## NEARPOD CSTP Grid

| MODULE NAME                               | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.7 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 4.1 | 4.2 | 4.3 | 4.4 | 4.5 | 5.1 | 5.2 | 5.3 | 5.4 | 5.5 | 5.6 | 5.7 | 6.1 | 6.2 | 6.3 | 6.4 | 6.5 | 6.6 | 6.7 |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| A Mindset Shift                           |     | Х   |     |     |     |     | Х   | Х   | X   | Х   |     |     |     |     |     |     |     |     |     | Х   |     |     | X   |     |     |     |     |     |     |     |     | Х   | Х   | Х   |     |     |     |     |
| A Montessori Approach to Communication    |     |     |     |     |     |     | X   | X   | X   | X   | Х   | Х   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | X   | X   | X   |     |     |     |     |
| A Montessori Approach to Setting Rules    |     |     |     |     |     |     | X   | X   | X   | X   | X   | X   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | X   | X   | X   |     |     |     |     |
| A Teacher's Role in Play                  | Х   | X   | Х   | Х   |     |     | X   | X   | X   | X   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | X   | X   | X   |     |     |     |     |
| An Introduction to Mentoring Teachers     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | Х   | Х   | Х   |     |     |     |     |
| Authentic Consequences                    | Х   | Х   |     |     |     |     | X   | X   | X   | Х   |     |     |     |     |     |     |     |     |     | Х   |     |     | Х   |     |     |     |     |     |     |     |     | Х   | Х   | Х   |     |     |     |     |
| Becoming Aware of Our Implicit Biases     | Х   |     |     | Х   |     |     | Х   | X   | X   | Х   | Х   | Х   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Building a Foundation and Shared Reading  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Essentials                                |     |     |     |     |     |     |     |     |     |     |     |     |     | Х   |     |     |     |     |     |     |     |     | Х   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Building Community Through Circles        | Х   | Х   |     |     |     |     | Х   | X   | X   | Х   |     |     |     |     |     |     |     |     |     | Х   |     |     | Х   |     |     |     |     |     |     |     |     | Х   | Х   | Х   |     |     |     |     |
| Building Personal Relationships with      |     |     |     |     |     |     |     |     | 1   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Students                                  | Х   | X   | Х   |     |     |     | X   | X   | X   | Х   | Х   |     |     |     |     |     |     |     |     | X   |     |     |     |     |     |     |     |     |     |     |     | X   | Х   | Х   |     |     |     |     |
| Building Resilience                       | Х   | Х   |     |     |     |     | Х   | Х   | X   | Х   | Х   | Х   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | Х   | Х   | Х   |     |     | 1   |     |
| Choosing Which Words to Teach             | Х   |     | Х   | Х   |     |     |     |     |     |     |     |     |     |     |     |     |     | Х   | Х   | Х   | Х   | Х   | Х   |     |     |     |     |     |     |     |     | Х   | Х   | Х   |     |     |     |     |
| Creating Positive Connections with our    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | N.  |     |     |     |     |
| Most Challenging Students                 | Х   | X   | Х   |     |     |     | X   | X   | X   | Х   | Х   |     |     |     |     |     |     |     |     | Х   |     |     |     |     |     |     |     |     |     |     |     | X   | Х   | Х   |     |     |     |     |
| Differentiation: Practicing the Basics    |     |     |     | Х   |     | X   |     |     |     | Х   |     |     | Х   | Х   | Х   |     |     | Х   | Х   | Х   | Х   |     | Х   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Diving Below the Surface                  | Х   | Х   | Х   |     |     |     | Х   | X   | X   | Х   | Х   |     |     |     |     |     |     |     |     | Х   |     |     |     |     |     |     |     |     |     |     |     | Х   | Х   | Х   |     |     |     |     |
| Feedback that Deepens Understanding       |     |     |     |     | Х   |     |     |     |     |     |     |     |     | Х   | Х   |     |     |     |     | X   | Х   |     |     |     |     |     | Х   | X   | Х   |     | Х   |     |     |     |     |     |     |     |
| Figuring out What to Scaffold             | Х   | Х   |     | Х   |     |     |     |     |     | Х   |     |     |     | Х   | Х   |     |     |     | Х   |     | Х   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Flipping the Internal Dialogue            | Х   |     |     | Х   |     |     |     |     | X   | Х   |     |     |     |     |     |     |     |     |     | Х   | Х   |     |     |     |     |     |     |     |     |     |     | Х   | Х   | Х   |     |     |     |     |
| Gameful Learning: a Better way to Grade   |     |     |     | Х   |     |     | X   |     |     | Х   |     |     |     | Х   | Х   |     | Х   |     | Х   |     | Х   |     |     |     | X   | Х   |     | X   |     |     |     |     |     |     |     |     |     |     |
| How do you Really Teach Empathy?          | Х   | Х   |     |     |     |     | X   | X   | X   | Х   |     |     |     |     |     |     |     |     |     | Х   |     |     | Х   |     |     |     |     |     |     |     |     | Х   | Х   | Х   |     |     | 1   |     |
| How Should (or Shouldn't) I Use           |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 1   |     |
| Technology?                               |     |     |     | Х   |     |     |     |     |     | Х   |     |     |     |     |     |     | Х   | Х   |     |     | X   |     | Х   |     |     |     |     |     |     | Х   |     |     |     |     |     |     |     |     |
| Increasing Awareness of Implicit Bias in  | X   | X   |     |     |     |     |     | ~   |     | Ň   |     | V   |     | v   |     |     | V   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 1   |     |
| Schools                                   | Х   | X   |     | Х   |     |     | X   | X   | X   | Х   | Х   | Х   |     | Х   |     |     | Х   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Interactive Writing                       |     |     |     |     |     |     |     |     |     |     |     |     |     | Х   |     |     |     |     |     |     |     |     | Х   |     |     |     |     |     |     |     |     |     |     |     |     |     | 1   |     |
| It's More than Engaging Activities        |     | Х   | Х   | Х   | Х   | X   |     |     |     |     |     |     |     |     |     | Х   | Х   |     |     | Х   | Х   | Х   | Х   | Х   | X   |     |     | X   |     |     |     |     |     |     |     |     | 1   |     |
| Managing your Digital Identity            |     |     | Х   |     |     |     | X   | X   |     |     |     |     |     |     |     |     | Х   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 1   | Χ   |
| Moving Away from Passive Learning         |     | Х   | Х   | Х   | Х   | Х   |     |     |     |     |     |     |     |     |     | Х   | Х   |     |     | Х   | Х   | Х   | Х   | Х   | X   |     |     | X   |     |     |     |     |     |     |     |     | 1   |     |
| Naming and Navigating Emotions            | Х   | Х   |     |     |     |     | Х   | Х   | Х   | Х   |     |     |     |     |     |     |     |     |     | Х   |     |     | Х   |     |     |     |     |     |     |     |     | Х   | Х   | Х   |     |     | 1   |     |
| Personalized Learning for Every Classroom | Х   |     |     | Х   |     | X   |     |     |     | Х   |     | Х   | Х   |     |     |     |     |     |     | Х   | Х   | Х   | Х   | Х   |     |     |     | X   |     |     |     |     |     |     |     |     | 1   |     |
| Pressing the Pause Button                 | Х   | Х   |     |     |     |     | X   | Х   | X   | Х   |     |     |     |     |     |     |     |     |     | Х   |     |     | Х   |     |     |     |     |     |     |     |     | Х   | Х   | Х   |     |     | 1   |     |
| Procedures for Group Work and Group       |     |     |     | v   | v   | v   |     |     | v   | V   | V   | v   | v   |     |     |     | V   |     | V   |     |     |     | V   |     |     |     |     |     |     |     |     | V   | V   | V   |     |     |     |     |
| Transitions                               |     |     |     | Х   | X   | X   |     |     | X   | Х   | Х   | Х   | X   |     |     |     | Х   |     | Х   |     |     |     | Х   |     |     |     |     |     |     |     |     | X   | Х   | Х   |     |     |     |     |
| Raising Expectations                      | Х   | Х   | Х   |     | Х   | X   | Х   | Х   | X   | Х   | Х   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | Х   |     |     |     |     |     | 1   |     |
| Respect Might Not Mean What you Think it  | v   | v   |     |     |     |     | v   | v   | v   | v   | v   |     |     |     |     |     |     | v   | v   | v   |     |     | v   |     |     |     |     |     |     |     |     |     |     |     |     |     | 1   |     |
| Means                                     | Х   | X   |     |     |     |     | X   | X   | X   | Х   | Х   |     |     |     |     |     |     | Х   | Х   | X   |     |     | Х   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Shared Reading 2.0                        |     |     |     |     |     |     |     |     |     |     |     |     |     | Х   |     |     |     |     |     |     |     |     | Х   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Solving Old Problems in New Ways          | Х   |     | Х   | Х   | Х   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | Х   | Х   | Х   |     |     | 1   |     |
| Stages of Play                            | Х   | Х   | Х   | Х   |     |     | Х   | X   | X   | Х   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | Х   | Х   | Х   |     |     |     |     |
| Strategies for Building a Restorative     | Y   | v   |     |     |     |     | v   | v   |     | v   |     |     |     |     |     |     |     |     |     | V   |     |     | V   |     |     |     |     |     |     |     |     | V   | V   | V   |     |     |     |     |
| Culture                                   | Х   | Х   |     |     |     |     | X   | X   | X   | Х   |     |     |     |     |     |     |     |     |     | X   |     |     | Х   |     |     |     |     |     |     |     |     | X   | Х   | X   |     |     |     |     |
| Strategies for Instruction                | Х   | Х   | Х   | Х   |     |     |     |     |     |     |     |     |     |     |     |     |     | Х   | Х   | Х   | Х   | Х   | Х   |     |     |     |     |     |     |     |     | Х   |     |     |     |     |     |     |
| Strategies to Support Metacognition       |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | X   | Х   | Х   |     | Х   | Х   | Х   |     |     |     |     |
| Student Discourse and the Art of          |     |     | v   | V   | V   | V   | V   | v   | v   | v   |     |     |     |     | V   | v   | V   |     | V   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Paraphrasing                              |     |     | Х   | Х   | X   | X   | X   | X   | X   | Х   |     |     |     |     | Х   | X   | Х   |     | Х   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
|   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |

| MODULE NAME  | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.7 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 4.1 | 4.2 | 4.3 | 4.4 | 4.5 | 5.1 | 5.2 | 5.3 | 5.4 | 5.5 | 5.6 | 5.7 | 6.1 | 6.2 | 6.3 | 6.4 | 6.5 | 6.6 | 6.7 |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| The Power of Words   |     |     |     |     |     |     | Х   | Х   | X   | Х   | X   | Х   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | Х   | Х   | Х   |     |     |     |     |
| The Secret Language of Power                                       |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | Х   | Х   | Х   | X   | X   | X   | Χ   |
| Types of Play  | Х   | X   | X   | X   |     |     | X   | X   | X   | Х   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | Х   | Х   | Х   |     |     |     |     |
| Understanding Cultural Dissonance                                  | Х   | X   |     |     |     |     | X   | Х   | X   | Х   | X   |     |     |     |     |     |     | X   | X   | Х   |     |     | X   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Unpacking Standards to Improve<br>Instruction                      |     |     |     |     |     |     |     |     |     |     |     |     |     | x   | x   | x   | x   | x   | x   | x   | x   | x   |     |     | х   |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Using Formative Assessment to Drive<br>Instruction                 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | х   | x   | x   | x   | x   | x   |     | x   | Х   | x   |     |     |     |     |
| Using Principles of Game Design to<br>Support Intrinsic Motivation | x   |     |     | x   |     | x   |     |     |     |     |     |     |     |     |     |     | x   | x   |     |     |     | x   | x   |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |
| Using Visuals to Teach Procedures                                  |     |     |     | X   |     |     |     |     | X   | Х   | X   | X   | Х   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | Х   | Х   | Х   |     |     |     |     |
| What it means to Do Equity   | Х   | X   |     |     |     |     | X   | X   | X   | Х   |     |     |     |     |     |     |     |     |     | Х   |     |     | X   |     |     |     |     |     |     |     |     | Х   | Х   | Х   |     |     |     |     |
| When Should (or Shouldn't) I Use<br>Technology?                    |     |     |     | x   |     |     |     |     |     | x   |     |     |     |     |     |     | x   | x   |     |     | x   |     | x   |     |     |     |     |     |     | x   |     |     |     |     |     |     |     |     |
| Writing Measurable Objectives                                      |     |     |     |     |     |     |     |     |     |     |     |     |     | Х   | X   | Х   | Х   | Х   | X   | Х   | X   | Х   |     |     | Х   |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Writing to Learn   | Χ   |     |     | Χ   | X   | X   |     |     |     |     |     |     |     |     |     |     | Χ   |     | X   |     |     |     |     |     |     | Χ   |     |     |     |     |     | Х   | Х   | Х   |     |     |     |     |