

New Teacher Professional Development Kit

Facilitator's Handbook

**Sneak
Peek**

325 pages
ISBN 978-0-9830756-6-0
\$74.95

New Teacher Professional Development Learning Experiences

Excerpt from
Facilitator's Handbook
Teaching Notes

Creating a Learning-Centered Environment

LE 1: A Good Place to Learn

- Setting Students Up for Success
- Communication Skills
- Praise, Encouragement, and Feedback
- Getting to Know You
- Establishing Rules Together
- Dealing with Unmet Expectations

LE 2: Building Student Responsibility

LE 3: Grouping Strategies and More

LE 4: How Am I Doing?

Planning Instruction

LE 5: Planning in a Standards-Based Environment

LE 6: The Standards-Based Planning Process

LE 7: Concept-Based Instruction

LE 8: Task Analysis

LE 9: Top Ten Questions I Ask Myself When I Design Lessons

LE 10: An Awesome Array of Planning Approaches

LE 11: Planning for the First Days of School

LE 12: How Am I Doing?

Rigor and Relevance

LE 13: Framing the Learning

- Communicating Outcomes and Assessments
- Making Connections
- Accessing Prior Knowledge
- Summarizing

LE 14: Making Learning Active

LE 15: Building on Bloom's

LE 16: Let's Go RAFTing

LE 17: How Am I Doing? Making Learning Active

LE 18: How Am I Doing? Framing the Learning

New Teacher Professional Development Learning Experiences

Excerpt from
Facilitator's Handbook
Teaching Notes

Assessment for Learning and Assessment of Learning

LE 19: Assessment Frame of Reference

LE 20: Assessment Jigsaw

LE 21: Making Assessment a Learning Experience

- Top Ten Tips
- Homework

LE 22: Going from Knowing to Doing

LE 23: Growth-Producing Feedback

LE 24: Five Fascinating Facts about Assessment

LE 25: How Am I Doing?

Surprise! You're a Reading Teacher!

LE 26: Vocabulary Development

LE 27: Using Graphic Organizers

LE 28: Literacy Across the Curriculum

LE 29: Surprise! You're a Reading Teacher Scavenger Hunt

LE 30: Read and React: Three-Column Chart

LE 31: How Am I Doing?

Meeting the Needs of Diverse Learners

LE 32: Filling in the Blanks

LE 33: Scaffolding Sort

LE 34: How to Scaffold Instruction

LE 35: Getting Started with Differentiation

LE 36: Closing the Achievement Gap

Organizing the Classroom for Learning

LE 37: Critical Issues

- Avoiding Mayhem
- Getting Their Attention
- Giving Directions
- Bell Work, Starters, and Anchoring Activities
- Time Templates
- Transition Tidbits
- Setting Up the Classroom

LE 38: Procedure Potpourri

LE 39: You've Got Mail!

LE 40: How Am I Doing?

New Teacher Professional Development Learning Experiences

Excerpt from
Facilitator's Handbook
Teaching Notes

Parents as Partners

- LE 41: Read and React: Parents as Partners 3-2-1
- LE 42: Communicating with Parents
- LE 43: On My Mind
- LE 44: How Am I Doing?

Setting Yourself Up for Success

- LE 45: In the Beginning
- LE 46: Dealing with the Paper Flow
- LE 47: How Am I Doing?

Problem Identification/Solving

- LE 48: What Do You Do When... Card Sort
- LE 49: What Do You Do When... Scavenger Hunt

General

- LE 50: In My Mind's Eye (See LE 11: Planning for the First Days of School)
- LE 51: The ASK Construct
- LE 52: Top Ten Tips for Teaching and Learning in the 21st Century
- LE 53: Celebrating Our Successes

A Good Place to Learn

Setting Students Up for Success

Purposes

- Explore ways to create a learning-centered classroom community
- Build repertoires of explicit strategies to use the first weeks of school and throughout the year

Time

- Our Own Ideas about A Good Place to Learn: 30 minutes
- Good Morning, Miss Toliver: 30 minutes
- Lessons Learned: 15 minutes
- The Research Says: 5 minutes
- Setting Students Up for Success: 30 minutes

Materials

- A copy of *Why Didn't I Learn This in College?* for each participant
- A copy of **LE Tool 2: A Good Place to Learn Is...** for each participant
- A copy of **LE Tool 3: Lessons Learned** for each participant
- **DVD: Good Morning, Miss Toliver**
- **Visual: Setting Students Up for Success**
- Chart paper and markers

Process

- Distribute **LE Tool 2: A Good Place to Learn Is...**

Our Own Ideas about A Good Place to Learn

- Access prior knowledge with a **1-2-4** or **1-3-6** exercise. See page 76 in *Why Didn't I Learn This in College?* for directions.
- Have participants individually generate a list of three to five variables that make a learning environment a good place for them to learn. Have them record their ideas in the first box on **LE Tool 2: A Good Place to Learn Is...**
- Have participants next work in pairs or triads to compare lists and decide on three to five variables that they agree are essential to creating a good place to learn.
- Have participants then work in table groups to generate a consensus list of three to five variables which describe a good place to learn. Have them put their table lists on chart paper and post the charts. Have participants walk

Repertoire Building

Grouping Strategies and More

Purposes

- Build a repertoire of ways to place students in pairs and small groups
- Learn how to structure small group work so that all students are engaged in meaningful, active learning

Time

30 minutes

Materials

- A copy of *Why Didn't I Learn This in College?* for each participant
- **Visuals:** *It's Hard to Get Left Out of a Pair*, *Clock Buddies*, *Element Buddies*, *Parent Function Partners*, *South American Buddies*, *Color Wheel Buddies*, and *Collegial Collaborators*
- A copy of **LE Tool 79: Collegial Collaborators** for each participant
- **Optional:** Copies of **LE Tool 7: See and Hear Chart**, **LE Tool 8: Small Group Work Observation Form**, and **LE Tool 9: Talking Tokens** for each participant (An alternative approach is explained in the **Process** section below.)

Process

Provide each participant a copy of **LE Tool 79: Collegial Collaborators**. Explain the process for signing up for partners. See page 252 in *Why Didn't I Learn This in College?* for complete directions.

- Have participants make their **Collegial Collaborator** appointments.
- Ask participants to read pages 251-253 in *Why Didn't I Learn This in College?*
- Display the visual examples of the content specific possibilities for setting up partnerships in this manner. Point out that several of these exemplars are found on the CD-ROM in the back of their books. They can preview thumbnails on pages 289-290.
- Have participants meet with a **Collegial Collaborator** to discuss how they use, might use, or have seen a partnership strategy like this used in the classroom.
- **Facilitator's Note:** You do not have to keep track of which partnerships met when. There are always plenty of people in the group who will let you know who has met with whom.

Planning for the First Days of School

Purposes

- Begin the year with the end in mind
- Examine district documents that influence classroom decisions
- Explore resources that will support the design of productive and positive first days of school

Time

45 minutes or more depending on the use of district documents and learning standards

Materials

- A copy of *Why Didn't I Learn This in College?* for each participant
- A copy of **LE Tool 74: In My Mind's Eye** for each participant
- Appropriate district documents, learning standards, teacher's handbooks, etc. in hard copy, on CD-ROMs, or access to the district website

Process

- Distribute copies of **LE Tool 74: In My Mind's Eye**.
- Ask participants to picture themselves, their students, and the classroom learning environment at the end of the school year and to ask themselves the following questions.
 - What would students know and be able to do as a result of having spent the school year with them?
 - How will the students be different?
 - How will you be different?
 - How would the classroom learning community be functioning?
 - How will they measure their own and the students success?
- Have them use **LE Tool 74: In My Mind's Eye** to describe what they hope to see and hear happening at the end of the school year.
- Have them share what they wrote with a colleague.
- Collect the papers to review them.
- **Facilitator's Note:** In some districts it is a tradition to give these documents to the mentors so that they can review them periodically with the new teachers or to keep them until the end of the year and return them to the new teachers at the end of the year celebration.
- Ask participants to read pages 171 and 187-188 in *Why Didn't I Learn This*

Organizing the Classroom for Learning Critical Issues

Purposes

- Explore practices and procedures that are essential for creating optimal conditions for high levels of learning
- Develop knowledge of proactive stances that maximize time for learning and minimize the expenditure of teacher energy on recouping lost time

Time

60 minutes

Materials

- A set of the following tools for each participant, preferably with each reproduced on different color paper (See models in the *Why Didn't I Learn This in College? Participant's Manual. And Facilitator's Handbook.*)
 - **LE Tool 59: Avoid Mayhem**
 - **LE Tool 60: Getting Their Attention and Keeping It**
 - **LE Tool 61: Giving Directions & For the Moment**
 - **LE Tool 62: Time Templates**
 - **LE Tool 63: Transition Tidbits**
 - **LE Tool 64: Classroom Interior Design**
- A copy of **LE Tool 65: My Critical Issues Top 10 List**
- A copy of *Why Didn't I Learn This in College?* for each participant

Process

- **Facilitator's Note:** You may want to place participants in job-alike groups for this exercise.
- Distribute packets of **LE Tools 59-64** and do a brief infomercial on each one.
- Have participants, in their table groups, select one of the tools to read.
- After they have read their selected segment, have them engage in table discussions about what they read with each reporting on their segment. The focus of the discussions should include both a summary of the material they read and the implications of what they read for their practice.
- After they have finished their table discussions, distribute **LE Tool 65: My Critical Issues Top Ten List**. Have them note the issues they see as most important for them as they work to organize the classroom for learning.
- After they have completed their **Critical Issues Top Ten List**, have them meet with a **Collegial Collaborator** to explain what they included and why.

LE Tools Table of Contents

Growth-Producing Feedback?	LE Tool - 41
Five Fascinating Facts about Assessment	LE Tool - 42
How Am I Doing? Assessing Learning	LE Tool - 43
Vocabulary Development	LE Tool - 44
Frayer Method	LE Tool - 45
Compare and Contrast Venn Diagram	LE Tool - 46
Compare and Contrast Matrix	LE Tool - 47
Integrating Literacy Instruction	LE Tool - 48
Integrating Literacy Instruction Log	LE Tool - 49
Surprise! You've a Reading Teacher! Three-Column Chart	LE Tool - 50
Surprise! You're a Reading Teacher! Scavenger Hunt	LE Tool - 51
How Am I Doing? Integrating Literacy Instruction	LE Tool - 52
Filling in the Blanks	LE Tool - 53
Scaffolding Sort	LE Tool - 54
Scaffolding Strategies	LE Tool - 55
Getting Started with Differentiation	LE Tool - 56
Top Ten Tips for Closing the Achievement Gap	LE Tool - 57
Closing the Gap: ABC Summary	LE Tool - 58
Avoid Mayhem!	LE Tool - 59
Getting Their Attention and Keeping It	LE Tool - 60
Giving Directions and For the Moment	LE Tool - 61
Time Templates	LE Tool - 62
Transition Tidbits	LE Tool - 63
Classroom Interior Design	LE Tool - 64
My Critical Issues Top 10 List	LE Tool - 65
Procedure Potpourri	LE Tool - 66
How Am I Doing? Organizing the Classroom for Learning	LE Tool - 67
Parents as Partners: 3-2-1	LE Tool - 68
Communication with Parents	LE Tool - 69
Communicating with Parents: Stir the Group	LE Tool - 70
How Am I Doing? Working with Parents as Partners	LE Tool - 71
In the Beginning: Setting Myself Up for Success	LE Tool - 72
How Am I Doing? Setting Yourself Up for Success	LE Tool - 73
In My Mind's Eye	LE Tool - 74
Professional Practice and Performance Tasks	LE Tool - 75
ASK Construct	LE Tool - 76
Top Ten Tips for Teaching and Learning in the 21 st Century	LE Tool - 77
Celebrating Our Year: Scavenger Hunt for Ten Great Ideas!	LE Tool - 78
Collegial Collaborators	LE Tool - 79

LE Tools Table of Contents

Growth-Producing Feedback?	LE Tool - 41
Five Fascinating Facts about Assessment	LE Tool - 42
How Am I Doing? Assessing Learning	LE Tool - 43
Vocabulary Development	LE Tool - 44
Frayer Method	LE Tool - 45
Compare and Contrast Venn Diagram	LE Tool - 46
Compare and Contrast Matrix	LE Tool - 47
Integrating Literacy Instruction	LE Tool - 48
Integrating Literacy Instruction Log	LE Tool - 49
Surprise! You've a Reading Teacher! Three-Column Chart	LE Tool - 50
Surprise! You're a Reading Teacher! Scavenger Hunt	LE Tool - 51
How Am I Doing? Integrating Literacy Instruction	LE Tool - 52
Filling in the Blanks	LE Tool - 53
Scaffolding Sort	LE Tool - 54
Scaffolding Strategies	LE Tool - 55
Getting Started with Differentiation	LE Tool - 56
Top Ten Tips for Closing the Achievement Gap	LE Tool - 57
Closing the Gap: ABC Summary	LE Tool - 58
Avoid Mayhem!	LE Tool - 59
Getting Their Attention and Keeping It	LE Tool - 60
Giving Directions and For the Moment	LE Tool - 61
Time Templates	LE Tool - 62
Transition Tidbits	LE Tool - 63
Classroom Interior Design	LE Tool - 64
My Critical Issues Top 10 List	LE Tool - 65
Procedure Potpourri	LE Tool - 66
How Am I Doing? Organizing the Classroom for Learning	LE Tool - 67
Parents as Partners: 3-2-1	LE Tool - 68
Communication with Parents	LE Tool - 69
Communicating with Parents: Stir the Group	LE Tool - 70
How Am I Doing? Working with Parents as Partners	LE Tool - 71
In the Beginning: Setting Myself Up for Success	LE Tool - 72
How Am I Doing? Setting Yourself Up for Success	LE Tool - 73
In My Mind's Eye	LE Tool - 74
Professional Practice and Performance Tasks	LE Tool - 75
ASK Construct	LE Tool - 76
Top Ten Tips for Teaching and Learning in the 21 st Century	LE Tool - 77
Celebrating Our Year: Scavenger Hunt for Ten Great Ideas!	LE Tool - 78
Collegial Collaborators	LE Tool - 79

Making Connections

How do I/how might I help students access what they know and have experienced both inside and outside the classroom that relates to what we are about to read/study?

How do I/how might I help students not only build on prior experiences but reframe their thinking when appropriate?

To Past
Experiences

To Future
Experiences

What are the “beyond the classroom” applications/implications of what we are about to read/study? How do I incorporate them into the learning experiences?

How do I/how might I engage students in processing and using new learning in ways that promote rigorous thinking, retention, and transfer?

Between
Learning Experiences
in the Present

Surprise! You're a Reading Teacher!

Chapter V: Integrating Literacy Instruction

**Validation for My
Current Practice**

**I Am Working on This/I Do
Something Like This**

**Great Idea... Sounds Like
Something I Need to Try**

How Am I Doing?

Organizing the Classroom for Learning

Mark each item: **W** for Working Well, **G** for Goal for the Month, or **N** for Not Yet

- I clearly articulate reasonable expectations; communicate how those expectations build a learning community, and facilitate individual student learning. (See **Chapter II: Creating a Positive Learning Environment.**)
- I establish age-appropriate procedures for regularly reoccurring events; engage students in discussing why these procedures are necessary.
- I teach and model procedures.
- I continuously assess the effectiveness and efficiency of each procedure and routine.
- I engage students in assessing the effectiveness of procedures and routines.
- I eliminate or revise procedures and routines that require too much time and energy or are ineffective.
- I have student attention before beginning instruction or giving directions.
- I use high-results attention moves such as Wait Time, the look, proximity, and circulation.
- I avoid talking over students at all times.
- I post the agenda and the learning outcomes in the same place each day.
- I explain the work to be done and how to do it; provide exemplars when possible.
- Before students start working, I check to be sure they know exactly what to do and how to do it.
- I break complex directions/processes into chunks and include guided practice on each chunk.
- I go beyond oral directions; write and post steps to any process that has three or more steps.
- I give directions to a large group when they apply to all students; when directions apply only to certain groups, I provide directions via task cards at the learning centers.
- I use known or easy content to teach a new process, and use a known process to introduce or teach difficult new material.
- I use a variety of calling-on patterns; I determine the necessity of raising hands to speak. I require raised hands only when necessary and teach students to listen to one another without arms waving in the air.
- I assist students in developing organizational systems that work for them.
- I warn students of upcoming transitions.

Building on Bloom's

Excerpt from
Facilitator's Handbook
Teaching Notes

Purposes

- Learn how to make the use of Bloom's Taxonomy a part of students' strategy repertoire
- Practice designing tasks and questions that are aligned with the indicators embedded in the learning standards and curriculum documents of your district

Time

60 minutes

Materials

- A copy of *Why Didn't I Learn This in College?* for each participant (pages 57-60)
- **Visual: Bloom's Blocks**
- **Visual: Question and Task Design Wheel**
- A copy of **LE Tool-30: Using Bloom's Taxonomy** for each participant
- Benchmarks or indicators that participants will use in their design of tasks and questions (You may provide a few from which participants will select one or ask participants to select their own.)

Process

- Display **Visual: Bloom's Blocks**.
- Have participants read pages 57-60 in *Why Didn't I Learn This in College?*
- Display **Visual: Question and Task Design Wheel**.
- Distribute **Tool-X: Using Bloom's Taxonomy** and have participants follow the directions on that document. Ask them to be purposeful about crafting assignments and questions that are at or above the level of understanding required by the indicators or benchmarks they select. They may start at a lower level but need to continue the design of tasks and questions until practices and rehearsals for the level or understanding required by the standards are included in the design.

Possible Professional Practice

Use the tasks and questions designed in the **Using Bloom's Taxonomy** exercise and come to the next session ready to share the implementation successes and struggles.

Homework

Excerpt from
Facilitator's Handbook
Teaching Notes

Purposes

- Identify Lee and Pruitt's four categories of homework and practice designing homework using those four categories
- Analyze best practice in assigning homework
- Identify instructional practices that have the potential to minimize problems with homework completion and to maximize the learning that results from homework
- Explore an alternative to traditional reading homework assignments

Time

30-45 minutes

Materials

- A copy of *Why Didn't I Learn This in College?* (pages 147-149) for each participant)
- A copy of **LE Tool-38: Homework Planning Guide** for each participant
- A copy of **LE Tool-39: Stoplight Summary** for each participant (during the school year only)
- **DVD: Twenty Questions Homework**

Process

- Ask participants to discuss their own experiences with homework as a student. Have them talk about how it impacted their learning and how they made decisions about what time and energy to expend on a given homework assignment and why.
- Distribute copies of **LE Tool-39: Stoplight Summary**.
- Have participants read pages 147-149 in *Why Didn't I Learn This in College?*
- If this learning experience is being used during the school year, have participants record practices they need to **Stop Doing, Keep Doing, and Start Doing**. If homework is the focus of a summer session, have participants move on to working with **LE Tool-38: Homework Planning Guide**. (See **Possible Professional Practice** on the next page.)
- When participants have finished the reading and recording, have them discuss with a small group or a partner what they wrote and why.
- Show the **DVD: Twenty Questions Homework**. Use the liner notes for pre-viewing and post-viewing processing.

Homework

Excerpt from
Facilitator's Handbook
Teaching Notes

Possible Professional Practice

- Distribute copies of **LE Tool-38: Homework Planning Guide**.
- Identify a subject/area of focus for which you will be giving homework assignments during the next week or will need to assign homework in the first few weeks of school.
- Design/redesign those homework assignments using Lee and Pruitt's four categories: practice, extension, preparation, and creative.
- Use what you wrote on **LE Tool 39: Stoplight Summary** to monitor your professional practice around homework and be prepared to engage in discussion about what you learned as a result of this focus.
- Use one of the professional practice assignments suggested in the liner notes of the **DVD: Twenty Questions Homework**.

Let's Go RAFTing

Excerpt from
Facilitator's Handbook
Teaching Notes

Purposes

- Expand repertoire of strategies for creating relevance by helping students make real connections
- Promote student examination of information from a variety of perspectives

Time

30 minutes

Materials

- A copy of *Why Didn't I Learn This in College?* for each participant (page 102 for an explanation and pages 73-74 for an example: Biography in a Bag)
- A copy of **LE Tool-31: Let's Go RAFTing** for each participant
- **Visual: RAFT**
- Use examples of **RAFT** in *Strategies in Action*. There are multiple examples of **RAFT** across grade levels and content areas. Select examples that match the teaching assignments of the participant in the group. This is a good opportunity to include some content areas or grade levels for which you do not have video clips and/or a strong background to draw upon.

Process

- Display **Visual: RAFT**
- Have participants read page 102 in *Why Didn't I Learn This in College?*
- Next have participants read the example Biology in a Bag on pages 73-74.
- Read aloud some examples from *Strategies in Action* and have the participants identify the role, the audience, the format, and the time/topic of each example.
- Have the participants discuss why assignments in this format would be engaging for students.
- Distribute copies of **LE Tool-31: Let's Go RAFTing**
- Ask participants to select a standard, outcome, or key concept they will be addressing during the first/next week and begin to design one or more **RAFTs** for that content.
- Circulate during the work time and at the end of that time, either select three or four to share large group or ask for volunteers.

Possible Professional Practice

Use one of the **RAFTs** created in the session and bring artifacts (student and/or teacher work) to represent that use to the next session.

Ordering Information

Books	Page#	Item #	Price
<i>Active Learning and Engagement Strategies</i>	15	11060	\$ 34.95
<i>Creating a Culture for Learning: Your Guide to PLCs and More</i>	9	11055	\$ 39.95
<i>Instruction for All Students</i>	14	11027	\$ 39.95
<i>Instruction for All Students Facilitator's Handbook</i>	14	11061	\$ 74.95
<i>Leading the Learning</i>	10	11005	\$ 39.95
<i>Making Assessment a Learning Experience</i>	15	11072	\$ 39.95
<i>Meeting the Needs of Diverse Learners</i>	12	11033	\$ 39.95
<i>Meeting the Needs of Diverse Learners Facilitator's Handbook</i>	12	11056	\$ 74.95
<i>Mentoring in the 21st Century[®] Facilitator's Handbook</i>	5	11063	\$ 74.95
<i>Why Didn't I Learn This in College?[®] Facilitator's Handbook</i>	4	11064	\$ 74.95
<i>Points to Ponder</i>	11	11073	\$ 19.95
<i>Professional Practices for the 21st Century Leader</i>	11	11074	\$ 39.95
<i>Strategies in Action: A Collection of Classroom Applications: Volume I</i>	15	11049	\$ 24.95
<i>Strategies in Action: Applications in Today's Diverse Classrooms: Volume II</i>	12	11054	\$ 24.95
<i>Strategies in Action: Applications in PreK - 3 Classrooms: Volume III</i>	15	11074	\$ 24.95
<i>The 21st Century Mentor's Handbook</i>	5	11003	\$ 39.95
<i>Why Didn't I Learn This in College?</i>	4	11002	\$ 34.95
Collections	Page#	Item #	Price
Instruction for All Students™ PLC Pack	14	11051	\$ 795.00
Meeting the Needs of Diverse Learners® PLC Pack	13	11052	\$ 795.00
Mentoring in the 21 st Century® Resource Kit	5	11028	\$ 795.00
New Teacher Professional Development Kit	4	11046	\$ 795.00
Teacher Leader Essentials	3	11202	\$ 125.00
The Principal's Library	2	11201	\$ 150.00
<i>Why Didn't I Learn This in College? & The 21st Century Mentor's Handbook Set</i>	7	11029	\$ 55.00
Multimedia	Page#	Item #	Price
Collegial Conversations	6	11031	\$ 175.00
Lesson Collection: Biology Visual Learning Tools (ASCD)	online	11026	\$ 95.00
Lesson Collection: HS Geometry Surface Area and Volume (ASCD)	online	11034	\$ 95.00
Lesson Collection: HS Reciprocal Teaching (ASCD)	online	11035	\$ 95.00
Lesson Collection: Primary Math (ASCD)	online	11025	\$ 95.00
Success Factors in a Standards-Based Classroom	3	11017	\$ 50.00
Teaching and Learning in the 21 st Century: 2nd Grade Writer's Workshop	10	11053	\$ 75.00
Teaching and Learning in the 21 st Century: 3rd Grade Science	10	11047	\$ 75.00
Teaching and Learning in the 21 st Century: 4th/5th Grade Writer's Workshop	10	11048	\$ 75.00
<i>Creating a Culture for Learning: What Do You Do When Cards</i> (Six sets of 40 cards)	9	11066	\$ 49.95
<i>Meeting the Needs of Diverse Learners: What Do You Do When... Cards</i> (Six sets of 40 cards)	13	11071	\$ 49.95
<i>Meeting the Needs of Diverse Learners: Scavenger Hunt and Sort Cards</i> (Six sets of 64 cards)	13	11059	\$ 49.95
<i>Mentoring and Supervision Scenarios: What Do You Do When... Cards</i> (Six sets of 48 cards)	5	11032	\$ 49.95
<i>New Teacher Challenges and Concerns: What Do You Do When... Cards</i> (Six sets of 50 cards)	4	11050	\$ 49.95
<i>Instruction for All Students: Scavenger Hunt and Sort Cards</i> (Six sets of 34 cards)	online	11044	\$ 49.95
<i>Why Didn't I Learn This in College?: Scavenger Hunt and Sort Cards</i> : (Six sets of 30 cards)	online	11045	\$ 49.95
Visual Tools: Meeting the Needs of Diverse Learners®	online	11040	\$ 50.00
Visual Tools: Instruction for All Students®	online	11036	\$ 50.00
Visual Tools: Why Didn't I Learn This in College?®	online	11037	\$ 50.00
Visual Tools: The 21 st Century Mentor's Handbook®	online	11038	\$ 50.00
Visual Tools: Leading the Learning®	online	11039	\$ 50.00
Visual Tools: The Complete Collection	online	11041	\$ 200.00



Just ASK Publications & Professional Development

Ship To		Bill To (If different)	
Name _____		Name _____	
Title _____		Title _____	
School/District _____		School/District _____	
Address _____		Address _____	
City _____ State _____ ZIP _____		City _____ State _____ ZIP _____	
Email _____		Email _____	
Telephone _____		Telephone _____	
Fax _____		Fax _____	

Item #	Title	Quantity	Unit Price	Total Price

Please attach a sheet of paper for additional products ordered

**Contact us for
quantity discounts
and special offers
Call 800-940-5434**

Subtotal

Shipping and Handling
\$10 S&H minimum per order
15% on orders under 10 units, 10% on orders 10 units or more
\$49 S&H for each resource kit

TOTAL

Payment Method (Select One)

Check (Please make checks or purchase orders payable to Just ASK Publications)

Purchase Order Purchase Order Number _____

Credit Card Visa MasterCard AMEX

Name as it appears on the card _____ CVV# _____

Credit Card # _____

Expiration Date /
Month Year

[Check here to receive information about Just ASK workshops and institutes.](#)

To Order	Call: 800-940-5434	Online: www.justaskpublications.com
Prices subject to change without notice	Fax: 703-535-8502	Mail: 2214 King Street, Alexandria, VA 22301