

Using eBooks for Professional Learning

The Alachua County Public School's Professional Development office has created an opportunity to support educators in continued professional growth through the use of Gale eBooks.

Educators can select eBooks as listed within the following categories:

- Creating a Culture for Learning
- Planning for Instruction
- Deepening Content Knowledge
- Leading for Student Learning
- Technology Integration
- Reaching All Learners

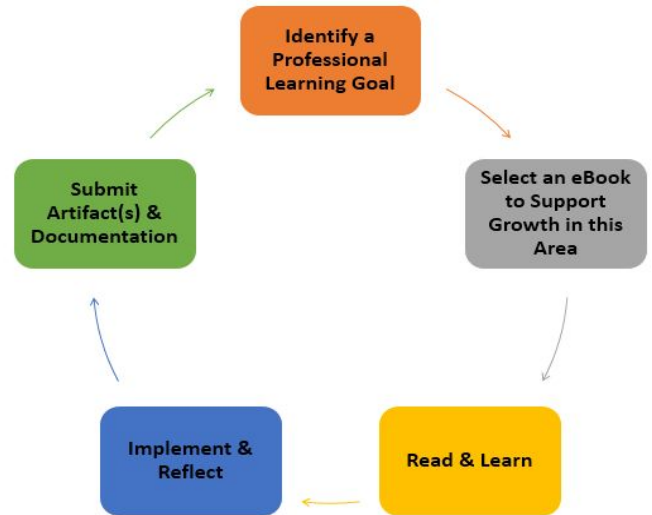
Upon completion of the learning cycle as shown below, educators will earn 10 professional learning points per eBook. No more than 60 points (six eBook cycles) can be earned within a school year.

Please direct any questions to the Professional Development office:
Phone: (352) 955-7650.



Professional Development
Alachua County Public Schools

Gale eBook Professional Learning Cycle



Identify a Professional Learning Goal

- Formulate an individual or collaborative (grade-level, subject-area, etc.) professional learning goal that is aligned to a school improvement area.
- Identify intended outcomes.

Select an eBook to Support Growth in this Area

- Review the list of selected Gale eBooks to identify a book that best aligns to your goal.
- Develop a timeline for covering the material.

Read & Learn

- As you read, identify a strategy or “try-it” to implement.

Implement & Reflect

- Develop a plan for how and when to implement the strategy / “try-it.”
- Think about how to measure the effectiveness of the strategy / “try-it.”
- Throughout implementation, reflect on the impact of the strategy / “try-it.”
- Collect artifacts that provide evidence of impact.
- Craft a written reflection summarizing the impact of the strategy / “try-it” as well as how this process supported you in reaching your professional learning goal.

Submit Artifact(s) & Documentation

- To receive professional learning points, submit the following items to the Professional Development office. Use the **Artifact & Documentation Submission Checklist** to ensure that your follow-up work meets requirements.
 - Artifact & Documentation Submission Checklist
 - Written reflection
 - Artifact(s) to show evidence of implementation (lesson plan, student work samples, etc.).

NOTE: If you need these points in order to recertify by June 30th of the current school year, all artifacts and documents must be received by our office no later than May 1st.



Artifact(s) & Documentation Submission Checklist

Click [HERE](#) for Gale eBook PD Submission Form (printable)

Completed	Requirements
Written Reflection	
	Rationale: <ul style="list-style-type: none">• Explain your rationale for selecting the eBook and specific strategy/"try-its" to implement.
	Details: <ul style="list-style-type: none">• Explain 2-3 insights about instruction you learned as a result of this book study.
	Impact: <ul style="list-style-type: none">• What overall impact did your strategy/"try-its" have on student learning?• How did this eBook impact you as an educator?
	Next Step(s): <ul style="list-style-type: none">• What is a practical next step?
	Artifact(s): <ul style="list-style-type: none">• Include at least one artifact as evidence of implementation (lesson plan, student work sample, etc.).• Provide a summary of the artifact(s) and its impact on student learning.

Name: _____

Date Completed: _____

School: _____

Current Role: _____

For PD Office Use Only

Date Received: _____

Approved: _____ Revision Needed: _____

Comments:



Accessing Gale eBooks Through EduTone

Following this process will provide teacher access to the Gale eBooks professional library.

1. Log into [EduTone](#) using your Active Directory credentials.



2. Select the Gale eBooks icon:



3. If you are off campus, you will be prompted to log into the Gale Virtual Reference Library:



4. Enter **school** (case sensitive).



Tools Available

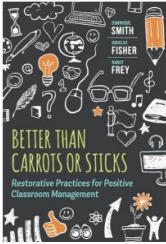
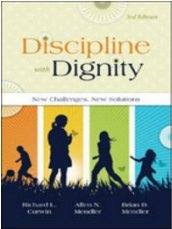
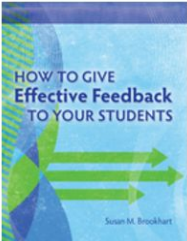
Once you select an eBook title and a section from the book's table of contents, you have access to the following tools:

The image shows a 'Tools' menu with the following items: Citation Tools, E-mail, Download, Print, Highlights and Notes (0), Save, Download MP3, and Share. Below the menu is a 'Translate Article' dropdown. Callout boxes provide the following descriptions:

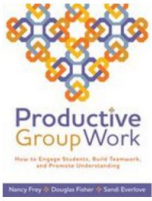

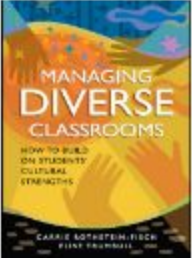
- Download to read offline.** (points to the Download icon)
- Print excerpts to share with colleagues.** (points to the Print icon)
- Download audio to your smartphone or tablet.** (points to the Download MP3 icon)
- Share interesting passages on social media.** (points to the Share icon)

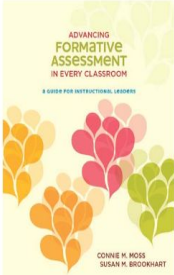
Gale eBook Overview

Use this guide to learn about the specific eBooks eligible for professional learning credit. There are over 150 titles in our Gale eBooks library, however, the 35 titles listed below are aligned to our district vision, therefore qualify for recertification points. For easy access, click on the book title in the guide. If the link is not working, be sure you are logged into EduTone.

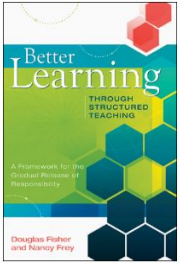
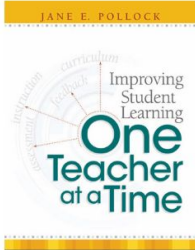
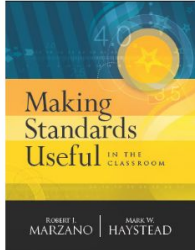

Creating a Culture for Learning	
	<p><i>Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management</i> Authors: Dominique Smith, Douglas Fisher, and Nancy Frey</p> <p>This book provides a practical blueprint for creating a cooperative and respectful classroom climate in which students and teachers work through behavioral issues together.</p>
	<p><i>Discipline with Dignity, 3rd Edition</i> Authors: Richard L. Curwin, Allen N. Mendler, and Brian D. Mendler</p> <p>Offers practical solutions that focus on relationship building, curriculum relevance, and academic success. Emphasizes the prevention of problems by helping students to understand each other, work well together, and develop responsibility for their own actions. Also includes intervention strategies for handling common and severe problems in dignified ways.</p>
	<p><i>How to Give Effective Feedback to Your Students</i> Author: Susan M. Brookhart</p> <p>Intended to help teachers provide effective feedback to students. Focuses on feedback that comes from a teacher to a student and is based on student work.</p>



	<p><i>Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding</i> Authors: Nancy Frey, Douglas Fisher, and Sandi Everlove</p> <p>Explains how to create the right circumstances for group learning so that students build on one another's understanding and end up knowing more than they would have working alone.</p>
	<p><i>Real Engagement: How do I help my students become motivated, confident, and self-directed learners?</i> Authors: Allison Zmuda and Robyn R. Jackson</p> <p>This text explains the four keys to real engagement: clarity, context, challenge, and culture. The strategies provided for improving classroom assignments, assessments, and environments will help teachers create learning experiences that are rigorous, meaningful, and rewarding for their students and themselves.</p>
	<p><i>Managing Diverse Classrooms: How to Build on Students' Cultural Strengths</i> Authors: Carrie Rothstein-Fisch and Elise Trumbull</p> <p>This book discusses some of the most powerful cultural differences that can lead to classroom conflict for many students and how educators can capitalize on these differences to make their classroom a harmonious, productive environment.</p>

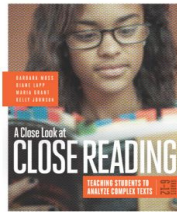
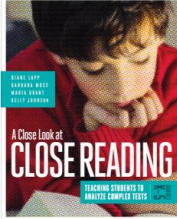
<h2>Planning for Instruction</h2>	
	<p><i>Advancing Formative Assessment in Every Classroom: A Guide for Instructional Leaders</i> Authors: Connie M. Moss and Susan M. Brookhart</p> <p>Provides strategic talking points, conversation starters, and ready-made tools needed to explain how formative assessment improves student learning and achievement.</p>



	<p><i>Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility</i> Authors: Douglas Fisher and Nancy Frey</p> <p>Describes a purposeful classroom structure that relies on four phases. Included with the description of each phase are practical strategies that help teachers use this approach, plus tips on how to differentiate instruction, make effective use of class time, and plan backwards from learning objectives.</p>
	<p><i>Improving Student Learning One Teacher at a Time</i> Author: Jane E. Pollock</p> <p>Explains the four critical areas of teaching and describes how educators can use an approach that increases student success. Offers step-by-step instructions for developing a curriculum document, planning your instructional activities, choosing a set of classroom assessment tasks, and recording meaningful feedback on student performance.</p>
	<p><i>Making Standards Useful in the Classroom</i> Authors: Robert J. Marzano and Mark W. Haystead</p> <p>Provides educators with information that will ensure that state standards lead to higher student achievement. Describes how to sequence content and set up grading scales that help facilitate formative assessment and effective instruction. Provides steps for converting standards into guidelines that are more useful to classroom teachers.</p>
	<p><i>Understanding by Design, Expanded 2nd ed.</i> Authors: Grant Wiggins and Jay McTighe</p> <p>Provides a framework for good design--of curriculum, assessment, and instruction--focused on developing and deepening understanding of important ideas. Explains how educators can design learning experiences that make it much more likely that students understand content and apply it in meaningful ways.</p>



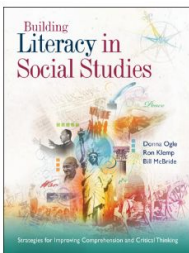
Deepening Content Knowledge



A Close Look at Close Reading: Teaching Students to Analyze Complex Texts, Grades K-5 or 6-12

Authors: Diane Lapp, Barbara Moss, Maria Grant, and Kelly Johnson

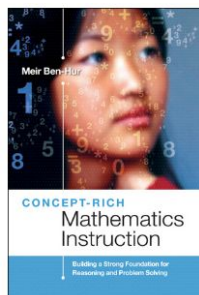
These books explain how to teach students to be close readers and how to make close reading a habit of practice in the classroom. They explore text complexity and how to determine if a particular text is right for your learning purposes and your students.



Building Literacy in Social Studies: Strategies for Improving Comprehension and Critical Thinking

Authors: Donna Ogle, Ron Klemm, and Bill McBride

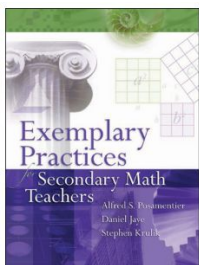
Provides research-based techniques that will motivate students to excel in social studies classes. Explains how to organize learning environments and student groups to reinforce literacy instruction and knowledge of democratic principles.



Concept-Rich Mathematics Instruction: Building a Strong Foundation for Reasoning and Problem Solving

Author: Meir Ben-Hur

Presents an instructional approach that helps students in every grade level understand math concepts so they can apply them on assessments, across the curriculum, and outside of school. Provides teaching practices and lesson ideas that give students a stronger foundation for reasoning and problem solving.

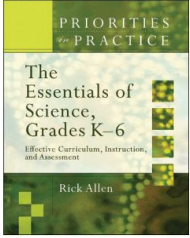




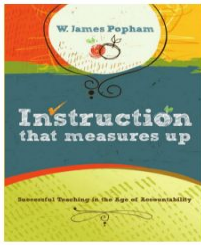
Exemplary Practices for Secondary Math Teachers

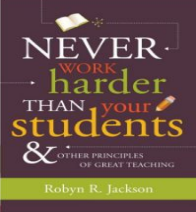
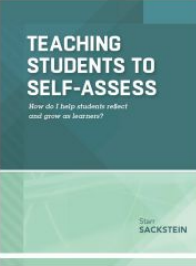
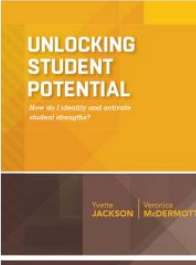

Authors: Alfred S. Posamentier, Daniel Jaye, and Stephen Krulik

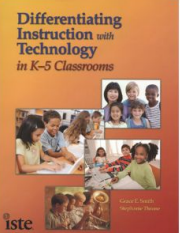
Provides educators with information on how to provide motivational and challenging math instruction for middle and high school students. Includes advice on setting up the classroom, planning learning experiences, and assessing results.

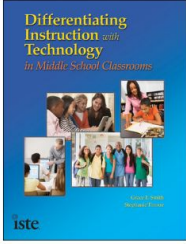
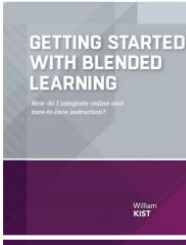
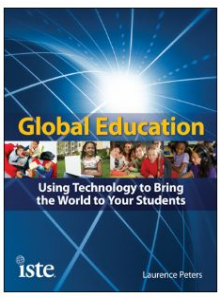

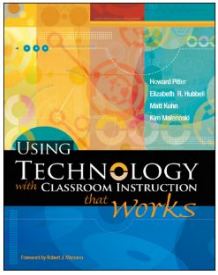


	<p><i>The Essentials of Science, Grades K-6: Effective Curriculum, Instruction, and Assessment</i> Author: Rick Allen</p> <p>Provides program ideas and practices that will prepare school science programs for stricter new learning objectives and performance goals.</p>
	<p><i>The Power of Extreme Writing: How Do I Help My Students Become Eager and Fluent Writers?</i> Author: Diana Cruchley</p> <p>Offers focused, daily writing sessions that provide students with consistent, long-term engagement, teaching them to be more fluent in their writing. The author outlines this process and also describes what it looks like in the classroom, explains how to assess student work, and highlights several inspirations that motivate students to write.</p>

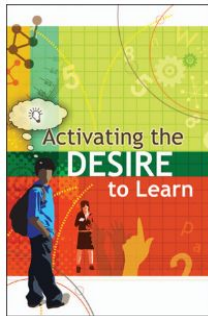
<h2>Leading for Student Learning</h2>	
	<p><i>Freedom to Fail: How Do I Foster Risk-Taking and Innovation in My Classroom?</i> Author: Andrew K. Miller</p> <p>This text provides a raft of strategies for ensuring that students experience small, constructive failures as a means to greater achievement, and offers practical suggestions for ensuring that constructive failure doesn't detrimentally affect students' summative assessments.</p>
	<p><i>Instruction That Measures Up: Successful Teaching in the Age of Accountability</i> Author: W. James Popham</p> <p>A guide for teachers to help their students come out as winners in a test-pressured environment and explains how to do that with a practical framework for teaching in the accountability age.</p>

	<p><i>Never Work Harder Than Your Students & Other Principles of Great Teaching</i> Author: Robyn R. Jackson</p> <p>A guide that helps teachers develop a more fluid and automatic way to respond to students and deliver great teaching experiences.</p>
	<p><i>Teaching Students to Self-Assess: How Do I Help Students Reflect and Grow as Learners?</i> Author: Starr Sackstein</p> <p>This book explains how teachers can use reflection to help students decipher their own learning needs and engage in deep, thought-provoking discourse about progress.</p>
	<p><i>Unlocking Student Potential: How Do I Identify and Activate Student Strengths?</i> Authors: Yvette Jackson and Veronica McDermott</p> <p>This book offers concrete ways to identify student strengths and then build on them in your classroom or school throughout the year.</p>
	<p><i>School Culture Rewired: How to Define, Assess, and Transform It</i> Authors: Steve Grunert and Todd Whitaker</p> <p>This book offers tools, strategies, and advice for defining, assessing, and ultimately transforming your school's culture into one that is positive, forward-looking, and actively working to enrich students' lives.</p>

<h2>Technology Integration</h2>	
	<p><i>Differentiating Instruction with Technology in K-5 OR Middle School Classrooms</i> Authors: Grace E. Smith and Stephanie Throne</p> <p>K-5: Provides a variety of practical instructional strategies to accommodate a broad range of learning styles, abilities, and curriculum content. Explores how to use technology to differentiate by student interest, readiness, ability, learning profile, content, process, and product.</p>

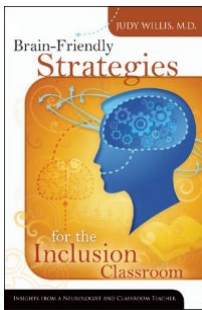
	<p>Middle School: Provides an overview of research on the uniqueness of middle school students and illustrates the importance of using technology to create differentiated lessons, especially with this age group.</p>
	<p><i>Getting Started with Blended Learning: How Do I Integrate Online and Face-to-Face Instruction?</i> Author: William Kist</p> <p>This book provide a quick synopsis of the best ideas found to make the most of blended instruction by learning to navigate the technical details of Internet access and learning management systems.</p>
	<p><i>Global Education: Using Technology to Bring the World to Your Students</i> Author: Laurence Peters</p> <p>Provides an introduction to global networks such as iEarn, Global Schoolhouse, and ePals and contains an overview of Web 2.0 tools that support global learning, such as wikis, blogs, and podcasts.</p>
	<p><i>Teaching the 4Cs with Technology: How Do I Use 21st Century Tools to Teach 21st Century Skills?</i> Authors: Stephanie Smith Budhai and Laura McLaughlin Taddei</p> <p>This book shows how teachers can more purposefully integrate technology into instruction to facilitate the practice and mastery of each of the 4Cs (critical thinking, communication, collaboration, and creativity) along with other learning objectives.</p>
	<p><i>Using Technology with Classroom Instruction that Works</i> Authors: Howard Pitler, Elizabeth R. Hubbell, Matt Kuhn, and Kim Malenoski</p> <p>Presents new educational tools that support research-based instruction, and learn new ways to use educational technologies, such as word processing and spreadsheet applications, multimedia, data collection tools, communication software, and the Internet.</p>

Reaching All Learners



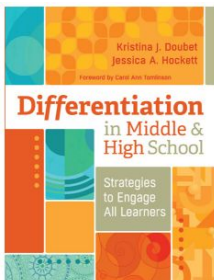
Activating the Desire to Learn
Author: Bob Sullo

Provides an overview of the research on internal motivation. Includes strategies for activating internal motivation at the elementary, middle, and high school levels. Provides suggestions on how to assess degrees of student motivation and guidelines for integrating the principles of internal motivation with standards-based instruction.



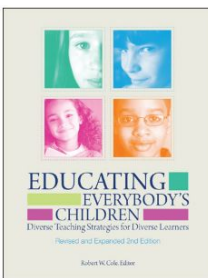
Brain-Friendly Strategies for the Inclusion Classroom: Insights from a Neurologist and Classroom Teacher
Author: Judy Willis

Explains how educators can build safe and supportive classroom communities for students with learning disabilities; improve the focus of students with attention disorders; and create a rich and inviting learning environment for all students in an inclusive classroom.



Differentiation in Middle and High School: Strategies to Engage All Learners
Authors: Kristina J. Doubet and Jessica A. Hockett

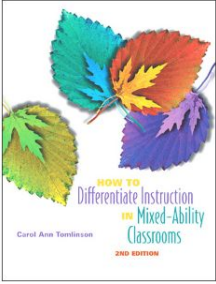
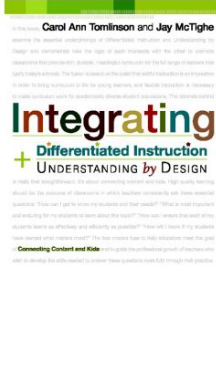
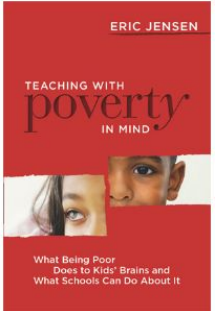
This book explore how to use differentiated instruction to help students be more successful learners--regardless of background, native language, learning style, motivation, or school savvy.



Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners, Rev. and Expanded, 2nd ed.
Author: Robert W. Cole, ed

Provides educators with information on how to teach students from economically, ethnically, culturally, and linguistically diverse groups. Includes dozens of subject-specific strategies for math, science, reading, writing, and social studies. Also includes strategies for increasing the achievement of immigrant and refugee children.



	<p><i>How to Differentiate Instruction in Mixed-Ability Classrooms</i> Author: Carol Ann Tomlinson</p> <p>Provides educators with ideas on matching instructional approaches to the readiness, interests, and talents of all students: learning centers, hands-on activities, contracts, and investigative projects. Describes ways of structuring lessons to provide "scaffolds" for the lesson content, the procedures used in learning, and the products of learning.</p>
	<p><i>Integrating Differentiated Instruction & Understanding by Design: Connecting Content and Kids</i> Authors: Carol Ann Tomlinson and Jay McTighe</p> <p>Explains how the combination of the Differentiated Instruction and Understanding by Design frameworks can ensure all students are learning at maximum levels. Describes how a curriculum built on the goal of student understanding, integrated with instructional approaches that emphasize reaching every learner, can provide teachers with more specific teaching targets and more flexible ways to reach them.</p>
	<p><i>Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It</i> Author: Eric Jensen</p> <p>Covers why and how the effects of poverty have to be addressed in classroom teaching and school and district policy. Topics include what poverty does to children's brains and why students raised in poverty are especially subject to stressors that undermine school behavior and performance.</p>