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Academics

R DVD ROM 40

Math Can Take You Places

Films for the Humanities & Sciences

DVD ROM ---- This bilingual program contains lesson demonstrations, professional development videos, and an interactive quiz-all designed to help educators develop real-world teaching examples and applications. Five segments feature a middle-school teacher in action, leading students through measurement, equivalency, domain/range/reasonableness, problem-solving, and patterns. Five additional segments focus on professional development, presenting tips from experienced teachers on honing algebraic thinking, incorporating video and the Internet, implementing manipulative learning tools, and showing how math is used in everyday life. English or Spanish soundtrack. 50 minutes. Princeton, NJ, Films for the Humanities & Sciences, 2005.

Curriculum Planning

R 10.0000 W333

Understanding by Design, Expanded Second Edition

Grant Wiggins, Jay McTighe

BOOK ---- Expanded second edition offers tools and strategies for results-oriented teaching including: Template for creating curriculum units based on the breakthrough "backward design" method. Specific guidelines on how to frame the "big ideas" you want students to understand. Better ways to develop the "essential questions" that form the foundation of high-quality curriculum and assessment. An expanded toolbox of instructional approaches for obtaining the desired results of a lesson. More examples, across all grade levels and subjects, of how schools and districts have used the UbD framework to maximize student understanding. Educators from K through college. 370 pages. Alexandria, VA, Association for Supervision and Curriculum Development, 2005.

R 10.0000 W333.1

Understanding by Design, Professional Development Workbook

Jay McTigue, Grant Wiggins

BOOK ---- Collection of templates, design tools, examples, and exercises helps give staff members a grasp of key Understanding by Design principles, including: How to use backward design to align curriculum with assessment and instruction. Why to focus curriculum on the big ideas in your content standards. Which learning activities are more apt to enable students to achieve desired results. Give staff members at all levels clear action steps they need in every stage of the UbD process. Resource for workshops, curriculum teams, and teacher training. 295 pages. Alexandria, VA, Association for Supervision and Curriculum Development, 2004.

R 10.0000 W333.12

Schooling by Design: Mission, Action and Achievement

Grant Wiggins and Jay McTighe

BOOK ---- The authors describe how to start with a school's mission and goals and develop a powerful school improvement plan focused on desired results. Included are dozens of action ideas for starting the school improvement process and keeping it going, plus samples of curriculum frameworks and assessment rubrics, and a three-stage school improvement planning process with specific tactics for each stage. 285 pages. Alexandria, VA, Association for Supervision and Curriculum Development, 2007.

R DVD ROM 21

Understanding by Design

Grant Wiggins and Jay McTighe

DVD ROM ---- The authors explain the six facets of understanding and guide the viewer through the steps of designing curricular units that promote students' deep content understanding. Interviews with teachers describe real-world applications of the unit-planning process. Classroom scenes show how the design process helps improve learning experiences and performance assessments in every grade level. Three 25- to 55-minute programs on one DVD. Alexandria, VA, Association for Supervision and Curriculum Development, 2000.

R KIT 1

Moving Forward With Understanding by Design

Association for Supervision and Curriculum Development

KIT ---- Throughout this program, UbD experts Grant Wiggins and Jay McTighe and practitioners describe the critical elements of getting started and succeeding with UbD. Interviews with educators who have implemented UbD district- and statewide illuminate keys to success, including: How to introduce UbD through professional development workshops; How to lead school teams in using backward design and essential questions in framing curriculum and assessment; What to expect to see in classrooms where teachers are beginning to implement UbD and in classrooms where teachers have used UbD strategies for many years; How to support teachers as they practice the seven design principles of effective learning experiences. Classroom scenes and practitioner... Alexandria, VA, Association for Supervision and Curriculum Development, 2007.

R KIT 2

Schooling by Design

Allison Zmuda, Jay McTighe, Grant Wiggins, and John L. Brown

KIT ---- Toolkit for those wanting to apply the principles of Understanding by Design to system-wide school improvement. Three-ring binder with collection of tools for accomplishing the tasks identified in the book *Schooling by Design*. Each tool provides concrete strategies and tactics to further key areas of the school improvement plan from clarifying the mission to analyzing results. Alexandria, VA, Association for Supervision and Curriculum Development, 2007.

R VIDEO 2

Understanding by Design 1--What Is Understanding?

Jay McTighe, Grant Wiggins

VIDEO ---- This program presents Wiggins and McTighe's multifaceted model of understanding, which is based on the premise that people can demonstrate understanding in a variety of ways. Six facets of understanding include: explanation, interpretation, application, perspective, empathy, and self-knowledge. Each facet is explained and illustrated through classroom-based examples that show students demonstrating their understanding of what they have learned in elementary, middle, and high school classes. The program provides a way of coordinating curriculum planning, assessment development, and instructional activities, with the aim of helping students acquire deeper understandings of what they are learning. 40 minutes. Alexandria, VA, Association for Supervision & Curriculum Development, 1999.

R VIDEO 3

Understanding By Design 2--Using the Backward Design Process

Jay McTighe, Grant Wiggins

VIDEO ---- The second in the video series takes the viewer step-by-step through the three-stage process for designing curricular units that promote deep understanding of content. Scenes and interviews with teachers demonstrate real-world applications of the unit planning process and offer ideas for customizing the process for each individual's situation. Plus, classroom scenes show how the design process helps improve learning experiences and performance assessments in every grade level. 55 minutes. Alexandria, VA, Association for Supervision & Curriculum Development, 2000.

R VIDEO 4

Understanding by Design 3--Refining Unit Designs

Jay McTighe, Grant Wiggins

VIDEO ---- The tips and advice in the third video in the series help ensure that curriculum units are leading to greater student understanding of content. Authors Grant Wiggins and Jay McTighe explain techniques for refining unit planning, including; peer review, implementation, feedback, and revision. The program explores how teachers can shorten design time and eliminate reinventing the wheel by sharing their unit designs through the Understanding by Design Exchange Web site database. 25 minutes. Alexandria, VA, Association for Supervision & Curriculum Development, 2000.

Leadership

R 10.0000 H217

Made to Stick: Why Some Ideas Survive and Others Die

Chip Heath, Dan Heath

BOOK ---- The authors explore what makes some ideas thrive while others fail. The book shows the vital principles of winning ideas and how to apply those principles to make messages stick. New York, NY, Random House, 2007.

Professional Development

R 13.1301 B419

Differentiated Assessment for Middle and High School Classrooms

Deborah Blaz

BOOK ---- This book shows middle and high school teachers in differentiated classrooms how to integrate assessment into the teaching and learning process. Included are detailed examples of pre-, formative, and summative assessments that involve: Scaffolding; Product descriptors; Rubrics (both analytic and holistic); Checklists; Student-negotiated standards. Larchmont, NY, Eye On Education, 2008.

R 13.1301 E443

Teaching, Learning, & Assessment Together: The Reflective Classroom

Arthur K. Ellis

BOOK ---- Book contains 22 activities that will: Keep students active and engaged; Facilitate cooperative group projects without losing control; Raise academic achievement; Apply multiple intelligences in the classroom. Larchmont, NY, Eye On Education, 2001.

R 13.1301 G162

Teacher-Made Assessments: How to Connect Curriculum, Instruction, and Student Learning

Christopher R. Gareis and Leslie W. Grant

BOOK ---- This book demonstrates 10 basic steps for constructing assessments in alignment with a standards-based curriculum. Included are how to: Create effective multiple choice questions that tap higher order thinking skills; Create effective short answer questions and essay prompts; Create scoring rubrics for accurate assessment; Use results from assessments to support student learning through feedback. Larchmont, NY, Eye On Education, 2008.

R 13.1301 L153

Short Cycle Assessment: Improving Student Achievement Through Formative Assessment

Dr. Susan Lang, Todd Stanley, Betsy Moore

BOOK ---- This book shows how to improve student achievement with frequent feedback on their work. Provides a step-by-step process including how to: Write good questions that assess student learning; Design formative assessments; Administer short-cycle assessments; Analyze and use data to shape instruction; Prepare students for high-stakes tests. Larchmont, NY, Eye On Education, 2008.

R 13.1301 T777

Formative Assessment: Responding to Your Students

Harry Grover Tuttle

BOOK ---- This book shows how to use formative assessment to promote successful student learning. Topics include: Monitoring student learning through what they say, do, produce, and answer on tests; Recording observations; Diagnosing student response; Giving and using feedback; Reporting, grading, and celebrating student standards-based growth. Larchmont, NY, Eye On Education, 2008.

R 13.1301 W347

What Every Teacher Needs to Know About Assessment, Second Edition

Leslie Walker Wilson

BOOK ---- This book shows how to: Get the most out of your state's high stakes standardized tests; Use test results to make decisions about how to teach; Avoid becoming a victim of accountability systems; Infuse "test savvy" into everyday instruction. Larchmont, NY, Eye On Education, 2005.

State and Federal Laws/Amendments and Programs

R 10.0000 A775

Perkins Act of 2006: The Official Guide

Association for Career and Technical Education and Michael Brustein

BOOK ---- A comprehensive guide that provides the complete text of the current law and section-by-section explanations' plus analysis of the differences between the current law and the previous act, how the changes are likely to affect your programs, and how Perkins coordinates with other federal legislation such as No Child Left Behind and the Workforce Investment Act. Alexandria, VA, Association for Career and Technical Education, 2006.

R 10.0000 B655

Standards-based Reform and the Poverty Gap: Lessons for No Child Left Behind

Adam Gamoran, Editor

BOOK ---- The authors show that standards-based reform has had some positive effects, particularly in the area of teacher quality. Yet the overall pace of improvement has been slow, owing in part to poor implementation. Based on these findings, the contributors offer recommendations for the implementation and impending reauthorization of NCLB. Washington, D.C., Brookings Institution Press, 2007.

R 10.0000 L216

Communicating NCLB: A Principal's Desktop Guide

Learning First Alliance

BOOK ---- Designed to help principals communicate with parents and the public about the No Child Left Behind Act (NCLB). Can also be adapted for use by teacher leaders, PTA presidents, school board members, and others. This guide also contains Web addresses for many other resources on the law and other education issues. Washington, D.C., Learning First Alliance, 2003.

R 10.0000 N127

K-12 Principals Guide to No Child Left Behind

NAESP, Educational Research Service, and National Association of Secondary School Principals

BOOK ---- Published in response to the confusion created by No Child Left Behind (NCLB), this handbook details the key provisions of the law and what they mean to principals. Staff quality, school choice, disaggregating data, and accountability are among the topics highlighted and explained. Alexandria, VA, National Association of Elementary School Principals, 2003.

R 10.0000 ST24

Constitution - State of Missouri and U.S. Constitution

Robin Carnahan, Secretary of State

BOOK ---- Revised May, 2007 Missouri State Constitution and U.S. Constitution in book form. Jefferson City, MO, State of Missouri, 2007.

Student Success

R 10.0202 N173

Promising Partnership Practices

National Network of Partnership Schools

BOOK ---- The 2008 collection of Promising Partnership Practices describes creative and successful school, district, state, and organization level partnership practices submitted by NNPS members. Baltimore, MD, Johns Hopkins University, 2008.

R DVD ROM 30

Work It Out! Strategies for Resolving Conflict

Cambridge Educational

DVD ROM ---- This video uses scenario analysis to model four key conflict resolution strategies: taking the person out of the problem; focusing on issues, not egos; being objective; and creating win-win solutions. Show your students that differences are a part of who we are and that while we may not get along with each other all the time, we do have to find positive ways to work out our disagreements. 22 minutes. Lawrenceville, NJ, Cambridge Educational, 2005.

R DVD ROM 50

Modern Research Skills for Secondary Students: Internet: Beyond the Browser

Clearvue & SVE, Inc.

DVD ROM ---- Introduces students to the Internet and explains how to use it as a research tool. Discusses topics such as e-commerce, online learning, browsers, URLs, search engines, effective search strategies, Boolean operators, and much more. Grades 7 - 12. 20 minutes. Chicago, IL, Clearvue & SVE, Inc., 2001.

Teaching Resources

R 10.0000 A657

The Multiple Intelligences of Reading and Writing

Thomas Armstrong

BOOK ---- This book appeals to all educators who work with reading and writing skills, from the preschool teacher leading the class in phonemic awareness activities to the post-graduate professor helping students examine kinesthetic imagery in Shakespeare's plays. The book combines Howard Gardner's MI theory and recent brain research on reading and writing with historical, anthropological, biographical, and psychological perspectives on literacy. Armstrong pulls the research together to show you how to engage students by infusing the study of words with imagery, logic, oral language, physical activity, emotion, music, social involvement, and nature experiences. Alexandria, VA, Association for Supervision and Curriculum Development, 2003.

R 10.0000 W553

How To Be an Effective Teacher: The First Days of School

Harry K. Wong, Rosemary T. Wong

BOOK ---- Staff development for teachers correlates with The Effective Teacher DVD series. Mountain View, CA, Harry K. Wong Publications, Inc., 2004.

R DVD ROM 5

The Effective Teacher: Part 1 - The Effective Teacher

Harry K. Wong Publications

DVD ROM ---- Staff development for teachers - 5 hour seminar has been packaged into eight parts so that a teacher can look at needed parts, or a staff developer or administrator can use each part over a period of time. 32 minutes. Sunnyvale, CA, Harry K. Wong Publications, 2005.

R DVD ROM 6

The Effective Teacher: Part 2 - The First Days Of School

Harry K. Wong Publications

DVD ROM ---- Staff development for teachers - 5 hour seminar has been packaged into eight parts so that a teacher can look at needed parts, or a staff developer or administrator can use each part over a period of time. 36 minutes. Sunnyvale, CA, Harry K. Wong Publications, 2005.

R DVD ROM 7

The Effective Teacher: Part 3 - Discipline And Procedures

Harry K. Wong Publications

DVD ROM ---- Staff development for teachers - 5 hour seminar has been packaged into eight parts so that a teacher can look at needed parts, or a staff developer or administrator can use each part over a period of time. 36 minutes. Sunnyvale, CA, Harry K. Wong Publications, 2005.

R DVD ROM 8

The Effective Teacher: Part 4 - Procedures and Routines

Harry K. Wong Publications

DVD ROM ---- Staff development for teachers - 5 hour seminar has been packaged into eight parts so that a teacher can look at needed parts, or a staff developer or administrator can use each part over a period of time. 55 minutes. Sunnyvale, CA, Harry K. Wong Publications, 2005.

R DVD ROM 9

The Effective Teacher: Part 5 - Cooperative Learning and Culture

Harry K. Wong Publications

DVD ROM ---- Staff development for teachers - 5 hour seminar has been packaged into eight parts so that a teacher can look at needed parts, or a staff developer or administrator can use each part over a period of time. 47 minutes. Sunnyvale, CA, Harry K. Wong Publications, 2005.

R DVD ROM 10

The Effective Teacher: Part 6 - Lesson Mastery

Harry K. Wong Publications

DVD ROM ---- Staff development for teachers - 5 hour seminar has been packaged into eight parts so that a teacher can look at needed parts, or a staff developer or administrator can use each part over a period of time. 33 minutes. Sunnyvale, CA, Harry K. Wong Publications, 2005.

R DVD ROM 11

The Effective Teacher: Part 7 - The Professional Educator

Harry K. Wong Publications

DVD ROM ---- Staff development for teachers - 5 hour seminar has been packaged into eight parts so that a teacher can look at needed parts, or a staff developer or administrator can use each part over a period of time. 41 minutes. Sunnyvale, CA, Harry K. Wong Publications, 2005.

R DVD ROM 12

The Effective Teacher: Part 8 - Positive Expectations

Harry K. Wong Publications

DVD ROM ---- Staff development for teachers - 5 hour seminar has been packaged into eight parts so that a teacher can look at needed parts, or a staff developer or administrator can use each part over a period of time. 20 minutes. Sunnyvale, CA, Harry K. Wong Publications, 2005.

R KIT 3

The First Days of School: How To Be An Effective Teacher

Harry K. Wong and Rosemary T. Wong

KIT ---- This kit is designed to help new and experienced teachers know and practice the three characteristics of an effective teacher. Includes a 60 minute DVD, "Using THE FIRST DAYS OF SCHOOL" featuring Chelonnda Seroyer. Mountain View, CA, Harry K. Wong Publications, Inc., 2009.

Teaching Skills and Strategies

R DVD ROM 20

The Teacher Shortage Problem: Making the Grade at P.S. 25

Films for the Humanities & Sciences

DVD ROM ---- Facing a severe teacher shortfall for the 2000-2001 academic year, New York City scrambled to staff its worst-performing school district by crash-training hundreds of eager teaching fellows. In this program, NewsHour correspondent John Merrow presents five reports that track several of these brand-new teachers from opening day to summer recess as they learn the ropes at P.S. 25, in Brooklyn. Balancing their idealistic views of teaching are hard-won insights that demonstrate a powerful determination to overcome discouragement brought on by long hours, inadequate resources, and classroom discipline problems. High-stakes citywide testing is also addressed. 58 minutes. Princeton, NJ, Films for the Humanities & Sciences, 2001.

R DVD ROM 31

Managing the Difficult Group

Films for the Humanities & Sciences

DVD ROM ---- This program suggests practical classroom management strategies which are designed to help difficult students learn more successfully. It also examines why some students are disruptive and provides educators with specific techniques to prevent disruptive behavior. 30 minutes. Princeton, NJ, Films for the Humanities & Sciences, 2004.

Team Building

R 13.1001 M141

The New Encyclopedia of Icebreakers

Meriam McLaughlin, Sandra Peyser

BOOK ---- Includes 150 innovative activities to energize training sessions. The book is filled with a variety of activities that will move participants through the stages of group development: forming, storming, norming, performing, and adjourning. Can be used to help people get acquainted, build teams, address team or group issues, develop effective working relationships, and improve learning and retention of new information. The final chapter presents specific adjourning activities to help bring closure to training or group work, increase skills and knowledge transfer, and transition the participants back to the workplace. San Francisco, CA, Pfeiffer, 2004.

R 13.1001 W277

201 Icebreakers, Group Mixers, Warm-ups, Energizers, and Playful Activities

Eddie West

BOOK ---- A collection of playful, fun-filled games, exercises, and activities that will help start a meeting, speech, or presentation with a burst of energy and fun. Contains a wide variety of icebreakers, group mixers, warmups, energizers and playful activities. New York, NY, McGraw Hill, 1997.