



## Menu

This Menu gives you quick access to all the content for *Effective Teaching in Diverse Classrooms*. It will also keep track of your progress as you work your way through the program's video content in the topics. When you feel comfortable with the content of a particular section, take the corresponding assessment.

### Module 1:

## Overview CREDE Pedagogy History and Research

This topic is:

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Topic A:

### Introduction to NEA Effective Teaching in Diverse Classrooms Online & CREDE Pedagogy History and Research | 55 min | Hide Content

1. Program Overview | 04:38
2. NEA Welcomes You to the CREDE Program | 01:18
3. CREDE Research & Development | 03:55
4. Importance of CREDE to Illinois Education Association (IEA) | 02:41
5. NEA & CEC Partnership — Part 1 | 05:33
6. NEA & CEC Partnership — Part 2 | 04:41
7. CREDE Research Instruments & Findings — Part 1 | 07:36
8. CREDE Research Instruments & Findings — Part 2 | 05:09
9. CREDE Research Instruments & Findings — Part 3 | 03:11
10. CREDE Research Instruments & Findings — Part 4 | 06:45
11. C.A.R.E. Strategies for Closing the Achievement Gaps — Program Overview | 02:37
12. How CREDE Aligns with C.A.R.E. | 06:15

Assessment:

### Overview CREDE Pedagogy History and Research

### Module 2:

## Introduction to CREDE Standards & Peer Coaching

This topic is:

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Topic A:

### Introduction to The Five Standards | 20 min | Hide Content

1. Teaching is Responsive Assistance | 01:08
2. Asking Questions & Giving Clues | 02:09
3. Using Responsive Assistance to Develop Deeper Understanding | 01:55
4. Reading to Understand Theme | 04:46
5. Transforming Cemetery Model to CREDE Model | 01:52
6. What is the CREDE Pedagogy? | 00:51
7. CREDE Standards Overview | 01:25
8. Idea of Phasing: Keeping the Goal in Mind "The Instructional Conversation" | 01:56
9. Teachers' Opinions about the CREDE Program | 02:45
10. Compare Traditional & Transformed Classrooms | 00:16

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Topic B:

### The Importance of Professional Learning Communities & Peer Coaching | 18 min | Hide Content

1. Creating a Professional Learning Community through Peer Coaching | 06:20
2. An Introduction to Peer Coaching for NEA CREDE — Part 1 | 06:30
3. An Introduction to Peer Coaching for NEA CREDE — Part 2 | 04:37

## Module 3: Phase One

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Topic A:

### **Joint Productive Activity (JPA) Guideline 1: Community Building and Producing a Classroom Community Work Agreement | 18 min | Hide Content**

1. Welcome to Phase One | 01:16
2. Phasing in Activity Centers | 03:00
3. Overview of Phase 1 Pedagogy Standards | 01:27
4. Guidelines to Implement the First Three Standards | 00:58
5. Classroom Community Work Agreement: Classroom Example | 03:55
6. Classroom Community Work Agreement: Classroom Example cont'd | 06:11
7. Classroom Agreement Highlights | 01:53

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Topic B:

### **JPA Guideline 2: Arrange Classrooms for Collaborative Activity | 6 min | Hide Content**

1. Organizing the Classroom for Group Activity | 06:19

This topic is:  
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Topic C:

### **JPA Guideline 3: Develop Student Independence | 12 min | Hide Content**

1. Why We Develop Student Independence | 04:38
2. Classroom Example: Students Working Independently | 03:12
3. Classroom Example 2: Students Working Independently | 04:04

This topic is:  
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Topic D:

### **JPA Guideline 4: Use an Instructional Frame | 28 min | Hide Content**

1. Map Instructional Activities with a Frame | 04:02
2. Briefing at the Beginning of Instruction | 03:43
3. Involving the Students in the Briefing | 04:01
4. Observe a High School Briefing | 01:46
5. The Teaching Activity - Part of the Instructional Frame | 04:10
6. Debriefing — The Final Section of the Frame | 05:44
7. Observe a Debriefing | 03:14
8. Final Thoughts on Using the Instructional Frame | 00:57

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Topic E:

### **JPA Guideline 5: Provide Joint Productive Activity | 6 min | Hide Content**

1. Provide JPA that Requires an Outcome or Product | 05:47

This topic is:  
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Topic F:

### **LLD Guidelines: Model the Language of Instruction & Design Tasks to Promote Students' Language | 16 min | Hide Content**

1. Overview of Guidelines | 02:06
2. Modeling Language Development | 03:04
3. Design Tasks to Promote Students' Language | 03:18
4. Emphasize Word Meaning & Concept Development | 01:39
5. Classroom Illustration using LLD Guidelines | 01:34
6. Language Development Techniques | 00:37
7. Teachers' Experiences with Guidelines | 01:32
8. Identifying Guidelines in Use | 02:11

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Topic G:

**Contextualization Guideline 1: Use an Early Content Theme | 20 min | Hide Content**

1. Defining Contextualization | 01:20
2. Use a Familiar Early Content Theme (ECT) | 01:11
3. Teacher & Coach Discuss Contextualization & Making Meaning | 02:53
4. Instructional Activity | 00:24
5. ECT in the Classroom — Part 1 | 05:09
6. ECT in the Classroom — Part 2 | 03:54
7. Teachers' Perspectives on Contextualization | 04:14

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Topic H:

**Contextualization Guideline 2: Build on Students' Experiences and Knowledge | 7 min | Hide Content**

1. Build New Skills on Students' Experiences & Knowledge | 05:36
2. Instructional Activities | 01:17

This topic is:  
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Topic I:

**Peer Coaching: Phase One | 5 min | Hide Content**

1. Questions & Reflection | 05:10

Assessment:  
**Phase One**

## Module 4: Phase Two

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Topic A:

**Overview of Phase 2/Standard 1: JPA — Guidelines Review | 26 min | Hide Content**

1. Online Learning Hints | 00:20
2. Introduction | 00:59
3. Review of CREDE Pedagogy Standards 1-3 | 01:12
4. Phase 2 Overview | 03:44
5. Produce a Classroom Agreement | 01:48
6. Arrange Classrooms for Collaboration Activity | 00:32
7. Develop Student Independence | 01:12
8. Use an Instructional Frame | 07:09
9. Joint Productive Activities | 04:49
10. Standards Shape Activities | 01:08
11. Classroom Example of Spanish Language Activity | 02:47

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Topic B:

**Standard 1: JPA — New Guidelines | 40 min | Hide Content**

1. Advanced Instructional Frames | 02:20
2. Advanced Instructional Frame — Use in the Classroom: Briefing | 07:55
3. Small Group with Teacher | 03:45
4. Tasks for Understanding | 03:52
5. Responsive Assistance | 03:18
6. Teaching Activity | 00:28
7. Group Students in a Variety of Ways | 01:57
8. Group Students in a Variety of Ways — Use in the Classroom | 06:26
9. Advanced Grouping | 02:35
10. Teaching Activity: Group Student | 00:23
11. Use Positive Classroom Management SCIP | 02:23

## 12. Classroom Examples of SCIP Classroom Management | 04:54

This topic is:  
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Topic C:

**Standard 2: Language & Literacy Development — New Guidelines | 26 min | Hide Content**

1. Model the Language of Instruction | 05:41
2. Design Tasks to Promote Students' Language | 03:25
3. Emphasize Word Meaning & Concept Development | 00:41
4. Encourage Student Interaction & Mutual Assistance | 00:58
5. More Student Interaction & Mutual Assistance — Use in the Classroom | 06:34
6. Student Interaction & Mutual Assistance — Teacher Reflection | 02:38
7. Another Use in the Classroom | 04:53
8. Teaching Activity | 00:30

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Topic D:

**Standard 3: Contextualization — New Guidelines | 14 min | Hide Content**

1. Use a Familiar Early Content Theme | 03:03
2. Build on Students' Experiences & Knowledge | 04:15
3. Anchor Teaching in Students' Experiences | 02:54
4. Advice for New Teachers on Use of CREDE Pedagogy Standards | 02:29
5. Teaching Activity: Contextualization | 00:21
6. Conclusion | 00:30

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Topic E:

**Peer Coaching | 5 min | Hide Content**

1. Peer Coaching Discussion on Activities | 04:57

Assessment:  
**Phase Two**

## Module 5: Phase Three

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Topic A:

**Standard 1, 2 and 3 Review: New Classroom Examples/Self-Evaluation | 32 min | Hide Content**

1. Introduction to Phase Three | 00:55
2. Phase 3 Standards & Guidelines | 01:39
3. A Guided Classroom Observation & Review | 05:03
4. Practice Activity: Create the Instructional Frame | 04:03
5. A Closer Look at Activities | 03:39
6. A Guided Classroom Observation | 02:25
7. Teaching Activity | 00:27
8. Contextualization | 03:22
9. Language Development Models in Kindergarten | 04:01
10. Teaching Activity | 00:31
11. End of Phase Three | 04:14

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Topic B:

**Phase Three: New Guidelines | 30 min | Hide Content**

1. Phase 3 New Guidelines Overview | 03:23
2. The Continuing Activity Centers | 07:26
3. Find the Continuing Activity Centers in Ms. Selgado's Class | 04:32
4. Task Cards | 05:24

5. Comments from Teachers on Activity Centers | 01:12
6. Teaching Activity: Create Continuing Activity Center | 00:15
7. Rotating Students Through Activity Centers | 04:39
8. Teaching Activity: Reflect on Language Development Techniques | 00:25
9. Language Development Techniques | 02:52
10. Teaching Activity | 00:14
11. End of Phase Three | 00:28

This topic is:  
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Topic C:

**Peer Coaching Discussion | 4 min | Hide Content**

1. Phase 3 Pedagogy Standards — Peer Coaching Discussion | 03:56

Assessment:

**Phase Three**

**Module 6:  
Phase Four**

This topic is:  
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Topic A:

**Introduction | 22 min | Hide Content**

1. Introduction to Phase Four | 02:45
2. Instructional Frame, Advanced Grouping and Routing | 03:45
3. Creating a Routing Plan | 03:29
4. Kindergarten Briefing: A Classroom Example of Routing | 02:31
5. Third Grade Routing and Grouping | 04:21
6. Routing Adaptions and Fostering Classroom Community | 01:34
7. Practice Language Development and Contextualization | 03:36
8. Contextualization – Connecting Student Activities to Ideas and Themes | 00:37

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Topic B:

**Standard 4 – Challenging Thinking | 44 min | Hide Content**

1. Questions to Elicit Student Thinking – Bloom's Taxonomy | 03:21
2. Move Beyond Recall | 01:52
3. Increase Rigor in Activities | 01:11
4. Organize Activity Centers for Content | 02:12
5. Organize Activity Centers for Content - Use in the Classroom | 06:36
6. Explore Students' Prior Knowledge for Accuracy | 02:06
7. Explore Students' Prior Knowledge for Accuracy - Use in the Classroom | 02:44
8. Request Facts, Feelings, Rationales, Judgments – Use in the Classroom, Part 1 | 03:28
9. Challenging Questions - Use in the Classroom | 04:39
10. Activity: Identify Challenging Thinking Strategies | 03:12
11. Provide Corrective Feedback | 02:31
12. Provide Corrective Feedback – Use in the Classroom | 04:46
13. Offer Student Choice | 03:39
14. Develop Activities That Allow Student Choice | 01:17

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Topic C:

**Peer Coaching Discussion | 4 min | Hide Content**

1. Peer Coaching Discussion | 03:53

This topic is:  
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Topic D:

**Panel Discussion | 30 min | Hide Content**

1. Instructing all Students | 03:31
2. Teaching ELL Students | 05:18
3. Contextualization | 01:25
4. Teaching Groups other than ELL Students | 03:34
5. Teaching Before and After CREDE | 07:02
6. Challenges and Successes of CREDE Pedagogy Standards Implementation | 06:10
7. Advice for New Teachers | 02:30

Assessment:

#### Phase Four

## Module 7: Phase Five

This topic is:  
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Topic A:

### Overview of Phase 5: All 5 Standards Working Together | 34 min | Hide Content

1. Instructional Conversation - Use in a Kindergarten Classroom | 04:38
2. Effective Use of Standards in the IC Center | 02:09
3. 5 Standards Phase-In Chart Review | 00:38
4. Preparing Activity Centers for a Diverse Classroom | 03:50
5. Activity: Fill in the Worksheet/Write Down the Centers | 02:13
6. Activity: Word Study | 02:20
7. Activity Center Briefing: Writing | 01:49
8. Activity Center Briefing: Fluency | 01:43
9. Activity Center Briefing: Reading Rules | 01:12
10. Activity Center Briefing: Grouping & Routing | 01:32
11. Teacher/Coach Interview: Designing & Using Activity Centers to Support Teaching & Learning | 07:42
12. Established Pedagogy Support System | 00:34
13. Instructional Conversation Overview | 03:16

This topic is:  
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Topic B:

### Instructional Conversation: New Guidelines 1 & 2 | 35 min | Hide Content

1. Features of an Instructional Conversation | 02:32
2. The Instructional Goal of the Instructional Conversation | 01:12
3. Listen to Mrs. Haase's Instructional Conversation on Cinderella | 04:39
4. Mrs. Haase's Instructional Conversation- Part 2 | 04:16
5. Mrs. Haase's Instructional Conversation - Part 3 | 03:30
6. Mrs. Haase's Instructional Conversation - Part 4 | 03:59
7. Look for the Strategies Used in this Instructional Conversation | 05:03
8. Look for the Strategies Used - Part 2 | 04:51
9. Look for the Strategies Used - Part 3 | 04:49

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Topic C:

### Instructional Conversation: New Guidelines 3 & 4 | 36 min | Hide Content

1. Ensures Student Talk Occurs at Higher Rates than Teacher Talk | 02:36
2. Ensures Student Talk Occurs at Higher Rates than Teacher Talk – Use in the Classroom, Part 1 | 04:17
3. Ensures Student Talk Occurs at Higher Rates than Teacher Talk – Use in the Classroom, Part 2 | 02:04
4. Ensures Student Talk Occurs at Higher Rates than Teacher Talk – Use in the Classroom, Part 3 | 03:05
5. Listen Carefully to Assess Level of Students' Understanding – Use in the Classroom, Part 1 | 04:06
6. Listen Carefully to Assess Level of Students' Understanding – Use in the Classroom, Part 2 | 05:17
7. Listens Carefully to Assess Level of Students' Understanding – Use in the Classroom, Part 3 | 04:33
8. Listens Carefully to Assess Level of Students' Understanding – Use in the Classroom, Part 4 | 05:11
9. Listens Carefully to Assess Level of Students' Understanding – Use in the Classroom, Part 5 | 02:24
10. Teacher/Coach Interview - Teacher's Reflection of the Lesson | 02:32

This topic is:  
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Topic D:

**Instructional Conversation: New Guidelines 5 & 6 | 28 min | Hide Content**

1. Responsively Assist Students to More Complex Content Understanding – Use in the Classroom | 02:15
2. Follow-up Center Using Joint Production Activity | 05:06
3. Require an IC Product – Debriefing, Part 1 | 03:53
4. Require an IC Product – Debriefing, Part 2 | 04:17
5. Teacher/Coach Interview: Debriefing & Bringing all of the Standards Together in the IC | 05:08
6. Teaching Activity | 00:23
7. Teachers' Reflections on CREDE Pedagogy Standards Implementation | 05:44

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Topic E:

**Peer Coaching – Phase 5 | 5 min | Hide Content**

1. Peer Coaching Discussion | 05:29

Assessment:

**Phase Five**