

# NPUC Office of Education

## Curriculum Library

If you would like to check something out of our library, please contact Carol Dodge at 360.857.7028 or [carol.dodge@nw.npuc.org](mailto:carol.dodge@nw.npuc.org). Please return item(s) as soon as you are finished to:

NPUC Office of Education  
5709 N 20<sup>th</sup> St  
Ridgefield WA 98642-7724

### ***9 Essential Skills for the Love and Logic Classroom***

Tote w/Book/Facilitator Guide/Master Visuals/2 Videos/Workbook

Course to help participants learn skills for:

- Creating classroom and school environments that stimulate responsible behavior and high levels of academic achievement
- Preventing misbehavior and increasing instructional time on task
- Avoiding power struggles while setting limits with challenging students
- Teaching character and responsibility through the application of logical consequences instead of punishment
- Developing positive, cooperative relationships with even the most difficult students and their parents
- Preserving the learning environment when one or more students become disruptive and unresponsive to preventative discipline

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### ***Awaken the Leader Within*** by Bill Perkins

*How the wisdom of Jesus can unleash your potential*

Book

Perkins shows you principles from Jesus' life that can...

**Awaken Your Character.** Discover the importance of self-motivation, authenticity, vision, courage, dependence on God, commitment and self control.

**Awaken Your Skills.** Learn how to nurture vision in others, make wise decisions, build a team, harness opposing forces, facilitate innovation and change, and put others first.

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***Big Lessons from Small Writers*** by Lucy Calkins and the Teachers College Heinemann  
Reading and Writing Project Community  
DVD (2 hrs)

Drawing on 22 instructional (and inspirational) video clips, this comprehensive, easy-to-navigate DVD vividly conveys the inner workings of writing workshops in a variety of elementary classrooms. The two hours of live-from-the-classroom video clips are supported and enhanced by an optional voice-over coaching commentary from Lucy that explains the teaching moves and strategies. Can be used as reinforcement for a Unit of Study or as stand-alone professional development.

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**BULLYING SERIES** Sunburst Visual Media

*For Grades K-2*

***Don't Be So Bossy***

DVD/Student Workshop manual/Video (19 min) in box

This workshop is designed to help children understand the consequences of bossy behavior and the ways in which it can hurt people's feelings and diminish their sense of self-worth. The program helps children realize that in many situations there isn't a "right" or "wrong" way of doing something--only a different way. By identifying with the characters and familiar situations, children will be able to better understand the importance of respecting one another and treating their peers as equals. Children who have been the victims of bossiness will also learn some ways that they can stand up for themselves and discourage others from bossing them around.

***Stop Picking On Me***

Student Workshop/Video (16 min) in binder

The objective of this workshop is to study bullies--what they do and why they do it--and then show students the do's and don'ts for deflating them and taking away their power to upset, anger or hurt others. The workshop presents four typical instances of bullying and shows effective ways to deal with each.

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*For Grades 3-5*

***Harassment Hurts: Gossiping, Taunting & Bullying***

Student Workshop DVD/Teacher's Guide/Video in binder

This workshop has two goals. One is to give students insight into the forms of peer-on-peer harassment and the emotional turmoil these can cause in victims; the other is to teach strategies students can use to deal with gossiping, taunting or bullying when it affects them or if they see it affecting others.

***I Was Just Kidding! Learning About Harassment***

Student Workshop DVD/Teacher's Guide in binder

Defining harassment as any behavior that makes someone feel bad or uncomfortable and continues even after the harasser has been asked to stop, this workshop is designed to show students that many of the behaviors they may engage in - or simply witness as bystanders - are not only embarrassing and unwelcome to those being harassed, but can be offensive and hurtful as well.

***Real Kids: What We Learned About Bullying***

DVD/Teacher's Guide/Video (18 min) in binder

Bullying is an age-old problem that most school children encounter at one time or another. Children who are unable to understand or deal with bullying may suffer emotional wounds that can last a lifetime. Children who learn to stand up to bullies often have increased feelings of self-worth. In order to cope with bullying, children need to understand some of the motivations of those who bully, and be able to use that information to develop techniques for handling bullying behavior. In this three-part video 'real kids' (not actors) discuss their feelings about bullies and bullying. Listening to a group of their peers speaking about their own experiences with bullying can be very helpful to a child who is trying to understand and deal with this problem.

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*For Grades 4-8*

***Staff Development: Building Respectful Schools & Classrooms***

Leader's Guide/Video (35 min) in binder

Helps staff explore what it means to establish a respectful school climate and how they personally can reinforce principles of basic human respect. The program looks at the meaning of respect, emphasizes the importance of modeling respect and making it a school-wide priority and presents a variety of scenarios that pose the question to viewers, "What Would You Do?," when confronted with common forms of disrespect. The program aims to help staff use concrete, detailed terms to talk about how they can address issues of respect and to empower staff to confront disrespect forthrightly rather than ignoring it or glossing it over. Among the issues presented are name-calling, casual use of derogatory racial/gender terms, abusive behavior directed at adults, bullying, social exclusion and anti-gay language.

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*For Grades 5-9*

***Suppose That Was Me***

DVD/Teacher's Guide/Video (19 min) in binder

Helps teachers challenge young teenagers to think critically about their own behavior, and that of their peers, when it comes to the feelings, needs and rights of others. Only with a deeper understanding of what is at stake will teens rise to the occasion and demonstrate the idealism and altruism that is characteristic of the age of adolescence. This program has six vignettes each ending with a question that asks the viewers to consider how they would feel if they were the character in the story. Complex situations present multilayered opportunities for discussion of the dramatized, but recognizable negative behavior right out of the teen milieu, including insults, harassment, ostracism and physical intimidation.

***Talking About Sexual Harassment***

Student Workshop/Video (21 min) in binder

The goals of this workshop are to alert middle school students to the behaviors that constitute sexual harassment, to make totally clear to them why such harassment is wrong and to give them strategies for handling sexual harassment if they themselves are a victim or witness the harassment of others. Supplementing the video are student handouts designed to reinforce the information presented and get students thinking and talking about why it is imperative that sexual harassment be addressed and uprooted from the school campus.

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***Choral Techniques & Methods*** by Donald Neuen

7 DVDs

*Vol I & II: Artistic Musical Conducting*

This information is designed to quickly and clearly address the key elements of the complex art of conducting and help you establish clear, meaningful conducting patterns; eliminate bad habits; communicate clearly with any ensemble; inspire performers to play and sing better; add interest and variety to your beat patterns; use your left hand efficiently; and much more.

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*Vol 1: Energy, Beauty & Placement (The Qualities of Fine Singing)*

Discusses sound and tone quality as well as vitality. In order to teach and lead a choir successfully you must know what to teach, how to teach it and how to inspire people to learn what you have to offer. This will give you the necessary foundation upon which your future teaching will rest.

*Vol 2: Individual Section Characteristics*

Sopranos, Altos, Tenors and Basses all have different needs and problems that must be carefully addressed. Helps you to understand the break in the female voice, nurture young tenors, correct vibrato problems and much more.

***Choral Techniques & Methods***, continued

Vol 3: *A Unified Approach to Vowel Formation*

Discusses language and sound, continuing with a series of concepts and exercises that will help your choir master the essential components of singing. Learn how to help your singers become partners in the pursuit of the highest standards of artistic excellence.

Vol 4: *The Power of Words (Making an Impact With Diction & Meaningful Text)*

Singers are 1/3 technician, 1/3 musician and 1/3 dramatic actor - they have a unique opportunity to communicate directly with their audience. Learn how to teach your choir to deliver text with clear diction, meaning and color.

Vol 5: *Rhythmic Interest & Forward Motion*

The focus here is on bringing the rhythm of your music to life. This will help teach you and your choir how to find and mark instances of forward motion in your scores. You will learn how rhythmic interest and forward motion are common threads in all great performances.

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***The Common Sense of Differentiation***

ASCD

*Meeting Specific Learner Needs in the Regular Classroom*

DVD/Facilitator's Guide

Program 1 (40 min); Program 2 (45 min); Program 3 (40 min)

This series offers foundations and strategies for teachers to enhance the understandings and skills necessary for developing classrooms effective in addressing a wide range of learner needs.

Differentiation is a way of thinking about and shaping teaching and learning. At its core, differentiation is simply high-quality, thoughtful teaching that builds on our best understanding of how students learn and what teachers can do to maximize each student's learning.

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***Conferring with Boys*** by Max Brand

Stenhouse Publishers

DVD

Brand demonstrates the key elements of successful literacy conferences with boys - plenty of wait time, homing in on specific text, and discussing reading or writing strategies the student is using. He confers individually with two different boys in his fifth grade classroom - one during writer's workshop, the other during reading workshop.

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***Creating Strategic Readers - Teaching Techniques for Primary Grades***

IRA

by Valerie Ellery

DVD

Part 1: *Phonemic Awareness & Phonics*

Part 2: *Fluency, Vocabulary & Comprehension*  
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***Creating Strategic Readers - Teaching Techniques for Intermediate Grades***  
(as above)

You will see interactive ways to engage students in higher order thinking to create strategic readers. Strategies, techniques and teacher talk are demonstrated in authentic classrooms.

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***Curriculum Integration Professional Inquiry Kit***  
Box w/8 Folders & Video

ASCD

1. Learning Through Study Groups
  2. Rationale for Curriculum Integration
  3. The Curriculum Map, Web and Guiding Questions
  4. Extending Integration to Applied Learning & Emotional Intelligence
  5. Designing Authentic Tasks
  6. Active Involvement - Learning Centers and Menus
  7. Putting It All Together
  8. Extending Your Learning
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***Curriculum Mapping***

ASCD

Facilitator Guide/2 Videos (30 min ea)

Curriculum mapping is a means of visually articulating what happens in a classroom, school or district. It is a calendar-based compilation of the content, skills and assessments that a child experiences at each grade level. Just as a road map shows where you are, where you've been and where you're going, a curriculum map gives the same information about what is occurring in a classroom, in a school and in schools throughout a district.

Tape 1: *The Essentials of Mapping*

Tape 2: *Putting Mapping to Work*

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***Daily 5 - Fostering Independent Literacy Learning in Grades 3-6***

by Gail Boushey & Joan Moser  
DVD (114 min)

Choice Literacy Productions

A series of literacy tasks (reading to self, reading with someone, writing, word work and listening to reading) which students complete while the teacher meets with small groups or confers with individuals. This is a structure that will help students develop the habits that lead to a lifetime of independent literacy.

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***Daily 5 Alive! - Strategies for Literacy Independence***  
by Gail Boushey & Joan Moser  
DVD (85 min)/Viewing Guide

Stenhouse Publishers

Designed to assist teachers in implementing *Daily Five* in their classrooms. Includes demonstration lessons from three of the five components of the *Daily Five* system listed above in a grades K-2 multiage classroom.

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***The Daily 5 in Kindergarten***  
by Joan Moser  
DVD (118 min)

Stenhouse Publishers

Join Joan Moser for a visit to her lively kindergarten classroom as she teaches whole-class lessons, leads small groups & confers with students during rounds of *Daily 5* in literacy. Also includes one round of *Daily 5* in math.

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***Developing Independent Learners - a Reading/Writing Approach***  
by Linda J Dorn & Carla Soffos  
2 Videos (30 min ea)/Viewing Guide in binder

Stenhouse Publishers

The goal of teaching is to promote independent learning so reading and writing becomes a lifelong habit. As students become better readers, they also become better writers. A workshop format provides a literacy context for building connections between the reading and writing processes. In this two-part video series, Donnie Skinner and Vicki Altland demonstrate how they implemented reading and writing workshops in two Arkansas schools.

Tape 1: *Exploring Literature in Third Grade*  
Tape 2: *Conducting Research in First Grade*

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***Don't Be So Bossy - see Bullying Series***

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***Give 'em the Pickle - see Pickle***

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***Good Fit Books*** by Gail Boushey & Joan Moser  
DVD

Stenhouse Publishers

The ability to select just-right books is a key element in developing confident, successful, independent readers. Gail starts this mini-lesson with Joan's K-2 multiage students by modeling how she picks a pair of shoes that are a good fit for her. Having engaged the class, the sisters show how to use a similar five-step process to select appropriate books: look at the book, consider the purpose and decide, am I interested in it? Do I comprehend it? Do I know most of the words? They show examples of successful and unsuccessful matches to clarify the children's understanding.

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***Grief At School*** - A Training Program for Educators by American Hospice Foundation  
Resource Manual/Training Guide/Video

This manual offers tools for school personnel to effectively address the needs of grieving children. It includes four chapters outlining the major components of a school grief program: taking a loss history, crisis planning, follow-up support groups and meeting the unique needs of adolescents. In each chapter there are tools that help with data collection, classroom activities and on-going evaluation of progress. With the exception of the follow-up section (which is geared more to the elementary school-age child), the activities suggested here can be used with children of all ages, including teenagers.

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***Harassment Hurts: Gossiping, Taunting & Bullying*** - see ***Bullying Series***

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***The Heritage Attic*** - True Stories of Adventist Pioneers told by C Mervyn Maxwell  
Video

1. *No, I Cannot Preach* (13:18 min)
  2. *Why Didn't Daddy Come?* (15:09 min)
  3. *A Sailor Spreads the Sabbath* (18:32 min)
  4. *The Three Cent Silver* (14:08 min)
  5. *They Loved People* (16:47 min)
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***Holding Christian Schools in Trust***  
Black-line Masters/Leader Guide/Video (approx 60 min)

Christian Schools International

This is a five-part series that introduces board members to the work of governing a Christian school. The focus is on trusteeship, the idea that board members hold the school "in trust", as parents hold a child whom God has given them. This series is aimed at helping the board more clearly define what their tasks are and how to get them done, to treasure the Christian heritage of your school, to set policies that best help the staff to carry out the school's mission and to promote the school for the good of God's children and their parents.

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***How Are Kids Smart? - Multiple Intelligences in the Classroom***

(Administrators' Version)

Nat'l Professional Resources, Inc.

Video (41 min)

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***How Are Kids Smart? - Multiple Intelligences in the Classroom*** (Teachers' Version)

Video (31 min)

Featuring Howard Gardner - learn about Multiple Intelligences (M.I.) Theory and the seven intelligences; explore some of the associated myths about M.I. and observe firsthand how teachers have incorporated M.I. theory into their teaching, classrooms and community. Indeed our shift is from how teachers should teach to an emphasis on how students can learn. No longer do we ask "How smart are our kids?" but "How are kids smart?". A must for every classroom teacher struggling with the challenges of increasing diversity, inclusion of students with special needs and the move toward heterogeneous grouping.

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***In the Beginning...*** by Dr Stan Hudson

Sink the Beagle

7 DVDs (1 hr ea)/Workbook

Dr Hudson has a curiosity about planet earth and love for basic science. Why is there such beauty in plants and animals? Who can explain the wonderfully complex systems of life? He sees a Maker's kind hand and hopes you can find answers to your questions in this series.

1. In the Beginning...God or Hydrogen?
  2. In the Beginning...Where Did God go?
  3. In the Beginning...Pond Scum or Divine Hand?
  4. In the Beginning...Dragons and Dinosaurs
  5. In the Beginning...When Was That?
  6. In the Beginning...There Was Water
  7. In the Beginning...And In the End
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***Inside Reading & Writing Workshops*** by Joanne Hindley

Stenhouse Publishers

4 Videos (20 min ea)/Viewing Guide

This set demonstrates how one teacher in a large class can deal with students' different abilities as readers and writers. Reading Conferences and Writing Conferences show how to keep a log of meetings with each student, share the teacher's own history as a reader and a writer and use other students' works as models. Reading Mini-Lessons and Writing Mini-Lessons focus on the practical issues of running workshop, such as literary elements that affect how children choose books and the strategies that nurture successful readers and writers.

***Inside Reading & Writing Workshops***, continued

Tape 1: *Reading Conferences*

Tape 2: *Writing Conferences*

Tape 3: *Reading Mini-Lessons*

Tape 4: *Writing Mini-Lessons*

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***In the Footsteps of Paul*** by Tony Moore  
3-DVD set/Leader Manual/20 Study Guides

The Biblical World

This series will bring new meaning and purpose to your modern world through fresh insights into the ancient world. Twenty episodes (approximately 30 min ea), taped on location, trace the life of the Apostle Paul: From Tarsus to Jerusalem; On the Damascus Road; A Rabbi Discovers the Gospel; Light for the Gentiles; When Paul Got Stoned; The Church Emerges; Macedonian Vision; Proving Jesus is the Christ; The Blessed Hope; The Noble Bereans; Revealing God; Corinth - Twin-Harbored City; The Greatest Mystery Solved; Revival and Riots in Ephesus; Return to Galatia; Letters to Young Churches; Troas - a Night to Remember; Appeal to Caesar; Finishing the Race; The Legacy of Paul.

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***Introducing Yellow Dyno - Protecting Children from Child Predators***

[www.YelloDyno.com](http://www.YelloDyno.com); 888.935.5639 x104

Curriculum Info/DVD/Mini Lesson

Arms educators with non-fearful, musically-driven curricula, products and training needed to teach children (ages 4-12) how to avoid becoming victims of abusers, bullies, abductors, violent kids, drug pushers, internet stalkers and sexual predators.

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***I Was Just Kidding! Learning About Harassment - see *Bullying Series****

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***Keys to Motivating Students***

Part I/Part II Videos

Center for the Advancement of Christian Education

***Kids in Sports*** by Bill Perkins w/Rod Cooper PhD  
Book

Like it or not, sports exert an enormous influence on your child. And much of that influence filters through you—the parent, the coach. However, your strategic opportunity to instill values and character flows from an understanding of yourself and the children you work with. This book provides insight into why adults and children behave as they do—what they fear, what they protect and what they need from those around them. Find out how athletic competition, like a sculptor’s tool, can be used to shape both you and your child into the image of Christ.

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***Learning Disabilities & Social Skills*** by Richard Lavoie  
Teacher Guide/Video (68 min)

Playing with friends is a daily ritual for most children. But kids with learning disabilities are often isolated and rejected. This video addresses the social problems these children face—and offers some practical solutions for teachers.

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***The Lesson Collection*** - Reading Strategies  
8 Videos (10-17 min ea)

ASCD

This series includes eight complete lessons that illustrate current practices in the teaching of reading. A brief narrative sets the stage for each lesson, and the teachers explain the strategies they are using and their rationale for using certain approaches.

- Tape 1: *Interactive Writing* (Primary)
  - Tape 2: *Big Book - Word Work* (Primary)
  - Tape 3: *Reading Workshop, Guided Reading* (Primary)
  - Tape 4: *Writers’ Workshop* (Intermediate)
  - Tape 5: *Concept Definition Map* (High School)
  - Tape 6: *Punctuation* (Middle)
  - Tape 7: *Reading-Writing-Discussion* (Middle)
  - Tape 8: *Reciprocal Teaching - A Variation* (High School)
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***Love and Logic Classroom*** - see ***9 Essential Skills***

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***Pickle*** items by Bob Farrell

***Give 'em the Pickle***

Book/DVD (18 min)/Leader's Guide CD

Delivers a powerful message about "taking care of the customer" - the most important thing we can do in business. In the people business your job is to make customers happy. What's the best way to do that? Give out pickles (those special or extra things to make people happy).

Great companies and successful employees do four things:

- Service - make serving others your number one priority
- Attitude - how you think about the customer is how you will treat them
- Consistency - set high service standards and live them every day
- Teamwork - look for ways to make each other look good

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***What's Your Pickle?***

DVD (17 min)/Training Materials CD

Real-life stories from companies who make a living giving the pickle!

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***The Power of Sexual Purity*** by Susan Boe  
Leader Guide/Videos (approx 35 min ea)

Rivers Edge Publishing

Tape 1: *Discovering God's Purpose*

Having a deep sense of God's purpose for living is the foundation for sexual purity. Only by the power of the Holy Spirit and the Word of God do young people have the strength to remain sexually pure.

Tape 2: *Understanding Sexual Passion*

God designed sexual passion for the union between a husband and wife in marriage. As young people commit their desires to God, He will give them strength to walk in holiness.

Tape 3: *Choosing Sexual Purity*

This generation of young people can have a fresh start and experience the power of sexual purity. It is never too late to choose the biblical standard for remaining sexually pure.

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***The Principal Series***

ASCD

Facilitator Guide for Videos 1-3

Facilitator Guide for Videos 4-7

Tape 1: *The Evolving Role of the Principal* (45 min)

Tape 2: *Creating a Collaborative Learning Community* (45 min)

Tape 3: *Survival Tips* (20 min)

Tape 4: *Principal as Culture Shaper* (35 min)

***The Principal Series***, continued

- Tape 5: *Principal as Manager* (25 min)
- Tape 6: *Principal as Instructional Leader* (40 min)
- Tape 7: *Principal as Ambassador* (35 min)

Whereas earlier models of the principalship presented principals who seemed to have all the answers, the challenge for the contemporary principal is first to pose the right questions and then to engage the entire faculty in answering them. In keeping with this spirit of collective inquiry, this series poses questions, presents principals engaged in the consideration of those questions and invites viewers to reflect upon and discuss the issues that are raised. It also presents strategies for addressing the challenges of the principalship that are supported by research and proven in practice.



***Qualities of Effective Teachers***  
 Facilitator Guide/3 Videos in binder

ASCD

- Tape 1: *Building a Foundation* (35 min)  
 This focuses on the prerequisites of effective teaching, studying the teacher both as an individual and as a professional. You will see the influence a teacher’s background and professional preparation have on teaching performance. You will also learn how personal behaviors contribute to success in the classroom.
- Tape 2: *Managing the Classroom* (30 min)  
 This focuses on the management and organizational skills necessary to create an effective learning environment. You will see how routines and rules engage students and keep disruption to a minimum. You will also learn how a teacher can maximize learning time to the benefit of the students.
- Tape 3: *Planning and Delivering Instruction* (30 min)  
 This focuses on the implementation of instruction and assessment. You will see which instructional strategies are the most effective. You will also learn the importance of daily assessment.



***Reading Strategies*** - see ***The Lesson Collection***



***Reading & Writing in the Content Areas***, Gr 6-12  
 Study Guides/Videos

Canter - A Sylvan Learning Co

This series provides research-based concepts as well as 25 practical strategies that will empower your students. As students learn strategies for reading, writing, discussing and studying, they will not only effectively achieve today’s content area standards, but they also will become independent lifelong learners.

***Reading & Writing in the Content Areas*, Gr 6-12, continued**

Tape 1: *Intro to Content Area Reading; Pre-Reading Strategies* (42 min)

Tape 2: *During-Reading Strategies* (49 min)

Tape 3: *Post-Reading Strategies; Integrated Strategies* (36 min)

Tape 4: *Vocabulary Strategies* (38 min)

Tape 5: *Writing Strategies* (63 min)

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***Real Kids: What We Learned About Bullying* - see *Bullying Series***

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***Roger Williams - Freedom's Forgotten Hero***

Freedom Research Productions

Videos (45 min)

The story of a courageous, passionate, God-intoxicated man who fought for liberty of conscience - America's greatest gift to humankind.

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***Seeing Possibilities*** by Lucy Calkins, Teachers College Reading and Writing Project,

Columbia University

Heinemann

*An Inside View of Units of Study for Teaching Writing, Grades 3-5*

DVD (2 hrs)

Through this instructional DVD Lucy Calkins and her colleagues open the doors of their classrooms and invite you to eavesdrop on their elementary writing workshops. Live-from-the classroom video clips walk you through an entire year of instruction and allow you to observe how Lucy Calkins initiates mini-lessons and teaches writing strategies; listen in on conferences and small group instruction; study the structures and rituals that characterize a well-managed writing workshop. Each video clip is supported by an optional voice-over coaching commentary from Lucy that explains the teaching moves and strategies. This DVD is an invaluable tool for professional educators who want to become experts in the teaching of writing and staff developers who want to advance writing instruction.

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***The Seventh Day - Revelations from the Lost Pages of History***

LLT Productions

with Hal Holbrook

5-DVD set

Part 1: Looks back to the earliest written records of our race to discover the foundations of human time. (52 min)

Part 2: Exposes the political and religious intrigue behind the Saturday-Sunday controversy in the early Christian church. (47 min)

Part 3: Presents new Revelations from the Lost Pages of History with the testimony of experts from England, Scotland and the United States. (48 min)

## ***The Seventh Day - Revelations from the Lost Pages of History***, continued

Part 4: Spotlights the resurgence of Sabbath observance in an era of religious upheaval - from the spiritual revolution in late 15<sup>th</sup> century Russia, through the religious rebellion of the Protestants in the 16<sup>th</sup> century, to the radical Sabbath revival of England in the 17<sup>th</sup> century. (60 min)

Part 5: Blends history and current events to conclude the chronicle of the seventh-day Sabbath. This epic story ranges from Taiping revolutionaries in China to the millions of indigenous Sabbatarians of Africa to the remote village of Paruima in South America. It spans the centuries from Roger Williams' heroic stand for religious liberty in 17<sup>th</sup>-century America to the crisis of conscience faced by many of today's Sabbath-keepers. (85 min)

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## ***Sexual Harassment: Minimizing the Risk*** by Mary Jo McGrath

Guide/Videos in binder (15-20 min ea)

Tape 1: *Pay Attention! What Is Sexual Harassment?* - Training for Students, Ages 12-19

Uses powerful dramatizations to show what sexual harassment is and how it feels to be a victim.

Tape 2: *Pay Attention! Don't Be A Victim* - Training for Students, Ages 12-19

Trains students on the proper steps to take if they're sexually harassed by a student or adult, or if they witness another being harassed.

Tape 3: *Avoid Harm & Liability* - Training for Educators & Administrators

Provides basic definitions of sexual harassment, as well as the legal criteria to detect it. Also discussed is how districts and superintendents can incur and avoid financial liability in harassment suits.

Tape 4: *Investigation: Template & Techniques* - Training for Educators & Administrators

Intended for those responsible for making a written record of sexual harassment or abuse complaints. Through illustrative examples, it provides an overview of the investigative process and features a documentation model for complaint intake and investigation report preparation.

Tape 5: *Vital Do's & Don'ts* - Training for Educators & Administrators

Reviews preliminary considerations regarding the investigation of any sexual harassment claim.

Important issues are addressed, such as: how to set up the interview, handle press coverage, work in conjunction with law enforcement and deal with concerns relating to confidentiality and retaliation.

Tape 6: *In Our Schools* - Training for Parents, Guardians & the Community

Educates parents, guardians and people in the community about the issue of sexual harassment and the steps your school is taking to prevent it from occurring.

Manual/Videos in binder

Tape 1: Part I *Minimize the Risk* - Educator

Tape 2: Part II “

Tape 3: Part III “

Developed to help participants identify sexual harassment; know what to do when a report, charge or complaint is made; know how to investigate; know how to interview; know how to access facts; and know how to determine warranted remedial steps.

***Sexual Harassment: Minimizing the Risk***, continued

Tape 4: Part I *Pay Attention* - Student

Tape 5: Part II “

Developed to provide participants with information about what sexual harassment is, what it looks and feels like, how to respond to sexual harassment, how to assess personal behavior, consequences of sexual harassment and steps to take to support a sexual harassment-free environment.

Tape 6: *Sexual Harassment in our Schools*

Developed for families and community members and can be appropriately used as a community service to provide information and understanding about sexual harassment, as well as in conjunction with family orientation and parent organizations.

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***Small Group Reading Instruction - A Differentiated Teaching Model for Intermediate Readers, Grades 3-8*** by Beverly Tyner IRA  
4-DVD set

This classroom-tested, research-based model focuses on the following aspects:

- growth in fluency, word study and comprehension
- strategies for addressing content area mandates while teaching reading
- ongoing management and assessment of small groups

Disk 1: *Introduction to the Differentiated Teaching Method* (14 min)

Disk 2: *The Evolving Reader* (1<sup>st</sup> part - 33 min / 2nd part - 20 min)

Disk 3: *The Maturing Reader*

Disk 4: *The Advanced Reader*

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***Staff Development: Building Respectful Schools & Classrooms*** - see *Bullying Series*

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***Stop Picking On Me*** - see *Bullying Series*

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***Stopping Teasing & Harassment***

Teacher’s Video Company

Video (36 min)

From mild teasing to serious harassment, student aggression creates socially isolated young people who may perpetrate random violence. Teachers discover how to eliminate derogatory language and encourage peer respect.

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***Strategies for Teaching Reading*** - Gr K-6  
Leader’s Manual/5 Videos

Canter - A Sylvan Learning Co

This staff development series presents a broad spectrum of research-based strategies for elementary teachers. It supplies teachers with new knowledge and skills, practical models for teaching reading and reinforcement for the effective practices they already may have developed. It can empower teachers with new tools for reaching every reader.

Tape 1 (1 hr 19 min)

Program 1: *Perspectives on Reading*

Program 2: *Reading-Rich Environment*

Tape 2 (2 hrs 54 min)

Program 3: *Phonemic Awareness*

Programs 4-6: *Phonics*

Tape 3 (1 hr 35 min)

Programs 7-8: *Vocabulary*

Program 9: *Fluency*

Tape 4 (2 hrs 6 min)

Programs 10-13: *Comprehension*

Tape 5 (1 hr 48 min)

Programs 14-15: *Assessment*

Program 16: *Flexible Grouping*

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***The Study Game*** - Video-Based Study System for Students Ages 8-14      Lessonware  
Audiotape - *Building Self Esteem* (55 min)/Coach Handbook/Playbook/Student Daily Planner/Video

Presenters: Joe Montana, Chris Evert, Magic Johnson, Wayne Gretzky

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***The Study Game*** - Video-Based Study System for High School  
Audiotape - *Team Approach*/Coach Handbook/Daily Planner/Getting into College Guide/Playbook/  
Video - *Winning in High School*

Presenters: Joe Montana, Chris Evert, George Plimpton, Dr. Sally Ride, Dr. Robert Ballard, Marva Collins, Wayne Gretzky

Improves attitudes. Builds life skills. Boosts grades. Help your kids make the grade...in school...in life. Watching, reading, discussion, action—it's a learning process that really works! Powerful motivation, unforgettable study tips, great organization skills and more! This action-packed program features an all-star lineup of champion athletes and master lecturers. Role models and real people, they teach what's behind their personal and professional success—the same attitudes and skills kids need to achieve in school.

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***Suppose That Was Me*** - see ***Bullying Series***  
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***Talking About Sexual Harassment - see Bullying Series***

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***Teaching & Learning with Technology***

ASCD

Facilitator Guide/2 Videos

Preview Video (7 min); Video 2 (25 min)

This program exemplifies how technology is being used to change the way students learn and teachers teach. Ultimately, the purpose of the program is to interest teachers in using technology to enhance teaching and learning. The video provides evidence of how technology can be used in a variety of setups to assist students in learning how to learn and how to communicate their knowledge and understanding. The program also shows how technology contributes to altering students' schooling experiences from those in which teachers predominately impart knowledge to those in which teachers primarily facilitate student exploration, learning and demonstration of knowledge and skills. In addition, it illustrates the power of technology to motivate at-risk or uninvolved students to become engaged and to succeed in school.

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***Tracing the Footsteps of Jesus*** by Tony Moore

The Biblical World

4 DVDs

Volume I: Jesus - The Early Years and Ministry

Volume II: Jesus - In Galilee

Volume III: Jesus - Teachings and Controversies

Volume IV: Jesus - In Jerusalem and Beyond

“Come and see” where Jesus was born and grew up, lived and taught, was crucified and resurrected. Filmed on location this 28-episode series explores and discovers beyond where Holy Land tours stop, seeking to unwrap and understand the cultural texture of the world that Jesus knew bringing the Gospel Story to life.

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***Understanding by Design - What is Understanding?***

ASCD

Video (40 min)

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## ***The Video Journal of Education***

Audiotape/Guide/2 Videos in binder (approximately 30 min ea)

### ***Assessment for Quality Learning***, Vol 1-7, presented by Rick Stiggins

#### Exploring Assessment Alternatives

It is imperative that every educator understand the following sound assessment principles: Effective assessments (1) tied to student outcomes, (2) sample outcomes appropriately, (3) control for sources of bias, and (4) purposeful and intentional part of instructional process.

#### Performance Assessments

- Assessments to reflect student growth by showing what they can do with what they know
- Writing - one of the most effective ways to assess student understanding and mastery of a concept
- Portfolios - excellent way to assimilate quality work and create opportunity to assess growth in a cumulative way
- Valid assessment includes clear description of what we are working to achieve and making sure that students share this vision
- Self-assessment - process so critical to learning and growth, that ultimate success given skill hinges upon it

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### ***Brain Compatible Learning***, Vol 3-6, featuring Susan Kovalik

#### A Model for a Brain Compatible Classroom

- Brief explanation of brain research provided to help teachers utilize the natural way the brain learns
- Significance of patterns and mental programs in learning explored
- Critical elements of brain compatible learning outlined and illustrated
- Brain research shared to highlight hierarchy of effective learning experiences for students
- Pattern categories demonstrated which when implemented significantly enhance learning atmosphere of a school

#### The ITI Model at Work

- Integrated Thematic Instructional Model provides for quality curriculum development and effective teaching strategies driven by brain research
- Six steps in developing a year-long theme outlined and illustrated
- Examples of year-long themes used in the ITI model shared
- Spotlights 15 life skills reinforced throughout instruction and curriculum design
- Fundamental belief reflected in brain compatible learning - **Less Is More** (cover less material but have students learn well)
- Ways to incorporate seven intelligences into classroom learning experiences presented

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### ***Control Theory & Responsibility Training***, Vol 1-3, featuring Doug Naylor

#### Understanding Control Theory

- Pathway toward helping students assume more responsibility for their own behavior and success
- Basic precept - control in a person's life comes from within
- Opportunities for students to engage in process of building new behaviors which satisfy basic needs
- Success - glue which holds responsible behaviors in place

#### Responsibility Training for a Quality School

- Improve in quality by helping students value learning process: not lengthening school day or giving more homework
- Effective process: 1) set goal, 2) make plan, 3) take action and 4) check results
- "Time out" concept - students evaluate behavior, regain control and make plan to be responsible
- Schools using "time-out" approach engage students in series of progressive separations
- Students interact with caring adult about plan to become more responsible
- Cooperative learning is teaching/learning strategy addressing critical issues in Control Theory
- Teacher expertise, structure and time for team building activities nurturing trust and communication skills required in Cooperative Learning

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***Creating Vision - the Key to School Improvement***, Vol 1-5, featuring Larry Rowe

Envisioning Success

- Spirit of schools successfully improving generated by vision of what students can become in future and what classrooms can become today
- Creating school/district vision - collaborative process involving everyone in educational community
- Process people go through to develop vision of ideal just as important, if not more important, than vision itself
- Vision viable when clear, compelling and assessed
- Personal commitment to change and improvement - involve staff members in discussion of fundamental questions centered in developing vision
- “Success Connection” - continuous process of visioning through refining practices and challenging beliefs, gaining new knowledge and aligning these with desired outcomes to determine future direction

Focusing on Outcomes

- Outcome-based educational system driven by clearly defined outcomes designed for all students
- Critical step in developing well defined exit outcomes designed for all students and determining what those outcomes look like when achieved
- Business community wanting students coming out of schools with good thinking skills, high self-esteem, communication skills, ability to work with others and who are responsible and want to learn
- Schools with specific outcomes intentional in design and implementation of opportunities and experiences for students to achieve those outcomes
- “Process Skills” outcome - problem solving, decision making, accountability, communication and group processes
- Vision enables educators to keep focused on actions aligned with specific outcomes, best knowledge and clearly defined beliefs and values

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***Diversity in the Classroom/Multicultural Education***, Vol 3-8, featuring Carlos Cortés

Education in a Multicultural Society

A multicultural education model is presented which:

- empowers students, irrespective of racial, ethnic or cultural diversity
- helps all students function successfully in mainstream society
- nurtures positive interaction with persons from diverse backgrounds
- draws upon and develops unique, individual ethnic resources
- prepares all youngsters to make contributions to society

Developing Multicultural Curriculum

- Multicultural education - differences and similarities; things that unite all people and things that make them unique
- Curriculum model presented which balances five positions in multicultural education
- Schools with little or no cultural diversity prepare students to enter expanding multicultural society and shrinking globe
- Diversity of cultures adds richness to a society, not just issues to be resolved
- Multicultural education = better intergroup understanding but not quick panacea for racism and bigotry
- Curriculum to help students understand cultural diversity inhibits belief that one group of people is superior to another

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## ***Focus on Thinking***, Vol 2-9, featuring Faye Brownlie

### Creating Thoughtful Learners

- Learning more exciting and effective when students engage at high level thinking
- Well-planned strategies nurture thoughtful learners
- Students learn HOW they think
- Thinking not taught separately from content
- Thinking like a journey - new discovery to be made around each bend

### More Strategies for Thinking

Strategies fall into one of three categories to meet student needs:

- Accessing prior knowledge to make *connections*
- Making sense of new text in *processing* new information
- Demonstrating what they know in new and different ways by *transforming* information

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## ***A Fresh Look at Cooperative Learning***, Vol 3-2, presented by Patricia Roy

### Targeting Real Cooperative Learning

- Five critical attributes of cooperative learning - positive interdependence, individual accountability, promotive interactions, interpersonal training and group processing
- Research, misconceptions and concerns about cooperative learning targeted and explored
- Development of trust critical prerequisite for successful cooperative learning groups
- Cooperative learning best for tasks engaging students in divergent thinking, risk taking, problem solving, perspective taking and creativity
- Well structured and appropriately used, cooperative learning promotes higher level thinking in students

### Making It Work

- Theory of cooperative learning integrated into ideas on how to start process with students
- Procedures suggested to help teachers *organize groups*
- Strategies for *classroom implementation* of five attributes of cooperative learning presented
- Conflict healthy and natural stage in growth process which occurs in cooperative learning
- Approaches to dealing with conflict explored
- Flexibility and training necessary to help students understand and fulfill roles in cooperative group
- Cooperative learning **not** an easier method of instruction - **is** effective process of learning interpersonal skills, individual accountability and curriculum

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## ***Inclusion - Success for Special Needs Students***, Vol 3-9, presented by Marsha Forest and Jack Pearpoint with Judith Show

### Building Inclusive Communities

- Philosophy and rationale of inclusion - all children have right to quality education and learn better when included with peers
- Not function of education to sort and label kids for purpose of excluding them from learning opportunities available to others
- Interactions and sharing occur with children in school - makes inclusion rich and rewarding for everyone
- Teachers collaborating in teams key ingredient for successful inclusion
- Three biggest obstacles to inclusion - fear, complacency and control

## ***Inclusion - Success for Special Needs Students***, continued

### Moving Students from Isolation to Interaction

- Heart of inclusion - belief that people are the most important thing in the world
- Tools of inclusion help us all live better with one another
- Three specific tools of inclusion are:
  1. *Circles of Friends* tool - activity that can make inclusion a reality in anyone's life
  2. *MAPS (Making Action Plans) Process* - series of questions used to design solutions to problems
  3. *PATH (Planning Alternative Tomorrows with Hope) Process* -steps included are visualizing the **Dream**, sensing the **Goal**, identifying the **Now**, **Enrolling** others, **Building Strength**, charting action for the **Next Few Months**, planning **Next Month's Work** and committing to the **First Step**

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## ***Invitational Education***, Vol 2-1, featuring William W Purkey with Judy Brown Lehr

### More Than Friendly Entreaty

- Invitational schools function on assumptions of trust, respect, optimism and intentionality
- Foundation of human perceptions and self-concept
- Messages by educators build or destroy
- Schools either inviting or not
- Invitational Education recognizes everyone as able, valuable and responsible

### Creating Inviting Schools

- Five "P's" of People, Places, Policies, Programs and Processes inviting or not
- Invitational Education converts negative forces to success, acceptance and self-respect
- Educators work with intentionality to demonstrate sincere trust, respect and optimism in all relationships
- Invitational Education for everyone in school: students, classified employees and certificated personnel

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## ***Managing Change***, Vol 2-4, presented by Michael Fullan with John Champlin

### The Dynamics of Change

- Educators manage change or face risk of having undesirable change forced upon them
- Educators to get actively involved in some degree of substantial change
- In adopting change there is always phase described as *implementation dip*
- Despite difficulties of change, rewards well worth effort
- Successful change enhances quality of life for educators and quality of learning for students

### Planning for Change

- Planning for change non-linear in incorporating principles to interrelate throughout implementation process
- Change in one area of school system ultimately affects every other area
- Vital principles in planning for change include: clear and compelling need; working toward vision of desired future; and training, support and renewal
- Clear expectations and open communication are amust between all parties involved in change process

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## ***Outcome Based Education***, Vol 2-2, featuring noted OBE experts

### Introduction to Effective OBE

- System-wide approach to school improvement
- Most widely accepted process of school improvement in practice today
- Fundamental importance of a belief system
- OBE schools driven by desirable exit behaviors and control conditions to make them achievable

## *Outcome Based Education, continued*

### Getting Started in OBE

- Investment in time and money for staff development
- Collaboration of entire staff necessary in school reform
- Creating a belief system based on knowledge
- Helps teachers teach for understanding and helps children receive equity in learning
- Educators decide what they want and create vision to achieve it
- With vision, educators determine student exit outcomes or behaviors

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## *Performance Assessment in the Classroom, Vol 3-3, with Jay McTighe*

### Performance Based Assessment & Instruction

- Activity requiring students to construct a response, create a product or perform a demonstration to show what they understand and are able to do
- Ten critical components and questions introduced for developing performance assessment:
  1. **Outcomes**—What do we want our students to understand and be able to do?
  2. **Indicators**—What observable and measurable indicators will let us know what students understand and can do?
  3. **Assessment Tasks**—What performance assessment tasks will engage students in demonstrating what they understand and can do?

Videotape Program 2 continues this presentation featuring remaining critical components and questions.

### Creating Performance Tasks

4. **Characteristics**—What are the key characteristics of performance tasks?
5. **Developing Tasks**—How do we develop performance tasks for assessing student understanding and proficiency?
6. **Criteria**—What criteria will be used to evaluate student products and performances?
7. **Valid and Reliable**—How will we ensure that our assessment tasks provide valid and reliable measures of desired outcomes?
8. **Standards**—How will we establish performance standards for our learning outcomes and assessments?
9. **Communicating**—How will we communicate results in ways that will lead to understanding of and improvements in student performance?
10. **Supporting**—How will we support our students to achieve desired levels of performance?

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## *Perspectives on Quality Education, Vol 3-7, with Albert Mamary, John Joy Bonstringl and David P Langford*

### Structures for Developing Quality

- Principles of quality explained and applied in a school improvement context
  1. Create constancy of purpose toward improvement
  2. Involve everyone in transformation
  3. End practice of success based on numbers
  4. Drive out fear
  5. Remove system barriers to innovation and achievement
  6. Base planning on data and eliminate mandates
  7. Establish training
  8. Institute leadership
- Examples given of educators putting these principles to work in a quality process
- Four Pillars of Schools of Quality presented and illustrated
  1. A customer-supplier focus
  2. Dedication to continual improvement
  3. Process systems approach
  4. Management's constant dedication to total quality

## *Perspectives on Quality Education*, continued

### A Framework for Quality Learning

- Framework for quality presented which includes five guidelines for implementation:
  1. Build quality school (collaboration, caring environment, knowledge driven)
  2. Develop picture of quality learning
  3. Develop quality classroom
  4. Implement quality teaching and learning
  5. Create self-assessing, managing and renewing school
- Examples included from school districts that have experienced remarkable growth through the quality philosophy

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## *Portfolio Assessment*, Vol 3-4, featuring Bena Kallick

### Reflections of Learning

- Purpose and audience - key questions in considering the use of portfolios
- Teachers give examples of how portfolios are assembled and used
- Self-evaluation important ingredient in the development of a portfolio
- Portfolio initially a **collection**, which over time is reduced to a **selection**, which becomes a **reflection** of learner
- Portfolios provide new perspectives on learning which are impossible to observe through traditional assessment tools
- Portfolios work for students of all ability levels in virtually all subject areas
- Portfolios not intended to be replacement of other assessment systems

### Utilizing Portfolios

- Evaluation of student portfolios most effective when teachers focus on what is happening with students
- Focus toward impact on students rather than student activity of collecting work for portfolio
- Teachers must train themselves to see student message in portfolio, not what's missing from it
- Teachers conference with students about portfolios
- Students taught language of evaluation as they build portfolios
- Effective portfolios have clear purpose, selection criteria and process for reflection
- Parent tips provided to help them interpret and maximize benefits of student portfolio

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## *The Quality School - Eliminating Coercion* (William Glasser's), Vol 1-1

### Placing School in the Student's Quality World

- Components of quality school
- Meaningful relationships in school and fulfillment of psychological needs essential in order for school to enter a student's quality world
- Management ideas of W. Edwards Deming, an American, influenced "quality" in Japanese industry
- Deming's plan begins with removal of fear and coercion
- Control Theory and satisfaction of psychological needs explain why removing coercion is necessary

### It Can Be Done

- How schools create conditions of quality
- Replacing coercion in quality schools
- Quality school - observable characteristics of caring, trusting and environment where it is safe to take risks
- Meaningful human relationships in a school influence positive school environment
- Traditional school coercion threads way through grading practices, school rules and policies and has direct connection to vandalism within the school
- Samples of effective alternative approaches to student discipline given

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***The Quality School - Teaching Quality & Self-Evaluation (William Glasser's),***  
Vol 1-2

Establishing a Paradigm for Quality

- Quality paradigm - feeling, attitude, commitment to establishing conditions where achieving success enriches people's lives
- Lead management critical tool in eliminating coercion from school environment
- Concept of quality taught by discussing and identifying quality characteristics of things that students value
- Learning process improves in quality when learning is relevant
- Teachers nurture quality when they expect and accept only quality work
- Trust and risk taking characteristics of environment in quality school

Self-Evaluation - The Pathway to Real Quality

- Self-evaluation critical characteristic of quality school
- Self-evaluation meaningless unless students have opportunity to improve work
- When students participate in evaluation process, they feel ownership and confidence in learning process
- In leaning to self-evaluate, students assist each other through co-evaluation and validation by teacher
- Self-evaluation powerful tool for educators in improvement process
- Teacher self-evaluation improves quality of teacher evaluations required by law

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***Site-Based Governance/Shared Decision Making, Vol 3-5, presented by Carl Glickman***

Bringing Democracy Back to School

- Goal of education to help students function in democratic society
- Effective school reform within democratic framework
- Concept of shared governance and its impact on school improvement provided
- Practical examples of students learning and applying democratic principles in school
- Shared governance, focus of change and action research given as the three premises of site-based governance
- Site-based governance focus on decisions that improve instruction and learning rather than administration and maintenance
- Active participation essential component of both education and democracy

Shared Governance for Effective Education

- Three dimensions of effective schools that function democratically:
  1. A **covenant** which defines core values, beliefs and learning principles
  2. A **charter** which is a plan for making decisions to activate the covenant
  3. A **critical study process** of both external and internal research
- Suggestions shown where educators cement democratic elements into culture of school
- Schools improve when they identify and live their beliefs and values and use an agreed-upon process when making decisions that affect learning
- Uses of various types of existing, conventional and creative data shared

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***Spirit of Change, Vol 1-9, featuring Albert Mamary***

Schools: A People Business

- Establishing the NEED for change is prerequisite for any school district which desires to make meaningful change
- Youngsters remember how they are treated and cared for in school more than what they are taught
- The highest form of professionalism is educators acting intentionally and with integrity on best knowledge
- The right spirit for change - people who are bold enough to demonstrate genuine concern, honest caring and trust for everyone in the school district
- Absence of yelling, blaming, criticizing, labeling, moralizing and embarrassing other people
- Guidelines for student pullouts: 1) Grouping of short duration, 2) Flexible groups, and 3) Groups open to all students

*Spirit of Change*, continued

Pulling Everyone Together for Quality

- Practice of inclusion provides opportunities for success for all students in both academic and extracurricular areas
- Schools intentional about inclusion find many positive benefits
- Successful empowerment of individuals in organization requires removal of traditional top-down hierarchy of control and influence
- Inviting and engaging everyone to have ownership in effort to achieve a quality school increases involvement, commitment, risk taking and success
- Significant emphasis placed on importance of community involvement in holistic school improvement project
- Accelerated or advanced placement programs which enhance learning environment and keep students intellectually challenged should be available to all students



*Transformational Leadership*, Vol 2-7, presented by Larry Rowe

The Transforming Leader

- Effective leaders help others to control themselves
- Transforming leader changing internally
- Transforming leader helps others develop desire to want to change themselves
- Internal change begins with discovering individual wants and then acquiring knowledge to fulfill those wants

Empowering Staff & Students

- Process of empowerment draws everyone in organization into shared vision
- Vision leads to agreed consensus on standards that everyone lives by
- Empowerment creates allegiance to organization, not to individuals
- Even though leaders may change, growth and progress continue in organization
- Vision and standards reached through consensus are foundation of ongoing efforts to improve and become more productive
- Process of empowerment fulfills needs of educators and students



*What's Your Pickle?* - see *Pickle*



*What Works in Schools*

ASCD

Facilitator Guide/Videos (30 min ea)

What changes do we need to make in our schools and schooling, and how can we best implement those changes?

Tape 1: *School Factors*

Examines factors that are primarily a function of school policy and schoolwide decisions and initiatives; examples include a guaranteed and viable curriculum and staff collegiality and professionalism.

Tape 2: *Teacher Factors*

Focuses on factors that are primarily under the control of individual teachers such as the use of specific instructional strategies and classroom management techniques.

***What Works in Schools***, continued

Tape 3: *Student Factors*

Describes factors related to students: home environment, learned intelligence and background knowledge and motivation. Observations show how the sometimes negative effects of these factors can be overcome.

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***When Good Men Are Tempted*** by Bill Perkins  
6-disc set (400 min)

Treasure Publishing

Bill Perkins maintains that Christian men who fall sexually have suffered the worst kind of identity theft. Since that's the case, lasting victory rests on an understanding of their new and true identity in Christ, coupled with the insight needed to tap into the wisdom and power of God. With updates to provide current resources to combat internet pornography, Perkins unfolds a three-part plan that will help men think and live in accordance with their true identity.

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***Write in the Middle: A Workshop for Middle School Teachers***

Annenberg/CPB

8 Videos (60 min ea)/Workshop Guide

(Graduate credit available - check website: [www.learner.org/resources/series192.html](http://www.learner.org/resources/series192.html))

This professional development workshop is designed to help teachers learn effective practices and strategies to use with middle school students in writing instruction. Through classroom footage of excellent teachers modeling successful strategies and interviews with teachers, students and nationally recognized experts about the writing process, workshop participants will learn ways to create a positive and productive writing environment for young adolescents.

Tape 1: *Creating a Community of Writers*

Tape 2: *Making Writing Meaningful*

Tape 3: *Teaching Poetry*

Tape 4: *Teaching Persuasive Writing*

Tape 5: *Teaching Multigenre Writing*

Tape 6: *Responding to Writing, Teacher to Student*

Tape 7: *Responding to Writing, Peer to Peer*

Tape 8: *Teaching the Power of Revision*

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