



Participants in Learning, Leading and Serving Agreement – New Mexico

By way of this agreement, Gadsden Independent School District agrees to join Grand Canyon University's Participants in Learning, Leading and Serving (PLLS) program. The purpose of this agreement is to define the relationship between Grand Canyon University (GCU) and signee as it relates to the PLLS membership. All benefits are available at no cost, or at a discounted rate, to members as part of the participant agreement. There is no limit or minimum on the number of benefits a district may utilize, and members are not expected to partake in all benefits to become and remain PLLS members.

BENEFITS AND CONTRIBUTIONS TO PLLS SCHOOLS AND DISTRICTS

1. PLLS members will have access to GCU's Educational Development and Support (EDS) services. Available EDS opportunities include: Speakers Bureau (motivational speaking and lectures), Professional Development (instruction based on specific subject matter and customized to address specific needs) and Coaching, Mentoring and Consultation (individualized assistance in areas requested).
2. PLLS members may request cohort programs for continuing education, individual courses and/or master's and doctoral degree programs to be delivered on GCU's campus, at approved school district locations (upon site approval), at regionally approved GCU sites or online.
3. PLLS members will have access to a 10% discount for their staff, providing savings toward tuition for online undergraduate, graduate or doctoral degree programs through Grand Canyon University. (The PLLS discount cannot be combined with any other institutional scholarship, aid offer or discount.)
4. PLLS members will have access to a 5% discount for spouses of their staff, providing savings toward tuition for online undergraduate, graduate or doctoral degree programs through Grand Canyon University. (The PLLS discount cannot be combined with any other institutional scholarship, aid offer or discount.)
5. Individual courses from GCU's degree programs, along with a portfolio of three-week online continuing education classes, will be offered at a 10% discount. (The PLLS discount cannot be combined with any other institutional scholarship, aid offer or discount.)
6. PLLS members will have access to a catalog of dual enrollment courses for current high school students, offering them an opportunity to reduce the time to complete a bachelor's degree from four years to three. This could reduce college costs by up to 25%.
7. PLLS members will have access to the GCU Online Job Board to post employment opportunities and search for applicants.
8. PLLS members requesting student teaching/practicum placements of GCU teacher candidates will receive priority. It's suggested that the signee submit an official affiliation agreement to GCU through a University Development Representative or GCU Teacher Placement Specialist. See attached GCU addendum, otherwise the signee may submit a standard affiliation agreement form.
9. PLLS members will receive priority communication and involvement in GCU-sponsored initiatives and programs that benefit students, staff and school communities.
10. PLLS members will be consulted and called upon as valued advisors as higher education programs are developed, projects are developed and representatives are needed.

GRAND CANYON UNIVERSITY™



11. PLLS members will be featured on GCU's website along with a link to their district website.
12. PLLS members will have access to GCU's facility in New Mexico for usage, subject to availability. If there is a charge for any facility use, PLLS members will receive a discount. PLLS members will receive preference over non-members for facility use.
13. Other school/district benefits may be available as mutually agreed upon by both parties.

PLLS SCHOOL AND DISTRICT CONTRIBUTIONS TO GCU

1. PLLS members will host informational sessions for staff, permitting GCU representatives to provide materials to attendees about degree programs and PLLS. These meetings will include a district event (i.e. Administrative Meeting, Back to School Meeting, District Staff Development Day) and a visit to each school within the district during the school year.
2. PLLS members will host college preparation opportunities for high school students (if applicable) during the fall and spring semesters at each high school.
3. PLLS members will distribute communication to employees on behalf of GCU inviting them to attend informational meetings.
4. PLLS members will distribute the one-page, digital PLLS Benefits Guide to all employees to announce the program and share information about the benefits.
5. PLLS members will distribute GCU newsletters (2-4 times per year) and mutually agreed-upon communications through district contacts via email.
6. PLLS members will include GCU on their district's website and/or further communications pieces in which educational relationships are designated.

The undersigned agrees to the conditions of the PLLS membership, which is effective upon signing and will continue on an ongoing basis. The district administrator will be informed of any changes that may occur to the participant agreement via email, with a request for confirmation of receipt. Both GCU and the PLLS participant district reserve the right to dissolve the relationship at any time should it not align with either party's mission or goals. The acting party should present the termination of participation by way of written notice. If the agreement is cancelled, individuals who are continuously enrolled in a degree program at GCU will continue to receive the financial discount initiated by the participant agreement throughout the course of their program.

Gadsden Independent School District

School Name

School Administrator (Signature/Print Name)

Date

Phone Number

Email Address

4950 McNutt Road
School Address

Anthony, NM 88021
City/State/Zip Code

GCU Vice President, Strategic Educational Alliances

Date

Start Date of Agreement

EDS Professional Development Topics

Classroom Management-Especially for New Teachers

Setting up a classroom management system that works for all students is not easy. Just as students learn in different manners, they respond in a variety of ways to the classroom management that exists. Participants will discuss the importance of setting up a schedule, routines, and jobs/roles for students. In addition, different behavioral plans will be introduced so that students who struggle with classroom structure will have modifications and support so that they experience behavioral success. Finally, parent communication will be discussed. One of the most difficult portions of classroom management is communicating with parents if there is an issue. Parent communication and partnerships will be an integral part of classroom management, so opening the lines of communication prior to any negative “press” will be very important.

Improving Student Achievement by Effectively Engaging Parents and Families

The second most important component in student achievement is parental involvement. There are multiple layers to how to develop effective communication with families and how to bring them into the classroom in an effective manner. Through the use of technology, flexible scheduling, and consistent communication parents can become partners in their child’s education. This presentation will focus on how to reach all parents, so that all learners are supported. Parent partnerships will be discussed beyond parent-teacher conferences and PTA events. Participants will delve into the elements that must be in place in order for parent/teacher partnerships to exist and ultimately lead to student achievement.

Motivating Reluctant Learners

Learn how to identify reluctant learners and determine the cause for disruptions in the classroom while minimizing disturbances with the use of creative motivation techniques that can be applied immediately. This “hands on” presentation will equip educational professionals with ways to motivate, engage and reward positive behavior in the classroom.

Response to Instruction and Intervention

This session is designed to provide an overview of Response to Intervention (RTI) and present a compelling argument for adopting a RTI model implemented with integrity. RTI seeks to prevent academic failure through early intervention, frequent progress monitoring and increasingly intensive research-based instructional interventions for children who continue to have difficulty. Participants will learn successful strategies for implementing such a system into their schools.

Differentiated Instruction

Differentiated Instruction is much more than an educational “buzzword”. It’s the critical promise to our students that we will understand their learning needs, and use what we know about best practices of curriculum and instruction to address those needs. This workshop (session) will address the “Top 10 Ways” to know if you are implementing high quality differentiation in your classroom., as well as key elements which lead to increased student motivation and achievement.

ELA Shifts in Common Core

This session provides participants with an introduction to the key shifts required by the Common Core State Standards for ELA / Literacy. Participants will walk away with classroom applications ready to implement the next day!

Integrating Common Core ELA and Higher Order Thinking Skills

Learn how to develop active learning plans aligned to the Common Core State Standards that challenge

EDS Professional Development Topics

students to demonstrate higher order thinking through problem and project-based learning that engages students to think critically, examine and explore deeply, work collaboratively and independently, and communicate clearly through oral, written, and creative expression

Integrating Common Core ELA and *Depth of Knowledge*

Learn how to develop unit-based lesson plans aligned to the Common Core State Standards that challenge students to demonstrate higher order thinking and communicate depth of knowledge by responding to open ended, text-dependent questions, engaging in research and investigation to solve complex problems, design and develop products and projects that serve as instructional solutions and tools, and use their knowledge and skills to address real life circumstances and situations.

Common Core w/Technology Skills for Project-Based Learning

The rigor of the Common Core State Standards meets the rigor of Project/Problem Based Learning in this introduction to PBL workshop. Participants will learn how technology-infused PBL units drive learning and raise students' level of engagement, authenticity, collaboration, and higher-order thinking, setting your students up to be great problem-solvers and creators in the process. Discover that through the intentional design of PBL units, they not only teach and assess Common Core State Standards (both ELA and Math), but also naturally lend themselves to the level of learning that the standards promote. Resources for further exploration of PBL will be provided.

Tech Tools for the Classroom to Support STEM & Common Core State Standards

This session will explore web sites and tech tools which support and promote Science Technology Engineering and Math (STEM) content and the Common Core State Standards. Participants will learn about some of the brightest "stars" in this ever-growing list of free applications. Participants will see how online math and science simulations and interactive tools can support instruction while improving student learning. They will also glimpse a few of the best engineering sites for elementary, middle and high school levels. Participants will receive the list of web sites and tech tools introduced in class.

Common Core w/ Technology Skills for Digital Communication

This presentation takes a look at some of the most relevant digital communication web tools to support students and teachers with Common Core State Standards.

Come away with a multitude of ideas and resources to successfully implement best practices using digital tools to engage students, increase productivity, and provide an immersive and valid learning experience. The CCSS in English Language Arts/College and Career Readiness Anchor Standards that are addressed include:

_.Writing.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

_.Speaking/Listening.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Bring Your Own Device (BYOD) in the Classroom

Looking for ways to enhance your classroom practice with today's tools? Thinking about integrating the use of student devices in the classroom? Not sure where to start, or what you will need to know? This session will give you information you need to get started! Participants will learn about many of the free applications found on the internet for smartphones, iPads and computers that combined with learned instructional strategies can be an effective teaching and learning tool. Participants will explore apps that encourage critical thinking, collaboration and creativity.

EDS Professional Development Topics

Strategies for Successful Implementation of the Common Core Standards for Mathematics

The Standards for Mathematical Practices offer an exciting new vision for what it means to teach and learn mathematics. In addition, the content standards are organized in such a way to promote a conceptual development of important mathematical ideas from kindergarten through high school. Participants will experience a classroom learning environment intended to develop mathematical content understanding through the development of the mathematical practices. Depending on the audience and level of interest, specific content will become the focus of the professional development. For example, participants can experience the conceptual development of fraction ideas with a focus on meaning, problem solving, and sense making. Or at a high school level, participants can experience the progression of ideas related to proportional reasoning, rate of change, and linear functions. The goal of the workshop is to experience the learning of mathematics as intended by the Common Core Standards in preparation for the upcoming PARCC or SBAC assessments.

Understanding and Using the PARCC Documents

Over the past few months PARCC has released many documents that explain, in detail, how they will approach the mathematics assessment for the CCSS. To the uninitiated these documents may seem overwhelming and disconnected. Dr. Coe, a member of the PARCC Math Operational Working Group and the Performance Level Descriptor writing panel, will provide a hands-on workshop focusing on how the released documents work together and how those documents can inform practice.

Assessing the Common Core Mathematics Practices and Content Standards

Across the United States many schools are actively working to implement new curricula aligned to the common core standards. A particular challenge, though, exists in the assessment of those standards. In this two-hour workshop participants will explore how “evidence-centered design” is influencing one multi-state assessment consortium. This information will, in turn, help teachers reflect on how current classroom level assessments address the common core practices, content standards, and integrations of those standards across a variety of complexities. Teachers will leave the workshop with tools to help craft and align meaningful, common core compatible tasks.

Connected! The New Science of Better Collaboration, Team Learning, and Improved Student Achievement

Just putting teachers into teams isn't enough! Thanks to technology and so many innovations in brain research and the study of human performance, we can employ strategies that help every team in school work more effectively! This session isn't just about teaching teams to get along. It's about using tactical, research-based strategies to unleash the untapped individual and team brain power available in every school! Get connected, get creative, and innovate! This session is fun, highly interactive, and leaves the audience with easily applied tools they can use right away to work together better than ever! *Perfect for schools that are already doing teaming or PLCs and are looking for strategies to take their performance to the next level! This can also be a good general session topic for those schools who want to get more connected and collectively focused.*

EDS Professional Development Topics

Reframed! How to Turn Stress, Conflict, and Resistance to Change to Innovation and Improved Student Achievement

Conflict and disagreement don't have to tear your school apart. In fact, if handled appropriately, conflict can actually inspire next-level innovations and can even create a more passionate connection to purpose, mission and vision! Also addressed in this training are issues related to stress, tension and frustration and the things we unknowingly do to make it worse! Also covered are the easy steps we can take to minimize stress and make the working environment more relaxed and enjoyable for everyone! This session is fun, highly interactive, and leaves the audience with easily applied tools they can use right away to move from resistance and stress to innovation and success! *Perfect for schools that are struggling, unsuccessful and perhaps find themselves in conflict or in stress and frustration more often than they'd like.*

GRAND CANYON UNIVERSITY™



Preferred Contacts for Communication

Information Distribution (i.e. distribution of newsletters, Benefits Guide):

Name: _____

Title: _____

Phone: _____

Email: _____

Human Resources:

Name: _____

Title: _____

Phone: _____

Email: _____

Student Teaching/Practicum Placement:

Name: _____

Title: _____

Phone: _____

Email: _____

Guidance Counselor:

Name: _____

Title: _____

Phone: _____

Email: _____

Curriculum/Instruction

Name: _____

Title: _____

Phone: _____

Email: _____

Webmaster

Name: _____

Title: _____

Phone: _____

Email: _____

Professional Development:

Name: _____

Title: _____

Phone: _____

Email: _____

Dual Enrollment:

Name: _____

Title: _____

Phone: _____

Email: _____



Specific Subject Contacts (if applicable)

Math:

Name: _____

Title: _____

Phone: _____

Email: _____

Language Arts:

Name: _____

Title: _____

Phone: _____

Email: _____

Science:

Name: _____

Title: _____

Phone: _____

Email: _____

Social Studies/Civics:

Name: _____

Title: _____

Phone: _____

Email: _____

Fine Arts:

Name: _____

Title: _____

Phone: _____

Email: _____

Athletics

Name: _____

Title: _____

Phone: _____

Email: _____