

SSD Lane Advancement Catalog

Summit School District Certified Staff Resources:

-  SSDLANEADVANCEMENTFORMeffective02_11_202221.pdf
-  SSDLANEADVANCEMENTFORM8.28.25.pdf
- This course catalog is the official district “list of approved training and professional development opportunities.” The far right column denotes whether courses are eligible for lane advancement credit or license renewal credit. Any individual may submit additional courses for consideration and pre-approval for lane advancement.
- [Professional Development courses \(Ongoing, Outside Organization\)](#) are below with the **orange background**.
- [Professional Study Teams \(Scheduled, Within District\)](#) are below with the **green background**.

PD Courses (orange background)

(courses not based on specific start dates)

*Note: Courses in Bold Purple have hours approved for [CDE English Language Learner PD Standards and requirements](#)
CoPilot has developed a list of approved courses linked to the [CLD standards matrix](https://bit.ly/2vRkhIj): <https://bit.ly/2vRkhIj>*

Ongoing Courses						Ongoing Courses
Start Date	Schedule	Target Group	Course Summary	Host/Sponsor	Contact/ Registration	Cost, Hours/Type
Various	Various	Various	CoPilot Courses for Teachers through CEA • Copilot track and courses for required & approved ELL/CLD hours: CEA COpilot 60+ course options are currently available • More than 150 courses are currently posted on CoPilot • Additional tracks are currently available for technology (15+ courses) and Social-Emotional Learning (10 courses)	COpilot	CEA COpilot Courses	Various Typically: Nonmember price: \$145 CEA member price: \$45 +\$55 (optional) per credit hour (Adams State)
Various	Various	All Staff	Happy Teacher Professional Development Courses - Various topics in 1, 2, and 3 Semester Courses. All courses offer Adam’s State Credit	Happy Teacher	Happy Teacher Professional Development	1 Credit = \$80 2 Credits = \$160 3 Credits = \$240 Approved for Lane Advancement and License Renewal

Summit School District Professional Development Course Catalog

Various	Various	All Staff	<u>WIDA workshops</u> Workshops to deepen knowledge of ELD practices through utilization of WIDA standards and platform. FAQ: WIDA Self-Paced Workshops FAQ	WIDA	Registration links: Professional Learning Opportunities CDE	License renewal only <i>Note: Hours approved for CDE English Language Learner/CLD PD Standards for license renewal</i>
Various	Various	Various	<u>Credits for Teachers</u> Graduate-level professional development courses. Examples: • 5E Instructional Model • Building Relationships with Students • Classroom Structures • Co-Teaching • Communicating with Parents & Families • Differentiation • Effective Discipline • Integrating Standards Effectively	CSU-Pueblo	Credits for Teachers	Lane Advancement
Any Time	Self-Pace	Math	<u>Mathematical Mindsets</u> The Mathematical Mindsets course helps educators inspire and boost math achievement. You'll learn the latest neuroscientific research on the best methods by which students learn math, as well as the specific methods and approaches you can use to successfully help your students develop a growth mindset.	Stanford	Mathematical Mindsets Course Stanford Online	Lane Advancement 30 contact hours = 2 credits \$299
Any Time	Self-Pace	Math	<u>How to Learn Math for Teachers</u> Explore the new research ideas on mathematics learning and student mindsets that can transform students' experiences with math. The sessions are all interactive and include various thinking tasks to promote active engagement - such as reflecting on videos, designing lessons, and discussing ideas with peers.	Stanford	How to Learn Math for Teachers Course Stanford Online	Lane Advancement 30 contact hours = 2 credits \$299
Various	Online	All - World Language	<u>World Language Graduate Courses</u>	Northwest Nazarine University; Adams State	World Language Course Schedule	Graduate Credit Lane Advancement Prices Vary
Any Time	Self-Pace	All	<u>Google Level 1 Educator Certification</u>	Google	Teacher Center	\$10 15 hrs approved toward Lane Adv. (FIRST TIME ONLY)
Any Time	Self-Pace	All	<u>Google Level 2 Educator Certification</u> Prerequisite: Google Level 1	Google	Teacher Center	\$25 15 hrs approved toward Lane Adv. (FIRST TIME ONLY)

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Various	Various	Various	Professional Development Institute (PDI) Classroom Management, Science of Read, SEL, etc.	PDI - UCSD	Professional Development Institute	Flex and Semester courses approved for university credit are also approved for lane advancement
Online and Asynchronous options available		K-3 4-12th Interventionist teachers, SpEd,ELD, and literacy coaches/ interventionists	<u>Required training from the Colorado Department of Education for all K-3 & Reading Teachers ongoing:</u> Option 5: CDE Provided Training either face-to-face option or online option. Colorado school districts are required to ensure all kindergarten through 3rd grade teachers complete evidence-based training in teaching reading by August 1, 2022, as a result of changes to the Colorado READ Act in SB 19-199 (PDF). Teachers who become teachers of K-3rd grade after Aug. 1, 2022 must also complete the training if they have not already. Elementary and Secondary Teachers in Grades 4th-12th who are designated as reading interventionist must also complete this training by Aug. 1, 2024. Specifics - including requirement, course options, lane advancement information, and links to registration are here: READ Act Teacher Training CDE	Required by CDE; training options provided by CDE	READ Act Teacher Training CDE Registration REQUIRED BY CDE for all K-3 teachers And 4th-12th interventionist	
Various		Preschool Teachers	<u>Approved Preschool Training/PD</u> - Learning Without Tears - Teacher Tom Training - Zoophonics -p-3 leadership certificate <i>* Reach out to the Coordinator for other training approvals</i>		Discuss with the preschool coordinator	
Various	Self-Pace	Any Teacher	The Albion Center for Professional Development at Idaho State University offers a growing catalog of 100% online, self-paced K-12 professional development courses for teachers, administrators, and educators nationwide.	Idaho State	https://www.isu.edu/onlin epd/	\$55/credit
Various		Educators holding an elementary, math, science, social studies, or English language arts (or any middle-level)	<u>ELPD English Learner Professional Development</u> For more details go here . Important note: This requirement is based solely on the endorsement(s) held; it is not based on the content area the educator is presently teaching or if they are teaching at all. For	Various	The course must address the <u>English Learner PD Standards Matrix</u> .	Varies by course

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		endorsement on a professional license.	example, a teacher who also holds both a science and a music endorsement will be required to complete ELPD even if only teaching music. Individuals who are serving in other positions (as a principal, for example) or not presently employed in education and who still wish to renew their teacher license with one of the identified endorsements must meet this requirement. What: 45 clock hours of professional learning aligned to the CLD standards. The <u>English Learner PD Standards Matrix</u> must be completed and submitted with the professional license renewal application. When: At any renewal of a professional teaching license within elementary, math, science, social studies, or English language arts on or after September 1, 2025.			
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Professional Study Teams (green background)

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- [SSD Professional Study Team Application](#)
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PST Title	Facilitators	Target Group	Start Date & End Date	Materials Needed	Summary	Structure	Summary Product	Hours & Credits
Long Term Success for Experienced Multilinguals	Beth Dove	All Teachers	9/8/2025–12/19/2025	WIDA Access historical data; Classroom Observations Purchase the book <u>Long-Term Success for Experienced Multilinguals</u> by Beth Skelton and Tan Huyn	Participants will engage in a book ~~Long-Term Success for Experienced Multilinguals~~ . The overall topic focuses on an instructional framework for MLs with lots of good scaffolding strategies.	Asynchronous learning that will follow a weekly reading and assignments guide	The final project will be creating a personal action plan for the next school year detailing what two to three key practices they will commit to implementing consistently to better support experienced multilinguals.	30 hours =2.0 credits
7 Steps for a Language Rich, Interactive Classroom	Jen Wescott, Amy Hume, Beth Dove	All teachers with a particular focus on MLs	9/8/2025–12/19/2025	WIDA Access Data; Instructional Rounds Data Purchase the book <u>7 Steps for a Language Rich, Interactive Classroom</u> by John Seidlitz and Bill Perryman	This Professional Study Team (PST) is designed for educators who want to strengthen instructional practices that promote language development and active engagement for all students, with a particular focus on multilingual learners. Participants will explore practical strategies that create equitable opportunities for student talk, increase academic vocabulary use, and foster an interactive classroom culture.	Asynchronous learning with structured weekly guide	Participants will create a personal action plan for the upcoming school year by addressing the following: Commitments—Which two to three steps from the book will you commit to implementing consistently in your classroom to increase language opportunities for multilingual learners? Resources—What supports, materials, or professional learning will you need to successfully carry out these practices?	30 hours =2.0 credits

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							Collaboration—Who in your school or district (e.g., colleagues, coaches, administrators) can you partner with to strengthen your implementation and share successes?	
Figuring Out Fluency Book Study	Hannah Stolz	Math Teachers	9/1/2025 - 12/19/2025	Purchase the book <u>Figuring Out Fluency in Mathematics</u> by Jennifer M. Bay-Williams and John SanGiovanni	Math Fluency and all virtual	Virtual reading notes and discussions per chapter. End assignment asking them to put learning into action	They will respond to the questions in the rubric on a google form	30 hours = 2.0 credits
CDE Powerful Practice/Improving Mathematical Outcomes	Hannah Stolz	Math Teachers	9/1/2025 - 5/1/2026		Scores in math are not as high as we would like	Participants complete the course through CDE and then complete 2 assignments based on their learning to complete the 15 hours	They will answer the 6 questions in a google form	15 hours = 1.0 credit
What Happened to You? Trauma, Resilience, and Healing Book Study	Molly Griffith	SPs, any teacher or staff member interested in learning more about the impact of trauma on brain development, and how this shows up in our schools and classrooms	1/11/2025 - 3/22/2025	Purchase the book <u>What Happened To You?</u> by Dr. Bruce Perry and Oprah Winfrey	Trauma informed practices via a book study, discussion reflections, personal growth, and collaborative interactions with colleagues on Google Classroom and one final in-person book group discussion.	10 weeks (10 chapters) of asynchronous reading, discussion posts via Google Classroom, and feedback/interaction with others via this platform. I would also like to organize at least one in-person meeting during the last two weeks of the PST, to give participants the opportunity to engage with one another around the material.	The ongoing discussion will directly work in the 6 components from the rubric and the expectation will be for ongoing personal growth. In addition, a possible final project could be to create a personal "classroom regulation toolkit" that the educator can use to support students in moving from dysregulation to regulation in the classroom. This project would focus on the core strategies of regulation, relationship, and rhythm, and could include: an educator inventory on how he/she maintains regulation, the	15 hours = 1.0 credit

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							creation of a "calming space" or resources that students can use in or near the classroom, and the creation and implementation of three "rhythmic routines" that the teacher will use to proactively regulate the class (at the start/end, before a test, when switching subjects or work during class...)	
Conversations with CAGT	Kiersten Macreery	Certified teachers in any subject area and support staff who work with GT students	11/21/2025 - 3/12/2026		Gifted and Talented students and current issues in gifted education	10 hours watching presentations, 4 hours writing 10 reflections, 3 hours responding to other reflections, 3 hours creating a lesson/tool/resource, 1.5 hours attending synchronous meeting, 1 hour writing reflection	"Create a product that you can use in your work setting (lesson plan, teaching tool, student resource...) that will reflect the implementation of new learning from this PST. Meet one time with a group to discuss the sessions you viewed and the product you've created. This synchronous meeting will be organized with a Doodle poll and several meeting times will be scheduled to assure that everyone can attend one. If anyone still cannot attend, they will create a video presentation answering all of the prompts used at the synchronous meeting. Presentation prompts: What did you create and why? How will it serve your professional practice, student learning, and or social/emotional development? Which presentations were the most significant to you? What	22.5 hours = 1.5 credits

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							do you hope to remember from or do with your learning? What reflections did you write/read/respond to that added to your professional development? Write a one-page reflection summarizing what you learned, the tools and/or strategies you plan to implement, and how effective this PST was for your professional growth."	
SMS Staff Book Club: Developing Educators Social/Emotional Competencies and Capacities as Allies to Youth	Peder Hansen	SMS Primarily but open to any educator.	10/16/2025 - 4/17/2026	Purchase the monthly novel	"Each participant will read the monthly novel, participate in a structured group discussion about the novel and the topics raised, and write a journal entry. We will do this for all 5 books (if working toward 2 credits), or for 3 books (if working toward 1 credit). **Reflective journals will include at least one entry per book. Each entry will be at least 250 words, and will meet the following requirements: 1) Entry demonstrates thorough consideration of relationships with young people in a variety of situations 2) Entry makes explicit connections to personal social and emotional competencies (i.e., empathy, perspective taking, decision making) 3) Entry outlines specific actions taken/ plans to take action. Actions connect to both discussion and reflection on the texts, as well as the group's broader goals.	Seven 1.5 hr meetings in person, with curated books to read and reflections to complete.	The format of the club and the coursework accomplish each of the 6 components. Each educator will have read books and reflected on the book and it's impact on them personally, professionally, and as an ally. In group discussions, we will focus on the application of the text on our ideas and actions, as well as whether these books would further our student's growth. Based on that learning, they would make a decision about how the learning has impacted them and how they will continue to be an ally for each other and students.	Varying hour/credit structures (2 credit maximum)