Learning Library
CATALOG

APRIL 2020

THE LEARNING LIBRARY

The learning library has an abundance of resources for a variety of roles. Inside this catalog you will find an overview of the current resources that are located within the Learning Library. There are always items being added, and there are people constantly working to improve your experiences within RDSS.

When the Learning Library launched in October 2019 there were 740 resources, 680 within the Explore tab and 60 in the PD Packages tab. Now there are over 1,000 resources available and 103 in-person PD packages within the system.

While you are exploring you can add things to your View Later playlist just by clicking the View Later icon at the bottom right of the resource. Using the Manage Playlists tab, you can access the items you've saved to your View Later playlist, reorganize the order that they are in, and see your viewing history within the Learning Library.

This will allow you to direct your own growth and learning on your own time. This is the first phase of this application, and even more and exciting tools will be added in the future to inscrease user abilities within the system. Be sure to check back often!

Feedback:
desere.hockman@maricopa.gov

Technical Support:
Call or Text the RDSS Help Desk
(602) 698-6155

GLOSSARY VIDEOS

These glossary videos are short and are designed to support the audience in better understanding the vocabulary that is found in the LOI. They include the definition from the glossary, a clip that showcases the word, and identifies the elements that the word can be found in.

Interdisciplinary
Depth of Knowledge
Student to Student Interaction
Critical Thinking
Original Work
Monitoring and Responding to
Student Behavior
Process Skills
Routines and Procedures
Precise
Maintain Momentum
Conjecture
Analysis
Responsibility for Learning
Generalization
Comprehension
Misconceptions
Outcome
Quality of Work
Real-World Problems
Realia
Structure
total Physical Response (TPR)
Effective
Authentic Assessment
Constructing Knowledge
Exemplary
Differentiated
Content Accessibility
Anchor Papers
Complex Reasoning
Correct Level of Difficulty
Formative Assessment
Long-Term Goals
Metacognition
Monitor and Adjust
Overt
Proactivity
Rigorous

Self Monitoring
Task Product Requirements
Performance-Based Assessment
Empower
Student Progress
Task Analysis
Connection to Content
Conceptual Understanding
Collaborative Community
Aligned
Analysis of Instruction
Learning Conversations
Conceptual Development
Diverse Perspectives
Standards
Explicitly
Covert
Free of Distraction
Authentic Engagement
Accomodations
Academic Vocabulary
Feedback
Labeling
Sub-Objective
Real-Time Assessment
Modeling
Objective
Wait Time
Systematic Progression
Short Term Goals
Sub Group
Teacher to Student Interaction
(NEW!)
Refinement (NEW!)
Rienforcement (NEW!)
Relationships (NEW!)

REIL TALK PODCAST

Our REIL Talk podcast is where Michelle Yerkes and Des Hockman lead discussions about educational practices and how they impact schools and educators.

So far we have the following topics:

Problem Based Learning
Educator Goal Plans
Distributive Leadership
Learning Progressions
Crucial Conversations
Using Data to Drive Instruction
The Role of Prior Knowledge
Writing Across the Curriculum
The 5E Model (NEW!)
Effective Instructional Time (NEW!)
Constructivism (NEW!)
Classroom Culture (NEW!)

If you have a topic that you would like us to discuss and/or you'd you like to be a guest on our podcast, contact Des Hockman, desere.hockman@maricopa.gov.

EGP RESOURCES

Informational Video Series

EGP Templates and Examples

EGP Quick Guide

BOOK STUDIES

Here are the book studies we have on the Learning Library so far:
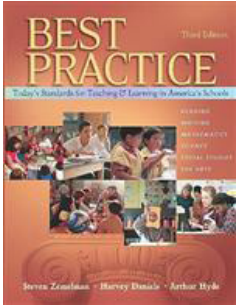
Best Practice
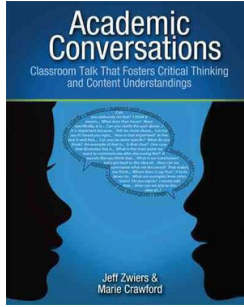
Classroom Talk That Fosters Critical Thinking and Content Understandings
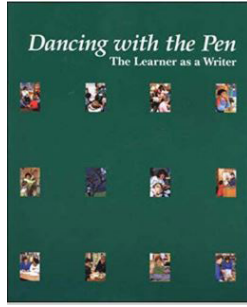
Dancing with the Pen
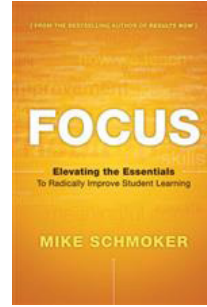
Focus
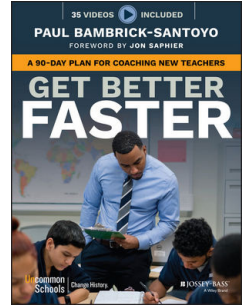
Get Better Faster
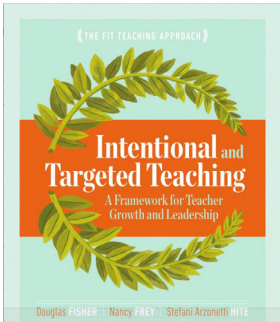
Intentional and Targeted Teaching (NEW!)
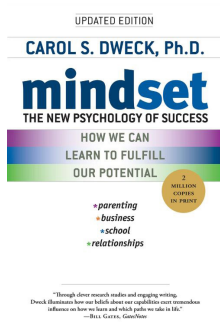
Mindset
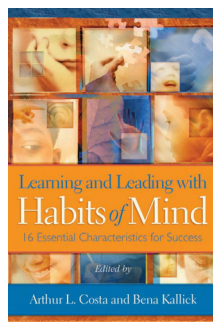
Learning and Leading with Habits of Mind
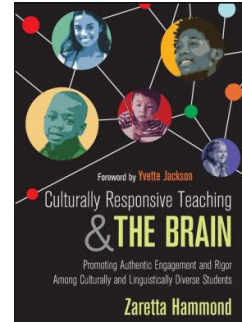
Culturally Responsive Teaching & The Brain (NEW!)
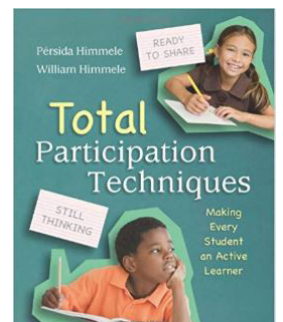
Making Every Student An Active Learner
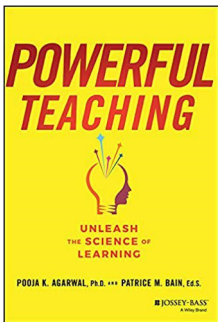
Powerful Teaching
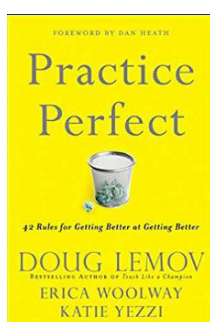
Practice Perfect
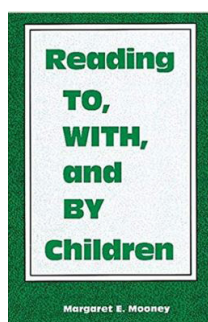
Reading to, With, and By Children
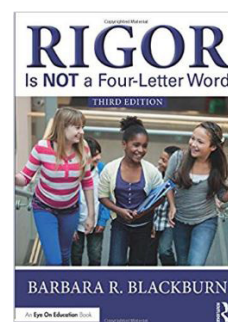
Rigor is Not a Four Letter Word
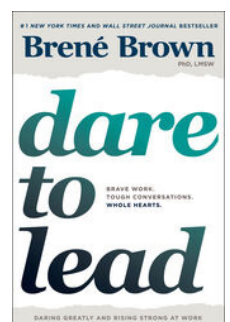
Dare to Lead (NEW!)

Foundations of Instruction: Objective Writing
Planning Document

step 1 — Select a standard from the State Standard or district pacing guide for your grade level or content.
Select a standard that:
• students have not yet learned
• is significant in learning
• is in the logical progression of content development

step 2 — Unpack or deconstruct the standard or performance objective.
Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Do	Know

step 3 — Investigate the concept development from grade to grade.
Research the development of the standard by investigating how it is approached in each grade level by:
• locating the grade level where terminology and skills are introduced.
• locating the further development of the skill to better identify the purpose of the standard.

step 4 — Write a learning sequence.
Consider:
• the "unpacked skills" from the grade level.
• the prerequisite skills from past grade levels.
• additional sub-skills that may not be directly stated in standards.

step 5 — Determine where to begin instruction.
Formal Assessment:
• Include all aspects of the standard.
• Progress from simple to complex.
Informal Assessment:
• Define the terms of the lesson.
• Explain the process(es) included in the lesson.

step 6 — Write a complete lesson objective, including content, process, and evidence of learning.
Write a complete lesson objective
• Use the Learning Sequence
Write indicators of evidence of learning.
• Quantity
• Quality
• Critical Thinking

MCESA
Maricopa County Education Service Agency

Templates are a wide range of documents that serve as templates that support a variety of roles. The one that is shown as an example on the left is a planning document that can be used when thinking through objective writing.

These templates are usually part of in person professional development as well. Below are the titles of templates that are currently in the Learning Library.

5C EIT and RA Norms and Responsibilities Template
Creating Learning Progressions a Step by Step Guide
Data Analysis Template
Developing a Partnership Agreement Between Coach and Principal
EGP LOI Template with Descriptors
EGP Template
High Functioning Teams Assessment
Implementation Rubric Data Driven Instruction and Assessment
Learning Focused Conversations
Lesson Plan Template
Objective Writing Planning Document
Objective Writing Template
OC Partnership Agreement Template
Personal Histories Exercise
Post Conference Evaluator Form
Post Conference Teacher Form
Pre Conference Evaluator Form
Pre Conference Teacher Form
Principal-Coach Relationships
Text Complexity: Qualitivity Measures Rubric
The Right Question at the Right Time: 8 Effective Question Templates

TIPS and TRICKS

Don't underestimate the use of the "view later" button. If you are searching for something, push this button to save the items you want to look at in more depth, allowing you to do a complete search through all the materials available before diving in deeper.

If you are searching and you want to save your search criteria just press the back arrow and it will bring you back to your search results.

Flowers need time to bloom. So do you ♡

Quando comsav

WALK THROUGH FORMS (NEW!)

The walk through forms are designed to be supportive to anyone who is going through classrooms gathering observational data. The first page contains the element descriptors, levels, and a place for the observer to take notes. The second page has an optional scope and sequence pulled from the book Get Better Faster. The last three pages lead the observer through a coaching session with the observed teacher. These forms can be used in part or in full depending on the need of the user.

WEBINARS

Webinars that are available are listed below. When you open the webinar you will find a video of a facilitator who will lead you through the new learning.

There are support documents that can be found in the supplementary support documents section. The number located below the video on the lower right corner indicates how many support documents are provided with each section of the webinar. In the screen shot on the left there are five documents that are used within the generalizations session of the critical thinking series.

Some webinars have only one session, but most have a series of sessions building complex topics for the audience.
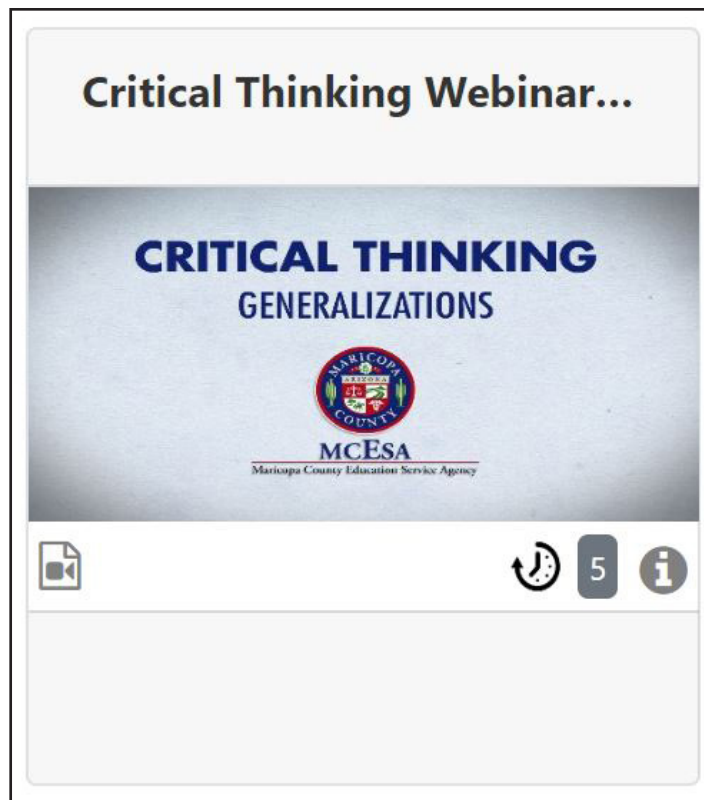
Critical Thinking Webinar...
CRITICAL THINKING
GENERALIZATIONS
MCESA
Maricopa County Education Service Agency

Adjusting Instruction: Creating Instructional Adjustments for Content, Cognition, and Pedagogy
Adjusting Instruction: Creating Aligned Instructional Adjustments
Constructing Knowledge: Constructing Lesson
Constructing Knowledge: Foundation of Constructing Knowledge
Constructing Knowledge: Questioning to Support Constructing Knowledge
Critical Thinking: Introduction
Critical Thinking: Generalization
Critical Thinking: Mindset
Critical Thinking: Processes
Critical Thinking: Teaching Growth Mindset
Critical Thinking: Transfer
Guided Practice and Check for Understanding
Lesson Design

TXT 4 TEACHERS

TXT4Teachers and TXT4Leaders archives have been published in the learning libary!

TXT4TEACHERS

Sign up for TXT4Teachers by texting the word "Teacher" to 602-359-6637

Academic Dialogue Beyond the Basics
Academic Dialogue Taking It To The Next Level
Drowning in Data Questions for Effective Data Dives
Embrace and Love Your Data!
End-od-Year Data Sharing Meetings
Facts About Adverse Childhood Experiences
Five Things To Do the First Few Weeks of School
Forgetaboutit
Formative Assessment Toolkit
Growth Mindset Language
Harnessing the Power of Exit Tickets
How Do You Teach an Introvert
How to become a High Perfoming PLC Instructional Team
Ideas Worth Spreading
Learning Menu Math
Marinate Your Thinking
Modeling a Growth Mindset
No Such Thing as a Flop
Now You Know Your Students' Names. Do You Know Your Students' Mindset?
Positive Behavior Interventions and Supports
Protocol for Analyzing Student Work
Responding to Tragedy
Supporting Students Experiencing Trauma
Targeted Feedback
Targeted Instructional Strategies
Tips for Using Exit Tickets
Today's Goal Find Dazzling Differentiated Texts Easily
Uncovering Student Wisdom Through Love
Wah Wah Wah Wah Wah ...
Walk This Way... Talk This Way!
What's Your Data Literacy IQ

TXT 4 LEADERS

TXT4Teachers and TXT4Leaders archives have been published in the learning libary!

TXT4LEADERS

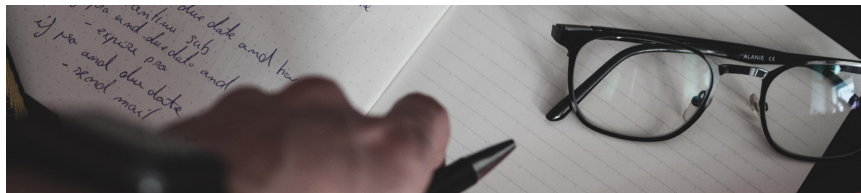Sign up for TXT4Leaders by texting the word "Leader" to 602-359-6637

A Refresher on the Art of Scripting
Adapting Recruitment Strategies to Get the People You Need
As You Are Hiring, Are You Planning for Individualized Support for New Employees
Behavior-Based Interviewing
Classroom Visits Narrowing Focus
Collective Responsibility Collaborating for Student Success
Conditions of Distributed Leadership
Crafting Behavior Event Interview Questions
Creating a Diverse and Inclusive School Culture
Data Driven Instructional Decisions- Inviting Teachers into the Discussion
Differentiated Professional Development Through Teacher-Led Learning
Do or Do Now. There is No Try.
Do Your Hiring Practices Avoid Adverse Impact
Doing Both Well
Drowning In Data
Easy Strategy for Engaging Staff
Feedback Beyond Suggestions
Five No=Cost Employee Recognition Ideas
Five Strategies for Engagment
Four Major Destinations
Four Practices to Build Trust
Go Granular!
Hiring Teams
How Do You Lead with Humor?
How Social Media Policy Savvy is Your Staff?
Improving Teacher Quality
Learn How to Tend the Fire
Lock in Time With Your Teachers
Love Em', Don't Lose Em'! Stay Interviews

Make Development Personal
Making Sure Parents Feel Heard
Meetings Productive Efficient Success
Monitoring Instructional Effectiveness
My Meeting, Your Meeting
Never Doubt Your Impact
Partnering with Parents
Press Pause, Time to Analyze
Professional Development- Make It Meaningful
Pronouncing Students' Name Correctly IS a Big Deal
Questions to Lend Focus
Responding to Misbehavior
Restorative Practices Rather Than Punishment-Based Approaches
Shifting Perspectives
Six Skills to Manage the Parent Teacher Concern Conversation
Straddled Between This Year and Next
Strategically Plan for Increased Performance
Successful Change
Tackling the Big, Bad To Do List
The Gift of a Functional Professional Learning Community
The Power of Presuming Positive Intentions
The Year of Presumign Positive Intentions
The Year of Delightful Staff Meetings
Tips for Extraordniary Customer Service
Training Future Leaders
Transforming Group Culture
Use Mistakes to Model for Staff
What Does Next Year's Master Schedule Say About Your School's Values
Zmail Policy

VIDEO SUPPORT GUIDES

In each video clip there is a supplementary document called a video support guide. You can find these as a package within the PD Packages page as well containing all the guided reflection handouts.

In each of these documents you will find:

An opportunity for self-reflection
A space for observers to take notes as they watch the video clip
Reflection questions that support levels 3-5
The element descriptors

Connections to Content
Level: 3

Grade: 2nd Grade
Subject: Language Arts

These support guides will make the use of video clips as a tool to grow even more effective. They can also serve as evidence to a teacher's work towards their own goals (EGPs) and provide opportunities to think through their own thinking or learning.

Are you creating or have you created a PD or created/found an awesome resource?

Be sure to send them to Des Hockman so that we can include them on the Learning Library. We will vet and package them so that other people can have access to them.

AUDIO ARTICLES

The audio articles we have completed so far are:

Questioning: Teacher Tools
Five Strategies for Questioning with Intention
The Eight C's of Engagement
Response: Ways to Cultivate Whole Class Engagement
Raising the Level of Paraphrasing
Never Say Anything a Kid Can Say
Letting Go of Control
How to Talk so Teacher Listen
How Am I doing?
Four Essential Practices of Building Trust
Distributive Leadership
Activating Prior Knowledge

What is Constructivism?
What is Conceptual Understanding?
Student Engagement- Is It Authentic or Compliant?
A Continuum of Learning Focused Interaction
Leadership and Systems Thinking
Asset-Based Coaching: Focusing on Strengths
Working on the Work (NEW!)

The article can be found in the supplementary documents of the audio file as well for easy access.
Thank you to our voices Cory Peacock, Jenny Schenck, Des Hockman and Pete Sharbaugh.

ARTICLES

The following articles are what is currently up in the Learning Library:

- 10 Critical Qualities of Student Work
- 10 Design Qualities for Centers
- 5E Instructional Model: Origings, Effectiveness, and Applications
- 7 Norms of Collaboration
- 8 Mathematical Practices
- A Continuum of Learning Focused Interaction
- A Deeper Meaning of Resilience
- A Guide to Writing Text Dependent Questions
- A Systems Thinking Model, The Iceberg
- Activating Prior Knowledge
- Asset Based Coaching Focusing on Strengths
- Cognitive Coaching a Strategy for Reflective Teaching
- Cognitive Coaching in Retrospect Why It Persists
- Collaborative Group Work Protocols
- Constructing Knowledge 10 Common Errors
- Creating Learning Progressions a Step by Step Guide
- Developing a Partnership Agreement Between Coach and Principal
- Distributed Leadership
- Effective Instructional Time Use for School Leaders
- Five Strategies for Questioning with Intention
- Four Essential Practices for Building Trust
- High Functioning Teams Assessment
- How Am I Doing?
- How to Talk so Teachers Listen
- Implementation Rubric Data Driven Instruction and Assessment
- Leadership and Systems Thinking
- Leading from Every Seat
- Letting Go Of Control

- LOI Quick Guide
- Narrating Positive Behavior
- Never Say Anything A Kid Can Say
- Objective Writing Notes
- Objective Writing Planning Document
- Power LOI Overview Informational Sheet
- Principal-Coach Relationships
- Putting Principal Evaluation into Practice
- Questioning Article
- Questions for Student Focus Groups
- Raise the Level of Conversation by Using Parphrasing as a Listening Skill
- Real Time Assessments
- Rigor in Instruction
- Root Cause Analysis
- Strategies for Instruction and Assessment
- Strategies to Extend Thinking
- Student Engagement Is It Authentic Engagement or Just Compliant
- Task Analysis Organizing and Sequencing Lesson Sub Objectives
- Team Effectiveness Exercise
- The Art of Consequence
- The Challenge of Challenging Texts
- The Eight C's of Engagement
- The Five Dysfuntions of a Team
- The Highly Engaged Classroom
- The Human Era at Work
- The Right Question at the Right Time
- The Role of Prior Knowledge in Learning
- Using Humor in the Classroom
- Ways to Cultivate Whole Class Engagement
- What is Conceptual Understanding
- What is Constructivism
- Working on the Work
- Writing Across the Curriculum

INFOGRAPHICS

Below are the infographics that are currently available on the Learning Library:

Building Relationships

Composing Powerful Questions: Three Linguistic Components

Constructivism

Creating Authentic Learning Exerpiences

Creating Classroom Culture in 5 Steps

Creating Successful Goals

Distributed Practice

Effectively Communicate with Your Parents

Facilitating Successful Collaborations

Formative Assessment in 3-2-1

Get Kids Writing

Getting Students Involved

How to Give Feedback

How to Respond to Student Respones

Implementing Student Response Cards

Implicit Bias

Incorporating Habits of Mind

Inegrating Stocial- Emotional Learning

Learner Led Conferences

Lets Collaborate

Make Sure Every Voice Is Heard

Positive Narration

Providing Feedback

Responding to Student Behavior

Teach How to Work in a Team

The 16 Habits of Mind

The 5E Model

The 8 Mathematical Practices

The Six Cognitive Principles

Tips for Creating Collaborative Team Norms

Using Mindful Language

FAQs About Learning Progressions

Time Management for Adults

Time Management for Students

Triangulating Formative Assessment Data

Helping Students Cope With Test Anxiety

FRUSTRATION

How to use frustration in a positive way.

IT'S NORMAL

Did you know that it's perfectly normal to get frustrated? If you feel frustrated, remember that it's OK. Did you know that some frustration can help your brain grow? Having a little frustration is a good thing; it means you are challenging yourself to learn. What are some things that frustrate you?

TAKE A BREAK

If you start feeling frustrated, try taking a short break, then come back to your work. When you get frustrated and need to take a brain break, what things can you do for 5 - 10 minutes?

ASK FOR HELP

It's not up to you to learn everything alone. If you feel frustrated, ask for help. Who are some people you can ask for help when you get stuck?

When you get frustrated, use these tips so you can keep going and learning.

REIL-Extend
Rewarding Excellence in Instruction and Leadership

SOURCE: HTTPS://WWW.KHANACADEMY.ORG/PARTNER-CONTENT/LEARNSTORM-GROWTH-MINDSET-ACTIVITIES-US/ELEMENTARY-AND-MIDDLE-SCHOOL-ACTIVITIES/WORKING-THROUGH-MISTAKES-AND-FRUSTRATION/A/ACTIVITY-4-PART-1-KEEP-GOING-KEEP-GROWING?MODAL=1

Frustraion
(NEW!)

VIDEO CLIPS

We currently have 433 video clips published. These video clips support viewers in what the real-world application looks like of the various elements. They contain pop ups that identify the evidence for the element being demonstrated and are identified for what level the clip represents. We are always looking to find more excellent teachers to film, and if you or someone you know would like to be part of our video cadre contact Kim StClair at Kimberly.StClair@maricopa.gov for more information.

Element	# of Videos
Analysis of Instruction	12
Authentic Engagement	15
Conceptual Understanding	22
Connections to Content	24
Content Accessibility	14
Correct Level of Difficulty	14
Critical Thinking	11
Feedback	33
Instructional Approach	36
Monitor and Adjust	20
Monitoring and Responding to Student Behavior	14
Practice/ Aligned Activity	30
Real-Time Assessment	14
Relationships	13
Responsibility for learning	22
Routines and Procedures	31
Student Progress	13
Student to Student Interaction	22
Task Analysis	31
Teacher Role	32
Teacher to Student Interaction	18

Subject	# of Videos
Language Arts	167
Math	140
Science	35
Social Studies	19
Art	6
Music	35
Physical Education	39

Grade Level	# of Videos
PK	28
K	17
1	22
2	52
3	87
4	28
5	57
6	19
7	13
8	39
HS	27
1&2	11
3,4,5	2
7&8	28
5&6	2
K-8	3
K-2	1
K&1	5
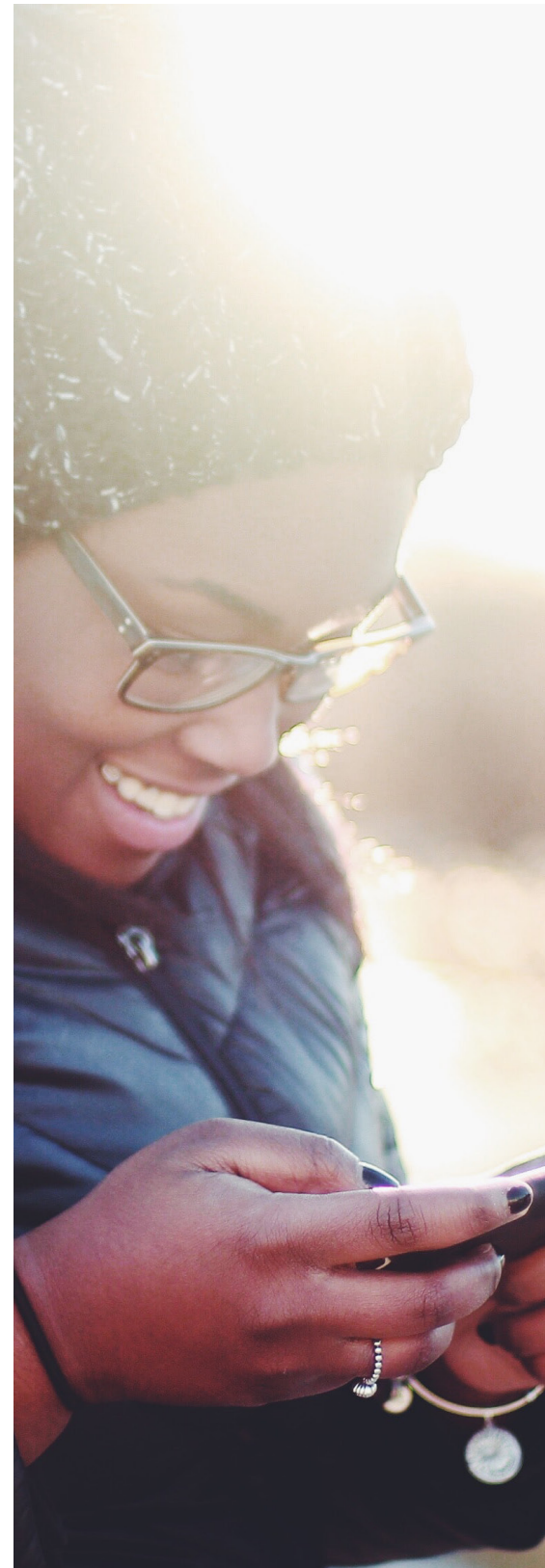
SELF-LED PROFESSIONAL DEVELOPMENT

BIAS ERRORS IN TEACHER EVALUATION SELF-LED PD
Topic: Bias Errors in Teacher Evaluations
Objectives: Participants will be able to inrease their efficacy and effectiveness in LOI evaluator practices in oder to support professional growth of educators.
Audience: Leaders and Evaluators

CONSTRUCTING KNOWLEDGE PART 1 SELF-LED PD
Topic: Constructing knowledge
Objectives: Participants will analyze components of a constructed experience and justify when to use. (What is Constructing)
Audience: Teachers

CONSTRUCTING KNOWLEDGE PART 2 SELF-LED PD
Topic: Constructing Knowledge
Objectives: Design effective strategies to solidify learning in a constructed experience
Audience: Teachers

COURAGEOUS CONVERSATION SELF-LED PD
Topic: Courageous Conversations
Objectives: Participants will engage in effective courageous conversations to resolve competing priorities and beliefs while preserving relationships, in order to foster a trusing and respectful culture that will benefit student learning.
Audience: Leaders, Coaches, MCLs, Teacher Leaders

CRITICAL THINKING SELF-LED PD
Topic: Overview of critical thinking strategies
Objectives: Participants will be able to apply new concepts to design activities that ensure students engaged in complex reasoning to make new meaning of their learning not provided by the teacher.
Audience: Teachers

DIFFERENETIATION SELF-LED PD
Topic: Differentiation
Objectives: Participants of this self-led PD will be able to:
identify what to differentiate
how to differentiate
specify strategies of differentiation
Audience: Teachers

SELF-LED PROFESSIONAL DEVELOPMENT

DIFFERENTIATION: DEFINING SUB-GROUPS SELF-LED PD
Topic: Using differentiation to create sub-groups within lessons
Objectives: Participants will be able to identify student sub-groups and will be able to differentiate lessons to meet the sub-groups needs.
Audience: Teachers

GETTING STUDENTS ENGAGED IN CONVERSATIONS SELF-LED PD
Topic: Student to Student Interaction (level 3)
Objectives: Participants will be able to plan for a structured academic conversation that includes equal participation, content vocabulary, and justification of ideas between students.
Audience: Teachers

HIGH FUNCTIONING TEAMS SELF-LED PD
Topic: How high functioning teams operate
Objectives: Participants will identify individual preferences and team dysfunctions to improve the effectiveness of the team
Audience: Any team that wants to improve their function together

HOW DO YOU USE QUESTIONING? SELF-LED PD
Topic: Identifying and revising types of questions
Objectives: Participants will be abel to analyze questions within lessons, define the type of questions, and revise the questions into different types to facilitate student learning.
Audience: Teachers

LESSON DESIGN SELF-LED PD
Topic: Lesson Plan Design
Objectives: Participants will write a lesson plan with aligned sub-objectives and real-time assessments.
Audience: Teachers

MODELING SELF-LED PD
Topic: Modeling
Objectives: Participants will be able to identify when a model is needed and create an appropriate and effective model based on the needs of the students.
Audience: Teachers

MODIFYING INSTRUCTION SELF LED PD

Topic: How to use real-time assessment results to modify instruction
Objectives: Participants will use Real-Time Assessments (checks for understanding) of a lesson to make instructional decisions at the sub-objective level and justify their thinking
Audience: Teachers
Time: 180 minutes (2 hours 40 minutes)

NEW SCIENCE STANDARDS SELF-LED PD

Topic: The New Science Standards
Objectives: Participants will become familiar with the new Arizona Science Standards.
Audience: Teachers
Time: 100 minutes (1 hour 40 minutes)

PROVIDING EFFECTIVE FEEDBACK SELF-LED PD

Topic: Providing Feedback
Objectives: Apply strategies for providing effective academic feedback to improve student learning.
Audience: Teachers

TASK ANALYSIS SELF-LED PD

Topic: Critical Thinking; Growth of Practice Protocol
Objectives:
• Comprehend critical thinking and associated concepts.
• Analyze activities and questions for critical thinking.
• Write critical thinking questions and/or activities.
• Apply critical thinking to other RAOI elements.
• Write and deliver a lesson segment incorporating critical thinking questions
• Problem solve classroom challenges through the "Growth of Practice Protocol."
Audience: "New to Role" Reach Associates; new teachers; Instructional Assistants

SELF-LED PROFESSIONAL DEVELOPMENT

TEACHER AND STUDENT INTERACTIONS SELF-LED PD
Topic: Teacher and Student Interaction
Objectives:
Participants will clarify and apply their understanding of the Student-to-Student and Teacher-to-Student Interaction element at a proficient level. Participants will review and select Student-to-Student and Teacher-to-Student Interaction strategies to utilize in the classroom
Audience: Teachers

TIME MANAGEMENT SELF-LED PD
Topic: Time Management
Objectives: Participants will learn how to manage their time more effectively
Audience: Teachers, Coaches, Leaders

UNDERSTANDING RESISTANCE SELF-LED PD
Topic: Understanding why team members resist change
Objectives: As a participant you will take charge of change by leveraging the strengths and needs of team members to overcome resistance, build capacity, distribute leadership, and increase retention of effective team members.
Audience: Leaders and Teacher Leaders

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Topic: Establishing positive relationships with students and positive behavior management strategy ("What to Do" Lemov's Teach Like a Champion).
Objectives:
Identify the characteristics of building positive relationships with students by identifying and building on students' cultural assets.
Practice strategies to respectfully respond to students who do not meet behavioral expectations
Audience: Teachers and Instructional Assistants
Time: 180 minutes (3 hours)