



KNOWLEDGE DELIVERY SYSTEMS

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Aiding Schools and Educational Associations to Create Customized Online Professional Development Programs for their Educators

Each individual workshop topic listed below includes a minimum of two hours of coursework, consisting of 1.5 hours of streaming video/audio lecture and 30 minutes or more of assessment and topic resource work.

ENGLISH LANGUAGE LEARNERS

Introduction to Teaching English Language Learners and Foundations of Language Acquisition	Elizabeth Jiménez
Who Are Our English Language Learners? – Data and Case Studies of English Language Learners	Elizabeth Jiménez
Theories, Models and Processes of Second-Language Acquisition	Elizabeth Jiménez
Linguistic Foundations–Receptive (Listening and Reading) Language Structure and Use	Elizabeth Jiménez
Linguistic Foundations–Expressive (Speaking and Writing) Language Structure and Use	Elizabeth Jiménez
Contrastive Analysis–Why Some Elements of English are so Difficult and How to Help English Language Learners Overcome Them	Elizabeth Jiménez
Contextual Factors in Second Language Acquisition	Elizabeth Jiménez
Legal Foundations and Political Factors Affecting Language Development—Key Laws, Court Cases, and Policy Directions	Elizabeth Jiménez
Assessment of English Language Learners–Roles, Purposes and Types of Assessment	Elizabeth Jiménez
Foundations of Programs for English Language Learners–Content Instruction	Elizabeth Jiménez
Foundations of Programs for English Language Learners–English Language Literacy	Elizabeth Jiménez
Principles of Standards–Based Assessment and Instruction	Elizabeth Jiménez
Instructional Planning and Organization for ESL and Sheltered Instruction	Elizabeth Jiménez
Components of Effective Instructional Delivery in ESL and Sheltered Instruction	Elizabeth Jiménez
The Importance of Culturally and Linguistically Appropriate Instructional Materials	Elizabeth Jiménez
What is English Language Development? Research and Practice of ESL	Elizabeth Jiménez
Understanding the Critical Relationship between ESL and ELA	Elizabeth Jiménez
What is Sheltered Instruction? Developing Academic Language While Teaching Content	Elizabeth Jiménez
Culturally Relevant Instruction–When Teachers and Students Bring Different Cultural Experiences to the Classroom	Elizabeth Jiménez
Characteristics of Universal Access	Elizabeth Jiménez
Working With English Language Learners*	Donna Walker Tileston
ESL, ELL, and LEP Literacy Topics*	Carol Mowen
Stages of Language Acquisition	David Noyes
Making Connections: Prior and Background Knowledge	David Noyes
Cooperative Learning and English Language Learners	David Noyes
Vocabulary and English Language Learners	David Noyes
Interactive Learning and Text Adaption for English Learners	David Noyes
Multiple Intelligences*	David Noyes
The Application of Formal Language and Social Context for ELL	David Noyes
English Language Development	David Noyes
Assessment for English Language Learners	David Noyes
Understanding Language Acquisition	Terri Peckham (ESSDACK)
The A to Z of ELLs: Part 1	Hope Blecher-Sass & Sharon Russell-Fowler
The A to Z of ELLs: Part 2	Hope Blecher-Sass & Sharon Russell-Fowler
The A to Z of ELLs: Part 3	Hope Blecher-Sass & Sharon Russell-Fowler
The A to Z of ELLs: Part 4	Hope Blecher-Sass & Sharon Russell-Fowler
The A to Z of ELLs: Part 5	Hope Blecher-Sass & Sharon Russell-Fowler
The A to Z of ELLs: Part 6	Hope Blecher-Sass & Sharon Russell-Fowler
The A to Z of ELLs: Part 7	Hope Blecher-Sass & Sharon Russell-Fowler
The A to Z of ELLs: Part 8	Hope Blecher-Sass & Sharon Russell-Fowler

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The A to Z of ELLs: Part 9
The A to Z of ELLs: Part 10

Hope Blecher-Sass & Sharon Russell-Fowler
Hope Blecher-Sass & Sharon Russell-Fowler

RESPONSE TO INTERVENTION (RTI): ACCELERATING STUDENT ACHIEVEMENT ACROSS THE CURRICULUM

RTI Overview and the Law, Part 1	Concetta Russo
RTI Overview and the Law, Part 2	Concetta Russo
RTI and Behavior Management	Concetta Russo
RTI and Processing Disorders	Concetta Russo
RTI and Math Strategies, Part 1	Concetta Russo
RTI and Math Strategies, Part 2	Concetta Russo
RTI and Reading Strategies	Concetta Russo
RTI and Spelling and Writing Strategies	Concetta Russo
RTI and Technology	Joyce Whitby
RTI and Assessment and Progress Monitoring	Concetta Russo
RTI: What it Means for Administrators of Elementary and Secondary Schools	Concetta Russo
RTI: What it Means for Parents	Concetta Russo
RTI: What it Means for General and Special Educators, Part 1	Concetta Russo
RTI: What it Means for General and Special Educators, Part 2	Concetta Russo
RTI: What it Means for Speech Pathologists	Concetta Russo
RTI: What it Means for Occupational Therapists	Concetta Russo
RTI: What it Means for School Psychologists	Concetta Russo
RTI: What it Means for Paraprofessionals	Concetta Russo
RTI: What it Means for ESL/ELD Educators	Concetta Russo
RTI: How to Run an Effective RTI Team Meeting	Concetta Russo

INSTRUCTIONAL STRATEGIES

Integrating Curriculum, Part I ◀	Mark Springer
Integrating Curriculum, Part II ◀	Mark Springer
Homework Practices & Policies that Work ◀	Rick Wormeli
Motivating and Engaging the Middle School Student* ◀	Rick Wormeli
Strategies to Reduce Classroom Disruption ◀	Rick Wormeli
Games as Tools for Learning ◀	Rick Wormeli
Web Resources for a Standards-Based Curriculum	Jim Moulton
User-Friendly Data Tools for Schools* ◀	Lynda Irvin
Using Rubrics to Evaluate and Improve Student Performance, Part I*	Jay McTighe
Using Rubrics to Evaluate and Improve Student Performance, Part II*	Jay McTighe
Enhancing Your Instructional Content	Keith Lenz
Support Interventions for Struggling Adolescent Learners	Donald Deshler
Learning Strategy Instruction for Struggling Adolescent Learners	Donald Deshler
Strategic Instruction Model	Donald Deshler
Lesson Design to Improve Literacy*	Carol Mowen

DIFFERENTIATED INSTRUCTION

Strategies for Differentiation ◀	Carol Ann Tomlinson
More Strategies for Differentiation ◀	Carol Ann Tomlinson



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Differentiation and the Issue of Quality ◀	Carol Ann Tomlinson
Teaching Kids in a Mixed Ability Classroom, Part I	Susan Winebrenner
Teaching Kids in a Mixed Ability Classroom, Part II	Susan Winebrenner
Teaching Kids with Learning Difficulties, Part I	Susan Winebrenner
Teaching Kids with Learning Difficulties, Part II	Susan Winebrenner
Teaching Gifted Kids in the Regular Classroom, Part I ◀	Susan Winebrenner
Teaching Gifted Kids in the Regular Classroom, Part II	Susan Winebrenner
Teaching Gifted Kids in the Regular Classroom, Part III	Susan Winebrenner
Building a Classroom Community that Supports a Differentiated Environment	Debbie Silver
Managing the Differentiated Classroom	Debbie Silver
Designing Standards-Based Lessons That Meet Different Student Needs ◀	Debbie Silver
Differentiated Teaching and Assessing through Multiple Intelligences* ◀	Debbie Silver
Differentiated Assessment and Grading*	Rick Wormeli
The Building Blocks of Differentiated Instruction	Bruce Campbell
Day-to-Day in a Differentiated Classroom	Bruce Campbell

MIDDLE SCHOOL INSTRUCTION

Strategies for Addressing Academic Diversity in the Middle Grades ◀	Carol Ann Tomlinson
More Strategies for Addressing Academic Diversity in the Middle Grades ◀	Carol Ann Tomlinson
Motivating and Engaging the Middle School Student ◀	Rick Wormeli
Brain Research and the Middle School Student* ◀	Rick Wormeli
Changing Instruction for the Block Length Class	Rick Wormeli

ASSESSMENT & EVALUATION

Using Rubrics to Evaluate and Improve Student Performance, Part I*	Jay McTighe
Using Rubrics to Evaluate and Improve Student Performance, Part II*	Jay McTighe
The Ten Root Causes of Educational Frustration	Lee Jenkins
Data in the Classroom, Part I	Lee Jenkins
Data in the Classroom, Part II	Lee Jenkins
Differentiated Assessment and Grading*	Rick Wormeli
Differentiated Teaching and Assessing through Multiple Intelligences* ◀	Debbie Silver
User-Friendly Data Tools for Schools* ◀	Lynda Irvin
Aligning Classroom Assessments*	Donna Walker Tileston
Building Effective Assessments*	Donna Walker Tileston
Leading Kids to Self-Assess*	Donna Walker Tileston
Building Rubrics for Formative and Summative Assessments*	Donna Walker Tileston
Assessment and Literacy*	Carol Mowen

BRAIN RESEARCH & LEARNING STYLES

Teaching and Learning through Multiple Intelligences ◀	Bruce Campbell
The Brain, Learning, and Multiple Intelligences	Bruce Campbell
Brain Research and the Middle School Student* ◀	Rick Wormeli
Brain Structure and Development*	Marilee Sprenger
Brain-Compatible Teaching Principles*	Marilee Sprenger
Wiring the Brain for Literacy*	Marilee Sprenger
Differentiation through Learning Styles and Memory	Marilee Sprenger

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Session 16: Working With English Language Learners*	Donna Walker Tileston
Session 17: Putting It All Together	Donna Walker Tileston
Session 18: Giving Meaning to Learning	Donna Walker Tileston
Session 19: Teaching The Diverse Brain to Read and Understand*	Donna Walker Tileston
Session 20: Closing the Gap in Achievement	Donna Walker Tileston

PREPARING STUDENTS FOR HIGH-STAKES TESTS

Session 1: How Did We Get Here?	Donna Walker Tileston
Session 2: Why Standards Will Survive	Donna Walker Tileston
Session 3: The Vocabulary of Tests	Donna Walker Tileston
Session 4: The Difficulty of Vocabulary	Donna Walker Tileston
Session 5: Power Tools for Teaching Vocabulary	Donna Walker Tileston
Session 6: Step-by-Step Process for Teaching Vocabulary	Donna Walker Tileston
Session 7: Teaching Vocabulary in the Classroom	Donna Walker Tileston
Session 8: Finding the Process Skills in the Standards	Donna Walker Tileston
Session 9: Teaching Compare and/or Contrast	Donna Walker Tileston
Session 10: Teaching Non-Linguistic Organizers	Donna Walker Tileston
Session 11: Using Non-Linguistic Organizers to Prep for High-Stakes Learning	Donna Walker Tileston
Session 12: Enhancing Writing Skills For High-Stakes Tests	Donna Walker Tileston
Session 13: Teaching Kids to Summarize for High-Stakes Testing	Donna Walker Tileston
Session 14: A Plan for Improving High-Stakes Testing	Donna Walker Tileston
Session 15: Aligning Classroom Assessments*	Donna Walker Tileston
Session 16: Building Effective Assessments*	Donna Walker Tileston
Session 17: Leading Kids to Self-Assess*	Donna Walker Tileston
Session 18: Building Rubrics for Formative and Summative Assessments*	Donna Walker Tileston
Session 19: Putting It All Together	Donna Walker Tileston
Session 20: The Emotion Of Testing	Donna Walker Tileston

IMPROVING LITERACY

Literacy on All Fronts – Reading, Writing & Vocabulary in All Subjects ◀	Rick Wormeli
School-Wide Literacy, Part I: Building Blocks for Academic Achievement ◀	Judith Irvin
School-Wide Literacy, Part II: Improving Achievement, Content-Area Literacy ◀	Judith Irvin
Early Intervention – Detecting & Addressing Language Experience Deficits	Todd Risley
The Content Literacy Continuum	Keith Lenz
Reading Disorders*	Donna Walker Tileston
Special Education and the Brain: Part 1*	Donna Walker Tileston
Special Education and the Brain: Part 2*	Donna Walker Tileston
Speech and Language Disorders*	Donna Walker Tileston
Teaching The Diverse Brain to Read and Understand*	Donna Walker Tileston
A Brief History of Literacy	Carol Mowen
Defining Literacy	Carol Mowen
The Essential Nature of Literacy in Today's Society	Carol Mowen
Identifying Struggling Readers	Carol Mowen
Reading Comprehensions	Carol Mowen
No Child Left Behind and Secondary School Literacy	Carol Mowen
Diversity and Literacy*	Carol Mowen
ESL, ELL, and LEP Literacy Topics*	Carol Mowen
Learning Disabilities and Literacy*	Carol Mowen

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Learning Styles and Literacy*	Carol Mowen
Literacy across the Curriculum	Carol Mowen
Implementing Research to Improve Literacy	Carol Mowen
Choosing Reading: Getting Secondary Students to Read	Carol Mowen
Adult Role Models and Adolescent Literacy	Carol Mowen
Making the Reading and Writing Connection	Carol Mowen
Literacy and Technology	Carol Mowen
Media Literacy in the Secondary School	Carol Mowen
Lesson Design to Improve Literacy*	Carol Mowen
Assessment and Literacy*	Carol Mowen
Developing a Secondary School Classroom that Enhances Literacy	Carol Mowen

ANGER MANAGEMENT & VIOLENCE PREVENTION

Anger 101: The Nature, Properties and Principles of Anger	Diane Wagenhals
Perceptions of Anger: The Myths of and General Approaches to Anger	Diane Wagenhals
When I'm Angry: Concepts and Approaches to Managing One's Own Anger	Diane Wagenhals
Handling Protests: Responding when Confronted with Someone Else's Anger	Diane Wagenhals
Who Me? Angry?: Connecting Anger, Aggression, Hostility & Violence	Diane Wagenhals
There's No Shame in Trying: The Nature of Shame	Diane Wagenhals
To Shame or Not to Shame is Not the Question	Diane Wagenhals
Structure vs. Discipline: Consequences & Healthy Disciplinary Structure	Diane Wagenhals
This is Your Brain on Anger: Brain Development, Trauma & Prolonged Anger	Diane Wagenhals
Can I Get a HUG?: Environments without Physical Contact & Kids' Activities	Diane Wagenhals
Do Not Pass "No": Key Factors to Children's Reluctance to Disclose Abuse	Diane Wagenhals
Discipline vs. Punishment: Connecting Violence with Discipline & Punishment	Diane Wagenhals
The Brain is Connected to the... :	Diane Wagenhals
The Discipline Report Card for Educators & Parents	Diane Wagenhals
Persistent Problems: Addressing Highly Sensitive Subjects	Diane Wagenhals

BUILDING EDUCATIONAL LEADERS & STRONG SCHOOL COMMUNITIES

School Leadership ◀	Michelle Pedigo
Motivating Colleagues	Rick Wormeli
Finding Your Strengths as a Teacher	Debbie Silver
Failure is Not an Option: Closing the Achievement Gap ◀	Alan Blankstein
Building Integrity-Based Learning Communities ◀	Eileen Griffin
School and After-School Connections ◀	Daryl Bundrige
Dealing with Difficult Parents	Doug Fiore
Aligning School Leadership with the ISLLC Standards	Doug Fiore
Educators: Leading for Excellence, Part I	Clifton Taulbert
Educators: Leading for Excellence, Part II	Clifton Taulbert
Educators: Leading for Excellence, Part III	Clifton Taulbert
Educators: Leading for Excellence, Part IV	Clifton Taulbert

CHARACTER EDUCATION

Session 1: Character: An Initiative with Far-Reaching Consequences	Clifton Taulbert
Session 2: Why the Character Focus: The Cultural Shift - A Society in Change	Clifton Taulbert



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Session 3: The Cultural Shift: Impact Upon the Classroom	Clifton Taulbert
Session 4: Voices of Character: Professionals I Know	Clifton Taulbert
Session 5: The Role of the Teacher in the Midst of Change	Clifton Taulbert
Session 6: From 8th Century Cicero to 21st Century Lickona: Character Journey	Clifton Taulbert
Session 7: The Role of the "Affective" Dimension of the Learning Process	Clifton Taulbert
Session 8: Character Education on Campus	Clifton Taulbert
Session 9: The Federal Government in Schools	Clifton Taulbert
Session 10: The Power of Community - Building and Sustaining	Clifton Taulbert
Session 11: Character at Work - 21st Century Case Histories I	Clifton Taulbert
Session 12: Character at Work - 21st Century Case Histories II	Clifton Taulbert
Session 13: Building Partnerships - Beyond the School	Clifton Taulbert
Session 14: The Athletic Coach - A Character Development Asset	Clifton Taulbert
Session 15: Adult Behaviors Matter - Your People Do What They See You Do	Clifton Taulbert
Session 16: Empowering Your Intent - Personal Leadership	Clifton Taulbert
Session 17: Empowering Your Intent - Timeless Habits I	Clifton Taulbert
Session 18: Empowering Your Intent - Timeless Habits II	Clifton Taulbert
Session 19: Empowering Your Intent - Timeless Habits III	Clifton Taulbert
Session 20: The Proactive Educator - Knowledgeable and Committed	Clifton Taulbert

WHAT GREAT TEACHERS DO DIFFERENTLY

What Great Teachers Do Differently, Part I	Todd Whitaker
What Great Teachers Do Differently, Part II	Todd Whitaker
What Great Teachers Do Differently, Part III	Todd Whitaker
What Great Teachers Do Differently, Part IV	Todd Whitaker
What Great Teachers Do Differently, Part V	Todd Whitaker
What Great Principals Do Differently ◀	Todd Whitaker

COACHING & MENTORING TO IMPROVE STUDENT LEARNING

POWERful Coaching, Session 1: What Every Educator Must Know	Karla Reiss
POWERful Coaching, Session 2: Becoming a Great Coach	Karla Reiss
POWERful Coaching, Session 3: Creating Coaching Competency, Part 1	Karla Reiss
POWERful Coaching, Session 4: Creating Coaching Competency, Part 2	Karla Reiss
POWERful Coaching, Session 5: Creating Coaching Competency, Part 3	Karla Reiss
POWERful Coaching, Session 6: The POWERful Coaching Model	Karla Reiss
POWERful Coaching, Session 7: Say Yes to Change, Part 1	Karla Reiss
POWERful Coaching, Session 8: Say Yes to Change, Part 2	Karla Reiss
POWERful Coaching, Session 9: Thinking Your Way to Peak Performance	Karla Reiss
POWERful Coaching, Session 10: Successful Coaching in Practice	Karla Reiss
Say Yes to Change! A Coaching Approach to Overcoming Resistance	Karla Reiss
B.L.A.S.T. O.F.F. To Better Communication	Karla Reiss

UNDERSTANDING ROLES OF LEADERSHIP & MENTORING

The Mentor/Protégé Voyage Leadership and Adults	Johnnie Roebuck
Understanding Leadership Concepts	Johnnie Roebuck
Understandings Leading to Mentoring Success	Johnnie Roebuck
Advanced Mentoring Processes and Practice	Johnnie Roebuck



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Session 10: Division of Fractions
Session 11: Addition and Subtraction of Decimals
Session 12: Multiplication and Division of Decimals: Part 1
Session 12: Multiplication and Division of Decimals: Part 2

Paul Lawrence
Paul Lawrence
Paul Lawrence
Paul Lawrence

MATHEMATICS

Learning Disabilities in Mathematics*
Games and Strategies for Teaching Number Operations
Puzzles, Brainteasers, and Games for Math Education, Part I
Puzzles, Brainteasers, and Games for Math Education, Part II
Improving Elementary Math Performance through Team-Building Techniques
Developing and Assessing Number Sense
Making Sense of Math: Focus on Vocabulary
Developing and Assessing Algebraic Concepts, Part I
Developing and Assessing Algebraic Concepts, Part II
Developing and Assessing Geometric and Measurement Concepts

Donna Walker Tileston
Dr. Hui Fang Huang "Angie" Su
Dr. Hui Fang Huang "Angie" Su
Dr. Hui Fang Huang "Angie" Su
Dr. Hui Fang Huang "Angie" Su
Michelle Flaming (ESSDACK)
Michelle Flaming (ESSDACK)
Michelle Flaming (ESSDACK)
Michelle Flaming (ESSDACK)
Michelle Flaming (ESSDACK)

◀ Course topic features a streaming audio lecture with an accompanying slideshow presentation

* Course topic is listed in multiple categories
