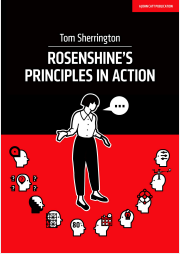
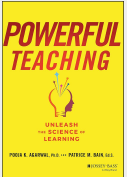
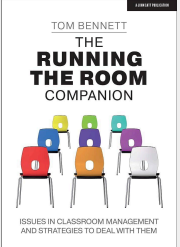


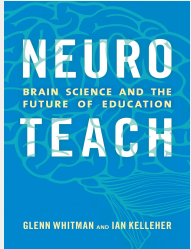
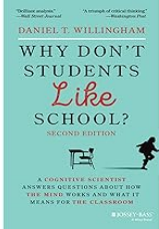
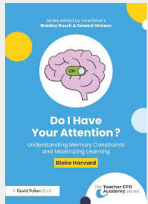
Book Studies

Overview of process for awarding 1 MSDE CPD credit (15 PDPs)

[Book Study Guidelines & Facilitator Responsibilities](#)

[FCPS CPD Book Study Course Syllabus Template](#)

Texts	Book Summary and Resources
<i>Rosenshine's Principles in Action</i> by Tom Sherrington 	This book study explores Barak Rosenshine's research-based principles of effective instruction. Tom Sherrington breaks down Rosenshine's 10 principles into clear, actionable strategies that support classroom practice, focusing on how students learn and how teachers can enhance instruction. Topics include daily review, presenting new material in small steps, asking effective questions, checking for understanding, and guiding student practice. This study encourages reflective dialogue around evidence-informed teaching, offering practical examples and insights that can be immediately applied to improve student learning. • RosenShine's Principles Suggested Format • Updated RosenShine's WalkThrus Guide & Cluster Tool • RosenShine's Principles in Action book
<i>Powerful Teaching: Unleash the Science of Learning</i> by Pooja Agarwal and Patrice Bain 	The <i>Powerful Teaching</i> book study introduces four evidence-based "Power Tools"—Retrieval Practice, Spaced Practice, Interleaving, and Feedback-Driven Metacognition—that help students retain learning and reduce reteaching. Through readings, discussion and assignments, this book study equips educators with practical, evidence-informed strategies to boost student learning and foster a culture of engagement and reflection in any classroom, regardless of content or level. • Powerful Teaching Suggested Format • Powerful Teaching WalkThrus Cluster Tool • Powerful Teaching book
<i>Running the Room Companion</i> by Tom Bennett 	The <i>Running the Room Companion</i> book study supports educators in creating calm, structured, and respectful classroom environments. Based on Tom Bennett's practical strategies and behavioral insights, the study encourages reflection, collaboration, and application of effective classroom management techniques. Participants will explore key routines, expectations, and responses to misbehavior, all grounded in cognitive science. The goal is to build confidence and consistency in managing student behavior schoolwide. • Running the Room Suggested Format • Running the Room Walkthrus Cluster Tool • Running the Room Companion book

Neuroteach by Glenn Whitman and Ian Kelleher 	<i>NeuroTeach: Brain Science and the Future of Education</i> by Glenn Whitman and Ian Kelleher is a practical guide for educators, aiming to bridge the gap between cognitive neuroscience and classroom instruction. Drawing from the latest research in educational neuroscience, the book provides strategies that teachers can use to enhance student learning, memory, and feedback. Its core message: when teachers understand how the brain learns, they can create more effective, inclusive, and engaging classrooms. • NeuroTeach Suggested Format • NeuroTeach WalkThrus Cluster Tool • NeuroTeach book
Why Don't Students Like School by Daniel Willingham 	In <i>Why Don't Students Like School?</i>, cognitive scientist Daniel T. Willingham explores how the mind works and how that understanding can inform effective classroom teaching. Drawing on decades of research in cognitive psychology, Willingham explains why students struggle with tasks that require sustained effort, how memory and background knowledge play critical roles in learning, and why critical thinking cannot occur without a solid knowledge base. This book study will spark meaningful discussion around how we teach, why students struggle with learning, and what we can do to design more engaging and effective learning experiences. • Why Don't Students Like School? – Suggested Format • Why Don't Students Like School? – WalkThrus Cluster Tool • Why Don't Students Like School Book * This book pairs well with the Effortful Thinking modules.
Do I Have Your Attention? by Blake Harvard 	This book study explores <i>Do I Have Your Attention?</i> by Blake Harvard, a practical and research-informed look at how attention truly works—and what teachers can do to design learning that captures and sustains it. Our readings, discussions and coursework will highlight research-informed strategies and provide opportunities for collaboration and discussions related to the Science of Learning. • Do I Have Your Attention? – Suggested Format • Do I Have Your Attention? – WalkThrus Cluster Tool • Do I Have Your Attention? Book