

D.C. Everest Professional Development Catalog

2026-2027



Great Place to Learn – A Framework for Student Success



The D.C. Everest School Board has identified a key district goal: ensuring D.C. Everest is a great place to learn. The D.C. Everest Framework for Student Success defines what that commitment looks like in practice by connecting the Board’s vision to the daily actions of our professional learning community. Centered on our shared purpose of ensuring all students are college, career, and life ready, the framework highlights three interconnected priorities: academic clarity through quality instruction, safe and predictable learning spaces, and a continuum of support for all students.

Together, these priorities create the conditions students need to succeed. High-quality instruction is strengthened by safe, supportive learning environments, while a continuum of support ensures students receive the interventions needed to meet clear learning expectations. This graphic demonstrates how the alignment between the Board’s goals, our shared purpose, and our daily practices keep our work focused on student success and strengthens D.C. Everest as a great place to learn.

D.C. Everest Professional Development Framework

D.C. Everest offers four categories of professional development opportunities for staff engagement:

Individual Coaching

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A year-long, job-embedded professional learning partnership with an instructional coach. Coaching includes classroom observations, goal setting, reflective conversations, feedback cycles, and collaborative planning to support continuous professional growth.



Short-Term Learning Experiences

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Brief, targeted professional learning opportunities designed to address specific topics or skills. These may include one-hour after-school workshops, webinars, or other focused sessions that support immediate application in practice.



Series, Academies, and Cohorts

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Sustained professional learning experiences organized around specific focus areas. These opportunities include three or more sessions across the school year and emphasize ongoing learning, implementation, reflection, and feedback in collaboration with district colleagues.



Asynchronous Learning Opportunities

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Flexible professional learning experiences that staff may complete independently within a designated timeframe. These opportunities may include online modules, recorded webinars, professional readings, self-paced courses, or curated learning pathways designed to support individual growth aligned to district priorities.



Register in Frontline unless otherwise noted. Do not sign up for PD you have already taken.

Individual Coaching



Individual Coaching

This initiative is designed to provide a high-impact, non-evaluative coaching experience rooted in mentorship, training, and actionable feedback for teachers seeking to strengthen their instructional practice. Grounded in the Danielson Framework, this coaching model reflects the district's commitment to continuous educator development as a key driver of improved student outcomes.

- **Facilitators:** Jacque Stashek, Amy Engebretson, Luke Coenen, Anne Marie Jagodzinski
- **Dates/Times:** Year long
- **PD Hours:** 15
- **Audience:** Teachers not on summary year

Differentiated Reading Instruction (Walpole) Integrated Support

This learning opportunity is designed for teachers who have already read How to Plan Differentiated Reading Instruction (Walpole) and are looking to begin implementation or to further develop the Walpole instruction within their classroom.

- **Facilitator:** Jacqueline Stashek
- **Dates/Times:** Individual dates TBD
- **PD Hours:** 5 hours of integrated classroom support
- **Audience:** K-4 Teachers

Short-Term Learning Experiences



Elementary Tech Camp

Kick off the school year with confidence at Summer Tech Camp. In this hands-on session, elementary teachers will explore the latest technology updates and discover practical ways to streamline their digital classroom experience. We will revisit the Canvas Course Template to ensure your course is organized, engaging, and ready for students and families from day one. Together, we will explore communication tools within Canvas and build teacher capacity with our new tool, MyVRSpot, which will provide a safe video experience for our elementary students. You will leave with ready-to-use ideas, refreshed skills, and the confidence to start the year strong.

- **Date/Time:** August 4 ♦ 9:00-12:00 am
- **Facilitators:** Tammy and Felecity
- **PD Hours:** 3
- **Audience:** Elementary Teachers

AVMR 1 Assessment Refresher

This session reviews best practices for administering the AVMR 1 assessments for students of concern.

- **Facilitator:** Amy Engebretson
- **Dates/Times:** Pick one session:
 - September 14 ♦ 7:50-8:20 ♦ Webex
 - September 15 ♦ 7:50-8:20 ♦ Webex
 - January 13 ♦ 7:50-8:20 ♦ Webex
- **PD Hours:** 0.5
- **Audience:** AVMR Trained Teachers

AVMR 2 Assessment Refresher

This session reviews best practices for administering the AVMR 2 assessments for students of concern.

- **Facilitator:** Amy Engebretson
- **Dates/Times:** Pick one session:
 - September 17 ♦ 7:50-8:20 ♦ Webex
 - September 18 ♦ 7:50-8:20 ♦ Webex
 - January 14 ♦ 7:50-8:20 ♦ Webex
- **PD Hours:** 0.5
- **Audience:** AVMR Trained Teachers

Fall Book Study: Know Better, Do Better Comprehension

Join the book study Know Better, Do Better: Comprehension to explore a fresh look at reading comprehension. Instead of focusing only on strategies, this book shows how knowledge and vocabulary are the real drivers of understanding and what that looks like in real classrooms. You'll walk away with practical ways to help students think more deeply about texts, build lasting knowledge, and make comprehension instruction more meaningful — not just another set of questions to answer.

- **Date/Time:** October 22 ♦ 4:00-5:30 pm
- **Facilitator:** Jacqueline Stashek
- **PD Hours:** 8 ♦ Includes book study and one individual meeting with Jacque
- **Audience:** K-5 teachers, EL Teachers

Winter Book Study: Reading Above the Fray

Reading Above the Fray explores how strong word-reading skills support fluency and comprehension in the upper elementary grades. The book brings science of reading research into clear, classroom routines that help students break apart longer words and read with greater accuracy. Together, we'll dig into practical approaches that support developing readers and help them handle increasingly complex texts with more confidence. No more guessing or skipping over hard words!

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- **Date/Time:** February 3 ♦ 4:00-5:30 pm
- **Facilitator** Jacqueline Stashek
- **PD Hours:** 8 hours PD includes book study and one followup meeting with Jacque
- **Audience:** 2-5 Teachers, EL, SPED

Spring Book Study: Strive for Five

Who is doing the most work in your room? The most talking? Join the Strive for Five Conversations Book Study and discover how simple shifts in classroom conversations can make a big impact on language and comprehension. This book highlights the power of meaningful back-and-forth talk and shows how extending student responses can strengthen vocabulary, thinking, and understanding. Together we will explore easy ways to turn everyday moments—read-alouds, partner talk, socratic seminars and class discussions—into rich opportunities that grow students’ language and ideas!

- **Date/Time:** April 15 ♦ 4:00-5:30 pm
- **Facilitator:** Jacqueline Stashek
- **PD Hours:** 8 ♦ Includes book study and one individual meeting with Jacque
- **Audience:** K-5 teachers, SPED, EL

The Science of Reading and Learning Refresher

Been a while since you’ve taken LETRS? Or feeling you would like to have a better understanding of the science behind why we do what we do in literacy? Strengthen your understanding of how the brain learns to read in this engaging refresher on the Science of Reading and learning. We’ll revisit the key building blocks of skilled reading—from word recognition to language comprehension—while connecting research to everyday classroom practice. You’ll explore how the brain learns,

why practice and review matter, and how small instructional shifts can make a big impact. Walk away with a clearer lens for making instructional decisions.

- **Date/Time:** October 8 ♦ 4:00-6:00 pm
- **Facilitator:** Jacqueline Stashek
- **PD Hours:** 2
- **Audience:** K-5 Teacher, EL, SPED

7 Mindsets: Better Together-Empowering Educators

7 Mindsets for Educators is a professional learning course that helps educators apply the 7 Mindsets in their personal and professional lives. By engaging in self-reflection and practical activities, educators strengthen their mindset awareness, enhancing their ability to teach authentically and improve school culture. The course can be self-paced for individuals or facilitated for groups, offering flexibility to accommodate a variety of school settings and team needs.

- **Date/Time:** August 7 ♦ Independent pre-work
- **Facilitator:** Erin Jacobson
- **PD Hours:** 8 ♦ Independent 6 hours and August 7 ♦ 2 hours
- **Audience:** All Staff

Question Persuade and Refer (QPR)

QPR is an evidence-based, one-hour suicide prevention training designed for the general public to recognize warning signs, question someone about suicidal thoughts, persuade them to seek help, and refer them to appropriate resources. Often called “CPR for mental health,” it aims to reduce suicidal behaviors and save lives, with certifications lasting three years. What You Learn: Participants

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learn to recognize verbal, behavioral, and situational warning signs, as well as myths and facts about suicide.

- **Dates/Times:** Pick one session:
 - October 12 ♦ 3:30-5:30
 - January 12 ♦ 4:30-6:30
 - **Facilitator:** Brooke Davis
 - **PD Hours:** 2
 - **Audience:** All Staff
-

Compassion Resilience

Compassion resilience is the ability to maintain emotional, mental, and physical well-being while compassionately supporting others through the challenges of daily work. It involves maintaining empathy, strength, and hope in the face of adversity while taking steps to prevent compassion fatigue.

The Compassion Resilience Toolkits are designed to promote compassion resilience by providing resources and support to help professionals and caregivers maintain their well-being and compassion in the face of daily challenges. These toolkits, guided by a facilitator, offer guidance and support to help individuals navigate the demands of their work and maintain empathy, strength, and hope.

- **Dates/Times:** Pick one session:
 - November 9 ♦ 4:00-6:00 pm
 - February 9 ♦ 4:00-6:00 pm
 - **Facilitator:** Erin Jacobson
 - **PD Hours:** 2
 - **Audience:** All Staff
-

Restorative Practices

Restorative practices are a relational approach to building community, managing conflict, and repairing harm by focusing on empathy,

accountability, and collaboration rather than solely on punishment. Used extensively in schools and organizations, these practices strengthen relationships, foster a positive culture, and proactively address misconduct through dialogue, such as circles and conferences.

- **Improved Culture:** Creates safe, inclusive environments and reduces conflict
 - **Social-Emotional Learning:** Develops empathy, communication, and problem-solving skills.
 - **Behavioral Change:** Encourages taking ownership of actions and finding solutions rather than just punishment.
 - **Reduced Disproportionality:** Helps lower high rates of exclusionary discipline.
 - **Dates/Times:** Pick one session:
 - September 22 ♦ 4:00-6:00 pm
 - March 9 ♦ 4:00-6:00 pm
 - **Facilitators:** Erin Jacobson and Gina Lehman
 - **PD Hours:** 2
 - **Audience:** All Staff
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Crisis Prevention Intervention Training - Initial

CPI's Nonviolent Crisis Intervention Training prepares staff to prevent and de-escalate medium- to high-risk behaviors using both restrictive and non-restrictive methods. The CPI Initial Training is for staff who have not previously taken the course or whose certification has expired. This training takes place over two evenings, and attendance at both sessions is required for certification.

- **Dates/Times:** Pick one session:
 - September, 1 and 3
 - October, 13 and 15
 - February, 2 and 4

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- **Facilitators:** Amanda Thoma or Andy Low or Brandon Kranz
- **PD Hours:** 8
- **Audience:** Individuals who may need to engage in seclusion and restraints

Crisis Prevention Intervention Training - Refresher

CPI's Nonviolent Crisis Intervention Training prepares staff to prevent and de-escalate medium- to high-risk behaviors using both restrictive and non-restrictive methods. The CPI Refresher course is intended for staff who have previously completed the Initial CPI training and still hold a valid certification.

- **Department:** Student Services
- **Dates/Times:** Pick one session:
 - August 13
 - September 29
 - November 12
 - January 21
 - March 9
 - June 7
- **Facilitators:** Amanda Thoma or Andy Low or Brandon Kranz
- **PD Hours:** 4
- **Audience:** Individuals who may need to engage in seclusion and restraints

The Responsive Classroom Approach

Discover how to create a more inclusive, engaging, and well-managed classroom through The Responsive Classroom approach—a research-backed method that blends strong academics with social-emotional learning. In just two hours, gain practical strategies you can use immediately to:

- Build a positive classroom community
- Strengthen student engagement and achievement

- Boost your own professional satisfaction
- Implement clear and consistent classroom management practices

Join us and walk away with tools that support both student success and teacher well-being.

- **Dates/Times:** Pick one session:
 - August 4 ♦ 9:00-11:00
 - September 21 ♦ 4:15-6:15
- **Facilitator:** Ted Aleckson
- **PD Hours:** 2
- **Audience:** Teachers

Brains Behavior and Belonging

In this session, we'll explore how the brain responds to fear and how that insight can deepen understanding to positively guide relationship-building strategies. You'll learn practical tools and ideas you can implement immediately, including several of the 9 Essential Skills from Love and Logic—such as offering choices, using enforceable statements, and guiding students through the problem-solving process. You'll leave with a toolkit of strategies designed to foster trust, build a positive classroom climate, and support students in reaching their full potential.

- **Date/Time:** August 10
- **Facilitator:** Pam Gresser
- **PD Hours:** 2
- **Audience:** Teachers

Trust Based Relational Intervention

Trust-Based Relational Intervention (TBRI) is a trauma-informed, attachment-based caregiving model designed to support children and youth who have experienced abuse, neglect, or trauma. Developed at Texas Christian University's Institute of Child Development,

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it uses three sets of principles—Connecting, Empowering, and Correcting—to foster trust, regulate nervous systems, and address behavioral, social, and emotional challenges.

- **Date/Time:** October
- **Facilitator:** Community Provider
- **PD Hours:** 2
- **Audience:** All Staff

BIP Best Practices

Join us for a 2-hour professional development session focused on strengthening how we write Behavior Intervention Plans (BIPs) for students with disabilities. This session is ideal for teachers who are new to writing BIPs or looking for a refresher. We'll review best practices, including updated guidance from the Wisconsin Department of Public Instruction, to ensure BIPs are clear, meaningful, and effective in the classroom. Participants will learn how to align BIPs with Functional Behavioral Assessments (FBAs), select evidence-based strategies, and create plans that are practical to implement and monitor. You'll leave with useful tools, real examples, and strategies you can apply right away.

- **Dates/Times:** Pick one session:
 - September 10 ♦ 3:45-5:45 pm
 - October 8 ♦ 3:45-5:45 pm
- **Facilitators:** Heather Theiss and Andy Low
- **PD Hours:** 2
- **Audience:** Special Education

SPED Infinite Campus Refresher

Join us for a 2-hour refresher session on using Infinite Campus for Special Education documentation. This training is intended for staff who have already used Infinite Campus and

want a quick refresh on navigating and using the system more efficiently.

We'll share important updates and assist in navigating entering IEP components. Come ready to ask questions, troubleshoot common issues, offer useful suggestions, and leave feeling more confident using Infinite Campus in your day-to-day work.

- **Dates/Times:** Pick one session:
 - October 1 ♦ 3:45-5:45 pm
 - November 2 ♦ 3:45-5:45 pm
- **Facilitators:** Julie Weller, Andy Low, Jamie Jablonski, and Brandon Radloff
- **PD Hours:** 2
- **Audience:** Special Education

SPED Infinite Campus PD for New Users

Join us for a 3-hour introductory training on using Infinite Campus for Special Education documentation. This session is designed for staff who are new to Infinite Campus and want support getting started with the system. We'll walk through the basics, including how to navigate student records, where to find and enter IEP information, and how to manage key timelines and documentation within the platform. The focus will be on helping you feel comfortable and confident using Infinite Campus in your daily work.

Come ready to explore, ask questions, and build a strong foundation for using the system effectively.

- **Date/Time:** August ♦ New Teacher Institute ♦ 3 hours
- **Facilitators:** Julie Weller, Andy Low, Jamie Jablonski, and Brandon Radloff

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- **PD Hours:** 0 - during contracted hours
 - **Audience:** New Special Education Teachers
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IEP Night to Write - September Foundations of a High-Quality IEPs Focus: Compliance and PCSA prep

- **Date/Times:** September 15 ♦ Session based on grade level:
 - Secondary ♦ 3:00-5:00
 - Elementary ♦ 4:00-6:00
 - **Facilitator:** Andy Low
 - **PD Hours:** 2
 - **Audience:** Special Education Staff
-

IEP Night to Write - October Writing Strong PLOPS

Focus: Using data to support progress toward grade-level standards

- **Date/Times:** October 20 ♦ Session based on grade level:
 - Secondary: 3:00-5:00 pm
 - Elementary: 4:00-6:00 pm
 - **Facilitator:** Andy Low
 - **PD Hours:** 2 hours
 - **Audience:** Special Education Staff
-

IEP Night to Write - November Progress Monitoring

Focus: Progress Reports and data collection

- **Date/Times:** November 17 ♦ Session based on grade level:
 - Secondary: 3:00-5:00 pm
 - Elementary: 4:00-6:00 pm
 - **Facilitator:** Andy Low
 - **PD Hours:** 2
 - **Audience:** Special Education Staff
-

IEP Night to Write - January Writing Measurable Annual Goals

Focus: Clear, data-driven, skill-based goal writing, disability related needs and determining the root cause. Progress Monitoring

- **Date/Times:** January 19 ♦ Session based on grade level:
 - Secondary: 3:00-5:00 pm
 - Elementary: 4:00-6:00 pm
 - **Facilitator:** Andy Low
 - **PD Hours:** 2
 - **Audience:** Special Education Staff
-

IEP Night to Write - February Specially Designed Instruction (SDI)

Focus: Connect SDI to skill-based annual goals

- **Date/Times:** February 16 ♦ Session based on grade level:
 - Secondary: 3:00-5:00 pm
 - Elementary: 4:00-6:00 pm
 - **Facilitator:** Andy Low
 - **PD Hours:** 2
 - **Audience:** Special Education Staff
-

IEP Night to Write - April Supplementary Aids and Services

Focus: Access vs. expectation changes. Difference between accommodations and modifications.

- **Date/Times:** April 20 ♦ Session based on grade level:
 - Secondary: 3:00-5:00 pm
 - Elementary: 4:00-6:00 pm
 - **Facilitator:** Andy Low
 - **PD Hours:** 2
 - **Audience:** Special Education Staff
-

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IEP Night to Write - May

IEP Quality Review

Focus: End of year file reviews

- **Date/Times:** May 18 ♦ Session based on grade level:
 - Secondary: 3:00-5:00 pm
 - Elementary: 4:00-6:00 pm
- **Facilitator:** Andy Low
- **PD Hours:** 2
- **Audience:** Special Education Staff

De-escalation Strategies

Join us for a professional development session focused on strengthening de-escalation strategies for supporting students in moments of heightened emotion or crisis. This training is designed for all school staff and will provide practical, easy-to-use tools that can be applied across a variety of school settings.

CPI (Crisis Prevention Institute) de-escalation strategies focus on maintaining calmness, using empathetic listening, respecting personal space, and setting clear, rational limits to defuse agitation. Key techniques include nonjudgmental responses, allowing silence for reflection, and managing one's own body language to avoid threatening the individual in crisis.

Participants will have opportunities to explore real-life scenarios, reflect on current practices, and build confidence in responding effectively and safely. This session is ideal for anyone looking to enhance their ability to prevent escalation and support a positive, safe school environment.

- **Dates/Times:** Fall and Spring options
- **Facilitator:** Andy Low
- **PD Hours:** 2
- **Audience:** Staff

Reframing At-Risk Education and Reengaging Disconnected Students

At-risk education is often misunderstood as a “last stop” for struggling students. In reality, it is a flexible, relationship-driven pathway that supports students facing academic, emotional, and life barriers. This session will challenge the “lazy student” narrative and equip staff with practical strategies to build relationships, re-engage disengaged learners, and partner effectively with families.

- **Date/Time:** December 7 ♦ 4:00-5:00 pm
- **Facilitator:** Kaitlyn Roskopf
- **PD Hours:** 1
- **Audience:** Grades 6-12 Staff

Understanding New Horizons: Who We Are, What We Do, and Why it Matters

This professional development session will showcase New Horizons, a Tier 3 program serving students in grades 6–12 through a blended partnership with their home schools. Each student follows an individualized plan for success, supported through close collaboration with classroom teachers. Participants will learn about Jumpstart, our daily social-emotional learning hour, as well as the wrap-around and community partnerships that strengthen student growth. By understanding our philosophy that our entire community is our classroom, staff will see how New Horizons builds both academic and intrapersonal skills to help students thrive.

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- **Date/Time:** November 16 ♦ 4:00-5:00 pm
- **Facilitator:** Kaitlyn Roskopf
- **PD Hours:** 1
- **Audience:** Grades 6-12 Staff

Book Study - The Coddling of the American Mind

The Coddling of the American Mind examines cultural and educational trends that the authors argue have contributed to rising anxiety, depression, and polarization among young people. Drawing on research from psychology, education, and sociology, the book explores how well-intended efforts to protect students from discomfort may sometimes limit opportunities to build resilience, independence, and critical thinking skills.

This text provides an opportunity for reflective, research-based conversation about how schools can support both student well-being and academic growth in a rapidly changing cultural environment.

- **Department:** Teaching and Learning
- **Date/Time:** Self-paced
- **Facilitator:** Pete Thorpe
- **PD Hours:** 8
- **Audience:** Teachers

Book Study - The Way of Excellence: A Guide to True Satisfaction in Teaching and Coaching

This professional development offering uses Brad Stulberg's "The Way of Excellence" to guide coaches, teachers, and administrators in building sustainable high performance rooted in clarity, purpose, and well-being. Participants will explore Stulberg's research-backed principles—including grounded confidence, rugged flexibility, and purposeful persistence—

and translate them into practical strategies for their school or athletic environment. The course blends structured book study, guided reflection, and scenario-based application to strengthen leadership habits and decision-making under pressure. Each session we will be guided by both large and small group discussion, as well as some guided questions to evoke personalized framework for our own organizations.

- **Date/Time:** Self-paced
- **Facilitator:** Jack Micholic
- **PD Hours:** 8
- **Audience:** Teachers/Coaches/Administrators

Building a Retirement Roadmap

Join our retirement planning professional development session tailored for staff early- to mid-career, highlighting the key pillars of your financial future. Delve into the Wisconsin Retirement System (WRS), gaining insights into contributions, vesting, and investment options. Explore the advantages of a 403(b), and discover the benefits of Wisconsin Deferred Compensation (457) as tools for building a more secure financial foundation. Don't miss this opportunity to build your financial toolkit and pave the way for a confident retirement! This session is for informational purposes only and should not be considered legal financial advice or official advice from D.C. Everest School District or the Employee Trust Fund. It is considered an informational seminar to provide general information about retirement options and other considerations for staff to think about.

- **Dates/Times:** Fall and Spring Options
- **Facilitator:** Riana Mefferd
- **PD Hours:** 1
- **Audience:** Early-Mid Career Staff



Notes

Thinking About Retirement

We are inviting any staff member age 50+ who may be thinking about retirement in their near future. This means that some of these staff may not be eligible for DCE's post-employment HRA benefit but may still have questions about Marketplace/Medicare.

- **Date/Time:** Series
- **Facilitator:** M3, MediCare Reps
- **PD Hours:** 1
- **Audience:** Staff 50+

Hmong Culture 101

Join us in a round-table discussion with DCE colleagues, as we present background of the Hmong Culture; the history of the Hmong in becoming an established group in the greater Wausau Area; some basic Hmong language instruction, including greetings and phrases to utilize with your students; and some strategies that work best to support our Hmong learners.

- **Dates/Time:** 4:15-5:15 pm ♦ Pick one session:
 - October 20
 - December 10
 - March 11
- **Facilitator:** Xia Yang
- **PD Hours:** 1
- **Audience:** Staff



Strengthening Professional Learning Communities

This series will help teachers build or advance collaborative learning teams in their area. Teachers will be equipped to sustain a professional learning community that ensures high levels of student learning and engagement. The series is designed to help you through unique challenges and will target areas such as leadership, assessment, collaboration and more. Specific areas that will also be addressed in the academy include growing team capacity to have hard conversations, analyzing student work, and protocols for addressing improvement areas identified and informed by data.

- **Dates/Times:**
 - August 11 ♦ 8:00 am-3:00 pm
 - September 28 ♦ 4:15-5:30 pm
 - November 16 ♦ 4:15-5:30 pm
 - February 8 ♦ 4:15-5:30 pm
 - April 5 ♦ 4:15-5:30 pm
 - **Facilitator:** Tammy Gibbons, AWSA
 - **PD Hours:** 15
 - **Audience:** Department Chairs, PLC Facilitators, and Teachers
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New Teacher Series

This five-part series is designed to support new teachers in developing a strong foundation in standards-based instructional practice, effective technology integration, and essential district systems and supports. Throughout the series, participants will deepen their understanding of district work related to standards prioritization, the development of clear learning targets and success criteria, and the design of aligned assessments. In addition, teachers will engage with Technology Coaches to strengthen instructional technology practices and with

Talent and Culture representatives to gain clarity on benefits, district processes, and internal DCE systems, ensuring they are well-supported both instructionally and organizationally.

- **Dates/Times:** Secondary ♦ 3:15-4:15 pm
Elementary- 4:15-5:15 pm
 - September 17
 - October 15
 - November 19
 - December 17
 - January 21
 - **Facilitator:** Mike Raether
 - **PD Hours:** 6
 - **Audience:** New to the District Teachers
-

DCE Lead

This series helps staff explore leadership opportunities, build connections, and grow as future leaders within DCE. Through panels, role-specific conversations, and a shadow experience with current leaders, participants gain a clearer picture of what leadership looks like while connecting with others on a similar path.

- **Date/Times:** Second Semester
 - **Facilitator:** Sarah Trimner
 - **PD Hours:** 3 hours
 - **Audience:** Staff
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DCE 20/20

DCE 20/20: Digitally Creative Educators with a 20/20 vision for the future (Cohort 3) is a three-year professional learning journey for educators who are ready to think differently about teaching and learning. This program is designed for curious, collaborative educators who are willing to take risks, create meaningful student experiences, and grow alongside a supportive community of innovative peers.



Participants will build their skills with essential tools, design, engaging and student-centered learning experiences, and develop their capacity to lead and inspire others. Throughout the experience, educators take part in professional learning days, coaching cycles, and an end-of-year project while being supported by a network that encourages creativity and new ideas.

- **Dates/Times:** Year 1 - Cohort 3
 - KickOff: October 5-6
 - November 4
 - January 27
 - April 21
 - May 19 - One Best Thing Ceremony
- **Facilitators:** Felecity Treptow and Tammy Trzebiatowski
- **PD Hours:** 25 per year
- **Audience:** Teachers
- **Sign-up:** [DCE 20/20 Application](#) - closes May 22

AVMR 2

Add+VantageMR 2 expands and deepens knowledge and understanding of mathematical development from Course 1. Add+VantageMR 2 empowers participants to use dynamic diagnostic assessments and learning trajectories to guide teaching topics of place value, multi-digit addition and subtraction, and multiplication and division strategies. The assessment, organizational, and teaching tools accelerate the educator's ability to recognize the students' current levels of numeracy understanding to make data-driven instructional decisions.

- **Dates/Times:**
 - August 12-13 ♦ 8:00 am - 4:00 pm
 - September 16, October 14 and October 21 ♦ 4:30-6:30 pm ♦ Webex

- October 5 ♦ 2:00-4:00 pm ♦ Webex
- **Facilitator:** Amy Engebretson
- **PD Hours:** 32
- **Audience:** Math Teachers who have AVMR 1 certification

MRSp1 (Math Recovery Specialist part 1)

Math Recovery® Specialist: Part 1 includes the comprehensive, research-based Learning Framework in Number, offering detailed learning progressions and pedagogical tools for assessment and teaching in the areas of number words and numerals, addition and subtraction to 20, and conceptual place value. Participants are expected to facilitate student learning in 1:1 and small groups throughout the course. Participants receive assessment and teaching materials to support work with students.

- **Dates/Times:**
 - September 3 ♦ 7:50-9:50 am ♦ Webex
 - September 11 ♦ 7:50-9:50 am ♦ Webex
 - September 22 ♦ 7:50-9:50 am ♦ Webex
 - October 7-9 ♦ 8:00 am-3:50 pm ♦ Admin
 - October 19 ♦ 7:50-9:50 am ♦ Webex
 - November 12 ♦ 7:50-9:50 am ♦ Webex
 - December 2-4 ♦ 8:00-3:50 am ♦ Admin
 - January 27-29 ♦ 8:00-3:50 am ♦ Admin
 - March 9 ♦ 7:50-9:50 am ♦ Webex
 - April 13 ♦ 7:50-9:50 am ♦ Webex
- **Facilitator:** Amy Engebretson
- **PD Hours:** 20-100
- **Audience:** Special Education Teachers/Math Interventionists

AVMR Fractions

Add+VantageMR Fractions empowers participants to use dynamic diagnostic assessments and learning trajectories to guide the teaching of fractions, taking into account



information about students' current levels of knowledge, as well as how students reorganize their ways of working with whole numbers to work with fractions meaningfully.

- **Dates/Times:**
 - January 4 ♦ 4:30-6:30 pm ♦ Webex
 - January 11 ♦ 4:30-6:30 pm ♦ Webex
 - January 18 ♦ 8:00-10:00 am ♦ Webex
 - January 25 ♦ 4:30-6:30 pm ♦ Webex
 - February 1 ♦ 4:30-6:30 pm ♦ Webex
 - February 22 ♦ 3:00-5:00 pm ♦ Webex
 - March 8 ♦ 4:30-6:30 pm ♦ Webex
 - March 15 ♦ 4:30-6:30 pm ♦ Webex
 - **Facilitator:** Amy Engebretson
 - **PD Hours:** 32 hours
 - **Audience:** Math Teachers
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Book Study: Productive Math Struggle

This book study will take a look at John SanGiovanni's 6-point action plan for fostering perseverance. (Value, Foster, Build, Plan, Support, and Reflect). This book study will take place the first Wednesday of the month from November-April.

- **Dates/Times:** All 4:15-5:15 pm ♦ In Person
 - November 4
 - December 2
 - January 6
 - February 3
 - March 3
 - April 7
 - **Facilitator:** Amy Engebretson
 - **PD Hours:** 10+ hours - additional hours possible with coaching from Amy
 - **Audience:** K-5 Math Teacher
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The Writing Academy

Strong writing doesn't happen by chance—it develops through explicit instruction, purposeful practice, and a deep understanding of how language works. This institute will explore what research tells us about how students learn to write and how writing connects to the science of reading and learning. Together we will build a clear understanding of the relationship between reading, writing, word study, and grammar, and how these elements work together to support student success. Each session will move from research to real classroom application, with practical strategies and routines that can be implemented right away with coaching/classroom support!

- **Dates/Times:**
 - September 23 (full day release)
 - January 27 (half day release)
 - Ongoing coaching throughout the year that will take prep time
- **Facilitator:** Jacqueline Stashek
- **PD Hours:** 15
- **Audience:** Grades 2-5 EL Teachers
- **Registration:** This is limited to 10 teachers. [Please complete this submission](#) and send to Jacque by June 8.

READ 20/20 2nd-5th Cohort 2

READ 20/20 is a professional development journey aimed at enhancing instructional practice and building teacher leadership in literacy. The intention of Read 20/20 is to offer DCE teachers an avenue for innovative, reflective, student-focused collaboration centered around the essentials of literacy. We want teachers to continue to grow and learn together, with this important work at the center! READ 20/20 is a year-long commitment that



will focus on two overarching goals: (1) Meeting student need through responsive, evidence-based literacy practices and (2) Developing teacher growth by equipping participants with the knowledge and confidence to become instructional leaders...And giving the grace to innovate and fail forward! Cohort 2's focus is teachers in grades 2-5. Comprehension, writing, vocab, and fluency will be at the forefront!

- **Dates/Times:** Release Days
 - September 15
 - November 12
 - March 11
 - April 27
- **Facilitator:** Jacqueline Stashek
- **PD Hours:** 15 hours available due to required outside work
- **Audience:** Grades 3-5, EL, Special Education Teachers
- **Registration:** This is limited to 10 teachers. [Please complete this submission](#) and send to Jacque by June 8.

READ 20/20 K-3 Cohort 1

This cohort is designed for the READ 20/20 Year Two team. The focus will be on implementing and evaluating literacy practices aligned with the five pillars of literacy. In Year One, the team explored the research and established a strong understanding of the "why." Year Two will emphasize the "how," with team members applying continuous improvement practices to implement research-based strategies and best practices effectively. Participants will also share their learning within PLCs and collaborate with colleagues to build collective capacity and ensure consistent, high-quality literacy instruction across teams.

- **Dates/Times:**
 - September 17 (full day release)
 - December 8 ♦ 4:00-5:15 pm
 - March 4 ♦ 4:00-5:15 pm
 - May 4 ♦ 4:00-5:15 pm
- **Facilitator:** Jacqueline Stashek
- **PD Hours:** 10 hours available due to meetings outside work
- **Audience:** Current Members

The Fluency Series

Fluency is more than reading quickly—it's the bridge between word recognition and comprehension. This institute will explore what research says about how fluency develops and why it is essential for deep understanding. Grounded in the science of reading and learning, participants will examine how accuracy, automatically, and expression work together to support meaning. Together we will work to implement effective and engaging fluency practices that support all learners. Sessions will connect research to classroom routines, with awesome practical strategies and materials that can be used right away! Between sessions will include discussion among members and support from Jacque.

- **Dates/Times:** Release Days
 - October 6 (full day release)
 - January 12 (half day release)
 - April 8 ♦ 4:00-5:15
 - **Facilitator:** Jacqueline Stashek
 - **PD Hours:** 10 hours available due to planning and prepping time together
 - **Audience:** K-5 Teachers, EL, Spec. Ed.
 - **Registration:** This is limited to 10 teachers. [Please complete this submission](#) and send to Jacque by June 8.
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Belonging and Behavior Academy

Grounded in trauma-informed practices, the Belonging and Behavior Academy provides intentional, monthly learning opportunities for educators. Each session creates space for collaboration, reflection, and growth around current best practices that strengthen student belonging and guide effective responses to behavior. By prioritizing safe, supportive, and connected environments, we empower staff to foster positive behaviors and support students in reaching their full academic potential.

- **September:** Foundations of Trauma-Informed Schools
- **October:** Building Safe & Predictable Environments
- **November:** Relationships as the Intervention
- **January:** Regulation Over Compliance
- **February:** Trauma-Informed Instruction. Supporting Staff Wellness & Preventing Burnout
- **April:** Responding to Behavior Through a Trauma Lens. Family Partnerships Through a Trauma-Informed Lens
- **Dates/Times:** All 4:00-6:00 pm
 - September 28
 - October 19
 - November 16
 - January 25
 - February 15
 - April 26
- **Facilitators:** Erin Jacobson and Gina Lehman
- **PD Hours:** 12
- **Audience:** Teaching and Student Services Staff

Responsive Classroom Cohort Implementation Series

Each session will provide time to reflect,

problem-solve, share strategies, and strengthen implementation of Responsive Classroom practices. This cohort is designed to support staff in building consistent routines, using effective teacher language, responding to behavior with logical consequences, and building strong classroom communities.

- **Dates/Times:** All 4:15-5:15 pm
 - September 1
 - October 6
 - November 3
 - December 1
 - January 5
 - February 2
 - April 6
 - May 4
- **Facilitators:** Erin Jacobson, Gina Lehman, and Ted Aleckson
- **PD Hours:** 10
- **Audience:** Staff who attended Responsive Classroom 3-day training this July 2026 are invited to participate in a monthly after-school cohort focused on implementation support.

The First 6 Weeks of School

Any staff member is invited to participate in this three-session professional development series focused on setting up the school year for success. Based on the Responsive Classroom book *The First Six Weeks of School*, this training will focus on building classroom community, teaching routines and expectations, using effective teacher language, and creating predictable and engaging learning environments.

Session 1: Building the Foundation- Building relationships and classroom community- Establishing expectations- Creating a safe and



welcoming environment- The importance of routines and procedures- Planning the first days of school

Session 2: Teaching Routines and Expectations- Interactive Modeling- Teaching routines step-by-step- Practicing and reinforcing expectations- Teacher language (reinforcing, reminding, redirecting)- Preventing behavior problems through proactive practices

Session 3: Creating Engaging and Predictable Classrooms- Logical consequences- Academic engagement and independence- Building student responsibility- Setting up structures for Morning Meeting / Circles- Planning for the first six weeks of school

- **Dates/Times:** All 1:00-3:00 pm
 - August 3
 - August 10
 - August 12
- **Facilitators:** Erin Jacobson, Gina Lehman, and Ted Aleckson
- **PD Hours:** 8
- **Audience:** Teachers

Community of Practice - Social Emotional/Wellness Learning

This Community of Practice brings educators together across grade levels to strengthen social-emotional and wellness practices through the lens of belonging. Grounded in the 7 Mindsets framework, this series intentionally develops the competencies students need to thrive academically, socially, and emotionally, while equipping staff with aligned strategies to support the whole child.

Session 1: Foundations of Belonging & Wellness

Competencies: Social Awareness, Relationship Skills, Cultural Competence

Creating inclusive environments where all students feel valued and connected

Session 2: Understanding Behavior Through a Wellness Lens

Competencies: Self-Awareness, Social Awareness, Responsible Decision-Making
Viewing behavior as communication and responding with supportive strategies

Session 3: Regulation Strategies for Students & Staff

Competencies: Self-Management, Resilience, Self-Awareness

Building regulation skills and modeling emotional awareness

Session 4: Building Strong Relationships & Connections

Competencies: Relationship Skills, Empathy, Social Awareness
Strengthening adult-student and peer relationships

Session 5: Student Voice & Empowerment

Competencies: Personal Responsibility, Hope & Goal Setting, Responsible Decision-Making
Encouraging leadership, agency, and student ownership

Session 6: Culturally Responsive & Inclusive Practices

Competencies: Cultural Competence, Empathy, Social Awareness

Creating equitable environments that honor identity and diversity

Session 7: Sustaining Adult Wellness & Resilience

Competencies: Self-Management, Resilience, Self-Awareness

Supporting staff well-being to sustain effective practices

- **Dates/Times:** All 4:15-5:15 pm
 - September 15
 - October 13



- November 17
 - January 19
 - February 23
 - April 13
 - May 18
 - **Facilitators:** Erin Jacobson and Gina Lehman
 - **PD Hours:** 10
 - **Audience:** 4K-12th
-

9 Essential Skills

9 Essential skills is an approach to working with students that blends empathy with accountability, helping adults build strong relationships while guiding students to take ownership of their choices. It focuses on respectful interactions that reduce conflict and empower students to learn from natural consequences.

- **Dates/Times:** 4:00-6:00 pm
 - August 13
 - September 10
 - October 1
 - November 15
 - December 3
 - **Facilitators:** Pam Gresser
 - **PD Hours:** 12
 - **Audience:** Teachers
-

Elementary Special Education Categorical Meetings

Please join us for monthly Elementary Special Education Categorical Meetings. If you sign up for the series, it implies you will attend each month, however, if you are unable to attend a monthly session, it is okay, attendance will be taken each month and documented accordingly in Frontline. These sessions are designed to bring together special education staff to collaborate, problem-solve, and strengthen our collective practice in supporting students.

Each month, we will focus on case studies, share timely updates and information related to special education programming, and provide space to ask questions connected to instruction and implementation of specially designed instruction (SDI). These meetings are intended to be practical, collaborative, and directly connected to the work happening in your classrooms and buildings.

Your expertise and perspective are essential to this work, and we strongly encourage your participation. Together, we can continue to refine and improve the supports we provide for students with disabilities across our elementary schools.

- **Dates/Times:** Monthly throughout the school year - 2nd Monday of the Month for Cross Cat/EBD and 2nd Wednesday of the Month for ID
 - **Facilitators:** Andy Low, Heather Theiss, and Rachael Kostka
 - **PD Hours:** 9
 - **Audience:** Elementary Special Education Staff
-

Co-Teaching Academy

Join us for two professional development sessions designed for teachers who are new to co-teaching or beginning a new co-teaching partnership. These introductory sessions will provide a general overview of co-teaching, including key models, roles and responsibilities, and strategies for effective collaboration between general and special education teachers.

These sessions are a great starting point for building a strong foundation and shared understanding as you begin your co-teaching journey. Throughout the school year,



participants will also engage in 3 coaching sessions to support implementation, problem-solving, and refinement of co-teaching practices.

Notes

- **Dates/Times:**
 - September 8 ♦ 4-5:30 pm
 - October 5 ♦ 4-5:30 pm
 - 3 in-person coaching sessions in class rooms
- **Facilitators:** Mike Raether and Julie Weller
- **PD Hours:** 8
- **Audience:** Teacher teams new to co-teaching

Asynchronous Learning Opportunities



The Summit: A Professional Journal of Best Practices for DCE Educators by DCE Educators

DCE educators are asked to share impactful professional practices from their work with students and colleagues. Submissions may highlight effective instructional strategies as well as approaches to building relationships, classroom management, student engagement, innovative programming, or inspiring stories from practice. Contributors submit a brief abstract followed by a 4–6 page article describing their practice, the research that supports it, and reflections on its impact. The journal provides a platform for educators to learn from one another by sharing practical, research-informed ideas that can be applied across the district.

- **Dates/Times:** All Year
- **PD Hours:** 15
- **Audience:** D.C. Everest Educators
- **Registration:** Submit to Mike Raether, Director of Teaching and Learning when complete.

Apple Resource Share-outs

Hear from educators who use Apple technology as they showcase innovative ways to foster creativity and engagement in the classroom and in their workflow. In these one-hour sessions, teachers, specialists, and administrators will share a project they are passionate about, along with their motivation and the process behind its creation. They will also highlight practical strategies and share resources you can apply in your own practice. Choose the sessions that best fit your interests. For each completed reflection, you will earn one hour of professional development credit.

- **Dates/Times:** Year-long
- **Facilitators:** Felecity Treptow and Tammy Trzebiatowski
- **PD Hours:** Up to 20
- **Audience:** Teachers

Mastering Canva for Educators

Unlock the power of visual communication in your classroom with “Creative Classrooms: Mastering Canva for Educators.” This comprehensive professional learning course is designed to equip teachers with the skills and strategies needed to effectively use Canva, a versatile graphic design tool. Through interactive lessons and hands-on projects, you will learn how to create engaging visual aids, dynamic presentations, and captivating classroom materials. Discover how to enhance student learning and foster creativity by integrating Canva into your teaching practice. If you’ve previously completed this Professional Development and it is in your Frontline Portfolio hours, you are not eligible to enroll again.

- **Dates/Times:** Year-long
- **Facilitators:** Felecity Treptow and Tammy Trzebiatowski
- **PD Hours:** 10
- **Audience:** Teachers

Growing with Canvas

Ready to build your confidence in Canvas? Growing in Canvas is an asynchronous and comprehensive professional learning experience designed for educators at any grade level or content area. Through engaging modules, participants will explore everything they need to successfully navigate and utilize Canvas at D.C. Everest. This course blends learning from Canvas Video Guides and Canvas Guides with hands-on practice, giving educators the

Asynchronous Learning Opportunities



opportunity to apply new skills in meaningful ways. Along the way, educators will complete practice assessments to deepen their understanding and build confidence in using Canvas tools for instruction, communication, and organization. This course is targeted to those who are new to using the Canvas Learning Management System. If you've previously completed this Professional Development and it is in your Frontline Portfolio hours, you are not eligible to enroll again.

- **Dates/Times:** Year-long
- **Facilitators:** Felecity Treptow and Tammy Trzebiatowski
- **PD Hours:** 8
- **Audience:** Teachers

Designing Accessible Content at DCE

This asynchronous course helps educators create inclusive learning experiences that support all students. Participants will explore the principles of accessible design, build an understanding of the needs of learners with disabilities, and examine key legal frameworks. Through practical application, educators will learn essential accessibility strategies, apply core accessibility skills, and use Canvas tools to design and evaluate accessible content. Throughout the course, participants will reflect on their current practices, revise an existing learning experience, and create an accessible Canvas module they can use right away. Whether you're getting started or refining your approach, this course will support you in designing with accessibility in mind. If you've previously completed this Professional Development and it is in your Frontline Portfolio hours, you are not eligible to enroll again.

- **Dates/Times:** Year-long
- **Facilitators:** Felecity Treptow and Tammy Trzebiatowski
- **PD Hours:** 8
- **Audience:** Teachers

Apple Teacher - MacBook

The Apple Teacher program is a free professional learning program designed to support and celebrate educators using Apple products for teaching and learning. As an educator, you can build skills on iPad and Mac that directly apply to activities with your students, earn recognition for the new things you learn, and be rewarded for the great work you do every day. If you've previously completed this Professional Development and it is in your Frontline Portfolio hours, you are not eligible to enroll again.

- **Dates/Times:** Year-long
- **Facilitators:** Felecity Treptow and Tammy Trzebiatowski
- **PD Hours:** 10
- **Audience:** Teachers

Apple Teacher - iPad

The Apple Teacher program is a free professional learning program designed to support and celebrate educators using Apple products for teaching and learning. As an educator, you can build skills on iPad and Mac that directly apply to activities with your students, earn recognition for the new things you learn, and be rewarded for the great work you do every day. If you've previously completed this Professional Development and it is in your Frontline Portfolio hours, you are not eligible to enroll again.

Asynchronous Learning Opportunities



- **Dates/Times:** Year-long
 - **Facilitators:** Felecity Treptow and Tammy Trzebiatowski
 - **PD Hours:** 10
 - **Audience:** Teachers
-

Canva Code

Bring your classroom ideas to life, no coding required. In this course, you'll learn how to use Canva Code to create interactive, engaging, and personalized digital tools for both teachers and students. Whether you're designing a randomizer, game show, quiz, or student-led flashcards, you'll discover how simple it is to generate classroom-ready experiences in minutes. Just prompt, refine, and share. Upon completion of this course and all the requirements, you will earn 2 hours professional development hours. If you've previously completed this Professional Development and it is in your Frontline Portfolio hours, you are not eligible to enroll again.

- **Dates/Times:** Year-long
 - **Facilitators:** Felecity Treptow and Tammy Trzebiatowski
 - **PD Hours:** 2
 - **Audience:** Teachers
-

Microsoft Copilot

Microsoft Copilot is an AI powered assistant built directly into the Microsoft tools we already use every day including Word, Outlook, Teams, PowerPoint, and Excel, making it easier than ever to streamline your workflow and boost productivity. Through our school's paid education version of Copilot, you can confidently explore its capabilities within the security of our Microsoft 365 system. Copilot helps save valuable time by assisting with drafting emails and documents, organizing

information, summarizing meetings or lengthy content, generating presentations, creating videos, analyzing data, and supporting countless everyday tasks. Join this professional development opportunity to discover practical, hands on ways to integrate Copilot into your daily workflow and enhance both efficiency and creativity in your work.

- **Dates/Times:** Year-long
 - **Facilitators:** Felecity Treptow and Tammy Trzebiatowski
 - **PD Hours:** September - April ♦ Hours TBD
 - **Audience:** Teachers/Staff
-

Canvas AI Features

Discover how IgniteAI, Instructure's built in AI toolset for Canvas, can simplify your workflow and strengthen your instructional impact. IgniteAI saves time by automating tasks like grading, rubric creation, content generation, and discussion summaries, all within your existing courses. It can generate quiz questions from course materials, summarize student engagement, translate messages, and even complete multi step tasks such as adjusting due dates or drafting announcements through the IgniteAI Agent. With transparent AI Nutrition Facts and strong data protections that keep instructors in control, IgniteAI helps you work more efficiently while maintaining trust and oversight. Join this professional development session to learn how these tools can meaningfully support your teaching.

- **Dates/Times:** Year-long
 - **Facilitators:** Felecity Treptow and Tammy Trzebiatowski
 - **PD Hours:** September - April ♦ Hours TBD
 - **Audience:** Teachers
-

Asynchronous Learning Opportunities



Make Math Moments Virtual Math Summit

Virtual Conference Weekend = Math Lessons, Resources, ideas, and Inspiration! K-12 Educators: Empower your pedagogical practice and deepen your mathematics content knowledge, while enjoying every minute of it.

- **Dates/Times:** November 13-15 ♦ Virtual
- **Facilitators:** Amy Engebretson
- **PD Hours:** 1-8 hours, based on number of sessions attended
- **Audience:** K-12 Math and SPED Teachers
- **Registration:** [Online at Make Math Moments https://makemathmoments.com](https://makemathmoments.com)

Build Math Minds Virtual Math Summit

Designed specifically for math coaches and PreK–5th grade teachers, this summit dives into the real issues and challenges of elementary mathematics instruction—while giving you practical, classroom-ready strategies you can use immediately. Get ready for fresh ideas, energizing insights, and powerful professional learning that will help you make this your best math year yet!

- **Dates/Times:** February 27-28 ♦ Virtual
- **Facilitators:** Amy Engebretson
- **PD Hours:** 1-8 hours, based on number of sessions attended
- **Audience:** K-12 Math and SPED Teachers
- **Registration:** [Online at Build Math Minds https://buildmathminds.com](https://buildmathminds.com)

7 Mindsets: Be G.R.E.A.T.! Five Principles To Improve School Culture From the Outside In

In today's high-demand education culture, district and school initiatives, mandates, and

other constraints that have taken a toll on morale and culture. Still, there are two things you can control: attitude and actions. Culture defines who you are as an organization, and each person is responsible for creating the culture that leads to positive outcomes. In this interactive session, Dwight Carter, author of *Be GREAT: Five Principles to Improve School Culture From the Inside Out*, will discuss five key principles that will challenge individuals to model the behaviors that create a positive school culture: grateful, relational, enthusiastic, authentic, and teachable.

- **Dates/Times:** Ongoing
- **Facilitators:** Independent
- **PD Hours:** 1
- **Audience:** Staff

7 Mindsets: Be S.E.L.F.I.S.H. How To Reduce Teacher Stress and Improve Well-Being

Transform your social, emotional and physical well-being. This webinar will share best practices to aid in improving your well-being. It will empower you with passion, purpose and meaning by positively changing the way that you think about yourself and your future.

- **Dates/Times:** Ongoing
- **Facilitators:** Independent
- **PD Hours:** 1
- **Audience:** Staff

7 Mindsets - Developing Confident Young Leaders

In this powerful webinar, presenter David Adams uses his own experience and expertise in and around SEL development to: Define social emotional learning, Apply SEL concepts to post-secondary outcomes. Organize experiences that



result in social-emotional development.

- **Dates/Times:** Ongoing- Independent Learning
- **Facilitators:** Erin Jacobson
- **PD Hours:** 1
- **Audience:** Staff

7 Mindsets: The Achievement Gap Trap - Liberating Mindsets to Effect Change

The issue of inequality in student learning has been debated for many years, but what if the primary culprit in the fight to overcome the achievement gap is our thinking? We invite you to join Dr. Anthony Muhammad for an engaging session as he explores the connection between personal and institutional mindsets and academic achievement gaps.

- **Dates/Times:** Ongoing
- **Facilitators:** Independent
- **PD Hours:** 1
- **Audience:** Staff

7 Mindsets: Restorative Practices Done Right. Thinking Creatively About Connection and Relationships

An overview of restorative practices and how these practices positively engage staff.

- **Dates/Times:** Ongoing
- **Facilitators:** Independent
- **PD Hours:** 1
- **Audience:** Staff

7 Mindsets: Throwing The Skunk On The Table. Difficult Times Call for Difficult Conversations

At Chilton Independent School District in Texas, administrators and staff are working to build a culture in which they can “throw the skunk on

the table,” by embracing challenges, resolving issues, and having fun in the process. They believe that High Expectation, Accountability, and Trust (HEAT) are the foundation for achievement to be sustainable. During this engaging and insightful session, Chilton ISD Superintendent Dr. Brandon Hubbard and his leadership team will: Throw the skunk on the table by discussing one of their own challenges in which the district’s recent bond vote failed to pass by 10 votes. Consider the deeper issues that impacted the outcome. Discuss ways to increase parent and guardian engagement. Participants will better understand how safely engaging in honest discussions that include disagreements and frustrations, builds and sustains a healthy culture.

- **Dates/Times:** Ongoing
- **Facilitators:** Independent
- **PD Hours:** 1
- **Audience:** Staff

7 Mindsets: Why We Need to Unlearn Deficit Thinking

A Guide for Leaders and Educators to Shift from What’s wrong to What’s Strong. Now, more than ever, is the time to shift from what’s wrong to what’s strong. Led by Dr. Byron McClure and Dr. Kelsie Reed, co-authors of the book Hacking Deficit Thinking, who will identify common ways deficit thinking shows up in your practice., Explain the benefits of using a strength-based approach, Apply strategies to begin building and understanding your strengths.

- **Dates/Times:** Ongoing
- **Facilitators:** Independent
- **PD Hours:** 1
- **Audience:** Staff



Science of Reading - Season 10

Podcast

Season 10 focuses on reading comprehension, examining each component through separate episodes.

- **Dates/Times:** Year-long
 - **Facilitators:** Independent
 - **PD Hours:** 1 per episode
 - **Audience:** Staff
-

Knowledge Matters Campaign Season 3 Podcast

Season 3 focuses on connecting the Science of Learning and Science of Reading. Hosts Dylan Wiliam, Doug Lemov, and Natalie Wexler explore what happens in the brain when we read and write—and what that means for teaching and learning.

- **Dates/Times:** Year-long
- **Facilitators:** Independent
- **PD Hours:** 1 per episode
- **Audience:** Staff

Notes