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K12 EDUCATIONAL DEVELOPMENT

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PROFESSIONAL DEVELOPMENT CATALOG
K-12 EDUCATORS

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PROFESSIONAL DEVELOPMENT
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Choose Your Optimal Number of Sessions:
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Purchase Recordings:
- ◆ Recordings of custom professional development sessions are available for a nominal cost and can be used for up to 90 days from the date of the original training

ADMINISTRATOR DEVELOPMENT AND SUPPORT

Data-Driven Leadership: How to Strategically Use Data as an Instrument of Change in Your School

Audience: All school leaders

Description: In today's educational landscape, it can be beneficial for school leaders to be able to analyze and interpret data effectively. Data-driven decision making can provide valuable insights and help leaders make decisions that positively impact student outcomes. This professional development session aims to equip school leaders with the skills and knowledge to strategically use data as an instrument of change in their schools.

Diversity, Equity and Inclusion (DEI)

Audience: All school leaders

Description: In this three-hour session, educational administrators are presented with practical strategies for addressing DEI within their organizations. We will define the key concepts of DEI, examine challenges faced by educational organizations in creating inclusive environments and discuss best practices for potentially overcoming these challenges.

We will explore the importance of creating a culture of inclusivity and examine how to develop policies and practices that promote DEI. Participants can also learn ways to address bias and discrimination, as well as and the role of communication in creating an inclusive environment.

The expert facilitator will present opportunities for participants to delve into an investigation of DEI principles and strategies for promoting DEI within their organization. These experiences are designed to equip participants with tools that can create an inclusive environment where all members feel valued, respected and supported.

Effective Teacher Evaluation Processes

Audience: Principals, assistant principals, aspiring school leaders

Description: This session will address an effective teacher evaluation process. Informal and formal evaluations, including walkthroughs and best practices for pre- and post-observation meetings, will be presented and reviewed.

Hiring and Mentoring New Teachers

Audience: Principals, assistant principals, aspiring school leaders

Description: This session will address teacher hiring and onboarding processes, including the mentoring of new teachers. This workshop will also address methods for helping new teachers set goals, create professional development plans and create short- and long-term curriculum maps and lesson plans.

Implementing Well-Being Supports to Enhance School

Audience: Principals, assistant principals, aspiring school leaders

Description: John Maxwell stated that "leadership deals with people and their dynamics, which are continually changing" (Maxwell, 2011, p. 4). Therefore, as leaders, it can be helpful to be prepared to lead through ever-changing dynamics to facilitate the formation of strong school culture. Further, the pandemic demonstrated that leaders need to be able to balance inspiration and comfort while continuing to push for high performance (Chhaya, 2020). How can this be accomplished? Planned well-being and resiliency supports can form a framework that allows leaders to support both the adults and the students on their campuses. Through this support network, leaders can manage trauma, build strong relationships and identify growth opportunities. This session focuses on creating frameworks to support culture in your school and will accomplish the following objectives:

1. Identify well-being competencies that can support adults and students
2. Understand the research supporting the implementation of these strategies
3. Explore select frameworks and analyze their appropriateness for implementation
4. Examine your role in advancing an inclusive school climate by engaging the community in well-being strategies and reflecting on available supports

Reference: Chhaya, N. (2020). *Here are the top five leadership challenges during the Coronavirus pandemic. Forbes.* https://www.forbes.com/sites/niharchhaya/2020/03/23/here-are-the-top-five-leadership-challenges-during-the-coronavirus-pandemic/?sh=2ac3ff7e5984 Maxwell, C. (2011). *The five levels of leadership: Proven steps to maximize your potential. Center Street* Hatchette Book Group. ISBN 978-1-59995-365-6

Introduction to Cognitive Coaching for Educational Leaders

Audience: Instructional coaches, school administrators, teacher leaders

Description: This three-hour session is designed to introduce educational leaders to the core principles and practices of cognitive coaching. Through interactive activities and real-life scenarios, participants have the opportunity to learn how to use a coaching approach to support professional growth and development.

During this session, participant goals are to:

- Understand the basic principles of cognitive coaching and its benefits for professional growth and development.
- Learn effective questioning techniques to support reflective thinking and problem-solving.
- Explore the importance of setting meaningful goals and developing action plans that align with professional vision and aspirations.
- Understand the importance of feedback and how to use it effectively to support growth and development.
- Develop a basic understanding of the cognitive processes that underlie learning and change.

The session will be facilitated by experienced cognitive coaching practitioners, who will share their insights, experiences and best practices. Participants can practice coaching skills with their peers in a safe and supportive environment.

By the end of the session, the essential elements of cognitive coaching along with tools and strategies will be presented and explored. Our goal is to provide participants with a session that is invigorating and renewing and to overview skills that can help them to develop their coaching toolbox.

Professional Leadership Network (PLN)

Audience: Current and aspiring school leaders

Description: GCU's Principals' Collaborative Community (PCC) is now the Professional Leadership Network (PLN). Canyon PD remains committed to connecting K12 principals, administrators and teacher leaders from across the U.S. Join us through our monthly LinkedIn newsletter to build your network, connect with other education leaders, gain valuable insight and grow as an educator. Subscribe today by connecting with Canyon PD on LinkedIn.

Strategic Planning Facilitation and Consultation

Audience: School administrators, governing board members, teacher leaders

Description: Work with our expert facilitator to help develop or refine your school or district's strategic plan. Bringing in a facilitator to assist with strategic planning can allow everyone on the staff to participate fully. Additionally, facilitators are often neutral regarding the outcomes; therefore, they can often lead conversations that may become emotional when led by school staff. Finally, our facilitators are equipped to productively move conversations forward, helping to ensure that the strategic plan is developed in a reasonable timeframe through focused conversations and strategic decision-making.

Strategies to Support Effective Strategic Planning

Audience: School administrators, governing board members, teacher leaders

Description: Strategic planning is a critical tool for educational administrators to guide their schools or institutions towards success. This three-hour session will focus on the essential steps necessary for successful strategic planning, including:

- Conducting a comprehensive assessment: We will discuss the importance of understanding the current state of your school or institution, including reviewing data, analyzing strengths and weaknesses and identifying opportunities and threats.
- Establishing a clear vision: We will explore how to create a clear, compelling vision statement in the hopes of inspiring and motivating your team.
- Defining core values: We will discuss the importance of identifying and defining core values that align with your vision and reflect your organization's culture and identity.
- Setting goals and objectives: We will cover how to potentially develop SMART goals and objectives that align with your vision and core values.
- Developing strategies and action plans: We will discuss how to develop strategies that address your school's or institution's unique challenges and opportunities, while also aligning with your vision and core values.

Participants can learn about the critical role of each step in the strategic planning process, as well as the tools and techniques necessary to develop a comprehensive and effective strategic plan for their educational institution. By the end of the session, participants can gain a clearer understanding of the essential steps of strategic planning.

Tips for School Leaders: Empowering Schools Series

Audience: School administrators, teachers, support staff

Description:

Strand 1: *Trends in K-12 Education: Growth Considerations and Market Opportunities*

This session is designed to help inform, empower and equip schools to use national data to guide growth and marketing. The dialogue will focus on enrollment and marketing functions through an analysis of current education enrollment trends nationwide. Join us for an engaging and informative opportunity to collaborate with others "in the trenches" as we seek to connect the transformative opportunities of education to as many students and families as possible.

Strand 2: *The TIP-ing Point: What Growing Schools Do Differently (or Don't)*

Some schools are tipping toward growth, some are tipping toward decline and some are teetering. What accounts for the "tip?" Building upon Strand 1, we seek to move beyond "what does this mean?" into "what should we do?" In this session, we will discuss "what's next?" as we consider a toolbox of tips for how we might better position, network, promote and grow our respective schools. The expert facilitator will guide you through the "tip"- tuition, income and population – as a tangible guide for possible next steps.

Reference: [1] Rao, M. S. (2016). *21 success sutras for CEOS: How global CEOs overcome leadership challenges in turbulent times to build good to great organizations. Motivational Leaders in Global Publishing.*

Strand 3: *Market, Model and Message (M, M and M): Transformation Applications for Education*

What does it mean for schools to be "relevant" in today's rapidly evolving educational landscape? It is said that when the speed of change around an organization is faster than the speed of change within the organization, the organization soon becomes irrelevant.[1] What does this mean for our schools? Strand 3 seeks to move toward real, tangible application of M, M and M strategies and considerations that can potentially further equip us for thriving, relevant service to our educational communities.

Strand 4: *Brand BUILDERS: Empowering Your Community to Tell the Story*

What's your school's story? Who is telling it? How is it being told? This is not about posters and flyers; rather, it is about assessing and refining (or possibly defining) your school's brand. Using the loose definition of "brand is who you are, mission is what you do, vision is where you're going," our professional development expert aims to dial in specifically on branding applications in education, expand upon traditional marketing practices and their impact on evolving media platforms and share practical ways to tell your school's story and unpack its brand on a limited budget.

Strand 5: *"Aren't Admissions, Marketing, Communications and Branding Basically the Same?"*

As our schools evolve and adapt, so do the potential roles and responsibilities in these key respective areas. Our professional development expert will put all previous strands (1-4) together by working through actual school examples of how these four noted areas are related but demand vastly different strategies. We will collaborate, discuss and reflect on how these four components work together for potential optimal effectiveness in both the growth and promotion of your respective school.

'What's Your School's Story?' Series

Audience: School administrators, teachers, support staff

Description:

Strand 1: *It's Cool, Cool, Cool in Our School, School, School!*

This session has three purposes:

- Celebrate the work of schools through a variety of specific success stories currently happening in schools around the country.
- Amidst the continued rapidness of change in and around education, we aim to move beyond "what does this mean?" into "what should we do?"
- Discuss "what's next?" for our schools as we share tangible methods for teachers and administrators to potentially better network, promote and support one another in our various disciplines.

Strand 2: *The Challenge of Relevancy*

What does it mean for schools to be "relevant" in today's changing society? Jack Welch states that "when the speed of change around an organization is faster than the speed of change within an organization, the organization stands to become irrelevant."[1] What does this mean for our schools? As the threat of irrelevancy is a growing reality for many of us, it is vital that we understand our position in our respective communities. Both personally and professionally, we seek to address the "3 C's" that plague many of our pursuits (comfort, complacency, conceit), share potential ways to test personal relevancy and analyze "best practice" examples.

Reference: [1] Rao, M. S. (2016). *21 success sutras for CEOS: How global CEOs overcome leadership challenges in turbulent times to build good to great organizations. Motivational Leaders in Global Publishing.*

Strand 3: *Brand BUILDERS: Empowering Your Community to Tell the Story*

What's your school's story? Who's telling it? How is it being told? This is not about posters and flyers; rather, it is about assessing and refining (or possibly defining) your school's brand. Using the loose definition of "brand is who you are, mission is what you do, vision is where you're going," our professional development expert will dial in specifically on branding applications in education, expand upon traditional marketing practices and their impact on evolving media platforms and share practical ways to tell your school's story and unpack its brand on a limited budget.

Strand 4: *Tips from the Trenches*

Can schools grow despite the challenges they face? In this session, we focus on ways that can help schools can answer that question with a confident "yes." As more schools consider (and potentially struggle with) redefining the model for education, we will dialogue specifically around the possbile importance of:

- Assessing current growth factors nationwide
  - Establishing your niche within the community
  - Discussing how authentic communication and a genuine culture of trust and empowerment impact growth
- Creating an administrative structure that allows for adaptations to the unique relationship between the expanding worlds of admissions and development
- Building an understanding of how to create/sustain/grow positive energy in and around your school
  - Providing helpful metrics and addressing benefits of concise market analysis
  - Emphasizing the power of establishing a strategic vision that is sustainable
  - Aiming to encourage and support each other as we strive to be a beacon of excellence and outreach to our respective communities

CONTENT AREA INSTRUCTION

ENGLISH LANGUAGE ARTS

Argumentative Writing

Audience: K-6th grade educators

Description: Some teachers may struggle when it comes to teaching writing. They may feel overwhelmed when trying to figure out how to best instruct their students. Pedagogical writing instruction requires an explicit step-by-step plan for supporting student growth. After this session, the goal is for participants to have the tools needed to identify the essential skills and techniques used to write a strong argumentative piece. The session aims to help teachers feel confident about their ability to guide students through the writing process.

Building a Strong Foundation: A Focus on Phonics

Audience: K-3rd grade educators

Description: According to the World Literacy Foundation, literacy is the foundation of ALL learning.[1] During this session participants investigate research-based practices for teaching reading including Readiness Skills, Phonological Awareness, Phonics and Fluency. This session aims to expand participant knowledge while also allowing them the opportunity to explore the importance of explicit reading instruction to ensure no "stair" on the reading ladder is skipped. Teachers will be shown how to apply the strategies and information learned as soon as they return to the classroom.

Reference: [1] World Literacy Foundation. (n.d.). *Why literacy? World Literacy foundation. https://worldliteracyfoundation.org/why-literacy/*

Close Reading Strategies

Audience: K-6th grade educators

Description: Close reading is careful and purposeful reading. Close reading strategies support comprehension and encourage students to make personal connections to the text they are reading.[2] During this session, teachers explore how to model explicit strategies and scaffold instruction to support the utilization of close reading.

Reference: [2] Baker, S. F. & McEnery, L. (2017). *Building the foundation for close reading with developing readers. Texas Journal for Literacy Education. 5(1). 71-80.*

Differentiating Instruction Through Guided Reading

Audience: K-6th grade educators

Description: Participants explore the key components of guided reading and explore how it supports ongoing differentiation. They are provided with support to begin building a toolbox of resources to assist guided reading instruction and meet the diverse needs of individual students. Participants explore how to form and manage flexible guided reading groups using assessment data and ongoing teacher observations.

Effectively Using Trade Books in the Elementary Classroom: Teaching the Standards, Not the Book

Audience: K-6th grade educators

Description: Looking for something sure to keep your students actively engaged? By reading high-interest trade books, students can build stamina for reading and analyzing text that is appropriately complex and of quality. Trade books can support cross-curricular instruction, allowing you to cover multiple standards in each lesson. During this session, participants practice how to choose authentic literature that can be used to teach grade-level standards. Participants will study various strategies to keep students actively engaged while reading. This study is designed for participants to have strategies and resources they can use to build their own trade book study.

Introduction to Writer's Workshop

Audience: K-6th grade educators

Description: This course explains an effective model for teaching writing at all grade levels.[1,2] The writer's workshop promotes ongoing student engagement and growth. During this session, participants explore how to implement Writer's Workshop successfully in their classrooms. The expert facilitator will model daily lessons, provide roleplay opportunities and encourage ongoing collaboration.

Reference: [1] Meisani, Diah. (2022). *Improving students' writing skills through writing workshop: An action research. Journal of Literature and Language Teaching. 13. 35-49.*

[2] Salem, A. A. (2013). *The effect of using writer's workshop approach on developing basic writing skills (machanics of writing) of prospective teachers of English in Egypt. English Language Teaching 6(7). 33-45. http://dx.doi.org/10.5539/elt.v6n7p33*

Narrative Writing: Why Instruction Matters

Audience: K-6th grade educators

Description: Effective narrative writing instruction is a fundamental aspect of literacy education, allowing students to share their thoughts and experiences through writing.[3] During this session, participants will have the opportunity to delve into the essential components of narrative writing. This session is designed to provide educators with strategies and tools to provide explicit and engaging daily writing instruction, with a focus on narrative writing. The expert facilitator will share how to leverage graphic organizers as powerful tools to support narrative writing instruction.

Reference: [3] Gaskill, K. (2014), *Developing Voice Through Narrative Writing. Honors Projects. https://scholarworks.bgsu.edu/honorsprojects/122*

Running Records: Meeting Students Where They Are

Audience: K-6th grade educators

Description: For students to grow as readers, the teacher needs to be able to determine each student's current reading level. Students must be presented with texts at varying levels depending on the purpose. Running Records is one method that can allow the teacher to determine a student's independent reading level, instructional reading level and frustration level. With this information, teachers can meet students where they are and strategically plan for instruction.

Science of Reading: Introduction

Audience: PreK-12th educators, curriculum specialists, instructional coaches and administrators

Description: During this session, participants have the opportunity to engage with current research supporting the use of Structured Literacy instruction as opposed to whole language approaches. They experience how Structured Literacy can improve reading outcomes for struggling readers and help prevent reading difficulties from occurring. Additionally, participants examine the effects of quality instructional materials on student learning and teacher effectiveness. By the end of this workshop, participants should have a better understanding of the Science of Reading and Structured Literacy, and how to select and use quality instructional materials to support student learning.

Science of Reading: Enhancing Phonological and Phonemic Awareness Skills in K-5

Audience: Educators, curriculum specialists, instructional coaches and administrators who work with K-5 students

Description: This professional development session is designed to provide educators with an understanding of phonological and phonemic awareness skills in K-5 students. The session begins by defining phonological awareness, including identifying and manipulating units of oral language such as words, syllables, onsets and rimes, and phonemes. Participants explore current research supporting the teaching of phonological and phonemic awareness in K-5, including the work of Tolman and Kilpatrick.

The session will also cover the typical progression of phonological and phonemic awareness skill development across age and grade levels, including the systematic scope and sequence of skills such as rhyme, syllable, onset-rime, and phoneme differentiation. Participants engage in activities designed to identify, pronounce, classify, and compare consonant and vowel phonemes of English, and study the differences among various phonological manipulations, such as identifying, blending, segmenting, substituting, and deleting sounds. The workshop content emphasizes the importance of explicitly planning and teaching instructional routines to improve phonological awareness using quality instructional materials. Participants experiment with systematic activities that isolate, identify, categorize, blend, segment, delete, add, and substitute sounds using quality instructional materials, with examples provided.

Science of Reading: Advancing Phonics and Word Study Instruction in K-5

Audience: K5 educators, curriculum specialists, instructional coaches and administrators

Description: This professional development session provides educators with an in-depth understanding of phonics and word study instruction in K-5 students. The workshop begins by defining phonics, including the relationship between phonemes and graphemes, and explore current research supporting the teaching of phonics and word study instruction, including the work of Moats and Tolman. Participants explore the typical progression of phonics skill development across ages and K-5 grade levels, including examples of systematic scope and sequence.

The session covers the phases of reading and the spelling of all vowel sounds, as well as how to accurately and automatically map graphemes to phonemes in English words. Participants study the differences between "high-frequency", "irregular" words, and "sight-words", and explicit practices for teaching irregularly spelled words. The workshop also highlights current research on the term "sight word", including the complex process called "orthographic mapping" by researchers such as Linnea Ehri.

Participants practice distinguishing between the different types and purposes of texts, with an emphasis on the role of decodable texts in teaching beginning readers. The session focuses on explicitly planning and teaching phoneme-grapheme correspondences, including explicit handwriting instruction using quality instructional materials. Participants practice planning and teaching critical elements of word study and phonics, including the alphabetic principles, encoding and decoding, using quality instructional materials. Finally, participants practice planning and teaching a structured phonics lesson plan and instructional routines, including systematically teaching the decoding of words, from the introduction of letter/sound correspondence to fluent application in meaningful reading using quality instructional materials.

Science of Reading: A Deep Dive into Fluency

Audience: Educators, curriculum specialists, instructional coaches and administrators

Description: In this professional development session, we explore the definition and components of fluency, including rate, accuracy, and expression, and how it supports comprehension. We examine current research on fluency and its impact on reading comprehension, including the work of Hasbrouck, Tindal, and others. We discuss the typical progression of fluency skill development across grade levels, from sounding out words to reading with expression, and provide an example of a systematic scope and sequence for teaching fluency.

We also examine the different levels of text difficulty that best support comprehension and explore the benefits of independent oral and silent reading based on student's independent or instructional level. Participants practice identifying the appropriate level of text difficulty for their students and incorporating ample independent reading time into their classroom. Finally, we provide strategies and techniques for explicitly planning and teaching instructional routines and fluency-building activities at the sub-word and word levels, using quality instructional materials. Participants be provided with tools designed to facilitate a deeper understanding of the importance of fluency and practical strategies for teaching fluency in the classroom.

Science of Reading: A Deep Dive into Vocabulary Development

Audience: Educators, curriculum specialists, instructional coaches and administrators

Description: This professional development session aims to provide participants with a comprehensive understanding of vocabulary development and its impact on reading comprehension. It begins with a definition of vocabulary, which includes both oral and written language comprehension and communication. The session then examines the current research supporting the importance of vocabulary development and knowledge on comprehension. Participants will study the typical progression of vocabulary skill development across grade levels, including a systematic scope and sequence.

The session also explores the role and characteristics of implicit and explicit methods of vocabulary instruction, along with the importance of integrated content learning to improve vocabulary knowledge. The classes of morphemes and how morphology enhances vocabulary knowledge and the meaning of words are discussed, as well as outside influences on students' vocabularies. Additionally, participants study how to classify tiers of words and when and how to teach them, as well as strategies, routines, and techniques to deepen understanding. The session concludes with explicit planning of a variety of techniques to teach vocabulary effectively and efficiently in a manner appropriate to the age/grade of students using quality instructional materials, including multiple opportunities for students to apply vocabulary in meaningful contexts.

Overall, this session aims to provide educators with the knowledge and tools necessary to effectively teach vocabulary and improve reading comprehension outcomes for their students. Participants have the opportunity to leave with a deeper understanding of vocabulary development and strategies to support their students' growth in this critical area of literacy.

Science of Reading: Fostering Reading Comprehension Across the Grade Levels

Audience: Educators, curriculum specialists, instructional coaches and administrators

Description: During this professional development session, we explore the definition of comprehension, which includes automatic word recognition, vocabulary knowledge, fluency, and background knowledge. We delve into the current research that supports the factors contributing to deep comprehension and understanding. Additionally, we examine the typical progression of comprehension skill development across grade levels, including an example of a systematic scope and sequence.

The session focuses on key comprehension strategies such as metacognition, activating background knowledge, creating mental images, making inferences, questioning, retelling/summarizing, and monitoring/clarifying. Participants explore how to plan thoughtful questions before, during, and after reading to deepen understanding. The role and importance of integrated content learning to improve overall background knowledge and comprehension, such as using science and social studies standards and text, will also be discussed. Moreover, we will explore instructional routines appropriate for each major genre, such as informational text, narrative text (literature, text), and argumentative. Teachers will investigate their role as active models and mediators of cognitive processes, and the role of automaticity as a key predictor of comprehension of written discourse and motivation to read. Lastly, we discuss how to explicitly plan and teach a variety of comprehension strategies using quality instructional materials.

This professional development session is designed to equip educators with the knowledge and tools to enhance their students' comprehension and understanding of text. With the emphasis on key comprehension strategies, instructional routines, and integrated content learning, educators have the opportunity to gain a deeper understanding of how to foster their students' critical thinking and deep comprehension skills. Through this session, educators will be given tools to help provide a rigorous and engaging learning experience for their students.

The Writing Process: Why Instruction Matters

Audience: K-6th grade educators or 7-12th grade educators

Description: Join us in this course where you will have the chance to explore the critical role of explicit daily writing instruction within the classroom. Through guided reflection, the presenter will help participants to recognize the significance of equipping students with the tools for effective written expression. Each participant can gain insights as you evaluate the essential components of impactful writing and explore its progressive development across grade levels. Moreover, uncover the nuanced differentiators between opinion, persuasive, and argumentative writing, empowering you to guide students towards mastering each unique form. By the end of this course, the goal is that you will possess the knowledge and expertise to provide targeted and engaging writing instruction that can unlock your students' full potential as confident and skilled writers.

ENGLISH LEARNERS

Supporting English Learners: Language Acquisition

Audience: K-8th grade teachers, administrators, support staff, EL specialists

Description: During this session, the expert facilitator will be asked to present strategies that supports students' language acquisition in a risk-free environment. To better meet the needs of English learners, participants will analyze the characteristics at various stages of development. They can learn to distinguish between receptive, productive and interactive communication and explain the importance of each. By the end of this session, participants can learn strategies and techniques to support language use and vocabulary development across the four domains of listening, speaking, reading and writing.

Supporting English Learners: General Education Classroom

Audience: K-12th grade educators

Description: Working with English learners can be tricky! Second language acquisition does not necessarily occur linearly. Students often learn to speak English fluently before they truly understand the language. During this session, the expert facilitator will present various ways to effectively evaluate a student's actual stage of English development. Participants can walk away from this session with various scaffolding techniques to meet the needs of all English learners.

Take a Deep Dive into Research-Based Strategies to Support English Learners

Audience: K-12th grade educators

Description: During this session, participants can learn how to create a classroom environment that supports English learners at all levels. They will be presented with various research-based strategies to help students master rigorous content standards. The expert facilitator will model the use of scaffolding and provide participants with hands-on opportunities to engage in activities they can take back to their classrooms and utilize immediately.

INQUIRY STRATEGIES

Inquiry Learning Introduction

Audience: 3-12th grade teachers

Description: Inquiry learning is an approach that emphasizes the student's role in the learning process. Instead of the teacher telling students what they need to know, lessons and projects are designed to support students in exploring the material, teaching them how to ask questions and share ideas. Inquiry-based learning uses a variety of approaches to learning, including group discussion and guided learning. Students learn by doing, not just memorizing for a test and forgetting. This approach allows them to build knowledge through exploration, experience and discussion. Participants will be introduced to an overview of the components of inquiry learning.

Problem-Based Learning (PBL) Description/Overview

Audience: 4-12th grade teachers, administrators

Description: PBL is a methodology that promotes student learning and the application of knowledge and skills through an engaging experience. PBL presents opportunities for deep learning in context and for the development of essential skills tied to college and career readiness. Participants will have the opportunity to explore their own misconceptions and barriers to implementing PBL. They will also be given the chance to identify an entry point to PBL using their current content and projects, backward plan from summative product to project introduction and team management tools.

Project-Based Learning (PBL) and the Christian Worldview

Audience: 4-12th grade teachers, administrators

Description: The STEM field has been largely defined by an emphasis on evidence-based scientific development throughout the years with little conversation about why we do what we do in the innovation and development field. At GCU, we believe it is essential to discuss questions like, "How do we serve one another?" and "Why is innovation a key factor in developing character traits that align with your higher purpose?" In response to the need for STEM instruction with a Christian worldview, Canyon Professional Development offers many courses with this in mind.

Project-Based Learning (PBL): Authentic Stakeholders and Audiences

Audience: 4-12th grade teachers, administrators

Description: The foundation of PBL is authenticity. Students rise to the occasion when they feel their work is authentic and meaningful.[1] Creating a protocol for creating and maintaining community relationships as a source of stakeholders and mentors, a key to supporting your students' projects. The culmination of an ideal project is a display of learning to an authentic audience. Preparation is the key to any successful virtual or face-to-face event.

Reference: [1] My PBLWorks. (n.d.). *Gold standard PBL: Authenticity. PBLWorks.*

Project-Based Learning (PBL): Building Teams

Audience: 4-12th grade teachers, administrators

Description: PBL is all about collaboration. Although most classroom teachers employ various grouping techniques, teamwork and cooperative learning, PBL takes it to a new level. Collaboration is different because a team works together to create something new because of a shared vision. Creating team dynamics where members can rely on one another and agree on a shared vision takes scaffolded instruction and a sense of trust.

Project-Based Learning (PBL): Coaching and Mentoring Mindset

Audience: 4-12th grade teachers, administrators

Description: Teaching, coaching and mentoring are all about facilitating learning. However, in the traditional sense, teaching has been a one-way interaction; the teacher tells a student what to know, when to know and how to complete a task. Coaching is the interaction of teaching, observing and providing specific feedback and mentoring and is about listening and offering different perspectives. When implementing PBL, the teacher must play all three roles and more. This session will help develop the shift in mindset required to empower students to fully engage in PBL.

Project-Based Learning (PBL): Creating a Shared PBL Vocabulary

Audience: 4-12th grade teachers

Description: Many models and definitions of PBL exist. To successfully implement PBL at your site, the staff and administration must have a shared vision to ensure effective implementation. PBL is an exceptional model for maximizing student engagement, especially when it aligns with your mission and vision.

Project-Based Learning (PBL): Driving Questions

Audience: 4-12th grade teachers, administrators

Description: PBL is intended to capture students' imaginations and inspire them to create solutions or products that answer their own burning questions. Designing projects that accomplish this hinge on getting student buy-in from the beginning. Careful crafting of a driving question associated with an appropriate phenomenon takes time and practice.

Project-Based Learning (PBL): Peer Feedback and Planning for an Authentic Audience

Audience: 4-12th grade teachers, administrators

Description: PBL can be a powerful tool to teach self-reliance and self-regulation. Students can learn to honestly assess their work when they practice evaluating themselves and the work of others. Projects are a work in progress; refinement and reevaluation are processes to implement a continuous cycle of improvement. During PBL, the teacher facilitates multiple projects at various phases of completion and cannot be the source of all feedback. Effective peer feedback will become one of the most valued skills a teacher will employ in their classroom.

Project-Based Learning (PBL): Project Development

Audience: 4-12th grade teachers, administrators

Description: PBL planning and preparation is time-consuming. By using planning strategies and templates, the process can be streamlined. If done effectively, most of the work involved in implementing PBL is front-loaded and the teacher is enabled to provide targeted, effective feedback to their students during class time.

Project-Based Learning (PBL): Team and Project Management

Audience: 4-12th grade teachers, administrators

Description: PBL requires far more than a project outline with rubrics. Students often have not experienced authentic teamwork or the type of decision-making that PBL provides. By understanding individual student behavior patterns and team dynamics, the instructor can guide student teams to operate self-sufficiently. Implementing behavior inventories, team challenges, norms and self-reflection can go a long way in helping to ensure positive experiences and project outcomes for students and teachers.

MATH

Bringing the Mathematical Practices (MPs) to Life in your Classroom

Audience: K-5th grade teachers, middle school teachers, high school teachers

Description: This course is designed to assist teachers in understanding the mathematical practices, how they connect with content standards and how to implement them in the classroom. The expert facilitator will provide hands-on examples and tools to help teachers plan with the MPs in mind.

The "M" in STEM

Audience: Middle school teachers, high school teachers

Description: The "M" in STEM may very well be the most critical piece of STEM instruction because it is a language that all students need to master to develop effective solutions to problems. This session provides examples of how mathematics teachers can bring practical applications to their classrooms, increasing student engagement and interest. By the end of the session, the goal is for participants to have a set of ideas and new strategies for teaching math.

Math in the Real World

Audience: 3-5th grade teachers

Description: Experience a journey designed to bridge the gap between abstract math concepts and practical applications. Say goodbye to the familiar refrain of "When am I ever going to use this?" as you discover practical strategies that can breathe life into your math classroom. By breaking free from isolated instruction, you can empower your students to answer their own questions and actively apply their newly acquired knowledge in authentic contexts. Get ready as the presenter guides you through strategies designed to unlock the true potential of math education and equip your students with the skills they need to apply math to everyday concepts.

Numeracy in the Elementary Classroom

Audience: K-5th grade teachers

Description: This course aims to build the teacher's mathematical knowledge to improve student learning. Participants will have the opportunity to reflect on how conceptual understanding helps students make real-life connections to math outside of the classroom and throughout life.

Part 1— *Mindset and Math: Supporting Learners with a Conceptual Understanding of Math*

- The facilitator will guide participants in the identification of the connection between a growth mindset and the conceptual understanding of math.
- The facilitator will assist teachers as they identify the difference between conceptual knowledge and procedural knowledge and how each supports competency in mathematics. Participants will be introduced to research-based strategies to support students in developing a conceptual understanding of mathematics.
- Research-based strategies to support students in developing a conceptual understanding of mathematics will be introduced.

Part 2 — *Number Sense: Procedural and Conceptual Fluency*

- Participants will have dedicated time to reflect on how both procedural and conceptual fluency are considered key components of a student's mathematical competency.
- The facilitator will assist teachers as they identify strategies that help students connect procedural and conceptual knowledge when teaching and learning mathematical skills.
- The facilitator will guide participants in how the conceptual understanding of mathematics can help students transfer the knowledge they acquire in the classroom to real-life situations.

Part 3 — *Number Sense: Strategies and Techniques*

- The facilitator will assist teachers as they explore strategies and techniques for helping students convert math skills learned in school to contexts outside the classroom.
- The facilitator will engage teachers in high-level tasks that can be utilized in the classroom to promote reasoning and problem-solving in mathematics.
- Participants will be given tools to identify routines and procedures to integrate mathematical thinking throughout the school day.

SCIENCE

5-Es Science Lesson Model

Audience: K-5th grade teachers, middle school teachers, high school teachers, administrators

Description: The 5-Es lesson plan model — Engage, Explore, Explain, Extend and Evaluate — facilitates students in building conceptual understanding of related phenomena through a student-centered learning process. Through this authentic learning process, students are not just learning about science; they are doing science. Support the young scientists in your classroom with a learning sequence that puts the students at the center of their learning and supports authentic discovery.

Arizona State Science Standards – Introduction, Overview and Vertical Alignment

Audience: K-12th grade teachers, administrators

Description: Arizona adopted new science standards in 2018. This session aims to show participants how to find and read information in the document. With the significant changes in format, content and grade-level topics, all Arizona schools and districts will need to rewrite and realign their science course sequences. By using the standards documents, the vertical progression documents and teacher expertise, participants will be guided on how to realign their courses.

Integrating Science and English Language Arts (ELA)

Audience: 3-5th grade teachers

Description: Teachers can often be pressed for time to fit science into learning time focused on math and ELA. Incorporating science to provide practical application of ELA concepts can motivate students to learn. Arizona Science Standard's three-dimensional framework offers several possibilities for cross-curricular integration of science, math and ELA. In this session, discover how successful science investigations require disciplinary literacy. Explore how to build curiosity and provide practical application of ELA concepts. Grade-level examples highlighting science in the existing ELA curriculum are included.

Progression and Integration of the Crosscutting Concepts

Audience: K-5th grade teachers, middle school teachers, high school teachers, administrators

Description: Crosscutting concepts have applications across all domains of science and are a way of linking the different domains of science. They include patterns, cause and effect, scale, proportion and quantity, systems and system models, energy and matter, structure, function, stability and change. These concepts need to be made explicit for students because they provide an organizational schema for interrelating knowledge from various science fields into a coherent and scientifically-based view of the world. Participants will be given the opportunity to identify and apply the crosscutting concepts using grade-appropriate science content.

Progression and Integration of the Science and Engineering Practices

Audience: K-5th grade teachers, middle school teachers, high school teachers, administrators

Description: Science and engineering practices (SEPs) are how professionals "do" science. The practices guide inquiry by describing what students do when they engage in science as a process of gathering, reasoning and communicating information to others. The practices include asking questions and defining problems, developing models, planning, carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, designing solutions, engaging in arguments from evidence and obtaining, evaluating and communicating information. Participants are given the opportunity to identify and apply the SEPs using grade-appropriate science content.

Science Best Practices: Start with a Story

Audience: All teachers

Description: Throughout this workshop, participants can learn how to develop a science unit using a children's story to spark interest and utilize guided inquiry to put students at the center of their learning, doing science like a scientist. You will be provided with an example unit as well as templates to guide the development of more units. Teaching science in the elementary classroom can be as easy as opening a book.

Three-Dimensional Science Instruction

Audience: K-5th grade teachers, middle school teachers, high school teachers, administrators

Description: The three dimensions of science instruction are the science and engineering practices, the crosscutting concepts and the disciplinary core ideas. High-quality science instruction promotes authentic learning when students perform science at the intersection of the three dimensions. Participants will be given the chance to identify the characteristics of the three dimensions and analyze how to incorporate them into their practice.

Uncovering Student Misconceptions in Science (Using Formative Assessments)

Audience: K-5th grade teachers, middle school teachers, high school teachers, administrators

Description: Using formative assessments in the science classroom can significantly improve student learning. Use assessments to uncover student misconceptions and drive your instruction. Formative assessments are not a one size fits all pencil and paper activity. Discover numerous ways to administer formative assessments and create a formative assessment-centered classroom.

SPECIAL EDUCATION

Autism Spectrum Disorder Overview

Audience: K-12th grade teachers

Description: The expert faciltator will review the definition of autism spectrum disorder, including everything encompassed within the broad category. The causes and characteristics will be discussed in detail. Through this session, the participants can learn about behaviors that can be involved with autism spectrum disorder. In addition, the value of structure and routine will be presented. Specific systems involving positive behavioral interventions and supports and applied behavior analyses will be taught, along with additional behavior management strategies.

Continuum of Services for Students with Special Learning Needs

Audience: K-12th grade teachers

Description: Through this course, all educators can learn about the continuum of services for students with special learning needs. Terms such as as Free Appropriate Public Education (FAPE) and inclusion are explored so that teachers understand their role in these mandated levels of services. Additionally, teachers will be given tools that they can use to expand their toolbox for accommodation and modification in the inclusion classroom and understand how to best use supplemental services and personnel to fulfill student needs.

Dyslexia and Other Reading Disabilities

Audience: K-12th grade teachers

Description: We hear a lot about dyslexia, but very few of us understand how to support students with dyslexia and other reading difficulties. This session is designed to assist educators in understanding and recognizing dyslexia and other reading disabilities. Through early identification, educators can act quickly to assist students and the techniques taught in this session are proven to advance academic outcomes for struggling readers.

Effective Individualized Education Program (IEP) Meetings

Audience: K-12th grade special education educators

Description: This course aims to teach participants how to conduct IEP meetings that result in strong outcomes for students with special needs. Expert facilitators will demonstrate how to collect and share relevant data with families and advocates, practice creating classroom-level goals for students with special learning needs and engage in a practice IEP meeting.

Ins and Outs of Individualized Education Programs (IEPs)

Audience: K-12th grade educators

Description: In this course, our expert facilitator will review the ins and outs of IEPs. In particular, the expert facilitator will focus on the essential role of the general educators in the IEP process. Through this session, participants can learn the difference between IEPs and 504 plans, know the process for IEP development, discuss the general educator's role in the process and understand accommodations and modifications in the general education classroom.

Meeting ALL Needs, Not Just Academics

Audience: K-8th grade educators

Description: In this session, participants will have the chance to examine the cognitive and social emotional development of K-8 students to better understand how they develop and grow. Additionally, they can learn developmentally appropriate strategies for special populations to enhance their lesson design and overall instructional practice. Finally, the expert facilitator will show how supplemental technology can support cognitive and social development.

Raising the Bar While Filling in the Gaps

Audience: K-12th grade educators

Description: Many times, educators are told to maintain high expectations for all students, but they can wonder how to accomplish this task. This session focuses on creating high expectations for high-frequency disabilities (SLD, autism, emotional disturbances). Specific strategies designed to move learning forward through differentiation and instruction aligned to IEP goals and outcomes are introduced so that participants can understand how to maintain high expectations while simultaneously addressing student needs. Finally, educators can learn how to build rapport with students and families to enhance and develop a collaborative and supportive learning community.

2024-25 School Year Offerings

Understanding Individuals with Disabilities Education Act (IDEA) and other Special Education Requirements

Audience: All educators

Description: This session aims to provide educators and other professionals with a foundational understanding of IDEA and other legal requirements related to special education. Participants can learn about the purpose and scope of IDEA, the categories of disabilities that qualify for special education services, the evaluation and eligibility process and the development of individualized education programs (IEPs). Additionally, the session will cover other important laws and regulations related to special education, including Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). By the end of the session, participants can have a clearer understanding of their legal obligations and the rights of students with disabilities, which can help them better support these students in their learning and development.

SCIENCE, TECHNOLOGY, ENGINEERING AND MATH (STEM)

Best Practices for STEM

Audience: K-12th grade teachers, administrators

Description: Learn to incorporate the engineering design process through hands-on STEM projects for all age levels. Focus on science, engineering and math lessons using technology as a tool for design, prototyping and problem-based projects. Participants can leave equipped with accessible STEM practices that encourage active learning and pique curiosity in your students. GCU STEM students share projects that they find exciting and engaging in introductory STEM courses in the first year of college STEM programs.

Choose Your STEM Tools

Audience: All teachers

Description: In this course, participants will be given the opportunity to explore tools that integrate STEM into your teaching methodology. Through visual examples, you will be presented with STEM tools that seamlessly align with active learning strategies and global connections. Whether you are a brand-new STEM teacher or manage a full-immersion STEM school, this course will guide you toward STEM tools that inspire research and inquiry for teachers and students.

Integrating English Language Arts (ELA) with Science and Engineering

Audience: K-8th grade teachers

Description: Integrating ELA into science and engineering lessons is a fun and uncomplicated way to address several content standards at once. Our expert facilitator will demonstrate the engineering design process as applied to a 4th-grade reading lesson. Participants can develop a maker mindset by learning how design thinking can support and enhance academic learning. Participants can learn how to use literature as a foundation for design thinking and create a prototype to solve a problem that originated in the literature. After this hands-on activity, participants will be given the opportunity to incorporate design thinking, making, academic standards and cross-curricular connections into a lesson of their choice.

STEM 101

Audience: K-12th grade teachers, administrators

Description: This STEM Implementation 101 workshop series is designed to help teachers deepen their STEM knowledge, increase professional networks and create a strategic plan to implement STEM curriculum. These practical concepts will positively impact student learning and engagement and offer the opportunity for more funding. The workshop provides an interactive, hands-on learning experience and empowers school teams to collaborate and create sustainable STEM practices to embed in their school culture.

STEM 102

Audience: 4-12th grade teachers, administrators

Description: Designed for schools and teachers with some STEM experience, this STEM Implementation 102 workshop series offers a valuable opportunity to learn, collaborate and expand your STEM curriculum. It can advance your STEM expertise, provide you with strategies to promote cross-curricular integration and grow your professional learning network. Teachers also have the opportunity for a one-on-one feedback and coaching workshop!

STEM: Building STEM-Focused Lessons

Audience: K-12th grade teachers, administrators

Description: STEM-focused lessons not only support the instruction of standards-based content, but they can also facilitate the integration of critical thinking, creativity, collaboration and communication. In this course, you will have the opportunity to refine a STEM lesson by identifying its structure, evaluate lessons for required STEM components and explore math, science, ELA and social science connections. The facilitator will show you how to create your own STEM-focused lesson plan using an interactive STEM lesson planning tool.

STEM and the Christian Worldview (Delivered in English or Spanish)

Audience: K-12th grade teachers, administrators

Description: With an emphasis on creating greater purpose while embracing the engineering design process, the basic principles of business and innovation and the belief in servant leadership via education, Canyon Professional Development provides participants with innovative technologies and innovation aligned with GCU's colleges for Christian experience unlike anything else in the STEM field. From working with the Nobel Prize-winning team from Caltech's Laser Interferometer Gravitational-Wave Observatory (LIGO) to exploring the development of innovation via the GCU student-led "electric longboard" business, participants can experience God's purpose within STEM education.

STEM Competitions: Preparing Your Students

Audience: 6-12th grade teachers

Description: STEM competitions can provide a structure for teachers and students who are just getting started in science, technology, engineering and math while also serving as a skill-building opportunity for those more advanced in coding, game design, robotics and engineering. Benefits of STEM competitions include opportunities for students to think critically and work autonomously or work together in teams, strengthening collaborative and social skills. The proper competition can provide a low-pressure, low-barrier entry opportunity to engage in science and engineering. For more advanced students, there are plenty of limit-testing experiences available. Participants can learn about several types of science and STEM competitions available for their students. Scientific reading and writing skills will be reviewed. Teachers will be provided with a writing template and a planned implementation schedule based on their choice of competition.

STEM in a Box: Engineering and Biotechnology

Audience: 6-11th grade teachers

Description: In this in-person workshop, attendees will experience ways to engage students in engineering practices, by studying something they encounter in everyday life. Engineer a do-it-yourself electrophoresis box to separate and identify food dyes extracted from candy. It is a colorful way to introduce pipetting and electrophoresis skills in addition to chemistry and physics concepts. This workshop will demonstrate integration of science concepts and engineering practices and provide an inquiry-ready, hands-on lesson.

STEM: The "T" in STEM

Audience: K-12th grade teachers, administrators

Description: In today's blended learning environment, the "T" in STEM is developing into a necessary commodity for all students to access learning. In this blended learning series, participants have the chance to become familiar with the engineering design process, active learning strategies and digital tools that enhance classroom engagement in virtual and in-person environments. Participants can augment their professional learning networks and learn digital strategies that help students with the power of technology through organization and progress.

STEM: Questioning Strategies for STEM Engagement

Audience: K-12th grade teachers

Description: Participants can understand the benefits of engaging in questioning with your students. They will apply the "I observe, I wonder" strategy using phenomena and relate it to science standards. By the end of the session, they have tools they can use to implement questioning strategies for meaningful engagement.

Technology Integration in the Classroom

Audience: K-12th grade educators

Description: As online access increases, the number of instructional technology tools has grown exponentially. This session will allow educators to test run several online learning tools that thousands of educators and students have used. By experiencing the tool as a student, educators will be able to assess the appropriateness for their students.

DIVERSITY, EQUITY AND INCLUSION

Our Differences Make Us Stronger: Developing an Inclusive Teamwork Perspective

Audience: Educators, administrators

Description: The best way to promote opportunity is through collaboration and embracing an inclusive teamwork perspective. During this session, participants are given the opportunity to expand on their understanding of diversity, equity and inclusion. The expert facilitator will ask them to reflect on various strategies that can be utilized in any school or organization to support inclusive teamwork. Participants will determine the next steps for putting an action plan in place.

Diversity, Equity and Inclusion in the Classroom

Audience: PreK-12th grade educators, administrators

Description: Teaching to engage diversity, being inclusive of all learners and seeking equity is essential for creating a safe, collaborative culture that fosters student learning. Classrooms are increasingly diverse and students must learn to value differences and use their strengths to enrich the lives of those around them. During this session, participants can learn strategies and techniques that can be used to support diversity, equity and inclusion in the classroom. They will engage in activities that can be implemented to help students feel supported and free to learn and explore new ideas.

SCHOOL COUNSELOR DEVELOPMENT AND SUPPORT

Counseling the Student-Athlete in Preparation for College

Audience: School counselors

Description: High-level student-athletes experience a variety of pressures outside the traditional student's concerns. Not only are they pressured to maintain high grades, but they often have the added stress of managing the multiple training sessions, travel for games and public pressure to achieve. Even at the high school level, athletes are highly visible students who are often criticized or praised publicly. These students need specialized counseling support to meet their goals while maintaining a healthy school-athletics-life balance. Join this session to learn how you can best support these high-achieving students.

Counseling Your Counselors

Audience: Lead school counselors, administrators

Description: School counselors make a conscious choice to dedicate themselves to supporting students and adults in the K12 school system. They advocate for the needs of students, listen carefully to concerns and spend countless hours problem solving with individuals in trauma. But who counsels the counselors? It is well-known that dysregulated individuals cannot effectively help others regulate their emotions. As a result, it is imperative that we work with our school counselors and help meet their personal needs. In doing so, we ensure that our counselors can work at their fullest capacity to support the entire school community. Join this session to develop strategies to support counselors and other staff in supportive roles.

Dealing with Student Anxiety and Stress Management

Audience: School counselors, administrators

Description: According to the CDC (2022), depression and anxiety in children have increased from 5.4% in 2003 to 8.4% in 2011-12. Additionally, in adolescents (12-17 years), large numbers of students have had depressive episodes (15.1%), seriously considered attempting suicide (18.8%) or had persistent feelings of sadness (36.7%). The school counselor is often the first line of defense, acting in a preventative capacity to bring comfort and support to both students and families. Join this session to learn techniques for supporting these students, access resources for external support and participate in roleplay practice sessions.

Reference: Centers for Disease Control and Prevention (CDC). (2022). *Data and statistics on children's mental health. U.S. Department of Health and Human Services.* cdc.gov/childrensmentalhealth/data.html

Developing Student Mindsets and Behaviors to Improve Success

Audience: School counselors, administrators

Description: School counselors are often called upon to work with academically unmotivated students. In this session, participants have the opportunity to learn how to conference with students to reengage them in learning. We will discuss cultural, social and environmental influences that may impact student success and learn strategies that help students overcome barriers to learning.

Increasing Advanced Placement and Honors Enrollment for Minority and Underrepresented Students

Audience: School counselors, administrators

Description: A recent publication by The Education Trust (2020) noted that the opportunity gap in access to advanced coursework continues to plague Black and Latino students. They offer a few solutions, such as providing more seats in these advanced classes, increasing enrollment access, adding support to ensure success and setting clear goals to decrease the gap. In this session, our expert facilitator will offer suggestions for school counseling professionals to consider increasing the enrollment of underrepresented students.

Reference: The Education Trust. (2020). *Black and Latino students shut out of advanced coursework opportunities.* edtrust.org/press-release/black-and-latino-students-shut-out-of-advanced-coursework-opportunities/

Motivational Interviewing

Audience: School counselors, administrators

Description: Motivational interviewing is an evidence-based approach to behavior change. When leaders understand the tenants of motivational interviewing, they can be better equipped to empower people to change because interviewees are challenged to draw out their own meaning and develop their own solutions. Motivational interviewing is an exceptional technique to use with unmotivated students, difficult parents and other challenging situations. Join the session to experience a crash course in motivational interviewing.

Time Management Strategies for the Overwhelmed School Counselor

Audience: School counselors

Description: Many school counselors are asked to manage large caseloads of students, develop school schedules, oversee testing and a variety of other tasks. In this session, learn strategies from an experienced school counselor that can help you manage your time, bringing better balance to your day.

Using Data to Run a School Counseling Professional Program

Audience: School counselors

Description: It is a long-accepted practice to collect data to determine the effectiveness of various school programs. This data then drives future actions to ensure that the program is implemented in a manner that fully supports student success. However, in the social sciences, it is difficult to determine which data will provide the best information for data-based decisions. Join an experienced school counselor as they discuss specific strategies for data collection and reporting. Through these strategies, participants can learn how best to assess the quality of your program and share needs with decision makers.

Using Solution-Focused Brief Counseling with Your Caseload

Audience: School counselors

Description: Do you have students that need to see you every day? Do those students take up an inordinate amount of your time? Would you like a solution that allows you to support students while teaching them problem-solving skills? Solution-focused brief counseling is a technique that will enable you to focus on helping students create solutions in a limited timeframe. This method teaches counselors to shift the conversation from a problem focus to a solution focus. The students, through the guidance of the counselor, identify personal strengths and resources that allow them to solve their problems. In this manner, students become equipped to surmount any future issues. Counselors can benefit from these methods because they can more rapidly arrive at solutions that allow them to interact with more of their caseloads each day.

WELL-BEING AND RESILIENCY LEARNING SUPPORT

Building a Deeper Connection: Fostering Hope and Well-Being

Audience: K-12th grade teachers, support staff, administrators

Description: Never underestimate the value of "human connection." In this session, participants can learn practical strategies for establishing connections with students and colleagues. They will reflect on ways to support the well-being of those around them. It is time to "refill everyone's cup." This session will provide you with the motivation needed to get started!

From Feelings to Solutions: A Focus on Well-Being and Resiliency

Audience: PreK-5th grade teachers, middle school teachers, high school teachers, support staff, administrators

Description: Relationships are the bedrock of teaching and learning. Focusing on well-being and resiliency fosters positive attitudes toward oneself and others. We will explore the factors that affect relationships and identify areas of needed growth. Our expert facilitator will also explain the physiology of the stress response, its relation to anxiety and its effects on learning. Once aware of the impact of the stress response, we can then employ strategies to reduce anxiety, build relationships and promote learning. These strategies can create a safe environment where students and staff know they are valued and supported.

STRATEGIES FOR STUDENT SUCCESS

Differentiated Instruction: Introduction

Audience: K-12th grade teachers, administrators

Description: Differentiated instruction is a method of teaching that provides a learning environment rich in a variety of modalities. When students have access to learning in different environments, content formats and readiness levels, they can take ownership of their learning. This session is a brief overview of differentiated instruction.

Differentiated Instruction: Assessing for Readiness

Audience: K-12th grade teachers, administrators

Description: When differentiating instruction, it is essential to provide materials that meet the learner's current readiness level. Learners who experience content far below their readiness level become bored and disengaged. Those experiencing content far above their readiness level become discouraged and disengaged. This session will explore various methods and tools for readiness assessment.

Differentiated Instruction: Differentiating Process, Product and Content

Audience: K-12th grade teachers, administrators

Description: Practical applications of how to differentiate within the content, process and product will be introduced while planning differentiated lessons. Our expert facilitator will provide an introductory repertoire of strategies for differentiating instruction that can help educators respond to the diverse needs of the students in their classroom.

Differentiated Instruction: Formative Assessment, Instructional Reflection and Differentiating Process

Audience: K-12th grade teachers, administrators

Description: This session is designed to provide educators with the resources needed to create a learning environment that will maximize the potential for student success by using the strategies associated with differentiated instruction. Participants will be presented with various formative assessment tools to prepare to differentiate instruction. Educators will have the opportunity to analyze past and future classroom objectives, differentiate processes and identify formative assessment data for instructional purposes. Our expert facilitator will present an introductory repertoire of tools and strategies, preparing them for differentiating instruction that will allow them to respond to the diverse needs of the students in their classroom.

Mini-Lessons and Small Group Instruction: Effectively Meeting the Needs of All Students

Audience: K-6th grade educators

Description: Teach your students new concepts with focused mini lessons. Learn how mini lessons introduce skills and strategies, extend learning and generate interest in a topic. During this session, participants will be given the opportunity to identify ways mini-lessons can be used to support small group instruction. After this session, participants can to plan instruction incorporating the use of mini-lessons as a segue into small group instruction.

Multi-Tiered Systems of Support (MTSS)

Audience: All educators (implementation teams preferred)

Description: This asynchronous workshop series is designed to assist schools and/or districts with the creation of an MTSS framework. The course is broken up into six topics. Each topic contains topic resources and coursecontent. Access the content on **CanyonPD.MyClick4Course.com**

You will have the ability to download all topic resources at the beginning of each topic or as you navigate through the course. Within the course content you will find presentations and short videos that will lead you through the process as you build your own MTSS framework and prepare for implementation.

The topic resources include example documents as well as blank templates for you to customize. At the end of the course, these documents can be combined to create an MTSS handbook as a reference for teachers and administrators.

Promoting Higher Level Thinking with Graphic Organizers

Audience: K-12th grade educators, support staff

Description: *"Education is not the learning of facts but the training of the mind to think." – Albert Einstein*

Graphic organizers effectively support student learning and promote higher-level thinking. However, this only happens if they are used with a specific purpose. During this session, participants will be given the time to reflect on the cognitive skills supported by utilizing various organizers to help students map out their thoughts and ideas. They will have the opportunities to use the tool and brainstorm ways graphic organizers can be used across grade levels, content areas and disciplines. Participants will be encouraged to actively engage in hands-on activities that they can take back to their classrooms and use the following day.

Tiered Reading Instruction: Utilizing Guided Reading and Intervention to Support Student Learning

Audience: K-6th grade educators

Description: This session is designed to provide educators with an overview of tiered instruction. Participants can learn how an intervention block and guided reading groups can be utilized to meet the needs of all students. Participants will be given directions on implementing tiered instruction in the classroom, starting with forming flexible groups based on data and teacher observations.

SUPPORT STAFF DEVELOPMENT AND SUPPORT

Building Relationships to Enhance Teamwork

Audience: Support staff

Description: Every interaction we have with our colleagues has the potential to build a thriving relationship. When our relationships with colleagues are strong, we are more likely to achieve successful team outcomes. Additionally, day-to-day work becomes more enjoyable. Take this seminar to learn strategies for developing strong workplace relationships, including the dos and don'ts of teamwork and the importance of emotional intelligence.

Communication Skills

Audience: Support staff

Description: Communication in the business setting requires us to engage in professional dialogue that furthers the company's goals. However, when emotions run high, it can be difficult to maintain professionalism. The session will also focus on how different personalities may impact communication. Participants will have the chance to reflect on strategies that will help them communicate proactively, address difficult situations with colleagues and customers and practice ways of maintaining company goals while still meeting customers' needs.

Deescalating Student Behaviors

Audience: Support staff

Description: When reflecting on student behaviors, it is critical to "look beyond the obvious." Negative life experiences do not stay at home when a child leaves for school in the morning. During this session, participants can develop a deeper understanding of how the brain functions and what leads to challenging behaviors in the classroom. With this knowledge, teachers can be better prepared to be able to better meet the needs of all students through research-based techniques and strategies.

Enhancing Your Customer Service Skills Series

Audience: Support staff

Descriptions:

Part I: *Why Customer Service is Important.*

Education is now a competitive marketplace and customers should be our first priority. Today, families can choose from public schools or religious, charter, private or even online schools. We need to offer our customers what they want and need to keep them as our students.

Part II: *Enhancing Your Customer Service Skills: What's In It For You?*

The old adage says, "you never get a second chance to make a first impression." You are the first person the parent or student will deal with. Therefore, you are the public face or voice of your school. This makes you the most important person your school district employs. We all want to love our jobs and wake up excited to go to work every morning. We will look at the science behind enjoying your work and how it benefits every aspect of life.

Part III: *Enhancing Your Customer Service Skills: What to Do and How to Do It.*

What simple changes can you make that will make all the difference to your district, your school, your customers and yourself? During this session, participants will be given tools to help identify the critical elements of customer service and develop a precise game plan of how you can enhance your personal customer service skills.

Part IV: *Enhancing Your Customer Service Skills: Putting It All Together.*

In this culminating session, you will have the chance to practice skills so that you become more confident in implementing your newfound knowledge: how to greet a new family, handle an impatient or upset parent and make customers feel valued.

Handling Difficult Situations in a School Setting

Audience: Support staff

Description: In this session, participants will have the chance to engage in discussions and activities that relate to communicating effectively with parents and colleagues even when emotions are high. The session will focus on how different personalities may impact communication. Participants can reflect on strategies that will help them communicate proactively and how to address difficult situations with parents.

Professionalism in the Business Setting

Audience: Support staff

Description: To be successful in a business setting, it is essential to be perceived as a professional. But what does it mean to be a professional? Many people viewed as professionals possess specific skills and qualities such as strong communication skills, the ability to speak in public, effective time management and attention to detail. In this session, participants can learn about these skills, assess their current reality and build their professionalism toolbox.

Projecting a Professional Digital Presence

Audience: Support staff

Description: In the age of electronics, a strong digital presence is an essential means of communicating with the public. Increasingly, people turn to social media and websites to gather information about schools. This means that your social presence is often the first and perhaps last impression that future students and parents receive about your schools. Teachers and support staff are often the first line of communication between parents and the school community. In this session, participants can learn how personal branding can positively affect their daily work experience and how it can enhance communication with parents, students, staff and the community. Finally, they will be given access to gain tips and tricks for creating a solid first impression.

Why Mindfulness Matters

Audience: Support staff

Description: During this session, we will demonstrate wellness practices, including breathing, gratitude, visualization and mindful movement, which will help foster the self-care of educators and can be easily implemented in the classroom with students. A PowerPoint will be used to explain the definition and research that supports the benefits of incorporating mindfulness into our school communities.

Your Personal Brand

Audience: Support staff

Description: Every employee at your school is responsible for building and maintaining a good impression with parents, students and the community. During this session, participants will be given the opportunity to reflect on how they currently represent themselves and the school with their "personal brand." Participants be given access to gain tips and tricks for creating a solid first impression both in person and through their digital presence.

TEACHER DEVELOPMENT AND SUPPORT

Blended Learning: Transitioning Instruction to Virtual Environments

Audience: K-12th grade educators

Description: Learn how to seamlessly transition instruction from in-person to virtual environments providing students with a purpose to complete tasks that lead to mastery of content. Identify the latest research in virtual instruction, asynchronous and synchronous content delivery. Interact with participants in an active, online workshop that will leave educators invigorated and ready to effect change in the virtual classroom.

Coaching and Consultation

Audience: PreK-12th grade teachers, administrators

Description: During customized coaching sessions, teachers will receive one-on-one or small group support from an experienced instructional coach. The coach will support each teacher's individual needs as they reflect on current practices, set goals and begin to enhance their daily routines and instructional strategies. The coach's role varies depending on the needs of the students and the teachers they serve. However, the overarching goal for every coaching cycle is to support effective teaching that will lead to student growth.

Collaborative Teams to Drive Effective Instruction

Audience: K-12th grade educators, administrators

Description: Do you feel like you are part of a collaborative team that works toward common goals? During this session, participants will be given the opportunity to reflect on the importance of forming collaborative teams to drive effective instruction. Our expert facilitator will encourage them to identify the necessary structures and components needed to ensure success. Participants will have time to practice leading and participating in group conversations focused on strategies to support student success. This session aims to provide them with a concrete understanding of how collaborative teams can transform the culture of a school and positively impact the dynamics of a team.

Deescalating Student Behaviors

Audience: K-12th grade educators

Description: When reflecting on student behaviors, it is critical to "look beyond the obvious." Negative life experiences do not stay at home when a child leaves for school in the morning. During this session, participants can develop a deeper understanding of how the brain functions and what leads to challenging behaviors in the classroom. With this knowledge, teachers can better equipped to meet the needs of all students using research-based techniques and strategies.

Demystifying Student Data for Parents

Audience: K-12th grade educators

Description: Have you ever thought about what data you should communicate to parents and why? Once communicated, how do you help them to understand the data? Join a Canyon Professional Development expert to explore the ins and outs of sharing data with parents.

Digital Leadership Through Research Practices

Audience: 8-12th grade teachers

Description: Our expert facilitator will share strategies that can be used for research practices and to demonstrate digital leadership. From smart internet searches to citing sources properly, teachers can learn how to help their students become digital leaders through intelligent source curation. Digital citizenship skills will be addressed for the high school student audience.

Digital Organization: Part I

Audience: 7-12th grade teachers

Description: Learn how to help students organize their digital life. Participants will see Google Drive and Microsoft 365 OneDrive tools in action as they witness quick and easy organizational strategies for their students to use in their classrooms. Whether the platform is on a PC, Mac, Google, Microsoft or another learning management system, participants can benefit from ideas surrounding simple organization for their students' digital lives.

Digital Organization: Part II

Audience: 7-12th grade teachers

Description: Continue the digital organization strategies using YouTube, image files, slides and documents. Participants given the opportunity to learn how be able to help students focus on creating a digital portfolio that houses all their school achievements. Our expert facilitator will demonstrate strategies designed to help students focus on creating online storage for items such as resumes, cover letters and photo montages of digital accomplishments.

Does Data Drive Your Instruction?

Audience: K-12th grade educators

Description: Data. It is everywhere, but it is not often used effectively. When data drives instruction, teachers use information gathered through multiple sources to make both in-the-moment and delayed decisions about future instruction. Join a Canyon Professional Development expert as they show how anecdotal, formative, benchmark and summative data should be used to inform classroom activities.

Effective Classroom Management

Audience: K-12th grade teachers, administrators

Description: The Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards define learning environments as places where teachers work with others to create environments that support individual and collaborative learning, as well as encourage positive social interaction, active engagement in learning and self-motivation. Canyon PD training on classroom management is designed to assist teachers in reaching this learning environment goal. During this training, our expert facilitator will provide classroom management strategies and techniques that are easy to implement and aligned to the needs of your teachers. This includes adapting for online or in-class classroom management. Throughout the training, teachers can engage in role-play based on using real classroom situations to aid them in developing confidence in their newfound tools. When they return to the classroom, they should be invigorated and possess a new set of strategies for effective management.

Effective Lesson Design: Meeting the Needs of All Students

Audience: K-12th grade educators

Description: Effective lesson planning starts with the teacher identifying the varying needs of all students in the classroom. During this session, participants are asked to focus on the three key components needed to foster student engagement and promote growth across all content areas. Participants can learn to transform teaching and learning with research-based strategies that reduce barriers and encourage autonomy.

Data-Driven Instructional Practices: Leveraging Formative Assessments for Student Success

Audience: K-12th grade educators

Description: In today's education landscape, teachers must have access to and use data to drive instructional decision-making. This session will focus on data-driven instructional practices, specifically the use of formative assessments to monitor student progress and adjust instruction accordingly. The expert facilitator will guide conversations designed to help attendees gain a deeper understanding of the value of formative assessment practices in improving student outcomes. During this professional development session, participants can learn how to implement formative assessments that inform instruction and help them meet the needs of all students. They will be given the chance to explore various types of formative assessments, such as quizzes, exit tickets and observations and examine how to use the data collected from these assessments to differentiate instruction, provide feedback to students and inform overall instructional planning. By the end of the session, our expert facilitator will provide practical strategies for using formative assessments to drive instructional decisions and improve student outcomes.

Flipped Classroom

Audience: 3-12th grade educators

Description: During this session, participants can reflect on the differences between traditional and flipped classrooms. They can learn various research-based strategies that can be used in a flipped classroom setting to promote student learning. The expert facilitator will highlight key considerations that must be addressed in flipped teaching and learning.

Formative Assessment

Audience: K-12th grade teachers, administrators

Description: Formative assessment practices are a balanced application of teaching, learning and assessment, which builds student proficiency in the content. This learning process assessment requires teachers to change their teaching practices from the sage on the stage to a facilitator of learning. Likewise, it requires students to develop skills that allow them to guide their learning and the learning of their peers. This presentation will present research supporting the implementation of formative practices in the classroom, discuss the differences between formative and summative assessment and review the 10 dimensions of formative assessment. The expert facilitator will share practical knowledge about formative practices and build strategies that teachers can implement in their classrooms.

Formative Assessment: From Learning to Doing

Audience: K-12th grade teachers

Description: During this course, participants can reflect on how their classroom activities are linked to their learning intentions and, ultimately, to their standards. Research shows that clear communication of learning intentions (targets) is directly related to student success. By using concise language to describe the learning activity and the learning intention, your students will better understand what is expected of them.

Formative Assessment: From Intentions to Success

Audience: K-12th grade teachers

Description: During this course participants can reflect on their current use of success criteria and the process they use to create and share them. Success criteria when properly utilized clarify the expectations of your students in a way that your students can understand what you want. We will connect the path from your standards to your learning intentions and ultimately to what students need to do to meet those standards.

Fostering Student Agency

Audience: K-12th grade educators

Description: Carol Dweck's work on growth mindset forms an essential foundation for this session on fostering student agency. Often teachers lament students' lack of motivation for personal success. However, through the development of a growth mindset, your students develop a thirst for lifelong learning. Participants are given the chance to compare growth vs. fixed mindsets, learn how our beliefs shape our goals and what to do to help students believe in their abilities even when the content gets challenging. Practice incorporating SMART Goals and motivational strategies to build well-being and resiliency in the classroom and beyond.

Google Classroom for Beginners

Audience: 4-12th grade teachers

Description: Google Classroom is a free web service developed by Google to simplify creating, distributing and grading assignments. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. Participants will have the opportunity to:

- Create a Google Classroom and adjust the settings
- Experience the student side of announcements, questions, material distribution and assignments
- Analyze various options for organizing their Google Classroom

Google Classroom for Intermediate and Advanced Users

Audience: 4-12th grade teachers

Description: Google Classroom is a free web service developed by Google for schools that aims to simplify creating, distributing and grading assignments. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. Go beyond content creation and basic organizational skills and take the Google Classroom experience further for you and your students. Participants have the opportunity to:

- Learn organizational strategies through the calendar and classwork tabs to optimize simplicity for students
- Experience the use of extensions, apps and websites that fully integrate with Google Classroom
- Learn the student side of rubrics, originality reports and assignment differentiation

Integrating Supplemental Sources

Audience: 6-12th grade teachers with specific alignment to Danielson Teacher Evaluation

Description: During this session, participants can actively engage in activities to familiarize themselves with conducting internet searches using filters. They will have the chance to spend time differentiating between levels of usage rights and evaluating materials for content appropriateness. Our expert facilitator will help participants learn how to identify appropriate resources to meet the the Danielson Domain 3C criteria.

The Power of Curriculum Maps and Pacing Guides

Audience: K-12th grade educators, administrators

Description: Curriculum mapping is essential because it can allow teachers, support staff and administrators to ensure grade-level standards are being covered and students are receiving the necessary instruction in every classroom. During this session, participants have the chance to reflect on how curriculum maps and pacing guides help determine whether their curriculum and learning objectives are aligned. They can also practice identifying how mapping prevents gaps in instruction and promotes continuous student growth. The facilitator will provide participants with the resources needed to build curriculum maps and/or pacing guides for their district or school.

Time Management in the Classroom

Audience: Teachers

Description: Effective time management can help teachers to maintain a healthy work-life balance, increase productivity and student engagement. This professional learning session is designed to help teachers learn and implement practical strategies for effective time management in the classroom, whether they are working with traditional or block scheduling. During this session, the expert facilitator will explore various time management techniques and tools that can help teachers prioritize tasks, manage their workload and increase efficiency in both block and traditional schedules. The session will also cover ways to identify time-wasters and minimize distractions to ensure that teachers are making the most of their time, regardless of the scheduling system they are using. Participants can learn how to set achievable goals, create a schedule and effectively manage their time to increase productivity and decrease stress, while considering the unique demands and challenges of block and traditional scheduling. They will also have the opportunity to discuss common time management challenges, share their own experiences and brainstorm solutions with their peers.

Research, Information Literacy and Digital Citizenship

Audience: 4-12th grade teachers

Description: Although educators may not consider themselves technology instructors, we all are. Teachers and students use electronic resources daily, yet some may lack the fundamentals of how to access and properly use these resources. The expert facilitators will instruct participants in how to use search engine tools to find online materials effectively. They will then show teachers how to apply Creative Commons rules to determine the usability of the materials.

Student Assessment in Blended Environments

Audience: K-12th grade teachers, administrators

Description: In this course, teachers can learn how assessment strategies differ online versus in-person. The expert facilitator will provide examples of exemplar student learning checkpoints that foster data collection and analysis for confident progression through creative mastery. Teachers can learn how to promote student accountability and self-motivation by utilizing technology tools and research-driven pedagogical strategies that engage students in the learning process. Finally, participants can use tools to practice creating incremental learning checkpoints that set the stage for future learning and lead to successful summative assessments.

Student Engagement in the Blended Classroom

Audience: 6-12th grade teachers, administrators

Description: Face-to-face instruction allows for a fluid transition between student, teacher and content interaction. In a blended classroom, those interactions can become fragmented without intentional planning. In this session, participants will have the opportunity to work together to categorize their current instructional practices to facilitate learning through maximal engagement strategies.

- Analyze current instruction to maximize engagement whether interacting with students face-to-face, live and synchronous or on-demand and asynchronous
- Create a framework to re-orient current instructional strategies to maximize engagement

Student Feedback and Assessment

Audience: 6-12th grade teachers, administrators

Description: The only feedback that matters is the kind that is acted upon. By adjusting instructional practices, teachers can reduce time spent grading work and foster a culture of student responsiveness to feedback. Through effective formative assessment strategies, teachers can deliver data-driven instruction to motivate both in-person and online learners.

- Identify techniques to keep assessment simple and easy to manage
- Experience web-based tools to enhance online assessment
- Use assessment data to provide specific and timely feedback

Supporting Student Learning Using Seesaw (Overview)

Audience: PreK-3rd grade teachers

Description: Seesaw is a free online platform that promotes student engagement in a virtual and blended learning environment. Seesaw allows teachers to set up and utilize student-driven digital portfolios and supports ongoing communication with parents. Teachers can empower students to create, reflect, share and collaborate using various modalities. Participants will have the opportunity to learn how:

- To set up Seesaw for both in-person and remote learning
- Seesaw can be utilized to create remote learning activities and experiences
- Seesaw can support teacher/parent communication and ongoing collaboration between home and school

Professional Leadership Network

Canyon PD also supports your virtual learning needs! Check out these two new offerings. GCU's Principals' Collaborative Community (PCC) is now the Professional Leadership Network (PLN). Canyon PD remains committed to connecting K12 principals, administrators and teacher leaders from across the U.S. Join us through our monthly LinkedIn newsletter to build your network, connect with other education leaders, gain valuable insight and grow as an educator.

Subscribe or invite your connections to this resource that is home to some of the most critical conversations in today's education spheres.

OUR
"WHY"

TO EMPOWER, EDUCATE AND INSPIRE OUR COMMUNITY SO THEY TAKE ACTION TO FULFILL THEIR PURPOSE AND SERVE OTHERS.

GCU's Canyon Professional Development (Canyon PD) department is poised to provide today's educators with inspiring and purposeful professional development. Our programs are geared toward diverse 21st-century learners with the goal of generating excitement and excellence through a broad offering of learning opportunities.

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