AWARD-WINNING ONLINE COURSES FROM ASCD
2015 Course Catalog for K–12 Educators

More than 80 USER-FRIENDLY COURSES developed by ASCD’s authors and experts!
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PD Online Courses Address Your
PROFESSIONAL DEVELOPMENT
CHALLENGES

KEY FEATURES

PD Online courses make it easy and practical for educators to continue professional learning anytime and anywhere—on desktops or mobile devices. PD Online courses:

- **INTRODUCE** you to the most relevant topics facing educators today.
- **ENGAGE** you in a blend of media-rich learning featuring noted experts and practitioners.
- **INCLUDE** succinct learning modules that clearly connect practice with research.
- **INCORPORATE** reading materials from ASCD’s deep library of content.
- **MONITOR** progress at the administrator and learner levels.
- **WORK** with many institutional learning management systems, including Moodle.

COURSE BENEFITS

PD Online courses help educators address individual and group professional development with

- **FLEXIBLE COURSE DESIGN** that supports your personal professional development needs.
- **JOB-EMBEDDED APPLICATIONS** that link course materials to real-world practice.
- **ASSESSMENTS** that measure results at the beginning and end of each course.
- **INTUITIVE DESIGN** that makes training and implementation simple.
- **CREDIT HOURS** equal to at least 10 seat hours. Many states, districts, and universities allow courses to apply toward CEU or college credit.

SIGN UP FOR A FREE 30-DAY SAMPLE COURSE at www.ascd.org/pdosample
PD ONLINE WEBINARS

Want to learn more about PD Online and how it can work for you? Review one of our archived PD Online webinars or sign up for an upcoming webinar at www.ascd.org/pdowebinars.

COURSE DESIGN

Whether you’re a teacher looking to expand your knowledge on a topic or a superintendent who needs to bring scaleable professional development to your district, PD Online courses’ intuitive design and embedded resources support your specific learning goals.

Using PD Online for Schoolwide PD: Lessons from the Field

Learn how to get started with PD Online courses, including tips for introducing the courses to staff and managing their learning, and how to maximize your group’s learning experience.

What is PD Online, and How Can It Support My Professional Development?

Get an overview of PD Online, and how online professional learning can fit your busy schedule.
FEATURED COURSES

USING DATA TO DETERMINE STUDENT MASTERY

Learn why and how the definition, measurement, and statistics need to be aligned to provide an accurate record of the effect instructional practice has on student mastery.

COURSE OBJECTIVES

• DEFINE data literacy and high-level elements of data analysis.
• ANALYZE the role of assessment in informing instruction.
• ALIGN assessments to learning targets.
• DEFINE critical thinking skills required for different levels of mastery.
• IDENTIFY primary characteristics of an effective grading system.
• COMPARE standards-based grading practices with traditional grading.
• EVALUATE your grading practices.

COURSE SYLLABUS

Module 1 The Science of Data
Module 2 Using Data Purposefully
Module 3 Gathering Formative Data
Module 4 Questioning Strategies to Assess Mastery Learning
Module 5 Reporting Mastery

RELATED RESOURCES

How Teachers Can Turn Data into Action
Daniel R. Venables
Stock # 114007

The Data-Driven Classroom: How Do I Use Student Data to Improve My Instruction?
Craig A. Mertler
Stock # SF114982

Using Data to Focus Instructional Improvement
Cheryl James-Ward, Douglas Fisher, Nancy Foy and Diane Lapp
Stock # 113103

WHAT WORKS IN SCHOOLS: SCHOOL LEADERSHIP IN ACTION, 2ND EDITION

Explore Robert J. Marzano’s factors for an effective school and general principles for improving student performance and school productivity. Through video examples and in-depth readings, you’ll learn how to improve your school or district.

COURSE OBJECTIVES

• EXAMINE key factors that create an effective school environment.
• DEFINE what constitutes a guaranteed and viable curriculum.
• DETERMINE how high expectations, appropriate goals, and timely and specific feedback affect student achievement.
• DISCOVER the roles that parents and community can play in creating an effective school environment.
• EXAMINE how safety and order contribute to learning.
• RELATE staff collegiality and professionalism to student academic achievement.
• ESTABLISH school procedures to promote teacher and staff collegiality and professionalism.

COURSE SYLLABUS

Module 1 Introduction
Module 2 Guaranteed and Viable Curriculum
Module 3 Challenging Goals and Effective Feedback
Module 4 Parent and Community Involvement
Module 5 Safe and Orderly Environment
Module 6 Collegiality and Professionalism

RELATED RESOURCES

What Works in Schools: Translating Research into Action
Robert J. Marzano
Stock # 603047

What Works in Schools DVD
Stock # 102331

REGISTER FOR COURSES ONLINE AT WWW.ASCD.ORG/PDONLINE
BULLYING: TAKING CHARGE, 2ND EDITION

Explore what bullying is and why it is important to address it on the student, teacher, and school level. You will also learn some practical tools for confronting and preventing bullying. Through video examples, in-depth readings, and problem-solving scenarios, you’ll learn how to recognize and detect bullying, address bullying with the bully as well as the victim, discuss bullying with students through classroom activities, and implement a community-wide bullying prevention program.

COURSE OBJECTIVES

- **IDENTIFY** the academic, moral, and legal implications of bullying.
- **IDENTIFY** strategies and activities that can help teachers and students talk about bullying.
- **ANALYZE** what breaks the cycle of bullying.
- **UNDERSTAND** how character development and bullying prevention can be woven into the curriculum.
- **UNDERSTAND** the attributes, modes, and dangers of the growing trend of cyberbullying.
- **DEVELOP** effective strategies for addressing and preventing cyberbullying.
- **UNDERSTAND** the importance of a whole-community approach to bullying intervention.

COURSE SYLLABUS

**Module 1**
What is Bullying, and Why Address It?

**Module 2**
Recognizing Bullying and Talking About It

**Module 3**
Helping the Bully and the Victim

**Module 4**
Preventing Bullying Through Classroom Activities

**Module 5**
Cyberbullying and How to Address It

**Module 6**
School and Community Intervention Programs

CLASSROOM MANAGEMENT: BUILDING EFFECTIVE RELATIONSHIPS, 2ND EDITION

Take your classroom management strategy to the next level. Explore tools and techniques for finding the right classroom management approach for you. You’ll also learn how to fit the pieces of effective classroom management into a cohesive, schoolwide model.

COURSE OBJECTIVES

- **INVESTIGATE** the various facets of classroom management.
- **EXAMINE** some common approaches to classroom management to find the one that is best for you, laying the foundation for your classroom management plan.
- **BUILD** on the foundation by examining the student-teacher relationship and uncovering the strategies that will support your approach to classroom management.
- **LEARN** how all of these pieces can fit together to create a cohesive, schoolwide model.

COURSE SYLLABUS

**Module 1**
Management Models

**Module 2**
Rules and Procedures

**Module 3**
Classroom Management: Through Engaging Lessons

**Module 4**
Building Teacher-Student Relationships

**Module 5**
Beyond the Classroom

**Module 6**
The Bigger Picture

RELATED RESOURCES

- **Bullying, Harassment: A Legal Guide for Educators, Digital Edition**
  Stock #: 1041474

- **A Visit to One School’s Bullying Prevention Program DVD**
  Stock #: 6093155

- **School Climate Change: How Do I Build a Positive Environment for Learning?**
  Stock #: 5114384

- **Classroom Management That Works: Research-Based Strategies for Every Teacher**
  Stock #: 620295

- **Affirmative Classroom Management: How Do I Develop Effective Rules and Consequences in My School?**
  Stock #: 5177472

- **ASCD Arias Four-Title Bundle: Classroom Management and Organization**
  Stock #: 5177483
COMMON CORE AND LITERACY STRATEGIES
ENGLISH LANGUAGE ARTS, 2ND EDITION

Explore the new emphasis on critical thinking skills in the areas of reading, writing, speaking, and listening in the Common Core State Standards (CCSS). Through video examples, in-depth readings, and downloadable application activities, you’ll learn practical ways to put the standards to work in your classroom.

COURSE OBJECTIVES
• DEFINE literacy and the Common Core State Standards and explain why they are important.
• ARTICULATE the significance of text complexity in developing 21st century literacy.
• EVALUATE various strategies to use complex texts in the classroom to improve student learning.
• DESCRIBE the connection between text comprehension and a deep understanding of scientific concepts.
• EXPLAIN how language, speaking, and listening skills contribute to critical thinking in English language arts.
• UNDERSTAND the role that reflection and writing play in improving reasoning, argument, and analysis skills.
• IDENTIFY literacy problems for students who struggle with reading for a variety of reasons.

COURSE SYLLABUS
Module 1 What Is the Common Core and Why Do We Need It?
Module 2 Focusing on Complex Texts
Module 3 Literacy Strategies I: Text Features and Comprehension
Module 4 Literacy Strategies II: Language, Speaking, and Listening
Module 5 Literacy Strategies III: Writing and Reflection
Module 6 Literacy for Students who Struggle in School

COURSE SYLLABUS
Module 1 Introducing the Common Core State Standards for Mathematics
Module 2 Standards for Mathematical Content
Module 3 Recognize the appropriate usage of the various types of representation.
Module 4 Interpret the intended outcomes for the domains of numbers and operations in base 10.
Module 5 Interpret the intended outcomes for the domains of counting and cardinality and operations, and algebraic thinking based on the Common Core standards.
Module 6 Understand the role that reflection and writing play in improving reasoning, argument, and analysis skills.
Module 7 Identify literacy problems for students who struggle with reading for a variety of reasons.

COURSE OBJECTIVES
• RECOGNIZE the rationale and the advantages of having a common set of standards across the nation.
• UNDERSTAND the structure and organization of the Common Core State Standards for Mathematics, including the conceptual categories, domains, clusters, and standards.
• RECOGNIZE the appropriate usage of the various types of representation.

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Module 7 Identify literacy problems for students who struggle with reading for a variety of reasons.
FEATURED COURSES

THE COMMON CORE: TEACHING ARGUMENTATIVE WRITING AND SPEAKING, GRADES 6-12

Gain a better understanding of why argumentative literacy is a key feature of academic life and a crucial skill students need for college and career. As you explore the main elements and structures of argumentative writing and speaking that you’ll be teaching your students, you’ll also examine the interplay between reading, writing, and speaking and see how argument is used across a variety of disciplines and the world beyond school.

COURSE OBJECTIVES
• ANALYZE and understand the main features of standards for argumentative writing and speaking called for by the Common Core standards.
• UNDERSTAND the rhetorical elements and processes of argumentative writing, including establishing claims, construction and style, research, and presentation.
• EVALUATE the effectiveness of argumentative writing elements within fiction and nonfiction literature for use as text-based evidence in students’ own argumentative writing.
• UNDERSTAND how the elements, organization, and purposes of argumentative writing can be applied within different content areas.
• UNDERSTAND differences and similarities between argument used for formal events, such as debates, versus informal events, such as class discussions.
• ANALYZE how argument presents itself in students’ lives beyond school.

COURSE SYLLABUS
Module 1: Cultivating Argumentative Literacy for College and Careers
Module 2: The Elements of Argumentative Writing
Module 3: Argumentative Writing About Literature
Module 4: Argumentative Writing in the Content Areas
Module 5: Formal and Informal Argumentative Speaking
Module 6: Argument Beyond the Classroom

RELATED RESOURCES
Tools for Teaching Writing: Strategies and Interventions for Diverse Learners in Grades 3-6
David Campos and Kathleen Rad
Stock #: 114023

Teaching Reading in the Content Areas: If Not Me, Then Who?, 3rd Edition
With Greg Hart and Dean Faeke
Stock #: 113084

Teaching the Core Skills of Listening and Speaking
Eric Palmer
Stock #: 114012

Succeeding with Inquiry in Science and Math Classrooms
Jeff C. Marshall
Stock #: 113048

Engaging Minds in Science and Math Classrooms: The Surprising Power of Joy
Eric Russell, Michael A. Fleming, Michael P. Gajit, and Michael P. Ped
Stock #: 115028

The Innovators: STEM Your School DVD
Stock #: 613042

THE NEXT GENERATION SCIENCE STANDARDS: AN INTRODUCTION

In this course, you’ll get the background and genesis of the standards and conclude with assessment of the three dimensions (3-D) of learning. In between, you will discover the relationship between A Framework for K-12 Science Education and the Next Generation Science Standards (NGSS), science learning progressions, 3-D learning and instruction, and engineering practices and design.

COURSE OBJECTIVES
• UNDERSTAND the origins and development of the Next Generation Science Standards.
• UNDERSTAND the philosophy of the three-part structure of the NGSS and analyze how these standards can address the achievement gap in science.
• UNDERSTAND how the NGSS are built on the notion that learning is a developmental progression that reflects increasing sophistication of student thinking across grade levels.
• UNDERSTAND how the 5E Learning Model can be applied to the three-dimensional instruction of the NGSS.
• UNDERSTAND the practices unique to engineering and the engineering design process.
• DESCRIBE the components necessary to assess three-dimensional learning.

COURSE SYLLABUS
Module 1: Why the Next Generation Science Standards Now?
Module 2: Understanding the Three-Dimensional Architecture of the NGSS
Module 3: Progressions: Building Understanding Over Time
Module 4: NGSS Implications for Science Instruction Plan
Module 5: Engineering in the NGSS
Module 6: Assessing Three-Dimensional Science Learning

RELATED RESOURCES
Engaging Minds in Science and Math Classrooms
Jeff C. Marshall
Stock #: 113048

The Innovators: STEM Your School DVD
Stock #: 613042
# ENGLISH LANGUAGE LEARNING IN THE MAINSTREAM

Increase your preparedness for working with English language learners (ELL) in mainstream classes. Learn how demographic changes affect schools, the importance of culture when teaching ELL students, and supportive strategies that can be implemented in any classroom.

## COURSE OBJECTIVES
- **EXPLORE** the difference between social and academic language.
- **LEARN** basic instructional strategies.
- **EXPLORE** guidelines for planning instruction.
- **CONSIDER** how students learn to read in primary grades and read to learn in secondary grades.

## COURSE SYLLABUS

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# UNDERSTANDING BY DESIGN: AN INTRODUCTION, 2ND EDITION

In this course, you’ll explore how the principles and practices of Understanding by Design® (UbD®) framework can help you get the most out of your instructional time. Through video examples, in-depth readings, and downloadable applications, you’ll learn practical ways to put UbD framework to work in classrooms.

## COURSE OBJECTIVES
- **DEVELOP** a working understanding of Understanding by Design framework.
- **CONNECT** the philosophical concepts in Understanding by Design framework to the Understanding by Design template.
- **IDENTIFY** the six facets.
- **ASSESS** the relationship between each of the six facets and Understanding by Design framework.

## COURSE SYLLABUS

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<td>Refining Designs</td>
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# RELATED RESOURCES
- **Teaching English Language Learners Across the Content Areas**
  - Judie Haynes and Debbie Zacarian
  - Stock #: 109032

- **Strategies for Success with English Language Learners**
  - Virginia D. Doss and Wilma L. H. Almon
  - Stock #: 108037

- **The Language-Rich Classroom: A Research-Based Framework for Teaching English Language Learners**
  - S. Z. and D. Z.
  - Stock #: 109032

- **Understanding by Design, Expanded 2nd Edition**
  - Grant Wiggins and Jay McTighe
  - Stock #: 103055

- **Unpacking the Common Core Standards Using the UbD Framework DVD**
  - Stock #: 612059
DIFFERENTIATED INSTRUCTION: THE CURRICULUM CONNECTION

In this course, you will explore the attributes of high-quality curriculum and what it means to teach for understanding. You’ll discover how teachers in a differentiated classroom write objectives that adhere to standards documents and will examine the role of rigor and relevance in designing differentiated curriculum that leads to these objectives.

COURSE OBJECTIVES

- **EXAMINE** and refine the quality of your curriculum.
- **IDENTIFY** key understandings in your curriculum.
- **DEVELOP** learning targets (KUDs) for use in the classroom.
- **MAKE** a plan to address common student misunderstandings.
- **ANALYZE** tasks for rigor and relevance.
- **MAKE** a plan to increase rigor and relevance of student work.

COURSE SYLLABUS

| Module 1 | Curriculum and Differentiation: What’s the Connection? |
| Module 2 | Teaching for Understanding |
| Module 3 | Getting Ready for Differentiation: Setting High-Quality Learning Goals (KUDs) |
| Module 4 | Barriers to Teaching for Understanding |
| Module 5 | Differentiated Instruction and Standards |
| Module 6 | Rigor and Relevance for All |

ASSESSMENT AND STUDENT SUCCESS IN A DIFFERENTIATED CLASSROOM

Designed for educators who are interested in learning more about how assessment in a differentiated classroom can assist teachers in promoting student learning, you’ll be equipped to plan a range of assessments, from pre-assessments to formative or ongoing assessments to summative assessments.

COURSE OBJECTIVES

- **EXAMINE** the powerful role assessment plays in a differentiated classroom.
- **IDENTIFY** how curriculum, assessment, and instruction are inextricably linked for effective teachers’ planning and practice.
- **REVIEW** various assessment strategies and how they can guide teachers’ instruction.

COURSE SYLLABUS

| Module 1 | Differentiation: An Overview |
| Module 2 | Assessment and Differentiation |
| Module 3 | Pre-Assessment |
| Module 4 | Ongoing Assessment |
| Module 5 | Summative Assessment |
| Module 6 | Assessment, Grading, and Differentiation |

RELATED RESOURCES

- The Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition
- Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids
- A Differentiated Approach to the Common Core: How Do I Help a Broad Range of Learners Succeed with Challenging Curriculum?

ASSESSMENT FOR 21ST CENTURY LEARNING DVD SERIES

- Assessment and Student Success in a Differentiated Classroom
- Assessment for 21st Century Learning
WHERE GREAT TEACHING BEGINS: DESIGNING LEARNING OBJECTIVES FOR EFFECTIVE INSTRUCTION

This course will give teachers and teacher leaders a deeper understanding of effective planning for student thinking and learning. Using readings and ideas of “deep design” from Anne Reeves’s book Where Great Teaching Begins (ASCD, 2011), the course focuses on the critical role that student learning objectives play in the learning process. It will also examine how these learning objectives inform assessment and instruction.

COURSE OBJECTIVES

- **ANALYZE** the concept of “student learning objectives” to distinguish between statements of student learning and statements of student activities.
- **UNDERSTAND** and create student learning objectives that form a meaningful sequence of learning.
- **UNDERSTAND** and analyze how student learning objectives move from the generic to the personalized during classroom instruction.
- **ANALYZE** the correlation between student learning objectives and assessment.
- **ANALYZE** three models of instruction to understand how each uses student learning objectives.
- **ANALYZE** the influence that student learning objectives have on decisions about technology use in classrooms.

COURSE SYLLABUS

**Model 1**
What are Student Learning Objectives (SLOs)?

**Model 2**
How Do I Develop Effective Student Learning Objectives?

**Model 3**
How Do I Personalize Student Learning Objectives?

**Model 4**
How Do I Use SLOs to Make, Use, and Evaluate Assessments?

**Model 5**
Comparing Models of Effective Instruction: Hunter, Reeves, and Danielson

**Model 6**
Transforming Education: How Can I Use Technology to Enhance Instruction?

RELATED RESOURCES

- Where Great Teaching Begins: Planning for Student Thinking and Learning
- Anne R. Reeves
- ASCD
- Stock #: 111023

- Grading Smarter, Not Harder: Assessment Strategies That Motivate Kids and Help Them Learn
- Bryan David
- ASCD
- Stock #: 114003

COMMON CORE STATE STANDARDS

Common Core and Mathematics: Grades K–5
Common Core and Mathematics: Grades 6–8
Common Core and Mathematics: Grades 9–12
Common Core Literacy Foundations: Grades K–2
Common Core Literacy: Grades 3–5
Engaging Students in Math Practices
English Language Learners and the Common Core Standards
Comparative Assessments and the Common Core Standards: English Language Arts/Literacy
Comparative Assessments and the Common Core Standards: Mathematics
Including Students with Disabilities in the Common Core Leadership: Implementing the Common Core Standards
Project-Based Learning: An Answer to the Common Core Challenge
The Common Core: Teaching Argumentative Writing and Speaking, Grades 6–12
Text Complexity: Understanding the Literacy Shifts in the Common Core Standards (Grades 6–12)
The Core Six: Teaching with the Common Core Standards in Mind
Understanding the Common Core Writing Standards: Grades K–5
Understanding the Common Core Writing Standards: Grades 6–12

CURRICULUM DEVELOPMENT

Achievement Gaps: The Path to Equity
Crafting Curriculum: An Introduction
Where Great Teaching Begins: Designing Learning Objectives for Effective Instruction

REGISTER FOR COURSES ONLINE AT WWW.ASCD.ORG/PDONLINE
DIFFERENTIATED INSTRUCTION
Differentiated Instruction: An Introduction, 2nd Edition
Differentiated Instruction: Creating an Environment That Supports Learning
Differentiated Instruction: Leading and Managing a Differentiated Classroom
Differentiated Instruction: Teaching with Student Differences in Mind
Differentiated Instruction: The Curriculum Connection
Differentiated Instruction: Using Ongoing Assessment to Inform Instruction

DIVERSITY
Embracing Diversity: Effective Teaching, 2nd Edition
Embracing Diversity: Global Education, 2nd Edition
Embracing Diversity: Managing Diverse Schools and Classrooms, 2nd Edition

ENGLISH LANGUAGE LEARNERS
An Introduction to Teaching English Language Learners
Assessing Language Ability in Young Adults and Adults
Content-Based Instruction for English Language Learners, 2nd Edition
Developing Grammar Skills in English Language Learners
English Language Learners in the Mainstream

LEADERSHIP AND COMMUNITY BUILDING
Leadership: Becoming a Leading School
Leadership: Effective Critical Skills
Leadership for Contemporary Schools
From Vision to Action: The 21st Century Teaching and Learning Plan
Leading Professional Learning: Building Capacity Through Teacher Leaders
Parents as Partners in Schooling, 2nd Edition
Parents as Partners in Schooling For Parents
Parents as Partners in Schools: For Teachers
Schools as Professional Learning Communities: An Introduction

LEARNING THEORIES
Dimensions of Learning: The Basics, 2nd Edition
Learning Theory in the Classroom
Multiple Intelligences: The Basics
Multiple Intelligences: Strengthening Your Teaching, 2nd Edition

The Brain: Developing Lifelong Learning Habits, 2nd Edition
The Brain: Memory and Learning Strategies, 2nd Edition
The Reflective Educator: 2nd Edition

LITERACY STRATEGIES
Literacy Strategies: Creating an Effective Secondary Reading Program
Literacy Strategies for Learning
Literacy Strategies: Improving Comprehension
Literacy Strategies: Language Arts and English
Literacy Strategies: Mathematics
Literacy Strategies: Phonemic Awareness and Vocabulary Building
Literacy Strategies: Science
Literacy Strategies: Social Studies
Literacy Strategies: Special Needs
Six Research-Based Approaches for the Elementary Classroom

SPECIAL POPULATIONS
Inclusion: The Basics, 2nd Edition
Inclusion: Implementing Strategies, 2nd Edition
Response to Intervention: An Introduction
Teaching with Poverty in Mind

STEM
Blended Learning: An Introduction
Mathematics: Grades K–2
Mathematics: Grades 3–5
Mathematics: Grades 6–8
Next Generation Science Standards: An Introduction
STEM for All
Technology in Schools: A Balanced Perspective, 2nd Edition

UNDERSTANDING BY DESIGN® FRAMEWORK
Understanding by Design: An Introduction, 2nd Edition
The Common Core Standards and the Understanding by Design Framework: English Language Arts
The Common Core Standards and the Understanding by Design Framework: Mathematics

SAVE when you buy multiple PD Online courses for all your staff:
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500–999 courses .......... $96.75 per course (25% off)
1,000–4,999 courses ...... $90.30 per course (30% off)
5,000–9,999 courses ...... $84.50 per course (50% off)
10,000 or more courses . $64.50 per course (50% off)
(65% off)

Pricing effective March 1, 2015.
For orders of more than 10,000 courses, please e-mail programteam@ascd.org.

• INDIVIDUAL USERS can purchase PD Online courses in the ASCD Online Store.
• PROFESSIONAL DEVELOPMENT LEADERS can assign specific courses to a group.
• ADMINISTRATORS can distribute credits and let users choose their own courses.

GET STARTED TODAY!

How long do I have to take a course?
You have one year from the purchase date to activate the course, and six months from activation to complete the course.