Support Teacher Learning.
Transform Classroom Practice.
Impact Student Achievement.
About Us

Knowledge Delivery Systems (KDS) is a leading provider of innovative, scalable, personalized professional learning for K-12 educators, leveraging advanced technology platforms to raise student achievement.

KDS partners with states and school districts to help them shape and realize the benefits of exemplary professional development. Drawing from the latest research on effective professional learning, our solutions combine online learning, face-to-face and virtual coaching, instructional leadership training, and communities of practice to meet the needs and requirements of states and large urban districts. Our blended approach combines research-based, practical, and topical content presented by renowned subject matter experts with continuous on-site monitoring and support. We bring the experts to you—whether they’re online or in person.

By working closely with states and districts, we improve professional learning so teachers have expanded career opportunities, students have better learning opportunities, and school systems build stronger, sustainable cultures of achievement and excellence.

Key Features:

- Research-based, customized online courses
- Award-winning content on leadership, Common Core, and more
- Online coaching and support
- Face-to-face coaching, observation, mentoring, and feedback

Importantly, KDS has also partnered with top universities to offer educators the opportunity to earn graduate credit with their professional development and advance their careers.

Knowledge Delivery Systems™

110 William Street, Ste 2201
New York, NY 10038
www.kdsi.org

Contact Us:

Toll-Free: 800.728.0032
info@kdsi.org • Twitter: @kdsi
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See page 5 for more information.
Our Philosophy

Knowledge Delivery Systems offers an approach to strategic professional development that reaches more educators in less time and at significantly lower cost than traditional models. Produced and presented by national and international experts in content and pedagogy, our online, video courses provide an engaging environment in which participants fill gaps in their practice and expand their expertise to meet their students’ needs. Our platform provides opportunities for collaboration through peer review and discussion forums as participants systematically reflect on course content. The KDS platform also enables school and district administrators to track participants’ engagement and outcomes. When courses are taken as a school, district, or state, and supported by coaching, modeling, mentoring, observation, and feedback, there is an opportunity to transform system-wide support. Educators embrace a common language, engage in virtual learning communities, strengthen their practice, and provide better outcomes for students.
21st Century Skills

James Bellanca, Richard DuFour, Ken Kay and others

This course offers ideas, recommendations, perspectives and strategies from a variety of experts on how to re-envision learning and prepare students for a globally connected world that must adapt to ever-evolving technology. Each unit of the course features education thought-leaders discussing unique perspectives on key teaching principles such as:

- Dr. Richard DuFour on Professional Learning Communities
- Ken Kay on The Framework for 21st Century Learning from the Partnership for 21st Century Skills
- Will Richardson on the Importance of Social Networks
- James Bellanca on What 21st Century Classrooms Really Look Like

Educators will finish the course with an understanding of how to help their students learn strategies and attain the skills they need for the 21st century.

Authentic Innovation in the 21st Century Classroom

Cheryl Lemke

Classroom instruction and assessment exist in the context of a globally connected, high-speed, technology world. This course instructs teachers how to incorporate the latest social learning and neuroscience research on critical thinking, multi-tasking, multimodal learning, collaboration and engagement to address the needs of a 21st century classroom. Combining lecture and classroom footage, educators will learn how to use a variety of technology tools to expand and sharpen students' thinking skills by exploring ideas, researching questions, testing hypotheses, organizing and composing thoughts, drawing conclusions, and working collaboratively.

Cyber Savvy: Promoting Students’ Safe and Civil Internet Practice

Nancy Willard

As states continue to pass legislation citing “cyberbullying” as a crime, education professionals need professional development tools like this course to keep up-to-date on issues, prevention and even legal responsibilities for schools. This course is aimed at all levels of school professionals: teachers, technology specialists, librarians, health educators, and school resource officers. It will instruct professionals on helping students become savvy and knowledgeable online users, instead of potential cyber victims. Educators will develop multiple skills to prevent and mediate bullying behavior as well as skills to teach potentially vulnerable youths—influenced by maturity levels, developing sense of identity and sexual curiosity—to focus their cyber energies on positive norms and practices. Equally important, educators will be instructed on best practices in their own behavior to be in compliance with this emerging area of the law and to be role models for appropriate and safe online behavior for their students.

Cyberbullying: Addressing Digital Aggression, Abuse, and Exploitation

Nancy Willard

Many states have already passed laws prohibiting aggressive, abusive and exploitative online behavior, and educators now have a legal responsibility to uphold those laws and protect their students when accessing the Internet at school. This course, presented by Nancy Willard, an expert in this emerging area of the law, instructs educators (including principals, counselors, school resource officers, and technology experts) on sensible practices to promote student safety and responsible online usage. Experts offer a comprehensive, multidisciplinary, research-based approach to teaching students strategies to help them avoid risky behavior and empower them to make the most of online social media, entertainment and information. Willard and guest experts sort out facts and myths in cyberbullying and the legal parameters in managing safe and responsible student access.

Teaching, Learning, and Leading in the Digital Age

Meg Ormiston

Using media selectively in the classroom can greatly enhance instruction, assessment and student engagement. In this course, teachers will learn best practices for using images, video, audio and selective hardware, software and web-based collaborative tools. Panel discussions, interviews and practice sessions will also help educators sort through projects and resources to replace textbook-driven instruction with media-based tools. Tips are provided for digital interventions for students with learning differences and/or struggling students.
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**Technology Applications for Teaching and Supporting the Struggling Reader**  
Ted Hasselbring and Margaret Bausch

This course addresses the increasing problem of middle grade and high school students entering their grade levels with significant deficits in literacy skills. The presenters explore the latest research on how the human brain is actually restructured during the process of learning reading skills and how this groundbreaking research can be applied in the classroom with the selective use of technology to improve literacy instruction for readers at all ability levels.

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**Understanding the Digital Generation: Teaching and Learning in the New Digital Landscape**  
Ian Jukes

This course focuses on eight learning attributes and the core teaching and assessment strategies that connect with today's students, born in the age of the Internet and whose learning habits have been heavily influenced by their digital world. Teachers will learn to develop research-based constructivist models to help students think, explore, and develop their own learning processes which will help them with classroom testing and lifelong learning. Information bombardment, interactivity and general communication is fundamentally different for digital natives than previous generations. Presenter Ian Jukes introduces neuroscientific and psychological research explaining how the use of technology, including frequent interruptions and shifts in attention, impacts the functions of the brain. Jukes explains how a shift in teaching is required to prepare teachers and students for the Information Age. After identifying and challenging unconscious and outdated assumptions about schools and learning, educators will analyze and update their criteria about what constitutes knowledge, critical thinking, and problem solving to better adapt their instructional practices and assessment strategies to the requirements of the digitized 21st century.

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**Using Web 2.0 in Teaching and Instruction**  
William M. Ferriter and Adam Garry

In this course, teachers will learn how to integrate proven instructional strategies with 21st century tools to make learning more accessible to today's technology-savvy students. Teachers will recognize the traditional skills that students need to acquire—information fluency, persuasion, communication, collaboration, and problem solving—and discover digital solutions to enhance, rather than replace, familiar practices to teach those skills.

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**Using Digital Media to Enhance Learning**  
Rushton Hurley

Presenter Rushton Hurley’s course is an engaging guide to learning why and how to use a range of tools and strategies to empower students to express themselves through digital media and to develop learning curricula through projects such as creating slideshows, screen casts, audio, and video projects. The course features step-by-step instruction through the essential stages of projects, models of good practice, and interviews with teachers who have incorporated these projects along with discussions of the benefits for students and the teachers themselves. Research on digital media in instruction confirms that incorporating multimedia into curriculum expands students’ critical and creative thinking skills, increases their motivation and self-esteem, and helps them develop the skills essential to the 21st century, including technological expertise and productive collaboration.

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"The most powerful strategy school systems have at their disposal to improve teacher effectiveness is professional development."


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Assessment and the Common Core State Standards
Kay Burke

Using a Common Core State Standards-based assessment and grading approach, Dr. Kay Burke teaches a comprehensive course on the critical role that assessments play in today’s classrooms, both formative and summative. Dr. Burke promotes the use of performance-based tasks that make real-life connections, and explains how to use rubrics to assess the critical skills and understanding that the tasks target. In the course, you’ll see Dr. Burke working with teams of teachers to plan instruction, create common assessments, and implement them in real classroom settings.

Assessment and Grading for Student Achievement
Damian Cooper and Ken O’Connor

Educational experts Damian Cooper and Ken O’Connor present a lively and topical course on the necessity of rethinking assessment practices to help students learn and become more efficient. Participants will analyze their current practice and begin to implement improvements based on newly considered distinctions between assessments FOR learning as opposed to assessments OF learning. Strategies in the course include facilitating critical tasks for teachers, providing examples of excellence, promoting collaborative work and self- and peer-assessment, and providing feedback that both informs students how to improve and allows them the time and space to do so. Interviews with teachers and in-classroom workshops illustrate the key points throughout the course and provide examples in actual practice.

Formative Assessment and Standards-Based Grading
Robert J. Marzano, PhD and Tammy Heflebower

Education experts Robert J. Marzano and Tammy Heflebower explain the research, theory and practice of their widely adopted methodology based on the assumption that to design instruction that advances all students’ achievement, teachers must be able to design assessments that fully illuminate what their students are learning. Participants will learn how to track student progress through detailed descriptions of the essential skills and knowledge students must learn for meaningful and purposeful learning; the kind of feedback, assessment, and grading students need to help them learn; how to construct those assessments; how to create rubric-based scales to inform both formative and summative assessments; and how to monitor and affect student progress. The course features interviews with teachers and students, classroom footage, workshop activities, presentations, and an accompanying text.

Grading: A Guide to Effective Practice
Douglas B. Reeves and Kris Nielsen

Presenter Douglas B. Reeves, one of the foremost experts in the field of assessment, asks and answers this essential question: how can we make grading systems accurate, fair, specific, and timely? Participants will learn a process for evaluating their current grading systems, another process for discussing contentious issues with colleagues, and a communicative process for engaging all stakeholders in the conversation. The course will address why grading is so important, what influences grades, and how to reconcile experience with evidence. Enhanced by classroom and workshop footage and interviews with practitioners, this course will lead participants to make significant changes in their grading practices and to facilitate parallel changes in their educational communities as a whole.

Grading and Reporting for ALL Students
Tom Guskey and Lee Ann Jung

This expansive course on the topic of reporting and grading, focuses on the meaning of grades for parents and students. It explores whether teachers are consistent in giving grades and reviews common methods in grading students. Presenters Guskey and Jung challenge traditional practices and propose methods in grading students. Presenters Guskey and Jung challenge traditional practices and propose options that show how grading methods can be modified and combined to benefit students and their parents. Also included is a section on the challenges of grading struggling learners and special needs students. Jung and Guskey lay out a five-step inclusive grading model resulting in a system that showcases best practices for standards-based grading.

Taking Action with Data
Coming Late Spring 2014!

In this highly effective course, educators will develop the knowledge and skills needed to use data to inform instruction. Topics include:

- Implementing a data framework to identify and analyze patterns in data to personalize instruction
- Connecting student performance data to standards and narrowing the scope of re-teaching
- Planning strategic instructional steps and action plans to address learning gaps

Note: Many courses are pre-approved for license renewal credits. Call KDS to inquire about credits in your state.
Anger Management and Effective Discipline to Prevent Violence, Part I
Diane Wagenhals

Outbursts of anger among students can be a major disruption in classrooms and have the capacity to escalate out of control and frighten, even harm, fellow students and their teachers. Research overwhelmingly shows that a well-managed classroom with discipline and consistent guidelines is the ideal learning environment and this course is designed to help educators gain control over anger issues—their own as well as their students’—to manage classrooms more effectively. Participants will be introduced to current brain research that will explain neurological and bio-chemical responses in anger-evoking situations. Practical coping strategies will help teachers deal with related emotions such as shame and help students prevent their anger emotions from interfering with learning. This course can be taken alone or with Anger Management and Effective Discipline to Prevent Violence, Part II.

Anger Management and Effective Discipline to Prevent Violence, Part II
Diane Wagenhals

The expression of anger at school can disrupt instruction, create a hostile environment, and make students and teachers feel unsafe. This course explores the relationship between anger, violence prevention, and effective discipline in schools. Participants study how to better manage and respond to anger—their own and others’—and thereby enrich their classrooms and schools. Participants also learn to support calm brain states for students and to promote emotionally safe climates in which students’ productivity can thrive. Adopting a healthy philosophy of anger will make participants adept managers of that unruly emotion. This course can be taken alone or with Anger Management and Effective Discipline to Prevent Violence, Part I.

Character Education, Part I: Community and Cultural Change
Clifton Taulbert

The issue of Character Education has, in many districts, largely shifted from the job of the family and community, to a critical component of classroom instruction. To create and maintain a positive and productive learning environment, students must develop as moral, civic-minded, well-mannered, non-bullying, and generally well-socialized young people. The pervasive influence of violence, drugs and gang activity and the shifting role of family structure have contributed to the negative changes in the behavioral dynamics among many students that negatively impacts schools, classrooms, teachers and, of course, the ability of everyone to learn. This course helps educators identify character issues in their own classroom and provides strategies for how to mobilize resources, including parents and community members. In addition, educators will learn how to create a positive moral community and will explore historical and modern concepts of character and consider how to foreground those concepts for students’ learning sake. As part of the curriculum, character education through insight, understanding, instruction, problem-solving and conflict-resolution activities will help educators improve relationships in their classroom communities and provide a safer environment for learning and collaboration among their students.

Character Education, Part II: Positive Role Models and Proactive Educators
Clifton Taulbert

Educators are powerful role models for students and can impact student behavior, learning and academic success. This course encourages teachers to create an environment conducive to learning by helping students take personal responsibility for their actions and by creating a positive moral climate for solving conflicts. Educators will also explore their own roles as leaders as they pursue the “eight habits of the heart”: a nurturing attitude, responsibility, dependability, friendship, brotherhood, high expectations, courage, and hope. Strategies are also presented to encourage the participation of family and community in the modeling of good character and the creation of a school-wide character education program that leverages involvement from businesses, faith communities, parents, and coaches.

Charlotte Danielson’s A Framework for Teaching
Charlotte Danielson

Charlotte Danielson’s book, Enhancing Professional Practice: A Framework for Teaching, is one of the most widely used texts in school districts for enhancing professional development and practice. This course fully explores A Framework for Teaching through a dynamic combination of engaging lectures, classroom observations, educator interviews, and vigorous panel discussions with Charlotte Danielson. Educators will be taught the principles of the Framework, assess real classroom footage of its strengths and weaknesses in each of the four domains of the methodology, listen to discussions of teachers and administrators who have incorporated the concepts into their daily practice, and reflect on their own experience as they follow the active learning model with a teacher panel.

To learn more about courses and requirements in your state, visit: www.kdsi.org or call 800-728-0032.
Manage It All: Students, Curriculum, and Time
Debbie Silver

To be effective, teachers must essentially find strategies to “manage it all”: establish a classroom environment that facilitates learning, differentiate instruction and assessment, facilitate learning through cooperative groups and meet their own professional goals. In this course, presenter Debbie Silver shares veteran classroom management techniques and strategies to maintain a well-run classroom. Among the topics covered are: heading off discipline problems using student-centered techniques; using “discrepant events” to challenge students’ prior assumptions; using zone of proximal development strategies to develop activities that are attainable but just beyond student reach; using cooperative learning as a teaching strategy, where the teacher’s role shifts from direct instruction to facilitation of group interactions; using intrinsic rewards to motivate students for lifelong learning, not extrinsic rewards for short term gain; designing high-quality curriculum integrating standards using backwards design principles, and developing activities suited to different learning styles. Finally, teachers will learn how to evaluate and prioritize their own activities, delegate, and make time to reach their personal and professional goals with timesaving strategies, practical tips, and great ideas to create an effective learning environment.

Supporting Struggling Students with Rigorous Instruction
Robyn R. Jackson

Presenter Robyn R. Jackson’s course teaches educators specific strategies for supporting struggling students without lowering standards. Beginning with an explanation of why students typically struggle in school, the course explores acceleration strategies designed to actually prevent problems with progressive intervention strategies that directly address common issues and how to quickly get students back on track plus remediation techniques to target specific areas and prepare students for summative assessments. The course covers four stages of rigorous learning: acquisition, application, assimilation, and adaptation. Teachers will learn how to support students through each stage, learn specific instructional and support strategies for increasing students’ capacity to engage in rigorous learning experiences, explore ways to increase the rigor of their own courses, and assessment strategies that extend students’ rigorous learning throughout the unit. Finally, participants will develop a proactive intervention plan that supports students’ rigorous learning before the lesson, during learning, and through the summative assessment.

Motivating and Engaging Students
Robert J. Marzano, PhD and Debra Pickering

Meaningful learning achievement requires a high level of student engagement. This course teaches educators how to foster and encourage engagement through a variety of techniques and strategies including crafting the classroom environment, structuring lesson plans and using innovative teaching techniques. The course features interviews with teachers and students, classroom footage, workshop activities and lectures.

NEW! No-Nonsense Nurturer Classroom
Lee Canter and Kristyn Klei Borrero

This transformative course is based upon noted educator Lee Canter’s study of the following critical question: “What distinguishes teachers who can build the strong relationships needed to motivate their students to choose to get and stay on task and achieve academic success from less effective teachers who struggle to help students achieve to the best of their abilities?” Through his research, Canter determined that the most descriptive term for such highly effective teachers is “No-Nonsense Nurturers.” Developed in partnership with the Center for Transformative Teacher Training.
COMMON CORE STATE STANDARDS

Assessment and the Common Core State Standards
Kay Burke

Using a Common Core State Standards-based assessment and grading approach, Dr. Kay Burke teaches a comprehensive course on the critical role that assessments play in today’s classrooms, both formative and summative. Burke promotes the use of performance-based tasks that make real-life connections, and explains how to use rubrics to assess the critical skills and understanding that the tasks target. In the course, Dr. Burke works with teams of teachers to plan instruction, create common assessments, and implement them in real classroom settings.

NEW! Common Core in ELA: Instructional Shifts for Effective Implementation
Available in Grades K-2, 3-5, 6-8, and 9-12

Delve into the foundations of the Common Core State Standards for English Language Arts (CCSS-ELA) and get real classroom takeaways you can start using right now to plan lessons 100% standards aligned. You’ll have access to grade-band specific, in-classroom demonstrations of the six instructional shifts: balancing informational and literary text, using texts to inform, the staircase of text complexity, text-based answers, academic vocabulary, and writing from sources. Our engaging course videos also include teacher interviews and guided instruction from our educational experts. Finally, learn how to communicate the purpose and value of implementing the CCSS for ELA and share your new knowledge with your colleagues.

NEW! Common Core in Math: Instructional Shifts for Effective Implementation
Available in Grades K-2, 3-5, 6-8, and 9-12

Become fully versed in the foundations of the Common Core State Standards for Mathematics (CCSS-M) with this in-depth course for educators. You will view engaging classroom demonstrations of the three instructional shifts and Standards for Mathematical Practice needed for 100% alignment to the CCSS-M. Our course videos of actual classrooms also include teacher interviews and guided instruction from our educational experts. Plus, you’ll find high-interest readings, rigorous activities, and assessments you can use for successful implementation.

NEW! Common Core State Standards for School Leaders

Empower, support, and motivate the educators in your school or district in the effective implementation of the Common Core State Standards—and learn the strategies and structures needed for success. In this dynamic course, you’ll hear firsthand how other K-12 school leaders faced challenges, made critical leadership decisions, and achieved successful implementation. Our engaging course videos also show how one principal guided teachers toward improving their practice. With these invaluable, real-life examples, you’ll see how empowering your educators can drive successful whole-school or whole-district implementation of the Common Core.

NEW! Common Core: Teaching Writing in Grades K-12

Get the practical tools and resources needed for implementing the Common Core Writing Standards in your classroom. In this course, you will develop the skills needed to:
• Instruct students in writing clear and effective argumentative, informational, and narrative essays
• Teach writing techniques for specific audiences and purposes through the process of planning, revising, editing, and publishing
• Employ research skills in finding information to support analysis

NEW! Differentiating Instruction Using the Common Core State Standards
Carolyn Coil

Carolyn Coil has long been a champion of differentiated instruction. In this course, she presents her repertoire of tools and strategies in a new light: the Common Core State Standards. Teachers at all levels will delight in resources that help them organize their efforts to reach all students. Dr. Coil provides practical examples for a cross-section of standards, subjects, and grades. Classroom footage illustrates each tool or strategy in use with real kids, grades 1–8.

To learn more about courses and requirements in your state, visit: www.kdsi.org or call 800-728-0032.
**Aiding Students with Learning Disabilities**

*Donna Walker Tileston*

This course, presented by a leader in the field of brain-based education, addresses the special teaching challenges of students with diverse learning needs including reading disorders, emotional and behavioral disorders, attention disorders and autism. The course emphasizes developing an understanding of the impact of neurobiological differences that present in learning disabled students in a regular classroom. Instructors will provide teachers with a Systems approach with the key components of Multi-Memory System, Self-System, Metacognitive System and Cognitive system to develop declarative and procedural knowledge. Using innovative, yet practical instructional strategies, teachers will be able to provide tools to students which they can integrate into their daily classroom work and homework, including advanced use of graphic organizers and methods for resolving common problems. The course is based on an assumption that students can gain knowledge and the skills necessary to perform in today’s world through access to a learning menu of strategies and systems to promote learning in all areas of instruction. The concept of “automaticity” or the ability to recognize and comprehend written words reflexively is explained and teachers will be exposed to a host of “best practices” tools for a truly inclusive, brain-based learning environment.

**Course Developed in Partnership with Solution Tree.** Available in a 45 hour configuration. Also available for graduate professional development credit.

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**Best Practices for Teaching African-American Boys**

*Jawanza Kunjufu*

A 2010 Schott Foundation for Public Education report showed an alarming downward trend for black male students in American education: the overall graduation rate for black males in the USA was only 47% and in New York City, the district with the highest enrollment of black students, only 28% graduate on time. In this timely and topical course, teachers will study the intersection of rigor, relevance and relationships that create a supportive learning environment for African-American boys in the classroom. The presenter focuses on effective instructional strategies and how to bridge culture, language, learning styles and perceptions of self-image.

**Challenging Gifted and All Students with the Cluster Grouping Model**

*Susan Winebrenner and Dina Brulles*

This invaluable course explains the strategy and methodology of the School-Wide Cluster Grouping Model (SCGM) to educators, parents, and administrators. The SCGM identifies gifted students who receive differentiated curriculum and instruction by teachers who understand and can readily respond to their learning needs. SCGM implementation meets the special needs of gifted students without major budget implications and has the potential to raise achievement for students of all ability levels. In this course, participants will learn the responsibility of the SCGM model and the training necessary to become an SCGM teacher, administrator, mentor or specialist. The course features instructional demonstrations from primary, intermediate and middle school classrooms with effective activities in action, such as the name card game, various uses of questioning and other differentiated instruction techniques.

**Becoming a Culturally Responsive Teacher**

*Gary Howard*

How do you reach students who are culturally and racially different from you? This course provides thought-provoking background and practical suggestions for teachers seeking the answer to this question. Participants explore their own assumptions about race, class, and culture; and learn strategies for creating classrooms that are culturally inviting to all. Classroom footage illustrates principles of Culturally Responsive Teaching, including affirming students’ cultural connections, stressing collectivity as well as individuality, and managing the classroom with firm, consistent, caring control.

**Course Developed in Partnership with Solution Tree.** Available in a 45 hour configuration. Also available for graduate professional development credit.

**KDS Course.** Available in 30 and 45 hour configurations. Also available for graduate professional development credit.

**Short Course.** Available in 2-5 hour configurations.

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Teaching English Language Learners Across the Curriculum, Part I
Elizabeth Jiménez

For ELL students, the foundation of language acquisition and development is essential for setting the stage for developing instructional strategies that are comprehensible across the curriculum. In this course, presenter Elizabeth Jiménez demonstrates a comprehensive strategy for ELL educators, including: assessing student knowledge, identifying language learning objectives, and developing differentiated instructional practices. The course also features research-based pedagogical tactics that promote comprehension, such as background building, frontloading vocabulary, using graphic organizers to enhance higher order thinking, leveraging the primary language to facilitate learning, using culturally responsive materials, and employing media, technology and other visual supports to enhance learning. Participants will also learn how to preview textbooks for idiomatic expressions and multiple meaning words, to plan lessons that incorporate academic language development, and to utilize primary language cognates. In addition, Jiménez reviews contextual factors such as motivation, peer pressure, family values, and L-1 proficiency that impact the success of academic pursuits. An interview with a student about the influence of gangs in his community provides perspective and insight for teachers about reaching disaffected students.

Teaching English Language Learners Across the Curriculum, Part II
Elizabeth Jiménez

Presenter Elizabeth Jiménez puts theory into practice with a review of Cummins’ theory of task difficulty (Cummins’ Quadrants) followed by a powerful lesson demonstration using a language other than English to showcase how comprehension is enhanced using sheltered instructional techniques. The course features observations of several ESL classrooms where Jiménez demonstrates key sheltered instruction strategies such as Total Physical Response and literacy techniques such as the Language Experience Approach and how to plan for and address task difficulty through sheltered instruction techniques. The benefits of ESL techniques are also explored: team teaching, peer tutoring, educational technology, and working with bilingual paraprofessionals to support student learning. Educators will explore the importance of cultural diversity, how to organize lessons around meaningful themes, how to communicate effectively with families, and how to engage families and communities in student learning. The course addresses instructional strategies using assessments for analyzing data, setting goals, differentiating instruction, and monitoring instruction. Through demonstrations, classroom observations, anecdotal examples, and interviews with students and educators, participants learn to apply ELL strategies to their own classrooms in all four domains of language: reading, writing, speaking, and listening.

Teaching Reading and Comprehension to English Learners, K-5
Margarita Calderón

Despite the still-dominant view that ELLs are a homogeneous group whose needs can be addressed in a one-size-fits-all solution, this course focuses on a differentiated instruction approach premised on research-based, contrastive and personalized learning in reading and comprehension. Presenter Margarita Calderón provides an invaluable set of resources and practical tools which teachers can implement immediately in the classroom and in promoting strong collaboration among teachers and administrators.

Understanding Culture and Race
Venita Kelley

As the nation’s population shifts toward a strongly multicultural and multicultural composition, teacher effectiveness can improve significantly from gaining insight and staying up-to-date on the latest research on best practices in teaching in a culturally diverse environment. This course explores how culture shapes both students and educators and gives expert guidance on learning how to interpret, understand and incorporate insight into cultural diversity in the classroom. Teachers will learn how to best navigate through and even avoid misunderstandings and misinterpretations that can easily happen in a culturally diverse environment and will gain greater awareness about how cultural differences can affect their own behavior, discipline decisions and assessments of student ability and potential.
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From 1300 studies evaluated for impact on student achievement, there were only nine, which had an average of 49 hours and boosted their students' achievement by about 21 percentile points.

- REL Southwest’s, Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement 2007, No. 033

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Charlotte Danielson’s book, Enhancing Professional Practice: A Framework for Teaching, is one of the most widely used texts in school districts for enhancing professional development and practice. This course fully explores A Framework for Teaching through a dynamic combination of engaging lectures, classroom observations, educator interviews, and vigorous panel discussions with Charlotte Danielson. Educators will be taught the principles of the Framework, assess real classroom footage of its strengths and weaknesses in each of the four domains of the methodology, and more.

Best Practices for Teaching African-American Boys
Jawanza Kunjufu

A 2010 Schott Foundation for Public Education report showed an alarming downward trend for black male students in American education: the overall graduation rate for black males in the USA was only 47% and in New York City, the district with the highest enrollment of black students, only 28% graduate on time. In this timely and topical course, teachers will study the intersection of rigor, relevance and relationships that create a supportive learning environment for African-American boys in the classroom. The presenter focuses on effective instructional strategies and how to bridge culture, language, learning styles and perceptions of self-image.

Challenging Gifted and All Students with the Cluster Grouping Model
Susan Winebrenner and Dina Brulles

This invaluable course explains the strategy and methodology of the School-Wide Cluster Grouping Model (SCGM). The SCGM identifies gifted students who receive differentiated curriculum and instruction by teachers who understand and can readily respond to their learning needs. SCGM implementation meets the special needs of gifted students without major budgetary implications and has the potential to raise achievement for students of all ability levels. The course features instructional demonstrations from primary, intermediate and middle school classrooms.

Becoming a Reflective Teacher
Robert J. Marzano, PhD

Presenter Robert J. Marzano is one of the nation’s leading education researchers and teacher training instructors. This course is designed to give teachers insight and practical guidance on how to create a structure and mindset that focuses on continually improving their skills. The course explains the latest research and theory on “reflective practice,” meaning improving teacher skills by identifying personal strengths and weaknesses, setting goals and engaging in focused practice to meet those goals. Teachers will learn how to combine a model of effective instruction with goal setting, focused practice, focused feedback, observations and discussion to improve their instructional practices.

Authentic Innovation in the 21st Century Classroom
Cheryl Lemke

Classroom instruction and assessment exist in the context of a globally connected, high-speed, technology world. This course instructs teachers how to incorporate the latest social, learning and neuroscience research on critical thinking, multi-tasking, multimodal learning, collaboration and engagement to address the needs of a 21st century classroom. Combining lecture and classroom footage, educators will learn how to use a variety of tech tools to expand and sharpen students’ thinking skills by exploring ideas, researching questions, testing hypotheses, organizing and composing thoughts, drawing conclusions, and working collaboratively.

21st Century Skills
James Bellanca, Richard DuFour, Ken Kay and others

This course offers ideas, recommendations, perspectives and strategies from a variety of experts on how to re-envision learning and prepare students for a globally connected world that must adapt to ever-evolving technology. Each unit of the course features education thought-leaders discussing unique perspectives on key teaching principles, such as:
- Dr. Richard DuFour on PLCs
- Ken Kay on The Framework for 21st Century Learning from the Partnership for 21st Century Skills
- Will Richardson on the Importance of Social Networks
- James Bellanca on What 21st Century Classrooms Really Look Like
Data-Driven Decision Making: Implementing Strategies for Student Achievement
Lee Jenkins
This course takes a fresh approach to capturing and analyzing student data, moving away from the conventional Bell Curve, which reflects the failures of teachers and students as much as the successes. Instead, this course looks at data-driven decisions, which use classroom data well beyond letter grades in the form of graphs, charts and diagrams which inform instructional practice, not just reflect the current status, to improve student achievement.

NEW! Differentiating Instruction Using the Common Core State Standards
Carolyn Coil
Carolyn Coil has long been a champion of differentiated instruction. In this course, she presents her repertoire of tools and strategies in a new light: the Common Core State Standards. Teachers at all levels will delight in resources that help them organize their efforts to reach all students. Dr. Coil provides practical examples for a cross-section of standards, subjects, and grades. Classroom footage illustrates each tool or strategy in use with real kids, grades 1–8.

Differentiation and Assessment in Middle School
Rick Wormeli
In this course, educators will learn how to create lesson plans and assessment systems that enable them to prepare students for standard testing and still offer differentiated instruction that respects their different needs and individuality. Quality pre-assessments will help shape the differentiating teacher’s instructional choices and processes while formative assessment takes a primary role in the differentiated classroom providing feedback, documenting progress, and guiding instructional decisions. This course is designed to manage the differentiated classroom by offering students nurturing, rigorous, fair, and differentiated instruction that encourages student engagement, leading to improved academic success.

Differentiation and the Brain
Carol Ann Tomlinson and David Sousa
Two of the most highly regarded names in educational neuroscience and differentiation join forces to create a new model of effective teaching. In this course, Carol Ann Tomlinson and David Sousa explain how discoveries about how the brain learns enhance the basic principles of differentiation. Armed with this knowledge, teachers will be able to make the best curricular, instructional, and assessment choices to meet the needs of an increasingly diverse student population.

Discovery-Based Mathematics, Part I: Real, Whole, and Negative Numbers
Paul Lawrence
With an emphasis on real, whole, and negative numbers, presenter Paul Lawrence provides educators with easy-to-implement, well-sequenced activities that promote conceptual understanding and relate concrete understanding to symbolic interpretation. Educators will learn techniques to assess student understanding of skills and concepts so lessons can be adjusted to meet student needs and expand their understanding of mathematical concepts.

Discovery-Based Mathematics, Part II: Multiplication, Division, Fractions, and Decimals
Paul Lawrence
With an emphasis on mastering multiplication and division and the concepts of fractions and decimals, this course provides educators with easy-to-implement, well-sequenced activities that promote conceptual understanding and relate concrete understanding to symbolic interpretation. Educators will learn techniques to assess student understanding of skills and concepts so that lessons can be adjusted to meet student needs and expand their understanding of mathematical concepts.

Creating a Professional Learning Community at Work: Foundational Concepts and Practices
Richard DuFour and Rebecca DuFour
Richard and Rebecca DuFour, the leading experts and practitioners on Professional Learning Communities, have created a wise and practical course on how to become a PLC school. Based on their newest insights for improving schools, including a review of the research on PLCs, Rick and Rebecca will help you transform your school into a professional learning community where all students succeed. This course provides specific, research-based recommendations for:
- Understanding the knowing-doing gap
- Learning the latest strategies for implementing cultural change
- Initiating, implementing, and sustaining a change process
- Understanding what working in a PLC school is truly like and why it is so beneficial

Course Developed in Partnership with Solution Tree. Available in a 45 hour configuration. Also available for graduate professional development credit.

KDS Course. Available in 30 and 45 hour configurations. Also available for graduate professional development credit.

Short Course. Available in 2-5 hour configurations.

Note: Many courses are pre-approved for license renewal credits. Call KDS to inquire about credits in your state.
EFFECTIVE INSTRUCTION

Elementary Reading Intervention Strategies
Elaine McEwan-Adkins

Proactive reading instruction—in everything from phonics to comprehension—is required both to prevent problems and to promote authentic literacy. This course offers elementary educators a research-based menu of reading intervention strategies that prepare educators to intervene immediately and effectively at the first signs of students’ struggles. The course equips educators with routines and activities that will make confident, able readers of all of their students. Educators learn proactive strategies to prevent literacy problems and are instructed on reading interventions that address existing literacy problems.

Enhancing Your Curriculum Through Art
Nica Lalli

Presenter Nica Lalli helps educators discover routes to dedicated art instruction—through Internet research, image study and museum trips—to help students enhance their skills of observation, interpretation and implementation for all curricular subjects. In this course, teachers will discover how to use art to introduce a broader field of inquiry from studying diverse cultures and points-of-view to creative writing projects and even match curricula. The course features classroom footage of Lalli asking critical questions of art objects’ origins and meaning, modeling the rewarding tasks of looking at art with students and engaging with them in hands-on projects that reinforce lessons.

Motivating and Engaging Students
Robert J. Marzano, PhD and Debra Pickering

Meaningful learning achievement requires a high level of student engagement. This course teaches educators how to foster and encourage engagement through a variety of techniques and strategies, including crafting the classroom environment, structuring lesson plans and using innovative teaching techniques. The course features interviews with teachers and students, classroom footage, workshop activities, and lectures.

Motivating Underachievers with Response to Intervention and Differentiated Instruction
Carolyn Coil

Assisting underachievers before a pattern of failure becomes ingrained can lead to improved student success in school. In this course, educators learn to identify the prototypical causes of underachievement, such as low self-esteem and peer pressure, identify underachievers in the classroom, including gifted students, and select specific research-based interventions to target those students, using the three-tiered Response to Intervention (RTI) system to reverse a pattern of underachievement. Through the combined efforts of differentiated instruction (DI) and RTI, educators become flexible planners providing viable choices and monitoring progress to identify academic strengths to motivate progress.

Supporting Struggling Students with Rigorous Instruction
Robyn R. Jackson

Presenter Robyn R. Jackson’s course teaches educators specific strategies for supporting struggling students without lowering standards. Beginning with an explanation of why students typically struggle in school, the course explores acceleration strategies designed to actually prevent problems with progressive intervention strategies that directly address common issues and quickly get students back on track, plus remediation techniques to target specific areas and prepare students for summative assessments. The course covers four stages of rigorous learning: acquisition, application, assimilation, and adaptation. Teachers will learn how to support students through each stage, learn specific instructional and support strategies for increasing students’ capacity to engage in rigorous learning experiences, explore ways to increase the rigor of their own courses, and assessment strategies that extend students’ rigorous learning throughout the unit.

Teaching Boys in Poverty
Ruby Payne and Jim Littlejohn

Boys living in poverty are consistently the highest risk group to drop out of school and the cost to their personal lives, communities and society at large is significant. Presenters Ruby Payne and Jim Littlejohn provide meaningful insight about boys who grow up in poverty, and how to reach them in school. The course includes the latest research on the impact of poverty on boys and their physical, cognitive, and emotional development. Payne and Littlejohn identify ways to keep them engaged in school, beginning in elementary school, and how to support boys at risk of dropping out. Using interviews with teachers who have learned how to reach these boys, classroom footage of the strategies they use, supported by interactive workshops with teachers, this course will help educators around the country employ leading-edge, practical strategies for increasing teacher effectiveness with boys raised in poverty.

Teaching Reading and Comprehension to English Learners, K-5
Margarita Calderón

Despite the still-dominant view that ELLs are a homogeneous group whose needs can be addressed in a one-size-fits-all solution, this course focuses on a differentiated instruction approach premised on research-based, contrastive and personalized learning in reading and comprehension. Presenter Margarita Calderón provides an invaluable set of resources and practical tools, which teachers can implement immediately in the classroom and in promoting strong collaboration among teachers and administrators.
A Framework for Teaching: Making the Most of Teacher Evaluation
Charlotte Danielson and Karyn Wright
Charlotte Danielson’s acclaimed A Framework for Teaching provides administrators and educators with a research-based, proven evaluation system to promote professional standards for quality and professional development. In this course, teachers will learn a range of functions for the Framework, from supporting self-assessment and reflection, to providing formative assessment of teachers’ practice, to providing support for improving their practice. A panel of administrators with experience implementing the Framework in their schools and districts detail necessary steps to implementation and guidelines to facilitate the process. Educators will come away prepared to implement and utilize this evaluation system that has been adopted and touted by so many teachers and administrators alike.

Creating a Professional Learning Community at Work: Foundational Concepts and Practices
Richard DuFour and Rebecca DuFour
Richard and Rebecca DuFour, the leading experts and practitioners on Professional Learning Communities, have created a wise and practical course on how to become a PLC school. Based on their newest insights for improving schools, including a review of the research on PLCs, Rick and Rebecca will help you transform your school into a professional learning community where all students succeed. “Creating a Professional Learning Community at Work: Foundational Concepts and Practices” shares best practices for school improvement. This course provides specific, research-based recommendations for:
- Understanding the knowing-doing gap
- Learning the latest strategies for implementing cultural change
- Initiating, implementing, and sustaining a change process
- Overcoming the common mistakes you may face as you work toward change
- Understanding what working in a PLC school is truly like and why it is so beneficial

Data, Data Everywhere
Victoria Bernhardt
Based on the acclaimed book, Data, Data Everywhere, this course documents the efforts of one school staff to improve student achievement at every grade level, in every subject area, and with every student group. As they trace one school’s progress, participants also engage in the stages of data collection and analysis, self-assessment, identification of specific problems and pathways to solutions, articulation of a vision, and design of a plan to implement that vision. The course features interviews, workshop footage, and lectures, all of which help participants learn how to engage in the Education for the Future Institute’s Continuous School Improvement process.

Improving Instruction Through Strategic Conversations with Teachers
Robyn R. Jackson
In this course instructional leaders, team leaders, teacher mentors, educational coaches, and administrators will learn a new model of strategic conversations designed to help quickly understand and assess the primary needs of teaching staff, strategically apply their leadership skills to motivate and support teachers, and help teachers make connections between their instructional techniques and student performance. Four conversational types are modeled by the presenter: reflective, facilitative, coaching, and directive. Modeling shows how to have conversations with teachers about recognizing the impact of their behavior on students and assisting them in making the necessary connections, commitments, corrections, or changes to their teaching practices to keep students motivated, engaged and focused on learning.

POWERful Coaching
Karla Reiss
This course provides a dynamic series of sessions to develop coaching as a process, a relationship, a specific set of skills, and a powerful strategy for creating change in people and organizations. The role of “coach” is becoming more widely used in our schools. This course clarifies the roles and skills necessary for effective coaching, which leads to successful change. A workshop illustrates techniques of a leader in coaching as teachers, superintendents, and other educators role play and determine effective and appropriate coaching scenarios to improve academic achievement, professional development and organizational change.

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To learn more about courses and requirements in your state, visit: www.kdsi.org or call 800-728-0032.

Pyramid Response to Intervention: How to Respond When Kids Don’t Learn
Austin Buffum, Mike Mattos, and Chris Weber

The Pyramid Response to Intervention (PRTI) model has been notably successful and in this course, PRTI experts share their experience with implementation which consists of systematically identifying students’ needs, providing targeted interventions, monitoring students’ progress, and modifying interventions as necessary. Participants will go through the critical stages of establishing professional learning communities (PLCs) within schools and districts, using universal screening tools to ascertain students’ learning needs, and devising interventions for students at three tiers: 1) classroom teachers differentiate instruction to meet all of their students’ needs, 2) teachers begin targeting their interventions to meet the needs of those students not met in Tier 1 and 3) teachers call on the expertise of others and practice one-on-one interventions for the remaining few. The presenters emphasize the role of collaborative teamwork and instruct participants how to make their meetings purposeful and effective. Interviews and classroom footage illustrate how constructive PLCs and PRTI have been for all parties invested in the mission of helping all students achieve at the highest levels possible.

“Reflective conversations help teachers analyze their teaching practice. They help teachers think intentionally about what it is that they’re doing and study how what they’re doing affects the way students are learning.”
- Robyn Jackson

Transforming School Culture
Anthony Muhammad

Presenter Anthony Muhammad sheds new light on understanding the complicated and dynamic relationships among school professionals in order to create a cohesive and positive culture. In this course, Muhammad identifies four general archetypes: The Believers, The Tweeners, The Survivors and The Fundamentalists. If not working harmoniously these types taken as a group on your staff can be highly resistant to change and prone to interpersonal discord. This course will provide insight coupled with practical strategies for understanding and working with each type to dramatically improve school culture.
Overview
Parent involvement in their children’s education is the second most important factor (the first is teacher quality) in the success of that education. When parents partner with schools, they provide invaluable help in making students college- and career-ready, and yet no one offers an instructional manual for how to do this. In this series, which meets the parent engagement requirements for Title I funds, we help parents be productive participants in creating an environment for learning, supporting students’ growth and development at home and school, and engaging in school and district initiatives. With a range of playful tasks they can engage in with their children, parents can promote children’s literacy skills, math aptitude, and technological savvy. They will discover ways to get involved that strengthen relationships with teachers and other important members of the school community; while they learn to seek out resources to render them effective allies in their children’s educations, they will become children’s greatest advocates at school and supporters at home.

■ Parental Engagement 101
This course introduces parents to the essential elements of successful home/school partnerships. Parents will learn to create a culture of learning at home, to sustain positive expectations of their children, and to promote values that nurture collaboration. In this course, parents will explore key issues such as their rights and responsibilities in relation to their children’s education, what resources are available to them, how to eliminate barriers to their involvement, how to be of service to their children’s school or district, and how to advance learning at home.

■ Supporting Literacy at Home, K-12
A college- and career-ready student is nurtured and academically supported both at home and at school. From these courses, parents will learn to help build their children’s foundational literacy skills by participating with them in the joyful processes of reading. Parents of younger children will learn practical tips, including reading aloud with their children, reading menus and recipes together, studying directions, and writing notes to one another. They will also learn playful activities that assist children with such academic tasks as letter recognition, building vocabulary, and developing fluency. Many literacy skills that students develop in later years can also be nurtured through interactive activities, even with such readily available items as sticky notes and beach balls. Parents learn to read with their children in ways that help children develop their capacity to make and defend arguments about what they are reading, make inferences, and cite specific evidence from literature to support and extend their understanding of both fiction and nonfiction texts.

■ Promoting Math Skills at Home, K-12
We use basic math skills to shop, budget, cook, play, and many more daily tasks—and yet many parents have anxiety about math that they pass on to their children. These courses will reduce that anxiety by giving parents the tools to promote students’ skills in numeration, computation, patterns, functions, and algebra, all through such simple tools as playing cards, dominos, and other household items. Interactive games that both parents and children can enjoy will help students understand essential math concepts such as value, addition, subtraction, multiplication, and fractions, whether the children are encountering these concepts for the first time or need support with them as they grow older.

■ Advancing Technological Skills at Home, K-12
To succeed in the 21st century world, we all need certain skills, including collaboration skills, critical and creative thinking skills, and technological skills, which can extend all other skills. These courses will help parents ready themselves to help their children become masters of essential technology in ways that advance children’s education and academic success. The presenter covers basic computer skills that parents need to support their children as they engage in their school work (from using word processing programs to social networking); to communicate with teachers, other parents, and other members of the school community; and to keep their children safe on the Internet.
Robert J. Marzano, PhD, is the cofounder and CEO of Marzano Research Laboratory, a leading researcher in education, and author of more than 30 books and 150 articles. His practical translations of the most current research and theory into classroom strategies are internationally known and widely practiced by both teachers and administrators.

Marzano’s model calls for schools to identify 30 mathematics, language arts, science and social studies words or terms for each grade level, at least through eighth grade, and to design a program to teach them.

“My focus has always started at the individual student level in the classroom and moved out from there. That may be a big difference between me and other reformers.”
—Robert J. Marzano, PhD
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COURSES ALIGNED WITH CHARLOTTE DANIELSON’S A FRAMEWORK FOR TEACHING

Charlotte Danielson is an internationally recognized expert in the area of teacher effectiveness, specializing in the design of teacher evaluation systems that, while ensuring teacher quality, also promote professional learning. She advises State Education Departments and National Ministries and Departments of Education, both in the United States and overseas. She is in demand as a keynote speaker at national and international conferences, and as a policy consultant to legislatures and administrative bodies.

“The framework system...is highly organized, and easy-to-use in this solid all-around guidance and structure tool.”
—Midwest Book Review
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