best seller delivers essential information about brain-compatible teaching in clear, everyday language that any teacher can immediately incorporate into classroom practice. Learn how the brain encodes, manipulates, and stores information; why meaning is essential for attention; how emotion can enhance or impede learning; and why different types of rehearsal are necessary for different types of learning.

Teaching with the Brain in Mind, 2nd Edition
Eric Jensen
This completely revised and updated ASCD best seller is loaded with ideas for how to improve student achievement and create a more effective classroom by applying brain research to your teaching. Get the newest insight into how your students are wired for learning and how their learning behaviors change as they mature.

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Jay McTighe

Essential questions (EQs) are an important part of effective curriculum design and are used to encourage higher-order thinking, engage learners in deepening their understanding of big ideas, and enable students to transfer concepts learned to new situations. With this guide as a starting point, you will learn how EQs create a culture of inquiry that will benefit all students.

(ASCD Quick Reference Guide, 2017) 8 1/2” x 11”, 3-hole punched, 3 laminated panels, 6 pages

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

Two renowned authorities describe the backward design process that leads to increased student understanding and mastery of subject matter. Lots of examples, across all grade levels and subjects, show how schools and districts have used this popular framework.

(ASCD book, 2004) 8 1/2” x 11”, 295 pages

Schooling by Design: Mission, Action, and Achievement
Jay McTighe and Grant Wiggins

In this book, Grant Wiggins and Jay McTighe, creators of the Understanding by Design framework, describe how to focus your school on the goals of understanding and accomplishment-based learning. Dozens of action ideas, curriculum frameworks, and assessment rubrics help you use backward design and other Understanding by Design processes to determine the evidence for your success and to plan improvement steps in instruction and leadership roles.

(ASCD book, 2007) 8 1/2” x 11”, 285 pages

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

Creators of the popular understanding by Design framework explain why and how to use essential questions in all grade levels and subjects to unlock the big ideas in your curriculum and deepen students’ understanding. They provide practical and proven guides to help you design effective essential questions and use them in daily instruction to engage more students in thoughtful, independent learning that promotes independent learning in all grade levels and subjects.

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(ASCD Premium, Select, and Institutional Plus Member book, April 2013) 8 1/2” x 11”, 120 pages

Understanding by Design® is a trademark of Backward Design, LLC.
The Understanding by Design Guide to Creating High-Quality Units
Grant Wiggins and Jay McTighe

Whether you are an experienced curriculum designer or new to the Understanding by Design framework, you will benefit from the latest design tools and the updated Understanding by Design unit Template 2.0. Framework creators Grant Wiggins and Jay McTighe share their insights and practical tips that have helped thousands of educators design curriculum based on the framework.

ASCD book, 2012 8 1/2” x 11” , 134 pages

ISBN 978-1-4166-2466-0

The Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units
Grant Wiggins and Jay McTighe

Regardless of your stage in implementing the design tools and using the improved unit template for the Understanding by Design framework, this companion to The Understanding by Design Guide to Creating High-Quality Units is essential for taking your work to a higher plane and measuring the results of your efforts.

ASCD book, 2012 8 1/2” x 11” , 236 pages


Understanding by Design: A Framework for the New Generation of Curriculum
Monica Burns

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ASCD Arias publication, 2017 5” x 7 3/4” , 62 pages


Understanding by Design: An Introduction PD Online Course

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

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Laura McLaughlin Taddei

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ASCD Arias publication, 2015 5” x 7 3/4” , 52 pages

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Matt Renwick
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Use vetted instructional strategies to help your students succeed.

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Total Participation Techniques: Making Every Student an Active Learner, 2nd Edition
Pérsida Himmele and William Himmele

Here are 51 easy-to-use, classroom-tested alternatives to the “stand-and-deliver” teaching techniques that cause so many students to tune out or drop out. This new edition provides you with techniques to motivate students to participate in learning and offer them safe ways to demonstrate their knowledge.

- Every student should be given opportunities to become deeply and cognitively engaged with the content.
- Calling on someone should be the last thing you do (in terms of sequence). Instead, ripple prompts for big questions so all students are required to deeply process the context.
- Every student can have something worthwhile to share with the right Quadrant 4 structures (characterized by high student participation as well as cognitive engagement).
- We’re better together. The differences in our backgrounds and collective experiences add to the knowledge that we can share with one another.
- What might have been considered a boring topic can become deeply engaging using the right Quadrant 4 structures.

GUARDING PRINCIPLES OF TPTs

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Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition
Carl B. Dene, Elizabeth Ross Hubbell, Howard Pitto, and Rl Stone

First published in 2001, Classroom Instruction That Works revolutionized teaching by linking classroom strategies to evidence of increased student learning. Now this landmark guide has been reenergized and reorganized for today’s classroom with new evidence-based insights and a new Instructional Planning Guide that makes it easier for you to know when to emphasize each of the nine research-based teaching strategies.

- Guiding Principles of TPTs
- Quadrant 4 structures
- The 5-Point Plan for Maximizing Learning
- The 3R’s of Classroom Instruction
- Teaching Strategies That Work
- Making a Science of Teaching
- Classroom Instruction That Works with English Language Learners, 2nd Edition

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Classroom Instruction That Works: with English Language Learners, 2nd Edition
Jane D. Hill and Kirsten B. Miller

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The New Art and Science of Teaching
Robert J. Marzano

This greatly expanded volume of the original Art and Science of Teaching shifts focus from teacher to student outcomes. Throughout the book, Marzano details the elements of three overarching categories of teaching, which define what must happen to optimize student learning:

- Engage students will be cognitively engaged in lessons.
- Participate in active learning—and to make it more likely that they will use them.
- Use vetted instructional strategies to encourage all students to plan and optimize student learning.

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Teaching the in the Fast Lane: How to Create Active Learning Experiences
Suzy Pepper Rollins

Would you like to strategically “let go” in ways that enable students to reach their learning targets, be motivated to work, learn to collaborate, and experience a real sense of accomplishment? Learn how to do just that by designing, managing, and maintaining an active classroom that balances autonomy and structure.

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The Art and Science of Teaching PD Online Course
Robert Marzano guides you through a framework for classroom practice using 10 questions for guiding planning and optimizing student learning.
Guiding Meaningful Math Conversations Quick Reference Guide
Laney Sammons

Constructive math conversations occur when two or more people talk together to share their mathematical thinking. In this handy laminated guide, popular presenter and author Laney Sammons shows how to engage students in constructive math conversations that help them solve problems and build mathematical meaning.

Unpacking Fractions: Classroom-Tested Strategies to Build Students’ Mathematical Understanding
Monica Neagoy

Drawing on decades of research studies, evidence from teacher practice, and 25 years of experience working around the world with teachers, students, and parents, Monica Neagoy addresses seven big ideas in the teaching and learning of fractions. Each idea is supported by a vignette from a real classroom, common misconceptions, a thorough unpacking of productive mathematical thinking, and several multi-step and thought-provoking problems for teachers to explore.

Gradual Release of Responsibility in the Classroom Quick Reference Guide
Douglas Fisher and Nancy Frey

This guide is a quick-reference introduction to the gradual release of responsibility framework—a template for delivering powerful, effective, and engaging instruction that fosters independent learning.

Test: Response to Intervention: A Framework for Teacher Growth and Leadership
Douglas Fisher, Nancy Frey, and Stephen Aronowitz

Using the FIT Teaching® approach, the authors deliver an in-depth examination of what makes great teachers great and how educators at all grade levels and all levels of experience are taking intentional steps toward enhanced professional practice.

Intentional and Targeted Teaching: A Framework for Teacher Growth and Leadership
Douglas Fisher, Nancy Frey, and Stephen Aronowitz

This course shows teachers how to use the five components of the Framework for Intentional and Targeted Teaching developed by Douglas Fisher and Nancy Frey.

Questions and Answers: How to Help Every Student Become a Mathematical Thinker and Problem Solver
Lolly V. Slevy

Games and Tools for Teaching Addition Facts Quick Reference Guide
Jennifer Boy-Williams and Gina Kling

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Questioning Strategies to Activate Student Thinking Quick Reference Guide
Jackie Acree Walsh

When planned and executed in a strategic manner, classroom questioning has high potential for engaging all learners in thinking and speaking related to learning goals. The guide’s many tips and examples will help teachers develop questioning practices that motivate students and activate their thinking.

Unpacking Facts: Games and Tools to Teach Addition Facts Quick Reference Guide
Jennifer Boy-Williams and Gina Kling

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## Engaging and Challenging Gifted Students: Tips for Supporting Extraordinary Minds in Your Classroom

**Jenny Grant Rankin**

Award-winning educator and Mensa member Jenny Rankin provides quick, easy-to-implement instructional strategies to identify, adequately challenge, and engage gifted students both within and beyond the classroom. Includes sections on additional challenges, such as over-excitabilities and disabilities, and a graphic organizer to help teachers put students on the path to success.

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## How to Support Struggling Students

**Robyn R. Jackson and Claire Lambert**

Hanging In: Strategies for Teaching the Students Who Challenge Us Most

Jeffrey Benson

Through compelling examples of real-life students and the reflections of a veteran educator, learn how to teach challenging students in a way that honors individuality and their own capacity to find the best way forward. Understand how to create a patient and supportive environment for these students, analyze their challenges, develop individualized plans for them, and construct systems and procedures that give all students the best chance for success.

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## How to Reach the Hard to Teach: Excellent Instruction for Those Who Need It Most

**Jeno Echevarria, Nancy Frey, and Douglas Fisher**

This book presents a thoughtful and practical approach to achieving breakthrough success with linguistically and culturally diverse students who are struggling in school. Combining elements of the Shaped Instruction Observation Protocol (SIOP® model) and the FIT Teaching® approach, the authors distill what we know about excellent instruction into five guiding principles.

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## Cay and Adlee Find Their Voice

**Colf and Russ Quaglia**

Illustrated by Daniel Minter with Donald Ely

In this beautifully illustrated children’s book from student voice advocate Russ Quaglia, his daughter, Cali, and award-winning artist Daniel Minter, Cay and Adlee, two newborn birds, learn how to use their voices to tell others how they feel, ask for help, and share their hopes and dreams. With whimsical illustrations, questions for discussion and reflection, and a positive and timely message about student voice and engagement, this book for preK–2 students will spark important conversations in the classroom—and beyond.

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**How to Reach the Hard to Teach: Excellent Instruction for Those Who Need It Most**

Jeno Echevarria, Nancy Frey, and Douglas Fisher

This book presents a thoughtful and practical approach to achieving breakthrough success with linguistically and culturally diverse students who are struggling in school. Combining elements of the Shaped Instruction Observation Protocol (SIOP® model) and the FIT Teaching® approach, the authors distill what we know about excellent instruction into five guiding principles.

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## Cay and Adlee Find Their Voice

**Colf and Russ Quaglia**

Illustrated by Daniel Minter with Donald Ely

In this beautifully illustrated children’s book from student voice advocate Russ Quaglia, his daughter, Cali, and award-winning artist Daniel Minter, Cay and Adlee, two newborn birds, learn how to use their voices to tell others how they feel, ask for help, and share their hopes and dreams. With whimsical illustrations, questions for discussion and reflection, and a positive and timely message about student voice and engagement, this book for preK–2 students will spark important conversations in the classroom—and beyond.

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### New!

**Doing Poorly on Purpose: Strategies to Reverse Underachievement and Respect Student Dignity**

James R. Delisle

There is no such thing as a “classic underachiever.” Students (and their reasons for underachieving) are influenced by a wide range of factors, including self-image, self-concept, social-emotional relationships, and the amount of dignity teachers afford their students. Helping “smart” students achieve when they don’t want to is not an easy task, but teachers can reengage and inspire students using veteran educator Jim Delisle’s insights and practical advice.

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Cultivating Curiosity in K-12 Classrooms: How to Promote and Sustain Deep Learning

Wendy L. Ostroff

Discover how teachers can create a structured, student-centered environment that allows for openness and surprise—where inquiry guides authentic learning. Author Wendy L. Ostroff shows how to foster student curiosity through exploration, novelty, and play, questioning and critical thinking, and experimenting and problem solving.

ASCD Premium, Select, and Institutional Plus Member book, Editor’s Selection, July 2016) 7” x 9” , 180 pages

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17,000 Classroom Visits Can’t Be Wrong: Strategies That Engage Students, Promote Active Learning, and Boost Achievement

John V. Antonetti and James R. Garver

Drawing from a vast set of data from more than 17,000 classroom visits, this book reveals teaching practices that are most apt to shift classroom dynamics from teaching to learning, ensure students are doing the “work,” and use assessments to advance the learning process. This is also an excellent guide for school leaders and teacher coaches who want a tried-and-true model for classroom walkthroughs that will open teachers’ eyes to the strengths and weaknesses of their classroom practices.

ASCD Premium Member book, February (2015) 6” x 9”, 185 pages

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Real Engagement: How do I help my students become motivated, confident, and self-directed learners?

Allison Zmuda and Robyn R. Jackson

It’s not that you’re not doing enough to motivate your students; it’s that you’re probably focusing on the wrong things. In this book, Allison Zmuda and Robyn R. Jackson explain the four keys to real engagement: clarity, context, challenge, and culture. Their smart, concrete strategies for improving classroom assignments, assessments, and environments will help you create learning experiences that are rigorous, meaningful, and rewarding for your students and yourself.

ASCD Arias publication, 2015) 5” x 7 1/4”, 108 pages

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ISBN 978-1-4166-1726-6

Inviting Students to Learn: 100 Tips for Talking Effectively with Your Students

Jenny Edwards

A simple way to have more influence in the classroom is to get more power from what you say to your students every day. Here’s a book that explains how to do that and gives you can’t-fail strategies and 100 tips for talking to students more effectively.

ASCD book, 2010) 1/2 pages, downloadable PDF, NDB, or EPUB file

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Engaging Minds in the Classroom: The Surprising Power of Joy

Michael F. Opitz and Michael P. Ford

Explore what Michael F. Opitz and Michael P. Ford have discovered about planning lessons that engage students and enable them to truly enjoy learning.

ASCD book, 2014) 7” x 9”, 10 pages

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Engaging Minds in Science and Math Classrooms: The Surprising Power of Joy

Eric Brunssell and Michelle A. Fleming; edited by Michael F. Opitz and Michael P. Ford

Using the framework introduced in the ASCD book Engaging Minds in the Classroom: The Surprising Power of Joy, the authors describe how you can foster student engagement during your science and mathematics teaching.

ASCD book, 2014) 7” x 9”, 10 pages

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ISBN 978-1-4166-1724-4

Engaging Minds in Social Studies Classrooms: The Surprising Power of Joy

James A. Erekson; edited by Michael F. Opitz and Michael P. Ford

The joyful learning framework you discovered in Engaging Minds in the Classroom: The Surprising Power of Joy is a great approach for transforming tuned-out students into enthusiastic learners of social studies content.

ASCD book, 2016) 7” x 9”, 10 pages

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REAL ENGAGEMENT AND MOTIVATION
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Managing Your Classroom with Restorative Practices Quick Reference Guide
Dominique Smith, Douglas Fisher, and Nancy Frey

This guide’s tips, strategies, sample questions and statements, and peacemaking tools will help teachers successfully use restorative practices in their classrooms. Learn how to create a respectful classroom, develop rapport with students, manage conflicts, and establish routines and expectations for positive student behavior.

Affirmative Classroom Management: How do I develop effective rules and consequences in my school?
Richard L. Curwin

This publication offers clear and positive strategies that empower teachers and administrators to develop effective rules and consequences. Richard L. Curwin’s approach emphasizes student and parent engagement, schoolwide collaboration, and developing student responsibility.

Managing 21st Century Classrooms: How do I avoid ineffective classroom management practices?
Jane Bluestein

Discover why classroom management practices in the 21st century must adapt to the realities of a more democratized world of student-centered, inquiry-driven learning. Learn which practices are not only decreasing in effectiveness but also causing a whole new set of problems, and explore practical alternatives that result in classrooms that are more conducive to learning.

PD Online
In this course, you’ll investigate the various characteristics of effective classroom management along with classroom management models and tools. Discover how to build positive relationships with students that will have an effect on their behavior and how to prepare students to become sufficient 21st century learners.

Causes and Cures in the Classroom: Getting to the Root of Academic and Behavior Problems
Margaret Searle

Poor study habits, inattention, and disruptive behavior are really symptoms of deeper, more crucial problems that keep students from succeeding in school. This resource helps you identify the causes of such problems and address them with specific and practical interventions.

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

Based on the concepts from ASCD’s best seller What Works in Schools, this book describes the action steps needed to establish rules and procedures, use effective disciplinary interventions, and build positive student-teacher relationships.

Starting School Right: How do I plan for a successful first week in my classroom?
Otis Klinger

Packed with ideas for both new and veteran teachers of K–8 students, this book touches on a variety of topics that are especially relevant to the first week of school. The author provides crucial information about arranging and navigating the classroom, setting basic expectations, communicating routines, and understanding your students’ needs.

Also Available
Discipline with Dignity: New Challenges, New Solutions, 3rd Edition
Richard L. Curwin; Allen N. Mendler; and Brian D. Mendler

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Building on the Strengths of Students with Special Needs: How to Move Beyond Disability Labels in the Classroom

Vicki Caruana

This concise yet strong introduction to the IEP process provides teachers with practical, research-based advice and solutions of the most common challenges they face. The author debunks some common misconceptions about how to work with students with disabilities and offers insights, tips, and strategies to help teachers fine-tune their approach to IEPs to better meet each child’s unique needs.

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ISBN: 978-1-4166-2170-7

Building Equity: Policies and Practices to Empower All Learners

Dominique Smith, Narcy Fray, Jon Pumphrey, and Douglas Fisher

In this book, learn about the School Equity Taxonomy, a new model to clarify the structural and interpersonal components of an equitable and excellent schooling experience, and the School Equity Audit, a survey-based tool to help school and teacher leaders uncover equity-related issues. The authors provide many examples of policy initiatives and practices that support critical standards of equity and high-quality, inclusive learning experiences.

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Keeping It Real and Relevant: Building Authentic Relationships in Your Diverse Classroom

Ignacio Lopez

How can we ensure that all students, regardless of cultural background or socioeconomic status, are granted equitable opportunities to succeed in the classroom and beyond? In Keeping It Real and Relevant, you’ll find hard-won lessons that educators at all levels can apply to teaching, assessing, counseling, and designing interventions for learners from all walks of life.

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Success with IEPs: Solving Five Common Implementation Challenges in the Classroom

Vicki Caruana

This concise yet strong introduction to the IEP process provides teachers with practical, research-based advice and solutions of the most common challenges they face. The author debunks some common misconceptions about how to work with students with disabilities and offers insights, tips, and strategies to help teachers fine-tune their approach to IEPs to better meet each child’s unique needs.

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Teaching to Success with IEPs: Supporting Students Living with Trauma, Violence, and Chronic Stress

Debbie Zacarian, Lourdes Alvarez-Ortiz, and Julie Haynes

If you work with students who are experiencing or have experienced trauma, violence, or chronic stress, you know that little has been written about teaching this population and doing so from a strengths-based perspective. This ASCD book encourages educators to embrace teaching and schoolwide practices that support and enhance the academic and socio-emotional development of students living with trauma, violence, and chronic stress.

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William H. Parrett and Kathleen M. Budge

If some schools can overcome the effects of poverty to become high performing, shouldn’t we be compelled to learn from those schools? Although schools alone will never systematically eliminate poverty, high-poverty, high-performing schools take control of what they can to disrupt the cycle of poverty and close achievement gaps. Based on these lessons and the insights into the complex influence poverty has on children and learning, the authors synthesize real-world practices to provide you with a Framework for Action that ensures your school builds leadership capacity, fosters a supportive school environment, and focuses intensely on learning.

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Media Literacy in Every Classroom Quick Reference Guide

Faith Rogow and Cyndy Scheibe

Written by two long-time leaders in media literacy education, this quick reference guide addresses recent concerns about the effects of media on democracy, public policy, and culture by outlining an inquiry-based approach that teaches students how to think without telling them what to think. (ASCD Quick Reference Guide, 2017/8 1/2” x 11”, 3-hole punched, 1 laminated panel, 6 pages)

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Literacy Unleashed: Fostering Excellent Reading Instruction Through Classroom Visits

Bonnie D. Houck and Sandi Novak

This resource explains the importance of high-quality reading instruction and introduces the Literacy Classroom Visit model which enables administrators to evaluate and improve literacy instruction. The authors share processes and practices along with tools, checklists, and templates.

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Maureen Connolly and Vicky Giouroukakis

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Marilee Sprenger

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David Campos and Kathleen Fad

Meet the challenge of boosting your students’ literacy by addressing the interconnected elements of emotion, cognition, and higher-order thinking. This book provides 3rd through 8th grade teachers with more than 50 tools and techniques for helping their students read independently and critically.

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Vocab in Action: Critical Vocabulary Strategies for Your Classroom

Inspired by the work of Marilee Sprenger, this video profiles schools using engaging strategies to boost students’ knowledge of vocabulary words and build their vocabulary as a whole.

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Total Literacy Techniques: Tools to Help Students Analyze Literature and Informational Texts

Marilyn Semi and William Arntz

Meet the challenge of boosting your students’ literacy by addressing the interconnected elements of emotion, cognition, and higher-order thinking. This book provides 3rd through 8th grade teachers with more than 50 tools and techniques for helping their students read independently and critically.

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Teaching the Critical Vocabulary of the Common Core: 55 Words That Make or Break Student Understanding

Marilee Sprenger

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School Culture Recharged: Strategies to Energize Your Staff and Culture

Do you wonder why some schools succeed and others struggle? Or why some policies and programs fail to deliver what they promise? If you are looking for ways to reinvigorate your school’s culture and staff, this insightful follow-up to School Culture Rewired clarifies the difference between culture and climate and zeroes in on key school improvement efforts.

(ASCD Premium Member book, February 2017) 6” x 9”, 200 pages
ISBN 978-1-4166-2413-4
Member Price $22.16
List Price $23.76

Don’t Count Me Out: Streaming Video

In 2012, the Jennings School District was one of the lowest performing school districts in the state of Missouri. A new superintendent with a positive attitude and her signature tennis shoes started a remarkable turnaround.

(ASCD Streaming video, 2017)

Anatomy of a Transformation

This series of five videos is a supplement to the documentary Don't Count Me Out and details several of the highly effective strategies superintendent Tiffany Anderson used to raise student achievement in Missouri’s Jennings School District. Episodes include Leadership, Building Relationships, Focus on Instruction, Data, and Removing Barriers to Learning.

(ASCD Streaming video, 2015)

School Culture Rewired: How to Define, Assess, and Transform It

Steve Gruenert and Todd Whiteaker

Fighting for Change in Your School: How to Avoid Fads and Focus on Substance

Harvey Allan

Don’t you wish you had a roadmap to help you select, implement, and assess school- or districtwide initiatives that actually work? The book offers guidance and resources for engaging in professional development activities that strengthens teaching and learning practices and improve student achievement.

(ASCD Premium Member book, August 2017) 6” x 9”, 229 pages

Leading a Transformative School: Developing Educator Capacity Within Schools and Systems

Eleanor Drago-Severson and Jessica Blum-DeStefano

Adult development—in fact, understanding and sharing ideas—and implementing practices—that help adults explore experiences and assumptions is a powerful driver of school change. Eleanor Drago-Severson and Jessica Blum-DeStefano share expertise that has evolved from their many decades of research and work with educators.

(ASCD book, 2018) 6” x 9”, 179 pages

Making Teachers Better, Not Bitter: Balancing Evaluation, Supervision, and Reflection for Professional Growth

Tony Frontier and Paul Melebe

In many districts, teacher evaluations ensure competence but do little to encourage and support expertise. Authors Tony Frontier and Paul Melebe combine the conceptual and the practical by offering a compelling vision of teacher growth, along with nearly three dozen step-by-step protocols for working with teachers.

(ASCD Premium Member book, August 2016) 6” x 9”, 209 pages

The Principal Influence: A Framework for Developing Leadership Capacity in Principals

Pete Hull, Deborah Childs, Brown, Ann Cunningham-Morris, Phyllis Puajado, and Alissa Simaler

What can you as a principal do to ensure that you are on the right path in your career as a school leader? To help you answer these questions, ASCD developed the Principal Leadership Development Framework (PLDF), which supports principals in their instructional leadership roles.

(ASCD book, 2018) 8 1/2” x 11”, 209 pages

The Artisan Teaching Model for Instructional Leadership: Working Together to Transform Your School

Kenneth Baum and David Krulwich

We define inclusive schooling as welcoming, valuing, empowering, and supporting the academic, social/emotional, and language and communication learning of all students in shared environments and experiences for the purpose of attaining the goals of education. Inclusive schooling is making a commitment to provide each student in the community—each citizen in a democracy—with the inalienable right to belong and not to be excluded. Inclusion assumes that living and learning together benefits everyone, not just children who are labeled as having a difference.

—From Leading an Inclusive School: Access and Success for All Students by Richard A. Villa and Jacqueline S. Thousand, 2016, Alexandria, VA: ASCD. © 2016 by ASCD All rights reserved.

Leading an Inclusive School: Access and Success for All Students

Richard A. Villa and Jacqueline S. Thousand

In this updated reworking of the authors’ classic best-seller Creating an Inclusive School, the authors provide an in-depth, research-based guide for ensuring that your school provides the federally guaranteed “least restrictive environment” for students no matter the severity of the challenges they face. Educators will find the examples, advice, and tools in this book indispensable for planning, implementing, and promoting inclusion in their schools.

(ASCD Premium Member book, December 2016) 6” x 9”, 292 pages

Also Available

School Culture Recharged: Strategies to Energize Your Staff and Culture

How to Avoid Fads and Focus on Substance

Don’t Count Me Out: Streaming Video

The Principal Influence: A Framework for Developing Leadership Capacity in Principals

The Artisan Teaching Model for Instructional Leadership: Working Together to Transform Your School

Anatomy of a Transformation

Making Teachers Better, Not Bitter: Balancing Evaluation, Supervision, and Reflection for Professional Growth

Fighting for Change in Your School: How to Avoid Fads and Focus on Substance

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2018 ASCD Professional Learning Sourcebook

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We stage your school as an "entrepreneurial school" with a positive attitude and her signature tennis shoes started a remarkable turnaround.
10 Steps to Managing Change in Schools: How do we take initiatives from goals to actions?
Jeffrey Benson
As change initiatives come and go, you can handle each one with this guide’s 10-step management plan that can be successfully adapted to almost all new programs or procedures. A series of checklists and worksheets help you break down change initiative into components, develop realistic targets, and use readily accessible data to monitor your progress at every step.

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Effective Teacher Interviews: How do I hire good teachers?
Jennifer L. Hindman
Identify the best applicants every time with this practical guide on the teacher interview process. Teacher hiring expert Jennifer L. Hindman explains how to prepare for and conduct hiring interviews that reliably predict a teacher’s success.

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Balanced Leadership for Powerful Learning: Tools for Achieving Success in Your School
Brian Goodwin and Greg Cameron with Heather Hein
If you still think it’s impossible to implement a balanced approach in your leadership practice that melds purposeful change with continuous maintenance, you want to read this book. Explore specific actions and tools to help you balance when and how to maintain the status quo with when and how to challenge it.

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Principal Evaluation: Standards, Rubrics, and Tools for Effective Performance
James M. Stronge with Xiaosu Liu, Lauri M. Leeper, and Virginia C. Tunnison
Based on extensive research and James Stronge’s work in the field, this book provides you with a sound framework for principal evaluation and the practical tools you need to implement a fair and effective evaluation process, including field-tested standards, performance indicators, appraisal rubrics and guidelines for successful implementation.

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Five Levers to Improve Learning: How to Prioritize for Powerful Results in Your School
Tony Frontier and James Stronge
Discover a simple but powerful framework that ensures you do the right work and make changes that will truly have measurable effects on student achievement. The authors focus your attention on five key “levers” that can unlock the potential for lasting improvements in teaching and learning. Read examples of efforts associated with each lever, explore their opportunities and pitfalls, and get ideas you need to use the levers more mindfully.

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Using Data to Focus Instructional Improvement
Cheryl James-Ward, Douglas Fisher, Nancy Frey, and Diane Lapp
Improve student outcomes by acting on your school’s data—learn how to analyze and process it to energize your teaching and advance your school’s instructional practices. Starting with a review of all the data sources available to you—not just test scores—the authors offer simple instructions that focus improvement efforts and result in increasing teacher expertise.

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Short on Time: How do I make time to lead and learn as a principal?
William Sterrett
Take full advantage of the most important resource you have: time. Leadership expert and former principal William Sterrett explains how to maximize instructional time, communicate in timely ways, balance your responsibilities, and run efficient meetings.

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The Principal 50: Critical Leadership Questions for Inspiring Schoolwide Excellence
Baruti K. Kafele
Award-winning principal Baruti K. Kafele answers 50 vital questions all principals should ask themselves at some point in their careers. In his inimitable style, Kafele lays out the touchstones for maintaining strong leadership habits, inspiring excellence and collaboration in others, and engaging an entire school community in striving to be the best.

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Leader’s Guide to Using Data to Focus Instructional Improvement
Cheryl James-Ward, Douglas Fisher, Nancy Frey, and Diane Lapp
Improve student outcomes by acting on your school’s data—learn how to analyze and process it to energize your teaching and advance your school’s instructional practices. Starting with a review of all the data sources available to you—not just test scores—the authors offer simple instructions that focus improvement efforts and result in increasing teacher expertise.

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Instructional Coaching in Action: An Integrated Approach That Transforms Thinking, Practice, and Schools
Ellen R. Eisenberg, Bruce R. Eisenberg, Elliott A. Medrich, and Ivan Charner
(ECIC) offers respectful coaching for professionals within their schools.

• Sharing the vision for coaching with staff that the principal and coach have articulated, and reinforcing the messages with staff and parents that this vision is important to achieving the school’s mission.
• Respecting that the coach’s role is confidential and not part of the teachers’ evaluation plan.
• Accommodating and acknowledging the coach’s schedule by not asking the coach to do things that are out of scope, as though the coach is just an available extra body.
• Giving the coach time to speak and share ideas at meetings.
• Having the coach lead schoolwide and small-group professional development.

Besides promoting the “idea” of instructional coaching and working closely with the coach to establish the parameters of the role, principals and school leaders can help the coach by doing the following:

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INSTRUCTIONAL COACHING

INSTRUCTIONAL COACHING
How Teachers Can Turn Data into Action
Daniel R. Venables
Discover a user-friendly, systematic process to help busy teachers and teacher teams review and respond to data in ways that blaze a clear path toward improved learning and teaching. Using the field-tested Data Action Model—refined and simplified through years of teacher feedback—you and your teacher team can use data to identify critical gaps in student learning, collaborate on solutions to close those gaps, and determine the next course of action.

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The Tech-Savvy Administrator: How do I use technology to be a better school leader?
Steven W. Anderson
Award-winning blogger and educational technology expert Steven W. Anderson explains how and why leaders should use technology and outlines a leader’s digital toolkit of best tools and practices that help you stay more connected, build more collaboration, and be more productive.

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Professional Development That Sticks: How do I create meaningful learning experiences for educators?
Fred Ende
How can we create a framework that provides ways to motivate and inspire our teachers through learning experiences that are relevant, meaningful, and lasting? Fred Ende’s professional development for learning process covers crucial aspects of planning, providing, and following up.

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Digital Portfolios in the Classroom: Showcasing and Assessing Student Work
Matt Renwick
Say hello to digital student portfolios—dynamic, digital collections of authentic information from different media, in many forms, and with multiple purposes. Matt Renwick shines a spotlight on three types of student portfolios—performance, process, and progress—and how they can be used to assess student work.

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21ST CENTURY LEARNING
Boost student achievement by teaching 21st century skills.

Getting Started with Project-Based Learning
Quick Reference Guide
John Larmer
This guide gives teachers everything they need to get started with project-based learning, including types of projects, sample entry events for projects, examples of what project-based learning is and what it is not, and tips for engaging students and classroom management.

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E-book | $28.99 | $22.96 | 117004N47

Everyday Problem-Based Learning: Quick Projects to Build Problem-Solving Fluency
Brian Pete and Robin Fogarty
Problem-based learning doesn’t require weeks of study or an end-of-year project. Discover how you can use problem-based learning as a daily approach to helping students learn authentic and relevant content and skills. Engage students in each of the seven steps in the problem-based learning model and help them master the important thinking skills.

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Setting the Standard for Project-Based Learning: A Proven Approach to Rigorous Classroom Instruction
John Larmer, John Mergendoller, and Suzie Boss
Ensure students are engaged in learning, see the relevance of lessons, and develop college and career readiness by using project-based learning (PBL). Using a classroom-tested framework, this book takes you through the steps of planning, implementing, and assessing rigorous PBL that prepares students for high-stakes tests and lifelong learning.

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Digital Portfolios—Advice for Educators
John Larmer, John Mergendoller, and Suzie Boss
Discover a user-friendly, systematic process to help busy teachers and teacher teams review and respond to data in ways that blaze a clear path toward improved learning and teaching. Using the field-tested Data Action Model—refined and simplified through years of teacher feedback—you and your teacher team can use data to identify critical gaps in student learning, collaborate on solutions to close those gaps, and determine the next course of action.

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What Makes a World-Class School and How We Can Get There
James M. Stronge with Xiaokuan Ku
For years, students in the United States have lagged behind students in other countries on international assessments of achievement. In an increasingly globalized world, such a gap is worrisome. Armed with statistics, examples, and cautionary tales, the authors have written a book that can help educators better prepare students and close that gap.

Learning Transformed: 8 Keys to Keying Tomorrow’s Schools, Today
Eric C. Sheninger and Thomas C. Murray
You are always looking for resources on how you can intentionally design tomorrow’s schools so today’s learners are prepared for success. Discover eight keys to a puzzle of transforming the K–12 education system of teaching and learning.

Habits of Mind Animations
The Habits of Mind animations offer educators a revolutionary new tool to help students learn how to persist, manage their impulsivity, listen with understanding and empathy, and strive for accuracy, plus 12 other essential life skills.

Visit homanimations.com/ascd, where you’ll find more information about the Habits of Mind animations, lesson plans, and more.

Four Defining Attributes of Personalized Learning

Students at the Center: Personalized Learning with Habits of Mind
Bena Kallick and Allison Zmuda
Based on their exciting work in the field, Kallick and Zmuda map out a transformative model of personalization that puts students at the center and asks them to employ the set of dispositions for engagement and learning known as the Habits of Mind.