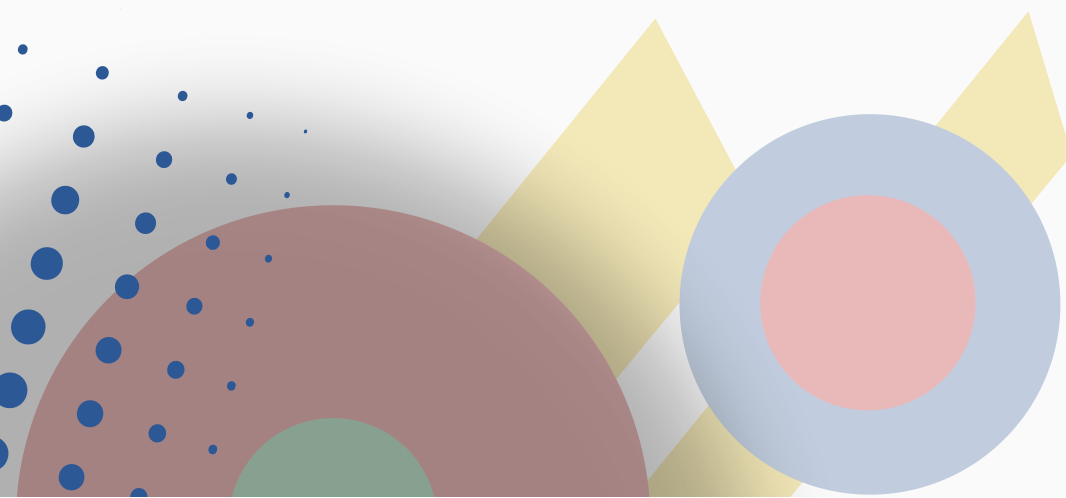




PROFESSIONAL DEVELOPMENT CATALOG

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MISSION

Creating equity in education through building educators' capacity to implement student-centered learning.

HISTORY

iLearn Collaborative informally began in 2009 as a grassroots effort to start a dialogue between districts that were building online schools and then blended programs.

By 2013, the management demands and needs of member organizations were sufficient to warrant formal leadership and funding and we received our first grants from the Donnell Kay Foundation and the Gates Family Foundation. Using this funding, under Judy Perez's leadership, we built out the course catalog and capabilities you see today. In 2016, we founded iLearn Collaborative and formally became an independent 501c3 non-profit.

The impact of our unique approach to professional development has earned us substantial recognition. iLearn Collaborative is the only state-subsidized provider of blended professional development in Colorado, we are a Future Ready Regional partner, and we have even started to receive international interest, currently piloting our programs in Latin America. Our success has been built on the strength, passion, and commitment of our member organizations, and we intend to build on this momentum with your support, amplifying talent, knowledge, and innovation in education to advance the practice of student-centered learning.

PD PROGRAM

iLC's Professional Development programs are built by educators for educators. Our course design and delivery models student-centered instructional practices that follow the National Standards for Quality Online Learning (NSQ). Courses are facilitated by experienced accredited practitioners, who offer coaching that is supported by digital content focused on specific problems of practice and project-based work. Theory into practice guides our course design, preparing participants to develop and deliver activities and lessons for immediate implementation. Peer-to-peer feedback and reflections inform best instructional practices. We proudly promote a learning environment that is based on collaboration, customization, and personalized coaching. Our PD program empowers teachers by offering a unique scaffolding design, beginning with the basics of blended instructional practice to higher levels of learning that support educational models of student-centered learning. Our micro-credentialed courses are worth 15-45 PD clock hours and graduate-level credits that count toward recertification. iLC has been recognized by the governor for Colorado's preparedness for distance education and nationally recognized by the U.S. Department of Education as a leader in online professional development for teachers.

Don't take our word for it! Let our course participants' testimonies speak for themselves.



OUR COURSES

Our course design and delivery models student-centered instructional practices.



RELEVANT

iLC's Professional Development programs are built by educators for educators nationally and internationally.

VARIED

We offer myriad options designed to meet learning needs through professionalized support and resources for educators.

BLENDED INSTRUCTION COURSES

● **Introduction to Blended Learning**

This course provides students with the opportunity to closely examine various models of blended learning in order to reflect on and refine current teaching practices. Participants will implement a model specific to their content and classroom environment.

● **Instructional Best Practices in Blended Learning**

This course provides students with the opportunity to closely examine aspects of best practices in blended learning. Participants will examine effective instructional strategies, determining which to implement in their setting. By the end of the course, educators will produce a blended lesson specific to their content and classroom environment.

● **Creating Digital Content for Blended Learning**

This course provides students with the opportunity to study tools and best practices for creating digital content. Learners will explore methods for engaging learners in digital settings, will investigate digital instructional design and best practices, and will design and manage digital learning pathways for students.

● **Rotation Models**

This course provides students with the opportunity to study blended learning rotation models. Learners will explore methods for engaging learners in blended settings and will investigate best instructional practices.

● **The Flipped Classroom**

This course provides students with the opportunity to closely examine the flipped model of blended learning in order to reflect on and refine current teaching practices. Participants will implement a flipped lesson specific to their content and classroom environment.

BLENDED INSTRUCTION COURSES

● Introduction to Open Educational Resources (OER)

This course is designed to introduce educators to the world of Open Educational Resources, including the basics of identifying and using these free curricular resources as well as more advanced skills of customizing and personalizing them. Participants will focus on knowing when to use OER, locating quality OER materials, and remixing to create new materials based on student needs. Participants will design a course map/plan and identify gaps as well as engage with OER materials, interact with classmates to share learning and insights, and reflect on the learning experience. By the end of the course, participants will produce a hands-on, immediately applicable project.

● Differentiation Strategies in a Blended Environment

This course provides educators with the opportunity to study aspects of differentiation in a blended environment. Participants will examine strategies for differentiating instruction and content to personalize the learning experience for their students. Educators will have the opportunity to participate in scenario-based learning.

● Inquiry in Blended Learning

This course provides educators with the opportunity to explore elements and models of inquiry-based learning. Participants will reflect on their own instructional practice, examining existing units of study or planning new ones that integrate active learning strategies in their blended classrooms through posing challenge questions, problems, or scenarios to develop an authentic project-based learning environment.

● Teacher Data Dashboards

This course provides educators with the opportunity to closely examine strategies for using data analytics to personalize learning. Participants will understand how to use data to develop course content and drive blended instruction.

CONTENT-SPECIFIC BLENDED INSTRUCTION COURSES

● **Instructional Best Practices in English**

This course provides students with the opportunity to closely examine aspects of best practices and strategies for teaching grammar, reading, and writing in a blended setting in order to reflect on and refine current teaching practices. Participants will implement a model specific to their classroom environment.

● **Instructional Best Practices in Math**

This course provides students with the opportunity to study best instructional practices in math. Learners will explore methods for engaging students in blended settings, designing and producing an investigative math assignment to implement in their classroom.

● **Instructional Best Practices in PE/Health**

This course reviews best practices in blended learning and physical education. It examines the initial guidelines for creating and implementing a comprehensive physical education program in a fully online or blended environment. Best practices in instruction and assessment of a physical education teacher are also examined in relation to the national standards and grade level outcomes.

● **Instructional Best Practices in Science**

This course provides educators with the opportunity to examine best practices for science instruction in a blended setting. Participants will investigate planning and development processes and methods, teaching strategies and tools, and assessment and evaluation recommendations.

● **Instructional Best Practices in Social Studies**

This course provides participants with the opportunity to study aspects of best practices and strategies in civics, geography, and history in an online or blended learning model. Participants will produce a lesson reflecting instructional practices that they will be able to implement in their classroom.



CONTENT-SPECIFIC BLENDED INSTRUCTION COURSES

● **Instructional Best Practices in Special Education**

This course reviews best practices in blended learning and introduces the role of a special educator in a blended environment. It touches on how the responsibilities of a special educator can be adapted to an online environment. By the end of the course, students will produce an outline for a structured day in a blended or online environment.

● **Instructional Best Practices for Librarians**

This course provides librarians with the opportunity to understand their new roles and expanded library services to meet the needs of blended and online learners. Participants will examine strategies for developing and expanding library services as well as investigate how blended librarianship aligns with Library Learning Commons models.

ADVANCED BLENDED INSTRUCTION COURSES

● Engaging Students Using Gamification

This course provides educators with the opportunity to study the impact of gamification in a blended setting. Participants will learn basic game theory, explore elements of gaming that can be added to existing courses and to apply the characteristics of a successful gamified course. The end product is a gamified course outline that can be put to use immediately.

● Project-Based Learning in a Blended Learning Environment

This course provides students with the opportunity to closely examine aspects of project-based learning in a blended setting in order to reflect on and refine current teaching practices. Participants will implement a project-based lesson specific to their classroom environment.

● Digital Tools for Blended Learning

This course provides educators with the opportunity to study tools and best practices for supporting effective digital learning. Participants will investigate strategies and resources for engaging 21st century learners and building digitally responsible students in a blended setting. Learners will design a digital lesson for immediate implementation.

PERSONALIZED LEARNING SERIES

● **The Culturally Responsive Educator and Personalized Learning Innovations**

This course provides educators with the opportunity to study aspects of culturally responsive teaching practices that build equity for Culturally and Linguistically Diverse student populations in brick-and-mortar, blended, and online learning environments. Participants will investigate best instructional practices for developing classroom climate, promoting student agency, building learner partnerships, developing literacy, supporting first and second language acquisition, monitoring progress, and deepening the learning experience through personalization and authenticity.

● **Introduction to Personalized Learning**

This course provides students with the opportunity to closely examine aspects of project-based learning in a blended setting in order to reflect on and refine current teaching practices. Participants will implement a project-based lesson specific to their classroom environment.

● **The Why, What & How of Personalized Learning**

This course provides educators with the opportunity to study tools and best practices for supporting effective digital learning. Participants will investigate strategies and resources for engaging 21st century learners and building digitally responsible students in a blended setting. Learners will design a digital lesson for immediate implementation.

● **Foundations of Personalized Learning**

This course provides educators with the opportunity to examine best practices for science instruction in a blended setting. Participants will investigate planning and development processes and methods, teaching strategies and tools, and assessment and evaluation recommendations.

PERSONALIZED LEARNING SERIES

● **Planning, Instruction & Assessment in Personalized Learning**

This course provides students with the opportunity to closely examine best practices for planning, instruction, and assessment in personalized learning. Participants will have the opportunity to explore various tools, resources, and strategies, selecting from myriad options to integrate into their own instructional model. By the end of the course, participants will personalize an existing unit of study, utilizing effective planning, instruction, and assessment methods.

● **Student Experience in Personalized Learning**

This course provides students with the opportunity to closely examine the student experience in a personalized learning classroom. Focusing on Imaginarium's Primary Drivers, Learner Paths, and Evolving Learner and Teacher Roles, participants will examine instructional strategies around growth mindset and profile development, objective/goal writing, learner path building, playlist creation, and data analysis and tracking. Participants will produce student-centered activities around these personalized learning elements for the purpose of promoting and supporting agency and will record and reflect on the experience in an e-portfolio.

● **Student Choice and Agency**

This course is a deeper dive into the personalized learning pedagogy. Participants will actively engage in developing content for immediate use in their classroom. They will build student profiles and diagnostic assessments, learn how to use data to guide students in identifying learning targets and writing objectives and goals, and design multiple assessments for various mastery levels. Student support structures and management of independent learning time are additional focuses of study.

PERSONALIZED LEARNING SERIES

● **Nurturing Autonomous Learners**

Considering their personal and institutional context, participants in this course will build and reinforce the strategies that ensure autonomous learning skill development in their students. Topics include an overview of the fundamental reasons to develop autonomous learning skills, the scaffolding and progression from instructed education to autonomous learning, and the use of strategies that reinforce students' autonomy.

● **Developing Skills Toward Autonomy**

Participants in this course will learn about skills students should develop in their journey toward autonomous learning. Participants are invited to reflect on “skill development” and its implications, analyze how skill development ensures autonomous learning for a better quality of life, and become familiar with assessment techniques that support the development of autonomous learning skills. This course's content largely relies on the research and techniques related to Fontan Relational Education, a personalized and autonomous pedagogical model that successfully improves students' academic performance. The FRE model, as well as the stages of learning, will be reviewed similarly to the first course in this series.

ONLINE INSTRUCTION SERIES

● Introduction to Online Instruction

This course allows participants to closely examine aspects of best practices in online instruction, discovering standards and skills for effective online delivery. Participants will examine instructional strategies for online engagement and determine which to implement in their online classrooms. By the end of the course, educators will produce and deliver an online lesson specific to their content and grade level.

● Best Practices in Online Instruction

This course provides students with the opportunity to closely examine aspects of best practices in online instruction, discovering standards and skills for effective online delivery through differentiation, personalization, and project-based learning. Participants will examine instructional strategies for engaging students in an online learning environment, determining which to implement in their classroom. By the end of the course, educators will design, develop, and deliver an online lesson specific to their content and grade level that includes differentiation, personalization, or project-based learning elements.

● Creating Digital Content for Online Instruction

Participants in this course will have the opportunity to study tools and strategies for creating content in an online learning environment. Learners will explore methods for engaging learners as they examine effective digital instructional design techniques and best practices. Additionally, they will learn how to develop and manage digital learning options for students, produce opportunities for collaboration, and design and develop digitized content for a unit of study.

ONLINE INSTRUCTION SERIES

● **Best Practices for Online Instruction in a SPED Classroom**

This course reviews best practices in online learning and introduces the role of a special educator in an online environment. It touches on how the responsibilities of a special educator can be adapted to an online environment. By the end of the course, participants will produce an outline for a structured day in an online environment.

● **Engaging ELL in Your Online Classroom**

This course offers participants a deep dive into three types of student engagement: emotional/relational, behavioral, and cognitive. All three engagement variants combine to support positive student outcomes in growth and achievement in online learning environments. There are distinct approaches to each engagement type that benefit ELLs specifically. The content elevates understanding, tools for implementation, and progress monitoring for each type of engagement in online ELL settings.

● **Introduction to MTSS for Online Instruction**

In this course, participants will learn about multi-tiered levels of support through MTSS processes. They will analyze the core components and implementation of MTSS in a school setting. MTSS provides the foundation for whole-student education through monitoring social-emotional, academic, and behavioral progress. Participants will learn to be strong MTSS team members and understand the best processes for MTSS meetings and decision-making. They will apply their knowledge to MTSS teams and design lessons that maximize student success.

SOCIAL-EMOTIONAL LEARNING SERIES

● Introduction to Social-Emotional Learning (SEL)

This course provides an introduction to the basics of Social-Emotional Learning. Participants will learn about the elements of SEL, diving deep into each, and explore social-emotional learning in the classroom. They will understand how to measure SEL and implement activities supporting SEL soft skills-building. Participants will focus on cultivating an environment that supports SEL and effectively integrates SEL best practices.

● Implementation of SEL Best Practices

This course introduces best practices in social-emotional learning with the intent to implement said practices in any classroom setting. Participants will review the elements of SEL, understand school/educator roles for SEL best practices implementation, examine possible challenges for educators and students when implementing SEL best practices, and set the stage for successful integration. Participants will also explore examples of social-emotional learning in action and understand how to implement lessons and activities supporting SEL in traditional brick-and-mortar, online/remote, and blended/hybrid settings. They will focus on cultivating an environment that supports SEL and effectively integrating SEL best practices into their current instructional practice.

● SEL for the Educator

Participants in this course will gain an understanding of what SEL can be for adults and how SEL can support educators. Those enrolled will discover how to develop a plan utilizing strategies that promote job satisfaction and positive self-worth. During this course, participants will set goals that relate to the 5 SEL Competencies, support the development of learning targets that lead to a course of action to accomplish their goals, and participate in mindfulness practices that support personal needs to achieve their goals.

CLASSROOM MANAGEMENT SERIES

● **Classroom Culture: Cultivating a Manageable Classroom**

This course introduces participants to classroom management basics and provides the opportunity to explore best practices in classroom management in all instructional settings (brick and mortar, online/remote, and hybrid/blended). Participants will understand how to grow relationships and cultivate community in their own learning environment as well as design, develop, and deliver classroom management activities and lessons.

● **Classroom Culture: Ideas & Strategies for Successful Classroom Management**

This course has been designed to model and feature strategies and techniques that will prepare practitioners for transforming their classrooms into highly effective and functioning learning environments. Throughout this course, participants will focus on three elements of classroom management: 1) building strong relationships, 2) developing classroom structures and procedures, and 3) utilizing technology to optimize learning. By the end of the course, participants will design, develop, and deliver a lesson that incorporates classroom management best practices.

ENGLISH LANGUAGE LEARNERS (ELL) SERIES

● English Language Learners (ELL) Foundations

This course provides an introduction to the foundations of English Language Learners (ELL). Participants will establish a rich foundation of a linguistic and practical understanding of essential components of ELL education. They will understand ELL terminology and examine instructional strategies and practices that support equity, diversity, and inclusion.

● Engaging English Language Learners (ELL) in Your Classroom

This course offers participants a deep dive into three types of student engagement: emotional/relational, behavioral, and cognitive. All three engagement variants combine to support positive student outcomes in growth and achievement. There are specific approaches to each engagement type that benefit ELLs specifically. The content elevates understanding, tools for implementation, and progress monitoring for each type of engagement in ELL settings as well as in other learning environments.

● Second Language Acquisition

Participants in this course will discover how EL students acquire academic language. Those enrolled will develop the skills necessary to implement quality instructional supports to increase student engagement and achievement.

● Teaching as a Second Language

This course prepares participants to establish foundations for quality instruction in EL/ELL classrooms. Those enrolled will develop strategies to engage students and design high-quality lessons for immediate use in any classroom setting.

ENGLISH LANGUAGE LEARNERS (ELL) SERIES

● **WIDA Standards & Assessments (Summer 23)**

This course provides a basic understanding of the WIDA standards, how to interpret them, and how to use them to increase language proficiency. Participants will learn how to become linguistically response to students' needs both in the general education classroom as well as in the ELL pull-out setting. Finally, participants will engage in ways to build a community of practice so that all stakeholders are able to be involved in supporting the growth of all learners.

● **Best Practices for TESOL Implementation (Summer 23)**

Participants in this course take a deep dive into the strategies and resources to support and foster instructional best practices for successful TESOL implementation. The content provides a deeper understanding of learning processes for ELLs, international scales and descriptors for a better implementation from the planning stages to the assessment stages, and a close look at the strategies and instructional ideas to develop the 4 communicative language skills (reading, writing, listening, and speaking). Additionally, a curated bank of resources and strategies is provided for the ELL teacher to easily adapt, adopt and incorporate in the ELL classroom.

TECHNOLOGY INTEGRATION COURSES

● **Get Schooled: Schoology Basics to Best Practices**

This professional development course is designed to help participants understand what the Schoology Learning Management System (LMS) is and how they might use this platform as an integral part of their instructional practice. Participants enrolled in the course will be introduced to basic Schoology navigation, how to set up a Schoology course, and best practices for course building, facilitation, and student engagement.

● **Going Google**

Learn about all things Google with this course. Participants will explore everything Google has to offer educators from basics to best practices. Those enrolled will learn how to create a successful 21st Century classroom utilizing 21st Century skills and Google applications. As an added bonus, this course prepares participants for Level 1 Educator certification.

● **The Tech-Integrated Classroom**

This course provides students with the opportunity to closely examine aspects of effective technology integration, discovering methods for planning and implementation. Participants will review strategies for utilizing the Technology Integration Matrix (TIM) to determine instructional focus and integration levels. They will investigate best practices and explore digital resources for engaging 21st-century learners. By the end of the course, participants will design, develop, and deliver a tech-integrated lesson specific to their content and grade level.



LEADERSHIP SERIES

● **Introducing Blended Learning to Your School or District**

Aimed at supporting educational leaders as they begin to design and implement digital learning in their school or district, this course provides an overview of blended learning basics as well as a deep dive into sustainable and disruptive models. Leadership coaching strategies are integrated into the course, making it a perfect first step for administrators and emerging school leaders.

● **Supporting Blended Learning in your School or District**

This course is designed to guide educational leaders (superintendents, administrators, and/or instructional staff) as they implement digital learning programs in their school or district. “Supporting Blended Learning” provides insight into supporting high-quality blended learning across multiple groups of stakeholders: students, teachers and community-at-large. Tools and strategies are introduced, shared, and practiced in a supportive setting.

● **Managing Change as an Educational Leader (Learning Module)**

In this module, leaders will learn strategies to manage changes in education. They will learn to classify different types of educational changes and apply various change management strategies in the core areas of leadership, momentum, and organization. Finally, leaders will understand the human side of school change and its implications for implementation and sustainability. **(Fall 2023)**

● **Developing a Shared Vision (Learning Module)**

In this module, leaders will understand how the principles of backward design can be applied to school reform and vision setting. They will learn to clearly define desired results, collect meaningful evidence of goal progress and accomplishment, and plan intentional, vision-aligned actions. **(Spring 2024)**



LEADERSHIP SERIES

● Planning Strategically & Purposefully (Learning Module)

In this module, leaders will utilize the four disciplines of execution to deliver on their most important strategic priorities. They will learn how to focus on the wildly important, act on the lead measures, keep a compelling scoreboard, and create a cadence of accountability to produce results. *(Spring 2024)*

MTSS SERIES

● **Introduction to MTSS**

Learn about multi-tiered levels of support through MTSS processes. Participants will analyze the core components and implementation of MTSS in a school setting. MTSS provides the foundation for whole-student education through monitoring social-emotional, academic, and behavioral progress. Those enrolled will learn to be strong MTSS team members and understand the best processes for MTSS meetings and decision-making. Students will apply their knowledge to MTSS teams and design lessons that maximize student success.

● **Introduction to Data Analysis for Tiered Students (Summer 23)**

This course offers participants a deep dive into the power of utilizing data to instruct and guide students through tiered instruction. Each tier is defined, and instructional strategies and protocols for data analysis are provided. Participants are encouraged to become a part of a culture of data and encourage those around them to embrace the process of teaching students in a tiered school environment. The outcome of the course is to equip participants with an actionable plan and lesson to bring back to their classroom, along with strategies to ensure individualized instruction is provided through a tiered model.

● **Best Practices for Tiered Interventions (Coming Fall 2024)**

Participants in this course will discover best practices in tiered interventions.

● **Introduction to MTSS K-5 (Coming Summer 23)**

This course examines the design, function, and implementation of Multi-Tiered Support Systems (MTSS) at the elementary school (K-5) level.

RETURN TO RIGOR SERIES

● **Return to Rigor: Re-engaging After Remote Learning**

This course is centered on providing every educator with trauma-based best practices for the classroom to foster consistency, routine, and confidence in student learning experiences. Teachers will focus on building relationships and increasing student confidence through low-stakes practice, personalized learning, data-based individualization, technology, and gamification, which will increase engagement in the learning process and reduce the impact of student learning loss that occurred as a result of remote learning.

● **Contemplating COVID: When Pandemics Promote Best Practices**

The COVID pandemic caused many schools and educators to operate in emergency mode. Educators were doing their best to ensure that their students were receiving quality education even though they couldn't teach face-to-face in the brick-and-mortar setting. While this sometimes caused backslide in learning, it also gave rise to creative, innovative best practices for all classroom settings. This course examines those practices with specific examples from educators and school districts nationwide and provides strategies for classroom best practices that can be implemented in any instructional setting.

● **Return to Rigor: Reading Reboot K-5 (*Coming Fall 23*)**

This course will address reading gaps and how to re-engage with literacy at the K-5 level.

RETURN TO RIGOR SERIES

● **Return to Rigor: Making Up the Math K-5 (*Coming Fall 23*)**

This course is designed to address gaps in mathematics and strategies for "making up the math" after remote learning at the K-5 level.

● **Return to Rigor: Writing Remedy K-5 (*Coming Fall 23*)**

This course is designed to address gaps in writing and strategies to remedy the setbacks after remote learning at the K-5 level.

OUR COMPETENCY PATHWAYS

Our competency pathways offer PD clock hours for those not seeking college credit.



EFFICIENT

We know teachers have little free time, and no one wants to spend hours on a professional development course. iLC offers shorter pathways to completion based on competency.

VARIED

We offer myriad options designed to meet learning needs through professional support and resources for educators. Competency pathways are available for all of our signature courses. (See all previous PD courses)

OUR MICRO- CREDENTIALS

Our micro-credentials focus on student-centered instructional practices.



INNOVATIVE

iLC's micro-credential series supports the latest practices and resources that support student-centered learning. They are built by educators for educators nationally and internationally.

DISTINCT

Those enrolled in iLC's micro-credential program receive completion badges to display their accomplishments and share in social media networking circles.



MICRO- CREDENTIALS

● **Flipped Learning**

This micro-credential allows educators to discover and implement the Flipped model of blended learning after analyzing the pros and cons of incorporating this model into their instructional practice.

● **Gamification**

The gamification micro-credential allows educators to discover, analyze the pros and cons, and implement gamification into their instructional practice.

● **Project-Based Learning**

This micro-credential allows educators to discover and implement project-based learning after analyzing the pros and cons of incorporating this model into their instructional practice.

● **Station Rotation**

This micro-credential allows educators to discover and implement the Station Rotation model of blended learning after analyzing the pros and cons of incorporating this model into their instructional practice.

● **Student Agency**

The student agency micro-credential allows educators to discover, analyze the pros and cons, and implement effective student agency practices into their instruction.

OUR WEBINAR SERIES

Our webinars offer ideas and best practices for student-centered instruction.



INNOVATIVE

iLC's free webinar series offers the latest in educational innovation. Boots-on-the-ground professionals offer ideas, strategies, and insight for your immediate use.

CUSTOMIZED

iLC will build customized webinar series based on the needs of your educational institution. Let us bring your vision to fruition!



WEBINAR SERIES

● Summer Webinar Series

Beginning in the summer of 2023, iLC will offer a free webinar series! These webinars, hosted by iLC staff, will cover a variety of topics to help teachers and leaders stay on top of the latest innovations and be prepared for a successful start to the upcoming school year. Topics include "Google -fying" your classroom, effective PLCs, discipline matrix, new teacher series, and more.

● Power Hour Webinar Series

iLC offers "Power Hours", or 60 minutes of time dedicated to teachers based on specific topics of their choosing. Schools and districts may wish to provide a Power Hour series for educators tailored to their specific needs.

● Counselor Webinar Series

Our counselor webinar series currently covers topics relevant to counselors in online settings, but can be easily adjusted to suit your needs.

● Customized Webinars

Similar to Power Hours, iLC can customize a webinar series to meet your needs. Whether it's leadership, blended learning, best practices for online instruction, or UDL, we can create a series for you. Our educationally diverse group of experts can accommodate a wide variety of topics. If you need it, we can build it.

OUR PD INSTITUTES

Our customized PD Institutes cater to your specific requests and needs.



CUSTOMIZED

It is our mission to customize your event to your satisfaction. We provide various and plentiful options for PD sessions, webinars, customized resource libraries, and more.

ENGAGING

"Sit and get" is not our style. Our institutes allow participants to collaborate and engage with content meaningfully and relevantly, providing ready-to-use strategies and ideas.

PROFESSIONAL DEVELOPMENT INSTITUTES

● MTSS

This particular institute is centered around multi-tiered instruction and MTSS. Participants will learn the basics as well as strategies for best practices in MTSS and how to use data for tiered students. Those attending may also work with their particular teams/schools to create and implement successful MTSS action plans.

● Social-Emotional Learning

This institute introduces social-emotional learning basics, as well as best practices in social-emotional learning, with the intent to implement said practices in any classroom setting. Participants will address the elements of SEL, understand school/educator roles for SEL best practices implementation, examine possible challenges for educators and students when implementing SEL best practices, and set the stage for successful integration. This institute may also include a look at SEL for adults, and how SEL can support educators.

● Customized & Signature Series Institutes

iLearn Collaborative will create a customized PD institute based on your needs. Institutes may be based on/around any of our signature course series, individual courses, or a combination. We will create an engaging, interactive event that will bring your team together and send them off with relevant, ready-for-use material!

OUR CUSTOM WORKSHOPS

Our course design and delivery models student-centered instructional practices.



RELEVANT

iLC's custom workshops are built by educators for educators nationally and internationally. Up to date, innovative, and engaging, iLC can accommodate your workshop needs.

CUSTOMIZED

If you don't see a workshop that fits, we will create one that does. iLC will address your specific workshop needs at any level.

We have workshops available for all courses in our course catalog. Topics include Introduction to Blended Learning, Personalized Learning, MTSS, ELL, and many, many more. We also offer Working Genius training with our certified Working Genius trainer.



YOUR JOURNEY BEGINS HERE

Let's Grow Together



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