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3. Listen: Identify three sounds you can hear and write them down.
4. Feel: Identify four things you can feel without changing your location (textures, temperatures, objects, etc.) and write them down.
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Supporting Emotional Regulation in the Classroom Quick Reference Guide

Jodi Place
Many disruptive behaviors are the result of dysregulation—when students feel stressed, unheard, or unsafe—and they are not malicious or intentional. In this quick reference guide, Jodi Place uses brain science to explain how student behavior is a form of communication that teachers need to learn how to interpret and respond to in helpful ways.

2021, 3-hole punched, laminated panels, 6 pages

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The Equity and Social Justice Education 50: Critical Questions for Improving Opportunities and Outcomes for Black Students

Baruti K. Kafele
How do you make the distinction between equity as the vehicle versus equity as the goal for each of your students? What measures do you take to ensure that you are growing as a culturally relevant practitioner? In this timely work, Baruti K. Kafele poses important questions on which he suggests you deeply reflect as a teacher of Black students. The Equity and Social Justice Education 50 will help you understand the importance of having an equity mindset when teaching students generally and when teaching Black students in particular.

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The Equity and Social Justice Education 50: Critical Questions for Improving Opportunities and Outcomes for Black Students by Baruti K. Kafele. © 2021 by ASCD. All rights reserved.

While equality as a goal is fine, it should never be the vehicle by which a goal is achieved. Equity must be the vehicle by which equality is achieved. Over the years, countless students, particularly Black students, have suffered as the result of having been subjected to equity environments when an equitable learning experience was required.

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Allison Rodman
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Leadership Change Together: Developing Educator Capacity Within Schools and Systems
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Teacher Teamwork: How do we make it work? (ASCD Arias)
Margaret Searle and Marilyn Swartz

If you want to learn how to build productive teams and intentionally create an environment of professional engagement in your school, this book’s for you. Searle and Swartz show you how to establish guidelines and protocols, resolve conflicts, and build team capacity so that you’ll soon see the benefits that come from high effective teacher teams focused on student results.

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Robert J. Marzano and Michael D. Toth

In an era where teachers are responsible for more than ever, it’s important that our evaluation systems are fair, meaningful, and reliable. This essential book presents a modern framework for teacher evaluation—one that considers multiple measures of teacher performance and student growth and, in turn, encourages educators to develop and improve their own practice.

2013, 288 pages
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Valerie Hill-Jackson, Nicholas D. Hartlapp, and Delia Stafford

The qualities of a “star teacher” are attainable to any educator who has the desire to engage students in deeper learning and create meaningful relationships in the classroom. This crucial book details the seven dispositions star teachers share and how to utilize them within your teaching practice.

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Douglas Fisher, Nancy Frey, and Stefani Aronowitz-Hite

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Components of the FIT Teaching Tool

1. Planning with Purpose
2. Cultivating the Learning Climate
3. Instructing with Intention
4. Assessing with a System
5. Supporting Student Learning
6. Impacting Student Learning

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

Tony Frontier and Paul Mielke

In too many districts, evaluation of teachers ensures competence but fails to encourage and support expertise. In this thought-provoking and groundbreaking book, Tony Frontier and Paul Mielke address this issue head-on, combining the conceptual and the practical by offering a compelling vision of teaching and professional development, and targeted teaching?

2018, 260 pages

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Jim Knight, Aro Hoffman, Michelle Harris, and Sharon Thomas
In schools, every day is “game day.” Every day, you need the best resources and forms of support because your students deserve the best you can offer. An instructional playbook aims to serve as that kind of support: a tool that coaches can use to help teachers match specific learning goals with the right strategies. This book helps instructional coaches create playbooks that produce a common language about high-impact teaching strategies, deepen everyone’s understanding of what instructional coaches do, and, most important, support teachers and students in classrooms.

Unstuck: How Curiosity, Peer Coaching, and Teaming Can Change Your School
Bryan Goodwin, Toris Gibson, Dale Lewis, and Kris Rouleau
Unstuck offers a road map to help leaders like you change your schools from the inside out instead of the top down. Inside-out approaches encourage schools to become more innovative and entrepreneurial while also relying on data to make sure new approaches and ideas are working. Explore this book’s real-life examples, and next steps to help you get from where you are now to where you want to be.

Educational Coaching: A Partnership for Problem Solving
Cathy A. Talv
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Facilitating Teacher Teams and Authentic PLCs: The Human Side of Leading People, Protocols, and Practices
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The eCoaching Continuum for Educators: Using Technology to Enrich Professional Development and Improve Student Outcomes
Marcia Rock
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The Coach Approach to School Leadership: Leading Teachers to Higher Levels of Effectiveness
Jessica Johnson, Shira Leibowitz, and Kathy Perret
As a principal, how can you be a learning leader while fulfilling your evaluative and management duties? You can do it by incorporating instructional coaching techniques as an integral part of serious school improvement. Drawing from the authors’ work with educators across the globe, this thought-provoking book speaks to principals’ unique needs and provides solutions to challenges in every aspect of this complex endeavor. Let this resource help you improve your own practice while helping teachers master high-quality instruction for student success.

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Learn more at [www.ascd.org/video](http://www.ascd.org/video).

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### Building Teacher Capacity Through Reflection: Quick Reference Guide

**Pete Hall and Alisa Simeral**

To be reflective is to be effective. Pete Hall and Alisa Simeral show you how to deepen your thinking and reflect on capacity building as educators to improve your effectiveness in the classroom. The guide’s 32 self-reflection questions will set you on the path to engaging in a predictable pattern of thinking to develop, examine, and refine your thought processes to improve your professional practice and student learning.

2018, 3-hole punched, 3 laminated panels, 6 pages

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2017, 300 pages

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The difference between learning a skill and implementing it effectively resides in our ability to develop, examine, and refine our thought processes to improve our effectiveness in the classroom. Pete Hall and Alisa Simeral explain why your effectiveness in the classroom is directly connected to your ability to self-reflect on your practice and use the reflection process to help you get better at what you do. Take a journey through the reflective cycle and, along the way, arm yourself with the tools you’ll need to purposefully improve your practice.

2015, 175 pages

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### WHAT SELF-REFLECTION IS AND ISN’T

**What it IS**

- The ability to develop, examine, and refine our thought processes, beliefs, and actions around our professional practice
- Building awareness of our emotional patterns (students, content, and pedagogy)
- Planning deliberately and acting with intentionality
- Assessing the impact of our decisions and actions
- Adjusting our course of action based on the feedback we receive from those assessments
- Engaging consistently in a reflection cycle

---

**What it ISN’T**

- A compliance-driven task to be added to our to-do list that includes:
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  - Focusing only on mistakes and flaws.
  - Performing unrewarding exercises that force you to look back and evaluate actions and performance.
  - Asking questions only when you have extra time on your hands.

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### What You Will Learn in Building Teachers’ Capacity Through Reflection: Quick Reference Guide

- Understand the differences between learning a skill and implementing it effectively.
- Determine the current location of all stakeholders on the continuum and use it to ensure that your teachers reach their fullest potential.
- Learn how to determine the current location of all stakeholders on the continuum and use it to ensure that your teachers reach their fullest potential.
- Build a culture of reflective practice in your school.
- Learn how to develop a culture of reflective practice in your school.
- Assess the impact of your performance.
- Assessing the impact of our performance.
- Reflect and refine our thought processes, beliefs, and actions around our professional practice.
- Use the reflection process to help you get better at what you do.
- Engage in a predictable pattern of thinking to develop, examine, and refine your thought processes to improve your professional practice and student learning.
- Engage consistently in a reflection cycle.
- Build awareness of our emotional patterns (students, content, and pedagogy).
- Plan deliberately and act with intentionality.
- Assess the impact of our decisions and actions and adjust our course of action based on the feedback we receive from those assessments.
- Develop a culture of reflective practice in your school.
- Build a culture of reflective practice in your school.
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- Engage in a predictable pattern of thinking to develop, examine, and refine your thought processes to improve your professional practice and student learning.
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