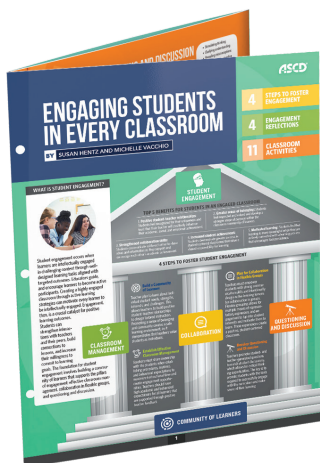


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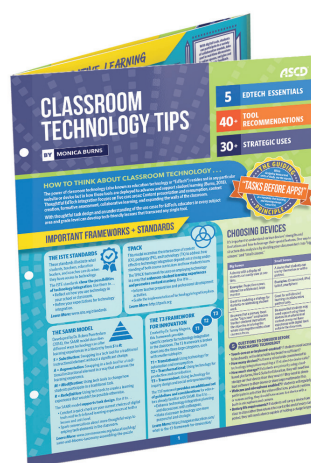
Susan Hentz and Michelle Vacchio

Student engagement is a crucial catalyst for positive learning outcomes, and educators must plan for engagement in all aspects of teaching. In this quick reference guide, Susan Hentz and Michelle Vacchio present strategies to foster student engagement through building a community of learners; establishing effective classroom management; planning for collaboration in flexible groups; and developing questions and discussion.

(ASCD Quick Reference Guide, 2020)

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Monica Burns

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(ASCD Quick Reference Guide, 2020)

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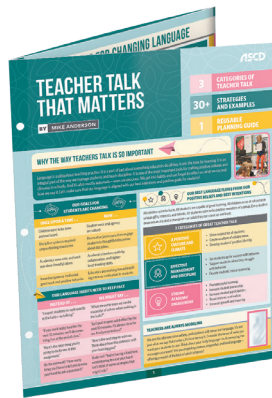
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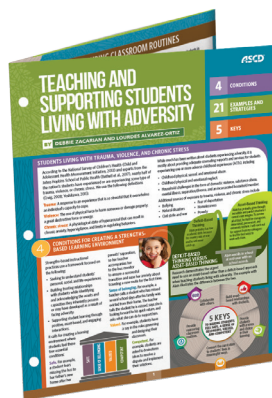
Mike Anderson

What teachers say to students—and how they say it—affects student learning and behavior. Mike Anderson, author of the best-selling *What We Say and How We Say It Matter*, offers advice to help teachers get started with building better language habits to support positive culture and climate, effective management and discipline, and strong academic engagement.

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Teaching and Supporting Students Living with Adversity

Debbie Zacarian and Lourdes Alvarez-Ortiz

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Better Behavior Practices

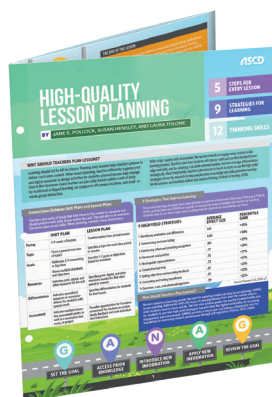
Dominique Smith, Nancy Frey, Douglas Fisher, and Lee Ann Jung

Too often, public behavior management in the classroom relies on peer pressure and embarrassment to control student actions, which over time does more harm than good. In this quick reference guide, Dominique Smith, Nancy Frey, Douglas Fisher, and Lee Ann Jung offer three key techniques to shift your classroom management style from punitive to positive.

(ASCD Quick Reference Guide, 2019)

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High-Quality Lesson Planning

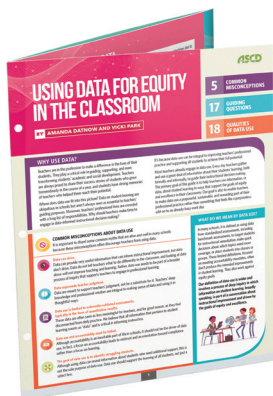
Jane E. Pollock, Susan Hensley, and Laura Tolone

It's possible to create high-quality lessons that increase student engagement and achievement every day. Learn about GANAG, a classroom-tested, five-step schema for planning effective instruction (G: set the goal; A: access prior knowledge; N: introduce new information; A: apply new information; G: review the goal). *High-Quality Lesson Planning* shows teachers how to help students use high-yield learning strategies to retain knowledge and skills and facilitate critical thinking for improved classroom results.

(ASCD Quick Reference Guide, 2019)

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Using Data for Equity in the Classroom

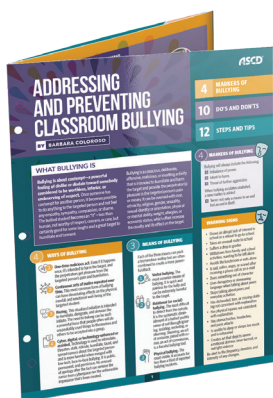
Amanda Datnow and Vicki Park

This guide provides guided questions and classroom examples to help teachers gather, analyze, and engage with data to enhance their practice, foster equity, and improve student outcomes.

(ASCD Quick Reference Guide, 2019)

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Addressing and Preventing Classroom Bullying

Barbara Coloroso

In this quick reference guide, anti-bullying authority Barbara Coloroso analyzes the characteristics and motivations behind bullying and discusses ways teachers can not only stop and report bullying but also prevent it and help students step into new roles and behaviors.

(ASCD Quick Reference Guide, 2019)

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The Brain and Learning

Allison Posey

In this quick reference guide, Allison Posey, author of *Engage the Brain: How to Design for Learning That Taps into the Power of Emotion*, explores three overarching facts about the brain that can influence instruction design, three important brain functions for learning, four common misconceptions about the brain, and eight tips for classroom practice.

(ASCD Quick Reference Guide, 2019)

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Trauma-Invested Practices to Meet Students' Needs Quick Reference Guide

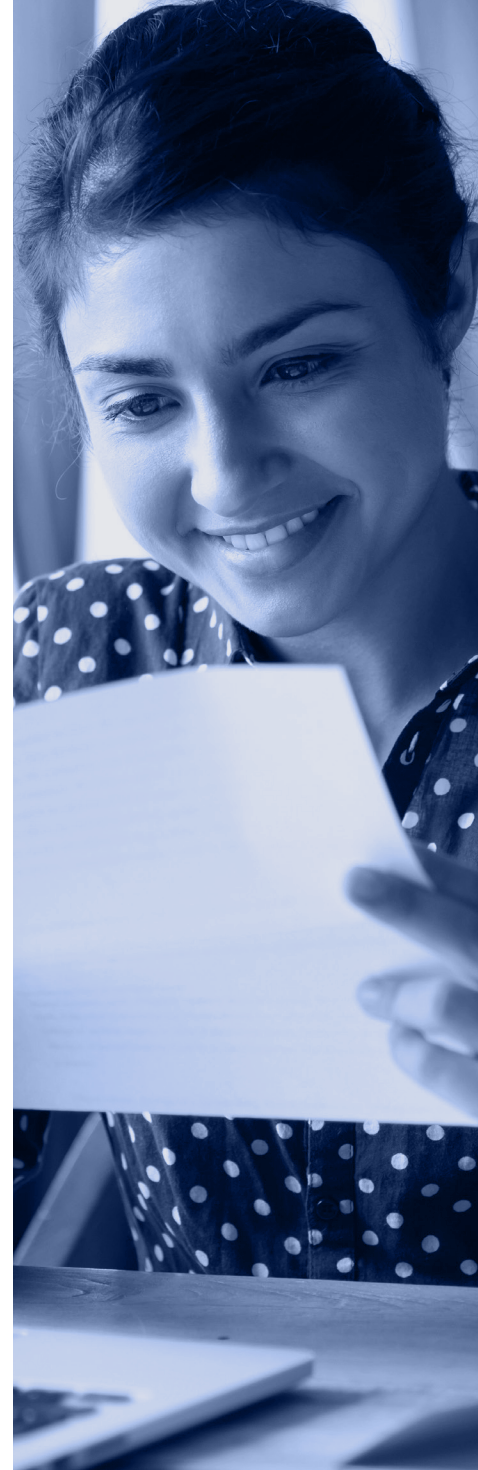
Kristin Souers and Pete Hall

Learn about the new three Rs of education: relationship, responsibility, and regulation. These three Rs will support teachers in designing interventions aimed at meeting four areas of student need: emotional, relational, physical, and control.

(ASCD Quick Reference Guide, 2019)

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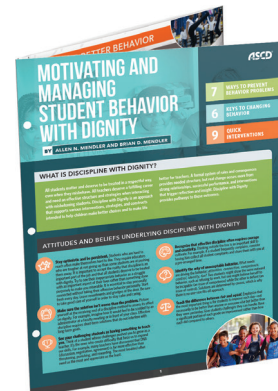
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Motivating and Managing Student Behavior with Dignity Quick Reference Guide

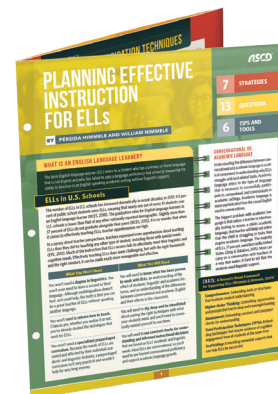
Allen N. Mendler and Brian D. Mendler

In this quick reference guide, experts Allen N. Mendler and Brian D. Mendler discuss Discipline with Dignity, an approach intended to help children make better choices and teachers be more effective. This guide provides the structure and strategies to more effectively interact with students who misbehave so that teachers can establish a classroom in which mutual respect is the norm.

(ASCD Quick Reference Guide, 2019)

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Planning Effective Instruction for ELLs

Pérsida Himmele and William Himmele

Planning instruction for English language learners (ELLs) involves aligning students' needs with their proficiencies and using engaging strategies to build understanding. In this quick reference guide, ELL specialists Pérsida and William Himmele share practical strategies for ELL success based on the CHATS framework.

(ASCD Quick Reference Guide, 2019)

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