

SC Lead: Video Content Titles

Setting Expectations & Classroom Management

Teacher Standards 4.0 Content

Environment

- Active Learning Environments - Elementary and Secondary
- Classic: Introduction/Enriched Environments
- Develop Environments That Enable Students to Learn
- Flexible Classroom Environments
- Meeting Student Needs in an Inclusive Environment, Part 3 of 6

Expectations

- 3rd E, Expectations - Elementary
- Back to Basics
- Benefit of a Writers Workshop
- Classroom Management for Success
- Creating an AP Culture
- Creating Classroom Expectations With Students - Secondary
- Defining Differentiation
- Develop Environments That Enable Students to Learn
- Establishing Expectations From the First Day of School - Elementary
- Expectations
- PBIS in the Classroom: Reinforcing Expectations
- PBIS Strategy: Songs to Reinforce Behavior Expectations
- Problem Solving Every Day
- Student-Driven Expectations - Secondary
- Vision and High Expectations

Managing Student Behavior

- Class Reward Systems - Elementary and Secondary
- Classroom Humor - Secondary

- Classroom Management for Success
- Classroom Management: A Framework for Student Success
- Classroom Noise Levels - Elementary
- Clear Procedures
- Communicating Learning Objectives - Elementary
- Confident and Caring Intervention - Elementary
- Confidential Self-Assessments With "Heads Down" - Secondary
- Creating Classroom Expectations With Students - Secondary
- Developmentally Appropriate Instruction
- Effective Transitions - Elementary
- Engagement Through Real-World Application - Elementary
- Engaging Instruction
- Engaging Students Through Differentiation - Elementary
- Entry and Exit Procedures - Elementary
- Establishing Expectations From the First Day of School - Elementary
- Hallway Procedures - Elementary
- Hands-On Activities in Science 1 - Secondary
- Hands-On Activities in Science 2 - Secondary
- Intentional Teacher Errors - Secondary
- Intervention and Redirection
- Narrating Positive Behaviors - Elementary and Secondary
- Nonverbal Praise Routines - Elementary and Secondary
- Proximity, Gestures, and Verbal Reminders - Secondary
- Redirecting Student Behavior - Elementary

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Managing Student Behavior cont'd

- Relationship Building: Affirmations - Elementary
- Relationships and Support
- Rewards and Punishments
- Shout-Outs - Elementary
- Student Nonverbal Responses - Elementary and Secondary
- Student-Driven Expectations - Secondary
- Using Positive Acknowledgements
- Vision and High Expectations

Motivating Students

- 1st Grade STEM: Modeling the Baleen of the Blue Whale, Part 1
- 1st Grade STEM: Modeling the Baleen of the Blue Whale, Part 2
- 2nd Grade STEM: Building a Bird's Nest
- 2nd Grade STEM: Starting a Weather Unit - Exploring Snow
- 4th Grade STEM: Exploring Fractions and Area
- 7th Grade STEM: Social Media in 1967
- Assessment as Motivation
- Evaluating Sources for Research - Secondary
- Feeling Safe to Learn, Part 1
- Feeling Safe to Learn, Part 2
- Feeling Safe to Learn, Part 3
- Feeling Safe to Learn, Part 4
- Hands-On Science Activities - Elementary
- Making Learning Fun
- Motivating the Unmotivated
- Social Studies: Marketing Research Projects - Secondary
- Strategies that Motivate
- The Camera: A Powerful Teaching Tool
- The Internet as a Research Tool - Secondary

- Using Assessment to Motivate
- Using Skills: Research, Present, Create, Critique
- Why are Some Students Unmotivated?

Respectful Culture

- Acceptance of the Differences that Students Bring
- Accommodating Differences in the Approach to Instruction
- Affirming Differences
- Bridging Racial Cultures
- Building a Project-Based Learning Culture at White Oak Elementary, Part 3 of 3
- Celebrating Success
- Classic: Beliefs
- Classic: Classroom Strategies for Heterogeneity
- Classic: Climate and Culture for Heterogeneity
- Classic: Definitions of Success
- Classic: Group Work and Group Assessment
- Classic: Heterogeneity Standards
- Classic: Moving Forward to Recreate the Schools We Need
- Classic: Principals - Guidelines for Dealing With Staff
- Classic: Principals - Guidelines for Individual Action
- Classic: Strategies to Develop Collaborative Cultures
- Classic: Teaming and Support Structures
- Classic: The Nature and Impact of Collaborative Cultures
- Classic: Understanding and Building a Culture/Norms
- Courageous Conversations
- Creating a Culture of Learning
- Creating a Math-Task Culture in the Classroom
- Creating a School Community: Conflict Resolution
- Creating True Equity

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Respectful Culture cont'd

- Culture-Building for Co-Teaching and Inclusion, Part 3 of 4
- Engaging Families
- Equity in a School Community
- Expectations
- Feeling Safe to Learn, Part 4
- Glenn Singleton: Opening the Conversation on Race
- Introduction and Review
- Overcoming Obstacles: The Writing Project
- Qualities of Effective Teacher Leaders
- Step 1: Identifying Schools As a Culture of Stress
- Step 2: Restructuring Priorities
- Step 3: Mastering the Science of Stress Management
- Step 4: Arresting Time Bandits at Home and School
- Step 5: Nutrition Supports a Healthy Lifestyle
- Support the Students from Where They Come
- Systemic Change
- The Time for Teacher Leadership
- Understanding Differences
- Understanding Race
- Whiteness in Color Identity
- Working with Students from a Culture of Poverty

Teacher Knowledge of Students

- Academy 21: Personalized, Cross-Content Learning
- Bonding and Connecting - Elementary
- Bonding Practices - Elementary
- Characteristics of Good Teachers - Elementary
- Classic: Cultural Network/Traditions/Ceremonies/Rituals
- Classic: Culturally Responsive Teaching

- Creating Classroom Expectations With Students - Secondary
- Defining Child Maltreatment
- Glenn Singleton: Opening the Conversation on Race
- Identifying Learning Profiles - Elementary
- Identifying Student Interests - Elementary
- Identifying Student Readiness - Elementary
- Knowing the Learner - Elementary
- Knowing the Learner - Secondary
- Narrating Positive Behaviors - Elementary and Secondary
- Personalized Education in a Math Learning Center
- Personalized Learning in Action
- Positive Connections - Elementary
- Preventing Child Maltreatment
- Relationship Building: Affirmations - Elementary
- Relationships and Support
- Review: Caring Deeply and Deeply Committed
- Review: Culturally Relevant Instruction
- School Culture: Clear Focus on Students - Elementary
- Student-Driven Expectations - Secondary
- Teaching Social Skills: PBIS Primary Level/Tier 1 Intervention
- Teaching Social Skills: PBIS Secondary Level/Tier 2 Intervention
- The Educator's Role in Identifying Signs of Maltreatment
- What Is All This About Personalized Learning?

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Administrator Content

Climate

- Behavior Intervention through PBIS Club
- Classic: Climate and Culture for Heterogeneity
- Classic: Understanding and Building a Culture/Norms
- Creating a Culture of Learning
- Engagement Through Real-World Application - Elementary
- Focus on Culture
- Implementing PBIS at Beaumont USD
- PBIS in the Classroom: Elementary School Close Reading
- PBIS in the Classroom: Elementary School ELA Close Reading
- PBIS in the Classroom: Elementary School ELA Recycling Solutions
- PBIS in the Classroom: Elementary School ELA Research and Publication
- PBIS in the Classroom: Middle School Social Studies
- PBIS in the Classroom: Reinforcing Expectations
- Preservation Hall: Warren Easton High School
- School Culture: Clear Focus on Students - Elementary
- School Culture: Inclusive Environment - Elementary
- Teaching Social Skills: PBIS Primary Level/Tier 1 Intervention
- Teaching Social Skills: PBIS Secondary Level/Tier 2 Intervention
- Classic: Paradox: Is the Principal a Manager?
- Classic: Understanding and Building a Culture/Norms
- Cornerstones of a Professional Learning Community
- Critical Questions
- Defining the Professional Learning Community
- Elementary Principals as Leaders of Learning
- Exploratory Leadership
- Facilitating Teacher Improvement
- Focus on Collaboration
- Focus on Culture
- Implementing Professional Learning Community
- Leadership: Accountability - Elementary
- Leadership: Building Equity - Elementary
- Leadership: Sustaining Innovation - Elementary
- Leadership: Understanding Equity - Elementary
- Leadership: Vision and Direction - Elementary
- Lisa Leith Leadership for the Common Core: Synthesize, Strategize, Maximize! - Part 1
- Lisa Leith Leadership for the Common Core: Synthesize, Strategize, Maximize! - Part 2
- Lisa Leith Leadership for the Common Core: Synthesize, Strategize, Maximize! - Part 3
- Lisa Leith Leadership for the Common Core: Synthesize, Strategize, Maximize! - Part 4
- Manager of Learning
- Manager of Resources
- Provide Training and Leadership - Leadership
- Reagan High School: Leadership-Extended Interview
- School Culture: Professional Attitudes - Elementary
- The Equity Framework - Elementary

Instructional Leadership

- Classic: Beliefs
- Classic: Definitions of Success
- Classic: Leadership as Gift Giving
- Classic: Paradox: Is the Principal a Leader?