

Menu

This Menu gives you quick access to all the content for *Breaking Ranks Revisited*. 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:

Chapter 1: School Curriculum

This topic is:

33% Complete

Topic A:

Expert- School Curriculum | 44 min | Hide Content

1. A historical review of school curriculum (audio only) | 05:52
2. Curriculum change in the 21st century (audio only) | 09:26
3. The research that drives curriculum change (audio only) | 07:28
4. Seamless integration between curriculum, instruction & assessment (audio only) | 05:26
5. A Review of the "Breaking Ranks" recommendations in Chapter 1 (audio only) | 01:35
6. Marzano's commentary on the "Breaking Ranks" recommendations (audio only) | 13:54

This topic is:

18% Complete

Topic B:

Practitioner - School Curriculum | 42 min | Hide Content

1. Common curriculum versus personalized curriculum (audio only) | 06:41
2. The modern High School: working collaboratively or in isolation? (audio only) | 05:32
3. What distinguishes and good school from a really good school? (audio only) | 04:26
4. Should teachers establish contracts with each other? (audio only) | 02:16
5. The process of establishing essential learnings (audio only) | 03:34
6. Moving from essential learnings to essential tasks (audio only) | 00:04
7. Identifying essential learnings provides focus (audio only) | 04:46
8. Getting all teachers "on board" with essential tasks (audio only) | 01:41
9. An example of a school WITHOUT established essential learnings (audio only) | 03:57
10. Establishing a common image of a successful student (audio only) | 06:50
11. Connecting curriculum to real life knowledge and skills (audio only) | 02:26

This topic is:

0% Complete

Topic C:

FAQs on School Curriculum | 15 min | Hide Content

1. What is the meaning of the term "curriculum?" (audio only) | 03:13
2. Is there a movement to design a national curriculum? (audio only) | 02:08
3. What are major changes that must occur in future curriculum? (audio only) | 02:49
4. How can I find time to identify essential learnings? (audio only) | 02:27
5. How do teachers find time for collaboration and PD? (audio only) | 03:13
6. How do you know that the "Breaking Ranks" recommendations work? (audio only) | 01:21

Assessment:

Chapter 1: School Curriculum

Module 2:

Chapter 2: Instructional Strategies

This topic is:

10% Complete

Topic A:

Expert- Instructional Strategies | 36 min | Hide Content

1. A historical review of the school reform movement (audio only) | 06:00

2. Well researched and effective instructional models (audio only) | 05:48
3. Four critical areas of instructional reform (audio only) | 03:36
4. Developing pacing guides for coursework (audio only) | 02:12
5. Teaching literacy skills in all content areas (audio only) | 01:48
6. Using graphic organizers (audio only) | 00:48
7. The components of reciprocal teaching strategies (audio only) | 02:00
8. Implementing standards based instruction (audio only) | 03:24
9. Designing multi-tasked performance (audio only) | 04:36
10. Critical aspects of students' success (audio only) | 06:00

This topic is:
0% Complete

Topic B:

Practitioner-Instructional Strategies | 45 min | Hide Content

1. Introduction to instructional strategies (audio only) | 01:48
2. Teachers need to have a broad base of knowledge (audio only) | 02:48
3. Using a variety of instructional strategies (audio only) | 04:36
4. Teachers will serve as coaches and facilitators (audio only) | 03:00
5. Teaching problem solving and critical thinking (audio only) | 06:24
6. Caring about your students (audio only) | 04:48
7. Utilizing technology to improve student learning (audio only) | 03:24
8. Integrating assessment into instruction (audio only) | 04:36
9. Instructional strategies that work (audio only) | 06:48
10. High standards require new instructional strategies (audio only) | 03:36
11. Giving the student a stake in determining instruction (audio only) | 03:00

This topic is:
0% Complete

Topic C:

FAQs on Instructional Strategies | 19 min | Hide Content

1. Why use new strategies when evaluation isn't changing? (audio only) | 01:00
2. When assigning projects how do I avoid doing all of the work? (audio only) | 01:24
3. What do I do with students who cannot read the course text? (audio only) | 01:48
4. What if the standards don't align with the curriculum? (audio only) | 01:12
5. Should standards affect grading and reporting? (audio only) | 01:24
6. How do I move away from lecturing? (audio only) | 02:24
7. How do I implement cooperative learning in my class? (audio only) | 04:00
8. How do I get the administration to support instructional change? (audio only) | 06:00

Assessment:

Chapter 2: Instructional Strategies

Module 3: Chapter 3: School Environment

This topic is:
0% Complete

Topic A:

Expert- School Environment | 24 min | Hide Content

1. What values anchor the philosophy of your school? (audio only) | 05:12
2. Teachers and students have different teaching & learning styles (audio only) | 01:12
3. Students need adult advocates (audio only) | 02:12
4. Shared decision making promotes a good school environment (audio only) | 01:36
5. A zero tolerance policy for students with weapons and drugs (audio only) | 02:12
6. Student considerations must be the center of all decisions (audio only) | 00:48
7. A good school environment requires an adequate facility (audio only) | 03:24
8. Action planning for a safe school environment (audio only) | 05:24

This topic is:
0% Complete

Topic B:

Practitioner-School Environment | 34 min | Hide Content

1. How do we measure school environment? (audio only) | 09:12

2. "Breaking Ranks" recommendations implemented at a PA High school (audio only) | 07:48
3. A school cannot be value neutral (audio only) | 03:36
4. Schools need to adapt to the individual needs of the modern student (audio only) | 03:36
5. Assuring that each student has a personal adult advocate (audio only) | 02:12
6. Students and parents must be viewed as partners in learning (audio only) | 01:18
7. The right to safety supersedes the rights of individual students (audio only) | 02:26
8. Requiring student impact statements (audio only) | 01:30
9. The impact of a clean, attractive and well-equipped school building (audio only) | 02:00

This topic is:

 20% Complete

Topic C:

FAQs on School Environment | 6 min | Hide Content

1. How do we create the ideal school climate? (audio only) | 01:24
2. How do we know when we have the ideal school climate? (audio only) | 00:24
3. How do we maintain the ideal school climate once we have it? (audio only) | 02:48
4. What is the role of school environment in terms of school performance? (audio only) | 01:00
5. How are we influenced by the school environments we create? (audio only) | 00:36

Assessment:

Chapter 3: School Environment

Module 4: Chapter 4: School Technology

This topic is:

0% Complete

Topic A:

Expert- School Technology | 21 min | Hide Content

1. Technology plans must produce results (audio only) | 02:16
2. Intergrating technology into the curriculum (audio only) | 03:05
3. What equipment is needed to integrate technology? (audio only) | 02:53
4. Determining critical mass when budgeting for technology (audio only) | 04:27
5. Staff development for effective technology integration (audio only) | 03:24
6. Creating a single coordinator for information technology (audio only) | 02:49

This topic is:

0% Complete

Topic B:

Practitioner-School Technology | 21 min | Hide Content

1. Developing a strategic technology plan (audio only) | 02:24
2. Integrating Technology into the Curriculum (audio only) | 02:41
3. Technology needs good software and networking (audio only) | 02:18
4. Technology budgets need to account for ongoing costs (audio only) | 01:18
5. Should technology integration be included in teacher evaluations? (audio only) | 02:37
6. The critical skill necessary to be an effective technology coordinator (audio only) | 02:49
7. Recommendations for purchasing technology solutions (audio only) | 04:09
8. Case study on implementing a digital grade book (audio only) | 02:18

This topic is:

0% Complete

Topic C:

FAQs on School Technology | 9 min | Hide Content

1. How can we use technology to integrate essential knowledge? (audio only) | 02:12
2. How can we engage students in their own learning? (audio only) | 00:49
3. How can we use technology to enhance teaching & learning? (audio only) | 02:38
4. How do I motivate teachers to use technology? (audio only) | 00:41
5. How do I budget for school wide technology use? (audio only) | 00:41
6. What is the ideal ratio of computers to students? (audio only) | 00:36
7. Provide examples of how technology advances learning? (audio only) | 01:01

Assessment:

Chapter 4: School Technology**Module 5:
Chapter 5: Organization and Time**This topic is:
0% Complete

Topic A:

Expert- Organization and Time | 52 min | Hide Content

1. History of high school organization: Part 1 (audio only) | 04:55
2. History of high school organization: Part 2 (audio only) | 03:15
3. High schools will create smaller units (audio only) | 06:10
4. What number of students is too many for a teacher to handle? (audio only) | 03:07
5. High schools need to develop flexible schedules: Part 1 (audio only) | 00:43
6. High schools need to develop flexible schedules: Part 2 (audio only) | 03:32
7. High schools need to develop flexible schedules: Part 3 (audio only) | 06:09
8. High schools need to develop flexible schedules: Part 4 (audio only) | 05:22
9. Moving away from equating seat time to learning (audio only) | 04:13
10. Creating an integrated curriculum (audio only) | 01:08
11. Are there viable alternatives to ability groupings? (audio only) | 01:43
12. Extending the academic program beyond the high school campus (audio only) | 03:05
13. Should schools operate on a 12-month basis? (audio only) | 01:19
14. General conclusions: Part 1 (audio only) | 03:58
15. General conclusions: Part 2 (audio only) | 03:08

This topic is:
0% Complete

Topic B:

Practitioner-Organization and Time | 47 min | Hide Content

1. High schools will create smaller units (audio only) | 09:11
2. What number of students are too many for a teacher to handle? (audio only) | 07:30
3. High schools need to develop flexible schedules (audio only) | 06:51
4. Moving away from equating seat time to learning (audio only) | 04:15
5. Creating an integrated curriculum (audio only) | 03:41
6. Are there viable alternatives to ability groupings? (audio only) | 06:12
7. Extending the academic program beyond the high school campus (audio only) | 07:47
8. Should schools operate on a 12 month basis? (audio only) | 01:21

This topic is:
0% Complete

Topic C:

FAQs on Organization and Time | 23 min | Hide Content

1. Is there evidence that Block scheduling increases student achievement? (audio only) | 01:20
2. What type of scheduling provides the greatest instructional flexibility? (audio only) | 02:49
3. How do we prepare teachers to succeed in the Block? (audio only) | 01:31
4. What is the cost to move to Block scheduling? (audio only) | 05:33
5. How do you use study periods within Block scheduling? (audio only) | 01:33
6. How do Special Ed students handle 90 minute periods? (audio only) | 01:29
7. Why would a high achieving school change to Block scheduling? (audio only) | 01:49
8. What are the greatest strengths and weaknesses of Block scheduling? (audio only) | 02:41
9. Why would you choose a four by four schedule? (audio only) | 01:39
10. Is changing to Block scheduling a lot of work for teachers? (audio only) | 01:27
11. What type of preparation is necessary to move to Block scheduling? (audio only) | 01:27

Assessment:

Chapter 5: Organization and Time**Module 6:
Chapter 6: Assessment and Accountability**

This topic is:
0% Complete

Topic A:

Expert- Assessment and Accountability | 44 min | Hide Content

1. Introduction of Rick Stiggins (audio only) | 02:42
2. Assessing academic progress in a variety of ways (audio only) | 06:32
3. Collaboratively Identifying high school achievement targets (audio only) | 06:21
4. Can schools guarantee graduating students have job related competencies? (audio only) | 03:29
5. Communicating high school achievement results to the community (audio only) | 05:00
6. Should students regularly evaluate teachers? (audio only) | 03:57
7. Administrators need to be competent instructional leaders (audio only) | 05:17
8. Should teachers regularly evaluate administrators? (audio only) | 03:57
9. The need for balance (audio only) | 06:35

This topic is:
0% Complete

Topic B:

Practitioner-Assessment and Accountability | 50 min | Hide Content

1. How do teachers set priorities? (audio only) | 05:51
2. Defining terms in chapter six of "Breaking Ranks." (audio only) | 02:27
3. Assessment through personal interactions with students (audio only) | 04:28
4. Should EVERY student have an IEP? (audio only) | 02:24
5. Graduating students need a good attitude and great communication skills (audio only) | 01:53
6. School performance records need public scrutiny (audio only) | 00:51
7. Be willing to act on the assessment results you receive (audio only) | 01:23
8. Focusing teacher feedback on the learning process (audio only) | 01:27
9. School supervisors need to be literate in assessment practices (audio only) | 01:16
10. Teacher evaluation needs to be reformed (audio only) | 01:01
11. The need for 360 degree feedback for school leaders (audio only) | 00:50
12. Don't view curriculum, instruction or assessment in isolation (audio only) | 06:37
13. How can I make assessment practices more meaningful? (audio only) | 07:25
14. What if my students do not possess the ability to learn? (audio only) | 05:16
15. How do I find time to provide every student with personal attention? (audio only) | 02:51
16. How do I become more effective in assessment strategies? (audio only) | 04:08

This topic is:
0% Complete

Topic C:

FAQs on Assessment and Accountability | 26 min | Hide Content

1. Do better classroom assessment practices lead to student achievement gains? (audio only) | 02:45
2. Why isn't assessment training included in teacher preparation courses? (audio only) | 01:43
3. What is the best way for me to get PD on assessment practices? (audio only) | 03:24
4. How can I find the time for assessment PD? (audio only) | 04:27
5. Why are legislators pushing for assessments to be used for accountability? (audio only) | 02:37
6. Should we prepare our students for standardized tests like SATs? (audio only) | 04:05
7. How do you determine which assessments are appropriate? (audio only) | 01:03
8. How do I differentiate my instruction? (audio only) | 06:02

Assessment:

Chapter 6: Assessment and Accountability