CPD Classes

CUSTOMIZABLE PROFESSIONAL DEVELOPMENT

CPD Classes

Professional Development for the 21st Century Educator

Let Our Courses Inspire You!!

CPD Classes

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Customizable Professional Development

Mission

Customizable Professional Development's primary purpose is to improve educational outcomes for today's student by providing high quality, targeted professional development for their teachers.

Dedication

Our instructors provide meaningful professional development for teachers in order to increase their students' learning outcomes. Our approach of professional development models an individualized approach to education that in many ways is lacking in today's schools. Our instructors share the mantra of – "No Busy Work" in our course offerings!

Commitment

CPD is committed to ensuring that what you learn in our courses is implemented effectively into your classroom. Our instructors are always available to answer your questions and help you brainstorm solutions and strategies – even after you complete your course!

CPD Classes

We offer several credit types to meet the needs of educators across the country. We offer the following credit types:

In-Service Credits (Open Enrollment)

Graduate Credits – Boise State University

NYS CTLE Hours

NYC A+ Credits

NYC P Credits

Central Michigan University - Michigan SCECH

Nevada – State Approved PD Provider

NYS Coaching Courses

NYS Workshops – DASA, School Violence, Child Abuse, Autism

NYS Psychology CEUs

Multi-Course Packages

Three Packages Available, Three Chances to Save $$

Line Leader Package – 3 courses for $500 **($100 Savings!)**

Teacher's Pet Package – 5 courses for $700 **($300 Savings!)**

Top of the Class Package – 7 courses for $900 **($500 Savings!)**

Graduate Credits Available as add-ons to all packages!

#NoFakeNews: Teaching Information Literacy (CPD-258)

This course will help both you and your students navigate the many credible databases that exist, learn search terms, feel confident in research, and eliminate the #fakenews and plagiarism that students so often fall victim to when the research process becomes overwhelming or hits a dead end.

This course will focus on the five different research strategies that help students and teachers develop strong research skills, which is also known as information literacy or media literacy:

clarify
search
delve
evaluate
cite

21st Century Skills: From Your Classroom to the Workplace and College (CPD-164)

The workplace and higher education settings we are preparing our students for is much different than what we as their teachers encountered coming out of high school 10. 20. or 30 years ago. The evolution of technology, collaboration and communication methods has rewritten what it means to be college and career ready in this century. Teachers in this class will look at methods and strategies for increasing the amount of 21st Century workplace and college skills in their classroom. Areas of exploration will include PBL, the flipped classroom, blended learning and digital collaboration and sharing. This course is appropriate for all K-12 educators.

A Classroom Brand and Identity (CPD-206)

Technology has become ubiquitous in today's classroom. With all of these innovations in technology, it's important to take time to reflect on how to most effectively use our time with the most appropriate tools for learning. We will explore ideas for parent communication, update classroom websites with engaging reinforcement & enrichment activities, and explore how to utilize QR Codes in the classroom. By utilizing professional Twitter accounts, students will have the latest educational updates and ideas from the gurus in education. This class will allow you to apply technology to any discipline of elementary education to make your teaching even more engaging. Each educator will have the opportunity to create student resources, collaborate with their peers, and exchange ideas and best practices.

A New Bully – The Cyberbully (CPD-238)

Bullies have always existed, so why is it important to address cyber-bullying? In a nutshell, it can be extremely detrimental to the victim's physical and mental health and, in some cases,

possibly deadly. Since cyber-bullying allows the anonymity of bullying from a distance, it can also be easily hidden from parents, friends and school administrators and adds an almost invisible dimension to the traditional face-to-face bullying that can be hard to detect and address. A primary goal of this course requires that teachers will learn various techniques that they can implement upon return to their classrooms. Additionally, teachers will reflect on what they are learning and propose a way to integrate cyber-bullying content into the classroom curriculum. This course is appropriate for all K-12 school professionals.

Achieving Literacy Gains for Students with Limited English (CPD-246)

Our country's diversity and demographics have changed what our classrooms look like. We all encounter students that have limited English, and we need to differentiate instruction to meet their needs. In order to meet academic success, this population needs to make linguistic gains in order to begin to master course content. Participants will work with evidence-based practices and instructional intervention strategies to improve language skills for this population.

Acquiring Parent Involvement and Support (CPD-174)

Each day we as educators have reasons to reach out and communicate with parents. Our changing educational and technological landscape has really altered how we accomplish obtaining a strong level of parental involvement and support. Just as importantly, the American family looks much different than it did years ago. With changes in student population groups, these changes in family structures become even more complex. Educators in this course will examine methods for utilizing technology to engage parents and achieve their support in the education process.

Adapting Instruction to Reduce Unwanted Behavior (CPD-180)

We often look at behavior as something that needs to be addressed before instruction can occur. Research shows that with the right instructional tools, we can limit those unwanted behaviors that interrupt the learning process. Educators in this course will examine dozens of research-based strategies to address behavior through instruction. Each educator in this course will focus on specific behaviors from their classes and will utilize research-based strategies for overcoming these barriers to learning.

Adding Mindfulness and Meditation Into Your Classroom (CPD-266)

Mindfulness when integrated into the classroom, can transform classroom and school culture. We as educators understand that we are living in a time when social emotional learning is an urgent matter. Mental health issues and school violence are on the rise. So many students are emotionally deprived, socially disconnected, foundationless, and uncentered. We as educators need to get back to where the whole child is cared for and nurtured. Creating a safe haven and a refuge for children of all backgrounds and abilities. Giving the students the ability to face difficult emotions and discover what is really is the underlying issue. Educators in this course will develop strategies for putting mindfulness activities into their classrooms to improve student learning outcomes and behaviors.

Adding Yoga Into Your Classroom (CPD-252)

Today's children are more anxious and stressed at school than ever before due to more rigid testing requirements and higher academic and social expectations. The prevalence of behavior and emotional disorders is on the rise in children. In this course you will learn ways to figure out how to help these children by giving them the tools to calm themselves during anxious moments, quiet their minds of the negative thinking, and feel good about themselves in general. Begin introducing some breathing techniques, guided visualizations, and a few postures a few minutes each day. As teachers, we all face the dilemma of not having enough time to teach with depth and it seems like we are always just scratching the surface. We are bombarded by paperwork, testing requirements, classroom management issues, and now core curriculum expectations. Most teachers would say, "How do you expect me to fit yoga into my already jam-packed schedule?" The answer is , as a teacher who Incorporating yoga can be as simple as 10 minutes a day.

Addressing Conflict through Restorative Justice Practices (CPD-326)

Restorative justice is a theory of justice that focuses on mediation and agreement rather than punishment. Offenders must accept responsibility for harm and make restitution with victims. Teachers who use restorative discipline practices find that behavior in their classroom improves dramatically. They have better relationships with their students and, therefore, less stress from unresolved conflicts. For the growing number of districts using restorative justice, the programs have helped strengthen campus communities, prevent bullying, and reduce student conflicts. And the benefits are clear: early-adopting districts have seen drastic reductions in suspension and expulsion rates, and students say they are happier and feel safer. This course is appropriate for all K-12 school professionals.

Addressing Disciplinary Literacy (CPD-232)

When students enter middle and high school, their teachers expect that they have learned the basic skills and strategies for reading and comprehending text. Students who are still working to develop these proficiencies may need assistance from their classroom teachers and, in some cases, from specialists in reading or special education, to support their reading and writing in the classroom. This course will help educators to learn to create effective integrated literacy experiences for all students in every discipline. An important focus of the course is the development of discipline-specific and academic language. Teachers will examine and analyze the unique characteristics of the literacy patterns of their individual discipline and acquire strategies for addressing these patterns to improve comprehension. Disciplinary literacy needs to be seen not as an add-on, but to an end, that end being deeper understanding and transfer of learning for all students. This course is appropriate for all K-12 school professionals.

Addressing the Impact of Poverty (CPD-244)

There are between 15 and 20 million American children living in poverty today. Poverty impacts performance in class, as well as the ability to prepare for learning at home. For educators to overcome the devastating impact poverty has on learning, they must first understand the relationship between academic achievement and socio-economic status. Educators will gain strategies and tools to assist and meet the needs of impoverished youth.

Adjusting the Norm – Strategies for Embracing All Cultures in the Classroom (CPD-242)

As our country's demographics shift, the impact can be seen in the classroom as we are teaching students from across the world. There is great potential for embracing cultures and enhancing instructional activities, while bridging cultures between home and school. Educators will review research-based strategies to better incorporate students from other cultures into the classroom. Educators in this course will become empowered to adjust instructional delivery to meet the needs of their classroom's changing demographics and improve educational outcomes for all students.

Addressing Rigor in All Classrooms (CPD-330)

Educators want to create a learning environment that supports learners at every level to reach their greatest potential. This course provides the participant with practical ways to achieve this goal. Through careful exploration of what rigor is , and understanding how to best incorporate rigorous lessons , activities , and assessments , educators will be able to support students to make meaning for themselves! This method allows both the struggling and advanced students to focus on the same ultimate goal , expectations, process , and demonstrations of learning rather than the same final outcome! This course is appropriate for all K-12 school personnel.

Adolescent Literacy (CPD-222)

Literacy skills are essential in order to participate in today's increasingly global society and economy that demand the ability to effectively use literacy in multiple contexts for multiple purposes. Today's adolescents have greater literacy demands placed upon them than ever before as they prepare to enter an adult world that requires their ability to read, write, and speak successfully. Today's teachers face greater challenges than ever before in meeting the increasingly diverse literacy needs of their students in order to prepare them for success in the adult world. This course will prepare you to assist your adolescent students who struggle with literacy to achieve literacy success by providing strategies and techniques that you can incorporate into your secondary classroom in order to scaffold your students' literacy development. In this course, you will learn to implement research-based instructional practices that scaffold adolescents' literacy development in the areas of motivation, engagement, reading expository text, using prior knowledge, vocabulary, comprehension, writing, and studying.

Advancing ELL Family-School Relationships (CPD-168)

English Language Learners are the fastest growing group of students that today's schools services. This course will assist educators in developing strategies and skills to understand ELL students' backgrounds and how to establish and grow strong family relationships. Educators will

develop classroom skills to use in their classrooms to improve instructional outcomes. Educators will examine belief systems and research based practices for serving diverse cultures and languages in the classroom, as well as methods for ensuring a positive classroom culture and climate.

Aiming Towards Eliminating Problem Behaviors (CPD-240)

Every teacher across the country deals with some form of a problem behavior in the classroom. This course will present strategies for preventing these behaviors and responding to them. Participants will develop the capacity to provide a caring, energetic, and safe classroom atmosphere where all students are encouraged and engaged. Participants will also examine methods for adapting instruction to prevent behaviors before they occur.

Aligning Your ELA Class to the Next Generation Learning Standards (CPD-202)

As we transition into another governing set of learning standards, it is essential to unpack and familiarize ourselves with the Next Generation Learning Standards. While it can be frustrating to align our classrooms to yet another set of standards, it is essential to realize that these standards are aiming to better support educators in their instructional practice and provide us with the tools for preparing our students for the 21st Century. This course will assist educators in getting started with the Next Generation Learning Standards and aligning their materials and lessons to these new and improved requirements. Each educator will have the opportunity to create student resources, collaborate with their peers, and exchange ideas and best practices.

Aligning Your Math Class to the Next Generation Learning Standards (CPD-200)

As we transition into another governing set of learning standards, it is essential to unpack and familiarize ourselves with the Next Generation Learning Standards. While it can be frustrating to align our classrooms to yet another set of standards, it is essential to realize that these standards are aiming to better support educators in their instructional practice and provide us with the tools for preparing our students for the 21st Century. This course will assist educators in getting started with the Next Generation Learning Standards and aligning their materials and lessons to these new and improved requirements. Each educator will have the opportunity to create student resources, collaborate with their peers, and exchange ideas and best practices.

Aligning Your Science Class to the Next Generation Learning Standards (CPD-204)

As we transition into another governing set of learning standards, it is essential to unpack and familiarize ourselves with the Next Generation Learning Standards. While it can be frustrating to align our classrooms to yet another set of standards, it is essential to realize that these standards are aiming to better support educators in their instructional practice and provide us with the tools for preparing our students for the 21st Century. This course will assist educators in getting started with the Next Generation Learning Standards and aligning their materials and lessons to these new and improved requirements. Each educator will have the opportunity to create student resources, collaborate with their peers, and exchange ideas and best practices.

All Learning Types: Differentiating Instruction to Meet the NGLS (CPD-248)

This course is designed to provide educators with the resources to create a learning environment that will maximize the potential for student success by using the strategies associated with differentiated instruction. In this course the educator will gain knowledge of how to manage instructional time in a way that meets curriculum standards and also provides motivating, challenging, and meaningful experiences for school age students by differentiating instruction. Participants will be presented with a variety of strategies for differentiating instruction by establishing a foundation in the principles of differentiated instruction. They will understand what defines differentiation and recognize their role and responsibilities in a differentiated learning community. Practical applications of how to differentiate with the content, process, and product will be explored while planning differentiated lessons. They will establish quality criteria and assessments to clarify and evaluate assignments. At the end of this course the educator will be able to modify, adapt, and design new approaches to instruction in response to students' needs, interests, and learning preferences. They will possess a repertoire of strategies for differentiating instruction that will allow them to respond to the diverse needs of the students in their classroom.

Alternatives to Suspension (CPD-170)

Suspending students has been a part of the school world we work in for decades. There are often very real and necessary reasons for suspending students. When we take a look at what a suspension is, and the impact it has on learning outcomes – we would be better served avoiding suspensions as much as possible. Educators in this course will take a look at behavior and different approaches for avoiding suspensions that could be implemented both at the classroom and building levels. Educators will develop strategies for making connections and addressing behaviors in a manner that prevents suspensions. This class is appropriate for all K-12 educators and PPS Staff.

"If a child doesn't know how to read, we teach."
"If a child doesn't know how to swim, we teach."
"If a child doesn't know how to multiply, we teach."
"If a child doesn't know how to drive, we teach."
"If a child doesn't know how to behave, we …punish?"

An Analysis of DBT Skills and their Usefulness in the School Setting (CPD-376)

Increasing numbers of children and adolescents are experiencing mental health struggles and engaging in high risk activities such as self harm and suicidal behavior. Dialectical Behavior Therapy (DBT) is a primary treatment approach for these behaviors in children and adults. This class covers each of the four main components of DBT including mindfulness, emotional regulation, distress tolerance, and interpersonal effectiveness. It is highly recommended that you take Introduction to DBT and its Usage in Schools prior to taking this class. Participants of this class will gain a better understanding of how each DBT skill can be used in the school setting

and will engage in activities that will assist them in incorporating each skill into their work with students.

Anti-Bullying Strategies For The Classroom (CPD-154)

We have all read the stories, seen the videos and experienced the impact of bullying. It is perhaps one of the longest lasting epidemics in the educational world. As a profession we have made great strides in preventing bullying in the school, yet there is so much more work to be done. This course will focus on establishing a safe learning environment where all students can learn. Strategies for preventing bullying and assisting the victims of bullying will be addressed. This course is recommended for all K-12 educators.

Anxiety and Stress Management in a School Setting (CPD-220)

Anxiety and stress are major factors in the lives of both school professionals and students. The purpose of this course is to enhance student performance by minimizing the negative effects of stress in the classroom. Participants learn a working definition of stress and anxiety, study research findings on the cause of stress, learn reasons explaining its impact upon teaching and learning, and conduct a thorough assessment of stress factors in their classrooms. This knowledge facilitates application of tools and techniques to identify, prevent, and manage stressors to improve academic success. Participants will also identify specific students experiencing debilitating stress and take actions to address these problems and help the student restore personal equilibrium and enhance their performance. This course is appropriate for all K-12 teachers and school professionals.

Anxiety Disorders and Other Emotional Disturbances (CPD-160)

Anxiety related issues, just as in our society, are on a rise in today's classrooms. Each year, schools are seeing more students with diagnosed anxiety conditions and emotional disturbances. Educators taking this course will build strategies and techniques for meeting the needs of the emotionally disabled student in the mainstream classroom. Educators will research, analyze, and develop effective strategies on building positive personal relationships with students and behavior modifications for this population. This course will offer recent research on behavior modification programs and their implementation in the classroom. Through internet articles, websites and case studies, participants will focus on how to provide a safe and predictable structure that students with E.D. require. This course is appropriate for both regular and special education teachers and PPS Staff.

Applying Evidence Based Practices to Improve Classroom Management (CPD-182)

This course will deeply analyze and develop strategies for improving classroom management. All strategies are evidence based and will help teachers improve their management of physical space, instruction, routine development, correcting behavior and issuing consequences. Teachers

will develop proactive strategies that will improve student learning outcomes and behavioral outcomes. This course is appropriate for all K-12 teachers and assistants.

Applying Research Based Strategies to Build Study Skills (CPD-166)

The 21st Century classroom presents us with all types of learners, needs and skill levels. Developing research-based strategies that can help all students improve the essentials – reading comprehension, writing, and study skills – helps all educators. This course will allow educators to build skills and instructional strategies for improving students ability to listen, note-taking, textbook reading, test taking strategies, and paper/essay writing. This course will also introduce strategies for teaching students anxiety and stress reduction techniques. This class is appropriate for all K-12 general and special education educators.

Approaches For Changing Student Behavior Using PBIS (CPD-172)

The barriers that occur to learning cannot be single-handedly removed. Unfortunately, one such barrier occurs when behaviors are disrupting the learning community. The climate of each school community is different. Therefore, a "one size fits all" approach is not as effective as interventions based on the needs of each school. Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional, and academic success. A system focused on creating school-wide, classroom and individual supports improves academic and behavioral results. This course will assist educators in creating a support system for their classroom that will help to increase behavioral and academic results. This course is appropriate for all regular and special education educators.

Are You A Culturally Responsive Teacher? (CPD-208)

Delivering culturally responsive lessons can not only help you engage students but allow them to make personal connections with content. Greater student investment will lead to many other benefits, such as more rigor and motivation. This course will walk educators through the process of learning about the link between culture and neuroscience, as well as methods for infusing daily lessons with culturally responsive activities. A happier, focused classroom is the ideal outcome.

Assessing Students During Online Learning (CPD-292)

Remote learning has introduced many new challenges for educators and students alike. One of these challenges that educators face is assessing students during remote learning. Luckily, many of the foundational concepts of quality assessment and feedback that were true prior to remote learning will guide our remote learning assessments in the online forum. We have many online tools to assist us in providing quality formative assessment opportunities at each stage of our remote lesson. Educators in the class will review the research on formative assessment as well as analyze and develop remote assessment tools.

Assessment and Innovative Data Instruction (CPD-190)

A central aspect of teachers' professional knowledge and competence is the ability to assess students' achievements adequately. Data driven instruction is a precise and calculated approach to improve student comprehension throughout the school year. Implementing and utilizing data to drive instruction is perceived to be an overwhelming task. This course will help educator use data analysis to improve student learning. The use different assessment types and data are at the heart of data driven instruction. Participants will analyze data, focus on increasing rigor in the classroom, types of assessment, and the building blocks to successful data driven instruction implementation. This course is appropriate for all K-12 educators.

Auditory Processing Disorder (CPD-158)

APD is a disorder in affecting a person's ability to understand speech and process auditory information. The impact that this disorder can have on a student is profound. How often do you have a student ask you to repeat something or have a delay in answering your questions? The affects go beyond this. Their classwork, homework, test grades, comprehension and retention all suffer. A student who has trouble processing incoming information or directions, will give answers that seem odd or not even related at all. Their output is affected and can lead to countless errors. This course will focus on what APD is, diagnosing APD, distinguishing differences between APD and other disorders, treatment of APD, classroom modification, teaching strategies, and compensatory strategies to make these students more successful in the classroom. This class is appropriate for all K-12 teachers.

Authentic Assessment in Physical Education (CPD-210)

Personalized learning is taking education by storm, and we need to determine what it looks like in physical education. This course will help physical education teachers learn how to design and implement the knowledge and skills for students to engage in a lifetime of health and fitness.

Autism Spectrum Disorder (CPD-132)

We have all heard the expression, "on the spectrum," but what does it mean? What implications would this have on your classroom? This courses will review the characteristics of Autism Spectrum Disorder, Asperger's Syndrome and Pervasive Developmental Disorder. Participants will examine best instructional practices and methodologies. This course is appropriate for all teachers K-12.

Basics of Blended Learning (CPD-118)

Blended learning has continued to gain momentum in the world of education in recent years. Many teachers would love to try blended learning, but do not know where to start. This course will explain the basics of blended learning and introduce the participant to basic and easy resources to start implementing blended learning into their classrooms tomorrow! Participants will create worksheets, lesson plans and a unit plan that put blended learning into practice. This course is appropriate for all K-12 educators.

Battling Teacher Burnout (CPD-268)

Teachers in today's classrooms have more expectations and pressures placed on them than ever before. The rapid change that we have seen in education is nothing like previous teacher generations faced. Federal and State standards, technological advancements, social emotional initiatives, and teacher ratings have created pressures on teachers that cannot be denied. All teachers have heard about teacher burnout – it is something that has been discussed in faculty rooms by first year teachers and veteran teachers alike. Educators need to develop and work at the skills needed to prevent this burnout. Educators in this course will be able to reflect upon their attitudes and morale, and strategies for improving their morale and professionalism. It is essential to consider how this burnout can impact your teaching practice and, as a result, student achievement. Educators will examine methods for improving morale and avoiding burnout feelings.

BBT - Brain Based Teaching (CPD-356)

Math teachers want to create a learning environment that supports learners at every level to reach their greatest potential. This course provides the participant with practical ways to achieve this goal. Through careful exploration of what rigor is, and understanding how to best incorporate rigorous lessons, activities, and assessments, math teachers will be able to support students to make meaning for themselves! This method allows both the struggling and advanced students to focus on the same ultimate goal, expectations, process, and demonstrations of learning rather than the same final outcome! This course is appropriate for all K-12 school personnel.

Behavior Modification in Today's Technological Classrooms (CPD-192)

Behaviors are learned through experience and observations. They can also be instinctual and adaptive. For quite some time, the underpinnings of behavior modification have worked through operant conditioning and established consequences. While this theory still has its application and uses today; many teachers, school psychologists, social workers and guidance counselors often find the struggle of reward systems and motivational techniques fading quicker than they once did. In fact, extrinsic and intrinsic motivation hold less merit to students with easier access to technology and the internet. Students in the K-12 population are more motivated by social status via technological media as less value is held in developing social connections through verbal and tactile experiences. The purpose of this course is to uncover how motivation to behaviors have adapted due to technology and to adequately address and intervene with problem behavior through behavior modification techniques. This course is appropriate for all student support staff members, regular and special education teachers.

Being an Impactful Principal (CPD-999)

Participants in this course will discuss the need to "reposition the role of the principal as overall instructional leader so that it maximizes the learning of all teachers and in turn all students." Participants will examine Fullan's claims that educators need to focus on three key aspects of the principal's role: 1) Leading Learning, 2) Being a District and Team Player, and 3) Becoming a Change Agent.

Blended Learning in Physical Education (CPD-296)

Physical Education is no longer just about getting into teams and playing games. Today, innovative educators in both higher education, corporate learning & development are improving learning through technology, as evidenced by the rapid adoption of technology-assisted teaching methods and blended learning models. We need to keep up with current trends in education and stay relevant. As we continue to navigate our way through remote learning and hybrid instruction, it is essential for us to continue to develop equitable practices to help all students meet success. Participants in this course will also focus on how their experiences and personal biases can impact teaching and learning.

Bringing More Formative Assessment Into Your Classroom (CPD-188)

A teacher's use of formative assessment techniques is essential in ensuring he or she is meeting the learning targets for a unit. Teachers need to know "who knows what" before moving on. Formative assessment is nothing new – our teachers were administering formative assessments to us when we were in school many years ago. In today's digital age, we are lucky to have so many more tools to assist us in our formative assessments. Teachers in the class will review the research on formative assessment as well as explore dozens of instructional tools that can be used for formative assessments. Teachers will leave this course with concrete and easy to use examples for embedding more formative assessments into their lessons.

Bringing PBL Into Your Math Classroom (CPD-270)

As we prepare the 21st Century Students for the 21st Century workforce, we need to arm them with the ability to problem solve and think critically. Project Based Learning is one method for improving critical thinking skills in our students. PBL prepares students for the problem-solving activities the 21st Century workplace will demand. This course will examine PBL methods for a Mathematics Classroom. Teachers will focus on best practices related to PBL and how to increase critical thinking skills and performance. This course is appropriate for all K-12 teachers.

Bringing PBL To Physical Education (CPD-186)

Personalized learning is taking education by storm, and we need to determine what it looks like in physical education. This course will help physical education teachers learn how to design and implement project-based learning with voice and choice so they can offer more innovative lessons for their students.

Building a Classroom Culture of Resilience (CPD-228)

Have you ever wondered why some students seem to be able to push through anything that life throws at them, while others shut down as soon as adversity sinks in? Have you ever thought that if you could teach students to "not give up" and to "get back up when knocked down" that you could better reach your learning targets and goals in the classroom? This course will focus on Grit, Resilience, Stress Reduction, Trauma, Learning from Failure and Mindfulness in the classroom. Educators will have the opportunity to implement research-based strategies and co-construct knowledge with their peers through interactive discussions. Educators will develop a

full understanding of what it means to be resilient and how we can integrate strategies at both the classroom and building levels. This course is appropriate for all K-12 educators.

Building Essential Literacy Skills Through Play (CPD-350)

Play is one of the most important ways in which young children gain essential knowledge and skills. For this reason, play opportunities and environments that promote play, exploration and hands-on learning are at the core of effective literacy programs. Children become literate members in society by listening and interacting with the people that surround them. Participants will review the cognitive research revealing how children learn to read while examining the benefits of uninterrupted play and how it encourages language development. This course offers successful, evidence-based strategies to use during play that will enhance reading and writing skills while building a joyful classroom.

Building Remote Student Relationships (CPD-290)

Building a strong student teacher relationship is one of the main pillars of being a strong educator. This is even more important as we navigate through remote learning. Our students need us now mor than ever, and many are looking for a sense of normalcy as we navigate through remote learning experiences. This course will assist educators in their attempt to utilize digital tools during remote learning to build strong teacher student relationships. Educators will explore digital tools such as Padlet, Flipgrid and others to support attempts at building relationships with students.

Building Strong Classroom Communities (CPD-390)

Are you passionate about creating inclusive, positive, and thriving learning environments? The "Building Strong Classroom Communities" professional development course is designed for educators seeking to enhance their skills in fostering collaborative, supportive, and engaging classrooms. This course will delve into key aspects of building strong classroom communities, gaining practical insights, and implementing evidence-based strategies. From understanding diverse student needs to mastering conflict resolution and incorporating social-emotional learning, participants will develop the knowledge and skills necessary to cultivate a positive and inclusive learning environment.

Canva For Classroom Teachers (CPD-366)

Canva is an excellent tool for keeping students engaged and improving classroom communication. Whether you are creating worksheets for students or newsletters for communication, this course will assist you in mastering the ins and outs of Canva. You will be on the road to creating high quality finished products that will engage students and impress parents!

CGI Math (CPD-328)

Cognitively Guided Instruction (CGI) is a student-centered approach to teaching math. It starts with what your students already know and builds on their natural number sense and intuitive approaches to problem solving. CGI teachers start with what students know and build on their intuitive problem-solving processes so that each and every student grows in their understanding of rigorous math concepts. Research shows that CGI increases: students' math achievement, students' problem-solving experiences and teachers' math knowledge. This course is designed so that teachers meet the needs of their students and make connections between research on children's thinking and their State Math Standards. This course is appropriate for all K-12 school professionals.

Character Education (CPD-184)

Character education provides guidance for youth to understand their abilities, to strive to reach their fullest potential, to care for others and enables all youth positive self-development. Schools can foster this development in and out of the classroom by focusing on intellectual, social, emotional, and ethical character in students. Implementing character development programs that focus on these needs give students the optimal chance at success. Character education is a primary prevention tool used to promote positive youth development, academic achievement, and character development.

Cooperative Learning Strategies (CPD-360)

Assessment is the important component in any reform of the educational system in the age of accountability and serves as the main driver of both student accomplishment and school improvement. The topic of instruction and assessment integration, sometimes known as teaching to the test, will be covered in-depth in this course. The model that focuses on learning assessment will be turned on its head to uncover learning assessment. The goal will be to develop the abilities needed to create exercises and activities in the classroom so engaging and effective that education and assessment are combined into a single domain. Teachers will establish the targeted outcomes and competency targets as related to the assessment before beginning instructional planning. In order to accurately measure student achievement, teachers will discuss how data is acquired through a range of official and informal assessments. We'll talk about related topics like test anxiety, motivation, and classroom management. We'll explain alternative assessment techniques and blend them into useful, classroom-friendly exercises. This course is appropriate for all K-12 school professionals.

Co-Teaching Methods That Work (CPD-152)

The benefits of the co-teaching classroom are immense for our students. Even with the high stakes of a successful inclusion classroom, many teachers have not had the opportunity to develop their co-teaching skills. This course will refresh teachers on special education law, the IEP and other regulations. The relationship between the special education and general education teachers will be examined. This course is appropriate for K-12 General and Special Education Teachers.

Combating Childhood Obesity Through Physical Education (CPD-212)

How can we as educators help prevent childhood obesity? It is not classified information that we have an obesity crisis in America. Children with obesity can suffer from physical, mental, emotional, and social problems. As an educator it can be frustrating figuring out how to address these issues in physical education class. This course will introduce you to the causes of childhood obesity. Knowledge of these factors and their negative consequences will help you as an educator combat the causes of a childhood obesity. Using the techniques from this course, you will be able to promote healthy choices that can positively impact students for the rest of their lives.

Conflict Resolution – How to Maintain the Peace in Your Classroom (CPD-138)

From the first year teacher to a seasoned veteran, classroom management is often identified as an area teachers would like to improve. Teachers are looking to build upon their ability to relate to students and address conflicts as they arise. This class will look at some easy to implement strategies to assist teachers in reducing conflict and outbursts in the room. Teachers will also examine some basic negotiation and mediation skills that are easy to execute and can help "keep the peace."

Constructing Critically Conscious Learning Environments (CPD-256)

In this course participants will be introduced to the concept and theory of Critical Consciousness and how It can be applied to classroom instruction to directly affect student outcome and success. Participants will be encouraged to think about their own perspectives and working within a diverse environment. The focus of this course will be on how to infuse the mindset of critical consciousness within our students with also infusing cultural responsiveness in our daily instructional practices. Further, participants will be provided time to reflect upon their own understanding of what it is to be critically consciousness which will help in modeling for students. The key components of both theories will be introduced, discussed and implemented within a variety of instructional techniques and daily classroom interactions. Being able to engage diverse student population has a strong and direct effect on student development and varied tolerance.

Constructing the Creative Classroom (CPD-224)

This course provides teachers with the knowledge and skills to nurture creativity in their students. Among students in our classrooms, creativity varies over a wide range – visual, mechanical, verbal, artistic, linguistic, athletic, mathematical, and analytical. This course defines creativity and describes behaviors most often associated with it. In addition, a model is systematically developed that teachers may use to develop creative lessons. The course elaborates upon the model by adding and covering topics that range from finding problems to critical thinking. Each topic is functionally related to model components. An emphasis is also put on the application of the model to lesson development and teaching creatively. This course is appropriate for all K-12 teachers and school professionals.

Creating a Culture of Learning and Growth Mindset (CPD-194)

The focus on building our students' growth mindset capacity continues to prove to be an important role for educators. Teachers are often aware of the concepts behind mindsets but have not looked at their lessons and teaching techniques in relation to the concept. Teachers in this course will develop methods for reflecting on their current practices and materials in a manner that will assist their students in growing this essential capacity. Present research and best practices will be evaluated and utilized to improve student learning outcomes in the classroom.

Creating Positive School Climates (CPD-362)

Regardless of how much you are familiar with dyslexia, figuring out how to best support students who have this disability can be scary. After all, students with dyslexia frequently experience difficulties with speaking, reading, writing, handwriting, and spelling. How can you meet the needs of the other kids in your class while also reaching these students? You will discover how dyslexia affects your kids' oral language, reading comprehension, and writing skills in this course, and you'll learn how to support them with targeted support tactics. You'll also discover how to maximize the frequently undervalued or misunderstood benefits of students with dyslexia. Despite the fact that many dyslexic kids struggle academically as a result of their disability, they often also have substantial strengths, such as creative capacities. After completing this course, you'll be able to assist in meeting the particular needs of dyslexic students and show them how to use their talents for an engaging learning environment. This course is appropriate for all K-12 school professionals.

Critically Conscious Remote Learning Environments (CPD-288)

This course will assist educators in creating critically conscious instruction in remote learning settings, to improve learning outcome for all students. Participants will address their diverse student groups and the experiences they bring to the classroom, and how they impact teaching and learning. Course assignments will encourage participants to build a variety of instructional and classroom management techniques that consider multiple perspectives while engaging in remote learning.

Cross Curricular Coding (CPD-370)

In order to make connections between what students learn in school and the real world, instructional materials must be relevant to the lives of our students. With the expansion of computer science in K-12 education, the concept of computer programming should be prevalent through a student's education. When working in tandem with core curriculum subjects, connections between coding and the real world become evident. Not only can this collaboration benefit a student's computer science education, it also has the potential to enhance the core curriculum by presenting education in a different way.

Dangerous Trends in Adolescence Behavior (CPD-340)

Adolescence is defined as the period of life that starts with the biological, hormonal and physical changes of puberty and ends at the age at which an individual attains a stable, independent role in society. Adolescents' health and well-being is threatened by their reckless and risky behaviors.

Factors affecting adolescence, including rapid developmental changes and physical growth, family and social contexts. Adolescents engage in more risky behavior than adults,as a general rule, adolescents and young adults are more likely than adults to binge drink, smoke cigarettes, have casual sex partners, engage in violent and other criminal behavior, and have fatal or serious accidents

Data Driven Instruction (CPD-156)

Data driven instruction is a precise and calculated approach to improve student comprehension throughout the school year. Implementing and utilizing data to drive instruction is perceived to be an overwhelming task. This course will help educator use data analysis to improve student learning. The use of data and student learning objectives (SLOs) are at the heart of data driven instruction. Participants will analyze data, focus on increasing rigor in the classroom, types of assessment, and the building blocks to successful data driven instruction implementation. This course is appropriate for all K-12 educators.

Deconstructing the Opportunity Gap (CPD-260)

A consequence of the widening income gap in the United States is its effects on education in underserved communities. It is widely believed that education is an important steppingstone for financial and personal success. However, as it has been widely documented, students from underserved communities are not being afforded the same opportunities as their peers in more affluent communities. This course will explore opportunities, introduce educators to available resources, and ultimately support teachers in their desire to close the achievement gap of our underserved student populations.

Differentiated Instruction for English Language Learners (CPD-176)

English Language Learners (ELLs) need to have access to K-12 curriculum and be able to achieve the same level of success as their English-speaking counterparts. This course prepares teachers to effectively understand ELLs' backgrounds and to differentiate their instructional approach. By providing the skills to differentiate their instruction through multiple modalities, this course gives a practical, classroom ready application of new learning to improve instructional practice. This course is appropriate for both regular and special education educators.

ELLs: Meeting the Academic Needs of English Language Learners (CPD-142)

English language learners present special challenges for teachers in today's classrooms. A successful ELL teacher learns to balance the language learning needs of the students with the appropriate content. The knowledge and skills students gain in ELL classes positively affect their lives at school and home. As the diversity of the United States increases, so too does the need for teachers of second language learners. This class is appropriate for all K-12 teachers.

Embracing Student Diversity and Immigrant Students in the K-12 Classroom (CPD-312)

Culturally competent educators understand the diverse needs of their students and establish a culture of learning that provides opportunities for all students to succeed. Across the nation we are seeing a cultural gap that educators must navigate, including the challenges that current immigration issues and language differences have established. Educators in this course will develop strategies for incorporating, and celebrating, students' strengths and differences into daily lessons. Each educator will develop strategies for creating lessons and integrating strategies to become a more culturally competent teacher while promoting a safe space for learning and cultural differences.

Emotional Disabilities – Best Practices (CPD-126)

Students with emotional disabilities are being educated in the mainstream setting at an increasing rate. This course will provide strategies and techniques for meeting the needs of the emotionally disabled student in the mainstream classroom. Participants will research, analyze, and develop strategies on building positive personal relationships with students and behavior modification. This course will offer recent research on behavior modification programs and their implementation in the classroom. Through internet articles, websites and case studies, participants will focus on how to provide the essential structure that students with E.D. require, even during "unstructured" activities and transitions.

Emotional Intelligence For All Students K-12 (CPD-382)

Effective teachers are those who have solid self-awareness and sensitivity to the emotional health of their students. This class will provide an overview of what Emotional IQ means, exercises to deepen self-awareness, and practical guidelines for connecting with your students and staff.

Emotional Security and Safe Schools (CPD-218)

Emotional security and safety of staff and students in schools, it starts with educating our staff on what this entails. When it comes to safety in schools, most people respond with answers related to security systems or police presence in schools. These physical precautions to safety are often the focus of schools when trying to keep staff and students secure. We must not ignore though, a key component in keeping our schools safe: emotional security. How students feel when they are in school shapes learning and student development. The emotional security component is often overlooked for physically safer schools. The reality is emotional security needs to be just as important. It needs to be deeply rooted into the culture of a school, both for staff and students. This course is appropriate for all K-12 teachers and school professionals.

Empowering Today's Teenager (CPD-104)

The adolescent brain, like the rest of their body, is still growing and changing. Many teens deal with issues such as impulse control, erratic behavior, changing bodies, increased emotions and coping skills. Teachers need to be able to understand these issues and be equipped with strategies for assisting students through them. Teachers in this course will research the issues facing today's teenager and how these issues impact the classroom. Teachers will develop lessons and

instructional strategies for helping students learn to control impulses, level out erratic behavior and deal with their changing bodies. This course is appropriate for grade 6-12 educators.

Engaging, Motivating and Exciting Learners (CPD-264)

Students need to be engaged and excited about learning to meet their full potential. This course will allow educators to develop and implement strategies that increase student motivation and engagement. Educators will analyze different tools for creating fully engaging lessons where students are both excited to learn and able to meet their full learning potential. Course materials will assist educators in gaining more active student engagement in classroom lessons and motivation.

Engaging, Motivating and Exciting Learners During Remote Learning (CPD-298)

Students need to be engaged and excited about learning to meet their full potential. This challenge has intensified during remote learning. This course will allow educators to develop and implement strategies that increase student motivation and engagement. Educators will analyze different tools for creating fully engaging lessons where students are both excited to learn and able to meet their full learning potential. Course materials will assist educators in gaining more active student engagement in classroom lessons and motivation.

Engaging Students with STEAM (CPD-998)

Educators will learn what STEAM is, how it is different than STEM and how it can be used to increase student motivation towards learning. In today's classroom, educators need to take every opportunity they have to increase student engagement. Participants will examine strategies for implementing STEAM strategies in their classes.

Engaging and Supporting Students with Dyslexia (CPD-352)

Regardless of how much you are familiar with dyslexia, figuring out how to best support students who have this disability can be scary. After all, students with dyslexia frequently experience difficulties with speaking, reading, writing, handwriting, and spelling. How can you meet the needs of the other kids in your class while also reaching these students?

You will discover how dyslexia affects your kids' oral language, reading comprehension, and writing skills in this course, and you'll learn how to support them with targeted support tactics. You'll also discover how to maximize the frequently undervalued or misunderstood benefits of students with dyslexia. Despite the fact that many dyslexic kids struggle academically as a result of their disability, they often also have substantial strengths, such as creative capacities.

After completing this course, you'll be able to assist in meeting the particular needs of dyslexic students and show them how to use their talents for an engaging learning environment.

This course is appropriate for all K-12 school professionals.

Equity and Social Justice in the Classroom (CPD-310)

Educators in this course will develop their capacity for implementing strategies that create more equitable learning environments and stress social justice. Topics covered in detail include: Multicultural Education, Equity Mindset and Social Justice Education, Systematic Racism in Education, Culturally Responsive Literacy, using technology to bridge opportunity gaps, and challenging biases.

Gamification in Education (CPD-334)

Gamification is an emerging trend in education. Put simply , gamification is integrating aspects of game design into non-gaming activities. It can change the way our students learn , teachers think , and classrooms look. In this class , you will learn how to incorporate game elements into your lessons , activities , and assessments to increase student motivation and engagement. This class is appropriate for all K-12 educators.

Gender Equity in Educational Leadership (CPD-338)

Gender equity in education requires men and women working together to promote values built with equity. By analyzing barriers women face, support factors available and the need for highly qualified women educational leaders, schools can finally achieve gender equity. Participants in this course will examine their own experiences while discussing if they themselves are barriers to gender equity or a support factor.

Gifted Teaching and Learning in Every Classroom (CPD-262)

When students with "exceptional abilities in any area that exceeds grade level expectations," we consider them to be gifted. If teachers are unable to identify these students and modify their curriculum, they often become the least likely to succeed in your classroom. They can become frustrated, bored, and uninspired. In this course, educators will learn how to identify gifted students, address the unique challenges they experience, create appropriate assignments & differentiate your own pre-existing plans. The resulting techniques and instruction energize and motivate students and ignites curiosity and inspires students to challenge themselves to learn and grow in amazing new ways. This course is appropriate for all K-12 teachers and school professionals.

Google Apps – The Paperless Classroom (CPD-272)

Can my classroom function the same way going paperless? Am I prepared for virtual learning? Is it possible? How much work is it? This course will examine the ins and outs of utilizing Google Drive and Documents to foster student collaboration and rich learning opportunities. Participants will familiarize themselves with Google Drive, Docs, Sheet, Forms and Slides. Each participant will create worksheets, presentations, quizzes and activities that exist "sans paper" and allow their students to work collaboratively around essential 21st Century tools that they will need to master for success in the workplace. This course is appropriate for all K-12 educators.

Health Sciences Applied to Coaching (CPD-402)

The course is a series of interactive exercises and activities designed to study Health Sciences as they apply to coaching sports. Through these activities, exercises, and health application to coaching topics, participants will gain information, organize it for professional and personal use, and apply it to their programs. Health Sciences as applied to coaching will also help define selected principles of biology, anatomy, physiology, kinesiology related to coaching; risk minimization; mixed competition; selection and classification of athletes; age and maturity of athletes.

Highly Effective Teens (CPD-997)

Participants in this course will analyze the habits discussed in The Seven Habits of Effective Teens. Educators will analyze how to teach these habits in a manner that allows for application to their students' personal and educational lives. Participants will develop lessons and activities that utilize the discussed habits.

How to Flip Your Classroom (CPD-122)

One of the hottest buzz phrases in education today is the "flipped classroom." The premise behind the flipped classroom is to create an environment where the lecture and homework aspects of a course are reversed. Today's student, who is more tech savvy than ever before, is equipped to access content at home, replacing the traditional in-class lecture. This then allows for class time to be spent applying concepts and completing guided practice activity with an increased opportunity for student questioning. Flipped lessons provide for more active learning opportunities with students taking more responsibility reaching learning objectives. This course will analyze the theories and research supporting flipped lessons, as well as introduce educators to online tools and resources to create a successful and meaningful flipped experience. Participants will explore and utilize many free resources including TED TALKS, Khan Academy and the NY Times.

Improving Classroom Discussions with Technology (CPD-324)

The available technology today's educators are able to utilize allows for student-led discussions that increase collaborative learning.   This course will cover several of these free to use apps, giving each educator the opportunity to explore, participate and develop their own assignments for each app. These are all free-to-use applications that work in any classroom. Educators will develop 21st century learning experiences that improve student learning outcomes for all students.

Improving Student Outcomes Through Effective Homework (CPD-136)

Homework – the mention of the word makes the student in us tremble! As educators we know that we need to assign homework for various reasons from accountability to curriculum pacing demands. We can leverage our HW policies to improve student learning outcomes. Participants will assess their current HW practices and evaluate the components of an effective HW

assignment. Teachers will also develop paperless assignments as well as flipped lessons and HW assignments. This class is appropriate for all K-12 educators.

Improving Teacher Questioning Techniques (CPD-148)

The fastest way to get our students thinking at a higher level is to question them at higher level. With higher and more exhaustive standards being placed on our students, we must use our ability to question students in a manner that improves their ability to think critically, and problem solve. This course will prepare teachers to meet the demands of the Common Core State Standards and improve student learning outcomes. This course is appropriate for K-12 teachers.

Improving Testing Techniques (CPD-354)

Cooperative Learning is an instructional method in which students work in small groups to accomplish a common learning goal under the guidance of the teacher. Cooperative learning strategies offer students the possibility to learn by applying knowledge in an environment more similar to the one they will encounter in their future work life. Teachers get the chance to work on core competencies and on students' communication and soft skills, which are valuable for students' success in life and work, integrating them in school curricula. This course will explore strategies that teachers can bring back to their classroom and implement. This course is appropriate for all K-12 staff.

Incorporating Elements of The Science of Reading Into The Balanced Literacy Classroom (CPD-346)

Participants will develop knowledge and competencies allowing them to provide evidence-based instructional strategies and effective instruction, intervention and differentiation to their literacy block. Participants will align current practices with brain science leaving with practical and powerful instructional shifts that can be made in their classroom immediately.

Incorporating Social and Emotional Skills in Your Classes (CPD-236)

To teach the whole child, we as educators must understand that learning is also a social and emotional experiences. Knowing one's emotions, how to manage them, and ways to express them constructively are essential life skills. These skills enable one to handle stress, control impulses, and motivate oneself to persevere when faced with personal, academic, or work-related obstacles. A related set of skills involves accurately assessing one's abilities and interests, building upon strengths, making effective use of family, school, and community supports and resources. These social emotional skills thought processes and behavioral strategies can be contributing factors to one's success beyond the academic assessments.

Innovator's Mindset (CPD-996)

Educators in this course will examine the concept of change being a necessity presented in The Innovator's Mindset. Educators will analyze and implement strategies for developing cultures of innovative mindsets within their classrooms and buildings. Strategies for getting a building wide

"buy in" will be addressed, while examining where the participant's school currently is performing well in terms of promoting innovator's mindset, and where it needs to improve.

Intro to Coding For Beginners (CPD-368)

Rather than being passive consumers of technology, children should have the opportunity to be active creators in the innovation process. By learning to program from a young age, children can explore new ideas and develop their own ways to solve problems they face. Educators in this course will learn the core concepts of programming and examine different strategies to share these skills with young learners. Each educator in this course will make connections between these core concepts and their everyday lives to present programming in a way that is engaging and relevant to their students.

Introduction to DBT and its Usage in Schools (CPD-374)

Increasing numbers of children and adolescents are experiencing mental health struggles and engaging in high risk activities such as self harm and suicidal behavior. Dialectical Behavior Therapy (DBT) is a primary treatment approach for these behaviors in children and adults. This class serves as an introduction to DBT and its inclusion in the school setting. Topics covered include the theoretical foundation of DBT, main treatment components, and the benefits of using DBT with children and adolescents in the school setting. Participants of this class will engage in activities that enhance their knowledge of DBT and challenge them to consider how they can incorporate aspects of DBT into their school building, classroom, and daily life.

K-6 Tools for Increasing Communication & Critical Thinking Skills (CPD-322)

Educators in this course will examine and develop tools to differentiate instruction, engage students with creative formative assessments, and allow for student choice in the elementary classroom. This course will fully develop lessons and strategies for use in both in-person and remote instruction.

Leveraging Tech Tools to Assist Special Education Populations (CPD-320)

Today's increase in educational apps, tools, and extensions have impacted the way educators deliver instruction, and perhaps the most profound results have been in assisting students with learning disabilities. Educators in this course will examine free and easy to use tools for assisting with reading, writing and study skills, as well as behavior and classroom management. Educators will develop classroom ready assignments and lessons.

LGBTQI Education (CPD-230)

According to statistics gathered by GLSEN, the Gay Lesbian Straight Education Network, ten percent of the population is gay, bisexual, or transgender. These students come to school with the needs of any other student. Transgender and gender non-conforming (TGNC) youth are quickly becoming more visible in society. Parents of gender non-conforming children are coming to mental health providers in increasing numbers and are often met with stigma and bias and a lack

of education on TGNC health. TGNC youth are turned out of their homes at disproportionate rates and harassed and bullied in school at higher rates than their gender conforming peers. They have higher rates of suicide, depression and substance abuse and face unique medical, legal and social barriers. They also have produced their own cultures and communities to face these challenges. This course will examine the research on TGNC youth in the context of the practical challenges faced by these individuals and their families.

Lifetime Fitness For All Students (CPD-380)

This course is designed for teachers interested in teaching the fundamental components and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on fitness and wellness through the study of nutrition, weight assessment and consumer facts on exercise and fitness. Students will learn strategies for planning a personal, lifelong fitness program based on individual needs, abilities, and interests.

Literacy Instruction and Differentiation for Students with Special Needs (CPD-344)

Participants will develop knowledge and competencies allowing them to provide appropriate and effective instruction, intervention and differentiation for students experiencing difficulties in acquiring literacy skills.

Making Math Meaningful and Rigorous (CPD-358)

Participants will investigate how the brain processes, stores, and retrieves information as well as what teaching techniques support students' learning the most. The course provides tips on how to grab students' attention, keep it, improve their memory, and prepare them for tests. In order to ensure that all students achieve their potential, students will acquire cutting-edge methods for creating lessons and assessments as well as for modifying instructional strategies. Participants will examine a range of learning techniques that can be applied to enhance student mastery of relevant material. Utilizing online resources will improve your knowledge and abilities. You will find online materials that will complement and enhance your course work during this course. This course is appropriate for all K-12 school professionals.

Managing ADHD and LD in the Classroom (CPD-110)

There is no teacher that hasn't come across a student in their class with ADHD or a Learning Disability. This course will allow teachers to examine current research geared at helping all teachers work effectively with students with ADHD and learning disabilities. Teachers will understand the impact of ADHD on a student's performance, the difference between male and female students with ADHD and be made aware of basic instructional strategies to implement in their classrooms.

Microlearning Essentials: Bite-Sized Learning for Maximum Impact (CPD-384)

In today's fast-paced world, traditional learning methods often struggle to keep up with our busy lives and rapidly evolving information landscape. Enter microlearning – a revolutionary

approach to education that delivers knowledge in small, easily digestible units, making learning efficient, engaging, and impactful. The "Microlearning Essentials" course is designed to introduce learners to the concept and techniques of microlearning, empowering them to leverage this innovative approach for personal and professional growth. This course breaks down complex topics into bite-sized modules, each focusing on a specific skill, concept, or piece of information.

MultiCultural Education for the 21st Century (CPD-196)

Teachers in the 21st Century classroom are facing the most diverse group of students from a racial, cultural, ethnic and socioeconomic background. As diversity increases, so does the need for teacher training in developing pedagogical skills to meet the demands that are a result of this increased diversity. Teachers in this course will develop lessons and instructional strategies that benefit all students, native English speaking and ELL students. Teachers will develop competencies and skills to teach within their content and implement an understanding of how language is structured, acquired, developed, and how they vary.

Nature-based Pedagogy in the Elementary Classroom (CPD-308)

Playful engagement in nature can be a powerful tool for learning. That's common sense to many who spent their childhoods in nature observing a cicada exit its shell, watching ants at war or picking a dandelion to blow it's seeds to make a wish. In this course, you will learn about the research and best practices that underpin a classroom that utilizes nature as the forefront. Participants will learn how to use nature to harness their students' curiosities through meaningful lessons and activities in and out of the classroom. Anchored in research about how children connect to the natural world and explore, this course will foster a love, dependence and appreciation of our Earth and all its gifts.

Navigating the Haze: Current Trends and Impacts of Adolescent Marijuana Usage in Educational Settings (CPD-386)

In today's evolving educational landscape, teachers play a pivotal role in shaping the lives of their students, including navigating the complexities surrounding adolescent marijuana usage. Our professional development course, titled "Navigating the Haze," is designed to empower educators with the knowledge and skills needed to address the current trends and impacts of marijuana use among adolescents. Participants in this course will delve into the latest research and data, gaining a comprehensive understanding of the factors influencing adolescent marijuana usage. Educators will explore the physiological, psychological, and social implications of marijuana on the developing adolescent brain, as well as its potential effects on academic performance and socio-emotional well-being.

Parent Contact Made Easy (CPD-130)

This course will address an ongoing question that many educators voice every year- How do I increase communication with my students' parents? Every teacher can relate to spending their prep periods, lunch periods and time after the school day trying to get in touch with a parent. The frustration that can build up can leave educators feeling helpless. This course will introduce

participants to a couple of highly effective methods for increasing parent contact. In today's world of APPR, parent teacher communication is a must. Many districts' plans are assessing educators on such factors as communication skills with parents. By learning a few techniques you can increase the levels of communication and save yourself valuable time as well! Participants will research the impact of communication on addressing poor behavior and performance, as well as reinforcing achievement, improvement and positive behavior. This course will address online communication tools including teacher blogs, Remind101 and email distribution lists. Participants will also analyze how increased reliance on technology and social media is playing a role in the current trend of the "flipped classroom." This course is appropriate for all grade level/subject teachers.

Play-Based Pedagogy in the Elementary Classroom (CPD-306)

The science of brain development has provided us with solid evidence that there is real power in play. Play is the vital activity that children use to learn about and interact with their world, and gain the mental, physical and social and emotional skills necessary to succeed in their adult lives. This course will answer three core questions: What does it mean to have a pedagogy of play and why is it important? What does playful learning look and feel like in classrooms and schools? How do educators set up the conditions where playful learning thrives?

Preparing for Remote Learning and Evaluating its Effectiveness (CPD-286)

To fully engage with students in remote learning, it is important to understand the current readiness students have at home. Participants in this course will develop a survey to gauge student readiness for remote learning. Participants will also look at strategies for evaluating their remote instruction to improve student learning outcomes.

Principles, Philosophy and Organization of Athletics (CPD-400)

The course covers basic philosophy and principles as integral parts of physical education and general education; State, local and national regulations and policies related to athletics; legal considerations; function and organization of leagues and athletic associations in New York State; personal standards for the responsibilities of the coach as an educational leader; public relations; general safety procedures; general principles of school budgets, records, purchasing and use of facilities.

Promoting Healthy Lifestyle (CPD-332)

What behaviors and actions can we teach our students that they need in order for them to achieve a healthy lifestyle? Teachers will discover and explore information on topics such as nutrition , physical activity , outside influences of peer pressure and addictions , emotional wellness , risky behavior , and decision making. You will help your students create a healthy lifestyle instructional toolkit as a result of this course. Learn and share differentiated strategies and practices to enable your students to create healthy lifestyle choices and apply them to their daily lives.

Remote Learning with Hyperdocs, TextSets and Collaboration (CPD-284)

A challenging aspect of remote learning is building activities that allow for students to collaborate and learn from one another. There are several methods for achieving this challenge, and participants in this course will examine tech tools that allow for collaboration. Each participant will develop lessons that include hyperdocs, Multimedia Text Sets and other collaborative strategies.

SEL for Today's Classroom (CPD-342)

Social Emotional learning has transformed from something that many of us tried to implement in our classrooms to something that is just as essential as our content in today's classroom. Today's student needs instruction and modeling to develop self awareness, social awareness, recognizing and identifying emotions and their causes, positive goal setting, feeling and showing empathy and responsible decision making. Participants will develop strategies for establishing and maintaining culturally responsive sustaining relationships and an awareness of their impact on the community.

Social Emotional Strategies During Remote Learning (CPD-278)

Technology has become ubiquitous in today's classroom amid a global pandemic and school closures. With all of these innovations in technology, it's important to take time to reflect on how to most effectively use our time with the most appropriate tools for social emotional learning. To teach the whole child, we as educators must understand that learning is also a social and emotional experiences. Knowing one's emotions, how to manage them, and ways to express them constructively are essential life skills. These skills enable one to handle stress, control impulses, and motivate oneself to persevere when faced with personal, academic, or work-related obstacles. A related set of skills involves accurately assessing one's abilities and interests, building upon strengths, making effective use of family, school, and community supports and resources. These social emotional skills, thought processes and behavioral strategies can be contributing factors to one's success beyond the academic assessments. This course will also explore how underserved communities will not have the opportunities to access some of the materials presented.

Special Education Strategies During Remote Learning (CPD-280)

As we transition into a new way to educate our students, it is essential to unpack and familiarize ourselves with how this will affect students with disabilities. While it can be frustrating to shift our classrooms to a virtual setting, it is essential to realize that special education students will be impacted more than most students during this time. This course will assist educators in getting started with strategies for special education students during remote instruction, identifying their needs and helping them advocate during these unprecedented times. Each educator will have the opportunity to create student resources, collaborate with their peers, and exchange ideas and best practices.

STEM Education in the Remote Classroom (CPD-294)

With transitions to remote and hybrid instruction, it is still as essential as ever before to cultivate problem solving skills in our students. Integrating STEM tasks into your classes allows students to develop critical thinking skills and problem solving skills in order to be successful contributors in the 21st century workforce. Educators in this course will develop strategies to increase their students' STEM fluency and exposure to authentic and valuable STEM problem solving activities.

Stoic Calm – Building a Strong Mindset (CPD-304)

Multiple times per week our inboxes are flooded with new alerts and updates regarding the health of our school environments. Today's students and staff share anxious and worrying concerns about their school and their learning communities. How can we approach this seemingly endless stream of bad news? The answer is through Stoicism. In this course you will learn ways to quiet the mind when encountering negative thinking and take steps to make both you and your students feel better about themselves no matter what news arrives. You will be able to breathe and guide your mind through visualizations and steps in cognitive distancing every day. As teachers, we all face the dilemma of not having enough time to teach with depth and it seems like we are always just scratching the surface.

Successful Remote Teaching Strategies (CPD-276)

A consequence of COVID-19 has been the inability of students and teachers to return to education as usual. The inability to teach in front of a classroom to a full room of students, in person, has had a detrimental impact on both how students feel about their teachers and their learning, and how teachers feel about their ability to do the job well. Questions about hybrid learning, remote learning, distance learning, applications, resources, and technology issues are constant. In this ever-changing, ever-confusing environment, it would be helpful to have resources, contacts, colleagues, and ideas at your disposal, to help alleviate your concerns and bring learning (and fun!) back "into" the classroom.

Tackling Trauma (CPD-234)

Research shows that up to 25 percent of all students in a school have experienced some form of trauma. This percentage rises to 80 percent when we talk about special education students. This trauma results in difficulties regulating behaviors and likely leads to cognitive and executive function difficulties. Many students are unable to regulate internal behaviors and as a result display withdrawal, shutting down and zoning out.

Educators will examine the impact of trauma on cognitive and emotional growth, the learning challenges that result from trauma, and trauma-informed classroom strategies.

Teacher as Counselor: Appropriate Strategies for the Classroom (CPD-140)

Educators do not stop at just delivering the curriculum. We are constantly an open ear or a warm shoulder for our students. Today's teacher has much more on their plate when it comes to counseling students within the classroom. This course will introduce teachers to some basic

strategies for assisting students through many common issues, such as anxiety, bullying, conduct disorder and oppositional defiant disorder. Participants in this course will also analyze methods for setting up appropriate boundaries with students. This course is appropriate for all K-12 educators.

Teacher Leaders and Racial Equity (CPD-318)

The past two years have emphasized structural inequities in the education system, and society. As educational leaders, these challenges have resulted in the need for us to take steps to disrupt racial inequities that are found in policies and practices. This course will allow leaders to focus on current failures related to student outcomes, expand their research and capacity to build racially equitable practices, and strengthen leadership without negatively impacting student achievement.

Teaching Students Grit and Ownership (CPD-198)

Grit can be described as its own acronym: guts, resilience, integrity and tenacity. Ownership is essential for grit to be fostered throughout education as students need to be invested as a learner in their actual learning experience. One characteristic that has emerged as a significant predictor of success is grit; regardless of socioeconomic status, social intelligence and IQ. Grit and ownership are something that can be instinctual; however, will easily be influenced and reinforced if mediocrity is celebrated at an overwhelming rate. Reaching mastery on a task is often overlooked with the over-saturation and exposure to the breadth of curriculum and activities offered to our youth today. Grit and ownership are something that teachers use to compare themselves to today's youth and their students. Rather than lecturing the "back in my day" approach, educators can find unique and personalized methods to approach this topic with their students through this course. In some cases, students in poverty have to overcome many obstacles just to make it to school which is a demonstration of grit in itself.

Teaming Up To Teach: Professional Learning Teams (CPD-336)

Teacher Teams are a key component of improving teaching and learning. Being part of a teacher team does not guarantee success, teams must be well-organized and utilize evidence based practices to work towards common goals. Schools can develop quality professional learning teams in order to improve student learning outcomes, provide targeted professional development and improve classroom management and school climate.

Technology Tools For Every Classroom (CPD-124)

This course will allow educators to build a repertoire of tools for integrating technology into the classroom. Utilizing technology in your content area is more than letting students "use computers" or going to a computer lab. This course will allow educators to explore online tools and other strategies for integrating technology into their daily lesson plans. Course participants will research and develop classroom strategies for surrounding blended learning, flipped classroom, QR Codes, instructional games, TED Talks and lesson plans, Khan Academy,

instructional videos, and utilizing mobile devices in the classroom. Teachers will also explore technology options for communicating with parents.

The Paperless Classroom (CPD-102)

Can my classroom function the same way going paperless? Is it possible? How much work is it? This course will examine the ins and outs of utilizing Google Drive and Documents to foster student collaboration and rich learning opportunities. Participants will familiarize themselves with Google Drive, Docs, Sheet, Forms and Slides. Each participant will create worksheets, presentations, quizzes, and activities that exist "sans paper" and allow their students to work collaboratively around essential 21st Century tools that they will need to master for success in the workplace.

The Impact of Parenting (CPD-995)

Participants in this course will analyze the different types of parenting styles in today's society. Focus will be spent on the parenting styles that result in a more permissive approach to setting limits and accountability. These approaches have an impact on the classroom as many students feel protected by both their parents and the media. As the current family structure is much different than those of past generations, we have seen a shift in values and overprotective parenting – both of which impact the classroom. Throughout the course, educators will analyze methods for dealing with these shifts.

Theory and Techniques of Coaching (CPD-404)

The course will begin with an introductory phase in which the basic concepts common to all sports will be discussed. Topics will include a history of interscholastic athletics in New York State. The objectives, rules, regulations and policies of athletics, as well as performance skills, technical information, and organization and management practices will also be among the topics covered. The special training and conditioning of the athletes in specific sports, the fitting of equipment, specific safety precautions and officiating methods will also be examined.

The Science of Reading (CPD-348)

The science of reading represents an extensive body of research explaining the cognitive and neural pathways of reading. There is so much that is known about how children learn to read, why some struggle, and how to effectively instruct and intervene. The fields of neurology, linguistics, school psychology, cognitive psychology, educational psychology, and learning science have generated vast information that bears on teaching reading. Teachers can make better use of what is known about word recognition, language, reading, and effective instruction as an opportunity to increase the literacy levels of students. Participants will align current practices with brain science leaving with practical and powerful instructional methods that can be made in the classroom immediately.

Understanding Compassion Fatigue in School Counselors CPD-372)

Compassion fatigue describes the physical, emotional, and psychological toll of helping others. Not only does compassion fatigue affect clinicians personally but it can also significantly impact their ability to help others. This class takes a deep dive into compassion fatigue in order to assist school counselors, psychologists, or social workers to be proactive in addressing their own level of self care in an effort to best meet their students' needs. Through this class participants will explore aspects of compassion fatigue including burnout, secondary trauma, ethical considerations and current events. Additionally, participants will assess their own self care toolbox and develop new strategies and preventative techniques to enhance their practice.

Understanding Mental Health and Mental Illness (CPD-226)

Mental health and illness is a component of teaching that has evolved and increased in importance in recent years. The role of the teacher does not include diagnosis or treatment recommendations for student with mental health diagnosis. It does include: teaching of mental health literacy; responding to student's/parent's concerns by supportive listening and referral to the most appropriate person within the school to help address those concerns (such as a counselor, social worker, psychologist) and providing ongoing academically appropriate support to the student as part of the school's integrated response to the student's needs.

Understanding School Refusal Behavior and Interventions (CPD-378)

School refusal behavior is a complex problem in the current educational environment that causes a significant level of stress for both families and schools. This class is designed for all school staff to explore and deepen their understanding of school refusal behavior. Participants will gain an understanding of the different types of school refusal behavior, risk factors and comorbidities associated with school refusal, and the functions of school refusal behavior. Additionally, evidence based interventions will be reviewed and participants will investigate effective interventions in relation to the different functions of school refusal behavior. Pertinent accommodations and program modifications will also be reviewed.

Unpacking the Computer Science Standards (CPD-388)

As technology continues to advance on a daily basis, it is our responsibility to prepare our students for the future in order to be productive and successful members of our society. Technological knowledge and skills are essential for 21st century work and life in general. In order to make sure we prepare our students adequately for their futures, the New York State K12 Computer Science and Digital Fluency Learning Standards are beginning to be implemented in many schools. In fact, they are expected to be implemented in all schools for the 2024-2025 school year! These standards were carefully crafted by educators, administrators, parents, and representatives of professional organizations in order to provide an equitable education for our future generations. It is our job as educators to unpack these standards and determine how we can best implement them in our classrooms. This course will outline the five core concepts of these standards and provide examples of how to address them in various classroom settings. This course is appropriate for all K-12 educators.

Using Project Based Learning to Meet the NGLS (CPD-150)

As we prepare the 21st Century Students for the 21st Century workforce, we need to arm them with the ability to problem solve and think critically. Project Based Learning is one method for improving critical thinking skills in our students. PBL prepares students for the problem solving activities the 21st Century workplace will demand. Teachers will focus on best practices related to PBL and how to increase critical thinking skills and performance. This course is appropriate for all K-12 teachers.

Using Social Media in the Classroom (CPD-146)

Is there any escaping social media in today's society? Especially in education, we hear a great amount about the harm and dangers of social media for our students. This course will help teachers move past the negative aspects of social media and allow for a focus on using social media in the classroom to help motivate students to learn. Teachers will examine how they can utilize tools such as Facebook, Twitter, and Instagram to modernize their lessons. Teachers will also research and implement methods for using social media as a motivator in the classroom to keep students engaged in the learning experience.

Utilizing Digital Portfolios in the Classroom (CPD-316)

Educators in this course will become familiar with digital portfolios and their classroom implications. Being that portfolios make classroom learning more accessible to parents, administrators, and other district support staff because they provide a window into student learning, participants in this course will improve and build upon their classroom culture and family connections.

Wake Them Up! – Motivating Lessons (CPD-144)

We have all been there – we've prepared a great lesson, developed a "hook" to keep students engaged and ready to learn, only to see student interest fizzle out as the lesson progresses. Keeping students engaged and active participants in the learning process is the most important aspect of lesson planning. This course will discuss strategies for "hooking" students and keeping them as active participants in the learning process. This class is appropriate for all K-12 teachers.

What Teachers Need to Know About At-Risk Students (CPD-364)

This course is designed to help educators identify characteristics of at-risk students including emotional or behavioral problems, truancy, low academic performance, showing a lack of interest for academics, and expressing a disconnection from the school environment. Topics discussed include discussions on drugs – the blatant abuse of prescription drugs, OTC drugs and illegal drugs. The harmful effects on the body physically, socially and emotionally will be evaluated. The problems of using alcohol and the effects it has on the young person's body. The New York state drinking and driving laws will be evaluated and discussed. Students will also examine the effects of children living with families plagued by drug and alcohol abuse. The material covered is suitable for educators of all age levels. Once warning signs are discussed several preventive and intervention strategies will be detailed as well.

What You Need to Know About Vaping (CPD-250)

The VAPING EPIDEMIC has created an immediate resource crisis for parents, schools, agency workers, administrators, counselors and support staff. This course will cover all pertinent facts and fictions related to electronic nicotine delivery devices including up-to-date information on the changes in vaping regulations, and the what-we-know-to- date on the pulmonary cases outbreak across 38 states will be addressed.

You've Got it Backwards: Understanding By Design (CPD-254)

Though there are many criticisms and labels given to UbD or Understanding by Design templates and course structures, the overwhelming research shows that when teachers plan using this method, they are ensuring the curriculum, content, and assessment are aligned with specific student outcomes and transferable skills. And in addition to its clear cut path to successful teaching strategies, the UbD framework ensures that students will be able to effectively reveal his or her understanding. UbD allows for students and teachers to focus on complex tasks, authentic opportunities to learn and explain, interpret, apply, shift perspective, empathize, and self-assess. Educators in this course will examine the pros and cons of Understanding by Design and determine whether this framework and its provided templates can work in the classroom. Each educator in this course will focus on understanding how backwards planning can improve his or her teaching.