

EL Education Video Catalogue

Updated 3/18/19. Check back regularly as this catalogue is periodically updated.

Leaders of Their Own Learning: Student-Engaged Assessment Videos

1. Using a Learning Target throughout a Lesson

Kindergarten students in Lori Laliberte's class at the Odyssey School in Denver, CO, engage in “unpacking” learning targets that will guide their work writing thank you letters. Learning targets articulate a clear vision of the intended learning as a first step toward achieving success.

2. Students Unpack a Learning Target and Discuss Academic Vocabulary

Sixth-grade students in Jon Exall's class at the Odyssey School in Denver, CO, actively engage in “unpacking” learning targets—including embedded academic vocabulary—in preparation for developing research question for an immigration case study. Learning targets articulate a clear vision of the intended learning as a first step toward achieving success.

3. Students Unpack a Learning Target

Fourth- and fifth-graders in Jason Shiroy's class at the Odyssey School in Denver, CO, actively engage in “unpacking” a learning target related to transitional words and phrases in their writing. Learning targets articulate a clear vision of the intended learning as a first step toward achieving success.

4. Students Discuss the Power of Learning Targets

Seventh- and eighth-grade students in Jeanne Boland's class at the Odyssey School in Denver, CO, discuss the power of “unpacking” learning targets so that they can articulate a clear vision of the intended learning and criteria for success.

5. Instructional Strategies that Support Learning—Checking for Understanding

Sixth-grade language arts teacher, Jessica Wood, uses a variety of checking for understanding strategies to ensure that all of her students at the Springfield Renaissance School in Springfield, MA are meeting learning targets.

6. Kids Like Cold Call and No Opt Out

Sixth-grade students at the Springfield Renaissance School in Springfield, MA describe why they think checking for understanding using cold call and no opt out is a good idea.

7. Strategies for Monitoring Progress

Vanessa Cramer, ninth-grade science teacher at the Springfield Renaissance School in Springfield, MA employs a variety of techniques to help students monitor their own progress—with support from the teacher—toward specific learning targets.

8. Promoting Student Ownership and Engagement in Math

Teacher Karen Crouse at Codman Academy in Boston, MA checks for understanding in her eleventh-grade math class to help all students discover the patterns behind trigonometric ratios.

9. **Schoolwide Structures for Checking for Understanding**

Principal Stephen Mahoney at the Springfield Renaissance School in Springfield, MA describes the integrated approach that he and staff use to support checking for understanding practices in every classroom.

10. **Goal-Setting for Achievement in Reading**

Sixth-grade students at World of Inquiry School #58 in Rochester, NY, track their progress and set goals for their Developmental Reading Assessment during reader's workshop.

11. **Students Own their Progress**

Sixth-grade students at Genesee Community Charter School in Rochester, NY, track their strengths and weaknesses through analysis of their own homework and test data. Students articulate how they use this data to focus their studies and improve their skills.

12. **Schoolwide Structures for Using with Data with Students**

Sheela Webster, Principal of World of Inquiry School # 58 in Rochester, NY, describes her school's integrated approach to using data with students.

13. **Grade-Level Data Meeting with Third-Grade Teachers**

The third-grade team at World of Inquiry School #58 in Rochester, NY, analyze their students' most recent assessment data and develop strategies for using and sharing that data with their students.

14. **Austin's Butterfly: Building Excellence in Student Work**

Ron Berger from EL Education demonstrates the transformational power of models, critique, and descriptive feedback to improve student work. Here he tells the story of Austin's Butterfly. First-grade students at ANSER Charter School in Boise, ID, helped Austin take a scientific illustration of a butterfly through multiple drafts toward a high-quality final product.

15. **A Group Critique Lesson**

EL Education's Ron Berger leads a group critique lesson with students from the Presumpscot School in Portland, ME. The third-graders use a piece of student writing as a model from which to identify criteria for a quality story.

16. **Kindergarten Student-Led Conference**

Kindergartner, Trinity, shares her academic progress, supported by evidence from her portfolio, with her parents and teacher, Jennifer Rocker, at Delaware Ridge Elementary School in Kansas City, KS.

17. **Middle School Student-Led Conference**

Gabriella, a seventh-grade student at the Washington Heights Expeditionary Learning School (WHEELS) in New York City discusses her academic progress with her father at her student-led family conference. Learning targets, derived from Common Core standards, anchor Gabriella's reflections on her progress.

18. **High School Student-Led Conference**

Rafael, a tenth-grade student at Washington Heights Expeditionary Learning School (WHEELS) in New York City discusses his progress with one of his teachers and his mother during his student-led conference. Rafael and his mother discuss the merits of student-led conferences.

19. Schoolwide Structures for Student-Led Conferences

Principal Brett Kimmel of Washington Heights Expeditionary Learning School (WHEELS) in New York City describes the integrated approach used at his school to ensure that all students and families participate in meaningful student-led conferences.

20. Kindergartners as Experts

Students at Anser Charter School in Boise, Idaho demonstrate their learning about birds. At the celebration of learning, these young students engage with their families and professional experts through song, high-quality art work, and thorough research.

21. Students Share Work that Matters with an Authentic Audience

Students, teachers, family members, and community members celebrate learning at the culminating event for the seventh-grade "Small Acts of Courage" learning expedition at King Middle School in Portland, ME. Teachers Caitlin LeClair and Karen MacDonald describe how they design celebrations to ensure that all students experience success.

22. Passage Presentations in Secondary Schools

Passage presentations are an opportunity for students to reflect on their learning and their readiness to move on to the next phase of their education. This video highlights passage presentations at a number of EL Education schools around the country: Springfield Renaissance School in Springfield, MA, Mapleton Expeditionary School for the Arts (MESA) in Mapleton, CO, Tapestry Charter School in Buffalo, NY, and Casco Bay High School in Portland, ME.

23. Edward's Senior Talk

This video, produced by The Teaching Channel, captures Edward Brown's full Senior Talk, read aloud in a hallway at the Springfield Renaissance School in Springfield, MA.

24. Descriptive Feedback Helps All Students Reach Proficiency

Eleventh-grade ELA teacher Susan McCray from Casco Bay High School in Portland, ME, supports all students in reaching writing standards through descriptive feedback.

25. Why Use a Standards-Based Grading System?

A parent, a student, a teacher, and the principal from Casco Bay High School in Portland, ME, discuss how standards-based grading works and the benefits of the system.

26. Habits of Work Prepare Students for College

A parent, a student, a teacher, and the principal from Casco Bay High School in Portland, ME, discuss the merits of standards-based grading as they relate to achievement and college readiness.

27. Understanding Grades in a Standards-Based Grading System

Eleventh-grade ELA teacher Susan McCray from Casco Bay High School in Portland, ME, explains how she sets up her gradebook for standards-based grading.

28. **Schoolwide Structures for Standards-Based Grading**

A parent, a student, a teacher, and the principal from Casco Bay High School in Portland, ME, discuss the structures necessary to reap the benefits of standards-based grading.

29. **Introduction to Leaders of Their Own Learning (not featured in the book)**

Ron Berger gives an introduction to *Leaders of Their Own Learning*.

30. **Leaders of Their Own Learning Promotional Video**

Leaders of Their Own Learning offers a new way of thinking about assessment based on the celebrated work of Expeditionary Learning. Student-Engaged Assessment involves students in understanding and investing in their own growth, changing the primary role of assessment from evaluating and ranking students to motivating them to learn. Student-Engaged Assessment ignites the capacity of students to take responsibility for their own learning, building the independence, critical thinking skills, perseverance, and self-reflective understanding they need to meet the demands of the Common Core, reach higher levels of achievement, and succeed in college, career and life.

Leaders of Their Own Learning Companion Videos:

31. **Leading Professional Learning on Student-Engaged Assessment**

"We believe in student-engaged assessment; we believe in teacher-engaged assessment" says Cherisse Campbell, Principal of Amana Academy in Alpharetta, GA, as she describes the mindsets and structures that foster and sustain continuous improvement of student-engaged assessment practices. The video features four types of adult professional learning: data informed professional development, coaching teachers, walkthroughs, and learning walks.

32. **Using a Flow Chart to Keep Students on Track**

Social Studies teacher Bobby Shaddox and his students at King Middle School use flowcharts to stay on track during research-based writing. This is an excerpt of a two-part series on Scaffolding Research-Based Writing with Sixth Graders.

33. **Unpacking a Learning Target to Clarify Terms and Concepts**

Eighth Grade Math teacher Erica Faulkner at Polaris Charter Academy in Chicago, IL, unpacks a learning target with students to clarify algebraic terms and concepts.

34. **What Does Good Work Look Like?**

This video is excerpted from the video: The Good Project -- Developing Responsible, Caring, and Balanced Youth from A GoodWork Conference. Teachers attending a course led by Ron Berger identify features that make student work good.

35. **Third Grade Passage Presentation at Tahoe Expedition Academy**

This video is an excerpt from Tahoe Expedition Academy's Third Grade Passage Presentation. Finn reflects on his "greater moments" in Third Grade.

36. **Reflecting on Work Habits Fosters Growth**

Seamus, 8th grade student at the Odyssey School in Denver, CO, reflects on data from his passage portfolio to describe how becoming more responsible has improved his work.

37. Fox Creek Elementary Celebration of Learning

This video was produced by Fox Creek Elementary in Highlands Ranch, CO, to showcase their Celebration of Learning.

38. Portfolio Presentations from Ron Berger's Classroom

This video features clips from portfolio (passage) presentations of 6th graders in Ron Berger's class in Shutesbury, MA in the 1980s. The presentations were given just before graduation, to panels that included school committee members, principal or superintendent, guest educators, community members and disciplinary experts. The video clips were shot by students from the class.

39. Prompting Students to Reflect During Portfolio Presentations

Ajala, 6th grade student at the Odyssey School in Denver, shows evidence of her growth and achievement on the habits of collaboration and leadership, using data to defend her claims about working productively on a team. Cyndi Gueswel who recorded this video, prompts Ajala toward deeper reflection.

40. Station-Based Student-Led Conferences in Kindergarten

At Conway Elementary School, a public, district, EL Education school in Escondido, California, students and their families rotate through three stations in which Kindergarteners are leaders of their own learning. Hear from Conway parents how student-led conferences have been transformative in their first year of school-wide SLC implementation.

Management in the Active Classroom Videos:

41. Body Language

Your physical presence in the classroom conveys powerful messages to students.

42. Voice

How you say something to your students may be just as important as what you say.

43. Managing Emotions

Keeping your cool helps de-escalate challenging behavior.

44. Setting Up Your Classroom Environment

The physical setup of your classroom makes a powerful statement about what's important to you and your students.

45. Creating Class Norms

Tapping into the hopes and dreams of your class provides guidance for the norms you'll live by all year.

46. Connecting Class Norms to Schoolwide Norms

Helping students seamlessly connect the norms of your classroom with those of the school builds community.

47. Problem Solving and Consequences for Poor Choices

Consequences in your classroom should help students learn and grow.

48. **Transitions**

Efficient transitions save valuable time (and effort) and prepare students for learning.

49. **First Five Minutes/Last Five Minutes**

The beginning and end of every instructional period are critical instructional opportunities.

50. **Paper Management**

Good systems help track and keep student work organized in your classrooms.

51. **Student-Led Guidelines for Using Materials and Space**

Letting students explore and plan how to use materials and space effectively invests them in treating resources well.

52. **Classroom Responsibilities**

Giving students classroom jobs invests them in taking care of their space.

53. **Nonverbal Signals**

Enhancing communication in the classroom without saying a word.

54. **Choice and Options for Students**

Using the language of choice and giving students options builds maturity and ownership.

55. **Critique and Feedback**

Learning the language of kind, specific, and helpful feedback supports student growth.

56. **Giving Clear Directions**

Delivering clear directions allows students to follow with accuracy and focus.

57. **Volume and Movement in the Classroom**

Productive buzz and movement are essential parts of learning but require structure and monitoring

58. **Group Work and Group Discussions**

Structures, protocols, modeling, and guidance build students' collaboration and discussion skills.

59. **Interview with Kindergarten Teacher Anne Simpson**

EL Education videographer, David Grant, talks with kindergarten teacher Anne Simpson, from Two Rivers Public Charter School in Washington, D.C., about her active classroom management strategies.

60. **Interview with Fourth-Grade Teacher Jessica Proffitt**

EL Education videographer, David Grant, talks with fourth-grade teacher Jessica Proffitt, from Two Rivers Public Charter School in Washington, D.C., about her active classroom management strategies.

61. **Clear Expectations and Important Work Empower Students to Work Independently**

In this video, Spanish teacher Nancy Hagstrom empowers her students at Casco Bay High School in Portland, Maine, to work independently so that she can work with small groups. Classroom structures, meaningful work expectations, and a strong sense of community allow for an active and productive class.

62. **Interactive Word Wall**

Rich Richardson's eighth-grade students at the Expeditionary Learning Middle School in Syracuse, New York, use an interactive word wall to demonstrate their conceptual understanding of words in context.

63. **Exit Tickets**

Eighth-grade students from Rich Richardson's class at the Expeditionary Learning Middle School in Syracuse, New York use the simple, yet powerful assessment strategy of exit tickets. At the end of class, students write on note cards or slips of paper an important idea they learned, a question they have, a prediction about what will come next, or a thought about the lesson for the day.

64. **Jigsaw**

Jennifer Dauphinais leads her fifth-grade students from Brennan Rogers Magnet School in New Haven, CT, through a jigsaw protocol. In a jigsaw protocol small groups of students become experts in one section or text and hear oral summaries of the others. The protocol allows students to synthesize across texts and gain new understandings from their classmates about the topic as a whole.

65. **Quiz Quiz Trade**

Fourth-graders in Rebecca Osborn's and Josephine Dales' class at Dr. Walter Cooper Academy in Rochester, NY, engage in a quiz quiz trade protocol. This protocol is inclusive of all students and promotes collaboration and shared understanding as students either guess or share important words or concepts with their classmates in an interactive way.

66. **Praise, Question, Suggestion**

Eighth-grade students in Rich Richardson's class at the Expeditionary Learning Middle School in Syracuse, NY, offer feedback to their peers in preparation for revising their writing. The praise, question, suggestion protocol helps students see the strengths of their work and consider questions and suggestions that will lead to revision and improvement.

67. **Science Talk**

Fourth-grade students in Rebecca Osborn's and Josephine Dale's class at Dr. Walter Cooper Academy in Rochester, NY, engage in a "science talk," an instructional practice that promotes inquiry and collaboration. Science talks allow all students to do exactly what scientists do: think about, wonder about, and talk about how things work, the origins of phenomena, and the essence of things.

68. **Chalk Talk**

Seventh-grade students in Lisa Zeller's class at World of Inquiry School in Rochester, New York, engage in a Chalk Talk protocol, which allows them to have non-verbal "discussion."

Take a Stand

69. Jill Znaczo's eighth-graders at the Expeditionary Learning Middle School in Syracuse, New York, debate the pros and cons of drafting soldiers during WWII using the Take a Stand protocol.

70. Anchor Charts

Jill Znaczko's eighth-graders at the Expeditionary Learning Middle School in Syracuse, New York, use anchor charts to reinforce their process and content knowledge.

71. Give One Get One Move On (GoGoMo)

Jill Znaczko's eighth-graders at the Expeditionary Learning Middle School in Syracuse, New York, use the Go Go Mo protocol to share and gain knowledge in preparation for an assessment.

Learning That Lasts: Deeper Instruction Videos

72. Grappling with New Concepts During a Common Core Math Workshop

EL has revised the workshop model to align with the Common Core instructional shifts, embed ongoing assessment to increase responsiveness to student needs, and help students develop self-reliance and perseverance. The first component in this revised workshop (Workshop 2.0) asks students to “grapple” independently with a problem or task. The second component is a collaborative opportunity for students to be metacognitive about their own approaches, justify their mathematical reasoning, and consider others’ mathematical reasoning and thinking. In this video, teacher Giselle Isbell creates a classroom culture that supports this type of independent grappling and math discourse with her fifth-graders at Anser Charter School in Boise, Idaho.

73. Thinking and Speaking Like Scientists through a Science Talk

Tenth-grade students in Eric Levine's biology class at the Springfield Renaissance School in Springfield, Massachusetts, engage in a Science Talk Protocol. This protocol allows students to do exactly what scientists do: think about, wonder about, and talk about how things work, based on evidence from reading and their own empirical research.

74. Debrief Circles (Teaching Channel Deeper Learning Series)

This features on Debrief Circles shows how work goes in stages as students solicit feedback and make revisions along the way. Each step in the process reinforces a culture of continuous improvement and refinement.

75. Redirecting a Lesson with Exemplars

Anne Simpson, from Capital City Public Charter School in Washington, DC, supports her kindergartners' developing understanding of text-to-text connections. When her lesson doesn't go exactly as planned, she redirects the class by using one student's exemplar.

76. Curriculum Design: The 4 Ts

Expeditionary Learning’s Director of Curriculum Design, Suzanne Plaut, explains how the curriculum design team uses the 4 Ts as a framework to create Common Core-aligned curriculum focusing on the topic, task, target, and text for each lesson.

77. **Reading and Thinking Like Scientists, Day 1: Strategies for Making Meaning from Complex Scientific Text**
78. **Reading and Thinking Like Scientists, Day 2: Deepening Conceptual Understanding through Text-Based Tasks**
In this two-part video, ___ grade science teacher Peter Hill, from King Middle School in Portland, Maine, carefully guides his students through a challenging scientific text on electricity, helping them deepen their conceptual understanding. Working with the school's ELL teacher, Hill scaffolds his lesson to best support his students.
79. **Prioritizing Evidence to Address a Document-Based Question**
Tenth-grade students in Claire Wolff's humanities class at Metropolitan Expeditionary Learning School in New York City think like historians to curate a collection of primary source documents that are the best match for a Document-Based Question similar to what they will encounter on New York State's global history and geography Regents exam.
80. **Policing in America: Using Powerful Topics and Tasks to Challenge, Engage, and Empower Students**
Blair Baron's twelfth-grade humanities students at Codman Academy Charter Public School in Boston read complex texts about policing in America, including *The New Jim Crow* by Michelle Alexander and the Department of Justice's Investigation of the Ferguson Police Department, in preparation for an academic discussion.
81. **Preparing for an Academic Conversation, Day 1: Analyzing a Scientific Document**
82. **Preparing for an Academic Conversation, Day 2: Constructing Arguments Using Science Notebooks**
In this two-part video, students in Hillary Mills' eleventh-grade biology class at Metropolitan Expeditionary Learning School in New York City prepare for a bio-ethical debate about TALEN gene therapy. On day one, they analyze a complex scientific figure. On day two, they make connections among concepts and technical vocabulary, using a science notebook to organize their thinking, in preparation for their bio-ethical debate.
83. **Using a Speed Dating Protocol to Think Critically About Writing**
Tenth-graders in Monet Cooper's English class at Capital City Public Charter School in Washington, DC, engage in a speed-dating critique protocol. They spend ten minutes in pairs, offering each other specific feedback on a high-stakes writing assignment, before moving on to another partner for another round of critique.
84. **Analyzing Perspectives through Primary Sources, Part 1: Getting Started**
85. **Analyzing Perspectives through Primary Sources, Part 2: Sharpening and Synthesizing**
In this two-part video, fifth-grade students in Aubrey Wilk's class at Polaris Charter Academy in Chicago analyze primary sources about American slavery. Students will conclude their study of this time in American history by writing a fictional memoir written from the perspective of someone who was affected by slavery.

86. **Scaffolding Research-Based Writing with Sixth-Graders, Part 1: Making Research-Based Claims**
87. **Scaffolding Research-Based Writing with Sixth-Graders, Part 2: Staying on Track and on Target**
In this two-part video, Bobby Shaddox's and Karen MacDonald's sixth-graders at King Middle School in Portland, Maine, engage in a highly structured sequence of writing lessons in order to create the final product of their Rules to Live By learning expedition. The final product is a Rules to Live By Poster, which includes their personal rules to live by as well as the story of a major world leader. The story includes a claim related to their rules to live by supported by textual evidence from their research.
88. **Going Deep with Kindergartners with Problem-Based Tasks in Math**
Kindergarten teacher Anne Simpson, from 2-Rivers Public Charter School in Washington, D.C., engages her young students in a problem-based math task. The activity culminates in a gallery walk during which students represent their mathematical thinking to their peers.
89. **Teaching Students to Prove Their Mathematical Thinking through Questions, Charts, and Discourse**
Mona Iehl's third-graders at Polaris Charter Academy in Chicago develop their own understanding of how to solve math problems through cognitive guided instruction. They have time to grapple with problems and are guided to new understandings by Iehl's strategic use of questions. Following a period of grappling, students engage in discourse with each other and then work to prove their mathematical thinking to the group.
90. **Understanding Mathematics through Grappling and Discourse (not featured in book)**
In Mona Iehl's third grade class at Polaris Charter Academy in Chicago, Illinois, students are developing a conceptual understanding of the commutative property of multiplication. Rather than providing direct instruction, Mona is using a process of grappling and student-centered discourse, which promotes deeper mathematical understanding, and builds powerful habits of learning.
91. **Using a Problem-Based Task with Fourth Graders to Create Deep Engagement in Math**
Fourth-grade teacher Jessica Proffitt, from 2-Rivers Public Charter School in Washington, D.C., guides her students through a problem-based math task in which they individually and collaboratively grapple with a multiplication problem. At the conclusion of the 80-minute period pairs of students represent their thinking to their peers.
92. **Teaching in and through the Arts-- Three School Case Studies**
Case studies of three schools—Conservatory Lab Charter School in Boston, Santa Fe School for the Arts and Sciences, and Capital City Public Charter School in Washington, D.C.—demonstrate the power of the arts to build richness and relevance in the classroom, and help students develop powerful skills and mindsets, and express truth, beauty, and joy.
93. **Adapting Curriculum to Learners' Needs**
This video illustrates how Kerry Meehan, a third-grade teacher at the World of Inquiry School #58 in Rochester, NY, adapts and differentiates a close reading lesson from an EL Education curriculum module. Meehan attends to students' various readiness levels through her instructional decisions, the adaptation of materials, and classroom management strategies.

94. Menu Math at Odyssey School

This video features Corey Goodrich and her seventh-grade students at the Odyssey School of Denver using menu math. Menu math is a unique approach to math instruction that allows students to master content, deepen their habits of inquiry, and know themselves as learners. Each menu takes students through a self-directed process of practice, instruction, and assessment as they work toward mastery of learning targets.

For a host of other related Menu Math resources presented to teachers at EL Education's national conference in 2014 by Corey Goodrich and Ali Morgan, see the following Google folder:

https://drive.google.com/folderview?id=0B9ZRIIdMm6XRRQkRxUDA5WkdXV2s&usp=drive_web

95. Scaffolding Literacy Instruction for English Language Learners

Caitlin LeClair, seventh-grade social studies teacher at King Middle School in Portland, Maine, supports her students to read complex texts—fiction and nonfiction—about South Sudan. LeClair supports her diverse group of learners by choosing compelling topics; working through a progression of increasingly complex texts; and providing scaffolding and support to build their skills as close readers.

96. Tiering a Math Lesson for Differentiation (not featured in the book)

This teacher-created video shows a tiered Math lesson.

97. Fieldwork and Experts: The Branching Out Expedition at King Middle School (not featured in book)

Seventh-grade students in David Mann's science class at King Middle School in Portland, Maine, engage in fieldwork and learn real-world skills as citizen-scientists. Students work with a city arborist, contribute to a database on trees, and create proposals for introducing new trees to various neighborhoods throughout the city.

98. Introduction to Learning That Lasts by Ron Berger (not featured in book)

Ron Berger gives an introduction to Learning That Lasts.

Other videos that demonstrate deeper instruction: 11, 24, 60

Deeper Learning on Teaching Channel Video Series

Teaching Channel Deeper Learning Series filmed at the Springfield Renaissance School

Videos in the Series:

99. Challenge at the Heart of Deeper Learning

100. **Student Profile: Gaining Academic Courage**

101. **Crew: Check-in and Support**

102. **Carol Dweck on Struggle**

Also in this series: 65 (Debrief Circles)

Transformational Literacy Videos

103. **Students Cite Evidence from Informational and Literary Text**

Julia St. Martin's tenth-grade ELA class at the Springfield Renaissance School in Springfield, MA uses a fishbowl protocol to practice citing evidence from informational text to support their reasoning. Joining the informational and literary texts enhances understanding of the topic for students.

104. **Engaging Students in Collaborative Academic Discussions**

Students in Erin Daly's fifth-grade class at PS 36 in Bronx, NY, engage in a jigsaw protocol to deepen their understanding of the novel *Esperanza Rising* by Pam Munoz Ryan and the Universal Declaration of Human Rights. In this video, students and teachers are engaged with EL Education's grades 3-8 ELA curriculum.

105. **Inspiring Excellence Part 1: Overview**

106. **Inspiring Excellence Part 2: Building Motivation and Skills through Whole-Class Research**

107. **Inspiring Excellence Part 3: Building Motivation and Skills through Independent Research**

108. **Inspiring Excellence Part 4: Using Models and Critique to Create Works of Quality**

109. **Inspiring Excellence Part 5: Reading to Get Ready to Write**

110. **Inspiring Excellence Part 6: Writing and Speaking with Power**

The Inspiring Excellence Series is a set of six videos that document a learning expedition—an extended interdisciplinary study—involving second-grade students at the Conservatory Lab Charter School in Boston, MA, investigating the topic of snakes. The videos celebrate a powerful confluence of exciting original research that includes fieldwork and experts, artistic skill and critique, and sharp Common Core literacy practices in reading for and writing with evidence. The quality of the resulting work is remarkable.

111. **Snakes are Born This Way (not featured in book)**

This video from second graders at Conservatory Lab Charter, an EL Education school in Boston, MA, demonstrates how EL can inspire students to master the Common Core State Standards through rigorous and relevant work. Students wrote this song and produced the music video to persuade others not to fear snakes—after all, snakes are "born this way." Their learning is public, meaningful, and joyous.

112. **Citing Evidence from Complex Text**

Students in Julia St. Martin's tenth-grade ELA class at the Springfield Renaissance School in Springfield, MA engage in a structured evidence-based discussion of Shakespeare's *Macbeth*. Close reading, citing evidence from text, and speaking and listening skills are highlighted through the video.

113. **Getting Ready to Write: Evaluating the Quality of Evidence from Worthy Texts**

Eighth-grade students in Jeanne Boland's Humanities class at the Odyssey School in Denver, CO, spend a week building background knowledge, reading closely, gathering evidence, testing ideas, and debating their claims in preparation for writing a summative essay about the stand Atticus takes in *To Kill a Mockingbird*.

114. **Descriptive Feedback Helps All Students Reach Proficiency**
Eleventh-grade ELA teacher Susan McCray from Casco Bay High School in Portland, ME, supports all students in reaching writing standards through descriptive feedback.
115. **Close Reading: An Instructional Strategy for Conquering Complex Text**
Students from Kerry Meehan's third-grade class at World of Inquiry School #58 in Rochester, NY, experience a close reading lesson from the EL Education Language Arts Curriculum module (G3:M2A:U1:L2). The teacher guides students through the close reading process, checks for understanding, and leverages the power of student talk and collaboration to help them make meaning of a complex text.
116. **Grappling with Complex Fiction through Close Reading**
Second-graders in Courtney Brockler's and Stacie Wall's class at the Dr. Walter Cooper Academy School No. 10 in Rochester, NY, read complex text about communities to gain knowledge about their learning expedition topic.
117. **Reading Closely with Middle School Students**
Students in Chris DiFulvio and Chris Leins' eighth-grade classroom in Homer, NY are engaged in the close reading process. The students grapple with the complex non-fiction text, *Unbroken*, to deepen their understanding of the book's central character and of the World War II era.
118. **Grappling with Complex Informational Text**
Students in Andrew Hossack's fifth-grade class at Tapestry Charter School in Buffalo, NY, use close reading strategies to determine the main idea and important details from a newspaper article about the Seneca people.
119. **Teaching Academic and Scientific Vocabulary**
Jessica Kauffman's sixth-grade class at Tapestry Charter School in Buffalo, NY, learns general academic vocabulary and scientific vocabulary in order to conduct a science experiment.
120. **Engaging Vocabulary Instruction in a Middle School Classroom**
Students in Chris DiFulvio and Chris Leins' eighth-grade classroom in Homer, NY, work to deepen their understanding of a non-fiction text, *Unbroken*, through vocabulary learning. Students use a Frayer model and collaborative structures for word analysis.
121. **Reading Foundations Centers at Ripley Central School (not featured in book)**
Elementary school teachers Karen Kondrick and Ericka Meredith help their students master the Reading Foundations and Language Common Core State Standards through a centers approach. Students are engaged in a variety of activities strategically chosen to develop their foundational skills and word knowledge. In this video, students and teachers are engaged with EL Education's grades 3-8 ELA curriculum.

Other videos on Transformational Literacy: 24, 53-58, 84

Your Curriculum Companion and EL Education K-5 Language Arts Curriculum Videos

122. **Implementing the K-2 Labs**
This video shows the K-2 Labs in action in Kady Taylor's 1st grade classroom at Kuumba Academy in Wilmington, Delaware. It explains the purpose and structure of Labs, the distinct Labs and their stages, as well as shows the power of Labs to build students' content knowledge, develop oral language, and engage in purposeful play using multiple modalities.
123. **Behind the Practice: Planning the K-2 Labs with Kady Taylor**
In this "Behind the Practice" video, educators hear Kady Taylor talk about Labs. Educators should watch this video after watching the Implementing the K-2 Labs video.
124. **Classroom Protocols in Action: Back-to-Back and Face-to-Face**
This video shows primary students using the Back-to-Back and Face-to-Face protocol as a simple and fun way for all students to get a chance to move, think, talk, and learn from others.
125. **Classroom Protocols in Action: Science Talk**
This video shows primary students using a Science Talk protocol as way to collectively theorize, build on each others' ideas, work out thoughts, build literacy, and think, wonder, and talk about how things work.
126. **Implementing the K-2 Skills Block**
This video shows the K-2 Skills block in action in Brenna Schneider and Katie Benton's Kindergarten and Second Grade classrooms at Lead Academy in Greenville, South Carolina. It shows how the teachers prepare, assess and group students, select and manage materials, and foster students' self-management and smooth transitions during differentiated small group time.
127. **Behind the Practice: Planning the K-2 Skills Block with Sarah Mitchell, Katie Benton, and Brenna Schneider**
This video shows Sarah Mitchell (Instructional Coach), Katie Benton (2nd Grade Teacher) and Brenna Schneider (Kindergarten Teacher), thinking about their work implementing the K-2 Skills Block at Lead Academy. The coach and teachers describe the importance of the Skills Block, and how to use the phases and micro-phases to most strategically group students and plan differentiated activities.
128. **K-2 Skills Block: From Engagement Text to Decodables**
This video shows 1st graders experiencing "Engagement Text to Decodables," an instructional practice found in the K-2 Reading Foundations Skills Block, that engages students in a read-aloud of an engaging complex text before they work with a decodable text on the same topic.
129. **K-2 Skills Block: Phonemic Blending and Segmentation**
This video shows 1st graders using Phonemic Blending and Segmentation, an instructional practice in the K-2 Reading Foundations Skills Block that helps them understand letter-sound combinations and how that helps them read and spell words.

130. **K-2 Skills Block: Interactive Writing**

This video shows 1st graders using Interactive Writing, an instructional practice in the K-2 Reading Foundations Skills Block that helps students apply their growing knowledge of letter-sound connections to write sentences using familiar spelling patterns and high frequency words in a shared sentence.

131. **K-2 Skills Block: Chaining Instructional Practice**

This video shows primary students using Chaining, an instructional practice found in the K-2 Reading Foundations Skills Block. This instruction practice gives students targeted instruction for analyzing and decoding words with particular spelling patterns.

132. **K-2 Skills Block: Spelling to Complement Reading**

This video shows 1st graders using Spelling to Complement Reading, an instructional practice in the K-2 Reading Foundations Skills Block, that helps students examine the reciprocal relationship between spelling and reading words.

133. **K-2 Skills Block: End of Cycle Assessments**

This video shows 1st graders participating in the end of cycle reading and spelling assessment with their teacher in our K-2 Reading Foundations Skills Block. It specifically shows the spelling portion.

134. **Classroom Protocols in Action: Using an Interactive Word Wall**

This video shows primary students using an Interactive Word Wall, a protocol, with words related to the unit of study (both domain specific and academic vocabulary). Students manipulate the words as they discuss relationships among the words and ideas. There are many ways to use an Interactive Word Wall; this video shows students doing concept mapping.

135. **Close Read-Aloud in the Primary Grades, Part 1: First Read, Focus Question, and Interactive Analysis**

This is the first video in a two-part series that features Sara Metz and her Kindergarten class at Explore Elementary in Thornton, Colorado. Using the EL Education Language Arts Curriculum and its Close Read-Aloud guide, Sara and her students engage in analysis of the text, *Come On, Rain!*, as part of a module on the topic of weather. Sara strikes a balance of rigor and joy as she guides her students through a carefully crafted sequence of text-dependent questions driving toward a focus question, total participation techniques to engage all learners, and a culminating task.

136. **Close Read-Aloud in the Primary Grades, Part 2: Deeper Analysis and Culminating Task**

This two-part video features Sara Metz and her Kindergarten class at Explore Elementary in Thornton, Colorado. Using the EL Education Language Arts Curriculum and its Close Read-Aloud guide, Sara and her students engage in analysis of the text, *Come On, Rain!* as part of a module on the topic of weather. Sara strikes a balance of rigor and joy as she guides her students through a carefully crafted sequence of text-dependent questions driving toward a focus question, total participation techniques to engage all learners, and a culminating task.

137. **Behind the Practice: Close Read-Aloud in the Primary Grades with Sara Metz**

Sara Metz, Kindergarten Teacher at Explore Elementary in Thornton, Colorado, gives us a window into her purposeful planning and delivery of a Close Read-Aloud. She takes us through her process of

analyzing the curriculum's Close Read-Aloud guide, planning based upon the needs of her students, and responding in the moment. We see Sara analyze student work and plan for future instruction.

138. **Implementing the 3-5 Additional Language and Literacy (ALL) Block**

At Hollis Innovation Academy, a public district school in Atlanta, GA, the Additional Language and Literacy (ALL) Block, provides a structure for student agency and mastery. Working hand-in-glove with the module lessons, the additional practice in ALL Block ensures equity for all students.

139. **Behind the Practice: Approaching the ALL Block with Sheryl Spikes, Tara Pitts, and Jhanai Clark**

This companion video to Implementing the 3-5 Additional Language and Literacy (ALL) Block features two fifth grade teachers and their instructional coach at Hollis Innovation Academy in Atlanta, GA. Their commentary and related scenes describe how together as a "learning school" they approach the ALL Block to ensure mastery and agency for all students in their inclusive classroom. The topics covered are: Understanding the Purpose, The Heart of the Practice, Making it My Own, Responsive Teaching, Using Ongoing Assessment, Why This Matters.

140. **Implementing Language Dives**

See the rigor and joy of language dives in a 4th grade classroom at Lead Academy in Greenville, SC. During a language dive, students and teachers slow down to have a conversation about the meaning, purpose, and structure of a compelling sentence from a complex text and topic. Following the engaging deconstruct-reconstruct-practice routine, students play with the smallest "chunks" of the sentence, acting them out, rearranging them, or using them to talk about their own lives.

141. **Behind the Practice: Approaching Language Dives with Sarah Mitchell, Stephanie Clayton, and Sloane Young**

Dive into Language Dives with the instructional coach and two reflective teachers at Lead Academy in Greenville, SC. Sarah, Stephanie, and Sloane describe their approach to Language Dives and Conversation Cues as we see them in action, supporting English Language Learners and all learners to access complex topics and texts and explore how language works with rigor and joy.

142. **Small Group Language Dive – Long Version**

This video is a long version of a small group Language Dive with Stephanie Clayton and 3rd graders at Lead Academy in Greenville, South Carolina. This small group consists of six English language learners whose native language is Spanish, and two language minority students, all on various academic levels.

143. **Supporting English Language Learners through the Curriculum and Beyond**

ESL expert Rebecca Blum-Martinez guides us through four high-leverage approaches to supporting English Language Learners (Language Dives, Conversation Cues, Levels of Support, and Diversity & Inclusion) as we see this in action across grades and disciplines at Lead Academy in Greenville, SC.

144. **Classroom Protocols in Action: Think-Pair-Share**
This video shows primary students learning and using the Think-Pair-Share protocol as a simple way for all students to get a chance to think, talk, and learn from others. Students first practice with an easier question from personal experience, and then with one that is text-based. This video is narrated by students, and can be shown to students to help them learn this simple routine for productive conversations.
145. **Life Science: Chicken Wing Dissection (not featured in book)**
This video shows how to dissect a chicken wing. Students use this video as a tutorial in order to dissect their own chicken wings during the Life Science Grade 4 module. The purpose of the dissection is to help students understand how different structures (like muscles, nerves, and bones) work together to allow the chicken to move (aligned with NGSS 4-LS1-1).
146. **Curriculum Design Intensive: Introduction to the ELA Modules (not featured in book)**
Educators at Expeditionary Learning’s Curriculum Design Intensive collaborate to design the structure and themes of the ELA grades 3-8 Common Core-aligned curriculum.
147. **Curriculum Design Intensive: Assessment (not featured in book)**
During Expeditionary Learning’s Curriculum Design Intensive, designers analyze texts and the Common Core standards to create assessments that reflect a coherence between literacy and content.
148. **Partnering with EL Education (not featured in book)**
Promotional video about literacy partnerships with EL Education that includes teacher and leader testimonials.

Other videos from Your Curriculum Companion: 2, 5, 9, 14, 15, 33, 35, 36, 38, 43, 67, 84, 95, 96, 106

Illuminating Standards Video Series

Collaborating with Berger and Seidel on The Illuminating Standards Project, over 30 students at the Harvard Graduate School of Education have explored these questions by choosing projects from the Student Work Archive in Models of Excellence and considering the ways in which those projects did—and didn’t—meet specific state standards. Further, they examined how the student work illuminated the standards—and vice versa. Many of those students created short films and those films are presented here:

149. **Our Presumpscot School Community: Kindergarten research, community project**
150. **Original Physics Experiments: 1st, 2nd Grade science project**
151. **Snakes are Born This Way: 2nd Grade science, research, writing, visual arts, speaking**
152. **Six-Word Memoir Self-Portraits: 2nd Grade writing, visual art, identity project**
153. **What’s Up? 3rd Grade astronomy, writing, visual art project**
154. **Get Your Blues On: 4th Grade culture, history, poetry, music, visual art project**
155. **What’s Out There? 3rd Grade astronomy, writing, visual arts project**
156. **Character File of Autumn Helena Washington Hawn: 5th grade culture, writing, arts project**
157. **Food for Thought: 6th Grade science, writing, photography, botany, cooking project**
158. **Muhammed and the Number Genie: 6th Grade mathematics, writing project**

159. **You Grotto Go to Hemlock Gorge: 6th Grade geology, writing, arts project**
160. **Revitalizing Rochester: 6th Grade, engineering, advocacy, politics, writing, math project**
161. **Small Acts of Courage: 7th Grade history, political science, writing, cultural project**
162. **Peacekeepers of Chicago: 7th Grade advocacy, politics, writing, culture, photography project**
163. **The Wolf That Would Forgive: 8th Grade writing, visual arts project**
164. **ReVOLT: 8th Grade technology, science, social studies, language arts project**
165. **A Rainbow of Religion: 8th Grade culture, writing, photography, religion, social studies project**
166. **The 20 Years Project: 8th grade mathematics, writing, careers, culture project**
167. **A Little More Than Just People: 8th Grade culture, writing, political science project**
168. **This is Why I Cry: 8th Grade history, writing, culture, political science project**
169. **Water Quality and the Future Use of Loon Pond: 9th Grade science, ecology, writing project**
170. **Chemistry and Conflict: 10th Grade science, history, political science, writing, arts project**
171. **Economics Illustrated: 10th Grade economics, political science, writing, visual arts project**
172. **Iconic: 11th Grade writing, culture, political science, photography project**
173. **The Human Face of Human Rights: 11th Grade history, politics, writing, photography project**
174. **The Eye of the Storm: 11th Grade science, writing, filmmaking, politics, service work project**
175. **Ampersand: 11th Grade writing, photography, careers, culture, politics project**
176. **Perspectives of San Diego Bay: 11th/12th Grade science, research, writing, photography project**
177. **Calculicious: 12th Grade mathematics, visual arts, writing project**
178. **Get Bent: 12th Grade mathematics, engineering, visual arts, writing, building project**

EL Education National Conference Videos

179. **Student Keynote Moments (Genesee Community Charter) - EL Education 2010 National Conference in Kansas City**
180. **Student Keynote Moments (King Middle School) - EL Education 2011 National Conference in Portland, Oregon**
181. **Student Keynote (Odyssey School) - EL Education 2012 National Conference in Denver**
182. **Student Keynote Moments (Polaris Charter Academy) - EL Education 2013 National Conference (Fall) in Atlanta**
183. **Student Keynote Moments (Santa Fe School for the Arts & Sciences) - EL Education 2013 (Spring) National Conference in Atlanta**
184. **Student Keynote (Casco Bay High School) - EL Education 2014 National Conference in Boston**
185. **Student Keynote (Edward Brown) - EL Education 2015 National Conference in San Diego**

186. **Student Keynote (Erika Cabrera) - EL Education 2015 National Conference in San Diego**
187. **Student Keynote Moments (Harborside Academy) - EL Education 2016 National Conference in Detroit**
188. **EL Education 2016 National Conference in Detroit (Highlights Video)**
189. **EL25 Plenaries: Opening Plenary Moments**
190. **EL 25 Plenaries: Opening Plenary (Full Version)**
191. **EL25 Plenaries: Scott Hartl's Speech**
192. **EL25 Plenaries: Kennethea Wilson's Speech**
193. **EL25 Plenaries: Atak Natali's Speech**
194. **EL25 Plenaries: Elena Fulton's Speech**
195. **EL25 Plenaries: 2017 Silverberg Leadership Award- Michelle Navarre**
196. **Elena Fulton Reflects on Learning Targets (Excerpts from Students Discuss the Power of Learning Targets)**
197. **Atak Natali Reflects on Models, Critique, and Feedback (Excerpts from Austin's Butterfly)**
198. **Contributing to a Better World Shorts: Salt Marsh**
199. **Contributing to a Better World Shorts: Shining a Light on Race Issues**
200. **Contributing to a Better World Shorts: Homes**
201. **Contributing to a Better World Shorts: Greg Farrell**
202. **Contributing to a Better World Shorts: Courageous Conversations**
203. **SWANC (Student Work at National Conference) Digital Display 2017**
204. **EL25 Plenaries: Sydney Chafee's Keynote Address**
205. **EL25 Plenaries: 2017 Klingenstein Teacher Award- Lindsay Slabich**
206. **EL25 Plenaries: Closing Plenary Moments**
207. **EL25 Plenaries: Closing Plenary (Full Version)**

- 208. ELNC18 Plenaries: Opening Plenary (Full Version)
- 209. ELNC18 Plenaries: Ahlenne Abreu, Hamlet Fernandez, and Darianny Lopez
- 210. ELNC18 Plenaries: Adrian Aybar and Camila Leonardo-Chavez
- 211. ELNC18 Plenaries: Closing Plenary (Full Version)
- 212. ELNC18 Plenaries: 2018 Silverberg Leadership Award – Laina Cox
- 213. ELNC18 Plenaries: 2018 Klingenstein Teacher Award – Annie Holyfield
- 214. ELNC18 Plenaries: Angela Duckworthy’s Presentation and Q&A with Laina Cox

Additional National Conference Videos (long versions of Student Keynotes, Silverberg Keynotes, and Klingenstein Keynotes) available on our Vimeo Channel.

Videos about EL Education:

- 215. **More Than You Think Possible**
Inspirational video featuring the Peacekeepers project at Polaris Charter Academy in Chicago, IL.
- 216. **Contributing to a Better World: Walking in Solidarity**
For over 25 years, EL Education has been committed to social justice. This video tells the story of how students and faculty at Casco Bay High School stood up to a hate crime, and how the EL Education model prepares students to act, not just react.
- 217. **Walking in Solidarity (non-promotional version)**
- 218. **College March**
This video is about the College March, an EL Education tradition. On College March Day in December, seniors in EL Education public schools - where every single student is prepared for college success- march together to a local post office to mail in their college applications. The opening montage shows college marches from around the United States, and describes the tradition's roots in New York City Outward Bound schools. This video also features a case study of a 2016 College March at Harborside Academy in Kenosha, Wisconsin.
- 219. **Expeditionary Learning**
Promotional video released in 2010 that features several EL Education schools.
- 220. **EL Education: Redefining Student Achievement**
Promotional video about EL Education’s model, offerings, and impact.
- 221. **Who Am I? A Leader of My Own Learning**

Promotional video showing how the portfolio of instructional materials and coaching services draw on 20+ years of success in more than 160 EL Education schools around the country. In addition to success on standardized tests, EL Education students demonstrate critical thinking, intellectual courage and emotional resilience; they possess the passion and the capacity to contribute to a better world.

222. **Inspiring Passion-Driven Education with Yo-Yo Ma and Ron Berger**

Ron Berger presenting at Yo-Yo Ma's Passion-Driven Learning Conference at the Harvard Graduate School of Education. In a video cut by Yo-Yo Ma's Silk Road Project, a cello performance by Yo-Yo Ma at the conference is interwoven with Ron's presentation of beautiful student work, highlighting passion in both places.

223. **Shutesbury Elementary School - Portfolio Presentation Montage in 6th Grade (soon to be rebranded)**

This video features clips from Portfolio Presentations (i.e. Passage Presentations) of 6th graders just before graduation, given to panels that include school committee members, principal or superintendent, guest educators, community members and disciplinary experts; family and friends are in the audience behind the panel. The video clips were shot by students from the class.

224. **Shutesbury Elementary School - Water Quality Project in 5th and 6th Grade (soon to be rebranded)**

This video, shot professionally by the Harvard Center for Astrophysics, was included as part of an hour-long movie on exemplary science practices in schools. It documents elements from a six-month learning expedition on Water as a Resource, and a pair of projects that required students to test surface water in this rural town for pollution, and then to test the household wells that provide drinking water to families in town. Students of Ron Berger collaborated with a local college to test well samples on a mass spectrometer, and prepared individual water quality reports for families and an overview report for the town.

225. **Steven Levy - Leading with Heart**

Video montage featuring the teaching of Steven Levy.

226. **President Obama Praises Washington Heights Expeditionary Learning School**

On January 16, 2014, President Barack Obama gave a speech on expanding college opportunity. He closed his remarks by highlighting the success of Washington Heights Expeditionary Learning School (WHEELS) senior Estiven Rodriguez. He also praised the recent WHEELS College March of its seniors who were celebrated as they marched to the post office to mail their college applications. WHEELS has a track record of 100% of its seniors being accepted to college.

227. **An Invitation to Mrs. Obama**

Students at Polaris Charter Academy, an EL Education school in Chicago, created this video for Mrs. Obama in October 2016.

228. **The Way School Ought To Be**

This one-minute video illuminates EL Education's 3-dimensional view of education, where learning is alive with passion, rigor, and joy. Filmed in Washington, D.C. at Capital City Public Charter School, this film celebrates the kind of rich education that all children in America deserve.

229. **Revisiting Rochester**

What do EL Education Graduates become? Ten years after leading a city-wide project to revitalize downtown Rochester, NY, four EL Education alumni reconnect with their school and community.

230. **Carol Dweck on Struggle**

Carol Dweck, psychologist and growth mindset researcher, shares her insights on the approach of EL Education (Expeditionary Learning). Produced by Teaching Channel as part of the Deeper Learning series.

231. **Obama on EL: We Want These to Be the Rule**

Barack Obama praises EL Education.

232. **Inspiring Student Achievement in 3 Dimensions – Case Study: Hollis Innovation Academy**

Our vision of student achievement has three dimensions: Mastery of Knowledge and Skills, Character, and High-Quality Work. See what this looks like in action at Hollis Innovation Academy, a public district school in Atlanta, GA.

233. **Inspiring Student Achievement in 3 Dimensions – Case Study: Conway Elementary School**

Our vision of student achievement has three dimensions: Mastery of Knowledge and Skills, Character, and High-Quality Work. See what this looks like in action at Conway Elementary School, a public district school in Escondido, California.

Better World Project and Better World Day Videos:

234. **Contributing to a Better World**

EL Education schools create remarkable student achievement while cultivating character so students can contribute to a better world. Watch examples of this in action from coast to coast at Conway Elementary School in Escondido, CA and Washington Heights Expeditionary Learning School (WHEELS) in New York, NY. Fourth grade "Super Stewards" at Conway repopulate trout in their local watershed as part of their Better World Project, so "the life cycle will keep on going." Seniors at WHEELS engage in a Youth Participatory Action project, proclaiming that education can "shift the whole Universe."

235. **Community Faces – Humanizing the Immigrant Label: A Better World Project**

This video features an inspiring Better World Project accomplished by the Interdistrict School for Arts and Communication (ISAAC) in New London, CT, an EL Education school. It was one of 18 winning Better World Projects selected by a committee of EL Education students, teachers, and leaders, from submissions across the country. These projects, and hundreds more, launched EL Education's inaugural Better World Project initiative. EL students and educators nationwide joined academics, character, and service to become active contributors to a better world.

236. **Better World Day in Portland, Maine: A Higher Purpose**

This collaboration in Portland, Maine, was one of over 100 projects across 24 states on the first annual Better World Day. #BetterWorldDay

237. **Better World Day in Flint, Michigan: A Catalyst for Contribution**

"They should have a Better World Day every day" says sixth grade student Donjerell of Eagle's Nest Academy in Flint, Michigan, as he joins fellow EL Education social activists from The Greene School of Rhode Island and University Prep in Detroit to deliver needed water to Flint residents in response to the water crisis. This collaboration in Flint, Michigan was one of over 100 projects across 24 states on the first annual Better World day.

238. **Better World Day: A Collective Contribution**

This video shows a tapestry of over 100 student-led events across 24 states on EL Education's first annual Better World Day. Over 50,000 students, educators, and community members came together to address the unique needs of their communities.

Character Framework Videos:

These videos are part of the digital character framework and include excerpts from longer videos; the list and links of excerpted videos can be found [here](#).

- 239. **Crew Culture**
- 240. **Empowering Leadership**
- 241. **Student-Engaged Assessment**
- 242. **Compelling Curriculum**
- 243. **Deeper Instruction**
- 244. **Purpose**
- 245. **Belonging**
- 246. **Agency**
- 247. **Effective Learners**
- 248. **Ethical People**
- 249. **Contribute to a Better World**

Leadership Videos:

245. **EL Education School Design Fellowship**

Promotional video about the School Design Fellowship, featuring the 2018-2019 Fellows.

246. (Coming soon): **Leading Teams with Data Protocols**

Featuring Capital City Public Charter School in Washington, D.C.

