

## Listed Author Order:

*Creating Meaning Through Measurement*

Quality Leadership by Design 2002

video 1 20 minutes, video 2 50 minutes

This case study follows one school's experience of going through a data driven, collaborative school improvement process. It is designed to illustrate both the process and the challenges that teachers, parents, and community members face when they come together to improve their school.

### **Alessi, Frank Dr.**

*Self-Esteem*

Video Journal 1997

Self-esteem is strengthened or diminished by a person's perceptions of the messages being sent by significant others. Children can become conditioned to pleasing adults rather than building healthy self-esteem.

### **Annenberg Institute**

*Principals in the Line of Fire: The Challenges of Authentic Leadership*

Presents four educators who share with viewers their experiences as instructional leaders-both the successes and the challenges- in very different school settings.

Includes: Facilitator's Guide

Length: 31 minutes

### **ASCD**

*The Brain and Learning*

ASCD 1998

Facilitator's Guide and four videos: New Knowledge and Understanding, Classroom Application, Changing Schools to Reflect New Knowledge, What Parents Need to Know.

### **Assessmentist.com**

*Assessment for Learning: A Hopeful Vision of the Future*

Assessmentist.com

- Develop and use quality assessments in the classroom
- Translate standards into classroom learning targets
- Integrate assessment into instruction to maximize learning
- Save time and energy by assessing far more efficiently
- Communicate effectively about student achievement
- Motivate students by making them responsible partners in the assessment process

### **Barker, Joel**

*Implications Wheel*

Aurora Pictures

The Implications Wheel can help you explore the implications, both positive and negative, of trends, innovations, goals, policies, and events...literally ANY issue that could impact your organization's future.

This video has been used to explore the possible implications of: re-engineering, policy changes, financial planning, conflict clarification, information systems, team development, marketing strategy, location change, risk analysis and restructuring.

## Listed Author Order:

### **Bennett, Barrie**

*Integrating Teaching Models for Elementary Teachers*

Video Journal 1997

Brings to focus five truly exceptional and validated teaching models. Learning and carrying out these five models over time will allow educators to gradually integrate them and vastly improve the learning conditions for their students.

### **Bennett, Barrie**

*Integrating Teaching Models for Secondary Teachers*

Video Journal 1997

Brings to focus five truly exceptional and validated teaching models. Learning and carrying out these five models over time will allow educators to gradually integrate them and vastly improve the learning conditions for their students.

### **Brownle, Faye**

*Focus On Thinking*

Video Journal 1996

Several practical strategies will enable teachers to implement high level thinking skills into their classrooms. Program 1: Creating Thoughtful Learners. Help students engage in higher levels of thinking, observe effective strategies to engage students. Program 2: More Strategies For Thinking. Learn guidelines for lesson planning, explore the value of a learning log.

### **Canady, Robert Lynn**

*Elementary Parallel Block Scheduling*

Video Journal 1994

Program 1: Increasing Instructional Time and Effectiveness. Program 2: Setting Parallel Block Scheduling in Motion. Includes 1 audio cassette and 1 guide book.

### **Canady, Robert Lynn**

*High School Alternative Scheduling to Enhance Teaching and Learning*

Video Journal 1994

Program 1: Reorganizing Time for Student Achievement. Program 2: New Opportunities with Block Scheduling.

### **Champlin, John**

*Effective Teacher Teaming/Elementary & Secondary*

Video Journal 1998

Program 1: The Many Structures of Teaming. Program 2: Teams in Action.

### **Champlin, John**

*Restructuring for Quality Schools and Quality Districts*

Video Journal 1997

Program 1: Answering the Need for Change . Learn that school improvement is a process and not a quick fix, create conditions where all students and staff can achieve and become winners. Program 2: Creating Structures for Quality. Learn how to gain consensus among staff members on critical issues, examine what to base decision on.

## Listed Author Order:

**Champlin, John; Mamary, Albert; Block, James; Cohen, Alan; Rowe, Larry; Smith, William; Briggs,**  
*Outcome Based Education*  
Video Journal 1998

At a time when the demand and need for significant school improvement is sweeping through schools across our country, Outcome Based Education (OBE) is emerging with striking results and promise.

**Champlin, John; Mamary, Albert; Block, James; Cohen, Alan; Rowe, Larry; Smith, William; Briggs,**  
*Outcome Based Education with Secondary School Emphasis*  
Video Journal 1998

The unique challenges facing secondary educators are examined through the scope and vision of outcome based processes which yield new perspectives and insights into traditional problems

**Chelsom Gossen, Diane**

*Restitution*  
1993

The videos are sequential and build on one another. Videos 1 and 2 feature Diane explaining the fundamentals of Restitution and provide role plays which show how to apply the principles of Restitution in actual circumstances.

Video 3 highlights Dr. Anderson, a school principal, who has implemented restitution. By sharing her personal experiences, she illustrates the importance of establishing the belief system throughout the school prior to implementation.

Video 4 provides numerous role play situations with elementary, middle, and high school teachers and students. These role plays show the creative and challenging aspects of a successful Restitution.

**Clarke, Jamie**

*Your Summit Awaits (1 of 2)*  
Star Thrower Distribution 2006

Though the video uses a mountain climbing team trying to reach the summit of Mount Everest as an example, it expresses how the seven concepts relate to pursuing any lofty goal, be it building a new organization, developing a new product, achieving greatness in your profession, or improving personal relations. The video covers Selecting goals you are passionate about, Confronting when necessary, Preventing obsession with goal achievement from clouding your judgment, Keeping promises, Correctly identifying and facing fears, Thanking those that help you to the top, Holding a positive image of the future.

**Clarke, Jamie**

*Your Summit Awaits (2 of 2)*  
Star Thrower Distribution 2006

Though the video uses a mountain climbing team trying to reach the summit of Mount Everest as an example, it expresses how the seven concepts relate to pursuing any lofty goal, be it building a new organization, developing a new product, achieving greatness in your profession, or improving personal relations. The video covers Selecting goals you are passionate about, Confronting when necessary, Preventing obsession with goal achievement from clouding your judgment, Keeping promises, Correctly identifying and facing fears, Thanking those that help you to the top, Holding a positive image of the future.

## Listed Author Order:

### **Comer, James**

*Community Involvement: Working Together to Improve Schools*

Video Journal 1995

Barriers to parental involvement in school activities are identified. Three different levels through which parents can become involved are explored. Successful involvement must include parents as decision makers in schools. Initial strategies for involving parents in schools are highlighted.

### **CRM Learning**

*Race Without a Finish Line*

CRM learning 1994

This film explains why the old, traditional way of doing business is no longer effective. Companies characterized by top-heavy management giving orders, employees following those orders without question, and a philosophy that has little room for quality and customer satisfaction, are unlikely to succeed in today's competitive business arena.

Participants will learn: about dispelling the fear of change; why there is so much turbulence and change in organizations; the importance of continuous improvement; and why team work is essential, and more.

### **Daggett, Willard**

*Developing Rigorous and Relevant Academic Skills*

Video Journal 1998

Tap 1 foundation of rigor and relevance in schools is illustrated through: community support, business involvement, parental support, school design and integrated classrooms.

Tap 2 examples demonstrate the development of rigor and relevance in the classroom: infusing technology into the classroom, teaching relevant skills and requiring specific real world projects or assessments.

### **Deal, Terrence; Peterson, Kent**

*Principals: Leaders of Change*

Video Journal 1997

Exposes the dilemmas faced by today's principals and explains the perceptual lenses that can help them address their mounting challenges. Program 1: Innovative Leadership for School Improvement . Program 2: Culture-Building Leadership.

### **Discovery Channel**

*The Brain: Our Universe Within*

Discovery Communications, Inc. 1997

Set of 3 videos

### **Dorn, Linda; Soffos, Carla**

*Results that Last A Literacy Model for School Change*

Ron Blome Productions 2003

In this professional development series, teachers and administrators explore specific ideas for implementing and apprenticeship literacy model that includes on-the-job experiences in five critical areas: A curriculum that includes the essential components of a balanced literacy program. Assessing change over time in reading and writing progress. Colleague coaching and mentoring teams in the classroom. School embedded professional development. Built-in accountability for assessing students (and program) performance.

## Listed Author Order:

### **DuFour, Richard**

*Through New Eyes Examining the Culture of Your School (1 of 2)*

National Education Services 2003

The video tells the story of school culture through the experiences of a teenage boy. It places the student in two different schools and calls upon viewers to relate to his feelings, assess the practices of the schools, and most importantly, to examine the reality of their own school from a critical perspective. An introduction to the program; guiding questions; small-group and full group activities; materials suitable for overheads or replication.

### **DuFour, Richard**

*Passion and Persistence How to Develop a Professional Learning Community (1 of 2)*

National Education Service 2002

Inspire your professional learning community team with this 7-minute motivational video. How to Develop a Professional Learning Community provides an overview of important PLC components. Powerful music, memorable quotes, and lighthearted humor combine to create a motivating experience that simply and beautifully connects your staff to the heart of PLCs.

### **DuFour, Richard**

*Passion and Persistence How to Develop a Professional Learning Community (2 of 2)*

National Education Service 2002

Inspire your professional learning community team with this 7-minute motivational video. How to Develop a Professional Learning Community provides an overview of important PLC components. Powerful music, memorable quotes, and lighthearted humor combine to create a motivating experience that simply and beautifully connects your staff to the heart of PLCs.

### **DuFour, Richard**

*Through New Eyes Examining the Culture of Your School (2 of 2)*

National Education Services 2003

The video tells the story of school culture through the experiences of a teenage boy. It places the student in two different schools and calls upon viewers to relate to his feelings, assess the practices of the schools, and most importantly, to examine the reality of their own school from a critical perspective. An introduction to the program; guiding questions; small-group and full group activities; materials suitable for overheads or replication.

### **Dufour, Richard; Eaker, Robert; DuFour, Rebecca; Sparks, Dennis**

*Let's Talk About PLC: Getting Started Mission, Vision, Values, Goals, Collaboration Leadership (3 video series)*

National Education Series 2004

This lively series uses a question-and-answer format to guide viewers through some of the most common questions associated with the creation, implementation, and support of Professional Learning Communities. In addition to presenting valuable information gleaned from the authors' years of experience building PLCs, these videos present questions for the audience to consider and discuss.

### **Dufour, Richard; Eaker, Robert; DuFour, Rebecca; Sparks, Dennis**

*Let's Talk About PLC: Collaboration (2nd in 3 video series)*

National Education Series 2004

Viewers will learn: The importance of embedding collaboration into the school culture and the first steps in creating a collaboration culture; How to use collaborative time effectively; The meaning of collective inquiry and how it is used in PLC; and the importance of building trust.

## Listed Author Order:

### **Dufour, Richard; Eaker, Robert; DuFour, Rebecca; Sparks, Dennis**

*Let's Talk About PLC: Mission, Vision, Values, Goals (1st in 3 video series)*

National Education Series 2004

This first tape viewers will learn: The importance of focusing on student learning; How to make mission, vision, and values documents meaningful; The importance of passion and persistence; and How to foster collective commitment.

### **Dufour, Richard; Eaker, Robert; DuFour, Rebecca; Sparks, Dennis**

*Let's Talk About PLC: Leadership (3rd in 3 video series)*

National Education Series 2004

In this third tape viewers will learn: How leaders operate in a professional learning community and how to get started; how to help teachers develop a deeper understanding of the PLC model; The perceived barriers to creating a learning community and how to overcome them; how to build consensus decision-making.

### **Fullan, Michael; Champlin, John**

*Managing Change*

Video Journal 1996

Change is a process which must be understood and managed as carefully as the innovation itself. Video one the dynamics of change, video 2 planning for change.

### **Getman, Robin**

*InterActGroup*

Robin Getman

Your organization will handle even the most challenging situations with finesse and professionalism. Laugh and learn as Robin demonstrates how to relate to customers and coworkers with purpose, passion and personality.

### **Glasser, William**

*The Quality School Eliminating Coercion*

Video Journal 1999

two 26 minute videos the components of a quality school. Meaningful relationships in school and the fulfillment of psychological needs are essential in order for school to enter a student's quality world. Deming's plan begins with the removal of fear and coercion. Control theory and the satisfaction of psychological needs explains why removing coercion is necessary.

### **Glasser, William**

*The Quality School Teaching Quality and Self-Evaluation*

Video journal 1999

two 25 minutes videos

William Glasser is the originator of the control theory of psychology. This theory proposes that human beings have five basic needs: love, power, freedom, fun, and survival. These are built into our genetic structure, and from birth we devote all our behavior to attempt to satisfy them. In an earlier work, *The Quality School*, Glasser explains what is needed to move a school from competence (or incompetence) to "quality." Achieving a quality school requires having the teachers and students consistently satisfying one or more of the five basic needs for themselves.

## Listed Author Order:

### **Gregory, Gayle; Chapman. Carolyn**

*Differentiating Instruction to Meet the Needs of All Students/Elementary Edition*

Video Journal 2002

Video 1 understand how the six elements for planning will help make a differentiated classroom; climate, knowing the learner, assessment, adjustable assignments, instructional strategies and curriculum approaches.

video 2 observe how various teachers implement the elements of; assessment, adjustable assignments, instructional strategies and curriculum approaches.

### **Gregory, Gayle; Chapman. Carolyn**

*Differentiating Instruction to Meet the Needs of All Students/Elementary Edition*

Video Journal 2002

Video 1 understand how the six elements for planning will help make a differentiated classroom; climate, knowing the learner, assessment, adjustable assignments, instructional strategies and curriculum approaches.

video 2 observe how various teachers implement the elements of; assessment, adjustable assignments, instructional strategies and curriculum approaches.

### **Gregory, Gayle; Chapman. Carolyn**

*Differentiating Instruction to Meet the Needs of All Students/Secondary Edition*

Video Journal 2002

Video 1 & 2 Climate, knowing the learner, assessment, adjustable assignments, instructional strategies and curriculum approaches, filled with classroom examples

Observe how various teachers implement the elements of; assessment, adjustable assignments, instructional strategies and curriculum approaches.

### **HOPE Foundation**

*Failure is Not an Option: How High-Achieving Schools Succeed with All Students*

HOPE Foundation 2002

video 1- Common mission, vision, values and goals

video 2 -Assuring achievement for all students:for prevention and intervention

video 3 - Collaborative teaming

video 4 - Using data to guide continuous improvement

video 5 - Gaining family and community support

video 6 - Developing leadership capacity at all levels

### **Hottchkiss, Phyllis**

*Teaching in the Block: Engaging Students in Active learning*

Video Journal 1996

A framework is presented for planning and teaching a 90 minute block class. Practical teacher adaptations to the block are examined. A complete teaching example of a high school block is featured.

### **Jensen, Eric**

*Brain-Based Learning & Teaching*

Turning Point 1995

Video-Highlights

The Biological Brain, Learning by the Clock, Learning Environment, Learning Styles & Multiple Intelligences, Activating & Stimulating the Brain, Memory & Recall, Rewards & Threat, Motivation & Recall, Profound Assessment, Systematic Reform

## Listed Author Order:

### **Jones, Dewitt**

*Celebrate What's Right with the World*

In this video, Dewitt Jones offers seven key concepts that can help each of us find ways to celebrate what's right . Stunning photography and powerful dialog also help us to see how we can approach our lives with celebration, confidence and grace.

Materials included: facilitators's guide, Workbook, power point on CD-ROM

Length: 22 minutes

### **Jones, Dewitt**

*Focus Your Vision*

Star Thrower 2005

This is a 20 minute video that encourages us to find our purpose, develop our visions, and turn them into reality. When we connect with our visions, and in so doing, release our passion, we have a better understanding of who we are, what we stand for, and where we are going.

### **Jones, Richard**

*Elementary School-toWork/Career*

Video Journal 1997

School to work is: a philosophy not a program, a concept not a blueprint, a journey not a destination, creates linkage not isolation and is inclusive not exclusive.

### **Jones, Richard**

*High School-toWork/Career*

Video Journal 1997

High school teachers develop work-related instruction and strong academic skills as well as validating performance based on expectations in the workplace.

### **Jones, Richard**

*Middle School to Work/Career*

Video Journal 1997

Middle school students gain experience through career exploration and planning. Volunteer work and job shadowing bring students closer to the world of work.

### **Kagan, Spencer & Laurie**

*Cooperative Learning and Multiple Intelligences/Elementary School Edition*

Video Journal 1997

Positive Interdependence: occurs when gains for individuals and teams positively correlate.

Individual Accountability: requires that all students are actively involved and responsible for their own learning.

Equal Participation: in a traditional classroom, only one student out of the entire class will be participating at any time. By working in teams, all students are encouraged to contribute allowing all students the chance for growth.

Simultaneous Interaction: cooperative learning is fundamentally a simultaneous approach. Discussions and activities both take place all at once.

## Listed Author Order:

### **Kagan, Spencer & Laurie**

*Cooperative Learning and Multiple Intelligences/Middle School Edition*

Video Journal 1997

Positive Interdependence: occurs when gains for individuals and teams positively correlate.

Individual Accountability: requires that all students are actively involved and responsible for their own learning.

Equal Participation: in a traditional classroom, only one student out of the entire class will be participating at any time. By working in teams, all students are encouraged to contribute allowing all students the chance for growth.

Simultaneous Interaction: cooperative learning is fundamentally a simultaneous approach. Discussions and activities both take place all at once.

### **Kagan, Spencer & Laurie**

*Cooperative Learning and Multiple Intelligences/High School Edition*

Video Journal 1997

Positive Interdependence: occurs when gains for individuals and teams positively correlate.

Individual Accountability: requires that all students are actively involved and responsible for their own learning.

Equal Participation: in a traditional classroom, only one students out of the entire class will be participating at any time. By working in teams, all students are encouraged to contribute allowing all students the chance for growth.

Simultaneous Interaction: cooperative learning is fundamentally a simultaneous approach. Discussions and activities both take place all at once.

### **LaRoche, Loretta**

*How serious is This?*

Tufts Health Plan 1997

Lifestyle consultant Loretta La Roche suggests conquering stress with humor, and discusses how people confine themselves with illogical yet steadfast rules.

### **Levin, Henry**

*Accelerated Schools*

Video Journal 1994

Accelerated schools use a systematic process to galvanize personnel and resources through identified priorities and plans. Founded on the principles of unity of purpose, empowerment coupled with responsibility, and building on strengths.

### **Lezotte, Larry**

*Effective Schools: Building Foundations for School Improvement*

Video Journal 1995

Program 1: Implementing the Correlates of Effective Schools. Program 2: Initiating School Improvements.

## Listed Author Order:

### **Lundin, Stephen C.**

*FISH!*

ChartHouse International

Imagine a workplace where everyone chooses to bring energy, passion, and a positive attitude with them each day. An environment in which people are truly connected to their work, to their colleagues and to their customers. Impossible? Not at all. FISH is a tool to help you lead people toward creating that environment. Join us for an exploration of what we call the FISH philosophy.

Includes: Facilitator guide, Workbook

Length: 17 min

### **Lyle Gray, Brenda**

*Creating Conditions for Success*

Video Journal 1995

Tap I Fostering a Positive School Climate: psychological school climate, positive school climate, student needs, positive relationships, all children can learn & succeed, trust building activities, respect & dignity, collaboration & teaming, decision making, and high expectations for staff & students.

Tap II Engaging the Student in Successful Learning: positive school climate, establishing trust in classroom settings, learning techniques, students ability to learn and twelve "Imperative Qualities for Success" are outlined.

### **Mamary, Albert**

*The Spirit of Change*

Video Journal 1997

The right spirit for change begins with people who are bold enough to demonstrate genuine concern, honest caring, and trust for everyone in the school district. In quality schools there is an absence of yelling, blaming, criticizing, labeling, moralizing, and embarrassing other people.

### **Marzano, Robert**

*What Works In Schools Faciltator Guide and Videos*

ASCD 2003

Facilitator guide with 3 videos

Video # 1 School factors

Video # 2 Teacher Factors

Video # 3 Student Factors

### **McCarthy, Bernice**

*Learning Differences Designing Instruction with the 4MAT System*

Video Journal 1994

Video 1 four major learning styles have been identified and described to help teachers and students feel comfortable with their own leaning style while broadening other abilities.

Video 2 the cycle of four primary learning styles that when combined with righ and left brain processing techniques creates a holistic learning experience.

### **Mooney, Margaret**

*Achieving Reading and Success in the Early Years*

Video Journal 1998

Beliefs about student learning and teaching methods, necessary for literacy attainment, are presented along with teacher explanation. Included is a complete classroom example of a reading and writing program.

## Listed Author Order:

### **Naylor, Doug**

*Control Theory and Responsibility Training*

Video Journal 1995

The implications of control theory is not a quick-fix answer but rather a pathway toward helping students assume more responsibility for their own behavior and success. Stimulus-Resonse psychology is based on the idea that human behavior is controlled through external stimuli. This perception encourages irresponsibility because it allows the individual to find excuses and put responsibility on a external source.

### **Nelsen, Jane**

*Positive Discipline in the Classroom*

Video Journal 1997

A foundation for positive discipline through: caring attitudes & skills, significant seven, barriers & builders, introduction to class meetings, six reasons why class meetings fail, and format for class meetings.

### **Olsen, Steve; Block, James**

*Mastery Learning in the Instructional Process*

Video Journal 1996

Program I instruction for mastery learning include matching teaching to student outcomes, utilizing multiple instructional methods, giving specific feedback, and fostering corrections and extensions.

Program II instructional process in action reveals a set of sound instructional practices which create the conditions for the philosophy to blossom in the lives of children.

### **Purkey, William; Brown Lehr, Judy**

*Invitational Education*

Video Journal 1997

Invitational schools function on the assumption of trust, respect, optimism and intentionality. Messages given by education either build or destroy, the benefits to all educators are personal and professional growth.

### **Rettig, Michael; Canady, Lynn**

*Middle School Block Scheduling*

Video Journal 1996

Helps educators use block scheduling to maximize time management. Program 1: Innovative Scheduling for Improved Learning . Program 2: Block Scheduling in Action .

### **Rich, Dorothy**

*How Families Help Children Learn*

Video Journal 1995

Tape 1: Mobilizing Parents to help their children Tape 2: Home Activities for Learning .

### **Rodriguez, Eleanor Renee'**

*All Means All - What Is It About Me You Can't Teach?*

Video Journal 2002

To Close the achievement gap, all educators must understand that all students have the right to learn at high levels. Through the 5 E's of education, exposure, experience, expectations, eduring understandings and enthusiasm, students are not left asking, "What is it about me you can't teach?"

## Listed Author Order:

### **Rowe, Larry**

*Creating Vision*

Video Journal 1995

Program 1: Envisioning Success Experience the process of creating vision, Learn what it takes for a vision to be viable, discover the "Success Connection". Program 2: Focusing on Outcomes Understand that a clear vision is based on what educators want, know, and believe. Learn how a powerful vision keeps actions aligned with outcomes.

### **Rowe, Larry**

*Transformational Leadership*

Video Journal

tape 1 Traditional leaders or bosses attempt to control others. Coercive techniques only produce short-term result. The transforming leader is a person who is changing internally and helps others develop the desire to want to change themselves. Internal change begins with discovering individual wants and acquiring the knowledge to fulfill those wants.

tape 2 the process of empowerment draws everyone in an organization into a shared vision. The vision leads to an agreed consensus on standards that everyone lives by. Empowerment creates allegiance to an organization not to individuals. Even though leaders may change, growth and progress continue in the organization.

### **Saint Paul Saints**

*Fun Is Good*

CRM Learning 2004

What is Fun is Good?? Fun is good is an experience. It's a feeling. It's a way of life. It's an attitude. Fun Is Good is what the Saint Paul Saints employees come to work with everyday. When these employees arrive at Midway Stadium in the morning, they know they are going to enjoy themselves, game day or not. Without the positive attitude internalized by the Saints employees, their work experience wouldn't be nearly as interesting or productive. Sure, they work in baseball. And yes, during the summer they work outside. But they are working and they do have important responsibilities. During the summer, Saints employees can work 15 hours a day, only to come back and do it all over again the next day.

### **Santa, Carol**

*Student Centered Reading and Learning Strategies for Elementary Schools*

Video Journal 1997

Strategies are demonstrated which help students: understand patterns and structures, use discussion as the conversation of learning, acquire active strategies for learning. Strategies are demonstrated which highlight: organizing for learning, informal writing, formal writing, vocabulary learning helps.

### **Santa, Carol**

*Student-Centered Reading and Learning Strategies for Middle School*

Video Journal 1997

The nine principles and philosophies of CRISS are explained. Strategies are demonstrated which help students: understand patterns and structures, use discussion as the conversation of learning and acquire active strategies for learning. Strategies are demonstrated which highlight: organizing for learning, informal writing, formal writing & vocabulary learning helps.

## Listed Author Order:

### **Santa, Carol**

*Student-Centered Reading and Learning Strategies for High School*

Video Journal 1997

The nine principles and philosophies of CRISS are explained. Strategies are demonstrated which help students: understand patterns and structures, use discussion as the conversion of learning and acquire active strategies for learning. Strategies are demonstrated which highlight: organizing for learning, informal writing, formal writing & vocabulary learning helps.

### **Schmoker, Mike**

*Data Driven Decisions to Improve Results*

Video Journal 2000

Program 1: Using Data to Improve Student Achievement. Program 2: Effective Teamwork and Meaningful Goals Driven by Data. 2 videotapes accompanied by a CD.

### **Search Institute/Dr Benson, Peter**

*Building Assets in Youth/ the Power of Positive Youth Development*

Search Institute

People across the nation are worried about what's happening with youth today. Dozens of strategies have been tried to address different problems, but few seem to have much kimpact. This video presents a positive and powerful new approach that can: Nourish youth so they thrive-in school, at home, and in all areas of life; Reduce youth involvement in many different at-risk behaviors; Re-energize community commitment to care for the youngest generation.

### **Sizer, Theodore R. Dr.**

*Redesigning the American High School*

1992

Presented by the Humphrey Institute of Public Affairs

### **Sparks, Dennis; Hirsh, Stephanie**

*Results-Driven Staff Development*

Video Journal 1996

An explanation is given of the background and purpose of the standards, the context and content standards are introduced. the process standards are presented and ewxamples of impletation of the various standards.

### **Spencer Johnson, M.D.; Kenneth blanchard, Ph.D.**

*Who Moved My Cheese*

An enlighting animated story of 4 characters who live in a maze and look for cheese to nourish them and make them happy. "Cheese" is a metaphor for what you want in life-- a good job, loving relationship, money health or piece of mind. And "The Maze" is where you look for it--the organazation you work in, the family or community you live in.

Includes: Presenters handbook

Length: 13:10

## Listed Author Order:

### **Stiggins, Rick**

*Assessment for Quality Learning*

Video Journal 2002

Where school improvement efforts have produced clearly defined student outcomes, there is an intensified need for effective assessments which provide a more complete picture of student achievement of those outcomes. It is imperative that every educator understand the following sound assessment principles: Effective assessments are tied to student outcomes, sample the outcome appropriately, control for sources of bias, and are purposeful and an intentional part of the Instructional Process.

### **Sulla, Nancy**

*The Technology-Infused Middle School Classroom*

Video Journal 1998

tape 1 technology infusion, the learner-active classroom & problem-based learning.

tape 2 technology hierarchy, technology classroom management & assessing the use of technology.

### **Sulla, Nancy**

*The Technology-Infused High School Classroom*

Video Journal

tape 1 technology infusion, the learner-active classroom & problem-based learning.

tape 2 the technology hierarchy, technology classroom management & assessing the use of technology.

### **Thompson, Max; Thomason, Julia**

*Increasing Student Performance and Achievement*

Video Journal 1998

This reveals a foundation of research based learning practices rather than a reliance on serendipitous teacher performance. Learning-centered essential questions, rubrics and powerful ideas for culmination activities are just a few of the components.

### **thompson, Max; Thomason, Julia**

*Increasing Student Performance and Achievement The Learning -Focused Middle School*

Video Journal 1998

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### **Thompson, Max; Thomason, Julia**

*Increasing Student Performance and Achievement The Learning -Focused High School*

Video Journal 1998

This reveals a foundation of research based learning practices rather than a reliance on serendipitous teacher performance. Learning-centered essential questions, rubrics and powerful ideas for culmination activities are just a few of the components.

### **Urban Education Project Research for Better Schools, Inc.**

*A New Vision of the Urban Learner: From Theory To Practice*

1993

Video also has a guide to go along with it.

## Listed Author Order:

### **Vollmer, Jamie**

*Teachers are Heroes*

Local Control Project 1995

This video gives teachers a clear, no-nonsense understanding of the challenges they face, and provide practical steps to overcome them. Using historical background, statistics, slides and humor. The video encourages teachers to take an active role in strengthening the public trust in educators and their school. Teachers are Heroes delivers a timely message to help create a better future for your teachers and your schools.

### **Waletzko, Patty; Ressemann, Suzanne**

*A Recipe for Life*

IDEA Group 1997

This video encourages viewers to embrace and celebrate inclusive thinking. It consists of a series of thought provoking affirmations designed to rekindle the soul. Use this tape to introduce or reinforce your presentation, use at motivational inservices, classrooms or wherever you wish to inspire your audience.

### **Wlodkowski, Raymond; Ginsberg, Margery**

*Encouraging Motivation Among All Students*

Video Journal 1996

Examines motivational principles and concepts fundamental to all children. Program 1: A Model for Intrinsic Motivation . Program 2: Culturally Responsive Teaching in the Classroom .

### **Wong, Harry**

*Teacher Induction, Mentoring, and Renewal*

Video Journal 1996

tape 1 the induction process introduces the culture, philosophy, mission, and programs of the school and district to new teachers. Induction provides instruction in classroom management and teaching effectiveness. Reducing the anxiety of new teachers is a major function of the induction experience.

tape 2 the essential elements of a successful mentoring program are outlined. Teacher renewal as a critical support strategy to maintain teaching effectiveness is highlighted. Teamwork is discussed as a method of providing assistance to new and experienced teachers.