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

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

This topic is:
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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

**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

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

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

**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

**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

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

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

**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
Module 4:
Phase Two

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

This topic is:
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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 SCIIP | 02:23

This topic is:
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Assessment:
Phase One
Classroom Examples of SCIIP Classroom Management | 04:54

**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

**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

**Topic E:**

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

1. Peer Coaching Discussion on Activities | 04:57

**Assessment:**

**Phase Two**

Module 5:

**Phase Three**

**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

**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
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

This topic is:
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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

www.educationalimpact.com/programs/index.cfm?event=showActivities&programID=22
### Module 7: Phase Five

**Assessment:**

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<tr>
<th>Topic A: Overview of Phase 5: All 5 Standards Working Together</th>
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<tbody>
<tr>
<td>1. Instructional Conversation - Use in a Kindergarten Classroom</td>
<td>04:38</td>
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<td>2. Effective Use of Standards in the IC Center</td>
<td>02:09</td>
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<td>3. 5 Standards Phase-In Chart Review</td>
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<td>4. Preparing Activity Centers for a Diverse Classroom</td>
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<td>5. Activity: Fill in the Worksheet/Write Down the Centers</td>
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<td>6. Activity: Word Study</td>
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<td>7. Activity Center Briefing: Writing</td>
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<td>8. Activity Center Briefing: Fluency</td>
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<td>9. Activity Center Briefing: Reading Rules</td>
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<td>10. Activity Center Briefing: Grouping &amp; Routing</td>
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<td>11. Teacher/Coach Interview: Designing &amp; Using Activity Centers to Support Teaching &amp; Learning</td>
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<td>12. Established Pedagogy Support System</td>
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<td>13. Instructional Conversation Overview</td>
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<th>Topic B: Instructional Conversation: New Guidelines 1 &amp; 2</th>
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<tbody>
<tr>
<td>1. Features of an Instructional Conversation</td>
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<td>2. The Instructional Goal of the Instructional Conversation</td>
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<td>3. Listen to Mrs. Haase's Instructional Conversation on Cinderella</td>
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<td>4. Mrs. Haase's Instructional Conversation- Part 2</td>
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<td>5. Mrs. Haase's Instructional Conversation - Part 3</td>
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<td>6. Mrs. Haase's Instructional Conversation - Part 4</td>
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<td>7. Look for the Strategies Used in this Instructional Conversation</td>
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<td>8. Look for the Strategies Used - Part 2</td>
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<td>9. Look for the Strategies Used - Part 3</td>
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<td>1. Ensures Student Talk Occurs at Higher Rates than Teacher Talk</td>
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<td>2. Ensures Student Talk Occurs at Higher Rates than Teacher Talk – Use in the Classroom, Part 1</td>
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<td>3. Ensures Student Talk Occurs at Higher Rates than Teacher Talk – Use in the Classroom, Part 2</td>
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<td>4. Ensures Student Talk Occurs at Higher Rates than Teacher Talk – Use in the Classroom, Part 3</td>
<td>03:05</td>
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<td>5. Listen Carefully to Assess Level of Students' Understanding – Use in the Classroom, Part 1</td>
<td>04:06</td>
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<td>6. Listen Carefully to Assess Level of Students' Understanding – Use in the Classroom, Part 2</td>
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<td>8. Listens Carefully to Assess Level of Students' Understanding – Use in the Classroom, Part 4</td>
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<td>9. Listens Carefully to Assess Level of Students' Understanding – Use in the Classroom, Part 5</td>
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<td>10. Teacher/Coach Interview - Teacher's Reflection of the Lesson</td>
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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

Topic E:

Peer Coaching – Phase 5 | 5 min | Hide Content

1. Peer Coaching Discussion | 05:29

Assessment:

Phase Five