ARKANSAS ideas

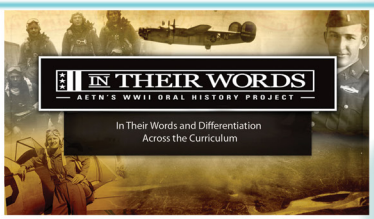
Internet Delivered Education for Arkansas Schools

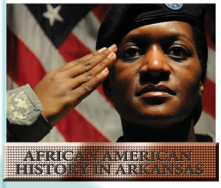
PROFESSIONAL DEVELOPMENT CATALOG 2012-2013

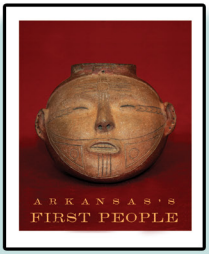
LAST UPDATED:
07-11-2012

ARKANSAS ideas

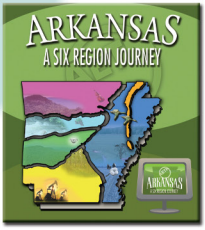
Internet Delivered Education for Arkansas Schools

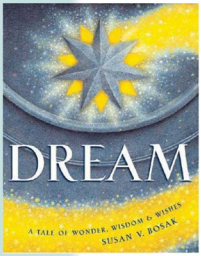






NLINE





AETN

GREAT SEAL OF THE STATE OF ARKANSAS

ARKANSAS DEPARTMENT OF EDUCATION
LEADERSHIP
SUPPORT
SERVICE

ARKANSAS ideas

Internet Delivered Education for Arkansas Schools

Professional Development Catalog

Last Updated: 07-11-2012

ArkansasIDEAS Professional Development Catalog 2012-2013
Copyright © 2012 AETN
Printed in the United States of America

All trademarks or brands in this document are registered by their respective owner.

ArkansasIDEAS
AETN
350 S. Donaghey
Conway, AR 72034
Phone: (800) 488-6689
Email: ideas@aetn.org
Web: www.arkansasideas.org

The information contained in this catalog is for general information purposes only. Although every precaution has been taken in the preparation of this catalog, the publisher and authors assume no responsibility for errors or omissions, or for damages resulting from the use of the information contained herein.

This catalog may be duplicated for educational purposes in Arkansas.

CONTENTS

Letter from the Commissioner of Education vi
Letter from AETN v
What is ArkansasIDEAS? vi
How Do I Use this Catalog? vii
Common Core State Standards 1
English Language Arts 6
English as a Second Language. 23
Fine Arts 25
Foreign Language 35
Health and Wellness 45
Instructional Strategies 49
Leadership and Administration 72
Mathematics. 89
Parental Involvement 101
Science 107
Social Studies 124
Technology. 141
Course Index 176

Arkansas Department of Education

The Arkansas Educational Television Network and the Arkansas Department of Education have partnered to bring you ArkansasIDEAS, an innovative online professional development portal unlike any other in the nation. Arkansas can proudly claim it is the front-runner in providing progressive internet-delivered, high-quality professional development, available anytime, anywhere at no charge to all licensed educators in Arkansas.

ArkansasIDEAS leads the nation in online professional development. I would like to thank our state legislators and the Arkansas Educational Television Network for their support and partnership in this extraordinary accomplishment.

Whether you are an administrator or teacher, you will find something new and valuable in ArkansasIDEAS for your professional growth. Administrators can prescribe professional development to individual teachers or professional learning groups. When our teachers are successful, our students will be successful.

ArkansasIDEAS allows educators access to ADE-approved professional development courses in core subjects, leadership, parental involvement, instructional strategies and a wide variety of teacher resources. ArkansasIDEAS course offerings include the internationally acclaimed ASCD Online, and Teachscape, as well as courses developed from AETN productions.

Arkansas always strives to provide the best educational resources for educators. It is our hope that you will utilize this innovative tool and come to rely on it as a useful, convenient and quality resource.

The offerings listed in this catalog provide a great overview to what is currently available in ArkansasIDEAS. This catalog is available online and contains quick links to courses. If you need assistance or would like to offer suggestions, feel free to contact the help desk at ArkansasIDEAS.org.

Thank you for all that you do for the students in the state of Arkansas.

Sincerely,

Tom W. Kimbrell, Ed.D.
Commissioner of Education

Arkansas Educational Television Network

For more than four decades, AETN has worked with Arkansas's educators to help students realize their utmost potential. Our partnership with the Arkansas Department of Education allows us take this mission one step further.

The state of Arkansas currently requires the highest number of professional development hours in the nation. ArkansasIDEAS helps educators fulfill this challenging task by delivering internationally-renowned professional development courses in a free, online format for all licensed Arkansas educators.

We are confident that ArkansasIDEAS can help you reach your professional development goals and enhance classroom experiences throughout the state.

Allen Weatherly
Executive Director, AETN

What is ArkansasIDEAS?

ArkansasIDEAS is Internet Delivered Education for Arkansas Schools. In 2005, the Arkansas Legislature passed Act 2318 which created a partnership between the Arkansas Educational Television Network (AETN) and the Arkansas Department of Education (ADE) to provide equitable access to high-quality, online professional development for all licensed educators in Arkansas.

Arkansas has the highest requirement of professional development in the U.S. Since 2004, each educator is required to obtain 60 hours of professional development annually. ArkansasIDEAS was created to provide online resources to supplement face-to-face professional development scheduled by districts and schools.

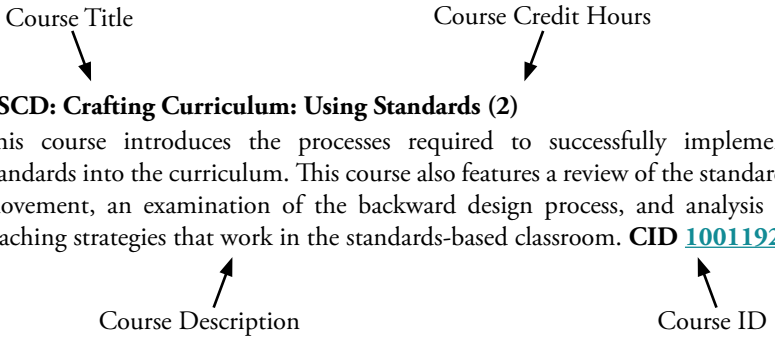
ArkansasIDEAS utilizes cutting-edge technology and offers the only state-wide, online professional development portal for educators in the nation! ArkansasIDEAS is a one-of-a-kind online resource for our state's teachers and administrators that provides Arkansas educators with the highest quality online professional development available in the country. With the addition of online courses from ASCD, Teachscape, Annenberg Media, PBS TeacherLine graduate level courses, and AETN productions, ArkansasIDEAS is unmatched in its excellence and comprehensiveness.

ArkansasIDEAS is a password-controlled portal, giving teachers access to more than 6,000 hours of online professional development credit and includes an extraordinary collection of courses that is constantly growing. Administrators can use the portal to organize professional learning communities and assign specific professional development to individuals or groups within their organizations.

ArkansasIDEAS is provided thanks to the progressive action of the Arkansas State Legislature to improve teacher quality as a means to increase student achievement.

How Do I Use this Catalog?

The courses in this catalog have been organized into "Libraries" (subject areas), just as they are in the ArkansasIDEAS portal. They may then be further grouped into sub-sections or series. Each course will display a title, number of credit hours, description and ID number (shown below).



To find courses quickly, you can use either the table of contents or the full course index in the back of this catalog. Once you have found a course that you would like to take, there are several ways you can access it on the web.

One option is to use the Course Identification Number (CID).

1. Browse to www.arkansasideas.org/catalog
2. If you do not have an account, click the "Create Account" button.
3. If you have an account, enter the CID and Click "Go."
4. This will redirect you the ArkansasIDEAS portal login page.
5. Enter your user ID and password.
6. You will then be taken directly to the course.

Another option is to use the Course Title.

1. Browse to www.arkansasideas.org/portal
2. If you do not have an account, click the "Create Account" button.
3. If you have an account, enter your user ID and password.
4. Click on "My Courses."
5. Enter the course name in the search box and then click "Search".
6. From the search results, click on the course you would like to take.

COMMON CORE STATE STANDARDS

Institutes

ADE: CCSS Institute #1: Arkansas Common Core Strategic Plan (3)
Dr. Laura Bednar and ADE staff present CCSS Institute #1, focusing on the state strategic plan for implementing Common Core State Standards. **CID** 1001717

ADE: CCSS Institute #2: Assessment Literacy (4)
Common Core State Standards (CCSS) Institute #2 features Dr. Gayle Potter, Director of Assessment, and Dr. Chris Barnes, Assistant Director of Assessment with the Arkansas Department of Education. The focus of this professional development program is Assessment Literacy. **CID** 1001769

ADE: CCSS Institute #3: Formative Assessment (2.5)
In CCSS Institute #3, Dr. Gayle Potter, Director of Assessment at the Arkansas Department of Education (ADE), and Dr. Christopher Barnes, Assistant Director of Assessment at ADE reviews the history of formative assessment, explores research surrounding its value, and then heavily focuses on planning for formative assessments within the Common Core State Standards (CCSS) for Mathematics and English Language Arts (ELA). **CID** 1001968

Leadership Series

ADE: CCSS Leadership Series: Diane Sweeney - Student-Centered Coaching and Capacity Building for Instructional Leaders (4.5)
Diane Sweeney will address how focusing coaching on specific goals for student learning can make a positive impact on student achievement and build capacity in districts and schools. Instructional leaders will gain insight into: specific coaching goals focusing on student learning, the critical role of the principal in supporting a student-centered coaching model, a coaching model designed to increase student learning, implementation of student-centered coaching cycles, and the impact of the student-centered coaching cycles. **CID** 1001959

ADE: CCSS Leadership Series: Stephen Barkley - Instructional Coaching: Professional Learning Communities - School Improvement: All With the End in Mind (5)

Stephen Barkley, best-selling author and Executive Vice President of Performance Learning Systems, Inc., addresses how focusing on student learning rather than teaching opens the doors for coaching, facilitating, collaborating, and differentiated instruction. Instructional leaders will gain insight into: structures needed for learning cultures centered on student behaviors, sustaining learning systems that support coaching, teacher practices that generate change in students. Mr. Barkley also addresses the principal's critical role in supporting a learning system using backwards planning to increase student achievement. **CID** 1001789

English Language Arts

ADE: CCSS English Language Arts #1: Disciplinary Literacy Overview (3)

Carol Massey and other Arkansas Colleagues present Disciplinary Literacy Overview. The session will provide an overview of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.Topics covered include: an overview of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects;the role of content teacher in literacy practices; and examining classroom practices. It is recommended that participants have a copy of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects to use while taking this course. **CID** 1001944

ASCD: Common Core and Literacy Strategies: English Language Arts (9.5)

In Common Core and Literacy Strategies: English Language Arts, you'll explore how the Common Core State Standards (CCSS) approach literacy in new and important ways. You will see a new emphasis on critical thinking skills in the area of reading, writing, speaking, and listening. Through video examples, in-depth readings, and downloadable applications, you'll learn practical ways to put CCSS to work in classrooms. **CID** 1001919

ASCD: Common Core and Literacy Strategies: History and Social Studies (10)
In Common Core and Literacy Strategies: History/Social Studies, you'll explore how the Common Core State Standards (CCSS) approach literacy in new and important ways. You will see a strong emphasis on literacy as a means for improving critical thinking skills. You'll discover that the CCSS have unique reading and writing standards for literacy in history/social studies for grades 6-12. Through video examples, in-depth readings, and downloadable applications, you'll learn practical ways to put CCSS to work in your classroom. **CID** 1001918

ASCD: Common Core and Literacy Strategies: Science (10.5)
In Common Core and Literacy Strategies: Science, you'll explore how the Common Core State Standards approach literacy in new and important ways. You will see a new emphasis on critical-thinking skills in the area of reading, writing, speaking, and listening. Through video examples, in-depth readings, and downloadable application activities, you'll learn practical ways to put the standards to work in your classroom. **CID** 1001917

ADE: CCSS ELA #2: Close Reading of Complex Text (4-30-12) (4.5)
This course features Carol Massey and other Arkansas colleagues. Participants will examine close reading of complex texts and the overarching role it plays in the Common Core State Standards. Topics covered include: defining text complexity and the overarching role it plays in the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects; close reading and the demands of complex text on the reader; and high yield questioning strategies for student-use in comprehending complex text. **CID** 1002561

Mathematics

ADE: CCSS Math #1: Standards and Curriculum (2)
This course was filmed and produced by the Arch Ford Educational Coop. This course features Dr. Linda Griffith, Director of the Arkansas Math Project. During this presentation, Dr. Griffith discusses problem types in mathematics curriculum development for grades K-4 and more. Topics covered include: differentiation between Common Core Mathematics Content Standards and Mathematics Curriculum, the role of teacher understanding of problem types (pp. 88-89 of CCSS) in mathematics curriculum development in grades K-4 and extending problem types to middle and high school for continuity in mathematics curriculum. **CID** 1001714

ADE: CCSS Math #2: Standards for Mathematical Practice (3.5)
This course, created by ADE and ArkansasIDEAS, features Dr. Linda Griffith from the University of Central Arkansas and the Director of the Arkansas Math Project. During this presentation, Linda differentiates between Common Core Mathematics Content Standards and Mathematics Curriculum. She explains the use of the Standards for Mathematical Practice as a tool for curriculum integration across the disciplines. The participants also discuss the role of vocabulary development in a high-quality mathematics curriculum. **CID** 1001676

ADE: CCSS Math #3: Transitioning to Common Core State Standards for Mathematics (2-29-12) (2.5)
This course features Dr. Linda Griffith, Director of the Arkansas Math Project. During this presentation, Dr. Griffith and other Arkansas colleagues discuss the implementation of CCSS Mathematics and transition "gaps". Topics covered include: differentiating between Common Core Mathematics Content Standards and Mathematics Curriculum, dealing with implementation and transition "gaps", the role of summer professional development in implementation of the CCSS, the role of PLC (job-embedded PD) in the implementation of the CCSS, and additional resources provided by ADE in support of implementation of the CCSS. The professional development opportunities referenced in this presentation are/were available in the summer of 2012. If you would like more information, please contact your local co-op or STEM center math specialist. **CID** 1001982

ASCD: Common Core and Mathematics: Grades K-5 (7)
In the Common Core and Mathematics: Grades K–5, you will explore the Common Core State Standards for Mathematics (CCSSM). This course will provide information on the background of the new standards as well as details on the standards for content and the standards for practice. Additionally, the course covers the six domains for grades K–5 including strategies, ideas for assessment, and common misconceptions. By the end of this course, you will have an understanding of these topics, along with some ideas and tools on how to implement the CCSSM in your classroom. **CID** 101920

ASCD: Common Core and Mathematics: Grades 6-8 (6)
In Common Core and Mathematics: Grades 6–8, you will explore the Common Core Standards for Mathematics (CCSSM). This course will provide information about the background of the new standards as well as details on the standards for content and the standards for practice. Additionally, the course covers the six domains for grades 6–8, including strategies, ideas for assessment, and common misconceptions.By the end of this course, you will have an understanding of these topics, along with some ideas and tools on how to implement the CCSSM in your classroom. **CID 1001921**

ASCD: Common Core and Mathematics: Grades 9-12 (5.5)
Welcome to Common Core and Mathematics: Grades 9–12. In this course, you will not only learn what the Common Core State Standards for Mathematics (CCSSM) are, but you will also go beyond these basics to take a detailed looked look at the standards for content and for practice. You will investigate each of the six conceptual categories and review relevant strategies, tools, and resources. By the end of this course, you will have an understanding of these topics, along with some ideas and tools on how to implement the CCSSM in your classroom. **CID 1001922**

ENGLISH LANGUAGE ARTS

English Language Arts - P-3

Annenberg Media: Teaching Reading Workshop: Creating a Literate Community (1.5)
In this video, Dr. Jeanne R. Paratore presents three research-based principles for creating an effective literacy environment: accessible materials, purposeful room and wall displays of print materials, and classroom routines that promote reading and writing. Following the lecture, workshop participants watch two sets of classroom excerpts illustrating routines and physical arrangements that advance children's reading, writing, and oral language skills. Workshop participants discuss these classroom excerpts in relation to their own classrooms and teaching practices. **CID 1000245**

Annenberg Media: Teaching Reading Workshop: Word Study and Fluency (1.5)
This session examines word study and explicit fluency instruction in the primary grades. Dr. Jeanne R. Paratore's lecture reviews the four foundational elements of emergent literacy, the principles of phonics instruction, and the development of accuracy and fluency. The workshop participants then watch a set of classroom excerpts that illustrate Dr. Paratore's lecture. In the final activity, workshop participants analyze a phonics lesson in terms of the research presented in her lecture. The ensuing discussion highlights the controversies around effective phonics instruction. **CID 1000247**

Annenberg Media: Teaching Reading Workshop: Comprehension and Response (1.5)
The video for this session examines comprehension and response to literature in grades K-2. In her lecture, Dr. Jeanne R. Paratore reviews the essential comprehension strategies of proficient readers, and the explicit and strategic instruction that promotes these strategies. The workshop participants then watch and discuss a set of classroom excerpts that illustrate these concepts. Following their discussion, they work in grade-level groups to develop a comprehension strategy lesson plan. **CID 1000248**

Annenberg Media: Teaching Reading Workshop: Teaching Writing as a Process (1.5)
This session examines how to teach writing as a process. Dr. Jeanne R. Paratore begins her lecture by distinguishing between the different forms of writing and the various purposes for writing. She reviews the stages of the writing process and outlines the classroom practices that develop students' writing. The workshop participants then watch and discuss two sets of classroom excerpts showing writing instruction in grades K-2. Following their discussion, they analyze their own instructional practices for teaching and managing their writing programs. **CID** 1000249

Annenberg Media: Teaching Reading Workshop: Differentiating Instruction (1.5)
In the video, Dr. Jeanne R. Paratore presents research-based principles that support the use of a flexible grouping model for literacy instruction. She reviews basic formats for flexible grouping, and applies the research to effective teaching practices and routines that advance all students' reading development. The workshop participants watch classroom excerpts illustrating instruction in different grouping formats. They then relate the classroom practices to their own teaching. **CID** 1000250

Annenberg Media: Teaching Reading Workshop: Using Assessment To Guide Instruction (1.5)
This session examines assessment practices that measure student performance and progress, and inform instructional decisions. In her lecture, Dr. Jeanne R. Paratore reviews the principles of classroom-based assessment and engages the workshop participants in a discussion of their own assessment practices. The participants then watch and discuss a set of classroom excerpts illustrating Dr. Paratore's lecture. In the final activity, workshop participants assess a first-grader's reading and writing samples. **CID** 1000251

Annenberg Media: Teaching Reading Workshop: Connecting School and Home - Parental Involvement (1.5)
The video for this session examines the research and related practices for building positive home-school connections. Dr. Paratore presents research on how language, culture, and socioeconomics influence the different ways parents use literacy at home. After the lecture, workshop participants discuss their experiences in promoting parent involvement. They then watch and discuss classroom excerpts illustrating ways to connect school and home literacy. **CID** 1000252

English Language Arts - 4-8

Annenberg Media: Write in the Middle: Creating a Community of Writers (1.5)
Workshop 1 explores the components of a community of writers and what teachers can do to create and foster such a community. After a brief introduction to the goals of all eight workshop sessions, middle school teacher and writing expert Linda Rief and several of the teachers whose classrooms are featured in Write in the Middle share strategies they use to build a safe writing environment. In separate extended classroom segments, Velvet McReynolds, a seventh-grade teacher from Hoover, Alabama, demonstrates two community-building strategies. During a third extended classroom segment, fifth-grade teacher Jack Wilde demonstrates one of his daily routines: the read-aloud. Workshop 1 also examines how room arrangements can encourage written and spoken communication and how sharing their writing helps students become part of the writing community. **CID 1000172**

Annenberg Media: Write in the Middle: Making Writing Meaningful (1.5)
Workshop 2 demonstrates how teachers use authentic sources and topics to prompt students to write about things that matter to them, subjects that relate to their lives, relationships, and communities. The topic may be the students themselves-their feelings, emotions, reactions-or it may involve outside forces that have an impact on their lives. Six teachers appear in the video: Jenny Beasley, a sixth-grade teacher from Somerset, Kentucky; Vivian Johnson, an eighth-grade teacher from Elizabethton, Tennessee; Mary Cathryn Ricker, a seventh-grade teacher from St. Paul, Minnesota; and three California educators: seventh-grade teacher Allen Teng and eighth-grade teacher Gloria Hamilton, both from Los Angeles, and Damond Moodie, who teaches seventh grade in Oakland. The teachers use a variety of subjects and approaches to help their students connect to writing: current events, popular music, literature, community issues, social interactions, and self-exploration. In addition to classroom segments that explore these approaches, the video also features teacher discussions about student engagement and excerpts from an interview with Linda Rief, the author of Seeking Diversity: Language Arts With Adolescents. **CID 1000173**

Annenberg Media: Write in the Middle: Teaching Poetry (1.5)
Workshop 3 follows two master teachers - Vivian Johnson, who teaches eighth grade and Jack Wilde, a fifth-grade teacher- help their students develop as readers and writers of poetry. The workshop begins midway through Vivian Johnson's five-week poetry unit as she introduces a lesson on line breaks to her students. Jack Wilde is using a published poem to teach his fifth-grade students about writing poetry. After the students read and analyze the poem, Jack gives them a topic and has them practice writing stanzas modeled on the exemplar to combine into a class poem. The workshop also features excerpts from a conversation between Jack and Vivian and from an interview with Tom Romano, author of Clearing the Way: Working with Teenage Writers. **CID** 1000174

Annenberg Media: Write in the Middle: Teaching Persuasive Writing (1.5)
Workshop 4 features the classrooms of two teachers: sixth-grade language arts teacher Jenny Beasley and fifth-grade teacher Jack Wilde. Both are teaching units on persuasive writing that allow students to write about topics that matter to them-topics drawn from their experiences within their own communities. **CID** 1000175

Annenberg Media: Write in the Middle: Teaching Multigenre Writing (1.5)
Workshop 5 centers on multigenre writing, an eclectic approach to writing instruction that offers students a wide range of options for expressing ideas and communicating knowledge. **CID** 1000176

Annenberg Media: Write in the Middle: Responding to Writing: Teacher to Student (1.5)
Workshop 6 focuses on how to make student-teacher conferences as effective as possible. It shows that teachers need to be intentional in their planning and practice. At the same time, they must balance the benefits of conferencing with the challenges of fitting it into their busy classroom schedules. **CID** 1000177

Annenberg Media: Write in the Middle: Responding to Writing: Peer to Peer (1.5)
Workshop 7 explores how peer responses provide a tremendous learning opportunity for young writers. These interactions help students with topic generation and idea development, increase their confidence about sharing their work, force them to look more objectively at their own writing, give them valuable feedback for possible revisions, and allow them to learn from the writing successes and challenges of their peers. Peer response also helps students learn how to give constructive feedback to others, an important life skill. **CID** 1000178

Annenberg Media: Write in the Middle: Teaching the Power of Revision (1.5)
Workshop 8 takes viewers into the classrooms of three language arts teachers-Velvet McReynolds, Mary Cathryn Ricker, and Jack Wilde-as their students tackle the ongoing task of revision. **CID** 1000179

Annenberg Media: Conversations in Literature: Responding as Readers (2)
In this workshop, you will meet the readers in this workshop series - including Dr. Langer - through their varied literary backgrounds. Dr. Langer also introduces the major concepts of her work in understanding the processes through which effective readers interact with literary texts. **CID** 1000544

Annenberg Media: Conversations in Literature: Envisioning (3)
Dr. Langer presents a clear explanation of the four vantage points that effective readers take as they work to build their own envisionments and the research process through which she identified them. She explains how each stance - being outside and stepping into an envisionment, being in and moving through an envisionment, stepping out and rethinking what one knows, and stepping out and objectifying the experience - contributes to a constantly-evolving understanding of the text that is the hallmark of a successful reading experience. The community of readers demonstrates these stances as they discuss Gary Soto's poem "Oranges." **CID** 1000545

Annenberg Media: Conversations in Literature: Stepping In (2)
In this workshop program, you will join readers who are outside of the text and stepping into it. While looking at James Dickey's "The Lifeguard" and Frank O'Connor's "First Confession," the group talks about the impressions, intuitions, and hunches that help them gather information as they first start to read. They also talk through sticking points when the information they encounter in the text breaks apart their envisionments, and demonstrate how they work to rebuild them, sometimes with the help of other readers. **CID** 1000546

Annenberg Media: Conversations in Literature: Moving Through (3)
When readers are in and moving through a text, they interact very closely with the text, actually living within the world of its words. During this workshop, you will watch as readers weave a rich envisionment within the text, calling on all they have known or experienced before. The group works with two texts, Cathy Song's poem "Lost Sister" and Stephen Dixon's short story "All Gone," building on their initial impressions to examine motives, feelings, causes, interrelationships, and interactions as they create a more complete envisionment of these texts. Dr. Langer's comments during this workshop point to the diverse paths readers follow when they stand in this relationship to a text, and explain why their actions are an important part of the effective reader's arsenal. **CID** 1000547

Annenberg Media: Conversations in Literature: Rethinking (2)
The community of readers demonstrates another important vantage point in which competent readers adopt: that of stepping outside the text and using what they find there to rethink their lives. You will observe them as they discuss Shakespeare's *Hamlet*, looking at the various parts of the text that talk about familial relationships, and learn about the places in their lives where these themes resonate and the ways it has made them rethink what they have known, said, or did. Dr. Langer stresses that, while not all texts speak explicitly to readers in this way, seeking to find the places where their life intersects with the lessons of literature is important for all readers. **CID** 1000548

Annenberg Media: Conversations in Literature: Objectifying the Text (2)
This workshop showcases the reader as critic. Here, you will become part of the discussions that evolve as the readers look at Alice Walker's "Revolutionary Petunias" and Langston Hughes' "Theme for English B." The readers examine the author's craft, the structure of the text and its various literary elements, and choice of language in order to evaluate both works as pieces of literature. They also objectify and analyze their personal journeys through the texts. Dr. Langer encourages teachers of readers by pointing out how the techniques readers used here can be explored in their classrooms. **CID 1000549**

Annenberg Media: Conversations in Literature: The Stances in Action (3)
In order to show how readers move into and out of each of the stances as they build their envisionments, this workshop focuses on two extended discussions among the groups of readers. Individually and collectively, they enter and become immersed in their reading, step back and reflect on its lessons, and look at the piece as literary critics would. This workshop session can serve as your virtual workbook, helping you hone your understandings of the stances and how they contribute to rich and vital envisionments. **CID 1000550**

Annenberg Media: Conversations in Literature: Returning to the Classroom (3)
In the concluding workshop session, you will observe the readers in this community talk about the ways in which Dr. Langer's work - and their own expertise as readers - can truly affect the language arts classroom. In addition to sharing in their stories of successes, you will also eavesdrop on classrooms throughout the country to see how teachers are encouraging their students to become rich envisionment builders. **CID 1000551**

English Language Arts - 9-12

Annenberg Media: Developing Writers - First Steps (2)
In this introductory session, master teachers will discuss principles of writing instruction, and how they instruct students to write both formally and informally. You will see the teachers in their classrooms, where you can observe how they work with their students, and how they tie their lessons to local, state, and national standards. By developing a clear understanding of what needs to be accomplished, these teachers are able to anticipate developing needs and to plan productive instruction throughout the school year. **CID 1000384**

Annenberg Media: Developing Writers - A Shared Path (3)
This course explores the benefits and uses of creating a writing community within the classroom. Many professional writers are members of groups that discuss writing and share their works-in-process in order to benefit from peer feedback. Classroom writing communities have similar goals to help students learn how to respond to one another's work and how to benefit from the feedback provided by an expanded audience. Teachers in such classrooms often write when their students do and occasionally share their work and their struggles with their students. **CID** 1000385

Annenberg Media: Developing Writers - Different Audiences (2)
This session suggests ways in which teachers can help students develop an awareness of diverse audiences and appropriate strategies for meeting audience expectations. Writing for personal purposes whether to record life experiences, explore thoughts and feelings about a subject, or assimilate new information and concepts, comes easily to most students because they do not have to consider the intellectual needs of anyone other than themselves. However, learning to consider the audience or the intended reader of a piece of writing is central to every writer's broader development. Much school-based writing is aimed toward teacher-as-examiner, and students have to meet the various requirements and expectations of a number of different teachers. Beyond school, the range of audiences expands greatly to include family, friends, employers, and perhaps even a general public readership all of which place different demands on writers. **CID** 1000386

Annenberg Media: Developing Writers - Different Purposes (2)
"Form follows function" is a common adage among writing teachers as they encourage students to consider what they want their writing to accomplish. Students are encouraged to choose the genre and the appropriate level of formality to meet their goals. This session focuses on teaching students useful guidelines to apply when making these choices and it shows how mixing styles or genres can be effective and useful in various circumstances. **CID** 1000387

Annenberg Media: Developing Writers - Usage and Mechanics (3)
Spelling counts. We have probably all had experiences where a well-crafted argument was rejected because of mechanical errors. What are the most effective ways to teach students the accepted conventions of formal written English? What does research teach us about direct grammar instruction and its transfer to student writing? This session explores and demonstrates ways teachers have learned to help students produce clear, mechanically sound writing by addressing issues of usage in the context of the students' own writing. **CID** 1000388

Annenberg Media: Developing Writers - Providing Feedback on Student Writing (2)
The title of this session refers to the peer responses that support student writers in writing classrooms, to the instructional and evaluative feedback students receive from teachers, and to the student self-evaluations that help teachers assess and revise instruction to meet developing student needs. Peer review, portfolio assessment, rubrics and ways of managing the paper load in writing classrooms are all addressed in this workshop. **CID 1000389**

Annenberg Media: Developing Writers - Learning from Professional Writers (2)
What does it mean to "read like a writer"? What can the voices and the experiences of published writers teach us as we turn to our own work? In this session, noted authors including Amy Tan, Ruthanne Lum McCunn, Maxine Hong Kingston, Rafael Jesus Gonzalez, and Margo Jefferson discuss their art and their craft. Additionally, you will see master teachers help students approach published writing in a spirit of personal inquiry, and are eager to discover organizational and stylistic strategies that they might experiment with in their own work. **CID 1000390**

Annenberg Media: Developing Writers - Writing in the 21st Century (2)
How we write and how we teach writing has changed radically in the past 20 years. Word processors, email, instant messaging, websites, blogs, and 'zines, as well as digital technologies such as sampling and digital video and photography provide opportunities and challenges as we sort through useful and viable ways to incorporate them into our writing instruction. This session presents ways teachers have integrated these types of technologies into their classrooms, along with their successes and difficulties in the process. **CID 1000391**

Annenberg Media: Conversations in Literature: Responding as Readers (2)
In this workshop, you will meet the readers in this workshop series - including Dr. Langer - through their varied literary backgrounds. Dr. Langer also introduces the major concepts of her work in understanding the processes through which effective readers interact with literary texts. **CID 1000544**

Annenberg Media: Conversations in Literature: Envisioning (3)
Dr. Langer presents a clear explanation of the four vantage points that effective readers take as they work to build their own envisionments and the research process through which she identified them. She explains how each stance - being outside and stepping into an envisionment, being in and moving through an envisionment, stepping out and rethinking what one knows, and stepping out and objectifying the experience - contributes to a constantly-evolving understanding of the text that is the hallmark of a successful reading experience. The community of readers demonstrates these stances as they discuss Gary Soto's poem "Oranges." **CID** 1000545

Annenberg Media: Conversations in Literature: Stepping In (2)
In this workshop program, you will join readers who are outside of the text and stepping into it. While looking at James Dickey's "The Lifeguard" and Frank O'Connor's "First Confession," the group talks about the impressions, intuitions, and hunches that help them gather information as they first start to read. They also talk through sticking points when the information they encounter in the text breaks apart their envisionments, and demonstrate how they work to rebuild them, sometimes with the help of other readers. **CID** 1000546

Annenberg Media: Conversations in Literature: Moving Through (3)
When readers are in and moving through a text, they interact very closely with the text, actually living within the world of its words. During this workshop, you will watch as readers weave a rich envisionment within the text, calling on all they have known or experienced before. The group works with two texts, Cathy Song's poem "Lost Sister" and Stephen Dixon's short story "All Gone," building on their initial impressions to examine motives, feelings, causes, interrelationships, and interactions as they create a more complete envisionment of these texts. Dr. Langer's comments during this workshop point to the diverse paths readers follow when they stand in this relationship to a text, and explain why their actions are an important part of the effective reader's arsenal. **CID** 1000547

Annenberg Media: Conversations in Literature: Rethinking (2)
The community of readers demonstrates another important vantage point in which competent readers adopt: that of stepping outside the text and using what they find there to rethink their lives. You will observe them as they discuss Shakespeare's *Hamlet*, looking at the various parts of the text that talk about familial relationships, and learn about the places in their lives where these themes resonate and the ways it has made them rethink what they have known, said, or did. Dr. Langer stresses that, while not all texts speak explicitly to readers in this way, seeking to find the places where their life intersects with the lessons of literature is important for all readers. **CID 1000548**

Annenberg Media: Conversations in Literature: Objectifying the Text (2)
This workshop showcases the reader as critic. Here, you will become part of the discussions that evolve as the readers look at Alice Walker's "Revolutionary Petunias" and Langston Hughes' "Theme for English B." The readers examine the author's craft, the structure of the text and its various literary elements, and choice of language in order to evaluate both works as pieces of literature. They also objectify and analyze their personal journeys through the texts. Dr. Langer encourages teachers of readers by pointing out how the techniques readers used here can be explored in their classrooms. **CID 1000549**

Annenberg Media: Conversations in Literature: The Stances in Action (3)
In order to show how readers move into and out of each of the stances as they build their envisionments, this workshop focuses on two extended discussions among the groups of readers. Individually and collectively, they enter and become immersed in their reading, step back and reflect on its lessons, and look at the piece as literary critics would. This workshop session can serve as your virtual workbook, helping you hone your understandings of the stances and how they contribute to rich and vital envisionments. **CID 1000550**

Annenberg Media: Conversations in Literature: Returning to the Classroom (3)
In the concluding workshop session, you will observe the readers in this community talk about the ways in which Dr. Langer's work - and their own expertise as readers - can truly affect the language arts classroom. In addition to sharing in their stories of successes, you will also eavesdrop on classrooms throughout the country to see how teachers are encouraging their students to become rich envisionment builders. **CID 1000551**

Annenberg Media: In Search of the Novel: Workshop 1 - Who Owns the Novel? (1)
This workshop probes the living nature of the novel by illustrating how each reader makes a novel his or her own. It shows that the interpretation of a novel changes, depending upon the reader's culture, class, generation, sex, and personality. This course contains periods of built-in work time for discussion and reflection. Please pause your video player as needed. **CID 1001563**

Annenberg Media: In Search of the Novel: Workshop 2 - What's the Story? (1)
This workshop explores how an author spins a story and why it is the most important aspect of the novel. In the program, participants examine the importance of the hook, and the "why" behind the events. They also consider various ways into difficult novels.This course contains periods of built-in work time for discussion and reflection. Please pause your video player as needed. **CID 1001564**

Annenberg Media: In Search of the Novel: Workshop 3 - Are Novels Real? (1)
Characters, their motivations, their stories, and the times and places should bear some likeness to reality. Or should they? This program explores how novels connect with the reader. In the video, teachers, students, and novelists probe the origins of stories. This course contains periods of built-in work time for discussion and reflection. Please pause your video player as needed. **CID 1001565**

Annenberg Media: In Search of the Novel: Workshop 4 - Where do Novels Come From? (1)
This program explores the genesis of characters, plot, themes, and interpretation from the novelist's point of view. Participants examine the relationship between the novel and the objective reality from which it may spring.This course contains periods of built-in work time for discussion and reflection. Please pause your video player as needed. **CID 1001566**

Annenberg Media: In Search of the Novel: Workshop 5 - Why Do I Have To Read This Book?(1)
The workshop's 10 novels are examined to see why they appear on recommended reading lists and why they have earned numerous awards. The program looks at the essential elements of good writing and storytelling and explores positive reasons for reading. It also examines ways in which novels are challenged by students and communities. This course contains periods of built-in work time for discussion and reflection. Please pause your video player as needed. **CID** 1001567

Annenberg Media: In Search of the Novel: Workshop 6 - What's in It for Me? (1)
A novel can transport readers to other places and times, real or imaginary, allowing the readers to meet people and experience life in many different ways. In this program, teachers explore ways to help students respond to novels on deeply personal levels. This course contains periods of built-in work time for discussion and reflection. Please pause your video player as needed. **CID** 1001568

Annenberg Media: In Search of the Novel: Workshop 7 - Who Am I in This Story? (1)
A reader can take on a number of roles in a novel: the protagonist, the narrator, the author, or another character. In this program, students and novelists examine the complex ways readers may identify with characters in a novel. This course contains periods of built-in work time for discussion and reflection. Please pause your video player as needed. **CID** 1001569

Annenberg Media: In Search of the Novel: Workshop 8 - Am I Getting Through? (1)
In this summary, teachers examine their effectiveness in helping students comprehend and appreciate novels and become lifelong readers. Teachers also discuss and demonstrate strategies for evaluation. This course contains periods of built-in work time for discussion and reflection. Please pause your video player as needed. **CID** 1001570

English Language Arts - K-12

ASCD: Literacy Strategies: Secondary Reading Program (2.5)
This course is designed as a literacy road map to guide educators at the secondary level on the important journey toward 100 percent literacy for all students. It presents research and suggestions for implementing and sustaining change in a school's infrastructure and instructional programs. Participants will consider characteristics of effective literacy leadership, explore literacy strategies in content-area instruction, and consider the connection between ongoing professional development and literacy improvement. **CID 1001212**

ASCD: Literacy Strategies: Improving Comprehension (2)
This course introduces teachers to strategies that they can use to help struggling readers. The course also gives teachers an opportunity to synthesize what they learn and create a program that will assist them in helping their struggling readers. Learn ways to address reading difficulties, explore instructional strategies that improve comprehension, and see different models of sustained silent reading. **CID 1001213**

ASCD: Literacy Strategies: Language Arts and English (1.5)
This course explains why it's important for every teacher to become involved in teaching students how to read, write, and comprehend the subject matter being presented to them, with a focus on strategies for teaching language arts and English. Participants will also explore the common misperception that a lack of reading skills is the root of failure in content-area courses. **CID 1001214**

ASCD: Literacy Strategies: Phonemic Awareness and Vocabulary Building (2)
This course will share strategies that have been effective in helping students learn to read. Participants will define phonemic awareness and phonics, explore strategies that help K12 students, and learn about the importance of early identification. **CID 1001216**

ASCD: Literacy Strategies: Special Needs (1.5)
This course explains why it's important for every teacher to become involved in teaching students how to read, write, and comprehend the subject matter being presented to them, with a focus on strategies for teaching special needs. Participants will also explore the common misperception that a lack of reading skills is the root of failure in content-area courses. **CID 1001219**

ASCD: Six Research-Based Literacy Approaches for the Elementary Classroom (2)
This course provides participants with six research-based components of a balanced literacy program that any elementary teacher can use to build literacy skills and increase content knowledge. Participants will learn to integrate the six research-based components into their literacy instruction. Specifically, participants will learn how to demonstrate skills students can imitate by reading aloud to them; use shared reading to teach and model strategic reading; and use guided reading to individualize and differentiate instruction, build fluency, and reinforce strategic reading in a wide range of text difficulties. **CID 1001232**

ASCD: Literacy Strategies for Learning (2.5)
This course will help participants understand why it's important for every teacher to become involved in teaching students how to read, write, and comprehend the subject matter being presented to them and provide teaching strategies in the content areas. Participants will consider the rationale for building literacy skills and learn several strategies relevant to different content areas. **CID 1001211**

Annenberg Media: Inside Writing Communities: Grades 3-5: Workshop 1: Building a Community of Writers (1.5)
This workshop explores how to establish successful classroom writing communities. It features commentary from experts on teaching writing at the elementary level as well as classroom illustrations highlighting the practices of several teachers. **CID 1001056**

Annenberg Media: Inside Writing Communities: Grades 3-5: Workshop 2: Reasons for Writing (1)
In this workshop participants will explore practices that motivate students to write and help them develop into independent, motivated writers. These effective practices include allowing students to make their own choices about their writing, helping them keep a writer's notebook in which to record their thoughts and draw inspiration, and providing opportunities for students to write for authentic audiences. **CID 1001094**

Annenberg Media: Inside Writing Communities: Grades 3-5: Workshop 3: Reading Like a Writer (1)
In this workshop, you will learn how to use "touchstone" and "mentor" texts to teach students new writing techniques. By watching classroom examples, you will also see how teachers immerse students in literary genres and use engaging texts to set the stage for writing. **CID 1001266**

Annenberg Media: Inside Writing Communities: Grades 3-5: Workshop 4: Teaching the Writing Craft (1.5)
In this workshop, participants will explore the role of whole-class instruction in the writing workshop and how lessons on particular writing skills can unfold over multiple days. **CID 1001268**

Annenberg Media: Inside Writing Communities: Grades 3-5: Workshop 5: Conversations with Student Writers (1.5)
All teachers understand the value of responding personally to student work. But how do teachers use that feedback to help students improve their writing? In this workshop, participants will examine the practical issues of planning and conducting writing conferences, and also see classroom examples of formal and informal writing conferences. **CID 1001268**

Annenberg Media: Inside Writing Communities: Grades 3-5: Workshop 6: Conversations Among Writing Peers (1.5)
How can peer conferencing help students in grades 3-5 become better writers? In this workshop, participants will examine the various forms peer response might take in a writing workshop, the importance of an authentic audience for written work, and how peer conferencing can enhance writing skills in grades 3-5. This course also explores teaching strategies for structuring peer conferences and helping students respond to each other appropriately and meaningfully. **CID 1001269**

Annenberg Media: Inside Writing Communities: Grades 3-5: Workshop 7: Learning to Revise (1.5)
In this workshop, participants will discover why students in the middle grades can be reluctant to revise, how to help students better understand the purpose of revision, and how to teach revision strategies students can use. **CID 1001270**

Annenberg Media: Inside Writing Communities: Grades 3-5: Workshop 8: Writing Across the Curriculum (1.5)
Writing throughout the day gives students opportunities to practice the craft they learn during a writing workshop and exposes them to the authentic writing of multiple disciplines. This workshop — focused on practices that integrate writing into all areas of the curriculum — illustrates that writing can take many forms and serve many purposes. **CID 1001271**

ENGLISH AS A SECOND LANGUAGE

ASCD: English Language Learners in the Mainstream (2.5)
This course aims to prepare teachers to work more effectively with English language learners in mainstream classes. Among other goals, participants will learn how demographic changes affect schools, the importance of culture when teaching ELL students, and supportive strategies that can be implemented in any classroom. **CID** 1001203

ASCD: Content-Based Instruction for English Language Learners, 2nd Edition (21)
This course will provide you with an understanding of the main characteristics and types of content-based instruction. It will guide you through ways of balancing the dual focus on language and content, as well as introduce you to a helpful framework for designing content-based courses and lessons. This practical course examines several useful activity types and considers how to integrate listening, speaking, reading, and writing in content-based instruction for students at different proficiency levels. **CID** 1001686

Annenberg Media: Teaching Reading Workshop: Supporting the English Language Learner (1.5)
In this video, Dr. Mileidis Gort presents research-based principles that support English Language Learners' literacy and language development. She describes the characteristics of beginning and intermediate second-language learners, and then presents instructional practices that best meet their needs. Workshop participants then watch classroom excerpts illustrating teaching practices that support English Language Learners in their beginning literacy development. They later develop a lesson plan to promote understanding and appreciation of selected texts. **CID** 1000246

COI: Practical Guidelines for the Education of English Language Learners (ELL): Book 2 - Adolescent Newcomers (2)
ELL adolescent newcomers to the United States have a relatively short period of time in which to simultaneously develop academic language skills and master grade-level content. Districts and schools need research-based strategies to support middle school and high school students in this rapid adjustment to the United States education system. This course was funded by the U.S. Department of Education through grants provided to the Center On Instruction and Mc3. **CID** 1002030

FINE ARTS

Annenberg Media: The Art of Teaching the Arts: A Workshop for High School Teachers - Workshop 1: Principles of Artful Teaching (1.5)
The program opens with teachers sharing passionate insights about why they teach the arts to young people. Then, short classroom segments illustrate how arts teachers employ seven "principles of artful teaching" to meet the needs and imaginations of their students. Participants explore how these principles can affect their own teaching. Subsequent sessions will examine each principle in depth, with examples from dance, music, theatre, and visual art. **CID 1000275**

Annenberg Media: The Art of Teaching the Arts: A Workshop for High School Teachers - Workshop 2: Developing Students as Artists (1.5)
In this session, participants explore how arts teachers help students develop knowledge and fundamental skills while weaving in opportunities for creativity and independence. In the video program, a dance teacher gives senior students leadership responsibilities and coaches them in their choreography projects. Then a theatre teacher mentors stagecraft students who are responsible for the technical aspects of a dance concert. In an intermediate visual arts course, a teacher builds on students' prior learning in a foundation course. Finally, a vocal music teacher works with two classes: students learning to read music, and an advanced jazz ensemble. **CID 1000276**

Annenberg Media: The Art of Teaching the Arts: A Workshop for High School Teachers - Workshop 3: Addressing the Diverse Needs of Students (1.5)
Arts teachers are aware of and respond to the many differences they find among their students. In this program, participants meet a visiting theatre artist who takes advantage of the different backgrounds and learning styles of ninth-graders to help them understand and embrace the playwriting process. A visual arts teacher brings together honors art students and students with disabilities, so they can learn from each other. As a music teacher works with different classes, she addresses needs common to all students. Finally, in a movement class for non-dance majors, teachers help students explore human anatomy. **CID 1000277**

Annenberg Media: The Art of Teaching the Arts: A Workshop for High School Teachers - Workshop 4: Choosing Instructional Approaches (1.5)
Arts teachers take on a variety of roles and use many different instructional techniques as they engage with their students. Teachers can be instructors, mentors, directors, coaches, artists, performers, collaborators, facilitators, critics, audience members. In this program, participants follow a vocal music teacher as she takes on different roles in order to encourage students to find creative solutions to artistic challenges. Next, an acting teacher becomes a facilitator as his students report on research about theatre history. Then a visual arts teacher guides her students in a drawing assignment, varying her approach based on the students' individual needs. Finally, two dance teachers engage students in critical analysis of a painting, as a way to encourage expression with words as well as movement. **CID** 1000278

Annenberg Media: The Art of Teaching the Arts: A Workshop for High School Teachers - Workshop 5: Creating Rich Learning Environments (1.5)
Arts teachers create a safe environment where students feel free to express their thoughts and feelings, and to take creative risks. In this program, participants meet an Acting I teacher who helps students let go of their inhibitions, and an Acting II teacher who encourages students to take creative risks as they interpret monologues. In dance class, a teacher asks students to work closely in pairs so they can study subtle aspects of movement technique. In a visual arts department, the teachers work together to create a community that gives students multiple outlets for artistic learning. Finally, a music teacher builds his students' confidence and skills as they learn the basics of improvisational singing. **CID** 1000279

Annenberg Media: The Art of Teaching the Arts: A Workshop for High School Teachers - Workshop 6: Fostering Genuine Communication (1.5)
Arts teachers communicate with students, and students communicate with each other, in respectful ways that encourage communication of original ideas through the arts. In this program, participants meet a dance teacher whose students draw choreographic inspiration from poetry and sign language. A visual arts teacher gives her commercial art class an assignment that enables them to communicate a concrete idea through several visual media. A theatre teacher encourages student interaction around the dramatization and staging of fables. Finally, a vocal music teacher asks her students to use "descriptive praise" to critique the performance of a fellow singer. **CID** 1000280

Annenberg Media: The Art of Teaching the Arts: A Workshop for High School Teachers - Workshop 7: Making the Most of Community Resources (1.5)
Arts teachers develop relationships with community members and organizations by bringing artists into the classroom, taking students beyond school walls, and asking students to draw inspiration from the voices of their community. In this program, participants see a guest choreographer who challenges students with her working style and expectations. A visiting theatre artist helps playwriting students develop monologues based on interviews with people in the neighborhood. A visual arts teacher and her students work with community members to create a sculpture garden in an empty courtyard at their school, drawing inspiration from a nearby sculpture park. A band teacher invites alumni and local professional musicians to sit in with her classes, giving students strong musical role models. **CID 1000281**

Annenberg Media: The Art of Teaching the Arts: A Workshop for High School Teachers - Workshop 8: Nurturing Independent Thinkers (1.5)
Arts teachers use formal and informal strategies to assess their students' progress, and to modify their own teaching practice. In this program, participants meet a vocal music teacher who splits his choir into groups that give each other feedback; he also has students tape record themselves during rehearsal, so he can judge their individual progress. A dance teacher critiques original choreography by a student and asks the student's peers to participate in the process; this feedback helps the choreographer deepen the impact of her work. Next, theatre teachers give an in-depth critique to a student, and then ask him for feedback on their teaching. Finally, a visual arts teacher helps students develop their observation and analysis skills throughout their high school careers, so that they learn to be their own best critics. **CID 1000282**

Annenberg Media: The Arts in Every Classroom - Workshop 1: What is Art? (2)
Learner Teams and students investigate the nature of art by identifying elements of four art forms: theatre, music, dance, and visual art. The teams explore their perceptions about each art form separately and then examine how the art forms work together in the multi-arts example *Quidam*. **CID 1000756**

Annenberg Media: The Arts in Every Classroom - Workshop 2: Responding to the Arts (2)
Using two multi-arts performance pieces from different eras, *Quidam* (1996) and *Parade* (1917), Learner Teams and students examine how artists and audiences form their perceptions of art. Participants examine theatrical and musical elements in *Quidam* and *Parade* to investigate the role of social and historical context, recognize the artists' creative intentions and expressive techniques, study the influence of vaudeville while creating their own skits with original music and action, and master and apply a process of criticism by going to "critic school." **CID 1000757**

Annenberg Media: The Arts in Every Classroom - Workshop 3: Historical References in the Arts (2)
This program explores the concept of historical context. How do artistic and historical references inform and influence our understanding of works of art? Using visual and dance elements, Learner Teams and students recognize the use of historical references in *Quidam*, use costumes to investigate the ways that historical references can affect a work of art, study a painting by Rene' Magritte and choreography by Alwin Nikolais to see their influence on the creators of *Quidam*, and take on the role of art historian to discover how art history is being made today. **CID 1000758**

Annenberg Media: The Arts in Every Classroom - Workshop 4: Creating a Multi-Arts Performance Piece (2)
Applying knowledge gained through the lessons modeled in Programs 1-3, Learner Teams and students create, rehearse, and revise a multi-arts performance piece that is based on the central narrative theme in *Quidam*. In a sequential series of large- and small-group interactions, they create original plots based on *Quidam's* "journey" story structure, communicate their stories in a multi-arts medium, and critique and refine their performance pieces. **CID 1000759**

Annenberg Media: The Arts in Every Classroom - Workshop 5: Designing a Multi-Art Curriculum Unit (2)
This program introduces a curriculum design process sometimes called "backward design." This process builds on the enduring ideas/understandings that drive a curriculum unit—the "why" rather than the "what." Using the multi-arts unit of study seen in Programs 1-4 as a model, Learner Teams investigate the components of this process—how the enduring ideas form the basis for essential questions and unit objectives. Learner Teams then construct enduring ideas, essential questions, and unit objectives for integrated units of study that they can use in their own schools. **CID 1000760**

Annenberg Media: The Arts in Every Classroom - Workshop 6: Role of Assessment in Curriculum Design (2)
Learner Teams discover how to build formative and summative assessments into the units they are developing. They consider assessment strategies used in the lessons of Programs 1-4, continue working on their own units by developing performance tasks that address assessment criteria, and create scoring guidelines to measure student success. **CID** 1000761

Annenberg Media: The Arts in Every Classroom - Workshop 7: Three Schools, Three Approaches (2)
During the school year that followed the filming of the first six programs, a television production crew visited the three Learner Teams at their own schools. Documentary segments show the Learner Teams planning and teaching arts-based lessons that grew out of what they learned. Discussions at the end of the school year, facilitated by one of the workshop leaders, give the Learner Team members the chance to reflect on developments in their teaching practice. **CID** 1000762

Annenberg Media: The Arts in Every Classroom - Workshop 8: Building on New Ideas (2)
In this program, you will see how the Learner Teams implemented new ideas and expanded arts instruction into the general curriculum at their schools. **CID** 1000763

Annenberg Media: The Arts in Every Classroom: A Video Library, K-5 - Session 1: Introducing Arts Education (0.5)
This program includes three segments: What Is Arts Education? (14 minutes) shows a montage of insights from teachers and administrators, plus examples of successful arts instruction in classrooms across America. What Are the Arts? (5 minutes) presents teachers, administrators, students, and parents who offer thoughtful and sometimes humorous comments on what the arts mean to them. In How Do You Know They're Learning? (4 minutes), educators from several schools tell how they know if their students are "getting it." **CID** 1001446

Annenberg Media: The Arts in Every Classroom: A Video Library, K-5 - Session 2: Expanding the Role of the Arts Specialist (0.5)
Three arts teachers work with colleagues around their schools, using collaborative techniques that go beyond the traditional work of arts specialists. Kathy DeJean is a dance artist at Lusher Alternative Elementary School in New Orleans; Mary Perkerson is the visual art teacher at Harmony Leland Elementary School in Mableton, Georgia; and Amanda Newberry is the theatre specialist at Lusher. **CID** 1001447

Annenberg Media: The Arts in Every Classroom: A Video Library, K-5 - Session 3: Teaching Dance (0.5)
Two teachers with contrasting training and approaches to teaching bring rich dance experiences to students at their arts–based schools. Kathy DeJean, the dance specialist at Lusher Alternative Elementary School in New Orleans, promotes inquiry and self-expression in a multi-grade dance class. Scott Pivnik, a former physical education teacher at P.S. 156 (The Waverly School of the Arts) in Brooklyn, New York, uses African dance as a gateway to geography, writing, and personal growth for a class of second–graders. **CID** 1001448

Annenberg Media: The Arts in Every Classroom: A Video Library, K-5 - Session 4: Teaching Music (0.5)
Two music specialists from arts–based schools demonstrate different approaches to serving diverse student populations. At Harmony Leland Elementary School in Mableton, Georgia, all 500 students study the violin. Their classes with Barrett Jackson become lessons in character and discipline. At Smith Renaissance School of the Arts in Denver, Sylvia Bookhardt and a class of fifth–graders explore the Renaissance through choral singing. **CID** 1001449

Annenberg Media: The Arts in Every Classroom: A Video Library, K-5 - Session 5: Teaching Theatre (0.5)
Two specialists work on basic theatre skills with children of various ages, and use theatre education as a gateway to other kinds of learning. At Lusher Alternative Elementary School in New Orleans, Amanda Newberry's lesson in improvisation with a third–grade class stimulates students' imagination, heightens language and listening skills, and encourages critical thinking. At Barney Ford Elementary School in Denver, George Jackson teaches basic movement skills to a first–grade class, invites fourth–graders to take center stage as they explore a script, and works with fifth–graders to create masks that reveal inner feelings. **CID** 1001450

Annenberg Media: The Arts in Every Classroom: A Video Library, K-5 - Session 6: Teaching Visual Art (0.5)
Two visual art specialist teachers use contrasting interpretations of the human face to explore inquiry–based instruction and various techniques in visual art. Pamela Mancini, the visual art teacher at Helen Street School in Hamden, Connecticut, uses portraits to foster inquiry and self-expression with a class of fifth-graders. At Ridgeway Elementary School in White Plains, New York, Mary Frances Perkins introduces mask–making to a second–grade art class. In making their own masks, students examine the concept of symmetry, study the vocabulary word for the day, and learn that masks are found in cultures throughout the world. **CID** 1001451

Annenberg Media: The Arts in Every Classroom: A Video Library, K-5 - Session 7: Developing an Arts-Based Unit (0.5)
A team of first– and second–grade teachers at Lusher Alternative Elementary School in New Orleans plans a year–end project that will let students show what they have learned in science, math, and English. The students write and perform an original play, using a painting by Breughel and an opera by Stravinsky as their starting points. **CID 1001452**

Annenberg Media: The Arts in Every Classroom: A Video Library, K-5 - Session 8: Working with Local Artists (0.5)
Students and teachers at P.S. 156 (The Waverly School of the Arts) in Brooklyn, New York, benefit from the school's established relationships with artists from local organizations. This program focuses on a first–grade class creating original works with visiting artists — a dancer and a writer. **CID 1001453**

Annenberg Media: The Arts in Every Classroom: A Video Library, K-5 - Session 9: Collaborating With a Cultural Resource (0.5)
A fourth–grade teacher and a museum educator in New Orleans collaborate to develop a unit of study with ties to language arts, social studies, and visual art. Students explore the work of a well–known artist, visit an exhibition of his work, meet for a drawing lesson alongside the Mississippi River, and create poems and pictures that they proudly display to their parents. **CID 1001454**

Annenberg Media: The Arts in Every Classroom: A Video Library, K-5 - Session 10: Bringing Artists to Your Community (0.5)
Successful collaborations between classroom teachers and artists who come for a residency enrich the curriculum of this rural school in Idalia, Colorado. A visiting actor brings story–telling and vocabulary to life for kindergarten and fourth–grade students and their teachers, while a musician engages first– and third–grade students in writing songs that relate to subjects they are studying. **CID 1001455**

Annenberg Media: The Arts in Every Classroom: A Video Library, K-5 - Session 11: Students Create a Multi-Arts Performance (0.5)
A team of arts specialists and classroom teachers at Lusher Alternative Elementary School in New Orleans guides kindergarten and fourth–grade students in creating an original work based on Cirque du Soleil's Quidam. The program presents highlights of the creative process, including brainstorming about characters' emotions, creating speech and movement for the characters, constructing costumes, and performing. **CID 1001456**

Annenberg Media: The Arts in Every Classroom: A Video Library, K-5 -Session 12: Borrowing From the Arts To Enhance Learning (0.5)
To add vitality and context to day–to–day learning experiences, three teachers use techniques drawn from the arts that engage their students' minds, bodies, and emotions. In Denver, a teacher uses rhythm, color, movement, and hands–on projects to engage her class of fourth– and fifth–grade boys. In White Plains, New York, third–grade students create short skits that help them understand the concept of cause and effect. In Lithonia, Georgia, a fifth–grade social studies unit on family history culminates with students using favorite objects to make visual representations of their lives. **CID** 1001457

Annenberg Media: The Arts in Every Classroom: A Video Library, K-5 -Session 13: Three Leaders at Arts-Based Schools (0.5)
Three administrators provide instructional leadership and solve day–to–day challenges at arts–based schools serving diverse student populations. In Brooklyn, principal Martha Rodriguez–Torres describes her role as "politician, social worker, parent, and police officer," and says that her primary responsibility is to "provide teachers the resources they need to fulfill the program." In Georgia, principal Sandra McGary–Ervin encourages use of the arts to achieve the school's priority goal of literacy. And in Denver, assistant principal Rory Pullens uses his own arts background to ensure that the arts play a prominent role in day–to–day learning. **CID** 1001458

Annenberg Media: The Arts in Every Classroom: A Video Library, K-5 -Session 14: Leadership Team (0.5)
At Lusher Elementary School in New Orleans, principal Kathleen Hurstell Riedlinger works closely with a Leadership Team of classroom and arts teachers. The team's central role in management is part of a long–term strategy to protect the school's commitment to arts–based learning. We meet individual members of the team and see them work together on a diverse agenda, including the school's annual Arts Celebration, the increased demand for enrollment from outside the school's neighborhood, and orientation of new teachers to the school's arts–based curriculum. **CID** 1001459

Annenberg Media: Connecting with the Arts - Workshop 1: What Is Arts Integration? (1)
This program presents three instructional models: independent instruction, team teaching, and collaborations with community resources. You'll explore informal, complementary, and interdependent curricular connections and see examples of what arts integrated instruction looks like in the classroom. **CID** 1000870

Annenberg Media: Connecting with the Arts - Workshop 2: Why Integrate the Arts? (1)
This program looks at how integrating the arts with other subjects increases student engagement and addresses diverse learning styles by exploring content. This program also establishes the relevance of learning for the student, and provides the student alternative ways to communicate. **CID** 1000871

Annenberg Media: Connecting with the Arts - Workshop 3: How Do We Collaborate? (1)
This program illustrates a variety of teaching partnerships. You'll see how teachers integrating the arts can benefit from collaborating with fellow teachers, visiting artists, and community resources. **CID** 1000872

Annenberg Media: Connecting with the Arts - Workshop 4: What Role Do Students Take On? (1)
This program examines the artistic process of creating, performing, and responding. You'll see students assuming various roles as they research, write, plan, design, direct, create, perform, and critique. **CID** 1000873

Annenberg Media: Connecting with the Arts - Workshop 5: What Are Connecting Concepts? (1)
This program presents strategies for planning lessons that integrate the arts with other subjects. You'll see how teachers organize instruction around themes and through concepts. **CID** 1000874

Annenberg Media: Connecting with the Arts - Workshop 6: What's the Big Idea? (1)
This program is about planning and teaching toward big ideas. You'll see how arts integrated instruction enables students to make deeply personal connections to what they are learning. **CID** 1000875

Annenberg Media: Connecting with the Arts - Workshop 7: Identifying What Students Are Learning (1)
This program investigates ways to identify what students have learned in and through the arts. You'll see teachers using arts-based performance tasks to assess student understanding. **CID** 1000876

Annenberg Media: Connecting with the Arts - Workshop 8: Reflecting on Our Practice (1)
This program examines methods for assessing instructional practice. You'll see teachers reflecting alone and interacting with colleagues to evaluate and refine their planning and teaching. **CID** 1000877

FOREIGN LANGUAGE

Annenberg Media: Teaching Foreign Languages - Workshop 1: Meaningful Interpretation (0.5)

In this session, you will look at ways of building your students' interpretive skills to move them beyond literal comprehension toward deeper interpretation of authentic texts.You will examine how to create effective interpretive tasks that tap into students' background knowledge while fostering critical thinking skills, and how to select appropriate authentic texts -- such as art, film, folktales, advertisements, and books -- based on their cultural and interdisciplinary content. **CID** 1000852

Annenberg Media: Teaching Foreign Languages - Workshop 2: Person to Person (0.5)

Focusing on interpersonal communication, this session addresses the importance of classroom conversations. You will explore how different teaching approaches encourage or discourage meaningful interaction, and then analyze the patterns of communication that exist in your classroom. You will then develop or add to your repertoire of effective communication strategies and plan for classroom interactions that help students improve their communication skills while they learn content. **CID** 1000853

Annenberg Media: Teaching Foreign Languages - Workshop 3: Delivering the Message (0.5)

In this session, you will examine how to plan and organize effective presentational tasks for students that help them focus on a particular audience. You will look at ways to help students build strategies for completing written and oral presentational tasks, and explore how you might spiral tasks to make them appropriate for students at different proficiency levels. **CID** 1000854

Annenberg Media: Teaching Foreign Languages - Workshop 4: Subjects Matter (0.5)

This session addresses strategies for promoting language learning within the context of other curriculum areas, such as science and language arts. You will explore ways to effectively integrate content into language learning and choose the appropriate content according to your students' various ages and proficiency levels. **CID** 1000855

Annenberg Media: Teaching Foreign Languages - Workshop 5: Rooted in Culture (0.5)
In this session, you will focus on how to integrate cultural concepts into your foreign language teaching or extend the cultural content in your existing lessons. You will also analyze ways to move your students from a basic understanding of cultural products and practices toward a deeper sense of cultural perspectives, both in the target culture and in their own culture. **CID** 1000856

Annenberg Media: Teaching Foreign Languages - Workshop 6: Valuing Diversity in Learners (0.5)
This session addresses how to respond to the diversity of learners in a foreign language classroom. You will reflect on student differences that can affect foreign language instruction and learning — such as varying literacy and language skills, cultural backgrounds and experiences, and learning disabilities and approaches — and consider strategies for helping all students progress in their learning. **CID** 1000857

Annenberg Media: Teaching Foreign Languages - Workshop 7: Planning for Assessment (0.5)
This session examines how assessment can be embedded in relevant, meaningful, and authentic performance tasks throughout the year. You will explore ways of planning and carrying out assessments that inform both you and your students about their progress. You will also look at ways to provide students with feedback that helps them track their progress. **CID** 1000858

Annenberg Media: Teaching Foreign Languages - Workshop 8: Engaging With Communities (0.5)
In this session, you will identify opportunities for students to use the target language with native or fluent speakers. In exploring such community interactions, you will examine ways to prepare the students and native speakers prior to their interactions. You will learn to monitor and assist during the interactions, and debrief the interactions to ensure a successful experience for all. **CID** 1000859

Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Standards and the Five Cs (1.5)
This video is an introduction to the National Standards for Foreign Language Learning. The standards define what students should know and be able to do in foreign language education. Through classroom examples and interviews with teachers, students, and experts in the field, this program begins to show how a range of teachers are using the standards to advance their students' foreign language skills and engage them in lifelong learning. **CID** 1001374

Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Assessment Strategies (1.5)
This video introduces assessment strategies aligned with the National Standards for Foreign Language Learning, state and district standards, and curriculum and instructional practices. Three case studies with comments from teachers, students, and experts in the field illustrate how several teachers are assessing their students' foreign language skills. **CID** 1001576

Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Chicken Pox (0.5)
In this lesson, students demonstrate their knowledge of body parts. They begin by talking about the chicken pox and reading Marc Brown's story, Arthur a la Varicelle (Arthur has the Chicken Pox). Then they sing a song about the chicken pox that names different parts of the body. Finally, students do a cut-and-paste activity, labeling a drawing of a person with words for body parts that they had practiced in the song. **CID** 1001577

Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Mapping Planet Earth (0.5)
In this lesson, students practice vocabulary for the continents and oceans. They begin by reviewing vocabulary for the solar system, then narrow their focus to planet Earth. Finally, as a class and in pairs, students practice the continents and oceans vocabulary using Total Physical Response and maps. **CID** 1001626

Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Family and Home (0.5)
In this lesson, students learn and review vocabulary that refers to family members, rooms of the house, and activities in the home. They cut out pictures from French magazines and use them to create an imaginary family tree. Then they work in pairs to match pictures of families with written descriptions. The class also practices reading comprehension by putting together sentence strips. **CID** 1001627

Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Holidays and Seasons (0.5)
In this lesson, students review the months, seasons, and German holidays. They practice vocabulary and develop oral and written comprehension while singing songs, solving riddles, and participating in other activities. They also use a Venn diagram to compare the German holiday Fasching with Halloween.. **CID** 1001628

Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Sports Stats (0.5)
In this lesson, students talk about their sports likes and dislikes. They begin by reading their personal journal entries to review the previous day's vocabulary. Then students share their sports preferences in groups and put the information on a class graph. Next, they interpret an article about the sports interests of young Germans; they scan the article for familiar words and then listen as Ms. Garcia reads the text. Finally, students work in groups to describe the contents of a sports photograph. **CID** 1001629

Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Daily Routines (0.5)
In this lesson, students practice vocabulary related to daily routines in Japan and in the U.S. First, Ms. Dyer uses Total Physical Response and authentic materials to introduce the vocabulary. Next, the class places pictures of daily activities in sequential order, and continues reviewing the vocabulary and reflecting on Japanese culture depicted in large photo panels. Then, in pairs, students use props and drawings to talk about their personal routines. Finally, students compare the daily routines of students living in Japan and in the U.S., using a Venn diagram and a game of charades. **CID** 1001630

Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Fruits of the Americas (0.5)
In this lesson, students learn vocabulary for fruits grown in Latin America. Using iMovie and PowerPoint technologies to illustrate the fruits, Ms. Rodriguez introduces the vocabulary, then has students practice the new words in full-class and pairs activities. Next, the students taste the fruits and discuss whether they are sweet or sour and whether they like them. In a culminating activity, the students make and eat a big fruit salad. **CID** 1001631

Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Communicating About Sports (0.5)
In this lesson, students talk about sports. While their classmates learn the names and characters for eight sports, two native speakers learn more difficult Chinese vocabulary about the Olympics. Then students practice the new vocabulary and express their likes and dislikes about sports through a series of activities, including pair discussions and group skits. **CID** 1001632

Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: A Cajun Folktale and Zydeco (0.5)
In this lesson, students learn about music and storytelling in the Cajun culture. They begin by comparing Louisiana and California life. Ms. Granville then introduces new vocabulary about agriculture while retelling a traditional Cajun folktale. Next, the students re-enact the story in groups, then use a story map to review elements of the folktale. Ms. Granville concludes the lesson with an introduction to zydeco music, including an opportunity for students to play authentic instruments. **CID** 1001633

Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Touring a French City (0.5)
In this lesson, students practice how to give and follow directions. Students begin by describing several buildings in a classroom-sized model they built of a French city. Then they assume the roles of tour guides and tourists and take turns giving and following directions. At the end of the lesson, students randomly select a building name from a bag and describe the building to the class. **CID** 1001634

Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Hearing Authentic Voices (0.5)
In this lesson, students talk about what they like to do when they are not in school. They begin by using new leisure-time vocabulary to make plans with a partner. In groups, they brainstorm a list of what young Americans like to do in their free time, and then prepare questions to ask native speakers about how they spend their time. Next, two young native speakers visit the class and describe typical out-of-school activities in Mexico. The class concludes with a comparison of Mexican and American activities, using a Venn diagram. **CID** 1001635

Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Food Facts and Stories (0.5)
In this lesson, students make connections to science, health, and math during a nutrition discussion. They talk about the effects of a fast-food diet, using a variety of authentic materials including the Food Guide Pyramid and a fast-food restaurant menu. Later in the lesson, they use Total Physical Response Storytelling (TPRS) to learn and practice new vocabulary. **CID** 1001636

Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Exploring New Directions (0.5)
In this lesson, students in Chinese II-IV work on the theme "directions." Chinese II and Chinese III students work together in groups: the Chinese III students in each group describe local restaurants to prepare for a restaurant review project, while the Chinese II students use a map to practice giving directions to the restaurants. Meanwhile, Chinese IV students prepare and present a dramatic interpretation of two poems to the class. Finally, the whole class reads and interprets a portion of a poem that contains "directions" vocabulary, and then watches a filmed, musical performance of the poem. **CID 1001637**

Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Comparing Communities (0.5)
In this lesson, students discuss community life at home and abroad and practice new grammatical structures. First, students share what they like about their community, then read an article about a French-speaking Canadian community and discuss what activities they would do if they visited there. Next, students learn the conditional verb forms using worksheets, and follow up with discussions about communities. Finally, Ms. Tulou introduces a children's book that uses the conditional tense, and students practice writing sentences similar to those in the book. **CID 1001638**

Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Interpreting 'La Belle et la Bete' (0.5)
In this lesson, students discuss the classic 1946 film La Belle et la Bête, written and directed by Jean Cocteau. The film is an adaptation of the traditional children's story Beauty and the Beast. Having seen most of the film, students compare it to the original story. Then, after watching the film's conclusion, they discuss the movie's symbolism and deeper meaning. **CID 1001639**

Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Performing With Confidence (0.5)
In this lesson, students participate in activities that improve their oral proficiency and prepare them for the AP French Language Exam. After a series of warm-up activities, students draw on prior research to discuss the French presidential election. Then they rely on research again to perform as celebrities and journalists in a class TV talk show. **CID 1001640**

Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Sports in Action (0.5)
In this lesson, students learn new vocabulary about sports. After several warm-up activities, students focus on terms related to Olympic sporting events and make cultural comparisons between Germany and the United States. Next, students listen to and interpret a story presented through Total Physical Response Storytelling (TPRS), then recreate that story by acting it out and narrating it themselves. They conclude the activity by rewriting the same story in their own words and contributing to a composite class version. **CID** 1001641

Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: U.S. and Italian Homes (0.5)
In this lesson, students practice vocabulary relating to homes, furnishings, and directions. First, they compare typical U.S. and Italian homes, using their own drawings and a PowerPoint presentation by Ms. DiGennaro. Next, they practice vocabulary words as they match labels to pictures of furniture, play a card game, and even dance! Students then use the vocabulary in two final activities: they follow classmates' directions to place pictures of furniture on a floor plan on the board, and then work in pairs to draw a picture of a home described by their partner. **CID** 1001642

Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Happy New Year! (0.5)
In this lesson, students learn about the products and practices of the Japanese New Year's celebration. First, half of the class participates in authentic Japanese New Year's games and activities. The other half of the class breaks into four groups to discuss cultural aspects of the New Year's celebration, then jigsaws into four new groups to share their knowledge with each other. Then the two halves of the class switch, so that all students have an opportunity to participate in each activity and discussion. The lesson concludes with a discussion in English in which students compare the customs of their own cultural backgrounds with Japanese New Year's customs. **CID** 1001643

Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Promoting Attractions of Japan (0.5)
In this lesson, students learn about the regions and tourist destinations of Japan. Working first as a whole class and then in pairs, students use familiar and new vocabulary to discuss Japanese regions and landmarks. Next, they write questions and answers for a Jeopardy-style game about Japan, then play the game. As a culminating project, students create a travel brochure and begin planning a promotional video to attract visitors to Japan. **CID** 1001644

Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Music and Manuscripts (0.5)
In this multilevel lesson, students learn to distinguish between translation and interpretation in a classical language class. While the Latin IV students translate a passage from Vergil's Aeneid, Latin II-III students discuss how Mozart's opera, l sogno di Scipione, reflects themes from Cicero's Somnium Scipionis. The class then comes together to create their own versions of Latin manuscripts and make historical connections to Roman culture. **CID** 1001645

Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Russian Cities, Russian Stories (0.5)
In this lesson, Russian I and Russian IV students meet to discuss Russian geography and the origins of Russian city names. Working in mixed-level groups, they read and interpret a story derived from their geography lesson. They conclude by creating and then presenting their own stories to the class. In a separate activity, Russian IV students debate the role of the leader in Russian history after reading an article about Vladimir Putin. **CID** 1001646

Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Routes to Culture (0.5)
In this lesson, students explore some historical and cultural aspects of the African presence in Latin America. After a warm-up activity of charades, students participate in pair-discussions of stories about an African woman enslaved in Latin America. Next, the whole class creates a web (concept map) for the cultural elements of the stories. Students then work in groups to add these cultural elements to the original stories they created for homework. Finally, student groups narrate their stories while their classmates act them out. The lesson concludes with Mr. Muirhead and the students playing Los Cajones (the big boxes). This video also shows a field trip to the local Latino community. **CID** 1001647

Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Interpreting Picasso's 'Guernica' (0.5)
In this lesson, students interpret and discuss Pablo Picasso's Guernica. First, as a class, students list vocabulary words suggested by the images in the painting. Then, working in pairs, they write a radio news announcement based on their interpretations of the painting. Finally, students read about and discuss the painting's historical background and prepare to use this information to revise their newscast. **CID** 1001648

Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Creating Travel Advice (0.5)

In this lesson, students learn to communicate about vacations. They work individually and in pairs to express their personal travel interests, and read a letter from a Chilean teacher requesting travel advice for her students. Working in groups, they identify places for the Chilean students to visit in the United States. **CID** 1001649

Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Interpreting Literature (0.5)

In this lesson, students discuss Dos Caras (Two faces), by New Mexico author Sabine Ulibarri. Having read the story in previous classes, the students begin by summarizing and interpreting the story and its moral message. To show they understood what they have read, students dramatize scenes from the story, then work in groups to create alternate endings. The class also listens to a student's oral presentation about a local artist. **CID** 1001650

Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Politics of Art (0.5)

In this lesson, students read a letter written by prominent Colombian artists and intellectuals to Spain's prime minister. The letter is in protest of a new Spanish policy requiring Colombians to obtain a visa in order to enter Spain. Role-playing Latin American artists, students formally debate the pros and cons of accepting an invitation to exhibit their work in Spain. After a vote, they prepare to write a letter in response based on majority opinion. **CID** 1001651

HEALTH AND WELLNESS

AAA Athletic Training-Exertional Heat Illness Awareness Training (1.5)
This course, presented by the Arkansas Activities Association (AAA), is designed for athletic coaches, training staff, and emergency personnel. Jason Cates, ATC/L and Head Athletic Trainer at Cabot High School, and Doug Killgore, Athletic Director of Central Arkansas Christian School, present information and resources created to promote awareness and response to exertional heat illnesses. This course also contains information on how to create an Emergency Action Plan for different athletic venues. **CID 1001348**

CWKN: Bullying Prevention - Moving from a Culture of Cruelty to a Culture of Caring (2)
This course is comprised of four modules on the subject of bullying. It was designed and created specifically for educators by the Connect With Kids Education Network. Each module can be viewed as a standalone lesson; however, to understand the full impact of bullying and what can be done in our schools and communities to "move from cruelty to a culture of caring" it is recommended that all four modules be completed in close proximity to each other. Stacey DeWitt is the Founder and President of Connect With Kids Education Network. The Connect with Kids team has gone above and beyond what has been asked of them to create a program that not only looks at the problem of bullying and why it is occurring, but to help us decide what are we going to do about it, and to see how the interventions are working in other communities and schools. **CID 1001718**

IDEAS: Act 1236 of 2011: Child Maltreatment (2)
This course meets the requirements of Act 1236 of 2011. This course features Sherry Williamson from the Arkansas Commission on Child Abuse, Rape and Domestic Violence. Sherry explains the requirements of the Child Maltreatment Act. She discusses the physical and behavioral indicators of physical abuse, neglect, and sexual abuse. Sherry also provides tips for legally mandated reporting and suggestions for managing disclosures from children. **CID 1001749**

IDEAS: Act 770 of 2011: Gatekeepers - Youth Suicide Prevention Awareness (2.5)
This course meets the requirements of Act 770 of 2011. Gatekeepers is a suicide awareness and prevention program made available through the Arkansas Youth Suicide Prevention Task Force. The purpose is to heighten suicide awareness in adults by providing knowledge about warning signs, risk factors, and protective factors. Many suicides are preventable if adults can recognize the warning signs and respond with specific intervention skills. Objectives for this course include: recognize the warning signs, distinguish between facts and myths about youth suicide, understand the risk factors for suicidal behaviors, demonstrate intervention strategies, and identify resources at school and in the community. **CID 1001790**

IDEAS: Communicable Diseases: A Course for Arkansas Coaches (1)
Contracting a communicable disease can sideline an athlete before he or she even takes the field. This course will help you, your staff, and your players take the proper steps to avoid infection. Throughout this video course, we will be looking at some of the communicable diseases that affect young athletes. We'll look at their causes, how they spread, how they are treated, and how they can be prevented. This course meets the professional development requirements of Act 1214 of 2011. It was produced by ArkansasIDEAS and the Arkansas Activities Association and meets the professional development requirements of Act 1214 of 2011. **CID 1002037**

JFI: The Jason Foundation: Suicide Awareness and Prevention - Module 1: Choices (2)
This stand-alone, JFI training is an overview of the problem of youth suicide. Information is given about the magnitude, awareness and prevention of the problem and includes statistical data, signs of concern of possible suicidal thoughts, elevated risk factors and resources for help. (The "Choices" video is included in this module.) The mission of the Jason Foundation is to confront the "Silent Epidemic" of Youth Suicide by equipping young people, educators, counselors, and parents with information, tools, and resources to identify and assist at-risk individuals. **CID 1002090**

JFI: The Jason Foundation: Suicide Awareness and Prevention - Module 2: Making a Difference (2)
This stand-alone, JFI training is a more in-depth study of the problem of youth suicide and how teachers/youth workers can make a difference by gaining the tools and resources to help an at-risk student. It uses the educator's tools of observation, identification and intervention to hopefully direct a positive future for a young person who may be suffering from suicidal ideation. Information

from experts is included as well as a discussion of some of the mental health issues surrounding suicidal ideation. The mission of the Jason Foundation is to confront the "Silent Epidemic" of Youth Suicide by equipping young people, educators, counselors, and parents with information, tools, and resources to identify and assist at-risk individuals. **CID 1002091**

JFI: The Jason Foundation: Suicide Awareness and Prevention - Module 3: A Plan of Action (2)

This stand-alone, JFI training module gives teachers and youth leaders practical information to establish a plan of action for the school and the teacher if suicide ideation is suspected or identified in a student. Suggestions for designing protocols of action to promote a safe environment and what actions to take for the teacher and the school at large are included. Prevention is the key and this module is a guide to being proactive in establishing the best possible attributes for the prevention of youth suicide or suicide attempts. The mission of the Jason Foundation is to confront the "Silent Epidemic" of Youth Suicide by equipping young people, educators, counselors, and parents with information, tools, and resources to identify and assist at-risk individuals. **CID 1002092**

JFI: The Jason Foundation: Suicide Awareness and Prevention - Module 4: History of Suicide Prevention (2)

In this stand-alone, JFI training module, Dr. Kenneth Tullis shares his own story and extensive research into the history of suicide prevention. He shares how religion, the law and science have all played a part in developing suicide prevention efforts. You will find this study to be interesting and informative. The mission of the Jason Foundation is to confront the "Silent Epidemic" of Youth Suicide by equipping young people, educators, counselors, and parents with information, tools, and resources to identify and assist at-risk individuals. **CID 1002093**

INSTRUCTIONAL STRATEGIES

Teachscape: Classroom Instruction that Works

Teachscape: Classroom Instruction that Works - Cooperative Learning (3.5)
This course focuses on cooperative learning, a grouping strategy that can have powerful effects on students' learning. Cooperative learning also has other benefits for students, including an improvement in communication, decision-making, and conflict-resolution skills. **CID 1000183**

Teachscape: Classroom Instruction that Works - Cues, Questions, and Advance Organizers (6)
This course focuses on the use of cues, questions, and advance organizers in the classroom. These three strategies help students activate their prior knowledge, connect prior knowledge with new knowledge, and organize information. **CID 1000184**

Teachscape: Classroom Instruction that Works - Generating and Testing Hypotheses (6)
This course discusses generating and testing hypotheses which requires students to apply their knowledge and use higher-level thinking skills by asking questions about what they know, finding ways to test those questions, and explaining their conclusions. **CID 1000185**

Teachscape: Classroom Instruction that Works - High Yield Overview (8)
This course provides an introduction and overview to the nine instructional strategies discussed in this series of courses. It also puts the focus in context by connecting the use of instructional strategies to curriculum design and classroom management. **CID 1000186**

Teachscape: Classroom Instruction that Works - Homework and Practice (6)
This course focuses on homework and practice as two instructional strategies that provide students with opportunities to deepen their understanding of content by practicing new skills and extending learning beyond the school day. **CID 1000187**

Teachscape: Classroom Instruction that Works - Identifying Similarities and Differences (6)
This course focuses on comparing, classifying, creating, and recognizing metaphors and analogies as instructional strategies that teachers and students can use to identify similarities and differences between items. **CID 1000188**

Teachscape: Classroom Instruction that Works - Nonlinguistic Representations (6)
This course focuses on nonlinguistic ways that students can think about and represent knowledge through graphic representations, mental images, drawing, physical models, and kinesthetic activities. **CID 1000189**

Teachscape: Classroom Instruction that Works - Planning for the High Yield Strategies (4)
This course focuses on instructional planning strategies that help meet instructional goals so that identifying appropriate strategies becomes a more intentional, consistent, and systematic part of the planning process. **CID 1000190**

Teachscape: Classroom Instruction that Works - Reinforcing Effort and Providing Recognition (6)
This course focuses on reinforcing effort and providing recognition strategies that help students see the relationship between their effort and achievement. In contrast to the other strategies, these are connected to students' attitudes and beliefs. **CID 1000191**

Teachscape: Classroom Instruction that Works - Setting Objectives and Providing Feedback (6)
This course focuses on setting objectives and providing feedback as instructional strategies that help students understand the direction for learning and then monitor their progress towards that goal. **CID 1000192**

Teachscape: Classroom Instruction that Works - Summarizing and Note-Taking (6)
This course focuses on providing an introduction and overview to the following academic skills: summarizing and note-taking. During this course, a participant will have the opportunity to learn more about specific instructional strategies, view classroom examples, reflect on personal use of the strategies, and identify steps for using these strategies with students. **CID 1000193**

Instructional Strategies - K-12

Annenberg Media: Critical Issues in School Reform: Stories of Engagement: O'Hearn School-Parental Involvement (1.5)
Workshop 1 - A Boston elementary school has enhanced student success through close cooperation with families. Contains information on Parental Involvement. **CID 1000214**

Annenberg Media: Critical Issues in School Reform: Stories of Engagement: Pattonville, MO-Parental Involvement (1.5)
Workshop 2 - Residents in a school district in Missouri are working with their local schools to tackle emerging educational challenges. Contains information on Parental Involvement. **CID 1000215**

Annenberg Media: Critical Issues in School Reform: Stories of Engagement: B.U.I.L.D. - Parental Involvement (1.5)
Workshop 3 - Baltimoreans United in Leadership Development (B.U.I.L.D.), a local community organizing agency, has helped urban parents set up after-school learning centers and become advocates for their children's learning. Contains information on Parental Involvement. **CID 1000216**

Annenberg Media: Critical Issues in School Reform: Innovations in Professional Collaboration: Teaching (1.5)
Workshop 4 - Pasadena (California) High School teachers use a peer-observation process - observing one another in their classrooms, then meeting individually and in groups to offer feedback - as a way to improve teaching practice and student achievement. **CID 1000217**

Annenberg Media: Critical Issues in School Reform: Innovations in Professional Collaboration: Learners (1.5)
Workshop 5 - At Souhegan High School in Amherst, New Hampshire, teachers regularly gather feedback on their teaching practice from peers as well as students, as part of a school-wide effort to make Souhegan a genuine community of learners. **CID 1000218**

Annenberg Media: Critical Issues in School Reform: Looking at Student Work: A Window Into the Classroom (1.5)
Workshop 6 - Teachers at Norview High School in Norfolk, Virginia, demonstrate the collaborative examination of student work and discuss its value and implications for teaching practice. **CID 1000219**

Annenberg Media: Critical Issues in School Reform: Reflecting on Teaching Practice: Part 1 - Math (1.5)
Workshop 7 - In this program, a group of educators use a "Tuning Protocol"- a structured process for reviewing and giving feedback on a sample of student work- to give feedback to Chicha Lynch, a tenth-grade mathematics teacher from San Bruno, California. The group then discusses ways they have found using processes like the Tuning Protocol to be useful in collaborative work in their schools. **CID 1000220**

Annenberg Media: Critical Issues in School Reform: Reflecting on Teaching Practice: Part 2 - Science (1.5)
Workshop 8 - In this program, a group of four teachers will model the kind of reflective dialogue that is prompted by classroom observation. This program includes a short video segment of a fifth grade science classroom. After viewing and discussing the segment, the teachers will also reflect back on their own teaching. They will also discuss their experiences with, and learning from, peer observations in their own schools. **CID 1000221**

Annenberg Media: The Learning Classroom: How People Learn (1.5)
This program introduces the main themes of the course. Teacher interviews and classroom footage illustrate why learning theory is at the core of good classroom instruction and demonstrate the broad spectrum of theoretical knowledge available for use in classroom practice. **CID 1000261**

Annenberg Media: The Learning Classroom: Learning as We Grow (1.5)
This program examines the concept of readiness for learning and illustrates how developmental pathways - including physical, cognitive, and linguistic - all play a part in students' learning. Featured are a first-grade teacher, a seventh- and eighth-grade science teacher, and a senior physics teacher, with expert commentary from University of California at Santa Cruz professor Roland Tharp and Yale University professor James P. Comer. **CID 1000262**

Annenberg Media: The Learning Classroom: Building on What We Know (1.5)
This program covers how prior knowledge, expectations, context, and practice affect processing, using information, and making connections. Featured are a first-grade teacher, a ninth- and tenth-grade mathematics teacher, and a special education teacher, with expert commentary from Stanford University professor Roy Pea. **CID 1000263**

Annenberg Media: The Learning Classroom: Different Kinds of Smart (1.5)
This program delves into Harvard University professor Howard Gardner's theory of multiple intelligences and describes how people have learning skills that differ in significant ways. Featured are teachers who share a class of five- through eight-year-olds, including several mainstreamed special needs students, and a ninth- and tenth-grade social studies teacher, with expert commentary from Howard Gardner. **CID** 1000264

Annenberg Media: The Learning Classroom: Feelings Count (1.5)
This program introduces ways to create an emotionally safe classroom to foster learning and to deal effectively with emotions and conflicts. Featured are a fifth-grade teacher and an eighth-grade band teacher, with expert commentary from Daniel B. Goleman, author of the book, *Emotional Intelligence*, and Yale University Professor James P. Comer. **CID** 1000265

Annenberg Media: The Learning Classroom: The Classroom Mosaic (1.5)
This program discusses how culturally responsive teaching enables students to create connections, access prior knowledge and experience, and develop competence. Featured are a sixth-grade teacher and two ninth-grade teachers, with expert commentary from University of Wisconsin professor Gloria Ladson-Billings and University of Arizona professor Luis Moll. **CID** 1000266

Annenberg Media: The Learning Classroom: Learning from Others (1.5)
Based on Lev Vygotsky's work, this program explores how learning relies on communication and interaction with others as communities of learners. The program features a fifth-grade teacher and a ninth- through twelfth-grade teacher, with expert commentary from Tufts University professor David Elkind, Yale University professor James P. Comer, and University of California at Santa Cruz professor Roland Tharp. **CID** 1000267

Annenberg Media: The Learning Classroom: Watch It, Do It, Know It (1.5)
This program demonstrates how teachers help their students develop expertise and accomplish complex tasks by modeling, assisted performance, scaffolding, coaching, and feedback. It features a fifth- and sixth-grade teacher and an eleventh- and twelfth-grade English and social studies teacher, with expert commentary from University of Michigan professor Annemarie Sullivan Palincsar. **CID** 1000268

Annenberg Media: The Learning Classroom: Thinking About Thinking (1.5)
This program explores how thinking about thinking helps students better manage their own learning and learn difficult concepts deeply. The program features a senior English teacher and a sixth-grade teacher, with expert commentary from University of Michigan professor Annemarie Sullivan Palincsar and Lee S. Shulman, president of the Carnegie Foundation for the Advancement of Teaching. **CID** 1000269

Annenberg Media: The Learning Classroom: How We Organize Knowledge (1.5)
This program covers the ways in which the organization of knowledge and understanding can influence learning. It also introduces Bruner's and Schwab's ideas about the structure of the disciplines. Featured are a fourth-grade teacher, a tenth-grade Biology teacher, and a ninth- through twelfth-grade teacher, with expert commentary from Lee S. Shulman, president of the Carnegie Foundation for the Advancement of Teaching. **CID** 1000270

Annenberg Media: The Learning Classroom: Lessons for Life (1.5)
This program describes what conditions are needed for knowledge and skills learned in one context to be retrieved and applied to a novel situation, and how different teaching strategies can increase the possibilities for transfer. The program features a fourth-grade teacher and a seventh- and eighth-grade teacher, with expert commentary from Lee S. Shulman, president of the Carnegie Foundation for the Advancement of Teaching. **CID** 1000271

Annenberg Media: The Learning Classroom: Expectations for Success (1.5)
Teachers can enhance their students' motivation by encouraging them to be thoughtfully and critically engaged in the learning process, by supporting their drive for mastery and understanding, and by helping them become self-confident. This program takes a second look at classrooms seen previously to show how motivational techniques work in concert with other learning theories. Stanford University School of Education Dean Deborah Stipek adds her insight to this program. **CID** 1000272

Annenberg Media: The Learning Classroom: Pulling It All Together (1.5)
This program discusses how schools can organize for powerful learning through a coherent, connected approach to teaching and learning that is reinforced and supported by structural features. This session features the staff and students of two schools: a public school in Michigan serving grades three through eight and a first-year charter school in California. Host Linda Darling-Hammond provides expert commentary. **CID** 1000273

SCITV: Educating the Limited-English Proficient Child-1: Parental Involvement (1)
South Carolina Educational Television Network has developed three thirty-minute programs focusing on issues surrounding English Language Learners in our nation's schools. The first of these programs addresses parent involvement in the education of children. This session reviews all parental notification requirements of Title III and gives educators a variety of tactics proven to increase parent involvement and awareness in the schools. **CID** 1000493

SCITV: Educating the Limited-English Proficient Child-2: Cultural Sensitivity (1)
South Carolina Educational Television Network has developed three thirty-minute programs focusing on issues surrounding English Language Learners in our nation's schools. The second of these programs addresses cultural sensitivity in the education of children. The presenter shares with the viewers the sensations and manifestations of culture shock, the process of acculturation, and several activities developed for the purpose of sensitizing school personnel to value other cultures and languages. **CID** 1000494

SCITV: Educating the Limited-English Proficient Child-3: Instructional Strategies (1)
South Carolina Educational Television Network has developed three thirty-minute programs focusing on issues surrounding English Language Learners in our nation's schools. The last segment of these programs provides valuable content and skills-training necessary for working with non-native English speakers in the classroom. This Instructional Strategies program gives the viewers tactics to modify and deliver lessons to help the language-minority student understand the topic, tasks, and objectives of the class. These skills may be utilized across the curriculum. **CID** 1000495

ASCD: Achievement Gaps: An Introduction (2.5)
This course explores the multiple causes for gaps in achievement, examines issues that ready children for learning, and considers how to enhance a child's readiness to learn. Learners will explore what it means to strive for equity in achievement by considering the types of learning environments that promote student achievement and ways to measure student achievement. **CID** 1001177

ASCD: Achievement Gaps: The Path to Equity (2.5)
This course explores the many factors that contribute to unequal patterns of achievement among different groups of students. One inescapable reality lies at the root of the problem: disparities in achievement occur because some students are better prepared to achieve than others. Although educators can address some of the issues that affect students readiness to learn, it will take a network of concerned people and institutions to help students overcome other barriers to academic achievement. **CID** 1001178

ASCD: Assessment: Designing Performance Assessments (2)
This course focuses on the purpose of performance assessments and how to develop performance assessment tasks. In addition to explaining what performance assessment is, the course models the development of performance assessments that provide students, teachers, and parents with meaningful feedback concerning student learning. **CID** 1001179

ASCD: Assessment: Getting Started with Student Portfolios (2)
Finding new methods of assessing students' work products and reporting what students have learned is an important challenge for educators in today's evolving schools. This course will help teachers understand the benefits of using student portfolios and will provide them with a solid foundation so that they can start implementing portfolios in their classroom. In creating portfolios, students have the opportunity to become more involved in all aspects of their learning. When teachers use portfolios as an assessment tool, they allow students to take ownership of their work, while providing specific examples of what they have learned. **CID** 1001180

ASCD: Assessment: Measurement That's Useful (2.5)
This course provides the opportunity to think about current assessment practices and learn the key ingredients to any effective assessment. It presents an overview of exemplary assessment and is designed for anyone who is interested in learning about exemplary assessment, or who is questioning their own classroom or school assessment practices and is looking for general ways to improve them. **CID** 1001181

ASCD: Assessment: Promoting Assessment for Learning (2)
This course shows educators how to shift focus and use assessment for learning. Participants will explore the teacher behaviors that promote student learning and support sound assessment known as the "Be's." These principles come from the many practices that teachers can adapt to promote assessment to enhance student learning. Participants will consider the implications of these ideas in their own practice, as well as in schools and districts, and create a plan for ongoing professional growth in assessment literacy. **CID 1001182**

ASCD: Bullying: Defining the Problem (2)
Bullying is a universal problem. Although there has been a dramatic decline in the annual rate of violent crime in public schools since 1994, the number of reported bullying incidents has increased since 1999 at every level from grade 6 through grade 12. In fact, many grades report an almost 50 percent increase. Whether this increase is because of an actual increase in bullying incidents or because of an increased awareness of the problem is not known. This course focuses on the three components of an effective bullying definition and the effect of bullying on students and others within the community. **CID 1001183**

ASCD: Bullying: Taking Charge (1.5)
Years ago, the reaction to a report of bullying was to ask the victim, What did you do to make her angry? Then to say to the bully, You know you shouldn't do that. Now I want you to shake hands, apologize, and let's forget this happened. But, forgetting really isn't an option. Now,it's critical for educators to take control and establish a strong response to bullying situations. This course reviews the three categories of speech not protected by the First Amendment and the four key principles that identify successful intervention programs. **CID 1001184**

ASCD: Classroom Management: Building Effective Relationships (2)
Classroom management is often used as an all encompassing term to refer to how teachers physically organize their classrooms, determine schedules, and deal with discipline issues. The term usually implies one-sided action in the form of control. It's what the teacher does to manage materials, time, and children. The burden is placed entirely on the teacher. This course presents a broader conception of the term, one that takes into account the dynamic, ongoing relationship between teachers and students and between students and students. In this approach, cooperation and collaboration with and among teachers and students replaces one-sided control. The intent is to lighten the teachers load while providing students with character-building life skills. **CID 1001185**

ASCD: Classroom Management: Managing Challenging Behavior (2)
For many teachers, managing student behavior has become a challenge. Behavioral problems such as noncompliance, defiance, inattention, and aggression are an everyday occurrence. These day-to-day challenges steadily wear down the good and positive attitudes present at the beginning of the school year. This course offers strategies to help teachers look at behaviors more objectively, perhaps even from the students point of view. By understanding the student, the teacher can shift the focus from controlling the student to teaching the student personal responsibility, allowing the student to become a self-regulated learner. **CID 1001186**

ASCD: Classroom Management: Models and Tools (1.5)
Classroom management has many facets, including classroom organization, scheduling, handling discipline issues, and managing the dynamic relationship between teachers and students. Teachers often cite it as their number one challenge. This course investigates how an engaging curriculum can help eliminate most classroom management challenges. Participants will explore why it's important to give students a voice in the classroom, along with the strategies for doing so. In addition, they will examine several classroom management models as well as opportunities to adapt them for individual situations. **CID 1001187**

ASCD: Classroom Management: Teacher-Student Relationships (2.5)
This course asks participants to think about classroom management as a way of interacting with students. It suggests that cooperation and enthusiasm for learning are not things that teachers build in students; rather, they are behaviors and attitudes that teachers help students recognize within themselves. The course presents strategies that emphasize helping students discover that they want to be cooperative, active learners. As students figure out that they hold responsibility for their learning and for the classroom climate, however, teachers must remember to regularly investigate how their dispositions and personal experiences influence the classroom culture. Therefore, teacher reflection is always a key aspect of any effective classroom management plan. **CID 1001188**

ASCD: Crafting Curriculum: An Introduction (2)
This course provides a broad overview of some guiding curriculum development principles and concepts. Although especially helpful to those who are new to the curriculum development process, it is also a good review for those already experienced in the process. **CID 1001190**

ASCD: Crafting Curriculum: Beyond the Basics (2)
Although this course is specifically designed for the more experienced curriculum developer, all participants should find the course interesting as they examine the many issues that surround the curriculum development process. This course will explore how adopters, evolvers, and developers approach curriculum development while considering what it means to create coherence. **CID 1001191**

ASCD: Crafting Curriculum: Using Standards (2)
This course introduces the processes required to successfully implement standards into the curriculum. This course also features a review of the standards movement, an examination of the backward design process, and analysis of teaching strategies that work in the standards-based classroom. **CID 1001192**

ASCD: Differentiated Instruction: An Introduction (3)
This course is designed to enhance understanding of how to better meet the needs of the many different learners in classrooms and schools. It provides opportunities to examine the characteristics of a differentiated classroom; how to frame instruction around concepts; and some techniques for differentiating content, process, and product. Participants will also have the opportunity to reflect on their own beliefs and practices relative to differentiation, and to read and analyze examples of differentiated learning activities. **CID 1001193**

ASCD: Differentiated Instruction: Learning More (2.5)
The differentiated classroom provides a systematic approach that enables teachers to become more effective educators. When teachers deepen their understanding of their students and their subject matter, they become flexible with their teaching matters. In this course, go beyond the basic elements of differentiation to investigate the flow of instruction. What does the flow of instruction look like in a traditional classroom? In a differentiated classroom? Participants will review various strategies that will help provide for and support a high-quality learning environment that promotes achievement for all learners. **CID 1001194**

ASCD: Differentiated Instruction: Responsive Instruction (2)
Differentiated instruction offers students and teachers responsive instruction-instruction that responds to students needs. With increasing numbers of English language learners, an expanding achievement gap for minority students, more inclusive classrooms, and public pressure to adequately prepare students for the challenges of the 21st century, knowing who students are and how best to teach them has become a critical issue for educators. And if students are to master content, building relationships is essential. **CID 1001195**

ASCD: Differentiated Instruction: Using Assessment Effectively (3)
Assessment is more than standardized or summative testing. It is much broader- a photo album to the isolated tests snapshot, an overall view of what goes on in the learning environment. Its purpose is to help students learn rather than to simply catalog their mistakes. Differentiating instruction requires teachers to respond to variations in students readiness, interest, and learning profiles, information best gathered through appropriate use of assessment. This course identifies ways to use assessment to pinpoint students learning needs, reflects on some principles of differentiated instruction, and analyzes different ways to use continual assessment to inform instruction. **CID 1001196**

ASCD: Embracing Diversity: A Look in the Mirror (1.5)
Intolerance has, unfortunately, always been part of the American experience. Schools have always been vulnerable to this societal dilemma, and students sometimes have been- and still are- the victims of bias-related incidents. Teachers are in a wonderful position to help young people understand that the United States is strong because of its diversity. This course is designed to give teachers the tools they need to create environments of acceptance and harmony in our schools. The course describes the diverse landscape that is the United States and its schools today. Participants are then asked to look inward and reflect on their own beliefs and biases. They will then be prepared to explore how to emphasize diversity and tolerance throughout the curriculum, in their instructional practice, and in the school culture. **CID 1001200**

ASCD: Embracing Diversity: Effective Teaching (2.5)
This course will give participants an opportunity to explore curricula and lessons that focus on tolerance and diversity. Participants will learn about instructional approaches that have been recommended by tolerance professionals and used by teachers. The goal is to help students learn to embrace diversity and respect others. **CID 1001201**

ASCD: Embracing Diversity: Global Education (2)
This course provides an introduction to teaching using a global perspective. The course features Merry Merryfield, professor of social studies and global education at Ohio State University, and Tim Dove, social studies teacher at McCord Middle School in Worthington, Ohio. Both Merryfield and Dove bring a wealth of classroom, personal, and professional experiences to teaching with a global perspective. Participants will explore elements of global education, observe how others have incorporated global education into their classrooms or schools, critique classroom-tested lesson plans and units, infuse global education into a lesson, unit, or theme already being taught in the classroom, and explore teaching strategies. **CID 1001202**

ASCD: Inclusion: Implementing Strategies (2)
Many schools already have students in their classrooms with mild to moderate learning disabilities. Although these schools may be technically in compliance with the inclusion mandate from the federal government, a lot of teachers are not receiving adequate support, resources, or training to work with students with such diverse abilities. As a result, these students are not getting the kind of education that best meets their unique needs. Each of the lessons in this course addresses some of the more common concerns that educators have about teaching students with disabilities- anxiety about not having enough time or enough training, and uncertainty about the most effective teaching strategies and assessment measures for disabled students. **CID 1001205**

ASCD: Inclusion: The Basics (2)
Teachers who already have students with mild to moderate learning disabilities or who teach (or will be teaching) severely disabled students will find this course helpful. Each lesson addresses some of the most common concerns that educators have about teaching students with disabilities- concerns about the effectiveness of inclusion, anxiety about not having enough time or enough training, and fear about the potential disruption to their class. **CID 1001206**

ASCD: Multiple Intelligences: Designing a Classroom Environment (2)
In this course, learn about the theory of multiple intelligences as well as ideas and suggestions for ways to integrate it into the classroom. Participants will reexamine the use of learning centers through the lens of the multiple intelligences; learn how to redesign the classroom to incorporate the different intelligences and create an environment for all of them to thrive; and learn about the professional learning community model and how teachers can share ideas for introducing the intelligences and create lessons that honor the different ways students learn. **CID 1001223**

ASCD: Multiple Intelligences: Implications for Leadership (2.5)
This course explores the benefits of a multiple intelligences focus, considers elements of implementation, and reviews leadership perspectives. Participants will also learn how to deepen understanding of ways to hone effective leadership traits, thus enhancing student learning. **CID 1001224**

ASCD: Multiple Intelligences: Strengthening Your Teaching (2)
In this course, participants will learn about the theory of multiple intelligences and get ideas and suggestions for ways to integrate it into the classroom. The course reviews the theory of multiple intelligences, teaches how to design lessons using the multiple intelligences as a backdrop, and explains how understanding the multiple intelligences can greatly strengthen literacy instruction and improve the literacy skills of students. **CID 1001225**

ASCD: Multiple Intelligences: The Basics (2)
This course introduces the theory of multiple intelligences. Participants will explore each intelligence area, create a personal intellectual profile, and be asked to consider how an understanding of the multiple intelligences theory can guide instruction so that student learning is enhanced. **CID 1001226**

ASCD: The Brain: Developing Lifelong Learning Habits (2)
Its important that teachers understand how their attitudes and presence in the classroom can affect how the brain learns, and that they can help students develop a positive mind-set and an enthusiasm for learning. The exercises and activities in this course will help participants learn how to establish positive teacher-student relationships; create safe and affirming learning environments; and help students develop helpful learning habits. **CID 1001241**

ASCD: The Brain: Memory and Learning Strategies (2)
The lessons in this course focus on memory and how to relate it to classroom practices. Specifically, the course will explain the two memory systems that have been definitively identified by neuroscience: explicit and implicit, and show how certain instructional strategies may promote particular types of memory formation. Participants will discover new information about learning and look for ways to increase the growing body of knowledge that is the human experience. **CID 1001242**

ASCD: The Brain: Mind-Body Connection (2)
Many educators are passionate in their belief that school should be a safe haven for children and adolescents. Within the walls of the school and the classrooms, students should be protected from the dangers that exist in the world. This course examines how external factors such as safety, affirmation, community building, nutrition, physical movement, and even the physical learning structure itself affect the brain's performance and, as a result, influence learning. **CID 1001243**

ASCD: The Brain: Understanding the Physical Brain (2)
This course provides a survey of information about the brain and how it functions to make each of us who we are. Participants will explore the physical aspects of the brain and consider its role in emotions, memory, reasoning, planning, and problem solving. The course also explores possible implications for classroom practice and the views of prominent educators who have been studying this amazing organ for many years. **CID 1001244**

ASCD: Understanding by Design: An Introduction (2)
This course offers a clear and accessible introduction to the Understanding by Design (UbD) program. Staff developers, in particular, can use it to introduce the framework to their district. Additionally, districts can use the course content to audit their existing curriculum management system using UbD principles and strategies. This course will also explain the learning theory underlying Understanding by Design and introduce educators to the three-circle curriculum audit. **CID 1001246**

ASCD: Understanding by Design: The Backward Design Process (2.5)
This course provides an overview of the principles of Understanding by Design (UbD) and will guide participants in applying the design principles and strategies associated with the UbD framework. Participants will use the three stages of backward design to create an actual unit, critique units using evaluation criteria, and apply UbD principles to improve school-based and district curriculum. **CID 1001247**

ASCD: Understanding by Design: The Six Facets of Understanding (1.5)
This course explains why teaching for and assessing understanding can be both challenging and critically important. It then explains each of the six facets in a separate lesson. Each lesson reinforces the relationship of the six facets to the backward design process, including how educators can use them to identify desired results and improve assessment tasks and activities. **CID 1001248**

ASCD: Understanding Student Motivation (2)
This course explores the importance of finding out what motivates children and the ways that educators can put themselves in each students shoes to frame the learning process around that child. Participants will define motivation within the context of the classroom, understand how a sense of belonging affects student motivation, and explore ways to build competence. **CID 1001249**

ASCD: Understanding Student Motivation Challenges (2.5)
This course addresses the conditions that foster student motivation and how to meet students needs to enhance motivation in the classroom. Participants will explore strategies to cope with challenges and address ways to provide productive and positive choices for students. **CID 1001250**

U of A ET: Meeting the Needs of All Students: Success Through Differentiation and Technology (6)
In a typical class, each child is unique. This workshop, developed by the nationally respected school technologist Dr. Annette Lamb and presented by the University of Arkansas Educational Technology Masters Program, will address ways to use technology to help you differentiate the learning environment and improve success for all students. Using a one-hour webinar, online readings, and activities, participants will explore ways to use the Internet to locate quality materials to address individual differences. In addition, ten tips are provided for connecting students to the learning environment through technology-rich resources. **CID 1000515**

AETN: DREAM Workshop with Susan Bosak (3.5)
AETN presents the DREAM Workshop with Susan Bosak. Using her award-winning picture book, *Dream: A Tale of Wonder, Wisdom and Wishes*, educator and author Susan V. Bosak guides participants on a journey of discovery filled with ideas for student engagement. This workshop includes a 3-hour presentation of How to Teach Literacy Like a Dream as well as an author reading of the book. After a review of the top ten findings from motivation research, Susan shares classroom-tested lesson ideas using DREAM as a model. This professional development empowers teachers to engage students in examining their dreams for the future in an effort to set life goals and plan steps to accomplishment. Through literacy and art students find a new lens to view possibilities for themselves and the world. **CID 1000788**

ASCD: Formative Assessment: The Basics (3)
This course defines formative assessment and discusses how to use it in the classroom. Participants will explore how to provide meaningful feedback and consider how students can be active in the assessment process. The course features perspectives of educators who have worked extensively to improve assessment in schools. **CID 1001204**

ASCD: The Reflective Educator (1.5)
This course is a personal guide for laying the groundwork for participants to pursue and maintain their own development and professional leadership as an educator. Participants will consider their strongest beliefs, values, and questions about their role as an educator and then act on them and will build inner wisdom, allowing that wisdom to guide daily practice and professional development. **CID** 1001245

ASCD: Learning Theory in the Classroom (1.5)
This course explores several influential teaching models and discusses the role of personalization through the incorporation of learning and teaching styles into the educational paradigm. Participants will investigate the strengths and weaknesses of behaviorism, cognitivism, and constructivism. **CID** 1001210

ASCD: Conflict Resolution: An Introduction (2.5)
This course introduces teachers to the concept of conflict resolution, its value in a school environment, and the many ways to handle it. It will help teachers understand how they can and why they should emphasize conflict resolution in the classroom and, if feasible, throughout the school. **CID** 1001189

ASCD: Your First Year of Teaching: Surviving and Thriving (2)
This course is designed to help new teachers succeed in their first year of teaching. Although college coursework has prepared teachers for many of the experiences they will encounter during this first year, much of what they will face may not have been covered. This course will help prepare new teachers for the realities and challenges of the classroom. **CID** 1001253

ASCD: Paraeducators in the Classroom (1.5)
This course gives educators a chance to consider their own ideas about supervision and see the contributions paraeducators and other adults can make to children's education. Participants will also have an opportunity to create a plan for training and working effectively with the paraeducators. In addition, this course will discuss classroom supervision in general terms and identify the implications that differences in style have for effective communication. **CID** 1001227

IDEAS - ADE / Special Education Unit: The Supervising Teacher and Paraprofessional Training Module (2009) (4.5)
In this course, Donna Broyles, the Arkansas Department of Education Special Education Unit Coordinator, outlines the roles and responsibilities for the supervising teacher and the paraprofessional in the state of Arkansas. She highlights the details of 504 and IDEA and shares "10 C's" of teamwork. She also presents ideas for adaptations and resources that can be used to implement individual learning goals and objectives. **CID 1001262**

IDEAS - ADE / Special Education Unit: Working with Children with Low Incidence Disabilities (2009) (6.5)
This course provides knowledge, techniques, and teaching methods for teachers and paraprofessionals who work with students who are Hearing Impaired, Visually Impaired, or Deaf-Blind. **CID 1001153**

ASCD: Formative Assessment:Deepening Understanding (14.5)
In this ASCD course you'll move beyond the basics of formative assessment to get to the heart of the topic. Through the six course modules, you'll delve into the kinds of activities that allow students to apply what they've learned, review the variety of formative assessments that enable you to evaluate whether, how much, and what students are learning, and discover how to put student learning data to work. **CID 1001288**

ASCD: Response to Intervention - An Introduction with Margaret Searle (13)
This course explores the purpose and requirements of Response to Intervention (RTI) with Margaret Searle. The course includes examples of the three major components (assessment, interventions, and problem-solving process) and provides practical strategies for implementing the RTI framework in your classroom or school. **CID 1001384**

ASCD: Understanding by Design - An Introduction with Jay McTighe and Grant Wiggins (15.5)
In Understanding by Design: An Introduction, you'll explore how the principles and practices of Understanding by Design® can help you get the most out of your instructional time. Through video examples, in-depth readings, and downloadable applications, you'll learn practical ways to put UbD™ to work in classrooms. **CID 1001385**

ASCD: The Art and Science of Teaching with Robert Marzano (12.5)
In this course, Robert Marzano leads you on an exploration of the research behind effective classroom instruction as well practical ways to put the research to work in the classroom. Using the strategies presented in the course, you'll be better equipped to meet the diverse needs of your students. **CID 1001387**

AETN - Understanding Alternative Education in Arkansas (1)
This course highlights successful Alternative Learning Environments (ALEs) across the state and the techniques and approaches that are used to reach struggling learners. Students are given the chance to voice their opinion on the experiences they have had in an ALE. The teachers and experts discuss a variety of topics, covering everything from student-teacher ratio to the advantages and disadvantages of hiring security guards. **CID 1001557**

UCA - Mashburn Center for Learning - Arkansas Adolescent Literacy Intervention (AALI): Tools for Student Success (1)
The UCA Mashburn Center for Learning - Arkansas Adolescent Literacy Intervention (AALI) program is a research-validated methodology based on the Strategic Instructional Model (SIM) developed by Dr. Don Deshler, contributor to Reading Next, and Director of the University of Kansas Research Center on Learning (KU-CRL). This course was developed by Jill Weir and Renee Calhoon. **CID 1001679**

ASCD: Bullying: Taking Charge, 2nd Edition (11.5)
In Bullying: Taking Charge: An ASCD PD Online Course, you will explore what bullying is and why it is important to address it on the student, teacher, and school level. You will also learn some practical tools for confronting and preventing bullying. **CID 1001365**

ASCD: The Reflective Educator, 2nd Edition (7.5)
Explore the role of reflection in your professional growth, as well as the role that reflection plays in student learning. This course will provide information on self-reflection, reflection in action, the benefits of professional learning communities, the importance of reflection in developing thoughtful learners, inquiry-based lesson planning, teacher inquiry, and taking an inquiry stance in your teaching practice. By the end of this course, you will have an understanding of these topics and will have developed a set of actionable strategies to help integrate reflection into your professional practice and your students' work. **CID 1001370**

ASCD: Inclusion: Implementing Strategies, 2nd Edition (11.5)
The ultimate goal of inclusion is to eliminate segregation and isolation, according to Richard Villa and Jacqueline Thousand authors of Creating an Inclusive School, 2nd Edition (2005). By providing inclusive services to special education students, schools comply with federal laws, and serve as models of a culture of acceptance and tolerance. Schools and teachers need strategies for how to implement inclusive modifications and adaptations. This course provides valuable information about creating and working in an inclusive school environment. Discover strategies for handling the logistics of the classroom environment, aids and supports, and curriculum modification. Learn the difference between accommodation and adaptation. Consider learning and teaching styles, while developing differentiated activities that meet the array of student needs in your classroom. Finally, become informed about your state's laws and mandates affecting how to monitor progress and measure achievement of all students in your inclusive classroom. **CID 1001687**

ASCD: Inclusion: The Basics, 2nd Edition (12.5)
In Inclusion: The Basics, you'll explore the definition of inclusion and inclusive schools and find out what inclusion is and what it isn't. Through in-depth readings, examples, and applications, you'll gain a conceptual understanding of what constitutes inclusion in a public education setting and the related federal laws that mandate it. You'll also gain some practical strategies for adapting instructional activities and creating a welcoming, positive environment for all students. **CID 1001688**

ASCD: Embracing Diversity: Effective Teaching, 2nd Edition (13)
In Embracing Diversity: Effective Teaching you will explore the importance of promoting diversity and tolerance at both the classroom and school level. You will learn about many of the challenges that diverse schools face. In addition, you will have the opportunity to study classroom activities, procedures, and schoolwide initiatives that focus on tolerance and diversity, including ways to involve parents of all types in the school community. Through video examples and in-depth readings, you'll learn practical ways to manage diverse classrooms and schools for the benefit of all students. **CID 1001689**

ASCD: Assessment: Designing Performance Assessments, 2nd Edition (14.5)
This course makes connections between student motivation and types of assessment used in the classroom. It also covers how to unpack learning standards and benchmarks, so that all assessment yields information about student progress and mastery of instructional goals. **CID 1001363**

ASCD: Assessment: Getting Started with Student Portfolios, 2nd Edition (9.5)
In Assessment: Getting Started with Student Portfolios: An ASCD PD Online Course, you'll explore the research behind implementing a portfolio assessment, as well as practical ways to implement the portfolio assessment in the classroom. Using the strategies presented in the course, you'll be better equipped to increase your students' ownership of their learning, help them develop reflection skills, and engage them in projects that are meaningful to them. **CID 1001364**

ASCD: Classroom Management: Building Effective Relationships, 2nd Edition (11)
In Classroom Management: Building Effective Relationships: An ASCD PD Online Course, you'll investigate the various facets of classroom management. You will examine some common approaches to classroom management, to find the one that is best for you, laying the foundation for your classroom management plan. You will then build on the foundation by examining the student-teacher relationship and uncovering the strategies that will support your approach to classroom management. Finally, you will learn how all of these pieces can fit together to create a cohesive schoolwide model. **CID 1001366**

ASCD: Multiple Intelligences: Strengthening Your Teaching, 2nd Edition (8)
Explore the theory and application of Howard Gardner's multiple intelligences (MI) for the 21st century classroom. Through videos, in-depth readings, and applications, you'll assess your own strengths and weaknesses, learn tools for assessing your students, and explore specific ideas and techniques for supporting MI in classroom curriculum and activities. **CID 1001367**

ASCD: Technology in Schools: A Balanced Perspective, 2nd Edition (12)
In Technology in Schools: A Balanced Perspective: An ASCD PD Online Course®, you will learn about the challenges and benefits of incorporating technology into instruction. You will discover engaging and meaningful ways to encourage proper technology integration in schools and work toward increasing access for all students. You will also examine the importance of helping students and their families think critically about the role technology plays in their daily lives. **CID 1001369**

ASCD: Understanding Student Motivation, 2nd Edition (12)
Examine the basics of motivation and the role that motivation plays in academic performance. Through readings, video examples and application exercises, you'll learn how to establish strategies to create a respectful and connected classroom, balance structure and choice to create a positive attitude toward learning, set expectations, create challenging and engaging activities that are personally relevant to students, and develop strategies to help students feel more competent and confident in the classroom. **CID 1001371**

ASCD: What Works in Schools: Translating Research into Action, 2nd Edition (13.5)
Investigate the evidence that supports a simple, yet profound, belief about teaching and learning—effective schools do make a difference in the lives of children and young people. By applying the understanding you'll gain from this course, you will discover how schools can create an environment that affects student achievement and maximizes the capacity of all learners. **CID 1001372**

LEADERSHIP AND ADMINISTRATION

ASCD: Dimensions of Learning: Observing Students (2.5)
This course is ideal for administrators and central office curriculum specialists interested in sustaining classrooms and schools that promote effective learning principles—principles reflected in the five Dimensions of Learning. We know that learning improves when the learners self-knowledge is taken into account and when a variety of techniques are used within the learning environment to enhance the learning experience. The central goal of this course is to delve into the Dimensions of Learning program by observing these techniques within the learning organization through several essential questions that are addressed throughout the course. **CID 1001197**

ASCD: Dimensions of Learning: Observing Teachers (2)
The central goal of this course is to further delve into the Dimensions of Learning by exploring the process of observing for them. The focus includes several essential questions that are addressed throughout the course. This course is ideal for administrators and central office curriculum specialists interested in sustaining classrooms and schools that promote effective learning principles—principles reflected in the five Dimensions of Learning. This course teaches how to observe and support these principles using a variety of strategies. **CID 1001198**

ASCD: Dimensions of Learning: The Basics (2.5)
The purpose of this course is to explore the process of observing for Dimensions of Learning. Its central goal is to provide ideas and strategies for observers involved in all aspects of implementation, including assessing the extent to which techniques and practices are already in operation in the classroom or school and monitoring implementation progress. The course is ideal for educators interested in creating and sustaining classrooms that promote the principles of equity and excellence. **CID 1001199**

ASCD: Leadership: Becoming a Leading School (1.5)
In this course, participants will discover which strategies, when honed, can enhance a leaders competence. Participants will explore Douglas Reeves's research on leadership characteristics that contribute to improved student achievement, and specific 21st century leadership skills all leaders should possess. **CID 1001208**

ASCD: Leadership: Effective Critical Skills (2)
This course examines the critical skills that are important for educational leaders. These skills include communicating effectively, problem solving and decision making, resolving conflict, and building highly effective teams. Finally, this course offers practical advice on emphasizing the importance of consistency in achieving change within the educational environment and avoiding several common obstacles to leadership success. **CID 1001209**

ASCD: Student Health Program: A Coordinated Approach (1)
This course goes beyond an understanding of the eight elements of a coordinated school health plan and provides support for the coordinated approach. In the course, participants will learn how to structure a coordinated approach, begin to investigate the change process, find resources to support school health efforts, and create an action plan for implementation. **CID 1001233**

ASCD: Student Health Program: Essential Elements (2)
In this course, participants will learn about the link between health and learning, consider the need for a coordinated approach to address student health issues, and examine the eight components of a coordinated school health program: health education; physical education; nutrition services; staff wellness; health services; counseling, psychological, and social services; healthy environments; and family and community involvement. **CID 1001234**

ASCD: Substitute Teaching: Creating an Effective Training Program (1.5)
This course identifies characteristics of an effective substitute teacher program, investigates several model training programs, and introduces alternative methods of finding and training substitute teachers. **CID 1001235**

ASCD: Substitute Teaching: More Strategies (2.5)
This course investigates what's needed to become an effective substitute teacher from classroom management, to teaching strategies and working with special-needs students. The lessons explore the difference between reactive and proactive discipline strategies and identify cognitive, affective, and organizational accommodations. **CID 1001236**

ASCD: Substitute Teaching: The Basics (1.5)
This course introduces the basics of effective substitute teaching that include the use of a sub-pack, the value of preparation, and activities appropriate for any age group or subject. In completing this course, substitute teachers are helping to ensure that the absence of the students regular teacher doesn't result in a lack of learning. **CID 1001237**

ASCD: What Works in Schools: An Introduction (2)
This course will help participants to understand and apply the insights and strategies identified by Robert J. Marzano in the best-selling ASCD publication *What Works in Schools: Translating Research into Action*. The course addresses the three major categories of factors Marzano identifies as having a high correlation with students achievement: school-level factors, teacher-level factors, and student-level factors. **CID 1001251**

ASCD: What Works in Schools: What Schools Can Do To Improve (2)
This course begins with an overview of the 11 factors Robert J. Marzano summarizes in his groundbreaking work *What Works in Schools: Translating Research into Action*. Marzano also identifies five school-level factors that make a statistically significant difference in student achievement. These factors involving a combination of policy, procedure, and practice have proven highly effective in helping make schools genuine communities of learning. The course includes suggestions about how to use them to improve schools and districts. **CID 1001252**

Dealing with Violence in the Workplace - Admin Edition (1)
This course has tools and methods to help the administrator or teacher recognize potentially violent situations before they need attention, and then to take positive action to avoid or eliminate the potential problem. There is a wide array of techniques to help leaders use communication, conflict intervention, and interpersonal skills to diffuse dangerous situations. **CID 7519**

Understanding and Using Contracts - Admin Edition (1)
This course will tell you how to know when a true contract has been made, identify when it is binding, and determine the limitations and scope of the agreements. It will also give you information and guidelines on how and when to sever the contract, how to modify it, and how to circumvent potential problems. **CID 7520**

Time Management - Admin Edition (1)
This course includes tools for setting goals, keeping logs, and planning your time. It addresses identifying low pay-off activities and time-wasters, along with suggestions for getting rid of them. It provides tips for organizing your materials and your surroundings for more efficiency, and has other practical suggestions for taking control of your time and your life. **CID 7521**

Internet Basics - Admin Edition (1)
This course is for those who have little or no previous exposure to the Internet. It includes the most common Internet terms, basic navigation information, an overview of the resources available online, and important security information. **CID** 7522

Leading Effective Meetings - Admin Edition (1)
This course contains tips to ensure that the meetings you lead are organized, focused, and productive. **CID** 7523

Applying Leadership Basics - Admin Edition (1)
This course covers the fundamental skills for leading a group, including establishing a direction and building relationships. It tells you how and when to use various leadership styles and provides techniques to help leaders direct the efforts of others to foster innovation, provide appropriate direction, and develop and maintain positive relationships. **CID** 7524

Becoming an Effective Team Member - Admin Edition (1)
In this course you will learn tips and pointers for developing a team-oriented attitude and learning to work with your team members. It discusses how to develop communication skills, fulfill your roles and responsibilities, and encourage other team members to do the same. **CID** 7525

Preventing Sexual Harassment for Administrators - Admin Edition (1)
This course addresses the issues related to sexual harassment, how the law applies to employees, things to avoid in the work environment, and specific employee responsibilities. There are tips to help employees examine their own attitudes and behaviors, and warnings about things they might be doing unintentionally that give the wrong impression. **CID** 7526

Basics of Professional Writing - Admin Edition (1)
This course will help you avoid common grammar and spelling blunders and outline ways you can make your writing more persuasive and professional. Once you've learned the simple guidelines for writing more effectively, misunderstandings will be avoided, and you will be able to communicate with ease. **CID** 7512

Presentation Skills - Admin Edition (1)
This course includes tools and techniques to help you determine what the audience wants and needs, methods to gauge their needs, and a structure for organizing and formatting a good presentation. You will learn to plan and present your remarks for the most impact, and how to deal with the anxiety that so often accompanies such assignments. **CID** 7513

Writing Effective Email - Admin Edition (1)
This course discusses the advantages of email over older, more traditional forms of communication, as well as its pitfalls. Mastering writing for this medium will broaden your ability to convey your ideas successfully to others, enhancing your success in business and in life. **CID** 7514

Basics of Effective Communication - Admin Edition (1)
This course examines the fundamental elements of communication and describes how you can send clear and consistent messages to a receiver. It gives tips for choosing the right communication method and considering other important factors that impact effectiveness. It covers effective listening and feedback skills. **CID** 7515

Interviewing Skills for Job Candidates - Admin Edition (1)
This course provides specific recommendations for how to prepare for and respond to an interviewer's questions. It covers how to promote your best image and create a positive impression. You will also learn how to follow up with the interviewer. **CID** 7516

Interviewing Job Candidates - Admin Edition (1)
This course provides you with tools and methods to help you prepare to get the results you want. You will learn how to define exactly what you're looking for in a job candidate, and be given checklists and discussion guides for asking the right questions to get relevant answers. The course addresses the most common legal pitfalls and how to avoid them, as well as issues you should consider when evaluating a candidate. **CID** 7517

Applying Emotional Intelligence in the Workplace - Admin Edition (1)
This course teaches you how to handle your emotions and gear them towards a positive outcome. It covers topics on how to respond proactively, communicate more effectively, and inspire others to do the same. **CID** 7538

Recognizing and Avoiding Burnout - Admin Edition (1)
This course discusses how to assess your own emotional state, locate the stressors in your life, and evaluate your expectations, a major contributor to burnout. It provides guidelines to identify the various stages of burnout and methods to recognize where you are in the process, and give you practical techniques for managing your own frustrations and anger and getting back on track. **CID** 7539

Managing Stress - Admin Edition (1)
This course covers how to diagnose the stress in your life, identify the stressors you can and cannot control, and assess your readiness to make changes. It discusses how to develop a systematic approach to eliminate stressors, manage your time, and implement short-term and long-term coping mechanisms. You'll also learn how to avoid or address your own personal roadblocks. **CID** 7540

Recognizing and Managing Anger - Admin Edition (1)
This course addresses how to identify the different sources of anger, as well as how to determine the emotional roots of your own anger and recognize how it manifests in your life. It provides tips to help you recognize your responses to anger, and gives you tools to manage it. It discusses how you can use your anger to gain positive outcomes. **CID** 7541

Recognizing and Responding to Signals of Violence - Admin Edition (1)
This course examines some of the advance warning signs of a child's potential to carry out violent acts. It explores how administrators, parents, and other caring adults can learn to recognize them and respond effectively. **CID** 7542

Developing a Child's Critical Thinking Skills - Admin Edition (1)
This course addresses what adults can do to teach children how to think through and reason in age-appropriate ways, preparing them for the greater responsibilities that come as the child matures. There are diagnostic tools, activities, and communication techniques that adults will find very helpful. **CID** 7528

Providing Effective Feedback - Admin Edition (1)
This course includes tools to develop helpful feedback and use it to motivate others. It has techniques and methods to foster a nurturing environment, convey your improvement ideas, check for understanding, and help others learn from their mistakes. **CID** 7529

Dealing with Negative People - Admin Edition (1)
This course will help you identify what it is that makes certain people pessimistic and what you can do to help them. It will identify strategies you can use for boosting self-esteem, morale, and turn negativity into positivity. **CID** 7530

Appreciating Personality Differences - Admin Edition (1)
This course teaches why it's important to identify both your own personality style and the differing styles of others. Understanding these style differences will enable you to adapt to others and create a more harmonious work environment. **CID** 7531

Conflict Intervention - Admin Edition (1)
This course addresses how to assess the climate of a conflict and understand the issues. It covers methods that can be used to gather information, neutralize the situation, clarify points of view, and define the conflict. It also discusses techniques for brokering a win/win situation, gaining commitment from all parties, and following through for complete resolution. **CID** 7532

Managing Disagreement - Admin Edition (1)
This course identifies the strategies for solving conflict and maintaining positive working relationships. It will also help you identify the needs of both parties and the best manner for solving the disagreement. **CID** 7533

Coaching and Counseling - Admin Edition (1)
This course identifies situations in which coaching and counseling are necessary, guides you in planning the actual coaching or counseling session, and provides strategies for success. **CID** 7534

Mentoring - Admin Edition (1)
This course discusses the value and importance of mentoring others. It covers how to mentor effectively, as well as how you can benefit and grow as a mentor. **CID** 7535

Successful Negotiation - Admin Edition (1)
This course covers the strategies and techniques you will need to help you define opportunities in which negotiating would be appropriate. It also explores how to create a win/win situation in any of your negotiations. **CID** 7536

Retaining Valuable Faculty and Staff - Admin Edition (1)
This course shows you how to keep the faculty and staff you've recruited and developed, and includes pointers for respecting employees, recognizing their achievements and rewarding them appropriately. **CID** 7503

Recognizing Employee Performance - Admin Edition (1)
This course instructs administrators how to lay the groundwork for successfully recognizing employee performance, and find out how to identify the recognition methods that your organization offers. There are suggestions for non-monetary rewards and ideas on how to use the position as a way to recognize and motivate. There are also techniques to help deliver recognition effectively through coaching and feedback. **CID** 7504

Motivating Employees - Admin Edition (1)
This course gives practical suggestions for identifying group and individual motivating factors and mobilizing them to energize employees. There are tools, techniques, and methods for revitalizing the school environment and encouraging initiative in each person in order to move everyone forward. **CID** 7505

Setting Performance Goals and Expectations - Admin Edition (1)
This course has tools and methods for collaboratively establishing goals and specific performance criteria for all employees. There are tips to help administrators obtain commitment to the goals and methods to help them review performance goals regularly. It also includes documentation guidelines and techniques to help them get results through effective feedback and positive reinforcement. **CID** 7506

Developing a Strategic Plan - Admin Edition (1)
This course will lead administrators and other personnel step-by-step through the development of a strategic plan, beginning with a powerful mission statement, analysis of a school's strengths and weaknesses, and assessment of its educational position. It includes tips on how to communicate the plan throughout the school convert it into action by developing supporting tactical plans, and reinforce results at all levels. **CID** 7507

Delegating - Admin Edition (1)
This course takes you through every step of the delegation process from beginning to end. You will learn how to define the task and determine to whom it should be given. There are tips and techniques for monitoring the task's progress without micromanaging, and methods for coaching and developing people along the way. There are also tools and methods to help you get the most value from every assignment. **CID** 7508

Managing Change - Admin Edition (1)
This course covers the most essential elements of living with and managing continual change. There are simple and straightforward techniques for dealing with the inevitable resistance, methods for setting goals and developing a plan, tools for understanding the personal and professional stresses that all employees experience, and suggestions for rebuilding trust and developing commitment to the changes that are implemented. **CID** 7509

Creating a Strong Leadership Team - Admin Edition (1)
This course delivers the key elements of how to create a leadership team that is a model for the rest of the school district. The strategies and tips are practical tools and methods to create and maintain a shared vision, define roles and responsibilities, and determine mutual goals and priorities. Key points also include techniques for avoiding power struggles and resolving issues to keep leaders focused and aligned. **CID** 7510

ASCD: Leadership for Contemporary Schools (2.5)
Principals who treat students with respect promote good communication skills and help create a positive school culture, according to a recent survey. But although some leaders have no trouble with these behaviors, others need to learn how to better incorporate them into their leadership style to improve the learning climate in their schools. This course addresses ways to help contemporary school leaders adjust to their changing roles. **CID** 1001207

ASCD: Professional Development: It's a Process, Not an Event (2)
This course provides the information needed to create powerful professional development programs. Participants will learn how to monitor the programs closely with the collection of formative data and then adjust the programs as needed to make them as effective as possible. Learn to ensure that adult learners increase their understanding and skills and can use what they learn in the workplace. **CID** 1001230

ASCD: Schools as Professional Learning Communities: An Introduction (2)
This course investigates how school leaders communicate and collaborate with all stakeholders to promote the vision of improved student learning. Participants will explore the basic characteristics of a professional learning community and how to establish an environment of reform that facilitates success. **CID 1001231**

ADHE: Lottery Scholarship Training 2010-11 (1)
This is a 1-hour professional development training created and presented by the Arkansas Department of Higher Education. The purpose of this training is to educate and inform current school counselors, principals, superintendents, and assistant principals and superintendents of the changes made to the Academic Challenge Scholarship Program in 2010-11. The eligibility requirements and application process for the scholarship are discussed in detail. The supplemental materials for this course are electronic copies of the handouts given at all of the live training events. It is highly recommended that these materials be printed and used in conjunction with this course. **CID 1000962**

ADHE: Lottery Scholarship Training 2010-11 (3)
This is a 3-hour professional development training created and presented by the Arkansas Department of Higher Education. The purpose of this training is to educate and inform current school counselors, principals, superintendents, and assistant principals and superintendents of the changes made to ADHE's scholarship programs in 2010-2011. All of the programs offered to students by ADHE are discussed and any and all changes to each individual program are explained in detail. The supplemental materials for this course are electronic copies of the handouts given at all of the live training events. It is highly recommended that these materials be printed and used in conjunction with this course. **CID 1000963**

ADHE: Arkansas Scholarship Lottery Training (ACT 606) (3)
This is a 3-hour professional development training created and presented by the Arkansas Department of Higher Education. The purpose of this training is to educate and inform current school counselors, principals, superintendents, and assistant principals and superintendents of the changes made to ADHE's scholarship programs in 2009-2010. All of the programs offered to students by ADHE are discussed and any and all changes to each individual program are explained in detail. **CID 1000839**

ADHE - Arkansas Scholarship Lottery: ACT 606 of 2009 – Annual Refresher - Training 2011-12 (1)
This course, presented by the Arkansas Department of Higher Education (ADHE), meets the requirements of Act 606 of 2009. In this presentation, Phil Axelroth provides the participants with the required Arkansas Lottery Scholarship training. All superintendents, assistant superintendents,grades 7-12 principals, assistant principals, and guidance counselors are required to have the three- hour initial training and the 1-hour annual reinforcement training. **CID** 1001439

ADHE - Arkansas Scholarship Lottery: Act 606 of 2009 - Initial Training 2011-2012 (3)
This course, presented by the Arkansas Department of Higher Education (ADHE), meets the requirements of Act 606 of 2009. In this presentation, Phil Axelroth provides the participants with the required Arkansas Lottery Scholarship training. All superintendents, assistant superintendents, grades 7-12 principals, assistant principals, and guidance counselors are required to have the three- hour initial training and the 1-hour annual reinforcement training. **CID** 1001439

NSDC - Learning Forward: Assessing Impact of Professional Development (7)
This course, brought to you by ADE, AETN, and Learning Forward (formerly the National Staff Development Council), features Linda Munger, Ph.D., a Senior Consultant for Learning Forward. During this course, you will have an opportunity to learn more about each of the eight steps in evaluating professional development. This course focuses on planning, formulating evaluating questions, and creating an evaluation framework to serve as an action plan. Once the evaluation plan has been designed, it is important to know how to conduct an evaluation based on the designed questions. The focus of the evaluation includes gathering, analyzing, and interpreting the data to support findings and make recommendations for future decision making about professional development based on student learning needs. **CID** 1001397

Applying Emotional Intelligence in the Workplace (1)
Being "smart" isn't enough. To reach your full potential, personally and professionally, you need emotional intelligence—the set of skills that enables you to manage your own feelings and relate effectively to the feelings of others. This course will show you how to use emotional intelligence at work to increase your success and satisfaction. **CID** 5448

Appreciating Personality Differences (1)
Ever wonder why some people act the way they do? You may sometimes think, "The world would be a much better place if everyone were more like me." But, in fact, it's each person's unique style that creates a more complete workplace! That's why it's important to identify both your own personality style and the differing styles of others. Understanding these style differences will enable you to adapt to others and create a more harmonious work environment. **CID** 5443

Basics of Effective Communication (1)
You're convinced that you said it clearly, but the person you were talking to just didn't seem to get it. You might as well have been speaking two different languages. Learn the Basics of Effective Communication and you can be on your way to having greater confidence in your ability to make sure that your messages are understood. **CID** 5379

Conflict Intervention (1)
Most leaders are hesitant to mediate an interpersonal conflict. Who wants to get involved in a heated discussion when you're not sure how to solve it and you don't want to make it worse? Be successful at conflict intervention by learning how to move toward a positive solution for everyone involved. **CID** 5378

Managing Disagreement (1)
Managing interpersonal differences isn't always easy. Sometimes the tension is visible in the form of backbiting, rivalry, bickering, and resentment. Other times it takes the form of a subtle undercurrent of anger. Pain and emotional scars, wasted time and energy, and waning morale are too often the only products of such situations. This course helps you anticipate and prevent destructive conflict, deal with disagreement before it erupts into conflict, use differences as a springboard to creative problem seeking and solving, and manage disagreement with more skill and assurance. **CID** 5454

Managing Negative People (1)
A negative outlook on life and persistent negative emotions reduce productivity and morale and increase absenteeism and use of medical benefits. People who are predominantly negative in their thoughts, feelings, and actions create stress for themselves—and everyone with whom they work—and alienate customers and business partners. This course will show you how to neutralize negativity, channel its energy in a constructive direction, and create a positive workplace culture. **CID** 5453

Mentoring (1)
In an increasingly complex and high-tech environment, everyone sometimes needs special insight, understanding, and information from outside the normal channels. Mentors are needed to adapt the workforce to demographic changes, to prepare for operation in a competitive global environment, and to manage organizational, technological, and personal change effectively. Each of us can fill this role in the lives of others. Mentoring is a challenge; but as you follow the guidelines in this course, you will meet that challenge and develop mentoring relationships that will be rewarding for you and for those you mentor. **CID** 5737

Microsoft - School Leader Development: Building 21st Century Schools (3)
A unique curriculum, School Leader Development: Building 21st Century Schools combines video, challenge questions, discussion, and expert resources to focus on the following issues facing school leaders: dimensions of change; guiding student learning; strategies for success of all students; innovative approaches for education; and strong leadership for all schools. This course was developed from a Microsoft - Partners in Learning program by AETN for school leaders like you! **CID** 1000525

SCITV: Educating the Limited-English Proficient Child-2: Cultural Sensitivity (1)
South Carolina Educational Television Network has developed three thirty-minute programs focusing on issues surrounding English Language Learners in our nation's schools. The second of these programs addresses cultural sensitivity in the education of children. The presenter shares with the viewers the sensations and manifestations of culture shock, the process of acculturation, and several activities developed for the purpose of sensitizing school personnel to value other cultures and languages. **CID** 1000494

Valuing Diversity (1)
The business world is rapidly changing. With global markets opening up, technology advances continually emerging, and the work force becoming more and more diverse, organizations must maximize their opportunities. How can we draw upon the diverse strengths of our employees? How can we overcome differences in order to create effective teams and workgroups? How can we use our diversity to form effective business alliances and meet the needs of customers? Learn to recognize the resources and opportunities available in our diverse workforce so that we can succeed in today's competitive market. **CID** 5410

Annenberg Media: Principles for Principals: What's This All About? (1.5)
The national picture for science and math education reform provides a backdrop for principals whose responsibility is forming and articulating a collective vision. Principals examine the implications of TIMSS, state testing, and standards, and look at authentic student work in classrooms. **CID 1000334**

Annenberg Media: Principles for Principals: Creating Communities that Learn Together-Parental Involvement (2)
With the goal of building learning communities that improve math and science outcomes, this workshop shows several ways that principals can work toward including all voices: teachers, students, and parents, in a new dialogue about education reform. **CID 1000335**

Annenberg Media: Principles for Principals: Math/Science Skills - What's Important? (3)
In this workshop, principals examine what teachers, college and business leaders, and parents believe children should know and be able to do to be successful in math and science. **CID 1000336**

Annenberg Media: Principles for Principals: Reworking the Curriculum (2)
Principals are looking at new ways to stress authentic knowledge. This workshop examines how new curriculum materials require both principals and teachers to show courage, patience, and endurance. **CID 1000337**

Annenberg Media: Principles for Principals: Changing Pedagogy (2)
Education reform in math and science implies changing teaching and learning strategies in the classroom. Principals discuss how they can foster effective pedagogy. **CID 1000338**

Annenberg Media: Principles for Principals: Fostering Effective Professional Development for Teachers (2)
Principals weigh proven professional development strategies to help teachers implement new reform ideas. **CID 1000339**

Annenberg Media: Principles for Principals: Professional Development for Principals (2)
Professional development for principals is an important tool for reform. Principals learn that taking time for their own professional development is not taking time from their schools. **CID 1000340**

Annenberg Media: Principles for Principals: Building a Plan for Reform (3)
Principals look at ways to overcome obstacles and work toward the goal of sustained and coherent change in math and science. **CID** 1000341

Teachscape - Classroom Walkthrough - CWT 3.0: Introduction (3)
This Teachscape course provides information about the value of CWT, the CWT Process and its foundations, the CWT Standard Look Fors, and how to get started implementing CWT in your school community. **CID** 1001376

Teachscape - Classroom Walkthrough - CWT 3.0: Implementation and Practice (2.5)
This Teachscape course supports CWT use by providing helpful tips, print materials, and video examples related to the implementation of classroom walkthroughs. The examples in this course are meant to improve the practice of completing classroom walkthroughs. **CID** 1001377

Teachscape - Classroom Walkthrough - CWT 3.0: Data Analysis and Reflection (1.5)
This Teachscape course provides information about how data can inform reflection, goal setting, and instructional decision making. It offers guidelines for identifying and analyzing data. Additionally, this course provides concrete suggestions for CWT reflective dialog. **CID** 1001378

Teachscape - Classroom Walkthrough - CWT 3.0: Orienting Your Teachers (0.5)
This Teachscape course is designed for instructional leaders, providing information for orienting teachers and the greater community to CWT. Included are the PowerPoint presentation, supporting documents, and the practice videos. **CID** 1001379

IDEAS: Spotlights on Success: Recognizing True School Achievement(1.5)
In this course Dr. Gary Ritter, Director of The Office for Education Policy (OEP) and Misty Newcomb, Director of Outreach of the OEP at the University of Arkansas, highlight five high-performing Arkansas elementary schools. An overview of the growth at these schools is provided and panelists from the five schools observed discuss characteristics of their school's leadership and facility. The culture of each of these schools is discussed and evidence about the role of leadership in closing the achievement gap is given. This presentation was originally a part of the University of Central Arkansas Summer Leadership Institute which took place in June of 2011. **CID** 1001682

ADE / O.U.R.: Arkansas Classroom Walkthrough (CWT) Support: Thinking Reflectively on Student Engagement (1)
This is the first course in a series designed to provide support in the area of student engagement and will allow school leaders to be more effective in their reflective practice with their staff to positively impact student achievement.. **CID 1001767**

ADE: Arkansas Support Orientation for National Board for Professional Teaching Standards (NBPTS) Candidacy (1)
This course is designed as an informational session for teachers, school counselors, and library media specialists interested in National Board for Professional Teaching Standards (NBPTS) candidacy. This course features a description of NBPTS candidacy as well as support offered by the Arkansas Department of Education. Michael Rowland from the ADE Office of Teacher Quality and Dr. Clara Carroll from Harding University explain the five NBPTS Core Propositions, as well as the application process itself. Completion of this course is required to apply for state funding for the NBPTS application fee. This course was designed to be taken prior to the Spring of 2013. All of the deadlines and dated materials are time sensitive. If you are taking this course after the Spring of 2013, some of the deadlines may have passed. Please contact the ADE Office of Teacher Quality for more information. **CID 1002188**

MATHEMATICS

Annenberg Media: Assessment in Math and Science: Will This Be on the Test?: Knowing vs. Understanding (1.5)
Understanding is more than simply knowing. This workshop sets the stage for the entire series by examining what it means to understand, and explores how teachers can design a set of performance tasks to fairly and accurately assess the levels of understanding that their students have or have not achieved. **CID** 1000203

Annenberg Media: Assessment in Math and Science: What'd I Get?: Scoring Tools (1.5)
Well-designed performance tasks give teachers the information necessary to evaluate the depth of students' understanding—but how can teachers determine quality work? This workshop demonstrates how teachers can construct assessment tools for benchmarks of student understanding. The role of students in the construction of scoring tools and the process of assessment will be a primary focus. **CID** 1000204

Annenberg Media: Assessment in Math and Science: Is This Going To Count?: Embedded Assessment (1.5)
Assessment does not compete for valuable teaching time; it is teaching time. This workshop shows how embedding assessment into everyday curriculum turns performance tasks into learning activities. Well-designed assessment allows teachers to shape subsequent instruction according to what their students have and have not understood. Content Guide: Monica Neagoy. **CID** 1000205

Annenberg Media: Assessment in Math and Science: I Didn't Know This Was an English Class! (1.5)
One measure of students' depth of understanding is the connections they can make across disciplines. This workshop explores how teachers can encourage these connections by designing performance tasks that build on other disciplines. Content Guide: Monica Neagoy. **CID** 1000206

Annenberg Media: Assessment in Math and Science: You WILL Be Tested on This!: Standardized Testing (1.5)
Teachers are under pressure to get their students to perform well on state and national tests. Sometimes, however, it seems that too much attention is paid to these tests. This workshop considers how teachers can use standardized tests to focus their teaching on improved student performance in the classroom as well as on these external measures of success. Content Guide: K. Michael Hibbard. **CID** 1000207

Annenberg Media: Assessment in Math and Science: That Would Never Work Here!: Part 1 (1.5)
What does assessment reform actually look like? This workshop follows the stories of Barbara, a math teacher in Whittier, California, and Scott, a science teacher in Louisville, Kentucky, as they share how they are incorporating assessment into their teaching. Emphasis will be placed on the colleague support structure—teachers sharing ideas with and getting help from other teachers. Content Guides: Mary Hibert Neuman and Jude Pelchat. **CID 1000208**

Annenberg Media: Assessment in Math and Science: That Would Never Work Here, Either!: Part 2 (1.5)
Involving students in assessment is often the key to engaging them in learning. This workshop will continue to follow Barbara and Scott as they use assessment to encourage their students to improve their performance. Providing opportunities for students to assess their own work and that of their peers will be the focus of this workshop. Content Guides: Mary Hibert Neuman and Jude Pelchat. **CID 1000209**

Annenberg Media: Assessment in Math and Science: Implementing Assessment Reform-Parental Involvement (1.5)
Changing old ways is not easy. Communication is the first step toward encouraging support for new assessment strategies. This workshop will focus on the importance of collaboration among teachers, administrators, and especially parents, when implementing assessment reform in a school or district. Content Guide: K. Michael Hibbard. **CID 1000210**

Teachscape: Studies in Algebra - Data Analysis (11)
Teachscape's "Data Analysis" looks at the meaning of measures of mean, median and mode and the ways in which they characterize the data set as a whole. In this Algebra II course you will explore your own understanding of the content, look at examples of student thinking, and think about applications to your own teaching. **CID 1000765**

Teachscape: Studies in Algebra - Transformations of Linear Functions (11)
Teachscape's "Transformations of Linear Functions" looks at the relationships between graphic and symbolic forms of a function – specifically, how changes to the graphic representation of a function alter its symbolic representation, and vice versa. In this Algebra II course you will explore your own understanding of the content, look at examples of student thinking, and think about applications to your own teaching. **CID 1000767**

Teachscape: Studies in Algebra - Proportional Reasoning (11)
Teachscape's "Proportional Reasoning" looks at the relationship between proportional reasoning and algebraic thinking. In this Algebra II course you will explore your own understanding of the content, look at examples of student thinking, and think about applications to your teaching. **CID 1000766**

Teachscape: Studies in Algebra - Linear Equations and Inequalities (11)
Teachscape's "Linear Equations and Inequalities" provides professional learning activities and materials for teachers to delve deeply into the content, pedagogy, student thinking, and instructional practices that improve student understanding and achievement in Algebra II. **CID 1000787**

Teachscape: Studies in Algebra - Linear Systems (11)
Teachscape's "Linear Systems" looks at linear functions as a way to understand how graphic and algebraic methods relate when solving systems of linear equations and inequalities. In this course, you will explore your own understanding of the content, look at examples of student thinking, analyze classroom instruction, and access tools and materials to use in your Algebra II classroom. **CID 1000786**

Teachscape: Studies in Algebra - Quadratic Functions (11)
Teachscape's "Quadratic Functions" Algebra II course looks at the relationship between quadratic functions and quadratic equations through representing, categorizing, and using families of quadratic functions. This Quadratic Functions course features four areas of study: content, student thinking, pedagogy, and classroom application. **CID 1000784**

Teachscape: Studies in Algebra - Transformations of Quadratic Functions (11)
Teachscape's "Transformations of Quadratic Functions" course examines how transforming a quadratic function by changing some of its characteristics generates a family of quadratic functions whose members are related to the original function in identifiable ways. This professional development course features examples of student thinking as well as effective instructional practices in this important area of Algebra II. **CID 1000785**

Teachscape: Studies in Algebra - Exponential Functions (11)
This course looks at linear functions as a way to understand how graphic and algebraic methods relate when solving systems of linear equations and inequalities. In this course, you will explore your own understanding of the content, look at examples of student thinking, and think about applications to your own teaching. **CID 1001331**

Teachscape: Studies in Algebra - Operations on Numbers and Expressions (11)
This course focuses on operations on complex numbers, rational expressions, expressions with rational exponents, and radicals. In this course, you will explore your own understanding of the content, look at examples of student thinking, and think about applications to your own teaching. The goal of this course is to help you think about operations on numbers and expressions in ways that will enable you to foster the development of your students' understandings. **CID** 1001345

Teachscape - Studies in Algebra: Higher Order Polynomial and Rational Functions (11)
This course focuses on different characteristics of higher order polynomial and rational functions, including characteristics of their algebraic representations (e.g., number of roots or zeros, odd or even, degree) and their graphical representations (e.g., vertical and horizontal asymptotes, holes and zeroes, behavior near various critical points). In this course, you will explore your own understanding of the content, look at examples of student thinking, and think about applications to your own teaching. The goal of this course is to help you think about higher order polynomial and rational functions in ways that will enable you to foster the development of your students' understandings. **CID** 1001441

Teachscape - Studies in Algebra: Function Operations and Inverses (11)
This online course looks at function operations and inverses as a way to understand how to operate on functions, compose functions, and find the inverses of functions. The course focuses on understanding why we can operate on functions and find their inverses, and emphasizes connections between composition of functions, inverse functions, domain, range, and one-to-one. In this course, you will explore your own understanding of the content, look at examples of student thinking, and think about applications to your own teaching. **CID** 1001559

Annenberg Media: Insights Into Algebra 1 - Workshop 1: Variables and Patterns of Change (1)
Part I: Translating words into symbols by forming algebraic equations from written sentences, and translating symbols into words. Part II: Solving linear equations using manipulatives and algebra. Teaching Strategies: Manipulatives and Cooperative learning. **CID** 1000814

Annenberg Media: Insights Into Algebra 1 - Workshop 2: Linear Functions and Inequalities (1)
Part I: Finding equations of linear functions when given either a graph or information about the line or a contextual situation, and modeling with linear functions. Part II: Solving linear equations and inequalities using algebra, graphs, and tables. Teaching Strategies: Technology and Worthwhile mathematical tasks. **CID** 1000815

Annenberg Media: Insights Into Algebra 1 - Workshop 3: Systems of Equations and Inequalities (1)
Part I: Solving systems of linear equations. Part II: Solving systems of linear inequalities graphically. Teaching Strategies: Building understanding. Teaching English language learners. **CID** 1000816

Annenberg Media: Insights Into Algebra 1 - Workshop 4: Quadratic Functions (1)
Part I: Graphing quadratic functions. Part II: Modeling with quadratic functions and solving quadratic equations. Teaching Strategies: Developing a community of learners and Alternative assessment **CID** 1000817

Annenberg Media: Insights Into Algebra 1 - Workshop 5: Properties (1)
Part I: Factoring basic quadratic expressions using algebra tiles and graphs. Part II: Understanding and using basic recursion to solve problems. Teaching Strategies: The Rule of Four. Patterns **CID** 1000818

Annenberg Media: Insights Into Algebra 1 - Workshop 6: Exponential Functions (1)
Part I: Modeling exponential growth/decay problems, and understanding the growth/decay factor and the growth/decay rate. Part II: Understanding basic properties of exponents, including negative exponents and properties of exponents. Teaching Strategies: Affective domain. Instructional decision making **CID** 1000819

Annenberg Media: Insights Into Algebra 1 - Workshop 7: Direct and Inverse Variation (1)
Part I: Exploring direct variation by recognizing and describing situations that involve direct variation. Part II: Exploring inverse variation by recognizing and describing situations that involve inverse variation. **CID** 1000820

Annenberg Media: Insights Into Algebra 1 - Workshop 8: Mathematical Modeling (1)
Part I: Understanding and interpreting rates of change as used in modeling situations, including fitting lines to data. Part II: Investigating number patterns and relationships that include linear and exponential functions. Teaching Strategies: Listening and Lesson study **CID** 1000821

ASCD: Literacy Strategies: Mathematics (2)
This course explains why it's important for every teacher to become involved in teaching students how to read, write, and comprehend the subject matter being presented to them, with a focus on strategies for teaching mathematics. Participants will also explore the common misperception that a lack of reading skills is the root of failure in content-area courses. **CID** 1001215

ASCD: Mathematics: Grades 3-5 (2)
This course examines six fundamental principles of teaching mathematics effectively in the upper elementary classroom, explores the National Council of Teachers of Mathematics (NCTM) process and content standards, and suggests effective assessment practices. **CID** 1001220

ASCD: Mathematics: Grades 6-8 (2.5)
This course addresses the role of the National Council of Teachers of Mathematics (NCTM) in promoting best practices. The course also underscores the belief that mathematics teaching can improve if teachers emphasize understanding rather than simply processes, support relevant activities and lessons, use brain-based strategies to facilitate learning, and combine the use of standards with a sense of mathematical wonder. **CID** 1001221

ASCD: Mathematics: Grades K-2 (2)
This course addresses teaching mathematics to young children effectively in ways that build a child's level of confidence so that he or she can be successful. The first lesson briefly touches on what children need to learn. The other lessons focus on how to effectively teach mathematics. **CID** 1001222

Annenberg Media: Learning Math: Number and Operations - Session 1: What is a Number System? (0.5)
In this first session, participants will use a finite number system and number lines to begin to gain a deeper understanding of the elements and operations that make up our infinite number system. **CID** 1001315

Annenberg Media: Learning Math: Number and Operations - Session 2: Number Sets, Infinity, and Zero (0.5)
In this session, participants will continue exploration of the number sets that make up the real number system and look more closely at the concept of infinity and the importance of zero. **CID 1001316**

Annenberg Media: Learning Math: Number and Operations - Session 3: Place Value (0.5)
In this session, participants will strengthen their understanding of place value by looking at systems based on numbers other than 10. **CID 1001317**

Annenberg Media: Learning Math: Number and Operations - Session 4: Meanings and Models for Operations (0.5)
In this session, participants will examine the operations of addition, subtraction, multiplication, and division and their relationships to whole numbers. Some of the laws that govern these operations and the use of mathematical models to reinforce the algorithms will be discussed. **CID 1001318**

Annenberg Media: Learning Math: Number and Operations - Session 5: Divisibility Tests and Factors (0.5)
This session introduces some topics related to number theory. Number theory allows us to consider why mathematics works the way it does. You will work with "Alpha math" problems to explore relationships among numbers, which is an important part of thinking about mathematics. You'll look at divisibility tests and why they work, and then move on to examine factors. **CID 1001319**

Annenberg Media: Learning Math: Number and Operations - Session 6: Number Theory (0.5)
As part of our exploration of number theory, we will look at two models for finding least common multiples and greatest common factors: the Venn diagram model and the area model. Later in the session, we will explore prime and composite numbers. **CID 1001320**

Annenberg Media: Learning Math: Number and Operations - Session 7: Fractions and Decimals (0.5)
In this session, you will explore the relationships between fractions and decimals and learn how to convert fractions to decimals and decimals to fractions. You will also learn to predict which fractions will have terminating decimal representations and which will have repeating decimal representations. **CID 1001321**

Annenberg Media: Learning Math: Number and Operations - Session 8: Rational Numbers and Proportional Reasoning (0.5)
In this session, we will look at ways to interpret, model and work with rational numbers. We will examine various ways to determine the "unit" of the ratio we're expressing with a rational number and to explore the basics of proportional reasoning. **CID 1001322**

Annenberg Media: Learning Math: Number and Operations - Session 9: Fractions, Percents, and Ratios (0.5)
In this session, we'll look at several topics related to fractions, percents, and ratios. As in earlier sessions, we'll look at graphical and geometric representations of these topics, as well as some of their applications in the physical world. As you work through the activities in this session, reflect on how mathematics is reasonable and logical, and how it is helpful to look for the logical patterns that emerge when you think about a mathematical situation. **CID 1001323**

Annenberg Media: Learning Math: Number and Operations - Session 10 (Grades K-2): Case Studies (0.5)
In the previous sessions, you explored number and operations as a mathematics learner, both to analyze your own approach to solving problems and to gain some insight into your personal conception of number and operations. It may have been difficult to separate your thinking as a mathematics learner from your thinking as a mathematics teacher -- most teachers think about teaching as they are learning and think about learning as they are teaching. In this session, we shift the focus to your own classroom and to the approaches your students might take to mathematical tasks involving number and operations concepts. **CID 1001324**

Annenberg Media: Learning Math: Number and Operations - Session 10 (Grades 3-5): Case Studies (0.5)
In the previous sessions, you explored number and operations as a mathematics learner, both to analyze your own approach to solving problems and to gain some insight into your personal conception of number and operations. It may have been difficult to separate your thinking as a mathematics learner from your thinking as a mathematics teacher -- most teachers think about teaching as they are learning and think about learning as they are teaching. In this session, we shift the focus to your own classroom and to the approaches your students might take to mathematical tasks involving number and operations concepts. **CID 1001325**

Annenberg Media: Learning Math: Number and Operations - Session 10 (Grades 6-8): Case Studies (0.5)
In the previous sessions, you explored number and operations as a mathematics learner, both to analyze your own approach to solving problems and to gain some insight into your personal conception of number and operations. It may have been difficult to separate your thinking as a mathematics learner from your thinking as a mathematics teacher -- most teachers think about teaching as they are learning and think about learning as they are teaching. In this session, we shift the focus to your own classroom and to the approaches your students might take to mathematical tasks involving number and operations concepts. **CID 1001326**

Annenberg Media: The Missing Link: Essential Concepts for Middle School Math Teachers: Proportionality and Similar Figures - Workshops 1 and 2 (2.5)
In the "Discovery" portion of this course, teachers discover what makes similar figures similar. They are introduced to the concept of scale factor and use scale factors to enlarge and shrink figures. Through continued investigations, teachers determine how scale factor affects side lengths, angles, perimeters, and areas when figures are enlarged or shrunk. "In Practice" is to be viewed after watching the "Discovery" lesson. The teachers discuss how their students approached the Proportionality & Similar Figures lessons. Scoring guides for student work are introduced, and the teachers learn how to sort student work into two categories — meeting standards and not meeting standards. Finally, teachers create new problems to deepen their students' understanding. **CID 1001272**

Annenberg Media: The Missing Link: Essential Concepts for Middle School Math Teachers: Patterns and Functions - Workshops 3 and 4 (2.5)
In the "Discovery" portion of this course, teachers use real-life problems and experiments to gather and display experimental data in graphs and tables. They then analyze the resulting patterns to make predictions and develop algebraic equations. "In Practice" is to be viewed after watching the "Discovery" lesson. Teachers discuss the experience of teaching the Patterns & Functions lessons in their classrooms. **CID 1001281**

Annenberg Media: The Missing Link: Essential Concepts for Middle School Math Teachers: Polygons and Angles - Workshops 5 and 6 (2.5)
In the "Discovery" portion of this course, teachers conduct several imaginative explorations to investigate angle measures and their relationships in triangles, quadrilaterals and other polygons. Using drawings and tables to organize information, teachers find ways to generalize a rule for finding the sum of the interior angles in any polygon. "In Practice" is to be viewed after watching the "Discovery" lesson. Teachers discuss how they taught the Polygons & Angles lessons in their classrooms. They learn to evaluate different types of scoring guides and determine how to use them most effectively for evaluating student work. Finally, small groups of teachers begin to develop new culminating projects that target specific mathematical goals and objectives. **CID 1001280**

Annenberg Media: The Missing Link: Essential Concepts for Middle School Math Teachers: Sampling and Probability - Workshops 7 and 8 (2)
In the "Discovery" portion of this course, teachers work together to collect data and determine the probability of an event and then use probability to make predictions about an unknown sample. They learn how to conduct random samples of data to make predictions about the larger population, just as pollsters do to help elect political candidates and companies do to test-market a new product. To make these predictions, teachers use box plots to organize and analyze the sample data. "In Practice" is to be viewed after watching the "Discovery" lesson. Teachers discuss how their students handled the Sampling & Probability lessons. They explore the difficult gray area between student work that rates a "3" (meets standards) and work that is a "2" (does not meet standards). They learn how to use "on-ramp" lessons for students who have not yet demonstrated a mastery of core math concepts. **CID 1001282**

Harding U: CMSE STEM: GeoGebra for Mathematics Teachers and Students - Using GeoGebra in the Middle Grades (2)
This course is designed to show teachers how to download and use GeoGebra as a tool in teaching topics such as properties of geometric shapes, angles and transformations. Participants will also learn how to create figures in GeoGebra for use in other applications such as PowerPoint or Word documents. **CID 1001997**

Harding U: CMSE STEM: GeoGebra for Mathematics Teachers and Students - Using GeoGebra in High School Geometry (2)
This course is designed to show teachers how to download and use GeoGebra as a tool in teaching topics such as properties of geometric shapes, angles and transformations. Participants will also learn how to create figures in GeoGebra for use in other applications such as PowerPoint or Word documents. **CID 1001998**

Harding U: CMSE STEM: GeoGebra for Mathematics Teachers and Students - Using GeoGebra in Algebra and Advanced Math (2)
This course is designed to show teachers how to download and use GeoGebra as a tool in teaching topics such as properties of geometric shapes, angles and transformations. Participants will also learn how to create figures in GeoGebra for use in other applications such as PowerPoint or Word documents. **CID 1001999**

PARENTAL INVOLVEMENT

AETN: Guiding Children Successfully, Episode 1: Effective Motivation for Children - Parental Involvement (1)
In this AETN course, Dr. Wally Goddard discusses three ways to successfully motivate children. Dr. Goddard describes what motivation is, problems with certain types of motivation, and how to effectively motivate children. **CID 1000930**

AETN: Guiding Children Successfully, Episode 2: Helping Children Use Their Gifts - Parental Involvement (1)
In this AETN course, Dr. Wally Goddard shares with educators how high-self esteem has become more detrimental than helpful to children. Instead, he believes we should help children use their gifts. In this episode, Goddard explains three ways he believes we can achieve this. First, teachers must focus on a child's strengths because every person has a gift. Second, it is necessary to teach children that no one has every gift. Third, we all need to use our gift to help others through some kind of service. Ultimately, by using our gift to help others; our gifts will help make the world a better place and individual's self-esteem will be raised. **CID 1000932**

AETN: Guiding Children Successfully, Episode 3: Parents and Teachers Working Together - Parental Involvement (1)
This AETN course instructs teachers and parents how to work as partners to assist children. Three main points for parent and teacher cooperation are discussed and illustrated by host and Family Life Specialist, Wally Goddard. Strategies for teachers and for parents, that can help children succeed in school, are described. Negotiation skills and handling hostilities are also among the topics discussed. **CID 1000933**

ASCD: Parents as Partners in Schooling: for Parents (1.5)
In this course, participants will learn the value of parental involvement in schooling, identify six types of parental involvement, and explore strategies for maintaining effective two-way communication. **CID 1001228**

ASCD: Parents as Partners in Schooling: for Teachers (2)
This course explores the six standards for parental involvement from the National Parent Teacher Association (PTA) and investigates ways that teachers can increase parental involvement. Participants will identify their personal attitudes about parental involvement, assess their schools parental involvement program, and explore ways to solicit parental participation in the decision-making process. **CID 1001229**

IDEAS: Parental Involvement: Introduction (0.5)
This IDEAS: Parental Involvement Introduction includes a PDF, a PowerPoint, and a video with graded questions. The PDF and PowerPoint discuss in detail Arkansas Acts 603 of 2003 and 307 of 2007 and their implementation and application within the school. In the video, a group of experts from around the country answer the question, "What is parental involvement?" Experts also discuss the implementation and application of Arkansas Acts 603 of 2003 and 307 of 2007, the federal NCLB definition of parental involvement, and what research says about quality parental involvement. **CID 1001030**

IDEAS: Parental Involvement: Elementary Roundtable (1)
Parental involvement in elementary schools is much more than parent teacher conferences and organizing fundraisers. This professional development course features a panel of experts discussing how teachers can help parents understand the importance of parental involvement and ideas on how parents can be involved in the child's education in all areas, and not just in the classroom. They also discuss the difficulties and successes of implementing an effective parental involvement program. **CID 1001029**

IDEAS: Parental Involvement: Administrators' Roundtable (1.5)
Parental involvement in schools is much more than parent-teacher conferences and organizing fundraisers. In the state of Arkansas, involving parents in public schools is mandated by law. This professional development course features school administrators discussing the legal requirements of parent involvement in Arkansas schools and the difficulties and successes of that implementation. **CID 1001011**

IDEAS: Parental Involvement: High School Roundtable (1)
This professional development course features a panel of teachers and administrators discussing the challenges and unique requirements of parental involvement at the high school level. The panelists, who are also parents themselves, discuss topics such as: What tools do high schools have to reach parents? What is the role of a parent at this transitional age? How does a parent's responsibility change as they prepare their child for the real world? Panelists also discuss the challenges associated with reaching at-risk students and frustrated parents who have lost hope for their child's academic success. **CID 1001144**

IDEAS: Parental Involvement - Middle School Roundtable (1)
This professional development course features a panel of teachers and administrators discussing the challenges and unique requirements of parental involvement at the middle school level. What tools do middle schools have to reach parents? What is the role of a parent at this transitional age? Panelists also discuss the challenges of communicating to parents and students about sensitive social and developmental issues. **CID 1001373**

Annenberg Media: Assessment in Math and Science: Implementing Assessment Reform-Parental Involvement (1.5)
Changing old ways is not easy. Communication is the first step toward encouraging support for new assessment strategies. This workshop will focus on the importance of collaboration among teachers, administrators, and especially parents, when implementing assessment reform in a school or district. Content Guide: K. Michael Hibbard. **CID 1000210**

Annenberg Media: Critical Issues in School Reform: Stories of Engagement: B.U.I.L.D.-Parental Involvement (1.5)
Baltimoreans United in Leadership Development (B.U.I.L.D.), a local community organizing agency, has helped urban parents set up after-school learning centers and become advocates for their children's learning. Contains information on Parental Involvement. **CID 1000216**

Annenberg Media: Critical Issues in School Reform:Stories of Engagement: O'Hearn School-Parental Involvement (1.5)
A Boston elementary school has enhanced student success through close cooperation with families. Contains information on Parental Involvement. **CID 1000214**

Annenberg Media: Critical Issues in School Reform:Stories of Engagement: Pattonville, MO-Parental Involvement (1.5)
Residents in a school district in Missouri are working with their local schools to tackle emerging educational challenges. Contains information on Parental Involvement. **CID 1000215**

ADE: How to Deal with Difficult Parents (When Choking is Not an Option) - Parental Involvement (3)
A recent poll of school administrators found that nearly half of all superintendents admit they spend too much time dealing with complaining parents. Educators cannot afford to ignore distraught parents. When Moms and Dads are unhappy with their child's school career, it can be the child who pays the price. The purpose of this professional development module is to provide strategies for administrators to use as they deal with not just difficult parents, but all parents. These lessons assist teachers with communicating effectively with parents and better prepare educators for various dilemmas they may confront with parents each school year. **CID 1000332**

Annenberg Media: Principles for Principals: Creating Communities that Learn Together-Parental Involvement (2)
With the goal of building learning communities that improve math and science outcomes, this workshop shows several ways that principals can work toward including all voices: teachers, students, and parents, in a new dialogue about education reform. **CID 1000335**

SCITV: Educating the Limited-English Proficient Child-1: Parental Involvement (1)
South Carolina Educational Television Network has developed three thirty-minute programs focusing on issues surrounding English Language Learners in our nation's schools. The first of these programs addresses parent involvement in the education of children. This session reviews all parental notification requirements of Title III and gives educators a variety of tactics proven to increase parent involvement and awareness in the schools. **CID 1000493**

Annenberg Media: Teaching Reading Workshop: Connecting School and Home - Parental Involvement (1.5)
The video for this session examines the research and related practices for building positive home-school connections. Dr. Paratore presents research on how language, culture, and socioeconomics influence the different ways parents use literacy at home. After the lecture, workshop participants discuss their experiences in promoting parent involvement. They then watch and discuss classroom excerpts illustrating ways to connect school and home literacy. **CID 1000252**

ASCD: Parents as Partners in Schooling, 2nd Edition (10.5)
Best practices suggest that when communities, schools, and families work together, the results are stronger communities that support the success of young people. The challenges schools face today in fostering true parental engagement are the result of a multitude of complex issues, some of which we will examine in this course. By the end of this course, you will have completed an in-depth analysis of ways schools are successfully meeting the parent-school connection challenge. In addition, you will explore and adapt strategies to create that connection in ways that meet the specific needs of your school and community.
CID 1001368

SCIENCE

Annenberg Media: Journey North: Workshop 1 - Introduction to Journey North (0.5)
The video looks at the three sets of investigations that comprise the Journey North program. Using the video as a springboard, this workshop looks at some of the basic concepts behind the Journey North investigations and explores topics that are important to science teachers. **CID** 1000780

Annenberg Media: Journey North: Workshop 2 - Seasonal Migrations: Monarch Butterflies (0.5)
Although the Journey North program provides opportunities for exploring dozens of different animal migrations, the video focuses on the most popular migration-that of monarch butterflies. Participants use some of the lessons from the Journey North program to learn more about studying migrations, using prediction as an inquiry tool, exploring the Journey North website, and correlating the Journey North migrations investigation with their life science curriculum. **CID** 1000781

Annenberg Media: Journey North: Workshop 3 - Plants and the Seasons: Tulip Gardens (0.5)
The video follows several classes around the country as they explore plant growth and seasonal change through Journey North's International Tulip Study and individual student investigations on plant growth. Participants learn how Journey North integrates process skills into inquiry-based activities and the importance of following a protocol when performing experiments. **CID** 1000782

Annenberg Media: Journey North: Workshop 4 - Sunlight and the Seasons: Mystery Class (0.5)
Journey North's investigation of Sunlight and the Seasons involves students in an 11-week-long hunt known as Mystery Class. The video chronicles students as they track and analyze changes in sunlight in locations north and south of the equator and follow a series of clues to locate the 10 Journey North "Mystery Classes" around the world. Participants learn about this investigation first-hand by taking part in a simulation of the student investigation. **CID** 1000783

Annenberg Media: Learning Science Through Inquiry: What Is Inquiry and Why Do It? (1.5)
This introductory workshop presents an overview of why inquiry is such a powerful approach to teaching and learning science-how it enables you to assess and meet the needs of a wide range of learners, how it taps children's natural curiosity, and how it deepens their understanding of science. **CID** 1000194

Annenberg Media: Learning Science Through Inquiry: Setting the Stage: Creating a Learning Community (1.5)
At the heart of inquiry teaching and learning is a positive environment that encourages and supports students on their learning paths. This program looks at what is needed for building that foundation and preparing your students for inquiry investigations. **CID 1000195**

Annenberg Media: Learning Science Through Inquiry: The Process Begins: Launching the Inquiry Exploration (1.5)
To inquire into specific scientific phenomena, students need to draw upon a foundation of experience. This program shows how you can encourage students to share and discuss what they already know, and to explore the materials and phenomena in an open-ended manner. **CID 1000196**

Annenberg Media: Learning Science Through Inquiry: Focus the Inquiry: Designing the Exploration (1.5)
Students' open exploration leads to a range of interests and questions that lead in turn to deeper investigation. This program looks at the design process-how you can guide students to plan and begin their investigations. **CID 1000197**

Annenberg Media: Learning Science Through Inquiry: Collecting Data and Drawing Upon Resources (1.5)
This program explores ways that inquirers collect and record first-hand data, just as scientists do, and observe, raise questions, make predictions, test hypotheses, and develop understanding. It also examines how other resources and outside expertise can help your students formulate patterns and relationships. **CID 1000198**

Annenberg Media: Learning Science Through Inquiry: Processing for Meaning During Inquiry (1.5)
Making meaning from investigations and experience requires that you guide student dialogue, encouraging your students to make connections, draw conclusions, and ask new questions. This program looks at the rationale for this kind of processing, and strategies that can help students construct new mental frameworks. **CID 1000199**

Annenberg Media: Learning Science Through Inquiry: Assessing Inquiry (1.5)
Assessment is an ongoing process in the classroom. This program looks at a variety of assessment strategies that range from the very informal formative assessments to formal summative assessments, and explores the purposes each can serve. **CID 1000200**

Annenberg Media: Learning Science Through Inquiry: Connecting Other Subjects to Inquiry (1.5)
This program explores how to use subjects like mathematics and language to further scientific inquiry and understanding of science concepts, and conversely, how science can aid learning in other subjects. It also reiterates the benefits of learning science through inquiry and explores your "next steps" along the inquiry journey. **CID 1000201**

Annenberg Media: Essential Science for Teachers: Physical Science - Part 1/ Session 1:What Is Matter? Properties and Classification of Matter (3)
Matter is all around us-it's what we and everything else are made of. Yet how do we define matter? What are the properties of matter that set it apart from something that is definitely not matter, like light? In this session, participants build a working definition of matter, distinguish among the different forms it can take, investigate the difference between "essential" and "accidental" properties of matter, and look at the role of classification in science. **CID 1000526**

Annenberg Media: Essential Science for Teachers: Physical Science - Part 2/ Session 2: The Particle Nature of Matter: Solids, Liquids, and Gases (3)
What simple idea links together all of chemistry and physics? How can a close study of the macroscopic differences among solids, liquids, and gases support a microscopic model of tiny, discrete, and constantly moving particles? In this session, participants learn how the "particle model" can be turned into a powerful tool for generating predictions about the behavior of matter under a wide range of conditions. **CID 1000527**

Annenberg Media: Essential Science for Teachers: Physical Science - Part 3/ Session 3: Physical Changes and Conservation of Matter (3)
What happens when sugar is dissolved in a glass of water or when a pot of water on the stove boils away? Do things ever really "disappear"? In everyday life, observations that things "disappear" or "appear" seem to contradict one of the fundamental laws of nature: matter can be neither created nor destroyed. In this session, participants learn how the principles of the particle model are consistent with conservation of matter. **CID 1000528**

Annenberg Media: Essential Science for Teachers: Physical Science - Part 4/ Session 4: Chemical Changes and Conservation of Matter (3)
How can the particle model account for what happens when two clear liquids are mixed together only to produce a milky-white solid? What happens when iron rusts? Where do the elements come from? In this session, participants extend the particle model by looking inside the particles, learn about some early chemical pioneers, and in the process discover how the law of conservation of matter applies even at the scale of atoms and molecules. **CID 1000529**

Annenberg Media: Essential Science for Teachers: Physical Science - Part 5/ Session 5: Density and Pressure (3)
What makes a block of wood rise to the surface of a bucket of water? Why do your ears pop when you swim deep underwater? In this session, participants examine density, an essential property of matter. They also look at how particles of matter are in constant motion, which leads to a deeper understanding of fluid pressure. Lastly, the concepts of pressure and density are investigated to explain the macroscopic phenomenon of rising and sinking. **CID 1000530**

Annenberg Media: Essential Science for Teachers: Physical Science - Part 6/ Session 6: Rising and Sinking (3)
Why does a hot air balloon rise into the sky? Why does ice rise in water, when a lump of solid wax will sink in a jar full of molten wax? In this session, participants generalize the model that has been developed about what rises and what sinks, using the idea of balance of forces. **CID 1000531**

Annenberg Media: Essential Science for Teachers: Physical Science - Part 7/ Session 7: Heat and Temperature (3)
What makes the liquid in a thermometer rise or fall in response to temperature? Which contains more heat-a boiling teakettle on the stove or a swimming pool of lukewarm water? In this session, participants focus on the difference between heat and temperature, and examine how both are defined in terms of particles. The particle model is then used to explain a number of everyday phenomena, from why things expand when they are heated to the role that temperature plays in changes of state. **CID 1000532**

Annenberg Media: Essential Science for Teachers: Physical Science - Part 8/ Session 8: Extending the Particle Model of Matter (3)
In this session, participants extend their understanding of the particle model to explain additional macroscopic phenomena, including the electrical properties of matter. Participants review the progression of ideas covered in the course and anticipate future developments in the understanding of matter. **CID 1000533**

Annenberg Media: Essential Science for Teachers: Life Science - Part 1 Session 1: What is Life? (3)
What distinguishes living things from dead and nonliving things? No single characteristic is enough to define what is meant by "life." In this session, five characteristics are introduced as unifying themes in the living world. **CID 1000535**

Annenberg Media: Essential Science for Teachers: Life Science - Part 2/ Session 2: Classifying Living Things (3)
How can we make sense of the living world? During this session, a systematic approach to biological classification is introduced as a starting point for understanding the nature of the remarkable diversity of life on Earth. **CID 1000536**

Annenberg Media: Essential Science for Teachers: Life Science - Part 3/ Session 3: Animal Life Cycles (3)
One characteristic of all life forms is a life cycle-from reproduction in one generation to reproduction in the next. This session introduces life cycles by focusing on continuity of life in the animal kingdom. In addition to considering what aspects of life cycles can be observed directly, the underlying role of DNA as the hereditary material is explored. **CID 1000537**

Annenberg Media: Essential Science for Teachers: Life Science - Part 4/ Session 4: Plant Life Cycles (3)
What is a plant? One distinguishing feature of members of the plant kingdom is their life cycle. In this session, flowering plants serve as examples for studying the plant life cycle by considering the roles of seeds, flowers, and fruits. A comparison to animal life cycles reveals some surprising similarities and intriguing differences. **CID 1000538**

Annenberg Media: Essential Science for Teachers: Life Science - Part 5/ Session 5: Variation, Adaptation, and Natural Selection (3)
What causes variation within a population of living things? How can variation in one generation influence the next generation? In this session, variation in a population will be examined as the "raw material" upon which natural selection acts. **CID 1000540**

Annenberg Media: Essential Science for Teachers: Life Science - Part 6/ Session 6: Evolution and the Tree of Life (3)
Why are there so many different kinds of living things? Comparing species that exist today reveals a lot about their relationships to one another and provides evidence of common origins. This session explores the theory of evolution: change in species over time. **CID 1000539**

Annenberg Media: Essential Science for Teachers: Life Science - Part 7/ Session 7: Energy Flow in Communities (3)
Communities are populations of organisms that live and interact together. The structure of a community is defined by food web interactions. The process of energy flow is the focus of this session as the interactions between producers, consumers, and decomposers are examined. **CID 1000541**

Annenberg Media: Essential Science for Teachers: Life Science - Part 8/ Session 8: Material Cycles in Ecosystems (3)
Studying an ecosystem involves looking at interactions between living things as well as the nonliving environment that surrounds them. Life depends upon the nonliving world for habitat, as well as energy and materials. In this session, material cycles will be explored as critical processes that sustain life in an ecosystem. **CID 1000542**

Annenberg Media: Assessment in Math and Science: Will This Be on the Test?: Knowing vs. Understanding (1.5)
Understanding is more than simply knowing. This workshop sets the stage for the entire series by examining what it means to understand, and explores how teachers can design a set of performance tasks to fairly and accurately assess the levels of understanding that their students have or have not achieved. **CID 1000203**

Annenberg Media: Assessment in Math and Science: What'd I Get?: Scoring Tools (1.5)
Well-designed performance tasks give teachers the information necessary to evaluate the depth of students' understanding—but how can teachers determine quality work? This workshop demonstrates how teachers can construct assessment tools for benchmarks of student understanding. The role of students in the construction of scoring tools and the process of assessment will be a primary focus. **CID 1000204**

Annenberg Media: Assessment in Math and Science: Is This Going To Count?: Embedded Assessment (1.5)
Assessment does not compete for valuable teaching time; it is teaching time. This workshop shows how embedding assessment into everyday curriculum turns performance tasks into learning activities. Well-designed assessment allows teachers to shape subsequent instruction according to what their students have and have not understood. Content Guide: Monica Neagoy. **CID 1000205**

Annenberg Media: Assessment in Math and Science: I Didn't Know This Was an English Class! (1.5)
One measure of students' depth of understanding is the connections they can make across disciplines. This workshop explores how teachers can encourage these connections by designing performance tasks that build on other disciplines. Content Guide: Monica Neagoy. **CID 1000206**

Annenberg Media: Assessment in Math and Science: You WILL Be Tested on This!: Standardized Testing (1.5)
Teachers are under pressure to get their students to perform well on state and national tests. Sometimes, however, it seems that too much attention is paid to these tests. This workshop considers how teachers can use standardized tests to focus their teaching on improved student performance in the classroom as well as on these external measures of success. Content Guide: K. Michael Hibbard. **CID 1000207**

Annenberg Media: Assessment in Math and Science: That Would Never Work Here!: Part 1 (1.5)
What does assessment reform actually look like? This workshop follows the stories of Barbara, a math teacher in Whittier, California, and Scott, a science teacher in Louisville, Kentucky, as they share how they are incorporating assessment into their teaching. Emphasis will be placed on the colleague support structure—teachers sharing ideas with and getting help from other teachers. Content Guides: Mary Hibert Neuman and Jude Pelchat. **CID 1000208**

Annenberg Media: Assessment in Math and Science: That Would Never Work Here, Either!: Part 2 (1.5)
Involving students in assessment is often the key to engaging them in learning. This workshop will continue to follow Barbara and Scott as they use assessment to encourage their students to improve their performance. Providing opportunities for students to assess their own work and that of their peers will be the focus of this workshop. Content Guides: Mary Hibert Neuman and Jude Pelchat. **CID 1000209**

Annenberg Media: Assessment in Math and Science: Implementing Assessment Reform-Parental Involvement (1.5)
Changing old ways is not easy. Communication is the first step toward encouraging support for new assessment strategies. This workshop will focus on the importance of collaboration among teachers, administrators, and especially parents, when implementing assessment reform in a school or district. Content Guide: K. Michael Hibbard. **CID 1000210**

Annenberg Media: Science in Focus: Energy - Workshop 1: What is Energy? (1)
Interviews about energy with children, scientists, and people on the street reveal the wide range of concepts that teachers encounter. In this session, you will look at the differences between the everyday language of energy and the scientific concept, see highlights of its history, and learn its importance in our understanding of the world. **CID 1000861**

Annenberg Media: Science in Focus: Energy - Workshop 2: Force and Work (1)
Scientists define energy as the ability to do work. In this session, see how work is defined in physics and examine how energy and work are related. **CID 1000862**

Annenberg Media: Science in Focus: Energy - Workshop 3: Transfer and Conversion of Energy (1)
Change happens when energy is transferred or converted. In this session, examine conversion between potential and kinetic energy. Through examples, see how events that involve a small amount of energy can trigger much larger events. **CID 1000863**

Annenberg Media: Science in Focus: Energy - Workshop 4: Energy in Cycles (1)
Energy can be seen in cycles every day, from the bouncing of balls to the swinging of pendulums. In this session, further explore the relationship between kinetic and potential energy to understand how cycles begin and are sustained, and why they decay. **CID 1000864**

Annenberg Media: Science in Focus: Energy - Workshop 5: Energy in Food (1)
All life forms use energy. In this session, explore the transfer and conversion of the potential energy in food, and see how that energy is stored. Through animations, witness photosynthesis, the process by which plant cells capture the ultimate energy source for all food—sunlight. **CID 1000865**

Annenberg Media: Science in Focus: Energy - Workshop 6: Energy and Systems (1)
Physicists use the concept of a system to trace and quantify the flow of energy. In this program, take a close look at a number of energy systems and see how this concept is closely linked to the principle of conservation of energy. **CID** 1000866

Annenberg Media: Science in Focus: Energy - Workshop 7: Heat, Work, and Efficiency (1)
A machine's energy output cannot be greater than its input. In this session, look at the energy that goes into useful work, examine how some always ends up as heat, and see why systems are never 100% efficient. **CID** 1000867

Annenberg Media: Science in Focus: Energy - Workshop 8: Understanding Energy (1)
Energy lights our homes, fuels our transportation systems, and much more, but affordable energy is in limited supply. In this session, look at the global impact of these limits and see how being smart about using energy will become more important in our daily lives. **CID** 1000868

Annenberg Media: Science in Focus: Shedding Light on Science (K-5): Workshop 1: Shine and Shadow (1)
Light is a form of energy that affects all facets of our lives. In this workshop, we introduce what light is and how it behaves. To help understand light, we will explore how shadows are formed, and the role of light in seeing. In particular, we will examine several big ideas about light through watching second grade students explore light and shadows, viewing light demonstrations, hearing fourth graders talk about seeing, visiting with an astronomer, and listening to experts talk about light. We will also ask you to think about your own ideas about light and compare them with the scientific ideas. **CID** 1001058

Annenberg Media: Science in Focus: Shedding Light on Science (K-5): Workshop 2: Laws of Light (1)
Light energy has predictable properties when it interacts with matter that we refer to as reflection and refraction. In this workshop we will explore what happens to light when it strikes a smooth surface, a rough surface, or a transparent surface. In particular, we will examine several big ideas about light through viewing demonstrations with light and mirrors, visiting an artist and an astronomer who use mirrors in their work, watching fifth grade students investigate refraction, and listening to experts talk about light. We will also ask you to think about some situations involving reflection and refraction. **CID** 1001059

Annenberg Media: Science in Focus: Shedding Light on Science (K-5): Workshop 3: Pigments, Paint, and Printing (1)
The colors that surround us provide a rich visual experience. In this workshop we will create rainbows and learn how and why these magnificent phenomena occur in the sky. After looking at the Sun's electromagnetic spectrum we will explore the reflection and refraction of photons of light. We will also examine color televisions and look closely at the pixels which form images, and investigate the primary colors of light and pigments. **CID 1001060**

Annenberg Media: Science in Focus: Shedding Light on Science (K-5): Workshop 4: Color, Cones, and Corneas (1)
Humans are able to see objects when light energy enters the eye. In this workshop we will investigate human vision, and interview students to find out their understanding of 'how we see.' Using models, we will study the function of the major parts of the human eye, and revisit refraction by following the path of light through various lenses. We will also visit an optometrist for a vision check-up, discuss the perception of color, and actually see inside a human eye. **CID 1001061**

Annenberg Media: Science in Focus: Shedding Light on Science (K-5): Workshop 5: Sunlight to Starch (1)
In this program participants will explore how plants get their food. Starting with seeds, which have their own source of food, the program traces the growth of a plant, the development of chlorophyll in its leaves, and the production of sugar (and starch) in a process known as photosynthesis. **CID 1001062**

Annenberg Media: Science in Focus: Shedding Light on Science (K-5): Workshop 6: Energy and Ecosystems (1)
In this program participants are shown that light energy that has been absorbed by plants during photosynthesis and transformed into chemical energy can now be transferred to other organisms. Energy is contained within food molecules such as sugar and starch made by plants, therefore when animals eat plants, or eat other animals, the energy is passed to them. However, the transfer of energy between plants and animals is inefficient and there are energy losses. Consequently, energy must constantly be put into natural systems. The source of energy for ecosystems is generally visible light energy. **CID 1001063**

Annenberg Media: Science in Focus: Shedding Light on Science (K-5): Workshop 7: Sun and Seasons (1)
The tilt of the Earth's axis causes the cycle of the seasons. In this workshop we'll discuss how different parts of the Earth receive different amounts of light energy that result in the Earth's seasons. In particular, we will look at the tilt of the Earth's axis and how the hours of daylight change throughout the year. We will also touch on the long-term history of climactic changes on Earth. **CID 1001064**

Annenberg Media: Science in Focus: Shedding Light on Science (K-5): Workshop 8: Wind and Weather (1)
Climactic conditions in each season are not just the result of the tilt of the Earth's axis. In this workshop we will examine the effect of light on our weather. We will follow the path of light as it enters our atmosphere, and is absorbed, reflected, and radiated as heat by the land and by the water. We will visit a fifth grade classroom as they explore these phenomena. We will examine a weather map to discover the significance of high and low pressure. **CID 1001065**

Annenberg Media: Science in Focus: Force and Motion: Workshop 1: Making an Impact (1)
This course introduces the ideas of force and motion, as seventh-grade students drop balls to simulate asteroid impacts. By varying a ball's mass, the height from which it is dropped, or the material being struck, the students explore what factors affect the size of the crater. They also learn about data collection and the proper use of measurement units. **CID 1001298**

Annenberg Media: Science in Focus: Force and Motion: Workshop 2: Drag Races (1)
In this course fifth-grade students explore the physics of motion using plastic cars with strings and washers attached to provide a pulling force. The students test the speed of the vehicles and explain what forces bring the vehicles to a stop, as the cars collide with and displace barriers at the end of their run. Finally, the students discuss their findings to help solidify their understanding of the effect of forces on motion. **CID 1001299**

Annenberg Media: Science in Focus: Force and Motion: Workshop 3: When Rubber Meets the Road (1)
In this course, fifth-grade students continue their exploration of force and motion by recording and comparing the distance a vehicle travels under various conditions. Students predict the distance the car will travel by counting the number of twists in the rubber band, and observe the car's speed as it rolls across the floor. When the force of the rubber band stops acting, the force of friction slows the car to a stop. **CID 1001300**

Annenberg Media: Science in Focus: Force and Motion: Workshop 4: On a Roll (1)
This course features first-grade students rolling balls of different sizes, masses, and materials down ramps of varying heights, comparing their speeds. The students then experiment by replacing the ramp with a cardboard tube, and try to determine how the tube must be oriented to allow the ball to roll, much as it rolled down the ramp. **CID 1001301**

Annenberg Media: Science in Focus: Force and Motion: Workshop 5: Keep on Rolling (1)
In this course, first-grade students build on their prior experience with rolling objects. By designing and constructing their own roller coaster made from ramps, cardboard tubes, and flexible tubes, the students experiment with ways to get a marble from the top of a table into a bucket on the floor, some distance away. **CID 1001303**

Annenberg Media: Science in Focus: Force and Motion: Workshop 6: Force Against Force (1)
In this course, fourth-grade students explore ways to balance the force of magnetism against the force of gravity. A magnet placed in a cup on one side of a pan-balance is stuck to a stationary magnet beneath the cup. When enough washers are placed on the opposite side of the balance, the magnets will separate. Graphical analysis shows some unexpected results. **CID 1001304**

Annenberg Media: Science in Focus: Force and Motion: Workshop 7: The Lure of Magnetism (1)
In this course, fourth-grade students build an electromagnet by winding a wire around a rivet and attaching the ends to battery terminals. The students first predict how many washers they can pick up with the help of their electromagnet and then perform the experiment to test their predictions. After the number of washers is recorded and the results are discussed, the students engage in a group discussion about practical uses for electromagnets. **CID 1001305**

Annenberg Media: Science in Focus: Force and Motion: Workshop 8: Bend and Stretch (1)
In this course, students in a high school classroom explore ideas about tension and normal force. By applying a force to a spring and measuring the distance the spring is stretched, the students calculate the force constant or stretchiness of the spring. Lecture demonstrations using student volunteers help to illustrate that even rigid objects bend when a force is applied. **CID** 1001306

Annenberg Media: Earth and Space Science - Session 1: Earth's Solid Membrane: Soil (1)
Dirt... earth... soil... it forms where Earth's rocky crust meets the atmosphere. Although it is common to everyday experience, people are often surprised at the complex nature of soil. In this session, participants will explore the processes of soil formation by examining how soil appears on a newly formed, barren volcanic island. **CID** 1000794

Annenberg Media: Earth and Space Science - Session 2: Every Rock Tells a Story (1)
Every rock has a story to tell if you know how to read it. Within the unique composition and arrangement of materials that compose different rocks, you can find patterns that are evidence of the processes that formed them—processes that represent chapters in Earth's dynamic history. In this session we will focus on discerning events in Earth's past from rock clues. This session begins a multi-part investigation into the kinds of stories rocks can tell. **CID** 1000795

Annenberg Media: Earth and Space Science - Session 3: Journey to the Earth's Interior (1)
The theory of plate tectonics represents a unifying set of ideas that have great power in explaining and predicting major geologic events. In this session, we continue to explore this theory by focusing on how it is possible for tectonic plates to move. This leads us to examine Earth's internal structure and the dynamic nature of its interior, which reveals another story of the Earth that rocks can tell. **CID** 1000796

Annenberg Media: Earth and Space Science - Session 4:
The Engine that Drives the Earth (1)
What do the lush, tropical islands of Hawaii have in common with the barren, cool summits of the Cascade Mountains in the northwestern United States? Both provide dramatic evidence of plate tectonics in the form of volcanoes and earthquakes. In this session, we investigate how these phenomena are connected to the movement of plates. As we examine what happens at and between plate boundaries, our focus shifts to the mechanisms deep within the Earth that drive what we observe at its surface. **CID** 1000797

Annenberg Media: Earth and Space Science - Session 5:
When Continents Collide (1)
From the volcanoes that encircle the Pacific Ocean in the "ring of fire" to the peaks of the Himalayas at the "top of the world," mountains are perhaps Earth's most dramatic landforms. Can we find a pattern in how and where mountains form? In this session, we build upon our understanding of plate tectonics to take a closer look at the connection between plate boundaries and mountain formation. In the process, we continue our exploration of rocks and the stories they can tell. **CID** 1000798

Annenberg Media: Earth and Space Science - Session 6:
Restless Landscapes (1)
If most mountains are formed in the same way, why do they look so different? In this session, we explore the forces sculpting the ever-changing landscape of the Earth. One particular landform—Cape Cod, a peninsula off Massachusetts—is the setting for our investigation. **CID** 1000799

Annenberg Media: Earth and Space Science - Session 7:
Our Nearest Neighbor: The Moon (1)
Earth's Moon has been a source of curiosity throughout human history. It is Earth's closest companion in the Solar System, yet it appears to be very different from the Earth. There is a growing body of evidence, however, that tells us that there are also important similarities between the Earth and its Moon. In this session we "travel" to our nearest neighbor to collect clues that we can use to interpret the features of the Moon and story of the Moon's origin. **CID** 1000800

Annenberg Media: Earth and Space Science - Session 8: Order out of Chaos: Our Solar System (1)
Have you ever looked into that seemingly endless blanket of stars in the night sky and wondered: Is there another planet like ours? Is Earth unique in the Universe? What is the likelihood of the existence of solar systems like ours? In order to contemplate these questions, we must first understand the story of our own solar system. **CID 1000801**

ASCD: Literacy Strategies: Science (1.5)
This course explains why it's important for every teacher to become involved in teaching students how to read, write, and comprehend the subject matter being presented to them, with a focus on strategies for teaching science. Participants will also explore the common misperception that a lack of reading skills is the root of failure in content-area courses. **CID 1001217**

Annenberg Media: Teaching High School Science: Exploring Mars (1)
This course will help new and veteran science teachers integrate national science standards and inquiry learning into their curricula. In this course students in an 11th-grade integrated science class explore how the Mars landscape may have formed. **CID 1001294**

Annenberg Media: Teaching High School Science: Introduction (0.5)
This course is an introductory video to the Teaching High School Science series. Showing science classrooms around the country, the modules in this series cover topics in life science, physical science, Earth and space science, and integrated science. The videos also show a range of teaching techniques and student/teacher interaction. **CID 1001278**

Annenberg Media: Teaching High School Science: Chemical Reactions (1)
This course will help new and veteran science teachers integrate national science standards and inquiry learning into their curricula. In this course, students in a ninth-grade Principles of Science and Technology class formulate and explore their own questions about a chemical reaction. **CID 1001292**

Annenberg Media: Teaching High School Science: Investigating Crickets (0.5)
This course will help new and veteran science teachers integrate national science standards and inquiry learning into their curricula. In this course ninth-grade Biology students design and conduct experiments about crickets. **CID 1001293**

Annenberg Media: Teaching High School Science: The Physics of Optics (1)
This course will help new and veteran science teachers integrate national science standards and inquiry learning into their curricula. In this course an 11th- and 12th-grade physics class looks at light, lenses, and the human eye. **CID 1001295**

Annenberg Media: Teaching High School Science: Thinking Like Scientists (0.5)
This course will help new and veteran science teachers integrate national science standards and inquiry learning into their curricula. This video contains classroom footage and new footage of scientists in the field explain and illustrate the concept of inquiry. **CID 1001283**

SOCIAL STUDIES

Arkansas Studies

IDEAS: In Their Words and Differentiation Across the Curriculum (2)
In Their Words is an oral history project that collects the stories of World War II veterans from Arkansas. This course offers educators a guide through using the project's website effectively with students. Educators are given the opportunity to learn each component of the web site. In addition, the instructor also provides several tips for using the instructional strategy of differentiation. Resources such as lesson plans, framework correlations, and differentiation checklists are available for teachers to print. The course also provides a brief encounter with many veterans who were interviewed for the In Their Words project. **CID** 1000943

AETN: Arkansas: A Six Region Journey - Session 1: Ozark Plateau (1.5)
This video addresses the Ozark's culture, both its traditional form, and the one that is emerging in the 21st century. Explore the Ozark's landscape that is shaped by hollows and ridges, quickly falling streams, and relative isolation. Part II. Classroom Connection- Teachers will see how they can teach students to write three basic format poems about the Ozarks to enhance their knowledge of this region and how to use rubrics to assess poetry for content and craft. This section also features an enrichment activity titled "Singing the Ozarks to Life: A Poetry Writing Activity." **CID** 1000832

AETN: Arkansas: A Six Region Journey - Session 2: Arkansas River Valley (1)
This video program addresses the vast natural resources of the Arkansas River Valley which have made it an economically prosperous region, and one that has generally been able to withstand the inevitable peaks and valleys of the economic cycle. Part II. Classroom Connection - In this section, teachers will investigate the value of student-learning through writing, in addition to exploring the value of activities that help transfer learning processes to other content areas. This section features an enrichment activity titled "An Arkansas River Valley Glossary," which teachers can implement into classroom instruction. **CID** 1000833

AETN: Arkansas: A Six Region Journey - Session 3: Ouachita Mountains (1)
This video examines the unique geologic formation of the Ouachita Mountains, its first inhabitants, its natural beauty, and the rich history of Hot Springs, Arkansas. Part II. Classroom Connection - In this section, teachers will be provided with a method to help students understand the need to have an audience and a purpose for their writing. Teachers will also confirm that students who research and write about the Ouachita region in a brochure format will understand it far more deeply than those who have simply memorized the names of historical sites in the region. This section features an enrichment activity titled "Come to the Ouachitas! Brochures Across the Curriculum," which teachers can implement into classroom instruction. **CID 1000834**

AETN: Arkansas: A Six Region Journey - Session 4: Gulf Coastal Plain (1.5)
This video examines a region that is full of history, where natives include a singer/songwriter, a governor, and a former President. This region is also characterized by large-scale catfish farming, lush agriculture, and a "Boomtown." Part II. Classroom Connection - In this section, teachers will attest that utilizing writing as inquiry powerfully impacts learning, and that writing a letter to the editor about an issue involving Arkansas's Gulf Coastal Plains will deepen students' knowledge of the region. This section features an enrichment activity titled "Dear Editor: Persuasive Writing About Arkansas's Gulf Coastal Plains," which teachers can implement into classroom instruction. **CID 1000835**

AETN: Arkansas: A Six Region Journey - Session 5: Mississippi Alluvial Plain (1.5)
This video examines a new generation that is making a major effort to put the region's racial difficulties behind them and work together to restore the Delta to social, economic, and political health, preserve its rich cultural tradition, and make it a place where people can raise families and prosper. Part II. Classroom Connection - In this section, teachers will understand that writing through a mask challenges student's imagination and gives them a fresh perspective on a familiar subject. Teachers will also understand that writing journals or diaries through the perspective of a child at a certain time in history engages students in the subject matter. This section features an enrichment activity titled "Dear Diary: Entering the History of the Delta," which teachers can implement in classroom instruction. **CID 1000836**

AETN: Arkansas: A Six Region Journey - Session 6: Crowley's Ridge (1)
This video explores the unique geographical features at Crowley's Ridge. The viewer will also learn how a combination of modernization and tourism may bring about the long hoped for economic revival of this region. Part II. Classroom Connection -In this section of the course, teachers will recognize writing activities that provide a sense of purpose and bring meaning to students' writing. Teachers will understand that writing about a geographical area that students are researching will enhance their students' knowledge of that area. This section features an enrichment activity titled "Road Trip: A Virtual Journey to Crowley's Ridge," which teachers can implement in classroom instruction. **CID 1000837**

IDEAS: African American History in Arkansas - Episode 1: Legislators in Arkansas, Post Civil War to Present (0.5)
This course details the history of African Americans in the Arkansas legislature from early African American legislators to Civil Rights era legislators to the present day. **CID 1000889**

IDEAS: African American History in Arkansas - Episode 2: African Americans in the Military, The American Revolution to World War I (0.5)
This course will cover the history of African Americans in the US military from the American Revolution through World War I. It explores the contributions of African American soldiers, their struggles in earning the right to fight, and the greater issues surrounding these struggles. **CID 1000891**

IDEAS: African American History in Arkansas - Episode 3: African Americans in the Military, 1941 to Present (1)
This course delves into the history and issues surrounding African American military service during WWII until the present time. We will look at the contributions of African American soldiers during WWII, the issues surrounding desegregation, and the turmoil during the Vietnam Conflict. The final section will address the racially diverse military of today. **CID 1000914**

IDEAS: African American History in Arkansas - Episode 4: African American Teachers in Arkansas, 1865 to Present (0.5)
This course offers a brief history of the African American educators in Arkansas from the post Civil War era to the present. From the first African American teacher in Arkansas to current African American leaders in education, this documentary gives an overview of African American history in the world of education. **CID 1000955**

IDEAS: African American History in Arkansas - Episode 5: The Mosaic Templars (0.5)
This course offers a brief history of the fraternal order known as the Mosaic Templars. It was founded by John Bush and Chester Keats in the late 1800's to create an opportunity for African Americans to have a proper burial with dignity and a tombstone. In 1937, the Mosaic Templars came to an end due to The Great Depression. Still, their history lives on through people like Jajuan Johnson and the museum which was constructed in Little Rock in the original building used by the Templars. Many believe that the Templars were the forefathers to the Civil Rights Movement and definitely feel they share an important part in both African American and Arkansas History. **CID 1000954**

AETN: Arkansas's First People - Episode 1: Ancestors (0.5)
This course introduces the early people known as Paleo, Archaic, Woodland, and Mississippian Indians who began the story of this land with the objects and artwork they left behind. Tools made of stone and animal bones surface in farm fields and on riverbanks. Beautiful clay vessels that have stayed intact for centuries and curious pictures painted and pecked onto cave walls reveal the ingenuity, intelligence, and humor of people who came before. As the descendants of these people begin to settle and form permanent homes, the evidence of their societies laid claim to magnificent monuments such as the sky-reaching mounds dotting Arkansas. **CID 1000908**

AETN: Arkansas's First People - Episode 2: Nations (0.5)
As European explorers continue to cross the Mississippi River, out of the mysterious past of the mound builders, diverse, communal groups known as the Caddo, the Quapaw, and the Osage emerge in the mountains, valleys, and plains of Arkansas. In this course, the modern descendants of these great people explain their tribal views and cultures. **CID 1000909**

AETN: Arkansas's First People - Episode 3: Removal (0.5)
Because of the ever-expanding United States of America, indigenous tribes were forced to move to what is dubbed "Indian Territory" by way of the heartbreaking, multi-route Trail of Tears. This time of removal is still evident along the geography of the southeast. In the conversations of the tribes affected and preservation groups maintaining the routes, the memory of this greedy period of United States history is kept alive so that it may never happen again. **CID 1000910**

AETN: Arkansas's First People - Episode 4: Warriors (0.5)
While trying to survive during the conflict of the Union and the Confederacy, Indian militias are formed to fight in Civil War battles such as Pea Ridge (Elkhorn Tavern). Little is said in textbooks about this involvement but in times of military combat, Native people have always been at the forefront of volunteering for the United States military regardless of past aggression. **CID** 1000911

AETN: Arkansas's First People - Episode 5: Preservation (0.5)
Myths about American Indians are still present. Advertising and entertainment are filled with the mysterious and ridiculous. Indian nations, academic scholars, park interpreters and civic organizations debunk the myths and show the true world of the Native people who are still part of the land we call Arkansas. They are your family, neighbors, friends and co-workers. **CID** 1000912

AETN: Arkansas Secretary of State's Office: Using the State Capitol and Online Resources to Teach K-8 (2)
Secretary of State, Charlie Daniels, is pleased to continue offering an ADE approved teacher workshop that provides an overview of the FREE educational materials and resources available from the Secretary of State's office, including voter education resources and programs for K- 12 grades; Arkansas Frameworks specific civics curriculum for K - 8; programs and presentations for all grade levels; and a teacher information CD with downloadable PDF files of Secretary of State education publications. All of the resources are also available at www.soskids.arkansas.gov. Learn about the Arkansas State Capitol and the FREE resources available to you from the Secretary of State's office. Agenda includes How to Make the Most of Your Capitol Field Trip; Beyond State Symbols Activity Books: An Overview of Programs, Materials, and Presentations; and The Best On-Line Resources for Arkansas History, Civics and Government. **CID** 1000941

AETN: Arkansas Secretary of State's Office: Using the State Capitol and Online Resources to Teach 9-12 (2)
Secretary of State, Charlie Daniels, is pleased to continue offering an ADE approved teacher workshop that provides an overview of the FREE educational materials and resources available from the Secretary of State's office, including voter education resources and programs for K- 12 grades; Arkansas Frameworks specific civics curriculum for K - 8; programs and presentations for all grade levels; and a teacher information CD with downloadable PDF files of Secretary of State education publications. All of the resources are also available at www.soskids.arkansas.gov. Learn about the Arkansas State Capitol and the FREE resources available to you from the Secretary of State's office. Agenda includes How to Make the Most of Your Capitol Field Trip; Beyond State Symbols Activity Books: An Overview of Programs, Materials, and Presentations; and The Best On-Line Resources for Arkansas History, Civics and Government. **CID** 1000940

AETN: It Started Here: Early Arkansas and The Louisiana Purchase (2)
This course is based on a 30 minute AETN documentary. The documentary is divided into 13 video segments exploring early Arkansas and The Louisiana Purchase. **CID** 1000243

IDEAS: Touring a Time: Little Rock Central High School 1957 Crisis (3)
This course reviews the events (through the virtual tour) of the 1957 civil rights crisis that occurred at Little Rock Central High School. **CID** 1000231

AETN: The Forgotten Expedition (2)
Most Americans have heard the story of Lewis and Clark's exploration of the Louisiana Purchase from 1804 to 1806. What most people do not realize is that Jefferson also commissioned a second expedition, with William Dunbar and George Hunter, to explore the southern areas of that new frontier. This Arkansas Educational Television Network production tells the story of that almost forgotten expedition. **CID** 1000254

AETN: City of Visitors: The Story of Hot Springs (2)
This course is the story of how Hot Springs developed as a town with a split personality. It is the story of the people who made the city one of the most glamorous health treatment centers in the country, as well as the largest illegal gambling operation in the United States, and it is the story of the people who forced the city to change. **CID** 1000382

AETN: Historic Bridges of Arkansas (2)
Take a nostalgic journey to some of Arkansas's bridges that are nearly as old as the state itself. Each year, several of these structures are being lost to the ravages of time and the demands of a modern roadway system. Featured in the program is Hendrix College Assistant Professor of Art Maxine Payne, an artist and photographer who photographed and chronicled historic bridges in the state for the Arkansas State Highway and Transportation Department over a three year period. Payne has been responsible for not only capturing the bridges' unique qualities visually, but also for exploring the connections to the lives of Arkansans. **CID 1000700**

AETN: Delta Dreams (2)
This course presents a portrait of the town Helena. It describes west Helena as it was in its glory days, a description of how and why it declined, and the formation of a plan for recovery. It describes the efforts of local people to start new businesses; including building tourism around the town's history and tradition of music. It explores the troubled and present racial history of the community and the efforts to overcome the devastating effects of poverty through education. **CID 1000715**

AETN: Troubled Water (2)
This course was developed from the original AETN Production, sixty-minute, award-winning documentary "Troubled Water." This program takes the viewer across the state to learn more about the potential for a water crisis in Arkansas. Farmers, geologists, experts and concerned citizens share their opinions and stories about how water is managed in Arkansas and what we need to do to protect this irreplaceable resource. **CID 1000745**

U of A - The Buffalo Flows (2)
"The Buffalo Flows" is a 2008 University of Arkansas documentary written, produced and provided by Dr. Larry Foley to be released along with his documentary, made in conjunction with Ken Burn's National Parks Documentary in September of 2009. "The Buffalo River begins and ends in a wilderness. She is born in the Ozark Mountains...springing from the hills and into rock framed valleys carved by weather and ageless time. It is a river of firsts, with a picturesque landscape like no other...meandering 148 miles through canyons and forest until she empties into another river known as the White. Along the way is beauty that folks fought to preserve. Save the Buffalo was the cry-don't let her be drowned by her own waters. They won that battle-and federal protection-and today there is a future that mirrors the past. Because the Buffalo flows." **CID 1000775**

AETN: The Edge of Conflict: Arkansas in the Civil War (2)
This Arkansas History course covers the years 1860-1865. This video gives a detailed history of Arkansas's involvement in the United States Civil War. For maximum comprehension, the three LESSONS included in this course should be watched in numerical order. **CID** 1001082

IDEAS - Encyclopedia of Arkansas History and Culture (2.5)
This IDEAS course is hosted by Kay Bland, K-12 Education Coordinator from the Butler Center for Arkansas Studies. Kay Bland introduces and demonstrates how to use the Encyclopedia of Arkansas History and Culture. She includes Arkansas book talks and correlations to the Common Core State Standards. **CID** 1001469

IDEAS - The Arkansas History Hub (2.5)
This course features Josh Jenkins, Technical Director for The Arkansas History Hub and Digital Media Specialist for the Department of Arkansas Heritage. He presents an overview of and training on the Arkansas History Hub (The Hub). The Hub's mission is to improve the quality of Arkansas history education across the state by providing comprehensive access to online resources, as well as facilitating the open exchange of ideas and materials between teachers, institutions, and history professionals. Support for The Hub is provided by the Arkansas Community Foundation, the Butler Center for Arkansas Studies, and The Department of Arkansas Heritage. **CID** 1001561

Behavioral Studies

IDEAS: Hidden Wounds: What You Don't Know About Cutting (2)
This video is a mixture of a dramatized story of 'Ashley' and how she copes with emotional pain through self-injury, interspersed with valuable information from seasoned Arkansas mental health and medical professionals. These professionals provide teachers, parents, and school counselors with much needed information on how to recognize signs and symptoms of self-injurious behavior, and how and where to access help for students in Arkansas who are suffering with this type of problem. This IDEAS course is recommended for secondary level teachers, counselors, and administrators. **CID** 1000524

Social Studies - P-3

Annenberg Media: Social Studies in Action: Teaching Social Studies (2)
Why do we teach social studies? This session focuses on the relevance of teaching social studies and discusses strategies for helping students gain a deeper understanding of social studies content. Along with the onscreen teachers, you will review standards and themes developed by the National Council for Social Studies (NCSS) and view video clips from the Social Studies in Action video library to identify examples of powerful teaching and learning. **CID 1000324**

Annenberg Media: Social Studies in Action: Teaching for Understanding (2)
How do we plan for learning? In this session, you will examine the Teaching for Understanding Model, a framework for unit planning developed at the Harvard Graduate School of Education. You will use the framework to analyze unit planning in classroom videos, plan for social studies units, and see how a pictorial timeline of U.S. History can shape an entire year of learning. **CID 1000325**

Annenberg Media: Social Studies in Action: Exploring Unity and Diversity (2.5)
Who do we teach? Because themes of unity and diversity surface within both academic content and classroom climate, this session focuses on strategies for teaching provocative issues in social studies as well as methods of addressing a diversity of learners. You will examine national documents for themes of unity and diversity, and explore Howard Gardner's Theory of Multiple Intelligences. Finally, you will develop a lesson, using a mini-lesson on immigration and citizenship as a model. **CID 1000326**

Annenberg Media: Social Studies in Action: Applying Themes and Disciplines (2.5)
What do we teach? Working from the NCSS themes and standards, and related disciplines, you will identify building blocks for teaching social studies, and approaches to integrating disciplines while teaching social studies content. Classroom video segments illustrate effective strategies for developing a comprehensive curriculum and provide an opportunity for you to reflect on teaching practices. Finally, you will develop a lesson plan that incorporates a variety of themes and disciplines. **CID 1000327**

Annenberg Media: Social Studies in Action: Using Resources (3.5)
How can students use a variety of resources well? In this session, you will focus on how to make the most of resources that can be used in teaching social studies, from artifacts and primary sources to children's literature and the Internet. You will see how children's literature can be used to examine what constitutes a good citizen, how to analyze artifacts, and to develop a lesson of your own. **CID 1000328**

Annenberg Media: Social Studies in Action: Engaging Students in Active Learning (2)
How do we engage students in active learning? In this session, you will examine the elements of authentic instruction and cooperative learning to identify ways of engaging students in social studies content. You will review the importance of questioning in relationship to higher-order thinking, and explore classroom strategies to stimulate thinking and bring social studies concepts to life for your students. **CID 1000329**

Annenberg Media: Social Studies in Action: Assessing Students' Learning (3)
How do we know students are learning? Because assessment often provides only small snapshots of learning, this session provides you with a variety of tools and strategies to assess students' learning in formal, informal, ongoing, and culminating ways. You will analyze classroom video segments, develop criteria for assessment, and learn how to incorporate assessment strategies in your practice. **CID 1000330**

Annenberg Media: Social Studies in Action: Making Connections (2.5)
How do we connect social studies to life beyond the classroom? In this culminating session, you will explore the connections between social studies content and real-world applications. You will see classroom video examples that illustrate effective ways of bridging social studies concepts and the world beyond the classroom, match teaching goals with strategies for making connections, and develop a lesson of your own. **CID 1000331**

Social Studies - 4-8

Annenberg Media: Social Studies in Action: Teaching Social Studies (2)
Why do we teach social studies? This session focuses on the relevance of teaching social studies and discusses strategies for helping students gain a deeper understanding of social studies content. Along with the on-screen teachers, you will review standards and themes developed by the National Council for Social Studies (NCSS) and view video clips from the Social Studies in Action video library to identify examples of powerful teaching and learning. **CID 1000324**

Annenberg Media: Social Studies in Action: Teaching for Understanding (2)
How do we plan for learning? In this session, you will examine the Teaching for Understanding Model, a framework for unit planning developed at the Harvard Graduate School of Education. You will use the framework to analyze unit planning in classroom videos, plan for social studies units, and see how a pictorial timeline of U.S. History can shape an entire year of learning. **CID 1000325**

Annenberg Media: Social Studies in Action: Exploring Unity and Diversity (2.5)
Who do we teach? Because themes of unity and diversity surface within both academic content and classroom climate, this session focuses on strategies for teaching provocative issues in social studies as well as methods of addressing a diversity of learners. You will examine national documents for themes of unity and diversity, and explore Howard Gardner's Theory of Multiple Intelligences. Finally, you will develop a lesson, using a mini-lesson on immigration and citizenship as a model. **CID 1000326**

Annenberg Media: Social Studies in Action: Applying Themes and Disciplines (2.5)
What do we teach? Working from the NCSS themes and standards, and related disciplines, you will identify building blocks for teaching social studies, and approaches to integrating disciplines while teaching social studies content. Classroom video segments illustrate effective strategies for developing a comprehensive curriculum and provide an opportunity for you to reflect on teaching practices. Finally, you will develop a lesson plan that incorporates a variety of themes and disciplines. **CID 1000327**

Annenberg Media: Social Studies in Action: Using Resources (3.5)
How can students use a variety of resources well? In this session, you will focus on how to make the most of resources that can be used in teaching social studies, from artifacts and primary sources to children's literature and the Internet. You will see how children's literature can be used to examine what constitutes a good citizen, how to analyze artifacts, and to develop a lesson of your own. **CID 1000328**

Annenberg Media: Social Studies in Action: Engaging Students in Active Learning (2)
How do we engage students in active learning? In this session, you will examine the elements of authentic instruction and cooperative learning to identify ways of engaging students in social studies content. You will review the importance of questioning in relationship to higher-order thinking, and explore classroom strategies to stimulate thinking and bring social studies concepts to life for your students. **CID 1000329**

Annenberg Media: Social Studies in Action: Assessing Students' Learning (3)
How do we know students are learning? Because assessment often provides only small snapshots of learning, this session provides you with a variety of tools and strategies to assess students' learning in formal, informal, ongoing, and culminating ways. You will analyze classroom video segments, develop criteria for assessment, and learn how to incorporate assessment strategies in your practice. **CID 1000330**

Annenberg Media: Social Studies in Action: Making Connections (2.5)
How do we connect social studies to life beyond the classroom? In this culminating session, you will explore the connections between social studies content and real-world applications. You will see classroom video examples that illustrate effective ways of bridging social studies concepts and the world beyond the classroom, match teaching goals with strategies for making connections, and develop a lesson of your own. **CID 1000331**

Social Studies - 9-12

Annenberg Media: Making Civics Real - Workshop 1: Freedom of Religion (1)
Ninth-grade civics teacher Kristen Borges involves her students at Southwest High School in Minnesota in a simulation of a U.S. Supreme Court hearing on a First Amendment case. Students assume the roles of Supreme Court justices, attorneys for the school district, and attorneys for the families. They first work in groups to prepare for the hearing, then participate in the hearing, and finally, debrief their experiences and write short papers stating their positions on the case. The methodologies highlighted in this lesson include questioning strategies and mock trials. **CID** 1000918

Annenberg Media: Making Civics Real - Workshop 2: Electoral Politics (1)
This program shows the conclusion of a 12-week civic engagement unit developed by the national Student Voices program. Jose' Velazquez's 12th-grade students at University High School in New Jersey divide into small groups to brainstorm and research community issues, prioritize the issues on the basis of what they have learned, present their findings to the class both orally and through a visual presentation, and develop a whole-class consensus on a youth agenda that they present to the mayoral candidates in a televised question-and-answer forum. The methodologies highlighted in this lesson include issue identification and consensus building. **CID** 1000919

Annenberg Media: Making Civics Real - Workshop 3: Public Policy and the Federal Budget (1)
Leslie Martin's ninth-graders at West Forsyth High School in North Carolina create, present, revise, and defend a federal budget, and then reflect on what they have learned. After assuming the roles of the President and his or her advisors to create a federal budget, students are introduced to the actual 2001 federal budget, and in a whole-class discussion, discuss some key concepts involved in creating it. Next, students return to cooperative learning groups, revise their budgets based on what they learned, present their revised budgets, and simulate a Congressional hearing. This lesson highlights the integration of teacher-directed instruction with small-group work. **CID** 1000920

Annenberg Media: Making Civics Real - Workshop 4: Constitutional Convention (1)
Matt Johnson teaches an AP Comparative Government class to seniors at Benjamin Banneker Senior High School in Washington, DC. In this lesson, his 12th-grade students create a constitution for a hypothetical country called Permistan. Matt Johnson uses this lesson to help students review for their final exam and the AP exam by having them draw on what they have learned during the semester about international governments. Students work in cooperative learning groups to discuss and debate issues relating to the executive and legislative branches of government. The lesson closes with a simulation of a constitutional convention. Simulation is the primary methodology highlighted in this lesson. **CID** 1000921

Annenberg Media: Making Civics Real - Workshop 5: Patriotism and Foreign Policy (1)
The students in this program are seniors at the Duke Ellington School of the Arts, a public magnet school in Washington, DC. In this lesson, U.S. government teacher Alice Chandler has her students create a Museum of Patriotism and Foreign Policy. The lesson alternates between whole-class discussion and small-group committee work as students create a gallery for the museum using their respective arts concentration as the medium. The lesson concludes with students presenting their gallery contributions in dance, music, theatrical performances, and visual presentations, along with rationales for their selections. This lesson highlights small-group work as a constructivist methodology. **CID** 1000922

Annenberg Media: Making Civics Real - Workshop 6: Civic Engagement (1)
This program shows a group of 11th- and 12th-grade students at Anoka High School in Minnesota engaging in service learning—a requirement for graduation. In this human geography class taught by Bill Mittlefehldt, students work in teams to define a project, choose and meet with a community partner who can help educate them about the issue and its current status, conduct further research, and present the problem and a proposed solution first to their peers, and then to a special session of the Anoka City Council. The primary methodology presented in this lesson is service learning. **CID** 1000923

Annenberg Media: Making Civics Real - Workshop 7: Controversial Public Policy Issues (1)

In this 12th-grade law class at Champlin Park High School in Minnesota, JoEllen Ambrose engages students in a structured discussion of a highly controversial issue—racial profiling—and connects student learning both to their study of due process in constitutional law and police procedure in criminal law. Students begin by completing an opinion poll, which they discuss as a group. Students are then put into pairs in which they conduct research on the topic. Next, students participate in a debate in which each partnership argues both sides of the issue. A debriefing discussion completes the lesson. The methodologies highlighted in this lesson include role playing and structured academic controversy. **CID** 1000924

Annenberg Media: Making Civics Real - Workshop 8: Rights and Responsibilities of Students (1)

Students in Matt Johnson's 12th-grade law course at Benjamin Banneker Senior High School in Washington, DC, engage in a culminating activity to help them review and apply what they have learned. Students write and distribute one-page briefs of Supreme Court cases they have studied. Next, students are assigned to small groups and given hypothetical cases related to student rights cases from the Supreme Court's 2001-2002 term. Students prepare their cases and present them to the Justices. Justices deliberate and present majority and dissenting opinions, after which the class discusses both the process and the disposition of the cases. This lesson highlights the use of case studies for synthesis and analysis. **CID** 1000925

IDEAS: Economics: Insights from the Inside: Structure and Function of the Federal Reserve Bank (4)

This course features Caryn Rossiter, Economics Education Specialist for the Louisville Branch of the Federal Reserve Bank of St. Louis. After giving a brief history of banking, she walks participants through the basic structure and functions of the Federal Reserve System. Money, liquidity, Gross Domestic Product, recession, inflation, and fiscal policy are examples of some of the topics covered in this course. Ideas for resources and activities to use within the classroom are also provided. **CID** 1001264

Social Studies - K-12

ASCD: Literacy Strategies: Social Studies (2)
This course explains why it's important for every teacher to become involved in teaching students how to read, write, and comprehend the subject matter being presented to them, with a focus on strategies for teaching social studies. Participants will also explore the common misperception that a lack of reading skills is the root of failure in content-area courses. **CID 1001218**

TECHNOLOGY

ArkansasIDEAS LMS

IDEAS - ATI Online: ArkansasIDEAS Portal Introduction (0.5)
This course teaches participants the basics of using the ArkansasIDEAS portal. Kristen Moore, Curriculum and Assessment Coordinator for ArkansasIDEAS, demonstrates the registration process and use of the ArkansasIDEAS online professional development portal. **CID** 1001359

Planning And Designing Learning Environments And Experiences

Designing Learning Opportunities Using Technology-Enhanced Strategies (2)
This course discusses how developmentally appropriate learning experiences can be designed with the help of technology. It emphasizes supporting the needs of students who require special attention, including those who are developmentally challenged or disabled. Assistive technologies, including communication, computer access, hearing, vision, and special education aids are explored. In addition, the course looks at how technology helps reach students with diverse learning styles and helps facilitate different learning methods and learning theories. It also covers how to select appropriate instructional software with all such needs in mind. **CID** 6395

Applying Current Research on Teaching and Learning With Technology (2)
This course focuses on the need to apply current research on teaching and learning with technology when designing learning environments and experiences. It discusses several current technologies to help educators with this agenda and suggests several resources that educators can consult in order to stay current on new technologies and research. The course also goes over research regarding the ways in which technology affects learning methods and relates to learning theories, as well as ways in which technology can be used to reach diverse learners. Users will learn questions to ask when determining what technologies to incorporate, along with questions that can help them assess whether the technologies they've used were appropriate. **CID** 6397

Identifying, Locating, and Evaluating Technology Resources (1)
This course identifies technology resources, such as blogs and education portals, that educators may want to use when designing learning activities. Further, it looks at resources that help evaluate technologies so that educators may better

determine whether the technologies suit their teaching needs. The course also guides educators in planning lessons that use technology and in evaluating whether their technology integration efforts have been successful. **CID** 6399

Planning for the Management of Technology Resources (2)
This course suggests strategies to help users plan ways to manage the technology they want to use in their lesson plans and units. Examples of different ways in which technology might be brought into the learning environment are given, including a discussion on centers. It also covers how educators can plan for unexpected or new situations inherent to technology integration. In addition, the course suggests and discusses designing curriculum pages and Web scavenger hunts as a way of managing student use of the Internet so as to decrease their chances of accessing inappropriate material. **CID** 6401

Planning Classroom Activities that Use Technology (2)
This course assists in planning classroom activities and lessons that use technology to help students learn. It offers examples of developmentally appropriate activities, covering all grade levels. It also touches on how to select instructional software and how educators can plan to use webpages, spreadsheets, and newsletters as teaching and administrative aids. The course also covers how computer networks can help manage classroom learning, such as by allowing for collaboration. In addition, it teaches how to teach students to be responsible users of technology. **CID** 6403

Planning for Classroom Use of the Internet (1)
This course assists in planning for effective student use of the Internet. First, it explores various modes of Internet communication that can help students access a wide variety of information and make contact with others around the world. Examples include virtual meetings, chat rooms, and blogs. The course also helps educators plan for safe and legal use of the Internet, by discussing potential issues to look out for, such as Internet hoaxes and plagiarism, and by teaching students to access and use Internet information in a safe and legal manner. **CID** 6404

Using Technology To Address Content and Technology Standards (2)
This course examines how technology can help educators teach content and technology standards. It offers examples of ways in which technology can be implemented into the classroom, allowing students to not only absorb and process the learning material presented to them, but also to learn how to use technology properly and effectively in the process. It covers how newsletters, spreadsheets, curriculum pages, Web scavenger hunts, and centers all serve this purpose well. **CID** 6407

Using Technology To Support Learner-Centered Strategies (2)
This course focuses on using technology to support the diverse needs of students. Different learning styles, methods, and theories are discussed, encouraging a shift towards learner-centered rather than teacher-centered approaches. The course closes with discussions on the various special needs of students, such as those who are developmentally or physically challenged, and how to appropriately select technology for their needs, as well as those of other students. **CID** 6446

Applying Technology To Develop Higher Order Skills and Creativity (3)
This course helps educators discover how using technology is an excellent way to encourage and develop students' critical thinking and creativity skills. It introduces numerous examples of activities that can be implemented in order to encourage creativity and higher order thinking. It also touches on 21st century literacies and how students can apply technology to become literate in such skills. Lastly, users will learn how technology can help in the problem solving process. **CID** 6447

Managing Learning Activities that Use Technology (3)
This course helps educators manage learning activities involving technology. It gives many examples of developmentally appropriate activities, covering all grade levels. It also looks at centers as a good way to help manage resources and students, and it examines curriculum pages and Web scavenger hunts as ways to manage classroom use of the Internet. On a more specific level, the course looks at revision tools, which can help teachers manage learning by allowing them to insert comments into and track changes made to documents. Finally, it provides suggestions to help teachers prepare for and handle unexpected technology challenges, such as printing problems. **CID** 6410

Managing Student Use of the Internet (1)
This course assists educators in managing classroom use of the Internet. It suggests guidelines to give students to help them learn to use technology responsibly. Furthermore, Internet safety, privacy, and legal concerns are examined, and users will learn how to handle potential cases of cyberbullying, Internet hoaxes, plagiarism, and others. **CID** 6411

Assessment And Evaluation

Applying Technology in Assessing Student Learning (1)
This course explores how technology can be employed in assessing student learning, which includes but isn't limited to student work, projects, performances, and presentations. Different modes of assessment are covered, ranging from simple checklists to electronic comments to video recorders. In addition, it looks at the use of rubrics to make assessments, and demonstrates how to design a rubric using a word processing application. **CID** 6414

Using Technology To Collect, Analyze, and Present Data (3)
This course examines technology useful for collecting, analyzing, interpreting, and presenting data. It covers virtual meetings, telecollaborative projects, spreadsheets, and databases. Spreadsheet applications are discussed in particular, demonstrating how they can help teachers manage grades. It also suggests how students too can use spreadsheets to collect, calculate, and analyze other types of data. Furthermore, emphasis is put on the importance of checking and interpreting data in spreadsheets. A learning activity on creating a simulated society is covered, giving users a closer look at how these technologies can be used to collect and analyze data and also present findings. **CID** 6417

Evaluating Students' Appropriate Use of Technology (1)
This course suggests ways in which students' use of technology can be evaluated and assessed. It points out how many of the same methods used in assessing student learning can also be used to assess whether students know how to select and properly use technology for various needs. In particular, it offers tips for

assessing whether a student has plagiarized information found on the Internet. **CID 6419**

Productivity And Professional Practice

Use Technology for Ongoing Professional Development (1)
This course examines how technology can help educators grow in their professions by offering them new avenues to lesson plans, activities, research, other teachers worldwide, and more. Growth can occur when educators learn to use technology to track and manage grades; communicate with parents, students, and other teachers; increase student motivation; and otherwise enhance the learning environment, and this course covers how educators can accomplish these things. Furthermore, educators will learn how to plan lessons that use technology, as well as how to evaluate whether technology integration was effective, thereby allowing them to make better decisions in the future. **CID 6422**

Using Technology To Communicate Information (2)
This course covers ways in which technology can help communicate information. Included in the discussion are word processing applications, which are great for communication as they can be used to create documents such as memos, reports, and newsletters. Presentation programs are also discussed as an excellent means for presenting information to a number of people at once. Additionally, the course looks at how information can be graphically communicated with the use of tables and charts, and how handouts can be created and printed from presentations. **CID 6416**

Evaluating and Making Decisions Regarding the Use of Technology (1)
This course emphasizes that educators need to evaluate and re-evaluate their technology integration efforts so as to make the best decisions regarding technology use in the classroom. It suggests resources to consult in order to keep up to date with new research on educational uses of technology, such as education portals, discussion boards, and technology conferences. Additionally, tips for evaluating and selecting technologies are given, along with strategies for planning lessons with technology, as well as tools for evaluating how effective technology integration has been. **CID 6424**

Enhancing Productivity with General Computer Practices (1)
This course takes a general look at how basic computer practices can help enhance productivity. It covers a variety of benefits, including how technology can help increase productivity by getting students excited about learning, facilitating collaboration, allowing for preparation behind the scenes, and assisting with lessons. It also discusses how computer networks can help students and teachers

be more productive by allowing them to share resources and information and by facilitating backups so that work can be recovered if lost instead of having to be recreated. In addition, the course talks about file management and how keeping computer files organized helps keep things efficient. **CID** 6426

Increasing Productivity with Word Processors (2)
This course teaches word processing skills that help increase productivity. Specifically, it demonstrates inserting text; finding and replacing text; cutting, copying, and pasting text; using paragraph styles to format text; checking for spelling and grammar issues; using the built-in thesaurus; checking word, paragraph, and character counts; generating tables from text; and using and saving templates. Furthermore, it explains good uses for newsletters in the classroom, and how they can help communicate information to many people at once. **CID** 6427

Improving Productivity with Spreadsheets (2)
This course examines increasing productivity by using spreadsheet applications. The skills covered include creating formulas and functions that automatically perform calculations, sorting lists to quickly see data presented in a particular order, calculating averages, finding minimum and maximum scores, filling a series to quickly enter consecutive data, using AutoFormats, and creating templates for future use. The course also looks at how spreadsheets help specifically in the classroom. **CID** 6448

Increasing Productivity with Electronic Presentations (1)
This course examines increasing productivity by using spreadsheet applications. The skills covered include creating formulas and functions that automatically perform calculations, sorting lists to quickly see data presented in a particular order, calculating averages, finding minimum and maximum scores, filling a series to quickly enter consecutive data, using AutoFormats, and creating templates for future use. The course also looks at how spreadsheets help specifically in the classroom. **CID** 6428

Boosting Productivity with Databases (1)
This course goes over ways in which databases can help increase productivity. It teaches a variety of skills that can aid productivity, including creating databases, sorting records, and searching databases in order to quickly find specific records. **CID** 6429

Examining Various Ways of Communicating and Collaborating (2)
This course zeroes in on technologies useful for communicating and collaborating. It talks about internet video conferencing, virtual meetings, chat rooms, discussion boards, blogs, and telecollaborative projects and how these technologies can help educational efforts. It also looks at online mentoring, which allows teachers and students to receive assistance from anywhere in the world, as well as assistive technologies, which help disabled individuals communicate ideas and needs. Newsletters, webpages, and electronic presentations are all examined, as they are excellent means of sharing information. Lastly, the course talks about how networks aid in collaboration, as well as the cons of networking. **CID** 6431

Using Email To Communicate (1)
This course explores email as a means of communicating and collaborating. Users will learn how to create email accounts, log in to accounts to read messages, and send attachments with messages. Also, since it is easy to mistakenly use the incorrect tone in email, correct tone will be covered. Finally, users will learn how to add email links in the webpages they might create, so that anyone visiting the page may contact them via email. **CID** 6432

Collaborating Using Word Processors (1)
This course examines the revision tools of word processing applications. Specifically, the course covers tracking changes to documents and inserting, hiding, and showing comments that act as electronic sticky notes. These tools allow for collaborative work by letting users make tracked changes to documents, as well as add feedback and suggestions to each others' electronic documents. **CID** 6433

Social, Ethical, Legal, and Human Issues

Examining Legal and Ethical Practices Related To Technology Use (1)
This course focuses on the legal and ethical considerations that educators and students using technology need to be aware of. First, educators will learn how to teach responsible use of technology and how they should model a positive attitude toward technology. Emphasis is placed on safe and ethical use of the Internet—Internet privacy and security, cyberbullying, Internet hoaxes, legal Internet practices, and plagiarism will all be covered. Finally, users will learn about using the correct tone in email or any Internet means of communication. **CID** 6436

Addressing Legal, Ethical, and Human Concerns (1)
This course discusses some of the legal, ethical, and human concerns that need to be addressed as a result of incorporating more technology and the Internet in

the classroom. It includes a discussion of copyrighted material, proper citation guidelines, and fair use. Cyberbullying is covered, along with suggestions for preventing it. The course also describes Internet hoaxes, why they are harmful, and ways to identify them. It also examines various ways of detecting and preventing plagiarism. In addition, safe computer practices, such as preventative maintenance, proper placement of electronic equipment, and ergonomics, are also introduced. **CID 6376**

IDEAS: ATI Online - Intellectual Property and Copyright in the Field of Education (2)
This course features Dr. Jud Copeland from the University of Central Arkansas Department of Leadership Studies. He explains the basics of intellectual property and copyright laws with definitions, owners' rights, legal precedent and "fair use" guidelines. **CID 1001308**

Ensuring Internet and Computer Safety, Privacy, and Protection (2)
This course covers many of the safety, privacy, and protection concerns involved with using the Internet and computing. It examines COPPA, the Children's Online Privacy Protection Act that is designed to protect children's privacy, and CIPA, the Children's Internet Protection Act that suggests Internet safety guidelines. It discusses a variety of Internet protection measures that can be applied to help ensure safety, such as filters and monitoring. The course discusses potential Internet risks, such as identity theft, child exploitation, predators, hacking, and viruses, and includes ways that these risks can be minimized or avoided, as well as ways in which child exploitation can be reported. Cyberbullying and Internet hoaxes are also covered, along with guidelines and tips for dealing with them. Safety concerns when using chat rooms, blogs, and other social networks are also discussed, along with ways in which students and teachers can protect themselves. It also examines how to protect computer data by using safeguards such as backups, passwords, and anti-virus software. **CID 6450**

Applying Technology that Helps Learners Who Have Diverse Backgrounds and Abilities (1)
This course explores how technology can help students with diverse needs thrive in the classroom. First, diverse learning styles and the different technologies that can help reach them will be covered. Users will also learn how to evaluate and select software to help students learn. Lastly, assistive technologies that help

students with special needs will be examined. These include communication aids, computer access aids, hearing and vision aids, and special education technology. **CID 6438**

Identifying Technology Resources that Affirm Diversity (1)
This course covers different technologies that support diversity among students. To help reach diverse learning styles, different software, games, and other technologies will be discussed. Tools that can be used for collaborating with individuals around the world will also be explored, thereby helping to raise awareness of these different cultures. Such technologies include Internet video conferencing and telecollaborative projects. Users will also learn about good considerations to make when selecting instructional software to meet the needs of their diverse learners. Finally, communication, computer access, and hearing and vision aids, along with special education technology will be discussed, as they all help reach and support individuals with physical, developmental, or other special needs. **CID 6440**

Promoting Safe and Healthy Use of Technology (2)
This course looks at various issues regarding safe and healthy use of technology. Included in the discussion will be suggestions for teaching and modeling responsible and positive use of technology, preventative steps that help protect computers as well as users of computers, and good Internet practices to exercise and teach. Internet safety will be examined, covering topics such as cyberbullying, online predators, CIPA and COPPA, and Internet hoaxes. Furthermore, correct "netiquette" and proper communication guidelines for using Internet means of communication, including email, chat rooms, and discussion boards, will be discussed. Use of education portals is encouraged, as they narrow down the vast amount of data on the Web to education-specific and age-appropriate content. Finally, users will learn to evaluate educational Web resources. **CID 6442**

Facilitating Equitable Access To Technology Resources (1)
This course takes a look at different ways in which teachers can make it easier for students to access and use the technology introduced in classrooms. One way is to have a class set up on a school network, as it allows for sharing of resources like printers, and it allows students and others to communicate and collaborate. Another way is to help students with special needs. Included in this discussion are communication, computer access, hearing, vision, and special education aids. **CID 6444**

Integrating Specific Technology in the Classroom

ASCD: Technology in Schools: Beyond Word Processing (1.5)
Curriculum should guide technology use, not the other way around. This course is designed for the educator who is familiar with and uses technology, but who understands that the use of technology in the classroom will need to change if teachers are to help all students become technologically literate. The lessons investigate what good technology use looks like in the school environment and reviews emerging technologies. **CID 1001238**

ASCD: Technology in Schools: Planning Using the LOCATE Model (1.5)
This course introduces an easy-to-remember set of guidelines for choosing and using effective technology resources that will enhance the content teachers teach. When teachers combine content expertise, thoughtful selection, and use of a variety of technology resources supporting curriculum goals, students can look forward to an engaging and satisfying learning experience. **CID 1001239**

ASCD: Technology in Schools: Teaching Better (1.5)
This course explores how to match technological tools with learning styles and use technology to obtain, organize, and share information. Participants will learn how to use technology to promote higher-order thinking skills. **CID 1001240**

Understanding Technology Integration in the Classroom (1)
This course provides an overview of what integrating technology in the classroom means. It also covers why schools or school districts would want to bring technology into classes, offering examples of how using various technologies can enrich students' learning experiences, as well as help teachers behind the scenes. To further users' understanding of the benefits of technology integration, the course looks at how technology can reach students with different learning styles; how technology impacts different learning methods, such as authentic learning and active learning; and how technology can be used in support of two major learning theories. Also covered are benefits of technology integration broken down by subject areas, such as math, science, language arts, and so on. **CID 6178**

Preparing for Technology Integration (1)
This course helps prepare users for technology integration. It addresses some unexpected situations that may arise as a result of bringing computers and

Internet access into classrooms, as well as how traditional teaching approaches may need to be re-examined in order to accommodate these challenges. The course examines privacy and protection concerns regarding children's use of the Internet, and specifically at how CIPA and COPPA affect schools and teachers. The course looks at different classroom setups that incorporate one or more computers in a single classroom and explores centers as an excellent option. It provides questions that should be considered when planning lessons that include technology, suggests tools to evaluate the effectiveness of the technologies used, and discusses ways to acquire funding to bring technology into classrooms. **CID 6200**

Using Educational Resources on the Web (1)
This course looks at using educational Web resources. Specifically, it discusses available types of technology that users may be less familiar with, such as Webinars, chat rooms, blogs, and discussion boards. When teachers are not sure where to go for educational research, the course suggests and examines using education portals, which have already been evaluated by educators. For those who want to evaluate educational websites on their own, the course points out resources to assist them. It suggests ways to differentiate between good and bad Web resources and specifically discusses how rubrics are useful for this purpose. Lastly, the course covers signs that plagiarism has occurred and provides suggestions for preventing plagiarism. **CID 6193**

Creating Class Materials (1)
This course examines how word processing applications can be used to design classroom materials that help teach lesson objectives. Specifically, it covers how to create handouts, curriculum pages, and Web scavenger hunts, and provides an explanation of the latter two. Possible uses for handouts and tips for designing effective handouts are also discussed. In the course of creating these class materials, useful word processing tasks are taught as well. These tasks include inserting graphics, adding watermarks, numbering lists, creating hyperlinks to websites, and including page borders. Because many classroom materials can be reused with slight modifications, saving documents as templates is demonstrated

as well. **CID 6194**

Designing Newsletters (1)
This course discusses newsletters and provides examples of how they can be used to share information with students, parents, and colleagues. It also points out instances in which newsletters can be assigned to students as part of a classroom assignment. It explains templates and shows how to generate and modify a newsletter based on an online template. It covers how to save time and reuse existing material by inserting text from other files, as well as how to add visual interest by formatting text, including changing the font color and applying an appealing font effect. It discusses why you might modify spacing between lines or paragraphs and demonstrates how to change paragraph spacing to alter the amount of space taken up by the text. **CID 6195**

Using Word Processing Applications To Create Webpages (1)
This course discusses ways in which websites can be used to communicate with students, parents, and others, and it examines several issues involved in designing and using a class website. The course shows how to use Microsoft Office Word to create and edit webpages and how to use hyperlinks to link the pages to create a website. The basics of good Web design are discussed, and elements such as photographs and other graphics are used to enhance the pages. The Microsoft Word Web tools for previewing and saving Word documents as webpages are examined. In addition, several sources for learning how to use websites in the classroom are presented. **CID 6196**

Using Spreadsheets in the Classroom (1)
This course discusses electronic spreadsheets and how they might be used in a classroom environment. It provides examples of how spreadsheets can be used as instructional tools, as well as how they can be used to perform administrative tasks. The course also covers how to use a spreadsheet application to create a grade book, including entering, formatting, and sorting data. It discusses functions and how they might be applied in general within the classroom environment and, in particular, how they might be used within a grade book. In this course, functions are used to calculate sums, compute grade point averages, determine the lowest scores, and find the highest scores. **CID 6197**

Developing Electronic Classroom Presentations (1)
This course explains electronic presentations and how they can be used in the classroom and for other purposes. The course examines the different presentation views in Microsoft Office PowerPoint, such as Slide Show and Slide Sorter views, and illustrates how they are used. Navigating through slides in the different views is covered in the course as well. A simple classroom introduction presentation is created using the PowerPoint built-in templates, and the course shows how to modify template elements to customize a presentation. The course discusses numbered and bulleted lists and shows how to switch between the two. The course also examines how to import clip art into Microsoft Office and how to insert and manipulate clip art images in PowerPoint slides. **CID** 6198

Keeping Track with Databases (1)
This course explains what a database is and provides some ideas on how databases can be used in the classroom. The course discusses the elements of simple Microsoft Office Access databases, including tables, forms, queries, and reports. The advantages of using Access wizards to create database objects are examined, and a simple parent contact database is created. The course shows how to add, delete, sort, and search for data in an Access database. In addition, the course illustrates how to modify the design of an Access form by moving and deleting controls, and then shows how to enter and navigate through data using a form. **CID** 6199

Aiding Students with Assistive Technology (1)
This course explains what assistive technology is and describes who it benefits. It also discusses various types of these aids by grouping them in the following categories: communication, computer access, special education, and hearing and vision aids. In addition, the course presents different examples of assistive technologies and points out sites where users can find out more about or purchase assistive technologies. **CID** 6369

Analyzing Data with Spreadsheets (1)
This course covers analyzing data with spreadsheets. It discusses charts, including

which charts are best suited for displaying certain data, how to create charts using spreadsheet data, and how to change the chart type of an existing chart. The course also covers how to apply conditional formatting to data that meets certain criteria, and demonstrates how to filter data to see only the data that meets certain criteria. **CID** 6372

Fine-tuning Presentations for Delivery (1)
This course covers how to fine tune electronic presentations for delivery. It explains the benefits of using charts in presentations and shows how to import them. It also explores different ways of creating speaker notes and shows how to enter them in Notes Page view. The course also illustrates using animation to add interest, and teaches setting automatic and custom slide show timings. In addition, the course explains the value of creating handouts and demonstrates how to design and preview them. **CID** 6373

Communicating on the Web (1)
This course examines a variety of methods for communicating over the Web. It looks at how Internet video conferencing and virtual meetings might be used in a learning environment. The course also explores the different types of available chat rooms, as well as some of the issues that might be involved with using chat rooms. It also covers discussion boards and blogs and how they might be used in a classroom. In addition, it demonstrates how to refine a search for a blog. **CID** 6374

Exploring Resources for Students (1)
This course discusses some of the technology resources available to students and how they can be used to augment what students are learning in the classroom. It examines educational games, such as video games, online games, handheld devices, and virtual reality programs, and how they can be used to motivate students to learn. The course also explores simulations and tutorials, which can make learning more interactive, as well as digital books, which encourage reading and reinforce other subjects. It also addresses telementoring and how it can be provide assistance and encouragement in a way that is often more practical than traditional mentoring. It explores some Internet related technologies that can help facilitate telementoring. **CID** 6449

Discovering Technology for Problem-Solving (1)
In this course, we discuss what constitutes a "problem" and how problem solving involves complex thinking skills that can be enhanced by technology. It also defines technology and discusses the most important measure of a technology. The course further explains how to use technology to define the scope of a problem, as well as to research problems and possible solutions. It also discusses how to use technology tools to evaluate information collected about problems and solutions in order to determine the validity of a solution. **CID** 6375

Teaching and Learning with Web 2.0 (6)
The wonder of Web 2.0 for teaching, learning, and professional development is the collaborative nature of the many online tools that are available. In this workshop developed by Kathy Schrock, you will use some of the most popular tools to enhance your own professional development, as well as share your expertise with other educators. It is hoped, as you read articles, watch videos, and listen to podcasts, you will always be thinking about ways these items can enhance your classroom practice. In the Arkansas Curriculum Frameworks, technology acquisition is embedded in the content-area documents. However, this workshop is not about the technology itself, but how it can be used in meaningful ways, when appropriate, to allow additional collaboration between colleagues, teacher and students, and students themselves. **CID** 1000520

Communicating with Email (1)
This course discusses some of the basics with regard to communicating via email. It explains what email is and examines two types of email accounts. It demonstrates how to establish a Hotmail email account, as well as how to come up with a strong password. The course shows how to log in and access email messages, as well as how to compose an email message and send a message that includes an attached file. **CID** 6381

Combining Interactive Whiteboards with other Technology (1)
This course illustrates opportunities for using other technologies in tandem with interactive whiteboards. Those include digital photos and videos, learning games created for interactive whiteboards, and peripherals such as keyboards. **CID** 7620

Integrating Podcasts in the Classroom (1)
This course explores the use of podcasts in classrooms. It provides real-world examples for teachers to use in their efforts to incorporate podcasting. It discusses collaborative assignments, reaching absent students through podcasts, engaging parents, and preparing substitutes remotely. It also covers specific examples of podcast uses geared toward teachers of elementary students, as well as those in

secondary education subjects, such as English, math, science, social studies, and fine arts. **CID** 7621

Integrating Webpage Creation in the Classroom (1)
This course discusses how webpage creation can be used in Elementary education. It provides examples of lessons that utilize this technology and how they can be used with the youngest students. It also examines how webpage creation can be used with secondary-level students in English, math, science, social studies, and fine arts classes. It provides specific real-life examples of lesson ideas that can be used in each subject area. **CID** 7681

Integrating Online Videos in the Classroom (1)
This course explores the use of online videos in the classroom. It provides real-world examples for teachers to use as they incorporate videos as part of their classroom instruction. It discusses how to include online videos in a PowerPoint presentation and explores how to assign a video scavenger hunt as part of a learning assignment. It also covers specific examples of how online videos can be used by teachers of elementary students, as well as those in secondary education subjects, such as English, math, science, social studies, and fine arts. **CID** 7629

Integrating Online Photo Sharing in the Classroom (1)
This course explores the use of photo sharing in the classroom. It provides real-world examples for teachers to use as they incorporate photo sharing as part of their classroom instruction. It discusses how to create and share online photo slideshows and how to create a photo bulletin board. It also explains how to assign a photo field trip presentation. The course also covers specific examples of how online photos can be used by teachers of elementary students, as well as those in secondary education subjects, such as English, math, science, social studies, and fine arts. **CID** 7633

Integrating Interactive Whiteboards in the Classroom (1)
This course provides real-world examples for teachers to use in their efforts to incorporate interactive whiteboards in their classroom. It discusses virtual field trips, engaging students with whiteboard use, and specific examples geared toward teachers of elementary students, as well as those in secondary education subjects, such as English, math, science, social studies, and fine arts. **CID** 7619

Integrating Blogs in the Classroom (1)
This course explores the use of blogs in classrooms. It provides real-world examples for teachers to use in their efforts to incorporate blogging. It discusses

collaborative assignments, journaling daily classroom activities, engaging parents, and preparing substitutes remotely. It also covers specific examples of blog uses geared toward teachers of elementary students, as well as those in secondary education subjects, such as English, math, science, social studies, and fine arts. **CID** 7623

Integrating Wikis in the Classroom (1)
This course explores the use of wikis in the classroom. It provides real-world examples for teachers to use as they incorporate wikis as part of their classroom instruction. It discusses the collaborative nature of wikis and how they can be used as a repository of knowledge and for tracking group projects. It also discusses how to engage parents using wikis by allowing them to keep up-to-date on assignments and upcoming events. It also covers specific examples of how wikis can be used by teachers of elementary students, as well as those in secondary education subjects, such as English, math, science, social studies, and fine arts. **CID** 7626

Integrating RSS Feeds in the Classroom (1)
This course explores the use of RSS feeds in classrooms. It provides real-world examples for teachers to use in their efforts to incorporate RSS feeds. It discusses using RSS feeds during collaborative assignments and to engage parents. It also covers specific examples of RSS feed uses geared toward teachers of elementary students, as well as those in secondary education subjects, such as English, math, science, social studies, and fine arts. **CID** 8471

Integrating Online Searches in the Classroom (1)
This course discusses ways to use online searching with elementary school students. It provides examples of lessons that educators may use in the classroom. It also examines how online searching can be used in English, math, science, social studies, and fine arts classes for secondary school students. Real-life examples of lesson plans are provided in each subject area. **CID** 8013

Using Technology in Language Arts (1)
This course covers some of the ways in which technology can be incorporated into the Language Arts classroom. It breaks down discussion of examples into grades K-5, 6-8, and 9-12. Creating and formatting a Language Arts grading

rubric is also covered. The course also explores some methods of dramatizing literature and building a library of recorded literature using students. It also discusses using ISearch papers as an alternative to traditional research papers. **CID** 6366

Using Technology in Social Studies (1)
This course covers some of the ways in which technology can be incorporated into the Social Studies classroom. It breaks down discussion of examples into grades K-5, 6-8, and 9-12. Discusses how to plan a lesson that utilizes different types of technology to research and create a simulated society. The course also discusses useful sites for conducting child friendly social studies searches. It also examines the use of rubrics and how they can be used to assess social studies assignments, and provides examples of rubrics for different age groups. **CID** 6368

ASU Delta STEM Education Center - Integrating Technology in the Classroom: Copyright Law (4.5)
This course assists educators in the integration of technology in all areas of the curriculum by addressing Copyrights and Fair Use of web-based and other educational material. It is the hope of the developers that educators will seek to be compliant with U.S. Copyright Laws. This course should be used for information purposes only and is not a substitute for actual legal advice. **CID** 1001715

Windows Operating Systems

Microsoft Windows XP Level 1 (Prescriptive Training) (6)
Training and testing for Microsoft Windows XP Level 1. **CID** 5562

Microsoft Office 2007

IDEAS - ATI Online - Introduction to PowerPoint 2007 (0.5)
This course gives teachers an overview of using Microsoft Office PowerPoint to bring technology into the classroom to engage students in daily lessons. Teachers will learn how to build a presentation, and insert images and video clips. **CID** 1001572

Microsoft Office PowerPoint 2007 Level 1 (Prescriptive Training) (7)
Training and testing for the Microsoft Office PowerPoint 2007 Level 1 (Prescriptive Training) course. **CID** 7153

Microsoft Office PowerPoint 2007 Level 2 (Prescriptive Training) (6)
Training and testing for the Microsoft Office PowerPoint 2007 Level 2 (Prescriptive Training) course. **CID** 7163

Microsoft Office 2003

Microsoft Office Access 2003 Level 1 (Prescriptive Training) (6)
Training and testing for Microsoft Office Access 2003 Level 1. **CID** 6000

Microsoft Office Access 2003 Level 2 (Prescriptive Training) (6)
Training and testing for Microsoft Office Access 2003 Level 2. **CID** 6036

Microsoft Office Access 2003 Level 3 (Prescriptive Training) (6)
Training and testing for Microsoft Office Access 2003 Level 3. **CID** 6135

Microsoft Office Access 2003 (Microsoft Office Specialist Prescriptive Training) (13)
Contains testing and prescribes the training required to prepare for the Microsoft Office Access 2003 Microsoft Office Specialist exam. **CID** 6154

Microsoft Office Excel 2003 Level 1 (Prescriptive Training) (7)
Training and testing for Microsoft Office Excel 2003 Level 1. **CID** 6001

Microsoft Office Excel 2003 Level 2 (Prescriptive Training) (6)
Training and testing for Microsoft Office Excel 2003 Level 2. **CID** 6038

Microsoft Office Excel 2003 Level 3 (Prescriptive Training) (6)
Training and testing for Microsoft Office Excel 2003 Level 3. **CID** 6150

Microsoft Office Excel 2003 (Microsoft Office Specialist Prescriptive Training) (11)
Training and testing required to prepare for the Microsoft Office Excel 2003 Microsoft Office Specialist exam. **CID** 6155

Microsoft Office Excel 2003 Expert (Microsoft Office Specialist Prescriptive Training) (6)
Training and testing required to prepare for the Microsoft Office Excel 2003 Microsoft Office Specialist Expert exam. **CID** 6156

Microsoft Office FrontPage 2003 Level 1 (Prescriptive Training) (6)
Training and testing for Microsoft Office FrontPage 2003 Level 1. **CID** 6251

Microsoft Office Outlook 2003 Level 1 (Prescriptive Training) (7)
Training and testing for Microsoft Office Outlook 2003 Level 1. **CID** 6002

Microsoft Office Outlook 2003 Level 2 (Prescriptive Training) (5)
Training and testing for Microsoft Office Outlook 2003 Level 2. **CID** 6067

Microsoft Office PowerPoint 2003 Level 1 (Prescriptive Training) (6)
Training and testing for Microsoft Office PowerPoint 2003 Level 1. **CID** 6003

Microsoft Office PowerPoint 2003 Level 2 (Prescriptive Training) (6)
Training and testing for Microsoft Office PowerPoint 2003 Level 2. **CID** 6037

Microsoft Office PowerPoint 2003 Level 3 (Prescriptive Training) (5)
Training and testing for Microsoft Office PowerPoint 2003 Level 3. **CID** 6147

Microsoft Office PowerPoint 2003 (Microsoft Office Specialist Prescriptive Training) (14)
Contains testing and prescribes the training required to prepare for the Microsoft Office PowerPoint 2003 Microsoft Office Specialist exam. **CID** 6157

Microsoft Office Word 2003 Level 1 (Prescriptive Training) (6)
Training and testing for Microsoft Office Word 2003 Level 1. **CID** 6004

Microsoft Office Word 2003 Level 2 (Prescriptive Training) (7)
Training and testing for Microsoft Office Word 2003 Level 2. **CID** 6039

Microsoft Office Word 2003 Level 3 (Prescriptive Training) (7)
Training and testing for Microsoft Office Word 2003 Level 3. **CID** 6148

Microsoft Office Word 2003 (Microsoft Office Specialist Prescriptive Training) (11)
Contains testing and prescribes the training required to prepare for the Microsoft Office Word 2003 Microsoft Office Specialist exam. **CID** 6158

Microsoft Office Word 2003 Expert (Microsoft Office Specialist Prescriptive Training) (7)
Contains testing and prescribes the training required to prepare for the Microsoft Office Word 2003 Microsoft Office Specialist Expert exam.

CID 6159

Apple Macintosh

Apple: OS X 10.6 Snow Leopard (1)
This course walks viewers through the unique features of this operating system. Learn how to customize your Mac with user accounts, parental controls, Smart Mailboxes and more. Quickly learn how to utilize applications including iChat, Time Machine, and Exposé. **CID** 1001930

Mac 0S X Leopard (Prescriptive Training) (3)
Training and testing for Mac 0S X Leopard (Prescriptive Training) course. **CID** 7725

Introduction to Safari 3 (3)
This course provides an overview of the Safari 3 Web browser and covers becoming familiar with the browser window and its functions, navigating the World Wide Web, creating and maintaining bookmarks, using webpage data, and customizing the Safari browser to best suit your needs. **CID** 7727

Using iMovie (1)
This course demonstrates the process of creating and publishing a video online using iMovie. By the end of this course, you will be able to import, edit, and share your video to a .Mac gallery or YouTube. **CID** 7685

Using iPhoto (1)
This course explains how to create photo projects, and then organize and share them using iPhoto. By the end of this course, you will be able to create albums, books, and slideshows; insert photo captions and descriptions; and share photos using a Web Gallery, iWeb, Video, or iDVD. **CID** 7686

Using GarageBand (1)
This course introduces the process of creating a podcast episode with GarageBand. It teaches the process of producing an enhanced podcast with photos, chapter markers, and Web links. It shows how to finalize an episode and how to go about sharing your podcast. **CID** 7682

Using iDVD (1)
This course shows how to create and share media projects using iDVD. By the

end of this course, you will be able to import media, create slideshows, and burn a DVD. **CID** 7684

Using iWeb (1)
This course covers the process of creating and maintaining a website with iWeb. At the completion of this course, you will be able to use an iWeb template to create a website; add text, images, and hyperlinks; and publish the final result. **CID** 7683

Microsoft Excel 2008 for Mac Level 1 (Prescriptive Training) (3)
Training and testing for the Microsoft Excel 2008 for Mac Level 1 (Prescriptive Training) course. **CID** 7722

Microsoft PowerPoint 2008 for Mac Level 1 (Prescriptive Training) (3)
Training and testing for the Microsoft PowerPoint 2008 for Mac Level 1 (Prescriptive Training) course. **CID** 7716

Microsoft Word 2008 for Mac Level 1 (Prescriptive Training) (3)
Training and testing for the Microsoft Word 2008 for Mac Level 1 (Prescriptive Training) course. **CID** 7718

Internet Basics and Concepts

Utilizing the Internet (3)
Introduces students to the Internet and shows how to use the Internet to perform common tasks such as sending email, finding information, and using Internet services. **CID** 5040

Internet Basics (1)
The Internet. Everybody's talking about it. Your kids are experts on it, your neighbors are buying things over it, Wall Street rides roller coasters on it, newscasters gab about it-and where are you? If you have been feeling left out lately, and want to get in on the biggest cultural shift anybody's seen for a long time, take this course. **CID** 5413

Introduction To Internet Explorer 6 (3)
This course provides an overview of the Internet Explorer 6 Web browser. Skills covered include becoming familiar with the browser window and its functions, navigating the World Wide Web, creating and maintaining Favorites, using webpage data, and customizing the Internet Explorer browser to best suit your needs. **CID** 5347

Working with Internet Explorer 8 (3)
This course provides an overview of Internet Explorer 8. Fundamental Web browsing skills, such as how to search and navigate the Internet, will be taught. Other skills covered include creating and organizing Favorites, finding text, reusing webpage data, using accelerators, and staying updated with Web Slices. Printing webpages, downloading files, and using plug-ins will also be covered. In addition, users will learn how to browse securely, as well as how to customize the browser. **CID** 8137

Browsing with Firefox 3.0 (3)
This course helps users learn how to use Mozilla Firefox 3.0 to browse the Web. Users will learn basic search and navigation skills, as well as how to use tabs, bookmarks, tags, smart folders, and add-ons. They will also learn about the privacy and security options in Firefox; how to save, copy, and print Web data; and how to find help in using the browser. **CID** 8158

Examining the Internet and Web Browsers (1)
This course covers the basics of the Internet, such as what the World Wide Web is and how to connect to the Internet. It also explores Web browsers and explains how they can be used to view pages on the Web. It discusses various components of Web addresses, or URLs, and explains how a URL's domain extension indicates what type of site it is. The course also provides suggestions for determining the validity of information on the Web, and examines other legal issues pertaining to the Internet, such as plagiarism and libelous behavior. **CID** 6377

Becoming Familiar with Internet Explorer (1)
This course takes a look at Microsoft's Internet Explorer. Web browsers. It explores how to navigate to previously viewed webpages using standard controls, how to refresh a page, and how to jump to a the browser's home page. It demonstrates

how to change a browser's home page, as well as how to create favorites, or bookmarks, that can be used to quickly access frequently used sites. It examines MSN Messenger, which lets users communicate with online contacts, and demonstrates how to use Internet Explorer Help. **CID** 6378

Searching the Internet (1)
This course covers the basics of how to search for information on the Internet. It explains the difference between search engines, directories, and meta-search engines and lists some examples of each. The course contains lessons that explain how to check the weather forecast for a specific region, how to find current news online, how to register for daily updates, and how to find definitions and synonyms using online resources. It also discusses the advantages of creating your own webpages, and lists some of the common tools for creating them. **CID** 6379

Saving Information from the Internet (1)
This course looks at several ways of saving information that is found on the Internet. It shows how to save webpages to a computer, as well as how to access them once they are saved. It teaches how to copy and paste webpage data into other applications. The course demonstrates how to download files from the Internet onto your computer. **CID** 6380

Creative and Social Media

Introducing Podcasts (1)
This course provides an overview of what podcasts are and their benefits in classroom instruction. It discusses vocabulary you'll need to know, safety and security issues surrounding the use of podcasts in the education environment, and the types of podcasts you'll encounter. It also gives some tips on how to successfully incorporate podcasts in your lesson plans. **CID** 7595

Creating Podcasts (1)
This course covers the basics for creating and sharing podcasts. It lists tips and tricks to aid you in your initial creation of both podcasts and vodcasts, common

steps for creating them, and what you need to know to successfully post your finished podcast. It also explores ways to share and retrieve podcasts through RSS feeds. Lastly, you'll learn some places to find podcasting resource materials. **CID** 7596

Introducing Webpage Creation (1)
This course provides an overview of webpage creation including the benefits of creating a class webpage. It examines some of the words and phrases associated with creating webpages. It also discusses how to safely use webpage creation as a student activity by ensuring that school guidelines are followed and parental permission has been obtained. It covers some of the most popular webpage creation applications and their features. Finally, this course discusses some aspects of webpage creation that should be considered to ensure the most benefit for students. **CID** 7680

Introducing Online Video Sharing (1)
This course provides an overview of some of the different types of online videos and how they might be used in classroom instruction. It discusses some common vocabulary you'll need to know regarding online videos, as well as safety and security issues surrounding the use of online videos in the classroom. It also gives some tips on how to successfully incorporate online videos in your lesson plans, as well as real-life examples of how online videos might be used in the classroom. **CID** 7628

Introducing Online Photo Sharing (1)
This course provides an overview of online photo sharing and the benefits of using it in classroom instruction. It discusses vocabulary you'll need to know and safety and security issues surrounding the use of online photo sharing in the education environment. It also gives some tips on how to successfully incorporate photo sharing in your lesson plans, as well as real-life examples of how photo sharing might be used in the classroom. **CID** 7632

Introducing Interactive Whiteboards (1)
This course provides an overview of what interactive whiteboards are and their benefits in classroom instruction. It discusses the merits of interactive

whiteboards versus chalkboards and projectors. It also gives suggestions as to how to incorporate interactive whiteboards in your lesson plans and how to store and use the material after class. **CID** 7618

Using Audacity (1)
This course introduces Audacity, which is free, open-source audio recording and editing software. This course explores how to use Audacity to record live audio, add multiple tracks to an audio file, add effects, edit audio tracks, and export an Audacity project to a WAV file. It also covers MP3s and discusses what is needed to create MP3s from audio files. **CID** 8163

Introducing Blogs (1)
This course provides an overview of what blogs are and their benefits in classroom instruction. It discusses vocabulary you'll need to know, safety and security issues surrounding the use of blogs in the education environment, and popular blog hosts and features. It also gives some tips on how to successfully incorporate blogs in your lesson plans. **CID** 7622

Creating Blogs (1)
This course covers the basics for creating and sharing blogs. It discusses how to select a good blog host, and lists tips and tricks to blogging effectively. It also goes over common steps for setting up a classroom blog site and creating a blog, as well as explores ways to share and retrieve blog updates through RSS feeds. **CID** 7624

Using WordPress (1)
This course is designed to provide an introduction to WordPress and teach some basic skills to help educators use WordPress as a classroom tool. It looks at some features of WordPress, such as themes, storage, and privacy settings. It discusses how to set up a blog and publish posts that can be shared with students, parents, and colleagues. It also covers how to customize your blog by adding widgets that can be used to enhance the information displayed. This course also teaches how to add authors and control the blog's content to provide a secure and safe communication environment. **CID** 8313

Using Blogger (1)
This course introduces Blogger and teaches some basic skills to help educators use Blogger as a classroom tool. It discusses how to set up a blog and publish posts that can be shared with students, parents, and colleagues. It covers how to navigate Blogger and how to customize your blog by rearranging page elements. This course also teaches how to control the blog's content to provide a secure and safe communication environment. **CID** 8469

Using Twitter (1)
This course is designed to provide an introduction to Twitter and teach some basic skills to help educators use Twitter as a classroom tool. It looks at some features of Twitter, such as profiles and privacy settings. It discusses how to set up an account and publish posts that can be shared with students, parents, and colleagues. It also covers how to customize Twitter by adding widgets. This course also shows how to add and manage followers and how to repost others' tweets. **CID** 8470

Introducing Wikis (1)
This course provides an overview of what wikis are and their benefits in classroom instruction. It discusses vocabulary you'll need to know, safety and security issues surrounding the use of wikis in the education environment, and popular wiki hosts and features. It also gives some tips on how to successfully incorporate wikis in your lesson plans, as well as real-life examples of how wikis might be used in the classroom. **CID** 7625

Creating Wikis (1)
This course covers the basics of creating and sharing wikis. It discusses how to select a good wiki host, and lists tips and tricks for making effective wiki entries. It also goes over common steps for setting up a classroom wiki site, as well as how to edit a wiki page. The course also explains how to use RSS feeds to subscribe to wikis and discusses how to add an RSS feed to your own wiki site. **CID** 7627

Using PBwiki (1)
This course provides information about some of the features of PBwiki and how it can be used to create class wiki pages. It looks at how to navigate in PBwiki, including how to create a new wiki page, and how to incorporate plugins. It also gives some tips on how to successfully incorporate wikis in your lesson plans, as well as real-life examples of how PBwikis might be used in the classroom. **CID** 8139

Using Wikipedia (1)
This course looks at Wikipedia as a learning and educational tool. It considers

the usefulness of a collaborative encyclopedia in classrooms and discusses how best to utilize it. This course also examines how to search for information within Wikipedia, and looks at editing tools available. Finally, this course discusses creating a Wikipedia user account and using it to submit articles. **CID** 8523

Using YouTube (1)
This course provides a general overview of the functions available on YouTube, an online video sharing site. It discusses how to search for videos on YouTube and discusses the history of YouTube. The course also describes the community features of YouTube, such as groups and contests and discusses how to navigate them. It also covers how to subscribe to YouTube and the benefits of doing so. In addition, the course explains how to post a video. **CID** 7630

Using TeacherTube (1)
This course provides a general overview of the functions available on TeacherTube, an online video site created specifically for educators. It discusses how to search for videos on TeacherTube and orients the user to the TeacherTube interface. The course also describes the community features of TeacherTube, such as groups, forums, blogs, and buddy lists, and discusses how to navigate them. It also covers how to subscribe to TeacherTube and the benefits of doing so. In addition, the course explains how to post a video and how to download a video from the site. **CID** 7631

Using Flickr (1)
This course provides a general overview of the functions available on Flickr, an online photo sharing and management tool. It discusses how to navigate and search for photos within Flickr. The course also examines how to use some of the organizational features in Flickr, such as searchable tags and Creative Commons licenses. In addition, the course covers how to post, share, and download photos using Flickr. **CID** 7634

Using Picasa Web Albums (1)
This course provides a general overview of the features and functions available through Picasa Web Albums, an online photo sharing site. The course also examines how to navigate the main areas of Picasa Web Albums, as well as how to add and organize photos. In addition, the course covers how to post and download photos using Picasa Web Albums. **CID** 7635

Using Google Page Creator (1)
This course provides information about some of the features of Google Page Creator and how it can be used to create class webpages. It looks at how to

navigate in Google Page Creator including how to create a new webpage. It also discusses how to edit a webpage in Google Page Creator to alter the layout and look of pages. Finally, this lesson describes how to publish a webpage using Google Page creator so that it can be accessed from search engines. **CID 8012**

Introducing RSS Feeds (1)
This course provides an overview of what RSS feeds are and their benefits in classroom instruction. It discusses vocabulary you'll need to know, safety and security issues surrounding the use of RSS feeds in the education environment, and the types of RSS feeds you'll encounter. It also gives some tips on how to successfully incorporate RSS feeds in your lesson plans. **CID 8467**

IDEAS: ATI Online - Planning Video Production (1)
This IDEAS - ATI Online course showcases Stephanie Lewis, an AETN producer, discussing the details of successfully planning a video production at the annual ATI Online Workshop. In this COURSE, participants will learn questions to ask during the planning stages of production, the importance of scouting, and the meaning of persistence of vision. **CID 1001338**

IDEAS: ATI Online - Techniques of Video Production (1.5)
This IDEAS-ATI Online course teaches participants the basics of camera operation. Amy Waller, a producer at AETN, demonstrates lighting techniques, how to use microphones, and various types of camera shots that can be used for basic filming. **CID 1001339**

IDEAS: ATI Online: Editing Techniques - Things We've All Learned the Hard Way (1)
This course provides the novice learner with basic video editing techniques and concepts. The lessons in this course will provide teachers with knowledge of how to prepare and to use video footage. The goal of this course is for teachers to be able to develop, and then implement, technology-based projects and lesson plans in the classroom. This Editing Techniques course was previously taught and recorded during the week-long Arkansas Technology Institute in the Arkansas Educational Television Network laboratory and studios. Bruce Rodtnick, producer with the AETN Education Division, skillfully guides the

novice teacher through this basic editing process. Former ATI graduates are encouraged to take this editing course as a refresher. **CID 1001354**

IDEAS: ATI Online - Wordpress Basics (0.5)
In this course, Erika Sams, AETN Curriculum Specialist, demonstrates how to use Wordpress to create a blog. She also explains other basic functions of the Wordpress program. ADE and AETN do not endorse vendor products. This optional Web 2.0 learning opportunity is made available to you as a part of the ATI-Online Series. **CID 1001889**

IDEAS - ATI Online: Introduction to Prezi (1.5)
This ArkansasIDEAS professional development course features Colleen Flory leading participants through an overview of Prezi, an internet-based presentation tool. Colleen instructs participants on the registration process, outlines the unique features of this type of visually rich presentation, highlights the details of creating a Prezi from scratch, and reviews the tips for a smooth presentation. **CID 1001719**

Technology Basics and Concepts

Computing Fundamentals - 2005 Standard (Prescriptive Training) (6)
This covers the skills outlined in the Computing Fundamentals portion of the IC3 certification examination. It teaches the student to recognize different computer types, common hardware components, and basic types and needs of software. It also explains how software and hardware interact, such as the operating system's role in the booting process. Students will learn how to install software, find help, change basic system settings, and format disks. Additionally, this section covers how to use files, folders, and other Desktop objects on a Windows system, as well as how to customize the Windows operating system. **CID 6129**

Key Applications - 2005 Standard (Prescriptive Training) (12)
This covers the skills outlined in the Key Applications portion of the IC3 certification exam, which addresses the skills and functions common to Microsoft Windows applications. It focuses on applying these common skills and functions using Microsoft Word, Microsoft Excel, and Microsoft PowerPoint. Some of the skills covered include starting applications; opening, saving, and closing files; identifying and using common on-screen elements; accessing online help; formatting text, documents, spreadsheets, and slides; editing documents, spreadsheets, and slides; using automatic formatting tools; performing common print functions; adding tables and graphics to documents, worksheets, and slides; modifying worksheet data; sorting and manipulating data; applying slide

transitions; and utilizing slide masters. **CID 6105**

Key Applications - Common Elements - 2005 Standard (3)
Discusses some of the common elements and tasks in Windows-based applications, including opening and closing applications, using menus and toolbars, and identifying on-screen elements such as the menu bar, title bar, task panes, and control buttons. Also covers navigating, switching between documents, and zooming. Explains that once you become familiar with these skills or screen elements in one application, you can easily transfer this knowledge to other applications. It discusses common help resources, as well as how to search and navigate online help, both within an application and on the Internet. **CID 6131**

Key Applications - Word Processing Skills - 2005 Standard (9)
Covers basic word processing functions, including creating and saving new documents; entering, editing, copying, and pasting text; using the Undo, Redo, and Repeat commands; and saving in different file types and locations. Shows how to apply or change fonts, font size, formatting, and character effects. Covers aligning, indenting, and spacing text, as well as applying borders, shading, bullets, and automatic numbers. Explains paragraph styles, character styles, and Format Painter. Demonstrates how to create tables, insert and delete rows and columns, merge and split cells, apply an AutoFormat, and split a table. Discusses how to enhance documents by inserting pictures, clip art, and drawing objects. Explores how to insert comments, endnotes, and footnotes. Demonstrates how to check spelling and grammar, find and replace text, preview a document, set margins, and change page orientation and size. Also examines the Print dialog box and identifies some common printing problems. **CID 6130**

Key Applications - Spreadsheet Skills - 2005 Standard (6)
Covers basic spreadsheet skills, including navigating within worksheets and workbooks and going to specific cells. Explains how to enter and modify data by typing or using fills, as well as how to insert, delete, and modify columns and rows. Demonstrates how to insert and delete worksheets within a workbook. Shows how to use sorts and formulas to manipulate and calculate data. Discusses using cell references in formulas, as well as absolute, relative, and mixed addresses. Explores some of the more common functions, including AutoSum, SUM, AVERAGE, MIN, and MAX. Demonstrates how to format worksheet data, including formatting numbers, changing alignment, wrapping text, applying shading, and adding borders. Examines charts as a way to depict

worksheet data. Covers creating charts, changing chart types, and modifying chart elements. Explores inserting and modifying graphics. Teaches how to insert page breaks and change page orientation and scaling. Discusses some available print options, such as setting print areas and printing selections. **CID** 6134

Key Applications - Presentation Skills - 2005 Standard (7)
Covers basic presentation software skills, including incorporating good slide design principles, navigating between slides, choosing layouts, changing views, and creating presentations. Shows how to add and edit text directly on a slide and using the outline tab. Discusses how to change the appearance of slides by changing layouts, applying design templates, or modifying the master. Explains how to enhance slides by modifying the color scheme, applying background shading, changing font colors, adding shadows or including transitions. Demonstrates how to add charts and tables to better convey information. Covers how to add interest by adding and modifying graphics, clip art, drawing shapes, and WordArt. Explores how to copy, move, and delete slides. Teaches how to create and print various output options, including slides, handouts, and speaker notes. Shows how to preview and navigate through an on-screen slide show. **CID** 6133

Living Online - 2005 Standard (Prescriptive Training) (6)
This covers the skills outlined in the Living Online portion of the IC3 certification exam. In it, students will look at how computers affect our daily lives, the relationships among different networks (i.e., computer, telephone, and the Internet), proper "netiquette," legal issues concerning Internet usage, and how to keep their computer data, hardware, and software safe. Specific skills will also be covered. These include browsing the Web, searching the Web for specific information, bookmarking favorite sites, and many email skills using Microsoft Outlook, such as composing, replying to, forwarding, attaching, deleting, and organizing. **CID** 6132

Understanding Computer Basics (4)
This course covers fundamental skills and concepts to provide users with a background on computer basics. It covers hardware and software basics, including types of computers, computer peripherals, types of software, installing software, and operating systems. It also covers basic computer operations, such as navigating through windows, working on the Desktop, file management, power protection, troubleshooting, and changing system settings like the computer's date and time. Finally, the course examines the pros and cons of computer networking, as well as the roles that computers play in our everyday lives. **CID** 6385

Understanding Word Processors (3)
This course covers fundamental skills and concepts relating to word processors. Specifically, it looks at common word processing functions, such as opening and closing documents; closing the application; navigating and switching between open documents; creating new documents; entering text; selecting text; cutting, pasting, and copying text; changing font characteristics; printing; saving; and accessing Help. Microsoft Office Word is used in these demonstrations, so users will become familiar with its working screen. As well, the benefits of using newsletters in the classroom is examined. **CID** 6386

Understanding Spreadsheet Applications (3)
This course covers fundamental skills and concepts relating to spreadsheet applications. It examines how spreadsheets can be beneficial for educational and administrative purposes and familiarizes users with the Microsoft Office Excel window. Furthermore, users will learn how to enter and edit data; insert and delete cells, columns, rows, and worksheets; wrap text; add borders and shading; and print selections, worksheets, and entire workbooks. Also covered is how to save time by using the fill feature to automatically enter data, and by using formulas and functions that perform calculations for you. **CID** 6387

Understanding Presentation, Database, and Graphics Applications (3)
This course covers fundamental skills and concepts relating to presentation, database, and graphics applications. While exploring presentations, the course demonstrates how to create and navigate presentations; edit and format text; apply design templates; add, delete, copy, and move slides; add bullets and numbered lists; and print. It also covers slide layouts, notes, handouts, and how presentations are useful in the classroom. The course also looks at database programs and how they can aid in the education realm, as well as discusses the basics about graphics programs, multimedia programs, and graphic organizers. **CID** 6388

Preparing for Integrating Technology (2)
This course discusses basic concepts that will help users prepare for integration of technology in the classroom. Included in the discussion are what is meant by integrating technology, how technology helps educators behind the scenes, the need for integration, benefits of technology by subject, and different types of lesser-known technology. Problem solving with technology is also covered, emphasizing how educators can use technology to help teach what is known as 21st century literacies, as well as promote critical thinking and lifelong skills. Responsible use of technology is discussed as well, emphasizing how to secure data, computers, and the privacy of students, along with other safety concerns. **CID** 6390

Demonstrating Growth in Technology Knowledge and Skills (2)
This course reflects the importance of staying on top of the newest innovations in technology and how educators should always remain active learners. It covers some Internet communication technologies that some educators might not be as familiar with, including video conferencing, virtual meetings, chat rooms, discussion boards, blogs, and telecollaborative projects. The course also explores where to go in order to find the latest research on teaching with technology and how to go about determining whether technologies suit your classroom needs.
CID 6392

COURSE INDEX

Common Core State Standards 1

Institutes 2
ADE: CCSS Institute #1: Arkansas Common Core Strategic Plan (3) 2
ADE: CCSS Institute #2: Assessment Literacy (4) 2
ADE: CCSS Institute #3: Formative Assessment (2.5) 2

Leadership Series 2
ADE: CCSS Leadership Series: Diane Sweeney - Student-Centered Coaching and Capacity Building for Instructional Leaders (4.5) 2
ADE: CCSS Leadership Series: Stephen Barkley - Instructional Coaching: Professional Learning Communities - School Improvement: All With the End in Mind (5) 3

English Language Arts 3
ADE: CCSS English Language Arts #1: Disciplinary Literacy Overview (3). 3
ASCD: Common Core and Literacy Strategies: English Language Arts (9.5) 3
ASCD: Common Core and Literacy Strategies: History and Social Studies (10). 4
ASCD: Common Core and Literacy Strategies: Science (10.5). 4
ADE: CCSS ELA #2: Close Reading of Complex Text (4-30-12) (4.5) 4

Mathematics 4
ADE: CCSS Math #1: Standards and Curriculum (2) 4
ADE: CCSS Math #2: Standards for Mathematical Practice (3.5) 5
ADE: CCSS Math #3: Transitioning to Common Core State Standards for Mathematics (2-29-12) (2.5) 5
ASCD: Common Core and Mathematics: Grades K-5 (7) 5
ASCD: Common Core and Mathematics: Grades 6-8 (6) 5
ASCD: Common Core and Mathematics: Grades 9-12 (5.5) . . . . . .

English Language Arts 6

English Language Arts - P-3. 7
Annenberg Media: Teaching Reading Workshop: Creating a Literate Community (1.5)7
Annenberg Media: Teaching Reading Workshop: Word Study and Fluency (1.5) 7
Annenberg Media: Teaching Reading Workshop: Comprehension and Response (1.5). 7
Annenberg Media: Teaching Reading Workshop: Teaching Writing as a Process (1.5) . 8
Annenberg Media: Teaching Reading Workshop: Differentiating Instruction (1.5). . . . 8
Annenberg Media: Teaching Reading Workshop: Using Assessment To Guide Instruction (1.5). 8
Annenberg Media: Teaching Reading Workshop: Connecting School and Home - Parental Involvement (1.5) 8

English Language Arts - 4-8 9
Annenberg Media: Write in the Middle: Creating a Community of Writers (1.5). 9
Annenberg Media: Write in the Middle: Making Writing Meaningful (1.5) 9
Annenberg Media: Write in the Middle: Teaching Poetry (1.5). 10

Annenberg Media: Write in the Middle: Teaching Persuasive Writing (1.5) 10
Annenberg Media: Write in the Middle: Teaching Multigenre Writing (1.5) 10
Annenberg Media: Write in the Middle: Responding to Writing: Teacher to Student (1.5) 10
Annenberg Media: Write in the Middle: Responding to Writing: Peer to Peer (1.5) . . 11
Annenberg Media: Write in the Middle: Teaching the Power of Revision (1.5). 11
Annenberg Media: Conversations in Literature: Responding as Readers (2) 11
Annenberg Media: Conversations in Literature: Envisioning (3) 11
Annenberg Media: Conversations in Literature: Stepping In (2). 12
Annenberg Media: Conversations in Literature: Moving Through (3) 12
Annenberg Media: Conversations in Literature: Rethinking (2) 12
Annenberg Media: Conversations in Literature: Objectifying the Text (2) 13
Annenberg Media: Conversations in Literature: The Stances in Action (3) 13
Annenberg Media: Conversations in Literature: Returning to the Classroom (3) 13

English Language Arts - 9-12 13
Annenberg Media: Developing Writers - First Steps (2) 13
Annenberg Media: Developing Writers - A Shared Path (3) 14
Annenberg Media: Developing Writers - Different Audiences (2). 14
Annenberg Media: Developing Writers - Different Purposes (2). 14
Annenberg Media: Developing Writers - Usage and Mechanics (3) 14
Annenberg Media: Developing Writers - Providing Feedback on Student Writing (2) 15
Annenberg Media: Developing Writers - Learning from Professional Writers (2) 15
Annenberg Media: Developing Writers - Writing in the 21st Century (2) 15
Annenberg Media: Conversations in Literature: Responding as Readers (2) 15
Annenberg Media: Conversations in Literature: Envisioning (3) 16
Annenberg Media: Conversations in Literature: Stepping In (2). 16
Annenberg Media: Conversations in Literature: Moving Through (3) 16
Annenberg Media: Conversations in Literature: Rethinking (2) 17
Annenberg Media: Conversations in Literature: Objectifying the Text (2) 17
Annenberg Media: Conversations in Literature: The Stances in Action (3) 17
Annenberg Media: Conversations in Literature: Returning to the Classroom (3) 17
Annenberg Media: In Search of the Novel: Workshop 1 - Who Owns the Novel? (1). 18
Annenberg Media: In Search of the Novel: Workshop 2 - What's the Story? (1) 18
Annenberg Media: In Search of the Novel: Workshop 3 - Are Novels Real? (1) 18
Annenberg Media: In Search of the Novel: Workshop 4 - Where do Novels Come From? (1) 18
Annenberg Media: In Search of the Novel: Workshop 5 - Why Do I Have To Read This Book?(1) 19
Annenberg Media: In Search of the Novel: Workshop 6 - What's in It for Me? (1) . . . 19
Annenberg Media: In Search of the Novel: Workshop 7 - Who Am I in This Story? (1) 19
Annenberg Media: In Search of the Novel: Workshop 8 - Am I Getting Through? (1) 19

English Language Arts - K-12 20
ASCD: Literacy Strategies: Secondary Reading Program (2.5) 20
ASCD: Literacy Strategies: Improving Comprehension (2). 20
ASCD: Literacy Strategies: Language Arts and English (1.5) 20
ASCD: Literacy Strategies: Phonemic Awareness and Vocabulary Building (2) 20
ASCD: Literacy Strategies: Special Needs (1.5). 20
ASCD: Six Research-Based Literacy Approaches for the Elementary Classroom (2) . . 21
ASCD: Literacy Strategies for Learning (2.5) 21
Annenberg Media: Inside Writing Communities: Grades 3-5: Workshop 1: Building a Community of Writers (1.5) 21
Annenberg Media: Inside Writing Communities: Grades 3-5: Workshop 2: Reasons for Writing (1) 21
Annenberg Media: Inside Writing Communities: Grades 3-5: Workshop 3: Reading Like a Writer (1) 21
Annenberg Media: Inside Writing Communities: Grades 3-5: Workshop 4: Teaching the Writing Craft (1.5) 22
Annenberg Media: Inside Writing Communities: Grades 3-5: Workshop 5: Conversations with Student Writers (1.5) 22
Annenberg Media: Inside Writing Communities: Grades 3-5: Workshop 6: Conversations Among Writing Peers (1.5). 22
Annenberg Media: Inside Writing Communities: Grades 3-5: Workshop 7: Learning to Revise (1.5) 22
Annenberg Media: Inside Writing Communities: Grades 3-5: Workshop 8: Writing Across the Curriculum (1.5). 22

English as a Second Language 23

ASCD: English Language Learners in the Mainstream (2.5). 24
ASCD: Content-Based Instruction for English Language Learners, 2nd Edition (21). 24
Annenberg Media: Teaching Reading Workshop: Supporting the English Language Learner (1.5) 24
COI: Practical Guidelines for the Education of English Language Learners (ELL): Book 2 - Adolescent Newcomers (2). 24

Fine Arts 25

Annenberg Media: The Art of Teaching the Arts: A Workshop for High School Teachers - Workshop 1: Principles of Artful Teaching (1.5) 26
Annenberg Media: The Art of Teaching the Arts: A Workshop for High School Teachers - Workshop 2: Developing Students as Artists (1.5) 26
Annenberg Media: The Art of Teaching the Arts: A Workshop for High School Teachers - Workshop 3: Addressing the Diverse Needs of Students (1.5). 26
Annenberg Media: The Art of Teaching the Arts: A Workshop for High School T eachers - Workshop 4: Choosing Instructional Approaches (1.5) 27
Annenberg Media: The Art of Teaching the Arts: A Workshop for High School

Teachers - Workshop 5: Creating Rich Learning Environments (1.5) 27
Annenberg Media: The Art of Teaching the Arts: A Workshop for High School Teachers - Workshop 6: Fostering Genuine Communication (1.5) 27
Annenberg Media: The Art of Teaching the Arts: A Workshop for High School Teachers - Workshop 7: Making the Most of Community Resources (1.5) 28
Annenberg Media: The Art of Teaching the Arts: A Workshop for High School Teachers - Workshop 8: Nurturing Independent Thinkers (1.5) 28
Annenberg Media: The Arts in Every Classroom - Workshop 1: What is Art? (2) 28
Annenberg Media: The Arts in Every Classroom - Workshop 2: Responding to the Arts (2) 29
Annenberg Media: The Arts in Every Classroom - Workshop 3: Historical References in the Arts (2) 29
Annenberg Media: The Arts in Every Classroom - Workshop 4: Creating a Multi-Arts Performance Piece (2) 29
Annenberg Media: The Arts in Every Classroom - Workshop 5: Designing a Multi-Art Curriculum Unit (2) 29
Annenberg Media: The Arts in Every Classroom - Workshop 6: Role of Assessment in Curriculum Design (2) 30
Annenberg Media: The Arts in Every Classroom - Workshop 7: Three Schools, Three Approaches (2) 30
Annenberg Media: The Arts in Every Classroom - Workshop 8: Building on New Ideas (2) 30
Annenberg Media: The Arts in Every Classroom: A Video Library, K-5 - Session 1: Introducing Arts Education (0.5) 30
Annenberg Media: The Arts in Every Classroom: A Video Library, K-5 - Session 2: Expanding the Role of the Arts Specialist (0.5) 30
Annenberg Media: The Arts in Every Classroom: A Video Library, K-5 - Session 3: Teaching Dance (0.5) 31
Annenberg Media: The Arts in Every Classroom: A Video Library, K-5 - Session 4: Teaching Music (0.5) 31
Annenberg Media: The Arts in Every Classroom: A Video Library, K-5 - Session 5: Teaching Theatre (0.5) 31
Annenberg Media: The Arts in Every Classroom: A Video Library, K-5 - Session 6: Teaching Visual Art (0.5) 31
Annenberg Media: The Arts in Every Classroom: A Video Library, K-5 - Session 7: Developing an Arts-Based Unit (0.5) 32
Annenberg Media: The Arts in Every Classroom: A Video Library, K-5 - Session 8: Working with Local Artists (0.5) 32
Annenberg Media: The Arts in Every Classroom: A Video Library, K-5 - Session 9: Collaborating With a Cultural Resource (0.5) 32
Annenberg Media: The Arts in Every Classroom: A Video Library, K-5 - Session 10: Bringing Artists to Your Community (0.5) 32
Annenberg Media: The Arts in Every Classroom: A Video Library, K-5 - Session 11: Students Create a Multi-Arts Performance (0.5) 32
Annenberg Media: The Arts in Every Classroom: A Video Library, K-5 -Session 12: Borrowing From the Arts To Enhance Learning (0.5) 33

Annenberg Media: The Arts in Every Classroom: A Video Library, K-5 -Session 13: Three Leaders at Arts-Based Schools (0.5) . . . 33
Annenberg Media: The Arts in Every Classroom: A Video Library, K-5 -Session 14: Leadership Team (0.5) . . . 33
Annenberg Media: Connecting with the Arts - Workshop 1: What Is Arts Integration? (1) . . . 33
Annenberg Media: Connecting with the Arts - Workshop 2: Why Integrate the Arts? (1) . . . 34
Annenberg Media: Connecting with the Arts - Workshop 3: How Do We Collaborate? (1) . . . 34
Annenberg Media: Connecting with the Arts - Workshop 4: What Role Do Students Take On? (1) . . . 34
Annenberg Media: Connecting with the Arts - Workshop 5: What Are Connecting Concepts? (1) . . . 34
Annenberg Media: Connecting with the Arts - Workshop 6: What's the Big Idea? (1) 34
Annenberg Media: Connecting with the Arts - Workshop 7: Identifying What Students Are Learning (1) . . . 34
Annenberg Media: Connecting with the Arts - Workshop 8: Reflecting on Our Practice (1) . . . 34

Foreign Language 35

Annenberg Media: Teaching Foreign Languages - Workshop 1: Meaningful Interpretation (0.5) . . . 36
Annenberg Media: Teaching Foreign Languages - Workshop 2: Person to Person (0.5) . . . 36
Annenberg Media: Teaching Foreign Languages - Workshop 3: Delivering the Message (0.5) . . . 36
Annenberg Media: Teaching Foreign Languages - Workshop 4: Subjects Matter (0.5) . . . 36
Annenberg Media: Teaching Foreign Languages - Workshop 5: Rooted in Culture (0.5) . . . 37
Annenberg Media: Teaching Foreign Languages - Workshop 6: Valuing Diversity in Learners (0.5) . . . 37
Annenberg Media: Teaching Foreign Languages - Workshop 7: Planning for Assessment (0.5) . . . 37
Annenberg Media: Teaching Foreign Languages - Workshop 8: Engaging With Communities (0.5) . . . 37
Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Standards and the Five Cs (1.5) . . . 37
Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Assessment Strategies (1.5) . . . 38
Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Chicken Pox (0.5) . . . 38
Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Mapping Planet Earth (0.5) . . . 38
Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Family and Home (0.5) . . . 38

Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Holidays and Seasons (0.5) . . . 38
Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Sports Stats (0.5) . . . 39
Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Daily Routines (0.5) . . . 39
Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Fruits of the Americas (0.5) . . . 39
Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Communicating About Sports (0.5) . . . 39
Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: A Cajun Folktale and Zydeco (0.5) . . . 40
Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Touring a French City (0.5) . . . 40
Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Hearing Authentic Voices (0.5) . . . 40
Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Food Facts and Stories (0.5) . . . 40
Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Exploring New Directions (0.5) . . . 41
Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Comparing Communities (0.5) . . . 41
Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Interpreting 'La Belle et la Bete' (0.5) . . . 41
Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Performing With Confidence (0.5) . . . 41
Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Sports in Action (0.5) . . . 42
Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: U.S. and Italian Homes (0.5) . . . 42
Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Happy New Year! (0.5) . . . 42
Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Promoting Attractions of Japan (0.5) . . . 42
Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Music and Manuscripts (0.5) . . . 43
Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Russian Cities, Russian Stories (0.5) . . . 43
Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Routes to Culture (0.5) . . . 43
Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Interpreting Picasso's 'Guernica' (0.5) . . . 43
Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Creating Travel Advice (0.5) . . . 44
Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Interpreting Literature (0.5) . . . 44
Annenberg Media: Teaching Foreign Languages K-12: A Library of Classroom Practices: Politics of Art (0.5) . . . 44

Health and Wellness 45

AAA Athletic Training-Exertional Heat Illness Awareness Training (1.5) 46
CWKN: Bullying Prevention - Moving from a Culture of Cruelty to a Culture of Caring (2) 46
IDEAS: Act 1236 of 2011: Child Maltreatment (2) 46
IDEAS: Act 770 of 2011: Gatekeepers - Youth Suicide Prevention Awareness (2.5) . . 47
IDEAS: Communicable Diseases: A Course for Arkansas Coaches (1) 47
JFI: The Jason Foundation: Suicide Awareness and Prevention - Module 1: Choices (2) 47
JFI: The Jason Foundation: Suicide Awareness and Prevention - Module 2: Making a Difference (2) 47
JFI: The Jason Foundation: Suicide Awareness and Prevention - Module 3: A Plan of Action (2) 48
JFI: The Jason Foundation: Suicide Awareness and Prevention - Module 4: History of Suicide Prevention (2) 48

Instructional Strategies 49

Teachscape: Classroom Instruction that Works 50
Teachscape: Classroom Instruction that Works - Cooperative Learning (3.5) 50
Teachscape: Classroom Instruction that Works - Cues, Questions, and Advance Organizers (6) 50
Teachscape: Classroom Instruction that Works - Generating and Testing Hypotheses (6) 50
Teachscape: Classroom Instruction that Works - High Yield Overview (8) 50
Teachscape: Classroom Instruction that Works - Homework and Practice (6) 50
Teachscape: Classroom Instruction that Works - Identifying Similarities and Differences (6) 50
Teachscape: Classroom Instruction that Works - Nonlinguistic Representations (6) . . 51
Teachscape: Classroom Instruction that Works - Planning for the High Yield Strategies (4) 51
Teachscape: Classroom Instruction that Works - Reinforcing Effort and Providing Recognition (6) 51
Teachscape: Classroom Instruction that Works - Setting Objectives and Providing Feedback (6) 51
Teachscape: Classroom Instruction that Works - Summarizing and Note-Taking (6) . 51

Instructional Strategies - K-12 52
Annenberg Media: Critical Issues in School Reform: Stories of Engagement: O'Hearn School-Parental Involvement (1.5) 52
Annenberg Media: Critical Issues in School Reform: Stories of Engagement: Pattonville, MO-Parental Involvement (1.5) 52
Annenberg Media: Critical Issues in School Reform: Stories of Engagement: B.U.I.L.D. - Parental Involvement (1.5) 52
Annenberg Media: Critical Issues in School Reform: Innovations in Professional Collaboration: Teaching (1.5) 52

Annenberg Media: Critical Issues in School Reform: Innovations in Professional Collaboration: Learners (1.5) 52
Annenberg Media: Critical Issues in School Reform: Looking at Student Work: A Window Into the Classroom (1.5) 52
Annenberg Media: Critical Issues in School Reform: Reflecting on Teaching Practice: Part 1 - Math (1.5) 53
Annenberg Media: Critical Issues in School Reform: Reflecting on Teaching Practice: Part 2 - Science (1.5) 53
Annenberg Media: The Learning Classroom: How People Learn (1.5) 53
Annenberg Media: The Learning Classroom: Learning as We Grow (1.5) 53
Annenberg Media: The Learning Classroom: Building on What We Know (1.5) 53
Annenberg Media: The Learning Classroom: Different Kinds of Smart (1.5) 54
Annenberg Media: The Learning Classroom: Feelings Count (1.5) 54
Annenberg Media: The Learning Classroom: The Classroom Mosaic (1.5) 54
Annenberg Media: The Learning Classroom: Learning from Others (1.5) 54
Annenberg Media: The Learning Classroom: Watch It, Do It, Know It (1.5) 54
Annenberg Media: The Learning Classroom: Thinking About Thinking (1.5) 55
Annenberg Media: The Learning Classroom: How We Organize Knowledge (1.5) . . . 55
Annenberg Media: The Learning Classroom: Lessons for Life (1.5) 55
Annenberg Media: The Learning Classroom: Expectations for Success (1.5) 55
Annenberg Media: The Learning Classroom: Pulling It All Together (1.5) 56
SCITV: Educating the Limited-English Proficient Child-1: Parental Involvement (1) 56
SCITV: Educating the Limited-English Proficient Child-2: Cultural Sensitivity (1) . . 56
SCITV: Educating the Limited-English Proficient Child-3: Instructional Strategies (1) 56
ASCD: Achievement Gaps: An Introduction (2.5) 57
ASCD: Achievement Gaps: The Path to Equity (2.5) 57
ASCD: Assessment: Designing Performance Assessments (2) 57
ASCD: Assessment: Getting Started with Student Portfolios (2) 57
ASCD: Assessment: Measurement That's Useful (2.5) 57
ASCD: Assessment: Promoting Assessment for Learning (2) 58
ASCD: Bullying: Defining the Problem (2) 58
ASCD: Bullying: Taking Charge (1.5) 58
ASCD: Classroom Management: Building Effective Relationships (2) 58
ASCD: Classroom Management: Managing Challenging Behavior (2) 59
ASCD: Classroom Management: Models and Tools (1.5) 59
ASCD: Classroom Management: Teacher-Student Relationships (2.5) 59
ASCD: Crafting Curriculum: An Introduction (2) 59
ASCD: Crafting Curriculum: Beyond the Basics (2) 60
ASCD: Crafting Curriculum: Using Standards (2) 60
ASCD: Differentiated Instruction: An Introduction (3) 60
ASCD: Differentiated Instruction: Learning More (2.5) 60
ASCD: Differentiated Instruction: Responsive Instruction (2) 60
ASCD: Differentiated Instruction: Using Assessment Effectively (3) 61

ASCD: Embracing Diversity: A Look in the Mirror (1.5) 61
ASCD: Embracing Diversity: Effective Teaching (2.5) 61
ASCD: Embracing Diversity: Global Education (2) 61
ASCD: Inclusion: Implementing Strategies (2) 62
ASCD: Inclusion: The Basics (2) 62
ASCD: Multiple Intelligences: Designing a Classroom Environment (2) 62
ASCD: Multiple Intelligences: Implications for Leadership (2.5) 62
ASCD: Multiple Intelligences: Strengthening Your Teaching (2) 63
ASCD: Multiple Intelligences: The Basics (2) 63
ASCD: The Brain: Developing Lifelong Learning Habits (2) 63
ASCD: The Brain: Memory and Learning Strategies (2) 63
ASCD: The Brain: Mind-Body Connection (2) 63
ASCD: The Brain: Understanding the Physical Brain (2) 64
ASCD: Understanding by Design: An Introduction (2) 64
ASCD: Understanding by Design: The Backward Design Process (2.5) 64
ASCD: Understanding by Design: The Six Facets of Understanding (1.5) 64
ASCD: Understanding Student Motivation (2) 64
ASCD: Understanding Student Motivation Challenges (2.5) 65
U of A ET: Meeting the Needs of All Students: Success Through Differentiation and Technology (6) 65
AETN: DREAM Workshop with Susan Bosak (3.5) 65
ASCD: Formative Assessment: The Basics (3) 65
ASCD: The Reflective Educator (1.5) 66
ASCD: Learning Theory in the Classroom (1.5) 66
ASCD: Conflict Resolution: An Introduction (2.5) 66
ASCD: Your First Year of Teaching: Surviving and Thriving (2) 66
ASCD: Paraeducators in the Classroom (1.5) 66
IDEAS - ADE / Special Education Unit: The Supervising Teacher and Paraprofessional Training Module (2009) (4.5) 67
IDEAS - ADE / Special Education Unit: Working with Children with Low Incidence Disabilities (2009) (6.5) 67
ASCD: Formative Assessment:Deepening Understanding (14.5) 67
ASCD: Response to Intervention - An Introduction with Margaret Searle (13) 67
ASCD: Understanding by Design - An Introduction with Jay McTighe and Grant Wiggins (15.5) 67
ASCD: The Art and Science of Teaching with Robert Marzano (12.5) 68
AETN - Understanding Alternative Education in Arkansas (1) 68
UCA - Mashburn Center for Learning - Arkansas Adolescent Literacy Intervention (AALI): Tools for Student Success (1) 68
ASCD: Bullying: Taking Charge, 2nd Edition (11.5) 68
ASCD: The Reflective Educator, 2nd Edition (7.5) 68
ASCD: Inclusion: Implementing Strategies, 2nd Edition (11.5) 69
ASCD: Inclusion: The Basics, 2nd Edition (12.5) 69
ASCD: Embracing Diversity: Effective Teaching, 2nd Edition (13) 69

ASCD: Assessment: Designing Performance Assessments, 2nd Edition (14.5) 69
ASCD: Assessment: Getting Started with Student Portfolios, 2nd Edition (9.5). 70
ASCD: Classroom Management: Building Effective Relationships, 2nd Edition (11) 70
ASCD: Multiple Intelligences: Strengthening Your Teaching, 2nd Edition (8) 70
ASCD: Technology in Schools: A Balanced Perspective, 2nd Edition (12) 70
ASCD: Understanding Student Motivation, 2nd Edition (12) 71
ASCD: What Works in Schools: Translating Research into Action, 2nd Edition (13.5) 71

Leadership and Administration 72

ASCD: Dimensions of Learning: Observing Students (2.5) 73
ASCD: Dimensions of Learning: Observing Teachers (2) 73
ASCD: Dimensions of Learning: The Basics (2.5) 73
ASCD: Leadership: Becoming a Leading School (1.5) 73
ASCD: Leadership: Effective Critical Skills (2) 74
ASCD: Student Health Program: A Coordinated Approach (1) 74
ASCD: Student Health Program: Essential Elements (2) 74
ASCD: Substitute Teaching: Creating an Effective Training Program (1.5). 74
ASCD: Substitute Teaching: More Strategies (2.5) 74
ASCD: Substitute Teaching: The Basics (1.5) 74
ASCD: What Works in Schools: An Introduction (2). 75
ASCD: What Works in Schools: What Schools Can Do To Improve (2) 75
Dealing with Violence in the Workplace - Admin Edition (1) 75
Understanding and Using Contracts - Admin Edition (1) 75
Time Management - Admin Edition (1). 75
Internet Basics - Admin Edition (1) 76
Leading Effective Meetings - Admin Edition (1) 76
Applying Leadership Basics - Admin Edition (1) 76
Becoming an Effective Team Member - Admin Edition (1) 76
Preventing Sexual Harassment for Administrators - Admin Edition (1) 76
Basics of Professional Writing - Admin Edition (1). 76
Presentation Skills - Admin Edition (1) 77
Writing Effective Email - Admin Edition (1) 77
Basics of Effective Communication - Admin Edition (1) 77
Interviewing Skills for Job Candidates - Admin Edition (1) 77
Interviewing Job Candidates - Admin Edition (1) 77
Applying Emotional Intelligence in the Workplace - Admin Edition (1) 77
Recognizing and Avoiding Burnout - Admin Edition (1) 78
Managing Stress - Admin Edition (1) 78
Recognizing and Managing Anger - Admin Edition (1) 78
Recognizing and Responding to Signals of Violence - Admin Edition (1). 78
Developing a Child's Critical Thinking Skills - Admin Edition (1) 78

Providing Effective Feedback - Admin Edition (1) 78
Dealing with Negative People - Admin Edition (1) 79
Appreciating Personality Differences - Admin Edition (1) 79
Conflict Intervention - Admin Edition (1) 79
Managing Disagreement - Admin Edition (1) 79
Coaching and Counseling - Admin Edition (1) 79
Mentoring - Admin Edition (1) 79
Successful Negotiation - Admin Edition (1) 79
Retaining Valuable Faculty and Staff - Admin Edition (1) 80
Recognizing Employee Performance - Admin Edition (1). 80
Motivating Employees - Admin Edition (1) 80
Setting Performance Goals and Expectations - Admin Edition (1) 80
Developing a Strategic Plan - Admin Edition (1) 80
Delegating - Admin Edition (1) 81
Managing Change - Admin Edition (1) 81
Creating a Strong Leadership Team - Admin Edition (1) 81
ASCD: Leadership for Contemporary Schools (2.5). 81
ASCD: Professional Development: It's a Process, Not an Event (2). 81
ASCD: Schools as Professional Learning Communities: An Introduction (2) 82
ADHE: Lottery Scholarship Training 2010-11 (1) 82
ADHE: Lottery Scholarship Training 2010-11 (3) 82
ADHE: Arkansas Scholarship Lottery Training (ACT 606) (3). 82
ADHE - Arkansas Scholarship Lottery: ACT 606 of 2009 – Annual Refresher - Training 2011-12 (1) 83
ADHE - Arkansas Scholarship Lottery: Act 606 of 2009 - Initial Training 2011-2012 (3) 83
NSDC - Learning Forward: Assessing Impact of Professional Development (7) 83
Applying Emotional Intelligence in the Workplace (1) 83
Appreciating Personality Differences (1) 84
Basics of Effective Communication (1). 84
Conflict Intervention (1) 84
Managing Disagreement (1) 84
Managing Negative People (1) 84
Mentoring (1) 85
Microsoft - School Leader Development: Building 21st Century Schools (3) 85
SCITV: Educating the Limited-English Proficient Child-2: Cultural Sensitivity (1) . . 85
Valuing Diversity (1) 85
Annenberg Media: Principles for Principals: What's This All About? (1.5) 86
Annenberg Media: Principles for Principals: Creating Communities that Learn Together-Parental Involvement (2) 86
Annenberg Media: Principles for Principals: Math/Science Skills - What's Important? (3) 86
Annenberg Media: Principles for Principals: Reworking theCurriculum (2) 86
Annenberg Media: Principles for Principals: Changing Pedagogy (2) 86

Annenberg Media: Principles for Principals: Fostering Effective Professional Development for Teachers (2). . . . 86
Annenberg Media: Principles for Principals: Professional Development for Principals (2) 86
Annenberg Media: Principles for Principals: Building a Plan for Reform (3). . . . 87
Teachscape - Classroom Walkthrough - CWT 3.0: Introduction (3) 87
Teachscape - Classroom Walkthrough - CWT 3.0: Implementation and Practice (2.5) 87
Teachscape - Classroom Walkthrough - CWT 3.0: Data Analysis and Reflection (1.5) 87
Teachscape - Classroom Walkthrough - CWT 3.0: Orienting Your Teachers (0.5) . . . 87
IDEAS: Spotlights on Success: Recognizing True School Achievement(1.5) 87
ADE / O.U.R.: Arkansas Classroom Walkthrough (CWT) Support: Thinking Reflectively on Student Engagement (1). . . . 88
ADE: Arkansas Support Orientation for National Board for Professional Teaching Standards (NBPTS) Candidacy (1). . . . 88

Mathematics 89

Annenberg Media: Assessment in Math and Science: Will This Be on the Test?: Knowing vs. Understanding (1.5). . . . 90
Annenberg Media: Assessment in Math and Science: What'd I Get?: Scoring Tools (1.5) 90
Annenberg Media: Assessment in Math and Science: Is This Going To Count?: Embedded Assessment (1.5) 90
Annenberg Media: Assessment in Math and Science: I Didn't Know This Was an English Class! (1.5). . . . 90
Annenberg Media: Assessment in Math and Science: You WILL Be Tested on This!: Standardized Testing (1.5) 90
Annenberg Media: Assessment in Math and Science: That Would Never Work Here!: Part 1 (1.5). . . . 91
Annenberg Media: Assessment in Math and Science: That Would Never Work Here, Either!: Part 2 (1.5) 91
Annenberg Media: Assessment in Math and Science: Implementing Assessment Reform-Parental Involvement (1.5) 91
Teachscape: Studies in Algebra - Data Analysis (11) 91
Teachscape: Studies in Algebra - Transformations of Linear Functions (11) 91
Teachscape: Studies in Algebra - Proportional Reasoning (11) 92
Teachscape: Studies in Algebra - Linear Equations and Inequalities (11). . . . 92
Teachscape: Studies in Algebra - Linear Systems (11) 92
Teachscape: Studies in Algebra - Quadratic Functions (11). . . . 92
Teachscape: Studies in Algebra - Transformations of Quadratic Functions (11) 92
Teachscape: Studies in Algebra - Exponential Functions (11) 92
Teachscape: Studies in Algebra - Operations on Numbers and Expressions (11) 93
Teachscape - Studies in Algebra: Higher Order Polynomial and Rational Functions (11) 93
Teachscape - Studies in Algebra: Function Operations and Inverses (11) 93

Annenberg Media: Insights Into Algebra 1 - Workshop 1: Variables and Patterns of Change (1) . . . 93
Annenberg Media: Insights Into Algebra 1 - Workshop 2: Linear Functions and Inequalities (1) . . . 94
Annenberg Media: Insights Into Algebra 1 - Workshop 3: Systems of Equations and Inequalities (1) . . . 94
Annenberg Media: Insights Into Algebra 1 - Workshop 4: Quadratic Functions (1) . . . 94
Annenberg Media: Insights Into Algebra 1 - Workshop 5: Properties (1) . . . 94
Annenberg Media: Insights Into Algebra 1 - Workshop 6: Exponential Functions (1) 94
Annenberg Media: Insights Into Algebra 1 - Workshop 7: Direct and Inverse Variation (1) . . . 94
Annenberg Media: Insights Into Algebra 1 - Workshop 8: Mathematical Modeling (1) . . . 95
ASCD: Literacy Strategies: Mathematics (2) . . . 95
ASCD: Mathematics: Grades 3-5 (2) . . . 95
ASCD: Mathematics: Grades 6-8 (2.5) . . . 95
ASCD: Mathematics: Grades K-2 (2) . . . 95
Annenberg Media: Learning Math: Number and Operations - Session 1: What is a Number System? (0.5) . . . 95
Annenberg Media: Learning Math: Number and Operations - Session 2: Number Sets, Infinity, and Zero (0.5) . . . 96
Annenberg Media: Learning Math: Number and Operations - Session 3: Place Value (0.5) . . . 96
Annenberg Media: Learning Math: Number and Operations - Session 4: Meanings and Models for Operations (0.5) . . . 96
Annenberg Media: Learning Math: Number and Operations - Session 5: Divisibility Tests and Factors (0.5) . . . 96
Annenberg Media: Learning Math: Number and Operations - Session 6: Number Theory (0.5) . . . 96
Annenberg Media: Learning Math: Number and Operations - Session 7: Fractions and Decimals (0.5) . . . 96
Annenberg Media: Learning Math: Number and Operations - Session 8: Rational Numbers and Proportional Reasoning (0.5) . . . 97
Annenberg Media: Learning Math: Number and Operations - Session 9: Fractions, Percents, and Ratios (0.5) . . . 97
Annenberg Media: Learning Math: Number and Operations - Session 10 (Grades K-2): Case Studies (0.5) . . . 97
Annenberg Media: Learning Math: Number and Operations - Session 10 (Grades 3-5): Case Studies (0.5) . . . 97
Annenberg Media: Learning Math: Number and Operations - Session 10 (Grades 6-8): Case Studies (0.5) . . . 98
Annenberg Media: The Missing Link: Essential Concepts for Middle School Math Teachers: Proportionality and Similar Figures - Workshops 1 and 2 (2.5) . . . 98
Annenberg Media: The Missing Link: Essential Concepts for Middle School Math Teachers: Patterns and Functions - Workshops 3 and 4 (2.5) . . . 98
Annenberg Media: The Missing Link: Essential Concepts for Middle School Math Teachers: Polygons and Angles - Workshops 5 and 6 (2.5) . . . 99

Annenberg Media: The Missing Link: Essential Concepts for Middle School Math Teachers: Sampling and Probability - Workshops 7 and 8 (2) 99
Harding U: CMSE STEM: GeoGebra for Mathematics Teachers and Students - Using GeoGebra in the Middle Grades (2) 99
Harding U: CMSE STEM: GeoGebra for Mathematics Teachers and Students - Using GeoGebra in High School Geometry (2) 100
Harding U: CMSE STEM: GeoGebra for Mathematics Teachers and Students - Using GeoGebra in Algebra and Advanced Math (2) 100

Parental Involvement 101

AETN: Guiding Children Successfully, Episode 1: Effective Motivation for Children - Parental Involvement (1) 102
AETN: Guiding Children Successfully, Episode 2: Helping Children Use Their Gifts - Parental Involvement (1) 102
AETN: Guiding Children Successfully, Episode 3: Parents and Teachers Working Together - Parental Involvement (1) 102
ASCD: Parents as Partners in Schooling: for Parents (1.5) 102
ASCD: Parents as Partners in Schooling: for Teachers (2) 102
IDEAS: Parental Involvement: Introduction (0.5) 103
IDEAS: Parental Involvement: Elementary Roundtable (1) 103
IDEAS: Parental Involvement: Administrators' Roundtable (1.5) 103
IDEAS: Parental Involvement: High School Roundtable (1) 103
IDEAS: Parental Involvement - Middle School Roundtable (1) 104
Annenberg Media: Assessment in Math and Science: Implementing Assessment Reform-Parental Involvement (1.5) 104
Annenberg Media: Critical Issues in School Reform: Stories of Engagement: B.U.I.L.D.-Parental Involvement (1.5) 104
Annenberg Media: Critical Issues in School Reform:Stories of Engagement: O'Hearn School-Parental Involvement (1.5) 104
Annenberg Media: Critical Issues in School Reform:Stories of Engagement: Pattonville, MO-Parental Involvement (1.5) 104
ADE: How to Deal with Difficult Parents (When Choking is Not an Option) - Parental Involvement (3) 105
Annenberg Media: Principles for Principals: Creating Communities that Learn Together-Parental Involvement (2) 105
SCITV: Educating the Limited-English Proficient Child-1: Parental Involvement (1) 105
Annenberg Media: Teaching Reading Workshop: Connecting School and Home - Parental Involvement (1.5) 105
ASCD: Parents as Partners in Schooling, 2nd Edition (10.5) 106

Science 107

Annenberg Media: Journey North: Workshop 1 - Introduction to Journey North (0.5) . . . 108
Annenberg Media: Journey North: Workshop 2 - Seasonal Migrations: Monarch Butterflies (0.5) . . . 108
Annenberg Media: Journey North: Workshop 3 - Plants and the Seasons: Tulip Gardens (0.5) . . . 108
Annenberg Media: Journey North: Workshop 4 - Sunlight and the Seasons: Mystery Class (0.5) . . . 108
Annenberg Media: Learning Science Through Inquiry: What Is Inquiry and Why Do It? (1.5) . . . 108
Annenberg Media: Learning Science Through Inquiry: Setting the Stage: Creating a Learning Community (1.5) . . . 109
Annenberg Media: Learning Science Through Inquiry: The Process Begins: Launching the Inquiry Exploration (1.5) . . . 109
Annenberg Media: Learning Science Through Inquiry: Focus the Inquiry: Designing the Exploration (1.5) . . . 109
Annenberg Media: Learning Science Through Inquiry: Collecting Data and Drawing Upon Resources (1.5) . . . 109
Annenberg Media: Learning Science Through Inquiry: Processing for Meaning During Inquiry (1.5) . . . 109
Annenberg Media: Learning Science Through Inquiry: Assessing Inquiry (1.5) . . . 109
Annenberg Media: Learning Science Through Inquiry: Connecting Other Subjects to Inquiry (1.5) . . . 110
Annenberg Media: Essential Science for Teachers: Physical Science - Part 1/Session 1:What Is Matter? Properties and Classification of Matter (3) . . . 110
Annenberg Media: Essential Science for Teachers: Physical Science - Part 2/Session 2: The Particle Nature of Matter: Solids, Liquids, and Gases (3) . . . 110
Annenberg Media: Essential Science for Teachers: Physical Science - Part 3/Session 3: Physical Changes and Conservation of Matter (3) . . . 110
Annenberg Media: Essential Science for Teachers: Physical Science - Part 4/Session 4: Chemical Changes and Conservation of Matter (3) . . . 111
Annenberg Media: Essential Science for Teachers: Physical Science - Part 5/Session 5: Density and Pressure (3) . . . 111
Annenberg Media: Essential Science for Teachers: Physical Science - Part 6/Session 6: Rising and Sinking (3) . . . 111
Annenberg Media: Essential Science for Teachers: Physical Science - Part 7/Session 7: Heat and Temperature (3) . . . 111
Annenberg Media: Essential Science for Teachers: Physical Science - Part 8/Session 8: Extending the Particle Model of Matter (3) . . . 111
Annenberg Media: Essential Science for Teachers: Life Science - Part 1 Session 1: What is Life? (3) . . . 112
Annenberg Media: Essential Science for Teachers: Life Science - Part 2/Session 2: Classifying Living Things (3) . . . 112
Annenberg Media: Essential Science for Teachers: Life Science - Part 3/Session 3: Animal Life Cycles (3) . . . 112

Annenberg Media: Essential Science for Teachers: Life Science - Part 4/Session 4: Plant Life Cycles (3) . . . 112
Annenberg Media: Essential Science for Teachers: Life Science - Part 5/Session 5: Variation, Adaptation, and Natural Selection (3) . . . 112
Annenberg Media: Essential Science for Teachers: Life Science - Part 6/Session 6: Evolution and the Tree of Life (3) . . . 113
Annenberg Media: Essential Science for Teachers: Life Science - Part 7/Session 7: Energy Flow in Communities (3) . . . 113
Annenberg Media: Essential Science for Teachers: Life Science - Part 8/Session 8: Material Cycles in Ecosystems (3) . . . 113
Annenberg Media: Assessment in Math and Science: Will This Be on the Test?: Knowing vs. Understanding (1.5) . . . 113
Annenberg Media: Assessment in Math and Science: What'd I Get?: Scoring Tools (1.5) . . . 113
Annenberg Media: Assessment in Math and Science: Is This Going To Count?: Embedded Assessment (1.5) . . . 114
Annenberg Media: Assessment in Math and Science: I Didn't Know This Was an English Class! (1.5) . . . 114
Annenberg Media: Assessment in Math and Science: You WILL Be Tested on This!: Standardized Testing (1.5) . . . 114
Annenberg Media: Assessment in Math and Science: That Would Never Work Here!: Part 1 (1.5) . . . 114
Annenberg Media: Assessment in Math and Science: That Would Never Work Here, Either!: Part 2 (1.5) . . . 114
Annenberg Media: Assessment in Math and Science: Implementing Assessment Reform-Parental Involvement (1.5) . . . 115
Annenberg Media: Science in Focus: Energy - Workshop 1: What is Energy? (1) . . . 115
Annenberg Media: Science in Focus: Energy - Workshop 2: Force and Work (1) . . . 115
Annenberg Media: Science in Focus: Energy - Workshop 3: Transfer and Conversion of Energy (1) . . . 115
Annenberg Media: Science in Focus: Energy - Workshop 4: Energy in Cycles (1) . . . 115
Annenberg Media: Science in Focus: Energy - Workshop 5: Energy in Food (1) . . . 115
Annenberg Media: Science in Focus: Energy - Workshop 6: Energy and Systems (1) 116
Annenberg Media: Science in Focus: Energy - Workshop 7: Heat, Work, and Efficiency (1) . . . 116
Annenberg Media: Science in Focus: Energy - Workshop 8: Understanding Energy (1) . . . 116
Annenberg Media: Science in Focus: Shedding Light on Science (K-5): Workshop 1: Shine and Shadow (1) . . . 116
Annenberg Media: Science in Focus: Shedding Light on Science (K-5): Workshop 2: Laws of Light (1) . . . 116
Annenberg Media: Science in Focus: Shedding Light on Science (K-5): Workshop 3: Pigments, Paint, and Printing (1) . . . 117
Annenberg Media: Science in Focus: Shedding Light on Science (K-5): Workshop 4: Color, Cones, and Corneas (1) . . . 117
Annenberg Media: Science in Focus: Shedding Light on Science (K-5): Workshop 5: Sunlight to Starch (1) . . . 117

Annenberg Media: Science in Focus: Shedding Light on Science (K-5): Workshop 6: Energy and Ecosystems (1) . . . 117
Annenberg Media: Science in Focus: Shedding Light on Science (K-5): Workshop 7: Sun and Seasons (1) . . . 118
Annenberg Media: Science in Focus: Shedding Light on Science (K-5): Workshop 8: Wind and Weather (1) . . . 118
Annenberg Media: Science in Focus: Force and Motion: Workshop 1: Making an Impact (1) . . . 118
Annenberg Media: Science in Focus: Force and Motion: Workshop 2: Drag Races (1) . . . 118
Annenberg Media: Science in Focus: Force and Motion: Workshop 3: When Rubber Meets the Road (1) . . . 119
Annenberg Media: Science in Focus: Force and Motion: Workshop 4: On a Roll (1) . . . 119
Annenberg Media: Science in Focus: Force and Motion: Workshop 5: Keep on Rolling (1) . . . 119
Annenberg Media: Science in Focus: Force and Motion: Workshop 6: Force Against Force (1) . . . 119
Annenberg Media: Science in Focus: Force and Motion: Workshop 7: The Lure of Magnetism (1) . . . 119
Annenberg Media: Science in Focus: Force and Motion: Workshop 8: Bend and Stretch (1) . . . 120
Annenberg Media: Earth and Space Science - Session 1: Earth's Solid Membrane: Soil (1) . . . 120
Annenberg Media: Earth and Space Science - Session 2: Every Rock Tells a Story (1) . . . 120
Annenberg Media: Earth and Space Science - Session 3: Journey to the Earth's Interior (1) . . . 120
Annenberg Media: Earth and Space Science - Session 4: The Engine that Drives the Earth (1) . . . 121
Annenberg Media: Earth and Space Science - Session 5: When Continents Collide (1) . . . 121
Annenberg Media: Earth and Space Science - Session 6: Restless Landscapes (1) . . . 121
Annenberg Media: Earth and Space Science - Session 7: Our Nearest Neighbor: The Moon (1) . . . 121
Annenberg Media: Earth and Space Science - Session 8: Order out of Chaos: Our Solar System (1) . . . 122
ASCD: Literacy Strategies: Science (1.5) . . . 122
Annenberg Media: Teaching High School Science: Exploring Mars (1) . . . 122
Annenberg Media: Teaching High School Science: Introduction (0.5) . . . 122
Annenberg Media: Teaching High School Science: Chemical Reactions (1) . . . 122
Annenberg Media: Teaching High School Science: Investigating Crickets (0.5) . . . 122
Annenberg Media: Teaching High School Science: The Physics of Optics (1) . . . 123
Annenberg Media: Teaching High School Science: Thinking Like Scientists (0.5) . . 123

Social Studies 124

Arkansas Studies 125
IDEAS: In Their Words and Differentiation Across the Curriculum (2) 125
AETN: Arkansas: A Six Region Journey - Session 1: Ozark Plateau (1.5) 125
AETN: Arkansas: A Six Region Journey - Session 2: Arkansas River Valley (1) 125
AETN: Arkansas: A Six Region Journey - Session 3: Ouachita Mountains (1) 126
AETN: Arkansas: A Six Region Journey - Session 4: Gulf Coastal Plain (1.5). 126
AETN: Arkansas: A Six Region Journey - Session 5: Mississippi Alluvial Plain (1.5) 126
AETN: Arkansas: A Six Region Journey - Session 6: Crowley's Ridge (1) 127
IDEAS: African American History in Arkansas - Episode 1: Legislators in Arkansas, Post Civil War to Present (0.5) 127
IDEAS: African American History in Arkansas - Episode 2: African Americans in the Military, The American Revolution to World War I (0.5) 127
IDEAS: African American History in Arkansas - Episode 3: African Americans in the Military, 1941 to Present (1) 127
IDEAS: African American History in Arkansas - Episode 4: African American Teachers in Arkansas, 1865 to Present (0.5) 127
IDEAS: African American History in Arkansas - Episode 5: The Mosaic Templars (0.5) 128
AETN: Arkansas's First People - Episode 1: Ancestors (0.5) 128
AETN: Arkansas's First People - Episode 2: Nations (0.5) 128
AETN: Arkansas's First People - Episode 3: Removal (0.5) 128
AETN: Arkansas's First People - Episode 4: Warriors (0.5) 129
AETN: Arkansas's First People - Episode 5: Preservation (0.5) 129
AETN: Arkansas Secretary of State's Office: Using the State Capitol and Online Resources to Teach K-8 (2) 129
AETN: Arkansas Secretary of State's Office: Using the State Capitol and Online Resources to Teach 9-12 (2) 130
AETN: It Started Here: Early Arkansas and The Louisiana Purchase (2). 130
IDEAS: Touring a Time: Little Rock Central High School 1957 Crisis (3). 130
AETN: The Forgotten Expedition (2) 130
AETN: City of Visitors: The Story of Hot Springs (2) 130
AETN: Historic Bridges of Arkansas (2). 131
AETN: Delta Dreams (2). 131
AETN: Troubled Water (2) 131
U of A - The Buffalo Flows (2) 131
AETN: The Edge of Conflict: Arkansas in the Civil War (2) 132
IDEAS - Encyclopedia of Arkansas History and Culture (2.5) 132
IDEAS - The Arkansas History Hub (2.5) 132

Behavioral Studies 132
IDEAS: Hidden Wounds: What You Don't Know About Cutting (2). 132

Social Studies - P-3 133
Annenberg Media: Social Studies in Action: Teaching Social Studies (2). 133
Annenberg Media: Social Studies in Action: Teaching for Understanding (2) 133
Annenberg Media: Social Studies in Action: Exploring Unity and Diversity (2.5). . . 133
Annenberg Media: Social Studies in Action: Applying Themes and Disciplines (2.5) 133
Annenberg Media: Social Studies in Action: Using Resources (3.5) 134
Annenberg Media: Social Studies in Action: Engaging Students in Active Learning (2) 134
Annenberg Media: Social Studies in Action: Assessing Students' Learning (3) 134
Annenberg Media: Social Studies in Action: Making Connections (2.5). 134

Social Studies - 4-8 135
Annenberg Media: Social Studies in Action: Teaching Social Studies (2). 135
Annenberg Media: Social Studies in Action: Teaching for Understanding (2) 135
Annenberg Media: Social Studies in Action: Exploring Unity and Diversity (2.5). . . 135
Annenberg Media: Social Studies in Action: Applying Themes and Disciplines (2.5) 135
Annenberg Media: Social Studies in Action: Using Resources (3.5) 136
Annenberg Media: Social Studies in Action: Engaging Students in Active Learning (2) 136
Annenberg Media: Social Studies in Action: Assessing Students' Learning (3) 136
Annenberg Media: Social Studies in Action: Making Connections (2.5). 136

Social Studies - 9-12 137
Annenberg Media: Making Civics Real - Workshop 1: Freedom of Religion (1). . . . 137
Annenberg Media: Making Civics Real - Workshop 2: Electoral Politics (1). 137
Annenberg Media: Making Civics Real - Workshop 3: Public Policy and the Federal Budget (1) 137
Annenberg Media: Making Civics Real - Workshop 4: Constitutional Convention (1) 138
Annenberg Media: Making Civics Real - Workshop 5: Patriotism and Foreign Policy (1) 138
Annenberg Media: Making Civics Real - Workshop 6: Civic Engagement (1) 138
Annenberg Media: Making Civics Real - Workshop 7: Controversial Public Policy Issues (1) 139
Annenberg Media: Making Civics Real - Workshop 8: Rights and Responsibilities of Students (1) 139
IDEAS: Economics: Insights from the Inside: Structure and Function of the Federal Reserve Bank (4) 139

Social Studies - K-12 140
ASCD: Literacy Strategies: Social Studies (2) 140

Technology 141

ArkansasIDEAS LMS 142
IDEAS - ATI Online: ArkansasIDEAS Portal Introduction (0.5) 142

Planning And Designing Learning Environments And Experiences . . . 142
Designing Learning Opportunities Using Technology-Enhanced Strategies (2) 142
Applying Current Research on Teaching and Learning With Technology (2) 142
Identifying, Locating, and Evaluating Technology Resources (1) 142
Planning for the Management of Technology Resources (2) 143
Planning Classroom Activities that Use Technology (2) 143
Planning for Classroom Use of the Internet (1) 143
Using Technology To Address Content and Technology Standards (2) 144
Using Technology To Support Learner-Centered Strategies (2) 144
Applying Technology To Develop Higher Order Skills and Creativity (3) 144
Managing Learning Activities that Use Technology (3) 144
Managing Student Use of the Internet (1) 145

Assessment And Evaluation 145
Applying Technology in Assessing Student Learning (1) 145
Using Technology To Collect, Analyze, and Present Data (3) 145
Evaluating Students' Appropriate Use of Technology (1) 145

Productivity And Professional Practice 146
Use Technology for Ongoing Professional Development (1) 146
Using Technology To Communicate Information (2) 146
Evaluating and Making Decisions Regarding the Use of Technology (1) 146
Enhancing Productivity with General Computer Practices (1) 146
Increasing Productivity with Word Processors (2) 147
Improving Productivity with Spreadsheets (2) 147
Increasing Productivity with Electronic Presentations (1) 147
Boosting Productivity with Databases (1) 147
Examining Various Ways of Communicating and Collaborating (2) 148
Using Email To Communicate (1) 148
Collaborating Using Word Processors (1) 148

Social, Ethical, Legal, and Human Issues 148
Examining Legal and Ethical Practices Related To Technology Use (1) 148
Addressing Legal, Ethical, and Human Concerns (1) 148
IDEAS: ATI Online - Intellectual Property and Copyright in the Field of Education (2) 149
Ensuring Internet and Computer Safety, Privacy, and Protection (2) 149
Applying Technology that Helps Learners Who Have Diverse Backgrounds and Abilities (1) 149
Identifying Technology Resources that Affirm Diversity (1) 150

Promoting Safe and Healthy Use of Technology (2) 150
Facilitating Equitable Access To Technology Resources (1) 150

Integrating Specific Technology in the Classroom 151
ASCD: Technology in Schools: Beyond Word Processing (1.5) 151
ASCD: Technology in Schools: Planning Using the LOCATE Model (1.5) 151
ASCD: Technology in Schools: Teaching Better (1.5) 151
Understanding Technology Integration in the Classroom (1) 151
Preparing for Technology Integration (1) 151
Using Educational Resources on the Web (1) 152
Creating Class Materials (1) 152
Designing Newsletters (1) 153
Using Word Processing Applications To Create Webpages (1) 153
Using Spreadsheets in the Classroom (1) 153
Developing Electronic Classroom Presentations (1) 154
Keeping Track with Databases (1) 154
Aiding Students with Assistive Technology (1) 154
Analyzing Data with Spreadsheets (1) 154
Fine-tuning Presentations for Delivery (1) 155
Communicating on the Web (1) 155
Exploring Resources for Students (1) 155
Discovering Technology for Problem-Solving (1) 156
Teaching and Learning with Web 2.0 (6) 156
Communicating with Email (1) 156
Combining Interactive Whiteboards with other Technology (1) 156
Integrating Podcasts in the Classroom (1) 156
Integrating Webpage Creation in the Classroom (1) 157
Integrating Online Videos in the Classroom (1) 157
Integrating Online Photo Sharing in the Classroom (1) 157
Integrating Interactive Whiteboards in the Classroom (1) 157
Integrating Blogs in the Classroom (1) 157
Integrating Wikis in the Classroom (1) 158
Integrating RSS Feeds in the Classroom (1) 158
Integrating Online Searches in the Classroom (1) 158
Using Technology in Language Arts (1) 158
Using Technology in Social Studies (1) 159
ASU Delta STEM Education Center - Integrating Technology in the Classroom: Copyright Law (4.5) 159

Windows Operating Systems 159
Microsoft Windows XP Level 1 (Prescriptive Training) (6) 159

Microsoft Office 2007 159
IDEAS - ATI Online - Introduction to PowerPoint 2007 (0.5) 159
Microsoft Office PowerPoint 2007 Level 1 (Prescriptive Training) (7) 159
Microsoft Office PowerPoint 2007 Level 2 (Prescriptive Training) (6) 160

Microsoft Office 2003 160
Microsoft Office Access 2003 Level 1 (Prescriptive Training) (6) 160
Microsoft Office Access 2003 Level 2 (Prescriptive Training) (6) 160
Microsoft Office Access 2003 Level 3 (Prescriptive Training) (6) 160
Microsoft Office Access 2003 (Microsoft Office Specialist Prescriptive Training) (13) 160
Microsoft Office Excel 2003 Level 1 (Prescriptive Training) (7) 160
Microsoft Office Excel 2003 Level 2 (Prescriptive Training) (6) 160
Microsoft Office Excel 2003 Level 3 (Prescriptive Training) (6) 160
Microsoft Office Excel 2003 (Microsoft Office Specialist Prescriptive Training) (11) 160
Microsoft Office Excel 2003 Expert (Microsoft Office Specialist Prescriptive Training) (6) 160
Microsoft Office FrontPage 2003 Level 1 (Prescriptive Training) (6) 161
Microsoft Office Outlook 2003 Level 1 (Prescriptive Training) (7) 161
Microsoft Office Outlook 2003 Level 2 (Prescriptive Training) (5) 161
Microsoft Office PowerPoint 2003 Level 1 (Prescriptive Training) (6) 161
Microsoft Office PowerPoint 2003 Level 2 (Prescriptive Training) (6) 161
Microsoft Office PowerPoint 2003 Level 3 (Prescriptive Training) (5) 161
Microsoft Office PowerPoint 2003 (Microsoft Office Specialist Prescriptive Training) (14) 161
Microsoft Office Word 2003 Level 1 (Prescriptive Training) (6) 161
Microsoft Office Word 2003 Level 2 (Prescriptive Training) (7) 161
Microsoft Office Word 2003 Level 3 (Prescriptive Training) (7) 161
Microsoft Office Word 2003 (Microsoft Office Specialist Prescriptive Training) (11) 161
Microsoft Office Word 2003 Expert (Microsoft Office Specialist Prescriptive Training) (7) 161

Apple Macintosh 162
Apple: OS X 10.6 Snow Leopard (1) 162
Mac 0S X Leopard (Prescriptive Training) (3) 162
Introduction to Safari 3 (3) 162
Using iMovie (1) 162
Using iPhoto (1) 162
Using GarageBand (1) 162
Using iDVD (1) 162
Using iWeb (1) 163
Microsoft Excel 2008 for Mac Level 1 (Prescriptive Training) (3) 163
Microsoft PowerPoint 2008 for Mac Level 1 (Prescriptive Training) (3) 163
Microsoft Word 2008 for Mac Level 1 (Prescriptive Training) (3) 163

Internet Basics and Concepts 163
Utilizing the Internet (3) 163
Internet Basics (1) 163
Introduction To Internet Explorer 6 (3) 164
Working with Internet Explorer 8 (3) 164
Browsing with Firefox 3.0 (3) 164
Examining the Internet and Web Browsers (1) 164
Becoming Familiar with Internet Explorer (1) 164
Searching the Internet (1) 165
Saving Information from the Internet (1) 165

Creative and Social Media 165
Introducing Podcasts (1) 165
Creating Podcasts (1) 165
Introducing Webpage Creation (1) 166
Introducing Online Video Sharing (1) 166
Introducing Online Photo Sharing (1) 166
Introducing Interactive Whiteboards (1) 166
Using Audacity (1) 167
Introducing Blogs (1) 167
Creating Blogs (1) 167
Using WordPress (1) 167
Using Blogger (1) 168
Using Twitter (1) 168
Introducing Wikis (1) 168
Creating Wikis (1) 168
Using PBwiki (1) 168
Using Wikipedia (1) 168
Using YouTube (1) 169
Using TeacherTube (1) 169
Using Flickr (1) 169

Using Picasa Web Albums (1) 169
Using Google Page Creator (1) 169
Introducing RSS Feeds (1) 170
IDEAS: ATI Online - Planning Video Production (1) 170
IDEAS: ATI Online - Techniques of Video Production (1.5) 170
IDEAS: ATI Online: Editing Techniques - Things We've All Learned the Hard Way (1) 170
IDEAS: ATI Online - Wordpress Basics (0.5) 171
IDEAS - ATI Online: Introduction to Prezi (1.5) 171

Technology Basics and Concepts 171
Computing Fundamentals - 2005 Standard (Prescriptive Training) (6) 171
Key Applications - 2005 Standard (Prescriptive Training) (12) 171
Key Applications - Common Elements - 2005 Standard (3) 172
Key Applications - Word Processing Skills - 2005 Standard (9) 172
Key Applications - Spreadsheet Skills - 2005 Standard (6) 172
Key Applications - Presentation Skills - 2005 Standard (7) 173
Living Online - 2005 Standard (Prescriptive Training) (6) 173
Understanding Computer Basics (4) 173
Understanding Word Processors (3) 174
Understanding Spreadsheet Applications (3) 174
Understanding Presentation, Database, and Graphics Applications (3) 174
Preparing for Integrating Technology (2) 174
Demonstrating Growth in Technology Knowledge and Skills (2) 175

Special Thanks

to our providers who contribute to the high-quality professional development in ArkansasIDEAS

ASCD PD ONLINE™

Annenberg/CPB

teachscape®

PBS TeacherLine®

SimpleK12®
powered by InfoSource, Inc.

AETN

ARKANSAS ideas
Internet Delivered Education for Arkansas Schools