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CATALOGCONTENTS



ASSESSMENTS

**DIRECT
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**RULES &
PROCEDURES**

SECTIONS

ELEMENTARY SCHOOL03-13

MIDDLE SCHOOL14-24

HIGH SCHOOL25-35



*Multiple versions of this video, provided by separate experts

STRAND	STRATEGY	COURSE TITLE
ASSESSMENTS	Assessments involving selected response or short constructed response items	Formally Assessing Students Using Selected Response or Short Answer Responses
	Common assessments	Formally Assessing Students Using Common Assessments
	Confidence rating techniques	Informally Assessing the Whole Class With Confidence Rating Techniques
	Observations of students	Formally Assessing Students Using Observations
	Quick Checks for Understanding	Informally Assessing the Whole Class With Quick Checks for Understanding
	Response boards and tech tools for responses	Informally Assessing the Whole Class With Response Boards
	Response boards and tech tools for responses	Informally Assessing the Whole Class With Response Boards
	Response patterns	Formally Assessing Students Using Response Patterns
	Student demonstrations	Formally Assessing Students Using Student Demonstrations*
	Student interviews	Formally Assessing Students Using Student Interviews
	Unrecorded Assessments	Informally Assessing the Whole Class With Unrecorded Assessments
	Academic Notebooks	Recording and Representing Content With Academic Notebooks During Direct Instruction
	Allowing for processing time between chunks	Conducting Direct Instruction Lessons by Allowing Students to Process Between Chunks*
DIRECT INSTRUCTION	Collaborative processing	Processing Content in Student Collaborative Groups During Direct Instruction
	Concept attainment	Processing Content Using Concept Attainment During Direct Instruction
	Dramatic enactments	Recording and Representing Content With Dramatic

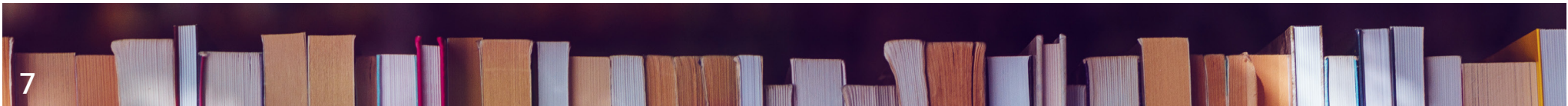
STRAND	STRATEGY	COURSE TITLE
DIRECT INSTRUCTION <i>Continued</i>	Jigsaw cooperative learning	Enactments During Direct Instruction
	Mnemonic devices	Processing Content Using Jigsaw Cooperative Learning During Direct Instruction
	Presenting content in small, sequentially related sets	Recording and Representing Content Using Mnemonic Devices During Direct Instruction
	Reciprocal teaching	Conducting Direct Instruction Lessons by Presenting Content in Small Sequential Chunks*
	Think-pair-share	Processing Content Using Reciprocal Teaching During Direct Instruction
EDUCATOR WELLNESS	Using pre-assessment data to plan for chunks	Processing Content Using Think-Pair-Share During Direct Instruction
		Conducting Direct Instruction Lessons by Using Pre-assessment Data to Plan for Chunks
	Educator Wellness	Why and How to Focus on Educator Wellness
	Physical Wellness for Educators	Overview of the Physical Wellness Dimension
	The Physical Wellness Dimension - Food Routines	Considering Food Routines for Physical Wellness by Eating Without Distractions
	The Physical Wellness Dimension - Food Routines	Considering Food Routines for Physical Wellness by Making Thoughtful Food Choices
	The Physical Wellness Dimension - Food Routines	Considering Food Routines for Physical Wellness by Pre-planning Meals
	The Physical Wellness Dimension - Food Routines	Considering Food Routines for Physical Wellness by Staying Hydrated
	The Physical Wellness Dimension - Food Routines	Creating Awareness for Physical Wellness by Recognizing Food Habits
	The Physical Wellness Dimension - Food Routines	Developing Collaborative Food Routines

STRAND	STRATEGY	COURSE TITLE
EDUCATOR WELLNESS <i>Continued</i>	The Physical Wellness Dimension - Food Routines	Monitoring the Impacts of Food Routines for Physical Wellness
	The Physical Wellness Dimension - Movement Routines	Considering Movement Routines by Embracing Natural Movement.
	The Physical Wellness Dimension - Movement Routines	Considering Movement Routines by Making Intentional Decisions for Activity
	The Physical Wellness Dimension - Movement Routines	Considering Movement Routines by Managing the Challenges of “or”
	The Physical Wellness Dimension - Movement Routines	Considering Movement Routines by Recognizing Current Habits
	The Physical Wellness Dimension - Movement Routines	Considering Movement Routines by Recognizing Purpose and Choices
	The Physical Wellness Dimension - Movement Routines	Developing Collaborative Movement Routines
	The Physical Wellness Dimension - Movement Routines	Monitoring the Impact of Movement Routines for Physical Wellness
	The Physical Wellness Dimension - Sleep and Rest Routines	Considering Rest Routines by Scheduling Intentional Breaks at Work and at Home
	The Physical Wellness Dimension - Sleep and Rest Routines	Creating Awareness for Physical Wellness by Recognizing Sleep and Rest Habits
	The Physical Wellness Dimension - Sleep and Rest Routines	Establishing Daily Sleep and Rest Routines for Physical Wellness
	The Physical Wellness Dimension - Sleep and Rest Routines	Monitoring the Impact of Sleep and Rest Routines for Physical Wellness



STRAND	STRATEGY	COURSE TITLE
ENGAGEMENT	Boosting overall class energy levels	Noticing and Reacting to Changes in Class Energy Levels
	Class debates	Using Friendly Controversy to Increase Engagement With Debates
	Classroom feud	Increasing Engagement by Playing The Academic Game Classroom Feud
	Content-based Movement	Increasing Engagement Through Content-based Physical Movement
	Corners activities	Increasing Engagement Through Movement With Corners Activities
	Cultivating Mindsets	Motivating and Inspiring Students by Cultivating Positive Mindsets
	Direct statements of importance	Demonstrating Intensity and Enthusiasm by Making Direct Statements of Importance
	Expert opinions	Using Friendly Controversy to Increase Engagement With Expert Opinions
	Explicit connections	Demonstrating Intensity and Enthusiasm by Making Explicit Connections to Content
	Friendly controversy	Using Friendly Controversy to Increase Engagement
	Friendly controversy - Sentence Frames	Using Friendly Controversy to Increase Engagement With Sentence Frames
	Hand signals	Increasing Response Rates by Using Hand Signals*
	Informal linkages during class discussion	Providing Opportunities for Students to Talk About Themselves Using Informal Linkages During Class Discussion
	Instructional Segments	Maintaining a Lively Pace With Instructional Segments
	Life connections	Providing Opportunities for Students to Talk About Themselves Using Life Connections*

STRAND	STRATEGY	COURSE TITLE
ENGAGEMENT <i>Continued</i>	Mindfulness practice	Motivating and Inspiring Students by Practicing Mindfulness
	Mindset Journals	Motivating and Inspiring Students Using Mindset Journals
	Monitoring individual student engagement	Monitoring and Reacting to Individual Student Engagement
	Monitoring overall class engagement	Monitoring and Reacting to Overall Class Engagement
	Motivational hooks	Maintaining a Lively Pace With Motivational Hooks
	Nonlinguistic representations	Demonstrating Intensity and Enthusiasm With Nonlinguistic Representations
	Paired response	Increasing Response Rates With Paired Responses*
	Personal stories	Demonstrating Intensity and Enthusiasm Using Personal Stories
	Planned Movement	Increasing Engagement Through Planned Physical Movement*
	Random names	Increasing Response Rates by Calling Random Names
	Re-engaging individual students	Noticing and Re-engaging Individual Students*
	Response Boards	Increasing Response Rates by Using Response Boards
	Response chaining	Increasing Response Rates With Response Chaining
	Stand and be counted	Increasing Engagement by Having Students Stand and Be Counted
	Stand up and stretch	Increasing Engagement by Having Students Stand Up and Stretch
	Talk a mile a minute	Increasing Engagement by Playing The Academic Game Talk a Mile A Minute



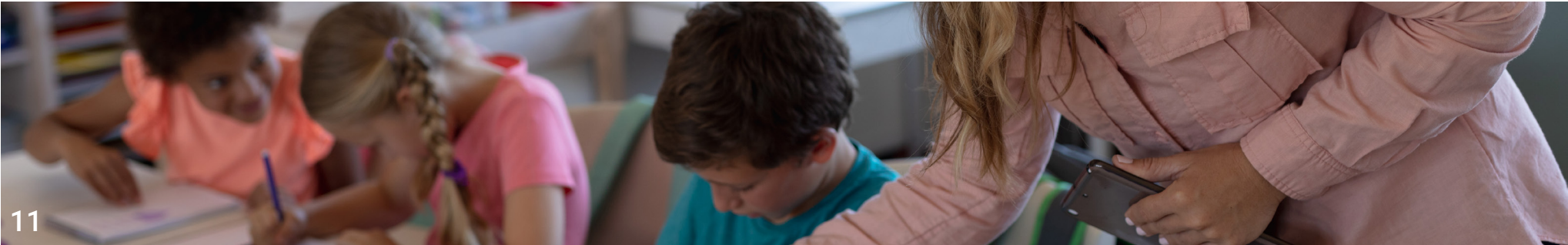
STRAND	STRATEGY	COURSE TITLE
ENGAGEMENT <i>Continued</i>	Vocabulary review games	Increasing Engagement With Vocabulary Review Games
	Vote With your feet	Increasing Engagement Through Movement With Vote With Your Feet*
	Which one doesn't belong	Increasing Engagement by Playing The Academic Game Which One Doesn't Belong
LEARNING GOALS	Charting class progress	Tracking and Charting Class Progress*
	Charting student progress	Tracking and Charting Student Progress
	Clearly Articulating Learning Goals	Providing and Communicating Clear Learning Goals
	Clearly Articulating Learning Goals	Providing and Communicating Clear Learning Goals*
	Creating Scales or rubrics for learning goals	Providing and Communicating Learning Goals by Creating Scales or Rubrics*
	Creating student-friendly scales	Providing and Communicating Learning Goals by Creating Student-friendly Scales
	Creating student-friendly scales	Providing and Communicating Learning Goals by Creating Student-friendly Scales*
	Designing assessments that generate formative scores	Tracking Student Progress by Designing Assessments That Generate Formative Scores*
	Digital Feedback	Celebrating Success With Digital Feedback
	Identifying individual student learning goals	Providing and Communicating Learning Goals by Identifying Individual Student Learning Goals
	Implementing routines for using targets and scales	Providing and Communicating Learning Goals by Implementing Routines for Using Targets and Scales*
	Knowledge Gain Celebration	Celebrating Success With Knowledge Gain
	Routines for Using Scales	Providing and Communicating Learning Goals by Implementing Routines for Using Targets and Scales
	Status Celebration	Celebrating Individual Student Status

STRAND	STRATEGY	COURSE TITLE
<div>LEARNING GOALS</div> <div>Continued</div>	Student Self-Rating Progress	Tracking and Charting Student Progress With Self-Assessment Data
	Using different types of assessments	Tracking Student Progress by Using Different Types of Assessments
	Using formative scores	Tracking Student Progress by Using Formative Scores
	Using teacher created targets and scales	Providing and Communicating Learning Goals by Using Teacher Created Targets and Scales*
	Verbal Feedback	Celebrating Success With Verbal Feedback
	Written Feedback	Celebrating Success With Written Feedback



STRAND	STRATEGY	COURSE TITLE
BUILDING RELATIONSHIPS	A cool exterior	Building Relationships by Displaying Objectivity and Control With a Cool Exterior
	Assertiveness	Building Relationships by Displaying Objectivity and Control by Using Assertiveness
	Building Trust	Showing Affection for Students by Building Trust
	Comments about student achievement or areas of importance	Demonstrating Understanding of Students' Backgrounds and Interests With Comments to Students
	DNA	Understanding Students' Backgrounds and Interests With DNA
	Familiarity With student culture	Understanding Students' Backgrounds and Interests by Being Familiar With Student Culture
	Giving students special responsibilities or leadership roles in the classroom	Showing Affection for Students by Assigning Class Jobs
	Greeting students at the classroom door	Showing Affection for Students by Greeting Them at the Classroom Door*
	Greeting students by name outside of school	Showing Affection for Students by Greeting Students by Name in Public*
	Humor	Demonstrating Intensity and Enthusiasm by Using Humor
	Independent investigations	Understanding Students' Backgrounds and Interests With Independent Investigations
	Individual teacher-student conferences	Understanding Students' Backgrounds and Interests Using Individual Teacher-Student Conferences
	Individual teacher-student conferences	Understanding Students' Backgrounds and Interests Using Individual Teacher-Student Conferences
	Individualized Learning Goals	Understanding Students' Backgrounds and Interests Using Individual Student Learning Goals

STRAND	STRATEGY	COURSE TITLE
BUILDING RELATIONSHIPS <i>Continued</i>	Informal class interviews	Understanding Students' Backgrounds and Interests With Informal Class Interviews
	Lineups	Understanding Students' Backgrounds and Interests Using Lineups
	Parent-teacher conferences	Understanding Students' Backgrounds and Interests Using Parent-teacher Conferences
	Scheduling interaction	Showing Affection for Students by Scheduling Interactions
	School newspaper, newsletter, or bulletin	Understanding Students' Backgrounds and Interests With School Publications
	Self-monitoring	Building Relationships by Displaying Objectivity and Control Through Self-monitoring
	Showcasing students' interests in the classroom	Showing Affection for Students by Showcasing Student's Interests
	STORY	Understanding Students' Backgrounds and Interests Using STORY
	Student background surveys	Understanding Students' Backgrounds and Interests With Student Background Surveys
	Unique student needs	Building Relationships by Displaying Objectivity and Control Through Recognizing Unique Student Needs
	Using Simple Gestures	Showing Affection for Students by Using Simple Gestures



STRAND	STRATEGY	COURSE TITLE
RULES AND PROCEDURES	Being Proactive	Demonstrating Withitness by Being Proactive
	Classroom Libraries	Organizing the Physical Layout of the Classroom by Planning Classroom Libraries
	Displaying Student Work	Organizing the Physical Layout of the Classroom to Display Student Work
	Establishing gestures and symbols	Establishing Gestures and Symbols Referencing Rules and Procedures
	Explaining Small Set of Rules	Establishing Rules and Procedures by Modeling With Vignettes and Role Playing
	Generating Rules and Procedures	Generating and Establishing Rules and Procedures With Students
	Holding classroom meetings	Establishing Rules and Procedures by Holding Classroom Meetings
	Modeling with vignettes and role playing	Establishing Rules and Procedures by Modeling With Vignettes and Role Playing
	Non-verbal Cues	Acknowledging a Lack of Adherence to Rules and Procedures With Nonverbal Cues
	Noticing Potential Problems	Demonstrating Withitness by Noticing Potential Problems*
	Overall Discipline Plan	Acknowledging a Lack of Adherence to Rules and Procedures With Verbal Cues
	Planning Learning Centers	Organizing the Physical Layout of the Classroom With Learning Centers
	Reviewing Rules with Students	Reviewing Established Rules and Procedures With Students
	Self-assessing Rules	Establishing Rules and Procedures by Modeling With Vignettes and Role Playing
	Small Sets of Rules	Establishing Small Sets of Rules and Procedures*

STRAND	STRATEGY	COURSE TITLE
RULES AND PROCEDURES <i>Continued</i>	Using a series of graduated actions	Demonstrating Withitness by Using a Series of Graduated Actions
	Using posters and graphics	Establishing Rules and Procedures Using Posters and Symbols
	Using the language of responsibility and statements of school beliefs	Establishing Rules and Procedures Using the Language of Responsibility and Statements of School Beliefs
	Verbal Affirmation	Acknowledging Adherence to Rules and Procedures With Verbal Affirmations
	Verbal Cues	Acknowledging a Lack of Adherence to Rules and Procedures With Verbal Cues
	Whole Group Space	Organizing the Physical Layout of the Classroom for Whole-Group Instruction
	Writing a class pledge or classroom constitution	Establishing Rules and Procedures by Writing a Class Pledge or Classroom Constitution



STRAND	STRATEGY	COURSE TITLE
ASSESSMENTS	Observations of students	Formally Assessing Students Using Observations
	Quick Checks for Understanding	Informally Assessing the Whole Class With Quick Checks for Understanding
	Response boards and tech tools for responses	Informally Assessing the Whole Class With Response Boards
	Student demonstrations	Formally Assessing Students Using Student Demonstrations
	Student generated assessments	Formally Assessing Students Using Student Generated Assessments
	Student interviews	Formally Assessing Students Using Student Interviews
	Voting techniques	Informally Assessing the Whole Class With Voting Techniques



STRAND	STRATEGY	COURSE TITLE
DIRECT INSTRUCTION	Academic Notebooks	Recording and Representing Content With Academic Notebooks During Direct Instruction
	Allowing for processing time between chunks	Conducting Direct Instruction Lessons by Allowing Students to Process Between Chunks
	Collaborative processing	Processing Content in Student Collaborative Groups During Direct Instruction
	Concept attainment	Processing Content Using Concept Attainment During Direct Instruction
	Graphic organizers	Recording and Representing Content With Graphic Organizers During Direct Instruction
	Jigsaw cooperative learning	Processing Content Using Jigsaw Cooperative Learning During Direct Instruction
	Pictorial notes and pictographs	Recording and Representing Content Using Pictorial Notes and Pictographs During Direct Instruction
	Presenting content in small, sequentially related sets	Conducting Direct Instruction Lessons by Presenting Content in Small Sequential Chunks
	Summaries	Recording and Representing Content With Summaries During Direct Instruction
	Think-pair-share	Processing Content Using Think-Pair-Share During Direct Instruction
	Using pre-assessment data to plan for chunks	Conducting Direct Instruction Lessons by Using Pre-assessment Data to Plan for Chunks



STRAND	STRATEGY	COURSE TITLE
EDUCATOR WELLNESS	Educator Wellness	Why and How to Focus on Educator Wellness
	Physical Wellness for Educators	Overview of the Physical Wellness Dimension
	The Physical Wellness Dimension - Food Routines	Considering Food Routines for Physical Wellness by Eating Without Distractions
	The Physical Wellness Dimension - Food Routines	Considering Food Routines for Physical Wellness by Making Thoughtful Food Choices
	The Physical Wellness Dimension - Food Routines	Considering Food Routines for Physical Wellness by Pre-planning Meals
	The Physical Wellness Dimension - Food Routines	Considering Food Routines for Physical Wellness by Staying Hydrated
	The Physical Wellness Dimension - Food Routines	Creating Awareness for Physical Wellness by Recognizing Food Habits
	The Physical Wellness Dimension - Food Routines	Developing Collaborative Food Routines
	The Physical Wellness Dimension - Food Routines	Monitoring the Impacts of Food Routines for Physical Wellness
	The Physical Wellness Dimension - Movement Routines	Considering Movement Routines by Embracing Natural Movement.
	The Physical Wellness Dimension - Movement Routines	Considering Movement Routines by Making Intentional Decisions for Activity
	The Physical Wellness Dimension - Movement Routines	Considering Movement Routines by Managing the Challenges of "or"
	The Physical Wellness Dimension - Movement Routines	Considering Movement Routines by Recognizing Current Habits
	The Physical Wellness Dimension - Movement Routines	Considering Movement Routines by Recognizing Purpose and Choices
	The Physical Wellness Dimension - Movement Routines	Developing Collaborative Movement Routines

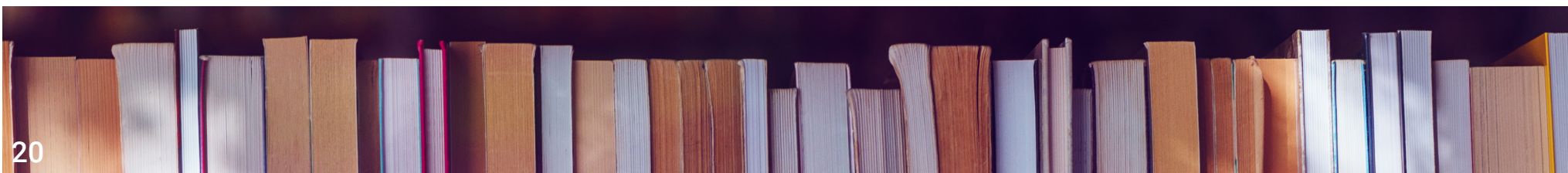
STRAND	STRATEGY	COURSE TITLE
EDUCATOR WELLNESS <i>Continued</i>	The Physical Wellness Dimension - Movement Routines	Monitoring the Impact of Movement Routines for Physical Wellness
	The Physical Wellness Dimension - Sleep and Rest Routines	Considering Rest Routines by Scheduling Intentional Breaks at Work and at Home
	The Physical Wellness Dimension - Sleep and Rest Routines	Creating Awareness for Physical Wellness by Recognizing Sleep and Rest Habits
	The Physical Wellness Dimension - Sleep and Rest Routines	Establishing Daily Sleep and Rest Routines for Physical Wellness
	The Physical Wellness Dimension - Sleep and Rest Routines	Monitoring the Impact of Sleep and Rest Routines for Physical Wellness
ENGAGEMENT	Academic Goals Setting	Motivating and Inspiring Students Through Academic Goal Setting
	Boosting overall class energy levels	Noticing and Reacting to Changes in Class Energy Levels
	Content-based Movement	Increasing Engagement Through Content-based Physical Movement
	Corners activities	Increasing Engagement Through Movement With Corners Activities
	Cultivating Mindsets	Motivating and Inspiring Students by Cultivating Positive Mindsets
	Diagramming Perspectives	Using Friendly Controversy to Increase Engagement With Diagrams Comparing Perspectives
	Drama-related activities	Increasing Engagement Through Movement With Drama-related Activities
	Elaborative questions	Increasing Response Rates by Using Elaborative Questioning*
	Expert opinions	Using Friendly Controversy to Increase Engagement With Expert Opinions

STRAND	STRATEGY	COURSE TITLE
ENGAGEMENT <i>Continued</i>	Explicit connections	Demonstrating Intensity and Enthusiasm by Making Explicit Connections to Content*
	Friendly controversy	Using Friendly Controversy to Increase Engagement
	Hand signals	Increasing Response Rates by Using Hand Signals
	Inconsequential competition	Increasing Engagement With Inconsequential Competition
	Informal linkages during class discussion	Providing Opportunities for Students to Talk About Themselves Using Informal Linkages During Class Discussion
	Instructional Segments	Maintaining a Lively Pace With Instructional Segments
	Interest Surveys	Providing Opportunities for Students to Talk About Themselves Using Interest Surveys*
	Mindfulness practice	Motivating and Inspiring Students by Practicing Mindfulness
	Monitoring individual student engagement	Monitoring and Reacting to Individual Student Engagement
	Monitoring overall class engagement	Monitoring and Reacting to Overall Class Engagement
	Motivational hooks	Maintaining a Lively Pace With Motivational Hooks*
	Multiple types of questions	Increasing Response Rates by Asking Multiple Types of Questions
	Nonlinguistic representations	Demonstrating Intensity and Enthusiasm With Nonlinguistic Representations
	Paired response	Increasing Response Rates With Paired Responses
	Personal stories	Demonstrating Intensity and Enthusiasm Using Personal Stories
	Random names	Increasing Response Rates by Calling Random Names
	Re-engaging individual students	Noticing and Re-engaging Individual Students
	Response Boards	Increasing Response Rates by Using Response Boards

STRAND	STRATEGY	COURSE TITLE
ENGAGEMENT <i>Continued</i>	Response chaining	Increasing Response Rates With Response Chaining*
	Stand up and stretch	Increasing Engagement by Having Students Stand Up and Stretch
	Student learning profiles	Providing Opportunities for Students to Talk About Themselves Using Learning Profiles
	Using humor	Showing Affection for Students by Using Humor
	Using self-reported student engagement data	Noticing and Reacting to Unengaged Students by Using Self-Reported Engagement Data
	Vote With your feet	Increasing Engagement Through Movement With Vote With Your Feet*
	Wait Time	Increasing Response Rates by Using Wait Time
	Webquests	Presenting Unusual Information Through Webquests to Increase Engagement



STRAND	STRATEGY	COURSE TITLE
LEARNING GOALS	Charting student progress	Tracking and Charting Student Progress
	Clearly Articulating Learning Goals	Providing and Communicating Clear Learning Goals
	Creating Scales or rubrics for learning goals	Providing and Communicating Learning Goals by Creating Scales or Rubrics
	Generating Formative Scores	Tracking Student Progress by Designing Assessments That Generate Formative Scores
	Generating summative scores	Generating Summative Scores After Tracking Student Progress
	Identifying individual student learning goals	Providing and Communicating Learning Goals by Identifying Individual Student Learning Goals
	Implementing routines for using targets and scales	Providing and Communicating Learning Goals by Implementing Routines for Using Targets and Scales
	Knowledge Gain Celebration	Celebrating Success With Knowledge Gain
	Status Celebration	Celebrating Individual Student Status
	Student Self-Rating Progress	Tracking and Charting Student Progress With Self-Assessment Data*
	Using Different Assessments	Tracking Student Progress by Using Different Types of Assessments
	Using formative scores	Tracking Student Progress by Using Formative Scores
	Verbal Feedback	Celebrating Success With Verbal Feedback
	Verbal Feedback	Celebrating Success With Verbal Feedback



STRAND	STRATEGY	COURSE TITLE
BUILDING RELATIONSHIPS	Assertiveness	Building Relationships by Displaying Objectivity and Control by Using Assertiveness
	Building Trust	Showing Affection for Students by Building Trust
	DNA	Understanding Students' Backgrounds and Interests With DNA
	Familiarity With student culture	Understanding Students' Backgrounds and Interests by Being Familiar With Student Culture
	Giving students special responsibilities or leadership roles in the classroom	Showing Affection for Students by Assigning Class Jobs
	Greeting students at the classroom door	Showing Affection for Students by Greeting Them at the Classroom Door*
	Greeting students by name outside of school	Showing Affection for Students by Greeting Students by Name in Public*
	Holding informal conferences	Showing Affection for Students by Holding Informal Conferences



STRAND	STRATEGY	COURSE TITLE
BUILDING RELATIONSHIPS <i>Continued</i>	Informal class interviews	Understanding Students' Backgrounds and Interests With Informal Class Interviews*
	Lineups	Understanding Students' Backgrounds and Interests Using Lineups
	Quotes	Understanding Students' Backgrounds and Interests Using Quotes
	Regular Parent Communication	Understanding Students' Backgrounds and Interests Regular Parent Communication
	Showcasing students' interests in the classroom	Showing Affection for Students by Showcasing Student's Interests
	STORY	Understanding Students' Backgrounds and Interests Using STORY
	Student background surveys	Understanding Students' Backgrounds and Interests With Student Background Surveys
	Using Simple Gestures	Showing Affection for Students by Using Simple Gestures*



STRAND	STRATEGY	COURSE TITLE
RULES AND PROCEDURES	Alternative Seating Options	Organizing the Physical Layout of the Classroom with Alternative Seating Options
	Being Proactive	Demonstrating Withitness by Being Proactive
	Creating Rules With Students	Generating and Establishing Rules and Procedures With Students
	Explaining Small Set of Rules	Establishing Rules and Procedures by Modeling With Vignettes and Role Playing
	Holding Classroom Meetings	Establishing Rules and Procedures by Modeling With Vignettes and Role Playing
	Modeling With vignettes and role playing	Establishing Rules and Procedures by Modeling With Vignettes and Role Playing
	Nonverbal affirmation	Acknowledging Adherence to Rules and Procedures With Nonverbal Affirmations
	Nonverbal Affirmation	Acknowledging Adherence to Rules and Procedures With Nonverbal Affirmations
	Nonverbal Cues	Acknowledging a Lack of Adherence to Rules and Procedures With Nonverbal Cues
	Noticing Potential Problems	Demonstrating Withitness by Noticing Potential Problems
	Overall Discipline Plan	Acknowledging a Lack of Adherence to Rules and Procedures With Verbal Cues
	Placing Student Desk	Placing the Students' Desks in the Physical Layout of the Classroom
	Placing Teacher Desk	Placing the Teacher's Desk in the Physical Layout of the Classroom
	Planning Space for Group Work	Organizing the Physical Layout of the Classroom for Group Work
	Reviewing Rules with Students	Reviewing Established Rules and Procedures With Students

STRAND

RULES AND PROCEDURES

Continued

STRATEGY

School Beliefs in Rules

Small Sets of Rules

Using a Series of Graduated Actions

Using Posters and Graphics

COURSE TITLE

Establishing Rules and Procedures Using the Language of Responsibility and Statements of School Beliefs

Establishing Small Sets of Rules and Procedures

Demonstrating Withitness by Using a Series of Graduated Actions

Establishing Rules and Procedures Using Posters and Symbols



STRAND	STRATEGY	COURSE TITLE
ASSESSMENTS	Common assessments	Formally Assessing Students Using Common Assessments
	Confidence rating techniques	Informally Assessing the Whole Class With Confidence Rating Techniques
	Quick Checks for Understanding	Informally Assessing the Whole Class With Quick Checks for Understanding
	Student demonstrations	Formally Assessing Students Using Student Demonstrations
	Student generated assessments	Formally Assessing Students Using Student Generated Assessments
	Student interviews	Formally Assessing Students Using Student Interviews
DIRECT INSTRUCTION	Unrecorded assessments	Informally Assessing the Whole Class With Unrecorded Assessments
	Academic Notebooks	Recording and Representing Content With Academic Notebooks During Direct Instruction*
	Allowing for processing time between chunks	Conducting Direct Instruction Lessons by Allowing Students to Process Between Chunks
	Collaborative processing	Processing Content in Student Collaborative Groups During Direct Instruction
	Concept attainment	Processing Content Using Concept Attainment During Direct Instruction*
	Graphic organizers	Recording and Representing Content With Graphic Organizers During Direct Instruction
	Informal outlines	Recording and Representing Content With Informal Outlines During Direct Instruction
	Jigsaw cooperative learning	Processing Content Using Jigsaw Cooperative Learning During Direct Instruction
	Perspective analysis	Processing Content With Perspective Analysis During Direct Instruction

STRAND	STRATEGY	COURSE TITLE
DIRECT INSTRUCTION <i>Continued</i>	Pictorial notes and pictographs	Recording and Representing Content Using Pictorial Notes and Pictographs During Direct Instruction
	Presenting content in small, sequentially related sets	Conducting Direct Instruction Lessons by Presenting Content in Small Sequential Chunks*
	Reciprocal teaching	Processing Content Using Reciprocal Teaching During Direct Instruction
	Think-pair-share	Processing Content Using Think-Pair-Share During Direct Instruction
EDUCATOR WELLNESS	Educator Wellness	Why and How to Focus on Educator Wellness
	Physical Wellness for Educators	Overview of the Physical Wellness Dimension
	The Physical Wellness Dimension - Food Routines	Considering Food Routines for Physical Wellness by Eating Without Distractions
	The Physical Wellness Dimension - Food Routines	Considering Food Routines for Physical Wellness by Making Thoughtful Food Choices
	The Physical Wellness Dimension - Food Routines	Considering Food Routines for Physical Wellness by Pre-planning Meals
	The Physical Wellness Dimension - Food Routines	Considering Food Routines for Physical Wellness by Staying Hydrated
	The Physical Wellness Dimension - Food Routines	Creating Awareness for Physical Wellness by Recognizing Food Habits
	The Physical Wellness Dimension - Food Routines	Developing Collaborative Food Routines
	The Physical Wellness Dimension - Food Routines	Monitoring the Impacts of Food Routines for Physical Wellness
	The Physical Wellness Dimension - Movement Routines	Considering Movement Routines by Embracing Natural Movement.
	The Physical Wellness Dimension - Movement Routines	Considering Movement Routines by Making Intentional Decisions for Activity

STRAND	STRATEGY	COURSE TITLE
EDUCATOR WELLNESS <i>Continued</i>	The Physical Wellness Dimension - Movement Routines	Considering Movement Routines by Managing the Challenges of “or”
	The Physical Wellness Dimension - Movement Routines	Considering Movement Routines by Recognizing Current Habits
	The Physical Wellness Dimension - Movement Routines	Considering Movement Routines by Recognizing Purpose and Choices
	The Physical Wellness Dimension - Movement Routines	Developing Collaborative Movement Routines
	The Physical Wellness Dimension - Movement Routines	Monitoring the Impact of Movement Routines for Physical Wellness
	The Physical Wellness Dimension - Sleep and Rest Routines	Considering Rest Routines by Scheduling Intentional Breaks at Work and at Home
	The Physical Wellness Dimension - Sleep and Rest Routines	Creating Awareness for Physical Wellness by Recognizing Sleep and Rest Habits
	The Physical Wellness Dimension - Sleep and Rest Routines	Establishing Daily Sleep and Rest Routines for Physical Wellness
	The Physical Wellness Dimension - Sleep and Rest Routines	Monitoring the Impact of Sleep and Rest Routines for Physical Wellness



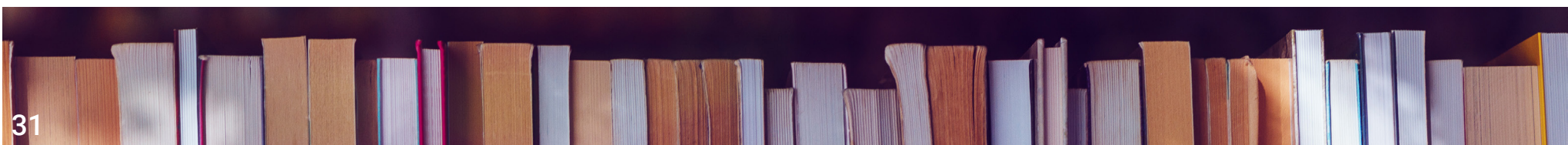
STRAND	STRATEGY	COURSE TITLE
ENGAGEMENT	Academic Goal Setting	Motivating and Inspiring Students Through Academic Goal Setting
	Altruism projects	Motivating and Inspiring Students With Altruism Projects
	Boosting overall class energy levels	Noticing and Reacting to Changes in Class Energy Levels
	Class debates	Using Friendly Controversy to Increase Engagement With Debates
	Cultivating Mindsets	Motivating and Inspiring Students by Cultivating Positive Mindsets
	Cultivating Mindsets	Motivating and Inspiring Students by Cultivating Positive Mindsets
	Elaborative questions	Increasing Response Rates by Using Elaborative Questioning
	Electronic Academic Games	Increasing Engagement With Electronic Academic Games
	Explicit connections	Demonstrating Intensity and Enthusiasm by Making Explicit Connections to Content
	Gratitude journals	Motivating and Inspiring Students Using Gratitude Journals
	Guest speakers	Presenting Unusual Information With Guest Speakers to Increase Engagement
	History files	Presenting Unusual Information Through History Files to Increase Engagement
	Inconsequential competition	Increasing Engagement With Inconsequential Competition
	Informal linkages during class discussion	Providing Opportunities for Students to Talk About Themselves Using Informal Linkages During Class Discussion*
	Inspirational media	Motivating and Inspiring Students Using Inspirational Media
	Instructional Segments	Maintaining a Lively Pace With Instructional Segments

STRAND	STRATEGY	COURSE TITLE
ENGAGEMENT <i>Continued</i>	Interest Surveys	Providing Opportunities for Students to Talk About Themselves Using Interest Surveys
	Monitoring individual student engagement	Monitoring and Reacting to Individual Student Engagement*
	Monitoring overall class engagement	Monitoring and Reacting to Overall Class Engagement
	Motivational hooks	Maintaining a Lively Pace With Motivational Hooks
	Movie and film clips	Demonstrating Intensity and Enthusiasm by Using Video Clips
	Nonlinguistic representations	Demonstrating Intensity and Enthusiasm With Nonlinguistic Representations
	Pace Modulation	Maintaining a Lively Class With Pace Modulation
	Paired response	Increasing Response Rates With Paired Responses
	Personal projects	Motivating and Inspiring Students With Personal Projects
	Personal stories	Demonstrating Intensity and Enthusiasm Using Personal Stories
	Planned Movement	Increasing Engagement Through Planned Physical Movement
	Possible selves activities	Motivating and Inspiring Students Using Possible Selves Activities
	Questions into games	Increasing Engagement by Turning Questions into Games
	Random names	Increasing Response Rates by Calling Random Names*
	Re-engaging individual students	Noticing and Re-engaging Individual Students*
	Response Boards	Increasing Response Rates by Using Response Boards
	Seminars	Using Friendly Controversy to Increase Engagement With Diagrams Comparing Perspectives
	Technology based responses	Increasing Response Rates by Using Technology Based Responses

STRAND	STRATEGY	COURSE TITLE
ENGAGEMENT <i>Continued</i>	Using humor	Showing Affection for Students by Using Humor
	Using self-reported student engagement data	Noticing and Reacting to Unengaged Students by Using Self-Reported Engagement Data
	Verbal and nonverbal signals	Demonstrating Intensity and Enthusiasm Using Verbal and Nonverbal Signals
	Webquests	Presenting Unusual Information Through Webquests to Increase Engagement
	Which one doesn't belong	Increasing Engagement by Playing The Academic Game Which One Doesn't Belong



STRAND	STRATEGY	COURSE TITLE
LEARNING GOALS	Charting student progress	Tracking and Charting Student Progress
	Clearly Articulating Learning Goals	Providing and Communicating Clear Learning Goals
	Creating Scales or rubrics for learning goals	Providing and Communicating Learning Goals by Creating Scales or Rubrics
	Creating student-friendly scales	Providing and Communicating Learning Goals by Creating Student-friendly Scales
	Designing assessments that generate formative scores	Tracking Student Progress by Designing Assessments That Generate Formative Scores*
	Identifying individual student learning goals	Providing and Communicating Learning Goals by Identifying Individual Student Learning Goals*
	Learning Goals	Providing and Communicating Clear Learning Goals
	Status Celebration	Celebrating Individual Student Status
	Student Self-Rating Progress	Tracking and Charting Student Progress With Self-Assessment Data
	Using Different Assessments	Tracking Student Progress by Using Different Types of Assessments
	Using pre-assessment data to plan for chunks	Conducting Direct Instruction Lessons by Using Pre-assessment Data to Plan for Chunks*
	Using teacher created targets and scales	Providing and Communicating Learning Goals by Using Teacher Created Targets and Scales
	Verbal Feedback	Celebrating Success With Verbal Feedback
	Written Feedback	Celebrating Success With Written Feedback



STRAND	STRATEGY	COURSE TITLE
BUILDING RELATIONSHIPS	A Cool Exterior	Building Relationships by Displaying Objectivity and Control With a Cool Exterior
	Active listening and speaking	Building Relationships by Displaying Objectivity and Control Using Active Listening and Speaking
	Attending Student Events	Showing Affection for Students by Attending After-school Functions
	Building Trust	Showing Affection for Students by Building Trust
	Comments about student achievement or areas of importance	Demonstrating Understanding of Students' Backgrounds and Interests With Comments to Students
	DNA	Understanding Students' Backgrounds and Interests With DNA
	Emotional triggers	Building Relationships by Displaying Objectivity and Control by Recognizing Emotional Triggers
	Familiarity With student culture	Understanding Students' Backgrounds and Interests by Being Familiar With Student Culture
	Greeting students	Showing Affection for Students by Greeting Them at the Classroom Door
	Greeting students at the classroom door	Showing Affection for Students by Greeting Them at the Classroom Door
	Greeting students by name outside of school	Showing Affection for Students by Greeting Students by Name in Public
	Holding informal conferences	Showing Affection for Students by Holding Informal Conferences
	Independent investigations	Understanding Students' Backgrounds and Interests With Independent Investigations
	Individual teacher-student conferences	Understanding Students' Backgrounds and Interests Using Individual Teacher-Student Conferences

STRAND	STRATEGY	COURSE TITLE
BUILDING RELATIONSHIPS <i>Continued</i>	Opinion Questionnaires	Understanding Students' Backgrounds and Interests With Opinion Questionnaires
	Parent-teacher conferences	Understanding Students' Backgrounds and Interests Using Parent-teacher Conferences
	Regular Parent Communication	Understanding Students' Backgrounds and Interests Regular Parent Communication
	Repairing Trust	Showing Affection for Students by Repairing Broken Trust
	Self-monitoring	Building Relationships by Displaying Objectivity and Control Through Self-monitoring
	Six Word autobiographies	Understanding Students' Backgrounds and Interests With Six Word Autobiographies
	STORY	Understanding Students' Backgrounds and Interests Using STORY
	Student background surveys	Understanding Students' Backgrounds and Interests With Student Background Surveys
	Using Simple Gestures	Showing Affection for Students by Using Simple Gestures



STRAND	STRATEGY	COURSE TITLE
RULES AND PROCEDURES	Being Proactive	Demonstrating Withitness by Being Proactive
	Classroom Decor	Organizing the Physical Layout of the Classroom by Designing Classroom Decor
	Displaying Student Work	Organizing the Physical Layout of the Classroom to Display Student Work
	Explaining rules and procedures to students	Establishing and Explaining Rules and Procedures to Students
	Generating Rules with Students	Generating and Establishing Rules and Procedures With Students
	Home Contingency	Acknowledging a Lack of Adherence to Rules and Procedures With Verbal Cues
	Non-verbal Cues	Acknowledging a Lack of Adherence to Rules and Procedures With Nonverbal Cues
	Noticing Potential Problems	Demonstrating Withitness by Noticing Potential Problems
	Occupying the Whole Room	Demonstrating Withitness by Occupying the Whole Room Physically and Visually
	Overall Discipline Plan	Acknowledging a Lack of Adherence to Rules and Procedures With Verbal Cues
	Phone, email Home	Acknowledging Adherence to Rules and Procedures with Calls, Emails, or Notes Home
	Planning areas for group work	Organizing the Physical Layout of the Classroom for Group Work
	Posting Classroom Rules	Posting Established Rules and Procedures Around the Classroom
	Reviewing Rules with Students	Reviewing Established Rules and Procedures With Students
	Small Sets of Rules	Establishing Small Sets of Rules and Procedures

STRAND	STRATEGY	COURSE TITLE
RULES AND PROCEDURES <i>Continued</i>	Using a series of graduated actions	Demonstrating Withitness by Using a Series of Graduated Actions
	Verbal Affirmation	Acknowledging Adherence to Rules and Procedures With Verbal Affirmations
	Verbal Cues	Acknowledging a Lack of Adherence to Rules and Procedures With Verbal Cues

