

Canvas Courses

Asynchronous Trainings

WEA's Inclusionary Practices Project is providing asynchronous courses via Canvas. Courses are free and can be taken at your own pace. Register using the links below. Clock hours will be provided.

Building Relationships at a Distance (1.5 hours)

Student engagement in the traditional and virtual classroom remains a priority for teachers. As they build and maintain virtual spaces, teachers will use this session to develop or improve on SEL and safe space practices at a distance. With an emphasis on communication, non-verbal gestures, and questions building empathy, participants will work to improve their EQ within themselves and within their instructional practice. Building relationships and making connections is critical in these unprecedented times, and by doing so we can increase student engagement in rigorous curricular lessons

Registration: <https://forms.washingtonea.org/forms/pdncanvas?cevid=6264>

Building Routines for Student Success in a Virtual Space (1.5 hours)

How can physical classroom routines (submitting work and getting help) be transformed for effective use in virtual spaces? This webinar will discuss how to teach students necessary skills to confidently navigate virtual learning communities and also help students transition to virtual/remote learning that seems familiar to face-to-face instruction.

Registration: <https://forms.washingtonea.org/forms/pdncanvas?cevid=6312>

Creating a Virtual Classroom (App) with Google Slides (1.5 hours)

Do you want to find a way to organize yourself AND your students by finding everything in one place? You can create a virtual classroom with Google Slides & Bitmoji that can also be turned into an app for phones and tablets. You will create hyperlinks, use keyboard shortcuts, and learn other tips & tricks on how to use Google Slides features.

Registration: <http://forms.washingtonea.org/forms/pdncanvas?cevid=6472>



Data Collection for Inclusive Classrooms (20 hours)

The main purpose of this course is to improve data collection methods in the general and special education settings. This course introduces the steps to the data collection process, provides an overview of preparing for gathering data, and discusses different strategies for collecting data in various scenarios. Participants will learn strategies to use technology to streamline data collection and create efficient practices. This course includes demonstrations and practice opportunities using common data collection methods and allows participants to analyze data into useful information for monitoring student progress. Participants will also learn how high leverage practices improve data collection strategies to demonstrate equity and inclusionary practices.

Registration: <https://forms.washingtonea.org/forms/pdncanvas?cevid=6190>

De-escalation Strategies for Practicing Educators (4 hours)

Designed to empower para-educators and school staff to address student agitation and escalating behavior and to calm and refocus the behavior back to student learning and time on task. Teaches educators to understand that behavior is a form of communication and as a result, identify the aspects of escalating behavior, address the escalation, and select the correct response options. Provides practical strategies, ideas, resources, and tools to better engage with students during times of escalation. It is specifically designed for both education support personnel and certificated staff, basically anyone that works with students in a school setting.

Registration: <https://forms.washingtonea.org/forms/pdncanvas?cevid=6191>

Differentiating & Team Teaching: Distance Learning Edition (1.5 hours)

Tools like Seesaw, Flipgrid and Google Classroom are beloved by educators across the nation, and can be utilized to serve our students with direct, targeted assignments via enrollment in multiple classes or with the use of Co-Teachers. Entire grade levels may benefit from a shared space, and special area teachers and support staff can be linked to their students more easily. Get some strategies for possibilities of maintaining multiple groups of students in classes and including Co-Teachers - or getting yourself included in pre-existing ones!

Registration: <https://forms.washingtonea.org/forms/pdncanvas?cevid=6305>

Digital Reading Strategies (1.5 hours)

Engage students with digital reading strategies. Differentiate and maximize your plan time with edTech like self-grading Readworks! Customize your lessons quickly with digital sorts and graphic organizers through Google Slides, Google Draw, and Padlet.

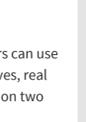
Registration: <http://forms.washingtonea.org/forms/pdncanvas?cevid=6406>



Edtech Pedagogy in Early Childhood (1.5 hours)

Our youngest learners are navigating the world online and offline. How can we best accommodate the digital world, keeping our early childhood student's diverse and unique needs in mind? Using technology to provide learning, but knowing when offline options are best or better; a look at evaluating technology and developing online activities for our students with parent supports.

Registration: <http://forms.washingtonea.org/forms/pdncanvas?cevid=6486>



Facilitating Quality Practice (1.5 hours)

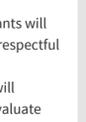
Quality practice looks, sounds and feels different virtually. Let's practice with tools that teachers and para-educators can use with students. We will learn about best practices for online learning, including instructor presence, learning objectives, real world applications, clear expectations, engaging students, prompt feedback, and netiquette. The session will focus on two platforms: Seesaw and Google Classroom.

Registration: <https://forms.washingtonea.org/forms/pdncanvas?cevid=6325>

Facilitating Student Collaboration and Connection in Virtual Spaces (1.5 hours)

Facilitating interactive collaboration and active student engagement while teaching virtually is a large yet essential task. Teachers need to assess formatively, and students need to have autonomy and ownership in their learning. Using tools such as Pear Deck, Jamboard, Padlet, and MURAL will allow students to interact with you and the class like they would have with your white board in your physical classroom. There are so many options...but which platform(s) should we use and why?! In this session, participants will compare and contrast various interactive tools, and will consider how and why these can support developmentally appropriate practices, formative assessment, community building, and engagement. This training will provide a springboard to create lasting relationships in virtual spaces.

Registration: <http://forms.washingtonea.org/forms/pdncanvas?cevid=6453>



High Leverage Practices for Inclusive Classrooms (15 hours)

The purpose of this course is to provide participants with a greater understanding and ability to utilize High Leverage Practices in their teaching. It is also our hope that each participant truly understands how to be a culturally responsive teacher and be able to develop rich, authentic, relationships with each student. Participants will understand the value of professional collaboration among educational support staff, educators, administrators, parents, and community members to utilize effective communication toward developing and implementing meaningful, inclusive educational programs. Participants will learn strategies to use assessment data to inform, guide, evaluate, and adjust instruction. Programs will develop skills to support social-emotional/behavioral student success by establishing a consistent, organized, and respectful learning environment, providing feedback to guide students' behavior; explicitly teaching appropriate social skills; conducting functional behavior assessments, and developing behavior intervention plans as needed. Participants will familiarize themselves with specific content and equitable pedagogical knowledge to design, deliver, reflect, and evaluate their instructional bias and effectiveness.

Registration: <https://forms.washingtonea.org/forms/pdncanvas?cevid=6108>

Intelligent Lives: An Inclusionary Practices Journey (6 hours)

The documentary film, Intelligent Lives, stars three pioneering young American adults with intellectual disabilities –Michah, Naieer, and Naomie –who challenge perceptions of intelligence as they navigate high school, college, and the workforce, "People with intellectual disabilities are the most segregated of all Americans," filmmaker Dan Habib says. "Only 17 percent of students with intellectual disabilities are included in regular education. Just 40 percent will graduate from high school. And of the 6.5 million Americans with intellectual disability, barely 15 percent are employed." During this course, participants will watch the documentary in segments, participate in discussions and reflections, and explore connections to educational practices that support the inclusion of students with intellectual disabilities.

Registration: <https://forms.washingtonea.org/forms/pdncanvas?cevid=6109>

Math at a Distance Best Practices (1.5 hours)

How can I use common Google and Edtech tools to support collaborative math practice and discussion at a distance? We will explore one learning cycle and deeply engage in the design thinking behind the how the edTech selected supports student engagement, virtual discourse and opportunities for elaboration and student evaluation.

Registration: <http://forms.washingtonea.org/forms/pdncanvas?cevid=6414>



Phenomena-Centered Science in Your (Virtual) Classroom (1.5 hours)

Centering your K-12 science instruction around phenomena can build student engagement and understanding, even in a virtual or blended classroom environment. We'll explore key aspects of science instruction, share NGSS-aligned resources for the new school year, and consider strategies (like Driving Question Boards) that support science in your K-12 (possibly virtual) classrooms.

Registration: <https://forms.washingtonea.org/forms/pdncanvas?cevid=6436>



Providing Accommodations and Scaffolds (1.5 hours)

How do you support students with IEPs, language learners, and older students with developing literacy skills in a distance learning environment? Learn strategies for providing accommodations, scaffolds, SIOP features, and elements of explicit instruction in an asynchronous setting that support all students.

Registration: <https://forms.washingtonea.org/forms/pdncanvas?cevid=6283>

Planning for a Week of Distance Learning (1.5 hours)

Explore a few examples of what distance education might "look" like in K-12 classrooms from EdTech experts. We will also explore the transition thinking required that best supports student engagement and (hopefully) success.

Registration: <https://forms.washingtonea.org/forms/pdncanvas?cevid=6296>

Screencasting: Loom, Screencastify, Google Meet (1.5 hours)

Many options to screen record are wonderful. This AS Online training will explore the benefits of Loom and other screen casting applications. Participants will learn about options for no downloading, no waiting, no fuss. Make a video with your webcam image or without, manage what content is shared and how, create the video and get a link to share with members who are encouraged to make and link a Loom of their own.

Registration: <https://forms.washingtonea.org/forms/pdncanvas?cevid=6224>

Social Emotional Learning in a Virtual Space (1.5 hours)

How can you create meaningful relationships with and between students in a safe virtual space? This AS Online training seeks to answer this question with "already tried it" practices. Learn about different strategies, exercises, and activities that put SEL at the forefront in an intentional and transparent way.

Registration: <https://forms.washingtonea.org/forms/pdncanvas?cevid=6246>

Standards Based Grading to Promote Inclusion and Equity (10 hours)

Have you ever thought about why we grade? Are we celebrating success and punishing failure? Are we communicating about learning with students, parents, and administrators? Are we training students that work hard leads to rewards? And do your grades mean the same thing as your colleague across the hall or across the state? Grades are a central part of teaching and learning in most classrooms. But we teachers rarely have time to reflect on why we grade or what our grades truly mean. This collection of resources will help you examine the purpose of grades in your classroom and transform your grading practices from points into passion for learning. In this 10-hour module, teachers will learn how standards-based grading can foster equitable learning environments that celebrate student growth and respond to student needs. With the support of research and classroom artifacts, teachers will articulate their own grading philosophy before creating a plan to integrate content-area standards into rubrics, learning targets, and gradebooks. Because standards-based grading is a significant shift for many teachers, students, and parents, teachers will also take time to draft a plan for communicating this shift with stakeholders impacted by their grading practices.

Registration: <https://forms.washingtonea.org/forms/pdncanvas?cevid=6085>

STEMizing Your Instruction (15 hours)

Participants will gain a deeper understanding of Science, Technology, Engineering and Math Standards as they learning how to STEMize a classroom. Participants will create a personal resource bank of ideas, activities and materials and learn how to take an existing unit of instruction in any content area and STEMize the unit to include STEM models and computational thinking.

Registration: <https://forms.washingtonea.org/forms/pdncanvas?cevid=6029>

STEM for Secondary Educators (15 hours)

This course aims to teach participants about science, engineering, math, and inclusionary practices with a little dose of ideology. The participant will then reflect on their current practice, identify areas of growth, and fully incorporate these ideas into an integrated science, engineering, math lesson, project, or unit plan with a focus on Universal Design for Learning inclusionary practices.

Registration: <https://forms.washingtonea.org/forms/pdncanvas?cevid=6338>

STEM Integration and Inclusionary Practices (15 hours)

The application of STEM in the classroom can transcend beyond learning science and math facts. STEM integration provides students the opportunities to learn 21st century skills such as questioning the world around them, processing what they learned, collaborating well with others, and communicating with peers and adults alike. Additionally, a focus on Inclusionary Practices, where all students are afforded the chance of a dynamic, important education, are intrinsically linked with STEM in the classroom.

Registration: <http://forms.washingtonea.org/forms/pdncanvas?cevid=6028>

STEM Integration for K-6 Educators (15 hours)

Scientific studies have shown that children learn faster than adults. Most of that early learning is focused on developing language skills and communications skills. There is little to no emphasis on STEM learning. As it turns out, there are a lot of benefits of introducing STEM at an early age. This training, geared towards K-6 teachers, will provide strategies, ideas, and examples of how to introduce STEM in early educator classrooms and include connections to inclusionary practices. You will be submitting work as "assignments", taking "surveys/quizzes", and participating in discussion boards for this class. The ultimate goal is that you can walk away with an integrated STEM lesson plan that will be important and usable in your classroom.

Registration: <https://forms.washingtonea.org/forms/pdncanvas?cevid=6248>

Student Engagement and Management in Virtual Classrooms (12 hours)

This course provides participants background knowledge and ideas to engage students and improve learning in online and remote settings. Participants will create a plan of action to make a successful transition to online learning that includes digital literacy, communications, engagement strategies, management techniques, inclusionary practices, instructional strategies, and over 200 integrated resources for participants.

Registration: <https://forms.washingtonea.org/forms/pdncanvas?cevid=6078>

TPEP 101 (4 Hours)

Participants will review the main components of the TPEP 4-tiered evaluation process and learn about the updates of the system to enhance their professional growth and improved student learning. Areas of emphasis will include the state framework, the three OSPI approved instructional frameworks, rubrics, student growth rubrics, the comprehensive and focused evaluation comparisons, probation, and the scoring methodologies for evaluation.

Registration: <https://forms.washingtonea.org/forms/pdncanvas?cevid=6311>

TPEP Evidence and Artifacts (8 Hours)

Participants deepen their understanding of the certificated TPEP 4-tiered evaluation system to enhance effective teaching practice and student learning. There will be an emphasis on exploring evidence and artifacts from the original origins including observations, student growth, reflective and professional practice, and through conversations. Participants will also start aligning evidence with their instructional framework using a component alignment tool.

Registration: <https://forms.washingtonea.org/forms/pdncanvas?cevid=6313>

UDL: A Day of Universal Design (3 Hours)

This course is provided, in partnership, with Katie Novak, UDL expert, author, and consultant. The course covers Universal Design for Learning topics, such as UDL and COVID - equitable services, the Opportunity Myth, MTSS, and UDL lesson planning. Objectives: 1) Develop the beliefs, skills, and system for meeting the needs of all learners in inclusive classrooms through the UDL lens 2) Understand the core components of Universal Design for Learning (UDL) and how they complement differentiated instruction

Registration: <https://forms.washingtonea.org/forms/pdncanvas?cevid=6361>



Check back as new classes are added frequently and don't forget to check out the list of synchronous Zoom courses that we offer here: <https://bit.ly/WEA-IJP>

For more information or questions about our course offerings please email canvas@washingtonea.org or Support: canvasupport@washingtonea.org

At the end of each course, you will need to fill out the "End of Course Evaluation" to receive clock hours. A clock hour verification form will be sent to you in about 7-10 business days after completing this survey as your assignment and submissions need to be verified by the instructors and then processed in the PD network.