

**Schools as Professional  
Learning Communities**  

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**November 2007**

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## **AUDIOVISUAL RESOURCES**

**Classroom assessment for student learning: Doing it right – using it well [DVD kit].** (2005). Portland, Ore.: Assessment Training Institute. 1 DVD + 1 CD-ROM + 1 book  
SUMMARY: Designed to teach standards of assessment quality, and how to match achievement targets to assessment methods; help teachers learn to involve students in the assessment process and provide descriptive feedback to students, practices proven to be especially effective for low- performing students; save professional development time and resources through presentation in a learning-team model; and, integrate a learning-team-based text study with classroom practices. The CD-ROM contains activities, forms, cover sheets, rubrics, check lists, tests, critiques, and surveys. Audience: Teachers, Administrators.  
**Media Booking #2631**

**Designing and evaluating professional development for increased student learning [Videocassette kit].** (2003-2004). The video journal of education: Providing solutions to increase learning in today's schools; vol. 13; 3. Sandy, UT: Linton Productions. 3 VHS (141 min.), 3 CDs, 1 information sheet + 1 guide book. SUMMARY: Provides teachers with professional learning opportunities which have as their objective, higher student achievement. Program one examines elements of professional learning, the value of implementing standards, and the relationship between standards and student achievement. Standards for staff development are outlined and schools and school systems are shown aligning these standards with their practices. Program two considers the importance and need for professional development evaluation. Program three explores a variety of designs which offer educators effective learning opportunities, noting how programs are working to increase student achievement and how school and district success result from well-defined staff development programs. Audience: Adult, Professional Development. **Media Booking #7122**

**Effective mentoring: Building learning-focused relationships. [Videocassette kit].** The Video Journal of Education; vol. 13:1. Sandy, UT: School Improvement Network; Linton Productions. 3 VHS (113 min.), 2 CDs, 1 information sheet + guide book. SUMMARY: An introduction to effective mentoring of teachers in the first years of their careers. Program one introduces the concept of learning-focused relationships and describes how more experienced teachers can best support and work with newer colleagues. Also examines the use of the continuum of learning-focused interactions which guides mentors through the processes of consultation, collaboration, and coaching. In the second program, mentors learn how to maximize time and attention in learning-focused conversations. Also looks at templates for planning, problem solving, and reflecting. Program three looks at a concept known as invitational surround, wherein mentors learn how an approachable voice, intonation, and exploratory language can create a positive atmosphere for communication. Audience: Adult, Professional Development. **Media Booking #7109**

**Elementary principals as leaders of learning. [Videocassette kit].** The Video Journal of Education; vol. 12:4. Sandy, UT: School Improvement Network; Linton Productions. 3 VHS (113 min.), 2 CDs + implementation guide. SUMMARY: Uses a workshop format and discussions with teachers to introduce viewers to how elementary school principals can serve as leaders of learning. Program one defines the professional learning community through a consideration of learning collaboration and a focus on results. Also explores the four cornerstones of mission, vision, values and goals, and addresses three questions which must be asked so that students can learn. Program two looks at the principal's role in terms of managing learning and resources as well as creating a learning community by focusing on culture and collaboration. Program three describes the implementation of a learning community and the facilitation of teacher improvement. Includes the participation of teachers and students from Frontenac Public School in Burlington, Ontario. Audience: Adult, Professional Development. **Media Booking #6468**

**Instructional coaching: School-based staff development for improved teacher and student learning [videocassette kit].** (2005). The Video Journal of Education; vol. 15; 1. Sandy, UT: School Improvement Network; Linton Productions. 4 VHS (221 min.), 3 CDs, 1 information sheet, 1 instruction sheet + 1 guidebook. SUMMARY: Introduces viewers to a form of professional development known as instructional coaching and how this program can be re-created for the school system. Program one introduces the coaching framework through a look at the roles and responsibilities of coaches. Program two considers the training and development of the coach with discussions of learning expertise, leadership, and relationships. Program three focuses on the coach in the school setting and completes the study of instructional coaching through an examination of such topics as deployment, support, monitoring, and evaluation. Program four follows routines and activities of instructional coaches as they move through the day. They are shown dealing with administrators in formal and informal meetings, working in the classroom, facilitating group meetings with teachers, and/or teams, and engaging in quick 'got-a-minute?' conversations. Audience: Adult, Professional Development. **Media Booking #2567**

**Leadership in the age of standards and high stakes testing [videocassette kit].** (2001). The Video Journal of Education: Increasing Learning in Today's Schools; vol. 10; 5. Sandy, UT: TeachStream. 2 VHS (75 min.) + 1 CD, 1 information sheet + 1 guidebook. SUMMARY: Introduces viewers to the nature of leadership in today's educational climate of standards and high stakes testing and to consider methods which schools can use to bring students to higher levels of success. Program one explores the role of leadership, presents four assumptions which provide the basis for school improvement, and explains the four pillars of a successful school: mission, vision, values and goals. Program two looks at different successful programs of elementary and secondary schools, including the Pyramid of intervention in use at Adlai E. Stevenson High School in Lincolnshire, Illinois and the total school improvement programs of Boones Mill Elementary School in Boones Mill, Virginia and Ivy Drive Elementary School in Bristol, Connecticut. Audience: Adult, Professional Development. **Media Booking #2442**

**Mentoring to improve schools. (VHS).** (1999). Alexandria, VA: Association for Supervision and Curriculum Development. 2 VHS (65 min.) + facilitator's guide. Through discussions with educators and administrators and on-site observations of schools, viewers are introduced to the implementation of mentoring programs and to the development of effective mentoring practices. Program one examines mentoring programs designed to improve teaching, to enhance administrative practices and to create successful learning communities. Also shows how educators support and evaluate mentoring programs. Program two describes the importance of, and the need for, trust in mentoring relationships, the stages of the mentoring process and the ways to mentor new administrators. Audience: Adult, Professional Development. **Media Booking #8337**

**Using data to close the achievement gap [videocassette kit].** (2004). The Video Journal of Education: Providing solutions to increase learning in today's schools; vol. 13; 6. Sandy, UT: Linton Productions. 2 VHS (95 min.), 2 CDs, 1 information sheet + 1 guidebook. SUMMARY: Introduces educators to the use of data as a means to address the achievement gap that exists between diverse student populations and to deal with inequities based upon race, gender, income and language. Program one explores the nature of the achievement gap, the ways in which different types of data can help educators to determine if achievement gaps exist within their schools, the role of data in educational reform, and the role of leadership and data teams in the changing of teaching practices. Program two looks at how discussion about data and equity can lead to change in a school's culture, how outcomes can tell where student learning occurs, how data impacts assessment of policies, practices, programs, interventions and school culture, and how the work of studying data can close achievement gaps through the processes of planning, visioning, implementing, and monitoring. Audience: Adult, Professional Development. **Media Booking #9088**

**Who moved my cheese?: The change program. Part 1: Changing the way you look at change.** (2003). Toronto: International Tele Film [distributor]. 1 DVD (33 min.), 1 CD-ROM, 1 mouse pad, 1 cheese-square, 1 poster, 1 book + 1 presenter's handbook. SUMMARY: An animated feature telling the story of four 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 to have in life – whether it is a good job, a loving relationship, money, a possession, health, or spiritual peace of mind. And "The Maze" is where you look for what you want – the organization you work in, or the family or community you live in. Participants learn that the key to successfully dealing with change is to overcome one's fear of the change and get into the maze to find something better. Audience: Adult, Professional Development. **Media Booking #10486**

**Whole-faculty study groups: Collaboration targeting student learning [kit].** (2003). The LPD video journal of education: Providing solutions to increase learning in today's schools; vol. 13; 2., The video journal of education: Providing solutions to increase learning in today's schools; vol. 13; 2. [United States]: Linton Publishers [distributor]. 2 VHS (73 min.), 1 CD, 1 information sheet + 1 guidebook. SUMMARY: Introduces viewers to Whole-Faculty Study Groups (WFSGs), a method of staff development which encourages the entire school to implement effective teaching and learning practices in the classroom. Program one examines the characteristics, purposes, and desired results of the WFSG. Two components of context and process are considered, and the process guidelines for WFSGs are discussed. Looks at the role of the principal and shows how all staff members are organized to make the process work. Program two discusses the underlying principles of Whole-Faculty Study Groups and the third component of WFSG design: content. Shows how content is identified for work of study groups by utilizing the decision-making cycle. Explains how the decision-making cycle determines what study groups are to do and how study groups are going to be organized. Audience: Adult, Professional Development. **Media Booking #7115**