CANYON
PROFESSIONAL DEVELOPMENT

PD WITH PURPOSE

PROFESSIONAL DEVELOPMENT CATALOG FOR K-12 EDUCATORS

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Our "Why"

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

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

Customized Professional Development Options:

- **Choose your optimal number of sessions:**
  - One session
  - Multiple sessions
- **Select grade levels:**
  - K-12
  - Elementary
  - Middle school
  - High school
- **Adjust the length of the training:**
  - 60 minutes
  - 120 minutes
  - Other
- **Pick your preferred method:**
  - Virtual delivery
  - In-person delivery
- **Align with your mission, vision and goals:**
  - Custom professional development sessions can include alignment to your mission, vision and goals
- **Select the level of engagement that is right for your staff:**
  - In the virtual setting:
    - Full engagement with 50 or fewer participants includes ability to use participant video and audio, chat and other engagement strategies
    - Partial engagement for more than 50 participants includes chat and Q/A webinar features
  - In-person trainings staffed at one trainer per 50 participants to ensure high engagement and personalized attention
- **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

Canyon PD Offerings

TEACHER DEVELOPMENT AND SUPPORT

Formative Assessment

Audience: K-12 teachers, administrators

Course Description:

Formative assessment practices are a balanced application of teaching, learning and assessment which builds student mastery of content. This assessment for learning process 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. Teachers will gain practical knowledge about formative practices and build strategies for implementing formative practices in their classrooms.

Student Assessment in Blended Environments

Audience: K-12 teachers, administrators

Course Description:

In this course, teachers will learn how assessment strategies differ in the online versus the in-person environment. They will view examples of exemplar student learning checkpoints that foster data collection and analysis for confident progression through creative mastery. Utilizing technology tools and research-driven pedagogical strategies that engage students in the learning process, teachers will learn how to foster student accountability and self-motivation. Finally, participants will use tools to create incremental learning checkpoints that set the stage for future learning and lead to successful summative assessments.

Effective Classroom Management

Audience: K-12 teachers, administrators

Course Description:

The 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 Professional Development trainings on classroom management are 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 will engage in role play based on using real classroom situations to aide them in developing confidence in their newfound tools. When they return to the classroom, they will be invigorated and possess a new set of strategies for effective management.

De-escalating Student Behaviors

Audience: K-12 educators

Course Description:

Do you wonder how to manage student behaviors without getting into power struggles? This course is for you. In this session, you will learn the biology behind misbehavior and understand how you can use biology to assist you in managing poor behaviors. You will also gain tools to assist you in de-escalating student misbehavior in the classroom and practice using restorative practices and positive behavior interventions to support student social-emotional development and build classroom community.

Integrating Supplemental Sources

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

Course Description:

Participants will be actively engaged in activities to familiarize themselves with conducting internet searches using filters. They will spend time differentiating between levels of usage rights and evaluating materials for content appropriateness. By the end of the session, participants will share an identified, appropriate resource that meets the Danielson Domain 3C criteria.

Research, Information Literacy and Digital Citizenship

Audience: 4th – 12th grade teachers

Course Description:

Although educators may not consider themselves technology instructors, we all are. Teachers and students use electronic resources on a daily basis yet many lack the fundamentals of to how to access and properly use these resources. Participants will use search engine tools to effectively find online materials. They will then apply Creative Commons rules to determine the usability of the materials.

Digital Leadership Through Research Practices

Audience: 8th – 12th grade teachers

Course Description:

Participants will learn how to use research practices to demonstrate digital leadership. From smart internet searches to citing sources properly, teachers will 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: 7th – 12th grade teachers

Course 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 will benefit from ideas surrounding simple organization for their students' digital lives.

Digital Organization: Part II

Audience: 7th – 12th grade teachers

Course Description:

Continue the digital organization strategies through the use of YouTube, image files, slides and documents. Participants will be able to help students focus on creating a digital portfolio that houses all of their school achievements. Teachers will be able to help students focus on creating online storage for items such as resumes, cover letters and photo montages of digital accomplishments.

Blended Learning: Transitioning Instruction to Virtual Environments

Audience: K-12 educators

Course Description:

Learn how to seamlessly transition instruction from in-person to virtual environments providing students with purpose to complete tasks that lead to mastery of content. Identify the latest research in the field of 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.

Does Data Drive Your Instruction?

Audience: K-12 educators

Course 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.

Demystifying Student Data for Parents

Audience: K-12 educators

Course 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 communicating data to parents.

Content Area Instruction

ENGLISH LANGUAGE ARTS

Differentiating Instruction Through Guided Reading

Audience: K-6 educators

Course Description:

Participants will explore the key components of guided reading and learn how it supports ongoing differentiation. They will begin building a toolbox of resources to support guided reading instruction and meet the diverse needs of individual students. Participants will learn 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-6 educators

Course Description:

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

Introduction to Writer's Workshop

Audience: K-6 educators

Course Description:

This course is an effective model for teaching writing at all grade levels. Writer's Workshop promotes ongoing student engagement and growth. During this session, participants will learn how to implement Writer's Workshop successfully in their classrooms. The facilitator will model daily lessons and provide role play opportunities and encourage ongoing collaboration.

Argumentative Writing

Audience: K-6 educators

Course Description:

Teachers often struggle when it comes to teaching writing. They 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, participants will be able to identify the essential skills and techniques used to write a strong argumentative piece. They will leave feeling confident about their ability to guide students through the writing process.

Close Reading Strategies

Audience: K-6 educators

Course 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. During this session, teachers will learn how to model explicit strategies and scaffold instruction to support the utilization of close reading.

Running Records: Meeting Students Where They Are

Audience: K-6 educators

Course Description:

In order for students to grow as readers, the teacher must be able to determine each student's current reading level. Students must be presented with texts at varying levels depending on the purpose. Utilizing Running Records allows the teacher to determine a student's independent reading level, instructional reading level and frustration reading level. With this information, teachers can meet students where they are and strategically plan for instruction.

ENGLISH LANGUAGE LEARNERS

Supporting English Language Learners: Language Acquisition

Audience: K-8 teachers, administrators, support staff, ELL specialists

Course Description:

During this session participants will learn how to support students' language acquisition in a risk-free environment. In order to better meet the needs of English language learner's, participants will analyze the characteristics at various stages of development. They will learn to distinguish between receptive, productive and interactive communication and explain the importance of each. By the end of this session, participants will learn strategies and techniques to support language use and vocabulary development across the four domains of listening, speaking, reading and writing.

INQUIRY STRATEGIES:

Multi-Day Workshops

Problem-Based Learning (PBL) Description/Overview

Audience: 4th – 12th grade teachers, administrators

Course Description:

PBL is a methodology that promotes student learning and application of knowledge and skills through an engaging experience. PBL presents opportunities for deep learning in-context and for the development of important skills tied to college and career readiness. Participants will explore their own misconceptions and barriers to implement PBL. They will also identify an entry point to PBL using their current content and projects, backwards plan from summative product to project introduction and utilize team management tools.

Project-Based Learning (PBL) and the Christian Worldview

Audience: 4th – 12th grade teachers, administrators

Course Description:

The STEM field has been largely defined by an emphasis of evidenced-based scientific development throughout the years with little conversation about why we do what we do in the field of innovation and development. At GCU, we believe it is essential to discuss the 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.

Inquiry Learning Introduction

Audience: 3rd – 12th grade teachers

Course 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 their exploration of 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.

INQUIRY STRATEGIES

Single-Day Workshops

Project-Based Learning (PBL): Creating a shared PBL vocabulary

Audience: 4th – 12th grade teachers

Course Description:

Many models and definitions of PBL exist. In order to successfully implement PBL at your site, the staff and administration must have a shared vision in order to ensure effective implementation. PBL is an exceptional model to maximize student engagement especially when it aligns to your mission and vision.

Project-Based Learning (PBL): Driving Questions

Audience: 4th – 12th grade teachers, administrators

Course 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): Project Development

Audience: 4th – 12th grade teachers, administrators

Course Description:

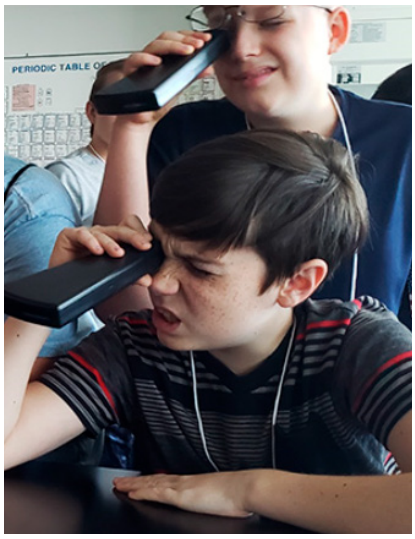
PBL planning and preparation is time consuming. By using planning strategies and templates, the process can be streamlined. If done effectively, most of the work involved in implementing PBL is front loaded and the teacher is enabled to provide targeted, effective feedback to their students during class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

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

Audience: 4th – 12th grade teachers, administrators

Course 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 successfully empower students to fully engage PBL.



Project-Based Learning (PBL): Building Teams

Audience: 4th – 12th grade teachers, administrators

Course 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. The difference with collaboration is that a team works together to create something new as a result 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): Team and Project Management

Audience: 4th – 12th grade teachers, administrators

Course Description:

PBL requires far more than a project outline with rubrics. Students often have not experienced authentic teamwork nor 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. Implementation of behavior inventories, team challenges, norms and self-reflection will go a long way in ensuring positive experiences and project outcomes for both student and teacher.

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

Audience: 4th – 12th grade teachers, administrators

Course Description:

PBL is a powerful tool to teach self-reliance and self-regulation. Students will honestly assess their own work when they have the opportunity to practice evaluating themselves and the work of others. Projects are a work in progress, refinement and reevaluations is a process to implement a continuous cycle of improvement. During PBL, the teacher is facilitating 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): Authentic Stakeholders and Audiences

Audience: 4th – 12th grade teachers, administrators

Course Description:

The foundation of PBL is authenticity. Students rise to the occasion when they feel their work is authentic and meaningful. Creating a protocol for creating and maintaining community relationships as a source of stakeholders and mentors the 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.

SCIENCE

AZ State Science Standards – Introduction, Overview and Vertical Alignment

Audience: K-12 teachers, administrators

Course Description:

Arizona adopted new science standards in 2018. The purpose of this session is to show participants how to find and read information in the document. With the significant changes in format, content and grade-level topics, all AZ 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.

Progression and Integration of the Crosscutting Concepts

Audience: 6th – 12th grade teachers, administrators

Course Description:

Crosscutting concepts have application 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.

SPECIAL EDUCATION

Bringing Equity to Remote Learning: Special Populations

Audience: teachers, administrators, parents

Course Description:

This webinar will help educators understand how to serve students with special needs in remote learning environments. They will be presented with three strategies to support remote learning including:

- The importance of structure and how to establish routines
- Identifying appropriate resources to address social/emotional needs
- Ways to support ongoing communication with parents or caregivers

Autism Spectrum Disorder Overview

Audience: K-12 teachers

Course Description:

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

Ins and Outs of IEPs

Audience: K-12 educators

Course Description:

In this course, participants will learn about the ins and outs of individualized educational plans (IEPs). General educators will learn their role in the IEP process so that they can best support their students. Through this session they will 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.

Effective IEP meetings

Audience: K-12 special education educators

Course Description:

This course teaches participants how to conduct IEP meetings that result in strong outcomes for students with special needs. Participants will understand 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.

Continuum of Services for Students with Special Learning Needs

Audience: K-12 educators

Course Description:

Through this course, all educators will learn about the continuum of services for students with special learning needs. Terms such as FAPE and inclusion are explored so that teachers understand their role in these mandated levels of services. Additionally, teachers will expand their toolbox for accommodation and modification in the inclusion classroom, as well as understand how to best use supplemental services and personnel to fully support the needs of students.

Raising the Bar While Filling in the Gaps

Audience: K-12 educators

Course Description:

Educators are often told to maintain high expectations for all students but they are left to wonder how to accomplish this task. This session focuses on the creation of high expectations for high frequency disabilities (SLD, autism, emotional disturbances). Specific strategies design to move learning forward through differentiation and instruction aligned to IEP goals and outcomes are introduced so that participants understand how to maintain high expectations while simultaneously addressing student needs. Finally, educators will learn how to build rapport with both students and families to enhance and develop a collaborative and supportive learning community.

Meeting ALL Needs, Not Just Academic Ones

Audience: K-8 educators

Course Description:

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

Dyslexia and Other Reading Disabilities

Audience: K-12 educators

Course 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.

STEM

Multi-Day Workshops

STEM 101

Audience: K-12 teachers, administrators

Course 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 real-world concepts will positively impact student learning and engagement, as well as 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: 4th – 12th grade teachers, administrators

Course 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 will 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

Single-Day Workshops

Building Stem-Focused Lessons

Audience: K-12 teachers, administrators

Course Description:

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

Questioning Strategies for STEAM Engagement

Audience: K-12 teachers

Course Description:

Participants will understand the benefits of questioning with 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 will understand how to use questioning strategies for meaningful engagement.

The "T" in STEM

Audience: K-12 teachers, administrators

Course Description:

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

Integrating ELA with Science and Engineering

Audience: K-8 teachers

Course Description:

Integration of ELA into science and engineering lessons is a fun and easy way to address several content standards at once. Participants will experience the engineering design process as applied to a fourth grade reading lesson. During this interactive session, participants will develop a maker mindset by learning how design thinking can support and enhance academic learning. Participants will use literature as a foundation for design thinking and create a prototype to solve a problem which originated in the literature. After this hands-on activity, participants will have the opportunity to incorporate design thinking, making, academic standards and cross-curricular connections into a lesson of their choice.

STEM Competitions: Preparing Your Students

Audience: 6th – 12th grade teachers

Course Description:

STEM competitions can provide a structure to teachers and students who are just getting started in science, technology, engineering and math while also serving as a skill-building opportunity for those further along 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 right competition can provide a low-pressure, low barrier to entry opportunity to engage in science and engineering. For more advanced students there are plenty of limit-testing experiences available. Participants will learn about several types of science and STEM competitions available for their students. Scientific reading and writing skills will be reviewed. Teachers will leave with a writing template and a planned implementation schedule based on their choice of competition.

STEM in a Box: Engineering and Biotechnology

Audience: 6th – 11th grade teachers

Course Description:

In this in-person workshop, attendees will experience ways to engage students in engineering practices, studying something they encounter in everyday life. Engineer a do-it-yourself electrophoresis box to separate and identify food dyes extracted from candy. It's 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.

Technology Integration in the Classroom

Audience: K-12 educators

Course Description:

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

Best Practices for STEM

Audience: K-12 teachers, administrators

Course Description:

Learn how 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 will leave equipped with easy STEM practices that encourage active learning and pique curiosity in your students. GCU STEM students share projects that they find exciting and engaging at the introductory STEM courses in the first year of STEM college programs.

STEM and the Christian World View (Delivered in English or Spanish)

Audience: K-12 teachers, administrators

Course Description:

With an emphasis on creating greater purpose while embracing the engineering design process, the basic principles of business and innovation and the belief of servant leadership via education, Canyon Professional Development provides participants with cutting-edge technologies and innovation aligned with GCU's colleges for Christian experience unlike anything else in the STEM field. From work 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 "Lectric Longboard" business, participants will experience God's purpose within STEM education.

STRATEGIES FOR STUDENT SUCCESS

Differentiated Instruction – Introduction

Audience: K-12 teachers, administrators

Course 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 their readiness level, they will take ownership of their own learning. This session is a brief overview of differentiated instruction.

Differentiated Instruction: Formative Assessment, Instructional Reflection and Differentiating Process

Audience: K-12 teachers, administrators

Course 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 a variety of formative assessment tools in order to prepare to differentiate instruction. Educators will analyze past and future classroom objectives and differentiate process and identify formative assessment data for instructional purposes. At the end of this session, the educator will possess 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.

Assessing for Readiness: Differentiated Instruction

Audience: K-12 teachers, administrators

Course Description:

When differentiating instruction, it is important to provide materials that meet the learner at the current readiness level. Learners that 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-12 teachers, administrators

Course Description:

Practical applications of how to differentiate within the content, process and product will be introduced while planning differentiated lessons. At the end of this session the educator will possess an introductory repertoire of strategies for differentiating instruction that will allow them to respond to the diverse needs of the students in their classroom.

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

Audience: K-6 educators

Course Description:

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

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

Audience: K-6 educators

Course Description:

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

Growth Mindset

Audience: K-12 educators

Course Description:

Learn what a growth mindset is and how it can help you and your students develop a thirst for lifelong learning. Participants will be able 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. Learn how to incorporate SMART Goals and motivational strategies to assist social emotional learning in the classroom and beyond.

STRATEGIC PLANNING AND CAMPUS DEVELOPMENT FOR CHRISTIAN SCHOOLS

Empowering Christian Schools

Audience: Christian school administrators, teachers, support staff

Course Description:

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

This session is designed to inform, empower and equip Christian schools to use national data to guide growth and marketing. The dialogue will focus on enrollment and marketing functions through an analysis of current Christian education enrollment trends nationwide. Join us for an engaging, informative opportunity to collaborate with others "in the trenches" as we seek to connect the transformative gift of Christian 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 towards growth, some are tipping towards decline and some are teetering. What accounts for the "tip?" Building upon Strand 1, we will move beyond "what does this mean?" into "what should we do?" Scripture will inform this positive, engaging piece heavily as we collaborate about how we can tactically continue to bring the Truth to more families in our respective communities and discuss "what's next?" as we consider a toolbox of tips for how we can better position, network, promote and grow our respective schools.

Strand 3: Market, Model, Message (M, M and M): Transformation Applications for Christian Ed

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. What does this mean for our Christian schools? Strand 3 will move towards real, tangible application of M, M and M strategies and considerations that can further drive us to a thriving and relevant ministry.

Strand 4: 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 PD expert will dial in specifically on branding applications in Christian 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: "So Aren't Admissions, Marketing, Communications and Branding All Basically the Same?"

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

What's Your School's Story?

Audience: Christian school administrators, teachers, support staff

Course Description:

SESSION #1: "It's Cool, Cool, Cool in Our School, School, School!"

This session has three purposes:

- Celebrate what the Lord is doing through a variety of specific success stories currently happening in Christian schools around the country.
- Amidst the continued rapidness of change in and around Christian education, we will move beyond "what does this mean?" into "what should we do?" Scripture will inform this positive, engaging piece heavily as we learn from the Apostle Paul's motivational techniques, the inspirational correlation found in Hebrews between challenges then and our schools now, the timeless call to action in our ministries that the treasured book of Haggai charges us with and collaborate about how we can tactically continue to bring the Truth to our respective communities through our schools.
- Discuss "what's next?" for our schools as we consider a toolbox of tips for sustainable relevance, share tangible and practical ways for teachers and administrators to stay connected and humbly propose how I believe we can better position, network, promote and support one another in our specific vocations.

SESSION #2: "The Challenge of Relevancy"

What does it mean for schools to be "relevant" in today's changing society? Rick Warren 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." What does this mean for our Synod 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 will address the "3 C's" that plague many of our pursuits (comfortable, complacent, conceited), share ways to test personal relevancy, analyze "best practice" examples within the service industry, unpack what scripture tells us about being timeless and discuss strategies that can further equip us for thriving, relevant ministry.

SESSION #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." We will dial in specifically on branding applications in Christian education, expand upon traditional marketing practices and their impact on evolving media platforms, build upon the importance of a unified internal culture and share practical ways to tell your school's story and unpack it's brand on a limited budget.

SESSION #4: "Tips From The Trenches"

Can Christian schools grow in spite of the challenges they face? In this session, we focus on ways schools can answer that question with a confident "YES." As more and more schools consider (and struggle with) re-defining the model for Lutheran education, we will dialogue specifically around the 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 how to create/sustain/grow positive energy in and around your school
  - Providing helpful metrics and address benefits of concise market analysis
  - Emphasizing the power of prayer and importance of faith development within the staff in establishing a strategic vision that is sustainable
  - Aiming to encourage and support each other as we strive to be a beacon of hope, excellence and outreach to our respective communities through the various ministries our God has entrusted to our care

SUPPORTS FOR THE VIRTUAL CLASSROOM

Social Emotional Supports in the Blended Classroom

Audience: 6th – 12th grade teachers, administrators

Course Description:

Relationships are the bedrock of learning. We will explore the factors that affect teacher student relationships and identify areas of needed growth. Participants will also develop an understanding of the physiology of the stress response, its relation to anxiety and the effects on learning. Once we are aware of the effects of the stress response, we can then employ strategies to reduce anxiety, build relationships and promote learning.

- Understand the functions of the brain when responding to fear and anxiety
- Learn tested strategies to help you and your students recognize and overcome fear and anxiety
- Understand how relationships, rigor and relevance work together to increase student motivation and equity through remote learning

Student Engagement in the Blended Classroom

Audience: 6th – 12th grade teachers, administrators

Course Description:

Face-to-face instruction allows for fluid transition between student, teacher and content interaction. In a blended classroom, those interactions can become fragmented without intentional planning. Participants will work together to categorize their current instructional practices in order to facilitate learning through maximal engagement strategies

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

Student Feedback and Assessment

Audience: 6th – 12th grade teachers, administrators

Course Description:

The only feedback that really matters is the kind that is acted upon. By adjusting instructional practices, teachers can reduce the time they spend grading work and foster a culture of student responsiveness to feedback. Through the employment of 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

Google Classroom for Beginners

Audience: 4th – 12th grade teachers

Course Description:

Google Classroom is a 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. Participants will:

- Create a Google Classroom and adjust 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: 4th – 12th grade teachers

Course Description:

Google Classroom is a 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 will:

- 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

Supporting Student Learning Using Seesaw (Overview)

Audience: Pre-K – 6 teachers

Course 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 have the ability empower students to create, reflect, share and collaborate using a various modalities. 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

FREE PROFESSIONAL DEVELOPMENT RESOURCES FROM CANYON PD

The experts at Canyon PD have created hundreds of free videos to assist you, and more videos are created weekly.

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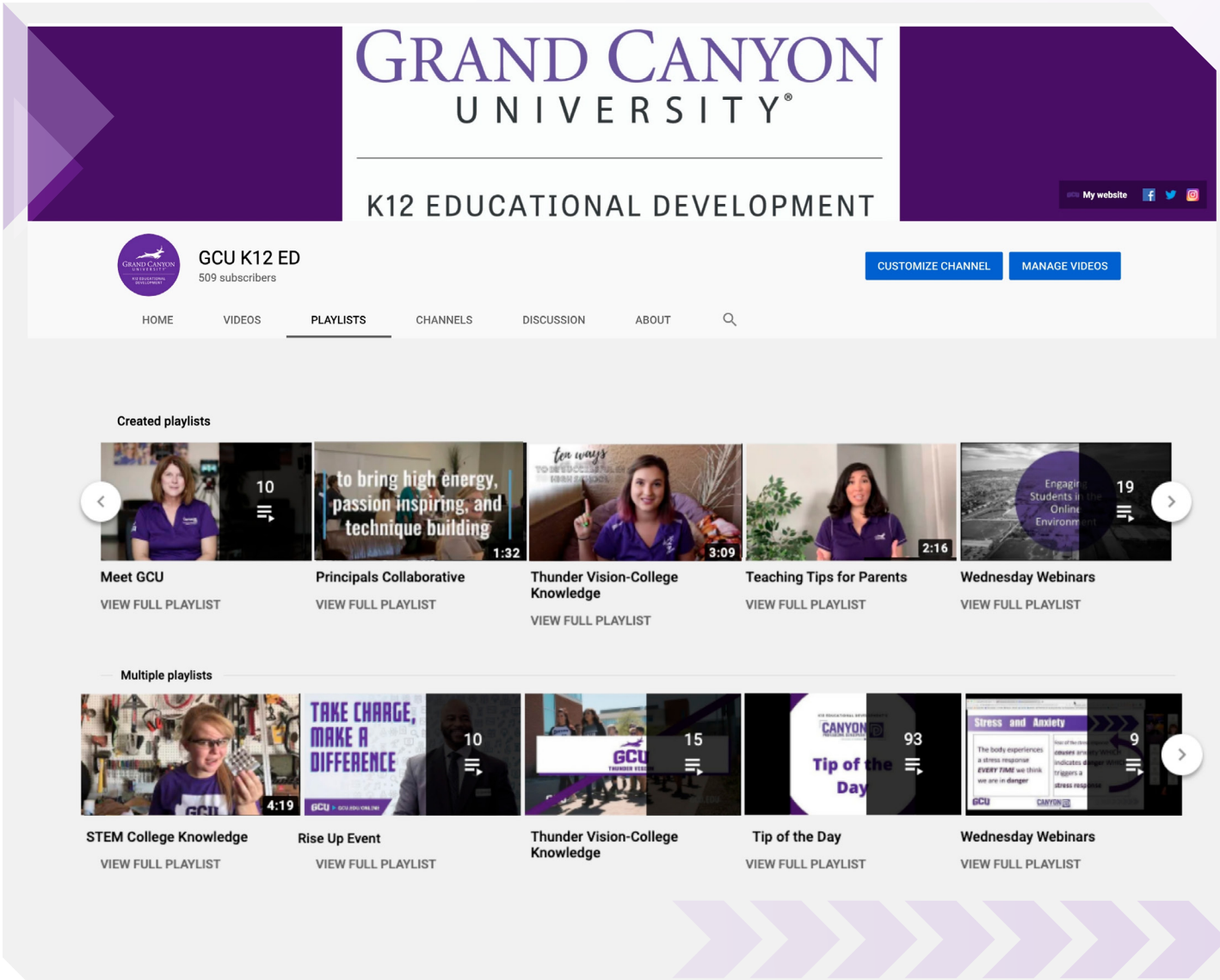

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To book a consult with Canyon PD staff, visit bit.ly/CPDConsult

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