ESEA Title Program and IDEA May 5, 2026 Large Consultation Meeting Chat Responses

Q1: Can CLCs have an additional location at a private school? Also wondering how do private school scholars get to one of these 39 locations?

A: ***Can CLCs have an additional location at a private school?***

-MPS 21st Century Community Learning Centers are located in MPS Schools. All 21CCLC programs are open to all youth in the community including students attending private schools. Private schools can apply for 21CCLC funding to host a program at their school location. Please refer to the DPI website for additional information: https://dpi.wi.gov/sspw/clc/grant-competition

A: ***Also wondering how do private school scholars get to one of these 39 locations?***

Transportation options vary by CLC program location. Parents of private school students should contact the CLC site coordinator at the program location to discuss transportation needs**.**

Q2: Would MPS consider partnering with Private School as a CLC partner?

A: MPS 21st Century Community Learning Center (CLC) programs are open to all students across the community. We are certainly open to exploring opportunities to ensure expanded access and increased participation at our existing program locations.

MPS does not directly operate 21st Century Community Learning Center (CLC) programs within private schools. However, Milwaukee Recreation's Before/After-School team is available to serve as a resource to private schools that currently operate—or are interested in starting—out-of-school time programs.

While MPS is not able to provide financial support in these cases, our team can offer guidance, share best practices, and help answer questions related to program development, structure, and implementation.

Q3: I did have a question about the process of referring a student that attends the school (which is in Milwaukee), but the student lives outside of Milwaukee (for example Cudahy). Is this process different than those students that live in Milwaukee?

A: The process for referring students for a special education evaluation is the same. MPS will complete the evaluation, and the district of residence will complete the IEP and consent for placement.

Q4: Can we expand speech and language to 2nd grade?

A: This option will be added to the survey that will be sent out.

Q5: Indirect services…is this an either or? Or do we qualify for both direct and indirect services?

A: The private schools and MPS can choose both of the options.

Q6: How do we get access to equipment as a part of indirect services? (Types of equipment noise canceling headphones, weighted blankets, and text to speech devices).

A: If equipment is part of the services offered to parentally-placed private school children with disabilities a plan for distribution of materials and materials offered will be developed.

Q7: How do we access the preapproval catalog?
A: In addition to being included with the consultation meeting handouts, service provider catalogs can also be accessed on the MPS website using the link below: https://www.milwaukeepublicschools.org/about/directory/finance/state-federal-programs/title-ia/non-public-schools

Q8: Perhaps you are planning to, but would you please address the changes made to the requirements for Title I teachers. This was shared in an email from our vendors, but I would like a fuller explanation and opportunity for questions now during our consultation meeting as this could significantly affect the services available to our students.
A: This is not a recent change! Requirements for Title teacher licensure were changed when the Non-Regulatory Guidance was updated May 17, 2023. See C-32:
"**If an LEA contracts with a third-party provider, must the third-party provider employ Title I teachers and paraprofessionals who meet the State's qualification requirements?** ESEA section 1111(g)(2)(J) requires that teachers working in a Title I program meet applicable State
certification and licensure requirements. Thus, State law would govern whether teachers or paraprofessionals hired by a contractor to provide Title I equitable services must meet a State's certification and licensure requirements. An LEA would apply any qualification requirements to a contract for equitable services that it applies to a contract for services for public school students."

Q9: Did we discuss why we went to two vendors ? Why was Mainstream removed?
A: Milwaukee Public Schools follows a competitive Request for Proposal (RFP) process when selecting third-party providers for equitable services. As part of that process, private school officials are included in consultation discussions regarding the needs of participating students and the types of services being sought. Two private school officials served on the RFP committee and participated in the review process. The opportunity to serve on the committee was discussed during the consultation meeting and was also distributed through the nonpublic listserv. The RFP process is designed to ensure services are provided by qualified vendors capable of meeting program requirements, fiscal expectations, and compliance obligations under the applicable federal programs.

Q10: Will you send out the recording of this meeting?
A: Large consultation meetings are recorded and posted on the MPS website when available. You may access the recording using the link below: https://www.milwaukeepublicschools.org/about/directory/finance/state-federal-programs/title-ia/non-public-schools

Q11: A shared drive where all MPS Title items provided in consultations would be greatly appreciated (This suggestion was provided in relation to the moderator's question to non-public school leaders regarding how the shared vendor inventory process could be improved).
A: The MPS Website allows non-public school leaders to access general consultation documents when needed. However, materials purchased with Title funds remain the property of MPS and must remain under the vendor's management and control at all times: C-16: **Must an LEA maintain control of program funds?** Yes. An LEA must always maintain control of program funds as well as title to all materials, equipment, and property purchased with Federal funds. (ESEA section 8501 (d)(1)). For programs for which an SEA must provide equitable services

with State-level program funds (i.e., Title II, Part A and Title IV, Part A), the SEA must maintain control of funds in a similar manner. Vendors share access to the shared inventory lists during monthly consultation meetings or upon request based on school needs.

Q12: Is MPS going into non-public schools (or through the vendors) asking us to justify retaining and not returning all Title materials? If this is the case, please explain why this is occurring as we already justified rationale for purchase through Title funds in the past so we should not have to continue to justify its usage in our schools.

A: Materials purchased with Title funds remain the property of MPS and must remain under the vendor's management and control at all times. As the LEA, Milwaukee Public Schools is responsible for monitoring equitable services, including maintaining oversight of all inventory purchased with federal funds. Both vendors and the ESEA Team conduct site visits at non-public schools to ensure proper inventory management, confirm materials are being used for their intended program purposes, and verify ongoing compliance. When items are damaged, obsolete, or no longer in use, vendors are required to complete an ADF for those materials and return them to vendor storage for reassignment to another school or for appropriate disposal in accordance with federal inventory requirements.

Q13: I'm sorry was the 26-27 Title Consent form in the attached packet?

A: The FY27 parent consent form was inadvertently omitted from the consultation handout folder. It has been included with this follow-up communication and will also be available through your assigned vendor moving forward.

MILWAUKEE PUBLIC SCHOOLS

ESEA Elementary and Secondary Education Act

Every Student Succeeds

Date:____

Grade: ___

Student: _____

School: _____

Dear Parent / Guardian,

Your child has been recommended for Title IA service. Title IA is a federally funded program that is locally administered through Milwaukee Public Schools (MPS). It is designed to address learning needs of students who are performing below grade level in one or more subject areas, or are at risk for doing so. When Title IA seats are limited, service is extended to those students judged to have the greatest academic needs. MPS has contracted with (*vendor name here)* to provide Title IA services.

While we believe that your child will benefit from this placement, you have a parental right (now, and at any time during the school year) to refuse Title IA services. If you have questions or concerns related to this placement, please contact the principal, your child's teacher or the Title IA teacher. Title IA recognizes the vital role that parents play in promoting school success for children. We encourage you to arrange a visit or make a call to visit with our Title IA teacher to learn more about how the program may help your child.

Students are enrolled in Title IA classes in order to promote significant academic gains in targeted subject areas. As part of these services, the student receives supplemental academic instruction from the third-party service provider (vendor). The vendor is also required by ESEA Federal Guidelines for Title IA to monitor the academic progress of these students. Student Assessment information is used to guide instruction and to measure program effectiveness. Your Title IA service provider will provide Title IA parents with both regular reports on student progress and the results of annual assessments.

We are also sending you: a Title IA brochure; a question / comment / complaint form; and, information from your Title IA service provider. The inside of our brochure outlines seven things that MPS and our Title IA service providers promise to provide in our program and three things that non-public school Title IA parents have promised in return. These promises make up a Title IA "compact" between Title IA and participating families. We offer this information because we want you to know what you can expect from us as well as the support we hope to get from you in our partnership for your child. Please sign, date and return the bottom part of this letter to let us know that you have received this information and that you consent to Title IA services as described here for your child.

Sincerely,

Name of Administrator / Title IA Teacher

Please print.

School name:
My child, _____, *Check one:* ☐ May participate in the Title IA program and I understand that my child's Title IA STAR assessment results will be shared with MPS. ☐ May not participate in the Title IA program at his/her school.
Parent / Guardian Signature: Date:

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MILWAUKEE PUBLIC SCHOOLS

ESEA Elementary and Secondary Education Act

Every Student Succeeds

Fecha:_____

Estudiante:_____

Escuela:_____

Estimado padre o tutor legal:

Se ha recomendado que su hijo participe en servicios del Título IA. El Título IA es un programa financiado con fondos federales administrado localmente a través de las Escuelas Públicas de Milwaukee (MPS). Está diseñado para abordar las necesidades de aprendizaje de los estudiantes con un desempeño por debajo del nivel del grado en una o más materias o que están en riesgo de no tener un buen desempeño. Cuando los cupos del Título IA son limitados, el servicio se extiende a los estudiantes con las mayores necesidades académicas. MPS ha contratado a_*vendor name here* para ofrecer servicios de Título IA.

Aunque creemos que su hijo se beneficiará con esta asignación, usted tiene el derecho como padre (ahora y en cualquier momento durante el año escolar) de rehusarse a recibir servicios del Título IA. En caso de preguntas o dudas sobre esta asignación, comuníquese con el director, el maestro de su hijo o el maestro de Título IA. El Título IA reconoce la función vital de los padres en la promoción del éxito escolar para los niños. Le animamos a que visite o llame al maestro de Título IA para obtener más información sobre cómo el programa puede ayudar a su hijo.

Los estudiantes están inscritos en las clases de Título IA para promover logros académicos significativos en materias específicas. Como parte de estos servicios, el estudiante recibe instrucción académica adicional de un proveedor de servicios. Este proveedor también está obligado de acuerdo a las Directrices Federales ESEA para el Título I de verificar el progreso académico de estos estudiantes. La información de la evaluación de los estudiantes se usa para guiar la instrucción y medir la eficacia de los programas. Sus proveedores de servicio del Título IA ofrecerán a los padres del Título IA informes regulares sobre el progreso de los estudiantes y los resultados de las evaluaciones.

También hemos incluido el folleto del Título IA, un formulario de preguntas / comentarios / queja, y la información de su proveedor de servicios del Título IA. La parte interior de nuestro folleto delinea siete cosas que MPS y nuestros proveedores de servicios del Título IA prometen ofrecer en nuestro programa y tres cosas que los padres del Título IA de escuelas no públicas han prometido. Estas promesas constituyen un “contrato” del Título IA entre el Título IA y las familias participantes. Ofrecemos esta información para que usted sepa qué puede usted esperar de nosotros así como el apoyo que esperamos recibir de usted en nuestra alianza por su hijo. Firme y entregue la parte inferior de esta carta para informarnos que ha recibido esta información y que usted acepta los servicios de Título IA como se describen aquí para su hijo.

Atentamente,

Name of Administrator / Title IA Teacher

En letra de imprenta.

Nombre de la escuela:	
Mi hijo,_____ , *Marque una:* ☐ Puede participar en el programa de Título IA y entiendo que los resultados de la evaluación STAR del Título IA de mi hijo serán compartidos con las MPS. ☐ No puede participar en el programa de Título IA de su escuela.	
Firma del padre/tutor legal:	Fecha:

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WEI LEARNING EXCHANGE 2025-26

PROFESSIONAL DEVELOPMENT CATALOG

Learning Exchange Professional Development Catalog Table of Contents

This Learning Exchange PD catalog was developed in partnership with Wisconsin Education Innovations (WEI). WEI has presenters for all entries listed in this catalog. At times throughout the year some of our schools may want some of our subcontractors to deliver various PDs from this LEX catalog. If that should happen in the 25-26 school year, we will submit the subcontractor's invoice and supporting documents with our monthly invoice to MPS.

Learning Exchange Professional Development Catalog Pricing Summary:

Workshops	Price Per Hour
Categories	**2025-26**
Title IA Professional Development	$734.00
Title IIA Professional Development	$734.00
Title IIIA Professional Development	$734.00
Title IV Professional Development	$734.00

Please Note: Pending allocations, stipends may be requested by the school for approved events that occur outside of contractual time.

Approved. 7.22.25 ML/MA. **Approved TIIIA 7.29.25LZ**

LEARNING EXCHANGE

PROFESSIONAL DEVELOPMENT WORKSHOPS

		Title IA Funding	Title IIA Funding	Title IIIA Funding	Title IVA Funding
DATA DRIVEN INSTRUCTION					
Assessment for Learning	2-001		X		X
Grading for Learning	2-002		X		X
Forward Exam (Wisconsin State Assessment)	2-003		X		X
Data Chats: Increasing Student and Confidence	2-004		X		X
Understanding and Using Data from MAP Testing and/or Other Sources	2-005		X		X
Using Student Data to Drive Reading and Math Instruction	2-006		X		X
DIFFERENTIATION					
Effective Differentiated Instruction Changes the Game for Struggling Learners	2-007		X		X
Digital Tools for Differentiation	2-008		X		X
ENGLISH LEARNERS					
Effective Strategies for Engaging ELL	2-009		X	X	X
What ELLs CAN DO: Focused Differentiation for Linguistically Diverse Students	2-010	X	X	X	X
Instructional Strategies to Help ELL Learners Achieve Success in Reading Literacy	2-011	X	X	X	X
Moving the Needle with ELL's	2-012	X	X	X	X
Vocabulary Development for English Learners	2-013	X	X	X	X
ACCESS for ELLs - Data Analysis & Instruction Strategies	2-014		X	X	X
Course 1: Building Home-School Connections	2-015			X	
Course 2: Differentiation & Academic Language Instruction	2-016			X	
Course 3: Analyzing Data & Assessments	2-017			X	
Course 4: Educator Leadership & Collaboration	2-018			X	
Course 5: Evaluation & Leadership for Equity	2-019			X	
Literacy Starts with the Learner	2-020		X		X
Bilingual Educator Bootcamp	2-021		X		X
Language Educator Coaching and Support	2-022		X	X	X

LEARNING EXCHANGE

		Title IA Funding	Title IIA Funding	Title IIIA Funding	Title IVA Funding
EQUITY/CULTURALLY RESPONSIVE					
Including Students with Disabilities in the General Education Classroom	**2-023**		X		X
Classroom Management through a Culturally Responsive Lens	**2-024**		X		X
Equity-Driven Teaching	**2-025**		X		X
Antiracism: Contemporary Understanding of Equity and Inclusion in the Classroom	**2-026**		X		X
Antiracism in Action: Strategies for Inclusive Classroom Practices	**2-027**		X		X
Culturally Responsive Text Analysis	**2-028**		X		X
Assessment Makeovers to Reduce Bias	**2-029**		X		X
Social Justice Standards	**2-030**		X		X
Social Justice Curriculum Development	**2-031**		X		X
Cultural Competency	**2-032**		X		X
HYBRID READING/MATH PROFESSIONAL DEVELOPMENT					
Creating Curricula in a Backward Design Environment for Maximizing Student Learning	**2-033**		X		X
Developing a Growth Mindset	**2-034**		X		X
Classroom Coaching	**2-035**		X		X
Reading & Writing Connection	**2-036**		X		X
Understanding by Design (UbD)	**2-037**		X		X
Closing the Achievement Gap Using Culturally Responsive Literature	**2-038**		X		X
Effective Instructional Strategies for Urban Classrooms	**2-039**		X		X
Tough Kid Toolbox	**2-040**		X		X
MATH					
Bridging the Gap: Activities that Help Ease the Transition from Arithmetic to Algebraic Thinking	**2-041**		X		X
Creating a Math Rich Learning Environment	**2-042**		X		X
Data Driven Math: Targeting Instructional Interventions	**2-043**		X		X
Developing Number Sense: Strategies for Intervention & Classroom Talk	**2-044**	X	X		X
Early Intervention in Mathematics	**2-045**	X	X		X
Effective Ways to Differentiate Math Instruction	**2-046**		X		X
Student-Centered Math: Learning Strategies That Really Count	**2-047**		X		X
What Works for Students in Secondary Mathematics	**2-048**		X		X

LEARNING EXCHANGE

		Title IA Funding	Title IIA Funding	Title IIIA Funding	Title IVA Funding
MATH Cont.					
Test Taking Strategies for Math	**2-049**		X		X
Mathematical Best Practice	**2-050**	X	X		X
Activating Your Math Curriculum: Data, Direction and Customization	**2-051**		X		X
Unwrapping the Mathematics Curriculum	**2-052**		X		X
MINDFULNESS/TRAUMA/SOCIAL/EMOTIONAL/WELLNESS					
Building Community, Improving Culture	**2-053**		X		X
Classroom Management and Teacher Resilience	**2-054**		X		X
Restorative Practices Foundation	**2-055**		X		X
Mindfulness and Wellness in the Classroom and School Community	**2-056**		X		X
Traumatic Stress Responses in Students	**2-057**		X		X
Collaborative Approaches for Teaching Children Impacted by Trauma	**2-058**		X		X
A Deeper Dive into Trauma: Essential Strategies in Working with At-Risk Adolescents	**2-059**		X		X
Social Media in the School Setting	**2-060**		X		X
Building Authentic Relationships with At-Risk Students	**2-061**		X		X
Mindfulness and Self-Compassion	**2-062**		X		X
Mindful Movement Educator Training	**2-063**		X		X
Social Emotional Learning	**2-064**		X		X
Bullying/Cyberbullying	**2-065**		X		X
Wellness and Nutrition	**2-066**		X		X
Drug Awareness, Recognition, and Safety	**2-067**		X		X
School Safety	**2-068**		X		X
PROFESSIONAL LEARNING COMMUNITIES					
Professional Learning Communities at Work	**2-069**		X		X
READING					
Active Literacy Instruction with High Engagement and Motivation	**2-070**	X	X		X
The “Five Pillars of Reading:” What is the Science of Reading	**2-071**	X	X		X
Data Driven Reading: Targeting Instructional Interventions	**2-072**		X		X
Developing Reading Fluency	**2-073**	X	X		X
Early Interventions in Reading	**2-074**	X	X		X

		Title IA Funding	Title IIA Funding	Title IIIA Funding	Title IVA Funding
READING Cont.					
Early Literacy Acquisition	2-075	X	X		X
Effective Phonics Instruction & Assessments	2-076	X	X		X
High Leverage Practices to Support Upper Elementary Readers	2-077	X	X		X
Frameworks for Vocabulary Development to Improve Assessment Results and Cross Discipline Development	2-078		X		X
Growing Learners as Readers	2-079		X		X
Instructional Strategies for Disciplinary Literacy	2-080		X		X
Literacy Intervention Strategies	2-081	X	X		X
Leveled Literacy Intervention	2-082	X	X		X
Planning for Reading Instruction	2-083	X	X		X
Reading in the Content Areas	2-084		X		X
Responsive Teaching: What Happens Throughout & After Assessment	2-085		X		X
The Role of Close Reading in Strengthening Reading Fluency and Comprehension for Struggling Readers	2-086	X	X		X
Strategies & Interventions to Help ELL Learners Achieve Success in Reading Literacy	2-087	X	X		X
Wisconsin Standardized Assessment/Test Taking Strategies for Reading/LA	2-088		X		X
Activating Your Reading Curriculum: Data, Direction and Customization	2-089	X	X		X
Unwrapping the Reading Curriculum to Best Meet the Needs of Struggling Readers	2-090	X	X		X
Appropriate Assessment Practices with Learners	2-091		X		X
Balanced Literacy for Readers	2-092	X	X		X
STRATEGIC PLANNING					
Strategic School Planning: Reviewing Where You've Been, Where You Are Now and Where You Want to Go to Maximize Student Success	2-093		X		X
Effective Leadership in Educational Settings	2-094		X		X
Leading the Charge	2-095		X		X
Successful External Communication with your "Customers"	2-096		X		X
Successfully Communicating and Working Together	2-097		X		X
STRUGGLING LEARNERS					
Classroom Intervention with Learners	2-098	X	X		X
Fingertip Math Manipulatives for the Elementary Struggling Learner	2-099	X	X		X
Identifying Traits of Diverse Learners in the Classroom	2-100		X		X

LEARNING EXCHANGE

		Title IA Funding	Title IIA Funding	Title IIIA Funding	Title IVA Funding
Integrating Reading Comprehension Strategies into Classroom Instruction for Learners	2-101	X	X		X
Reading Curriculum Articulation for Struggling Learners	2-102		X		X
The Struggling Adolescent Reader: Making the Pieces Fit with Reading Strategies	2-103	X	X		X
STUDENT ENGAGEMENT/EFFECTIVE EDUCATORS					
Student Engagement	2-104		X		X
Empowering & Engaging Students	2-105		X		X
Creating Positive Classroom Culture	2-106		X		X
Financial Literacy	2-107		X		X
TECH/STEM					
What is AI? History, Where We Are Now and Applications for your Classroom	2-108		X		X
Harnessing AI in the Classroom – Foundations for Educators	2-109		X		X
Navigating the Digital World: The Impact of Social Media on Our Youth	2-110		X		X
The Secure Professional – Security Basics to Help You be the Best, First Line of Defense	2-111		X		X
Project Based Learning	2-112		X		X
Exploring Best Practices: 21st Century Teaching & Learning with 1:1 Programs	2-113		X		X
Digital Wellness	2-114		X		X
Google Apps in a Collaborative Classroom	2-115		X		X
Using iPads in the Classroom	2-116		X		X
Using Technology in the Classroom	2-117		X		X
i-Ready	2-118		X		X
Extending the Classroom Using Online Learning Tools	2-119		X		X
Gaming & Coding in the Classroom Setting	2-120		X		X
Educational Robotics	2-121		X		X
Makerspace in Every Classroom	2-122		X		X
Next Generation Science Standards	2-123		X		X
UNIVERSAL DESIGN FOR LEARNING					
Designing Learning Environments (UDL)	2-124		X		X
Universal Design for Assessment	2-125		X		X
Digital Tools for UDL	2-126		X		X

		Title IA Funding	Title IIA Funding	Title IIIA Funding	Title IVA Funding
WRITING					
Literacy Learning: The Role of Language Arts & Writing for Comprehension	**2-127**	X	X		X
Teaching the Craft of Writing to Struggling Students	**2-128**	X	X		X
Writing Across the Curriculum	**2-129**		X		X
Writing in the Reading/Language Arts Classroom	**2-130**		X		X

Assessment for Learning

Provider	**WEI**
Subject	Math and Reading/Language Arts
Grade Level(s)	K-12
Description	This offering will give educators the opportunity to explore all the aspects of assessment and transition to assessment for learning for the struggling student. In this format assessment is continuous, shows progress, and is encouraging vs. punitive in nature. These assessments for learning are formative and are based on the learning targets and standards. Educators will begin to turn a learning target into measurable benchmarks. Benchmarks will allow educators to identify where students need reinforcement in the process of learning a skill or making appropriate progress. Intervention strategies will then be developed. These formative assessments for learning are full of rich data about individual students' learning processes and the foundation for designing strategic instruction. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Student work in Math & Reading/Language Arts curriculum and CCSS.
Objectives	➢ Educators will look at their Math and Reading/Language Arts curriculum and CCSS to determine what benchmarked skills are essential for success to a specific learning target. ➢ Educator teams will begin to explore how to determine the developmentally appropriate benchmarks that are needed to assess achievement. ➢ Educators will create intervention strategies to help the struggling learner meet the appropriate benchmarks.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on assessment for learning. Follow-up coaching will provide guidance for educators to use these assessments for learning to generate more focused and successful instruction and student learning.
Assessment of Success	➢ Educator feedback survey ➢ Educators will explore and discuss what assessments they use and determine how they can benchmark skills the learner needs to be successful. ➢ Educators can earn credit with a minimum of 15 hours on the topic.
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

Catalog Number: 2-002

Grading for Learning

Provider	**WEI**
Subject	All Core Content Areas
Grade Level(s)	K-12
Description	This workshop is based on the work of internationally renowned educational researchers, such as Tom Guskey, Ken O'Conner, and Rick Wormeli. Educators will take a critical look at the purpose of grading and its relationship to student learning. Traditional grading practices, such as homework, zeros, averaging, and summative assessments will be discussed and analyzed. The concepts of grading to standards and proficiency-based grading will be presented. The role of grading for learning will also be discussed in regard to having classrooms that differentiate instruction for the struggling learner. Educators will be challenged to reflect and adjust grading practices to best promote student learning. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core Standards, educator learning needs and professional judgment.**
Materials	Materials provided to participants
Objectives	➢ Educators will analyze traditional grading practices and their role in student learning. ➢ Educators will be introduced to the core components of a grading for learning model. ➢ Educators will discuss intervention strategies to meet the needs of the struggling learner. ➢ Educators will reflect on current practices and design a plan incorporating the elements of grading for learning for the struggling learner.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' knowledge and use of grading for learning processes within their classroom and school. Follow-up coaching to ensure that assessment practices align with standards and are used to design instruction is recommended.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Pre and post workshop activity results ➢ Planning document
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-003

Forward Exam (Wisconsin State Assessment)

Provider	**WEI**
Subject	Math and Reading/Language Arts
Grade Level(s)	K-12
Description	Forward Exam assessments are assessments aligned to the Common Core State Standards (CCSS) that accurately measure student progress. The assessments are consensus-driven to help students thrive in a knowledge-driven global economy. Forward Exam assessments are a key part of implementing standards-based instruction like the Common Core State Standards and preparing students for success in college and careers. Administered online, these new assessments provide an academic check-up and are designed to give educators and parents better information to help students succeed. Educators will be given strategies to help the struggling learner successfully complete the exam. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Materials provided
Objectives	➢ Educators will develop an understanding of and practice in the types of questions used on the assessment and how to adjust their instruction to best prepare struggling students. ➢ Educators will learn how to utilize results from the assessment to create interventions to help the struggling learner succeed
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' knowledge of instructional design that best prepares their students for this type of summative assessment and the use of assessment data to best meet student learning needs. Follow-up coaching is advised to ensure the use of these processes and/or facilitation of educator team meetings (PLC).
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed curriculum/lesson documents and student learning objectives that reflect alignment to the standards-based instruction and formative and summative assessment
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-004

Data Chats: Increasing Student Ownership and Confidence

Provider	**WEI**
Subject	Math and Reading
Grade Level(s)	5-12
Description	National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas and focuses on key aspects of proficiency in reading and mathematics. Student Data Chats help students understand the scoring of assessments such as the Measurement of Academic Progress (MAP®), Forward Exam and other assessment data sources. Ultimately data chats will assist the educators in creating intervention strategies to help struggling students take ownership of their learning. With direct assistance from educators to students, intervention strategies can be applied to content areas to help students practice social skills, good study habits/strategies at home with parents, in the classroom with educators, and in group work with peers and/or siblings. Educator outcomes for conducting student data chats with students will: ➢ Provide a systematic and ongoing method of gathering, analyzing, and using information about individual student measured outcomes. ➢ Make informed decisions about data as it relates to student ownership & learning responsibilities. ➢ Determine learning objectives struggling students are not mastering. ➢ Guide goal-oriented intervention strategies
Materials	Student work in Math and Reading/Language Arts; all assessment results
Objectives	➢ Educators will create intervention strategies for the struggling student. ➢ Educators will be able to focus on the unique learning needs of struggling students. ➢ Educators will be able to differentiate their instruction based on the data
Number of Participants	25-100
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	Review summative and/or formative student data
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on instructional methods to support alternative approaches to address student learning needs in reading and math. Follow-up coaching is advised to ensure the use of these processes and/or facilitation of educator team meetings (PLC).
Assessment of Success	➢ Educator feedback survey ➢ Educator lesson plans ➢ Educator self-efficacy ➢ Educator professional development plan (PDP) objectives
Targeted Semester	Fall, Spring & Summer
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-005

Understanding and Using Data from STAR Testing and/or Other Sources

Provider	**WEI**
Subject	Math and Reading/Language Arts
Grade Level(s)	K-12
Description	This offering will give educators the opportunity to understand what types of data exist in a school and how to use that data to develop intervention strategies for struggling students in Reading, ELA and Math. Access to this data in its entirety provides educators with instructional data and allows them to chart individual student growth toward proficiency. This information allows educators to develop a data driven learning classroom. This workshop will take educators through the process of determining individual and classroom instructional needs for the struggling learner. This will encourage educators to use materials, tasks, activities, and technology tools to differentiate instruction.
Materials	MAP Test data and other data
Objectives	➢ Educator teams will collaboratively review Reading, ELA and Math data from a variety of sources. ➢ Educator teams will explore how to apply the information to learning activities which provide struggling students with the appropriate level of instruction. ➢ Educator teams will create intervention strategies to best meet the needs of the struggling student.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on sharing how they are using data to drive instruction. Follow-up coaching is advised to ensure the use of these processes and/or facilitation of educator team meetings (PLC).
Assessment of Success	➢ Educator feedback survey ➢ Educator generated template for instructional strategies/interventions. ➢ Educator reflection journal (for Graduate Credit)
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-006

Using Student Data to Drive Reading and Math Instruction

Provider	**WEI**
Subject	Math and Reading
Grade Level(s)	K-12
Description	Participants engage in forming a new vision of assessment and in expanding their assessment literacy skills. As a review for educators familiar with data driven instruction and as an introduction to the need for data analysis, educators participate in the analysis and discussion of a balanced assessment program and engage in activities that lay a strong foundation in the concepts and skills of all assessments used in the classroom from locally designed, commercial and state assessments, student-involved record keeping and student-involved communication. In this workshop educators will analyze their actual school data and their own classroom in reading and if time permits, mathematics. This "data dig" will provide the direction for focused interventions in reading and math and will provide classroom coaches with the needed foundation to make coaching more effective. This session may be repeated each quarter to help educators stay on top of their data and instruction. Coaching may be provided between sessions to help stay on top of implementing instructional changes in their classrooms that is dictated by the data they are analyzing.
Materials	Student achievement data from standardized tests and/or other assessments; Common Core State Standards
Objectives	➢ Educators will analyze actual school data and their classroom data in reading and, if time permits, math. This "data dig," will provide direction for focused interventions in reading and math. ➢ This data dig in reading and math will further enable customization and differentiation efforts. ➢ It is recommended that educators meet quarterly in teams to analyze their school data and classroom assessments and collaborate on effective strategies and interventions to differentiate reading/math instruction in their classrooms. ➢ Educators will differentiate reading and math instruction based on data analysis. ➢ Educators will make instructional accommodations for struggling reading and math students.
Number of Participants	20-75
Session Number Within Series	Can be a single workshop or a series of 2 or more (to earn graduate credit there will be multiple sessions within this series, with a minimum of 15 hours on the topic required per credit). This session can be held in person or virtually
Prerequisites – if applicable	Previous PD on analyzing and understanding student data would be helpful.
Scaffolding/Revisiting	This session (and/or subsequent sessions) will use the knowledge and products from data work to build on educators designing and sharing data for the improvement of teaching and learning. Follow-up coaching to ensure the use of these strategies and interventions in the classroom and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator class participation ➢ Educator plans to change instructional strategies as data monitoring indicates changes in students' strengths and weaknesses. ➢ Educators can earn credit with a minimum of 15 hours on the topic.
Targeted Semester	Fall, Winter & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-007

Effective Differentiated Instruction Changes the Game for Struggling Learners

Provider	**WEI**
Subject	Reading & Math
Grade Level(s)	K-12
Description	In this session participants will focus on the stages of differentiation; a process educators use to enhance student learning by matching each student's needs/characteristics to strategically designed instruction and assessment. Differentiated instruction allows students to access the same classroom curriculum by providing personalized entry points, individual learning tasks, and targeted outcomes that are tailored to each student's needs. Differentiated instruction is never a single strategy. Instead, it is an approach to instruction that incorporates a variety of strategies. Educators can differentiate content, process, and/or product for students. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core Standards, educator learning needs and professional judgment.**
Materials	Materials: existing texts, curriculum maps and student achievement data and common core state standards if available
Objectives	➢ Educators will be able to differentiate instruction and assessment across the curriculum. ➢ Educators will develop an understanding of and practice in differentiating for students based on their individual learning needs. ➢ Educators will create clearly defined conceptual goals for learners. ➢ Educators will use differentiated teaching strategies to develop students. ➢ Educators will use this approach to create a positive classroom atmosphere that encourages all students
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on a knowledge of 21st century outcomes and why we differentiate and customize instruction. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator developed bank of lesson plans to include reading essentials, fluency and vocabulary strategies. ➢ Educator reflective journal (for grad credit)
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (ONLY Technology)
Catalog Number: 2-008

Digital Tools for Differentiation

Provider	**WEI**
Subject	Differentiation
Grade Level(s)	K-12
Description	Differentiation is one of the critical components to everything from universal design for learning to equitable classrooms, and educators intending to differentiate need an arsenal of tools to accomplish the tall task of pulling it off. The digital world offers a wide range of opportunities for educators to be creative and provides inclined educators with tool-belts of differentiating options. This workshop/session focuses on digital tools and digital pedagogy for offering unbounded opportunity for students and their varying abilities and interests. We will explore and put to use dozens of tools for helping readers, writers, speakers, and listeners; from hands-on to introvert, we will explore tools that will open the realms of the classroom and the students' opportunities. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	All Materials Provided
Objectives	➢ Educators will identify what they already know and do relate to differentiated instruction. ➢ Educators will identify new and valuable tools for bringing differentiation to life. ➢ Educators will promote the concepts of caring, community, and collaboration through the lens of digital tools. ➢ Educators will learn about, discuss, and plan implementation of several different strategies of digital differentiation.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. .
Prerequisite—if applicable	None
Scaffolding/Revisiting	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691



LEARNING EXCHANGE

TITLE II, TIII, TIV (WRE)
Catalog Number: 2-009

Effective Strategies for Engaging ELL

Provider	**WEI**
Subject	All Core Subjects
Grade Level(s)	K-12
Description	To be successful, educators need to be able to build language bridges and design English Language Development lessons for active student participation. Participants will identify strategies to create a welcoming environment for English Learners and develop regular content area lessons that provide language clarification and acquisition support. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	All Materials Provided
Objectives	➢ Educators will identify strategies to create a welcoming environment. ➢ Educators will develop regular content area lessons that provide language clarification
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on building language bridges and how to increase knowledge of best practice. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE I, II, TIII, TIV (WRE)
Catalog Number: 2-010

What ELLs CAN DO: Focused Differentiation for Linguistically Diverse Students

Provider	**WEI**
Subject	Differentiation
Grade Level(s)	K-12
Description	Educators need to provide instruction that is differentiated to meet the needs of learners who are developing a second language while learning grade appropriate content. Using an asset-based approach, participants will probe the idea of differentiation of language, recognizing who language learners are and realizing that language learners bring many contributions to the school environment. After reflecting on the ELL student and language proficiency levels, participants will personalize lesson planning for ELLs utilizing tools such as the WIDA Performance Definitions and Can-Do Descriptors. While planning, participants will have the opportunity to reflect on maintaining appropriate rigor while addressing the specific demands of language in an era of standards-based instruction and assessment. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	Hand-outs provided as needed
Objectives	➢ Educators will focus on an awareness of the unique needs and contributions of their ELL students from an asset-based approach. ➢ Educators will create clearly defined conceptual goals for each learner. ➢ Educators will use asset-based teaching strategies which challenge or develop the initial ideas of students. ➢ Educators will provide students with opportunities to use new ideas. ➢ Educators will use this opportunity to create a classroom atmosphere that encourages students to suggest and discuss ideas
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which continues to focus educators on how an asset-based approach positively impacts student learning and classroom climate. Follow-up coaching to ensure the design of instruction and use of assessment data is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed curriculum/lesson documents and student learning objectives that reflect alignment to the standards-based instruction and formative and summative assessment
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services.

TITLE I, TII, TIII, TIV (WRE)
Catalog Number: 2-011

LEARNING EXCHANGE

Instructional Strategies to Help ELL Learners Achieve Success in Reading Literacy

Provider	**WEI**
Subject	Reading/Language Arts
Grade Level(s)	K-12
Description	In this offering educators will be provided with instructional tools so that their students can become successful in developing English and reading literacy skills. Educators will learn how to respect their students' native language and culture and build on the informal language that some of their recent immigrant students have acquired since arriving in the United States.
Materials	Handouts will be provided
Objectives	➢ Educators will develop an understanding of the WIDA Standards ➢ Educators will learn strategies designed to help ELL students including: Ways to check comprehension; Words of the week; Tickets Out; Building Word Banks; Including reading, writing, listening and speaking in every lesson; Using Cognates to build vocabulary; Quick writes; Turn and Talk; and 5-step processes for teaching vocabulary. ➢ Educators will develop an understanding of the characteristics, teaching strategies, and assessment tools for beginning, intermediate and advanced ELL students. ➢ Educators will collaborate to design and implement instructional strategies that are intensive and customized to build students' capacity for academic success
Number of Participants	15-20
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	Follow-up sessions that focus on educators' knowledge of ELL student needs and how/why we differentiate and customize instruction for learners. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised
Assessment of Success	➢ Educator feedback survey ➢ Educators develop, implement and evaluate strategies. ➢ Reflective journal entries
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services.

LEARNING EXCHANGE

TITLE I, TII, TIII, TIV (WRE)
Catalog Number: 2-012

Moving the Needle with ELL's

Provider	**WEI**
Subject	Reading & Writing
Grade Level(s)	K-12
Description	This session was developed with the goal of building educator understanding of, and strategies for the four literacy domains of listening, speaking, reading, and writing. Throughout this series, educators will work toward these objectives: ➢ Increase educator efficacy in ACCESS data analysis by leveraging a data protocol so that educators can identify students who are currently scoring 1-2s, 3-4s, and 5-6s in each literacy domain. ➢ Invest educators in the purpose of writing language objectives according to EL levels, develop their skill; monitor & provide feedback on their effectiveness for writing and executing on language objectives in the domains of reading and speaking for EL levels 1 and 2. ➢ Cultivate educator ability to collaboratively build out a toolbox of resources and strategies for daily lessons to meet language objectives. ➢ Participants will walk away with writing objectives and to share colleagues and use in their lesson planning.
Materials	Hand-outs provided as needed
Objectives	➢ Increase educator efficacy in ACCESS data analysis by leveraging a data protocol so that educators can identify students who are currently scoring 1-2s, 3-4s, and 5-6s in each literacy domain. ➢ Invest educators in the purpose of writing language objectives according to EL levels, develop their skill; monitor & provide feedback on their effectiveness for writing and executing on language objectives in the domains of reading and speaking for EL levels 1 and 2. ➢ Cultivate educator ability to collaboratively build out a toolbox of resources and strategies for daily lessons to meet language objectives. ➢ Participants will walk away with writing objectives and to share them with colleagues and use in their lesson planning.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on understanding what students are expected to know and be able to do. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services.

LEARNING EXCHANGE

TITLE I, TII, TIII, TIV (WRE)
Catalog Number: 2-013

Vocabulary Development for English Learners

Provider	**WEI**
Subject	All core subjects
Grade Level(s)	K-12
Description	How do we move English Learners' language proficiency by promoting academic language acquisition in the general education setting? Participants will examine the similarities and differences between tiered vocabulary models. Participants will practice identifying and classifying vocabulary words to teach English Learners in their classroom. Participants will also plan a vocabulary mini lesson that incorporated instructional strategies they have encountered through the session and set some SMART goals for teaching vocabulary to English Learners in their classroom.
Materials	Hand-outs provided as needed
Objectives	➢ Educators will practice identifying and classifying vocabulary words to teach English Learners in their classroom. ➢ Educators will plan a vocabulary mini lesson. ➢ Educators will set SMART Goals for teaching vocabulary to English Learners
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on vocabulary development and how to increase knowledge of best practice. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services.

LEARNING EXCHANGE

TITLE II, TIII, TIV (WRE)
Catalog Number: 2-014

ACCESS for ELLs - Data Analysis & Instruction Strategies

Provider	**WEI**
Subject	All core subjects
Grade Level(s)	K-12
Description	In this session, educators will review ACCESS test data and: • Review language domains and standards' scores for strengths and areas in need of improvement. • Develop instructional strategies to address areas in need of improvement. • Work cooperatively with content area educators to provide instruction to address areas in need of improvement. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	School/district data
Objectives	➢ Participants will review reporting categories' scores for strengths and areas in need of improvement. ➢ Participants will develop instructional strategies to address areas in need of improvement. ➢ Upon completion of this PD, participants will be able to work cooperatively with content area educators to address areas in need of improvement.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' knowledge of instructional design that best prepares their students for this type of assessment and the use of assessment data to best meet student learning needs. Follow-up coaching is advised to ensure the use of these processes and/or facilitation of educator team meetings (PLC).
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691



LEARNING EXCHANGE

TITLE III
Catalog Number: 2-015

Course 1: Building Home-School Connections

Provider	**WEI**
Subject	Literacy
Grade Level(s)	K-12
Description	This is course one of five facilitated, 15-hour professional development courses for educators of English language learners offered by Confianza. These online courses for educators are a complete learning experience. Participants receive: • In-depth content and knowledge in key areas of equity, language, and literacy • A wide range of articles, videos, and fieldwork tools for immediate application • Guidance on implementing Confianze content to supplement your professional learning communities. • Access to additional content on Teaching Channel Plus, a dynamic online video-based platform • The option to go deeper with customized remote workshops and virtual coaching support. All educators can tap into English learners' rich and diverse assets to improve student and family engagement and classroom performance. In this course, the presenter shares evidence-based strategies for uncovering students' and families' "funds of knowledge" for culturally and linguistically responsive schooling. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	All Materials provided online in a dynamic professional learning platform, Teaching Channel Plus
Objectives	➢ Educators, Leaders, and Support Staff will examine belief systems and research-based practices for serving culturally and linguistically diverse students. ➢ Educators, Leaders, and Support Staff will explore research-based strategies for tapping into ELL student and family "funds of knowledge." ➢ Educators, Leaders, and Support Staff will gain the knowledge to be able to develop a strength-based classroom culture and climate for culturally and linguistically diverse students and families. ➢ Educators, Leaders, and Support Staff will learn strategies to incorporate cross-cultural communication methods for a strong home-school connection. ➢ Educators, Leaders, and Support Staff will apply and share new strategies through fieldwork and an action plan for each participant's classroom context
Number of Participants	2-40
Session Number Within Series	15 hour facilitated online course
Prerequisite—if applicable	None
Scaffolding/Revisiting	This course provides learning sequences through a Connecting, Learning, Applying, reflecting cycle, supported by application of key tools, discussion, and guidance from our expert facilitator. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised either virtually or in person.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691



LEARNING EXCHANGE

TITLE III

Catalog Number: 2-016

Course 2: Differentiation & Academic Language Instruction

Provider	**WEI**
Subject	Literacy
Grade Level(s)	K-12
Description	This is course two of five facilitated, 15-hour professional development courses for educators of English language learners offered by Confianza. These online courses for educators are a complete learning experience. Participants receive: • In-depth content and knowledge in key areas of equity, language, and literacy • A wide range of articles, videos, and fieldwork tools for immediate application • Guidance on implementing Confianza content to supplement your professional learning communities. • Access to additional content on Teaching Channel Plus, a dynamic online video-based platform • The option to go deeper with customized remote workshops and virtual coaching support. In order to plan and deliver effective, meaningful instruction for ELs, educators need to understand deep features of academic language and provide targeted scaffolds for a language-rich classroom. In this course, the presenter promotes evidence-based strategies for intentionally planning instruction with a "language lens." **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	All Materials Provided online in a dynamic professional learning platform, Teaching Channel Plus
Objectives	➢ Educators will examine belief systems and research-based practices for serving culturally and linguistically diverse students. ➢ Educators will explore research-based strategies for tapping into ELL student and family "funds of knowledge." ➢ Educators will identify and apply functional academic language goals and strategies in content and/or language classrooms. ➢ Educators will integrate academic language practices into lesson planning, delivery and assessment. ➢ Educators will explore ELL-literacy-specific strategies for teaching academic language across all domains (listening, speaking, reading, and writing) ➢ Educators will apply and share new strategies through fieldwork and an action plan for each participant's classroom/school context
Number of Participants	2-40
Session Number Within Series	15 hour facilitated online course
Prerequisite—if applicable	None
Scaffolding/Revisiting	This course provides learning sequences through a Connecting, Learning, Applying, reflecting cycle, supported by application of key tools, discussion, and guidance from our expert facilitator. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised done either virtually or in person.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com

LEARNING EXCHANGE

TITLE III

Catalog Number: 2-017

Course 3: Analyzing Data & Assessments

Provider	**WEI**
Subject	Literacy
Grade Level(s)	K-12
Description	This is course three of five facilitated, 15-hour professional development courses for educators of English language learners offered by Confianza. These online courses for educators are a complete learning experience. Participants receive: • In-depth content and knowledge in key areas of equity, language, and literacy • A wide range of articles, videos, and fieldwork tools for immediate application • Guidance on implementing Confianza content to supplement your professional learning communities. • Access to additional content on Teaching Channel Plus, a dynamic online video-based platform • The option to go deeper with customized remote workshops and virtual coaching support. Educators must have a deep understanding of multiple data sources and how to use this data to improve language and content instruction and assessment. In this course, the presenter shares practices and strategies to help educators analyze ELL data and design valid and reliable assessments that minimize cultural and linguistic bias. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	All Materials Provided online in a dynamic professional learning platform, Teaching Channel Plus
Objectives	➢ Educators will examine belief systems and research-based practices for serving culturally and linguistically diverse students. ➢ Educators will articulate collaborative processes for analyzing student work to drive instruction. ➢ Educators will design equitable assessments for ELLs that are valid, reliable and avoid cultural and linguistic bias. ➢ Educators will plan appropriate differentiation and goal setting with/for students. ➢ Educators will apply and share new strategies through fieldwork assignments and a personalized Action Cycle
Number of Participants	2-40
Session Number Within Series	15 hour facilitated online course
Prerequisite—if applicable	None
Scaffolding/Revisiting	This course provides learning sequences through a Connecting, Learning, Applying, reflecting cycle, supported by application of key tools, discussion, and guidance from our expert facilitator. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised either virtually or in person.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE III
Catalog Number: 2-018

Course 4: Educator Leadership & Collaboration

Provider	**WEI**
Subject	Literacy
Grade Level(s)	K-12
Description	This is course four of five facilitated, 15-hour professional development courses for educators of English language learners offered by Confianza. These online courses for educators are a complete learning experience. Participants receive: • In-depth content and knowledge in key areas of equity, language, and literacy • A wide range of articles, videos, and fieldwork tools for immediate application • Guidance on implementing content to supplement your professional learning communities. • Access to additional Confianza content on Teaching Channel Plus, a dynamic online video-based platform • The option to go deeper with customized remote workshops and virtual coaching support. Strong partnerships between EL specialists and content area educators are essential for high quality instruction and collaborative school cultures. In this course, the presenter shares strategies to deepen professional learning communities and support EL specialists in modeling effective collaboration built on mutual respect. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	All Materials Provided online in a dynamic professional learning platform, Teaching Channel Plus
Objectives	➢ Educators will examine belief systems and research-based practices for serving culturally and linguistically diverse students. ➢ Educators will explore research-based strategies for educator leadership and ELL advocacy. ➢ Educators will ensure proactive collaboration and partnership between ESL and general education educators. ➢ Educators will implement collaborative protocols for connecting educators around ELL teaching and learning. ➢ Teaches will apply and share new strategies through fieldwork and an action plan for each participant's classroom context
Number of Participants	2-40
Session Number Within Series	15 hour facilitated online course
Prerequisite—if applicable	None
Scaffolding/Revisiting	This course provides learning sequences through a Connecting, Learning, Applying, reflecting cycle, supported by application of key tools, discussion, and guidance from our expert facilitator. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised either virtually or in person.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE III
Catalog Number: 2-019

Course 5: Evaluation & Leadership for Equity

Provider	**WEI**
Subject	Literacy
Grade Level(s)	K-12
Description	This is course five of five facilitated, 15-hour professional development courses for educators of English language learners offered by Confianza. These online courses for educators are a complete learning experience. Participants receive: • In-depth content and knowledge in key areas of equity, language, and literacy • A wide range of articles, videos, and fieldwork tools for immediate application • Guidance on implementing content to supplement your professional learning communities. • Access to additional Confianza content on Teaching Channel Plus, a dynamic online video-based platform • The option to go deeper with customized remote workshops and virtual coaching support. Leaders need to understand the competencies and skills that content and language educators must have to effectively support English Learners. In this course, the presenter teaches evidence-based strategies for strengthening school culture, programming, and professional learning to benefit linguistically diverse students and families. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	All Materials Provided online in a dynamic professional learning platform, Teaching Channel Plus
Objectives	➢ Leaders will examine belief systems and research-based practices for serving culturally and linguistically diverse students. ➢ Leaders will share research-based school practices for strong leadership, as well as school climate/culture for linguistically and culturally diverse students. ➢ Leaders will deepen evaluation practices for educators of ELLs in participants' contexts, including SEI and ESL classrooms, content and specialist classrooms. ➢ Leaders will utilize key components of English Language Development to ensure implementation of differentiated instruction of academic language for ELLs. ➢ Leaders will apply and share of new strategies through fieldwork assignments and an action plan for each leader's school context
Number of Participants	2-40
Session Number Within Series	15 hour facilitated online course
Prerequisite—if applicable	None
Scaffolding/Revisiting	This course provides learning sequences through a Connecting, Learning, Applying, reflecting cycle, supported by application of key tools, discussion, and guidance from our expert facilitator. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised either virtually or in person.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

Literacy Starts with the Learner

Provider	**WEI**
Subject	Equity
Grade Level(s)	K-12
Description	Ensure that learning is co-constructed between the instructor and the students, as well as between students across all content areas and grades. Practice research-based, equity-minded techniques for ELs and ALL students to activate and build on background knowledge when interacting with any text because no learner is a "blank slate." **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	All Materials Provided
Objectives	➢ Educators will analyze processes for pre-reading in any classroom that engages students and activates, not just builds, on their background knowledge. ➢ Educators will plan specific next steps for implementing these practices in a lesson.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session is designed to move educators through the process of connecting to prior learning, learning new skills/content, applying by collaboratively discussing ways to transfer to practice, and reflecting by setting goals for next steps. Follow-up coaching can be added on for additional support for individuals and teams.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

Catalog Number: 2-021

Bilingual Educator Bootcamp

Provider	**WEI**
Subject	EL
Grade Level(s)	PreK-12 Dual Language Educators, International Educators, and Support Staff
Description	The purpose of this bootcamp is to increase educator effectiveness in the dual language classroom by providing a synchronous (live) collaborative experience for dual language educators in current topics and issues not limited to dual language lesson planning, classroom management, language acquisition, technology, co-teaching/co-planning, and culturally responsive practices. It is the Bilingual Educator "101" workshop using the synchronous online learning platform, Google Classroom. Educators will take a historical look at bilingual education as well as examine laws and regulations that guide the field. This workshop is tailored to meet the dual language educators where they are and help them to organize and work in a successful dual language environment. Highly trained presenters provide personalized live, online instruction in an engaging and rigorous virtual learning environment. **Please Note: All learning opportunities provided by Learning Exchange are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, WIDA 2020 ELD Standards, educator learning needs, and professional judgment.**
Materials	All Materials Provided
Objectives	➢ Educators will examine their own teaching practice and identify areas of glows and grows. ➢ Educators will discuss best practices working with students, families, and communities within a dual language program.
Number of Participants	1-20 (Max) per section
Session Number Within Series	Price: $2500/educator for week Audience: PreK-12 Dual Language Educators, International Educators, and Support Staff Frequency: Virtual (synchronous) class from 8-12:30 with afternoons for processing and individual support.
Prerequisite—if applicable	None
Scaffolding/Revisiting	Modules are designed with embedded scaffolding for an educator's language. Instructors are experienced in ELD, ESL, and Bilingual education. Activities include interactive videos, collegial dialogue, templates and modeling, and experience of various technology resources for language learners.
Assessment of Success	➢ End of Bootcamp Survey ➢ Daily Exit Slips ➢ Self-Reflection
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

TITLE II, TIII, TIV (WRE) (TIII EL educators only)

LEARNING EXCHANGE

Catalog Number: 2-022

Language Educator Coaching and Support

Provider	**WEI**
Subject	EL
Grade Level(s)	PK-12
Description	The coaching response to the complexity of language teaching is grounded in the belief that communities of practice benefit from exploratory, critical, and reflective dimensions of discourse when they go beyond topics related to technical language teaching assistance. The healthiest communities of practice function in nonhierarchical structures of interaction while openly recognizing differences in knowledge, experience, and culture among coaches and educators. In this way, coaches and educators model self-realization and professional growth within the community of students and educators to the benefit of all. When educators and coaches strive to develop a parity of voice and personal agency in tandem, the coaching-teaching dynamic moves forward, generating rich knowledge for its participants and the community of learners within its language classrooms. This is an all-in-one solution to support language educators in the field using the synchronous online coaching/reflection sessions that includes mentoring and coaching providing for the opportunity for structured interactions in which they can discuss the challenges posed by the diverse sociolinguistic conditions in their classrooms and curriculum development and instructional practice expectations in their schools, districts, and sociolinguistic communities. **Please Note: All learning opportunities provided by Learning Exchange are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, WIDA 2020 ELD Standards, ACTFL WL Standards, educator learning needs, and professional judgmen**t.
Materials	All Materials Provided
Objectives	➢ Educators will learn about and increase their knowledge of best practices in language acquisition. ➢ Educators will reflect on their practice and classroom management
Number of Participants	NA (individual and group coaching available)
Session Number Within Series	Price: Varied based on number and frequency of sessions Audience: Language Educators Frequency: Choose your own frequency
Prerequisite—if applicable	Working EL or WL educator
Scaffolding/Revisiting	Coaching is designed to support educators where they are in their teaching journey. Sessions and shared resources are personalized based on identified needs of the educator.
Assessment of Success	➢ Educator Pre/post Reflection
Targeted Semester	All (including summer)
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691



LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-023

Including Students with Disabilities in the General Education Classroom

Provider	**WEI**
Subject	Inclusion
Grade Level(s)	K-12
Description	This session will give educators an understanding of the importance of including all students in the general education setting. It will provide background knowledge on modifications and/or accommodations often found in the Individualized Educational Plan (IEP) of Students with Disabilities. Learning will include IEP goal setting, planning, clarifying expectations for child performance, communication with the special education partner, and the design and delivery of IEP goals designed to be inclusive. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core Standards, educator learning needs and professional judgment.**
Materials	Hand-outs provided as needed
Objectives	➢ Educators will increase their knowledge of how to write and IEP and the related processes. ➢ Educators will understand the difference between modifications, accommodations, differentiation, and Universal Design for Learning and the role they play in student learning. ➢ Educators will understand the core tenets of inclusion in classrooms of social justice and equity.
Number of Participants	2-100
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' knowledge of instructional design that best prepares their students for these types of science resources. Follow-up coaching to ensure the design of instruction and use of assessment data is advised.
Assessment of Success	➢ Educator feedback survey & reflection journal (for graduate credit) ➢ Educator developed curriculum/lesson documents and student learning objectives that reflect alignment to the standards-based instruction and formative and summative assessment
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

TITLE II & IV (S&H)

LEARNING EXCHANGE

Catalog Number: 2-024

Classroom Management through a Culturally Responsive Lens

Provider	**WEI**
Subject	Classroom Management
Grade Level(s)	K-12
Description	Classroom behaviors can have a disrupting influence on learning. This session will focus on classroom management strategies that create conditions for learning. Through the session participants will engage in activities to create a framework to support appropriate behavior, including: ➢ Designing a classroom matrix that represents your class expectations during key times in the day when misbehavior is most likely to occur. ➢ Looking at the use of specific positive feedback to build cultural capital among students and increase on task behavior. ➢ Looking at the use of specific positive feedback to build cultural capital among students and increase task behavior. ➢ Using these building blocks, examine classroom consequence systems and how to correct for implicit bias. ➢ Practicing how to defuse volatile behavior situations. ➢ Creating culturally responsive protocols **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, CCSS, and educator learning needs.**
Materials	Reference materials provided to participants if needed
Objectives	➢ Educators will develop an understanding of and practice culturally responsive classroom management strategies. ➢ Educators will explore the resources available to support implementation of culturally responsive classroom management strategies. ➢ Educators will learn how to filter their decision making about classroom management through the lens of cultural diversity. They will learn to think about ways their classroom can be used to communicate respect for diversity, to reaffirm connectedness and community, and to avoid marginalizing and disparaging students
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' knowledge of culturally responsive classroom management strategies to best address student learning needs. Follow-up coaching to ensure the design of culturally responsive classroom management strategies is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed classroom management strategies that reflect culturally responsive practices
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (WRE/S&H)
Catalog Number: 2-025

Equity-Driven Teaching

Provider	**WEI**
Subject	All Core Areas
Grade Level(s)	K-12
Description	Equitable education involves everyone having access to fair and equal treatment under the law, regardless of race, social class, or gender. This workshop introduces attendees to the terminology often associated with equity and equity-driven teaching (race and ethnicity, white privilege, racial identity, equal v. equitable, human, and social capital, etc.) Research, case studies, and hands-on practices will help attendees experience and learn how to conceptualize working and teaching their unique populations of students. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, CCSS, and educator learning needs.**
Materials	Reference materials provided to participants if needed
Objectives	➢ Educators will learn about and increase their knowledge of Equity in the classroom. ➢ Educators will focus on 5 steps towards equity. ➢ Educators will learn how to identify equity gaps and strategies for implementing equitable practices
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' knowledge of equity-driven strategies to best address student learning needs. Follow-up coaching to ensure the design of culturally responsive classroom management strategies is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed classroom management strategies that reflect culturally responsive practices
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (WRE/S&H)
Catalog Number: 2-026

Antiracism: Contemporary Understanding of Equity and Inclusion in the Classroom

Provider	**WEI**
Subject	Equity/Inclusion
Grade Level(s)	K-12
Description	This 2-hour training session will introduce attendees to contemporary concepts and terminology associated with equity and inclusion. Research, case studies, and experiential practices will aid attendees in developing understandings of equity-driven teaching. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	All Materials Provided
Objectives	➢ Educators will learn about and increase their knowledge of equity and inclusion terminology. ➢ Educators will focus on equity-driven teaching.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on equity and inclusion and how to increase knowledge of equity-driven teaching. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (WRE/S&H)

Catalog Number: 2-027

Antiracism in Action: Strategies for Inclusive Classroom Practices

Provider	**WEI**
Subject	Equity/Inclusion
Grade Level(s)	K-12
Description	This training session will focus on classroom strategies that create equitable conditions for learning and engagement. Research, case studies, and experiential practices will aid attendees in developing understandings of culturally responsive classroom management strategies. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	All Materials Provided
Objectives	➢ Educators will learn about classroom strategies to create equitable learning. ➢ Educators will focus on culturally responsive classroom management strategies.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on equitable learning strategies and how to increase knowledge of culturally responsive teaching. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (WRE/S&H)
Catalog Number: 2-028

Culturally Responsive Text Analysis

Provider	**WEI**
Subject	Equity
Grade Level(s)	K-12
Description	When we bring cultural responsiveness into any classroom, we are being intentional about providing opportunities for students to have "mirrors and windows" of their own identity groups and their own personal experiences plus others' perspectives reflected in learning (Bishop, R.S., 1990). In this interactive workshop, we will first self-reflect on our current practices through an equity-based mindset and how we choose texts and instructional materials with students' diversity in mind. In order to apply these strategies, participants will work in breakout groups to analyze participant-chosen texts/instructional materials for integrating culture using a protocol modeled by the facilitator. Lastly, each group will share reflections and take-aways and next steps for applying this process for culturally responsive text analysis into practice as potential team goals or individual goals. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	All Materials Provided
Objectives	➢ Educators will learn about and increase their knowledge of equity and inclusion terminology. ➢ Educators will focus on analyzing texts.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on equity and inclusion and how to increase knowledge of equity-driven teaching. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

Catalog Number: 2-029

Assessment Makeovers to Reduce Bias

Provider	**WEI**
Subject	Equity
Grade Level(s)	K-12
Description	Review your existing assessments and assignments with an eye for equity. Implement a protocol for analyzing and addressing issues that impact assessments measuring what they intend to measure by reducing cultural and linguistic bias so that all students can succeed. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	All Materials Provided
Objectives	➢ Educators will discover ways to make sure assessments and related tasks and instructional materials include scaffolds and reduce linguistic and cultural bias. ➢ Educators will apply these strategies by creating a new version of an existing task or assessment with specific learners' needs in mind.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session is designed to move educators through the process of connecting to prior learning, learning new skills/content, applying by collaboratively discussing ways to transfer to practice, and reflecting by setting goals for next steps. Follow-up coaching can be added on for additional support for individuals and teams.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

Catalog Number: 2-030

Social Justice Standards

Provider	**WEI**
Subject	Equity
Grade Level(s)	K-12
Description	Learn about a robust and helpful framework for integrating social justice practices into the heart of curriculum, leadership, and professional development. The Social Justice Standards from Teaching Tolerance include K-12 focus areas on Identity, Diversity, Justice and Action. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	All Materials Provided
Objectives	➢ Educators will learn about and increase their knowledge of equity and inclusion terminology. ➢ Educators will focus on analyzing texts.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on equity and inclusion and how to increase knowledge of equity-driven teaching. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691



LEARNING EXCHANGE

TITLE II & IV (WRE/S&H)
Catalog Number: 2-031

Social Justice Curriculum Development

Provider	**WEI**
Subject	Equity
Grade Level(s)	K-12
Description	Improve your own curriculum framework to integrate the Social Justice Standards and teaching materials from Teaching Tolerance. Through hands-on support, analyze text, refine your curriculum maps and assessments to empower students through authentic, real-world learning experiences. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	All Materials Provided
Objectives	➢ Educators will learn about and increase their knowledge of equity and inclusion terminology. ➢ Educators will focus on analyzing texts.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on equity and inclusion and how to increase knowledge of equity-driven teaching. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

Cultural Competency

Provider	**WEI**
Subject	Equity
Grade Level(s)	K-12
Description	This session will explore the skillset and expertise needed to lead and thrive in multicultural settings. The topics of privilege, the cultural iceberg, poverty culture and assumptive thinking that plagues multicultural relationships will be explored. Additionally, participants will learn how to work with their team to craft a plan of action dedicated towards 1-, 3- and 6-year multicultural growth goals that can be incorporated into any strategic planning for their school. **Please Note: All learning opportunities provided by Learning Exchange are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, teacher learning needs and professional judgmen**t.
Materials	All Materials Provided
Objectives	➢ Teachers will learn about and increase their knowledge of cultural competency. ➢ Teachers will focus on crafting an action plan
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more (for graduate credit there will be multiple sessions within this series up to 12.5 – 16 hours of instruction required per credit)
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on Cultural Competency and how to increase knowledge of working in a diverse environment. Follow-up coaching to ensure the use of these processes and/or facilitation of teacher team meetings (PLC) is advised.
Assessment of Success	➢ Teacher feedback survey ➢ Teacher reflection journal (for Graduate Credit) ➢ Teacher developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

Catalog Number: 2-033

Creating Curricula in a Backward Design Environment for Maximizing Student Learning

Provider	**WEI**
Subject	ELA/Reading
Grade Level(s)	K-12
Description	Educators will engage in using backward design to develop engaging lessons that focus on literacy/thinking skills for the struggling learner. Implementing a literacy-based curriculum enables educators and students to structure lessons that focus on a reading/thinking strategy. Through educator modeled instruction, guided instruction, collaborative, flexible and guided groups, educators will build a literacy-based environment that engages struggling learners actively with lessons/activities aligned to the Common Core Standards. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, CCSS and educator learning needs.**
Materials	Materials provided to participants
Objectives	➢ Educators will create a backward design unit that includes a balanced literacy model and supports effective reading/thinking strategies for struggling learners. ➢ Educators will implement the instruction, assess, and instruct model to improve student learning. Educators will implement the instruction, assess, and instruct model to improve student learning. ➢ Educators will examine lessons and activities to support greater background knowledge development, higher student engagement, which yield higher achievement and better reading skills. ➢ Educators will create interventions strategies to help the struggling learner create a backward design unit.
Number of Participants	2-60
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' knowledge of whole group instruction, small, guided groups, collaborative groups, and a balanced literacy model. Follow-up coaching and modeling of lessons will facilitate educator learning teams. PLC's are utilized at the site level to facilitate collaborative curricular planning based on assessment results.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal and feedback from coaching ➢ Educator developed curricula unit design and lesson design in BYOC
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691



LEARNING EXCHANGE

TITLE II & IV (S&H)
Catalog Number: 2-034

Developing a Growth Mindset

Provider	**WEI**
Subject	All Core Content Areas
Grade Level(s)	K-12
Description	Participants in this session will learn how to promote the development of a growth mindset in self and others. When students and educators have a growth mindset, they understand that achievement in struggling students can be developed with a focus on improvement instead of how smart they are. Based on research we know that students who learn this mindset show greater motivation in school, better grades, and higher test scores. Research has also shown that promoting a growth mindset narrows both the gender and racial achievement gaps. Participants will learn procedures that will help their struggling students develop a belief in effort, a love for challenge, and resilience in the face of adversity. The focus of this workshop will be on providing strategies to: ➢ Change students' thinking about performance and success. ➢ build a growth mindset for academic success within the struggling learner. ➢ develop students' understanding of learning and the elasticity of the brain. ➢ create intervention strategies to help the struggling learner develop a growth mindset
Materials	Materials provided to participants
Objectives	➢ Educators will learn how to promote the development of a growth mindset in struggling students. ➢ Educators will create clearly defined conceptual growth mindset goals for struggling learners. ➢ Educators will use growth mindset teaching strategies which challenge or develop the initial ideas of students. ➢ Educators will provide struggling students with opportunities to use the new ideas.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop, **minimum of four hours**, or a series of 2 or more (for graduate credit there will be multiple sessions within this series up to 12.5 – 16 hours of instruction required)
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' knowledge of growth mindset instructional design and how it best prepares their students for all types of learning. Follow-up coaching to ensure the design of instruction and use of assessment data is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed curriculum/lesson documents and student learning objectives that reflect alignment to the standards-based instruction and formative and summative assessment
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

TITLE TII, TIV (WRE)

LEARNING EXCHANGE

Catalog Number: 2-035

Classroom Coaching

Provider	**WEI**
Subject	All Core Content Areas
Grade Level(s)	K-12
Description	This offering will give educators the opportunity to explore a coaching program to provide follow-up for previous professional development. All educators will attend a workshop explaining the purpose of the coaches in their classrooms and the expectations. Coaches will provide support and intervention strategies to help the struggling student succeed. Coaches will share with the team leader or administrators the areas where professional development will be beneficial to improve student achievement for struggling learners. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Curriculum, standards and materials.
Objectives	➢ Educators will look at their curriculum, standards and books to determine if they are successfully using the curriculum and materials to meet the needs of their struggling students. ➢ Educator teams will receive input on intervention strategies to promote the growth of their struggling students
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up PD sessions which will focus on the achievement of learners in reading and math. Follow-up coaching is advised to ensure the use of these processes and/or facilitation of educator team meetings (PLC). (A coaching debrief/summary will be required with supporting documents.)
Assessment of Success	➢ Educator feedback survey ➢ Educators will explore and discuss how they can improve achievement through the use of the provided curriculum and materials
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-036

Reading & Writing Connection

Provider	**WEI**
Subject	Reading/Language Arts
Grade Level(s)	K-12
Description	In this session participants will focus on the stages of reading and the importance of using writing to reinforce reading for struggling students. These stages are based on the students' experience and not their age or grade level. Knowing these stages is helpful when developing materials and intervention strategies for specific types of readers/writers. Participants will explore the process of reading using writing strategies, tools, and techniques they can immediately use in their classrooms.
Materials	Materials provided to participants
Objectives	➢ Educators will learn that reading and writing instruction requires the educator to determine the skills to be taught based on student data. ➢ Educators will learn and practice best practice in reading and writing instruction and how they connect effectively. ➢ Educators will learn that throughout the process of educator instruction and student practice, student progress is monitored. ➢ Educators will explore how formal and informal assessments and observations are used to determine if the student has achieved mastery of the skill. ➢ Educators will learn how to provide targeted instruction to facilitate mastery of the particular skill(s) not mastered.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' knowledge of instructional design that best prepares their struggling students for this type of reading/writing instruction to best meet student learning needs. Follow-up coaching to ensure the design of instruction and use of formal and informal assessment is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed curriculum/lesson documents and student learning objectives that reflect alignment to the standards-based instruction and formative and summative assessment
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-037

Understanding by Design (UbD)

Provider	**WEI**
Subject	Math and Reading/Language Arts
Grade Level(s)	K-12
Description	Understanding by Design from the research of Wiggins and McTighe is a planning tool to improve student achievement by helping the educator clarify learning targets, devise enhanced assessments and develop engaging and authentic learning activities for the struggling student. UbD can be particularly effective by using this three-stage design process, sometimes called backward design. In this offering collaborative educator teams will set clear classroom goals and design assessments prior to instruction. This approach will avoid mere curriculum coverage or marching through activities without focus. Student performance gains are achieved through regular reviews of results (achievement data and student work) followed by targeted adjustments to curriculum and instruction to differentiate for struggling learners. Educator teams will create and apply lessons based on Understanding by Design processes which they will share for peer review and then re-teach using suggested feedback for improved lessons using intervention strategies for true student understanding. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Materials: Understanding by Design books or handouts. Curriculum maps or textbooks.
Objectives	➢ Educator teams will be able to create and apply Understanding by Design processes in sample lessons to build greater student understanding and student achievement. ➢ Educators will meet to collaboratively analyze, provide feedback, and use student feedback to improve instruction and content resulting in lessons that are more authentic and continuously improved for struggling learners
Number of Participants	2-30
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators sharing how to use and apply the UBD planning process. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Sample lesson and assessment development based on UbD. ➢ Educator reflection journal (for grad credit)
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-038

Closing the Achievement Gap Using Culturally Responsive Literature

Provider	**WEI**
Subject	All Core Content Areas
Grade Level(s)	K-12
Description	In this course educators will be exposed to culturally responsive literature that they can incorporate into their daily lesson plans. By having multicultural literature infused into the core content areas, students gain a richer knowledge base, and they understand the importance of celebrating cultural diversity. Students taught in this way gain an improved sense of self-esteem and self-worth as their heritage is being publicly acknowledged within the classroom setting. Within this session educators will be exposed to a wide variety of multicultural trade books and together will discuss ways to differentiate their instruction to infuse the literature into their daily lesson plans for struggling students. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Materials: Multicultural trade books, or curriculum.
Objectives	➢ Educators will develop an understanding of the research which surrounds cultural diversity and the support it gives struggling readers. ➢ Educators explore how this program increases awareness of diversity within the classroom, and in struggling readers. ➢ Educators examine how to differentiate lessons and activities created to support a culturally responsive classroom
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' knowledge of cultural diversity and how it affects student performance. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator final feedback survey ➢ Educator reflection journal (grad credit) ➢ Educator developed curriculum/lesson documents, toolkit, and resource list of intervention strategies
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (WRE/S&H)
Catalog Number: 2-039

Effective Instructional Strategies for Urban Classrooms

Provider	**WEI**
Subject	Math & Reading/Language Arts
Grade Level(s)	K-12
Description	This intensive academic training is designed to help both new and seasoned educators learn and implement focused instructional strategies to differentiate reading/ELA and math instruction and effectively engage struggling learners in the classroom to increase overall student achievement. This professional development will be designed to train educators in differentiated instructional strategies in Reading/Language Arts and/or Math best practices to raise academic achievement scores and on-task behaviors in the classroom. The presenter will use a variety of models to address the urban classroom including the Boys Town Model - "Well -Managed Classroom and Administrative Intervention Procedures," Strategies to Create Productive and Cooperative Social Climate to Increase Student Learning, Ruby Payne practices and others.
Materials	Student achievement data from standardized tests and/or other assessments; Common Core State Standards
Objectives	➢ Educators will identify current knowledge & practice related to urban classrooms. ➢ Educators will identify the elements needed to be present in the classroom in order to be successful when implementing Differentiated Instruction ➢ Educator will learn about, discuss and plan implementation of several different strategies of differentiation. ➢ Educators will relate strategies to reading levels, literacy & math instruction. ➢ Educators will meet by grade level to review plans on how to incorporate these strategies into their classroom practice
Number of Participants	2-50
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	Follow-up educator grade level teams (PLC) will plan to meet regularly to continue collaboration. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey & participation ➢ Reflective journal (For Graduate Credit)
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (WRE/S&H)
Catalog Number: 2-040

Tough Kid Toolbox

Provider	**WEI**
Subject	Math and Reading/Language Arts
Grade Level(s)	K-12
Description	The Tough Kid Toolbox is a resource for educators to use in dealing with students who present difficulties learning in traditional ways in traditional classrooms. This professional development will provide great tools for educators who want effective and positively focused classrooms and engaging learning environments. The objective is to give educators practical techniques that can be implemented without great cost in materials, time, or money. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Tough Kid Toolbox Book for each participant
Objectives	➢ Educators will learn how to help tough kids increase achievement in practical assessments in Reading and Math ➢ Educators will learn proactive intervention strategies to use in the classroom. ➢ Educators will learn positive procedures to empower students to take ownership of their learning. ➢ Educators will develop Advanced Systems for Tough Kids to use in the classroom
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more
Prerequisite—if applicable	None
Scaffolding/Revisiting	Follow-up educator grade level teams (PLC) will plan to meet regularly to continue collaboration. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator class participation
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-041

Bridging the Gap: Activities that Help Ease the Transition from Arithmetic to Algebraic Thinking

Provider	**WEI**
Subject	Math
Grade Level(s)	6 – 9
Description	This offering will give educators exposure to many different interactive activities which are designed to teach algebra topics to those students who are struggling with math. Educators will explore ways to draw out the essential math concepts during the class discussion which follows each activity. Educators will be encouraged to examine their own teaching styles and to become more student-centered in their instruction. Educators will work collaboratively to create differentiated lessons which they will then use as springboards into new ways of looking at the teaching/learning cycle in their own classroom. Educators will explore a variety of source materials from which good problems can be drawn and interventions created. Educators will also be engaged in tasks which use current technology, if available, and authentic assessment to best meet the learning needs of their struggling students. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Materials: math curriculum/resources and assessment data when available
Objectives	➢ Educator teams will collaboratively create differentiated lesson plans, intervention activities and assessments that transition students to algebraic thinking. ➢ Educator teams will use technology resources (many free online) and a variety of source materials to enhance their instruction and engage struggling students.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators designing and sharing lesson plans, differentiated activities and assessments to foster algebraic thinking. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator created bank of lessons, activities and assessments that expand students understanding of algebraic thinking. ➢ Educator reflection journal (for grad credit)
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE I, II & IV (WRE)
Catalog Number: 2-042

Creating a Math Rich Learning Environment

Provider	**WEI**
Subject	Math
Grade Level(s)	K-12
Description	In this course educators will learn to differentiate mathematics instruction in a classroom using a Math Workshop Model. Implementing a Math Workshop benefits both educators and students. It provides the structure to differentiate and individualize to meet the needs of struggling students. Through whole group instruction, small, guided groups, collaboration and a menu of workstations, participants will build a math-rich learning environment with lessons and activities aligned to Common Core Standards that will engage struggling students. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Materials: math textbook, or curriculum.
Objectives	➢ Educators will develop an understanding of the research which surrounds Math Workshop and the support it gives struggling learners. ➢ Educators explore how this program increases math confidence in struggling students. ➢ Educators examine lessons, intervention strategies and activities differentiated to support student math competence
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' knowledge of whole group instruction, small, guided groups, collaboration and a menu of workstations. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator final feedback survey ➢ Educator reflection journal (grad credit) ➢ Educator developed curriculum/lesson documents, toolkit and resource list of strategies
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services.

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-043

Data Driven Math: Targeting Instructional Interventions

Provider	WEI
Subject	Math
Grade Level(s)	K-12
Description	In this offering educator teams will use the data collected from MAPS, AimsWeb, Forward Exam and other electronic systems or standards tests, and educator made or textbook tests. The educator teams will collaboratively analyze the math outcome trends, strengths, and deficiencies. Educators will study a variety of data sources for triangulation, formal verses informal assessments, and the importance of continuous progress monitoring. Educator teams will collaboratively practice selecting and demonstrating the most developmentally appropriate standards-based mathematics interventions to meet the gaps or deficiencies apparent in the data analysis phase. Disaggregation of data will be addressed as will the need and methods for differentiation. As in all math effective instruction, interactive or hands on approaches, real world application and inquiry learning will be practiced and applied. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, CCSS and educator learning needs.**
Materials	Materials: Educators should bring a variety of assessment data results, their math curriculum map or text and copies of Common Core State Standards in Mathematics if available
Objectives	➢ Educator teams collect and analyze math assessments to identify trends, strengths, and deficiencies. ➢ Educators design data driven lessons reflecting targeted math interventions to address deficiencies or to strengthen positive assessment outcomes. ➢ Educators will demonstrate a collegial and supportive approach to any outcomes discovered by class, grade level or individual educator.
Number of Participants	2-20
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	Math data should be readily available. The principles of using assessments to guide instruction should be understood.
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators designing data driven lessons reflecting targeted math interventions to address deficiencies or to strengthen positive assessment outcomes. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Data driven lessons targeting the most appropriate standards-based math concepts. ➢ Reflective Journal (grad credit)
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-044

Developing Number Sense: Strategies for Intervention and Classroom Talk

Provider	**WEI**
Subject	Math
Grade Level(s)	K-5
Description	In this offering educators will learn and analyze a child's development of the concepts of quantity, counting, number relationships and operations. Educators will learn to conduct informal assessments to uncover what students know and understand about numbers. Why do some children make the expected progress and others do not? Often, the difference is number sense. Some children lack the mathematical experiences that other children bring to school and some children just do not seem to make the connections. Through intervention strategies and classroom talk educators will develop sequenced activities and tools to help children develop number sense for incremental growth.
Materials	Materials: Math textbook or curriculum materials.
Objectives	➢ Educators will understand and be able to ignite children's development of the concepts of quantity, counting, number relationships, and operations. ➢ Educators will conduct informal assessments to uncover what students know and understand about numbers. ➢ Educators will learn how to develop lessons that apply sequenced tasks and activities for incremental growth in mathematics.
Number of Participants	2-30
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus educators on the application of numeracy knowledge to learning in the math classroom. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflective journal (for grad credit) ➢ Toolkit of numeracy activities to augment and enhance math skills
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services.

LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-045

Early Intervention in Mathematics

Provider	**WEI**
Subject	Math
Grade Level(s)	K-3
Description	In this offering educators will work collaboratively to study and share lesson plans and intervention techniques for small and large group mathematics instruction in their classroom. Research has shown the earlier students receive interventions the more effective in closing the learning gap. These early interventions help the struggling learner through the early identification and remediation of the skills needed to be successful in becoming proficient math students. Educators will present a math game as well as lead the group through a post-game "math talk" which includes an intervention technique to use with their students. Working in collegial teams, participants will evaluate their understanding of improving students' mathematical comprehension.
Materials	Materials: curriculum, text and math data if available
Objectives	➢ Educators will be able to observe and create learning experiences that aid in the understanding of numeric literacy to a variety of learners. ➢ Educators will develop and apply reflective thinking skills to improve and communicate with colleagues regarding intervention practices. ➢ Educators will discuss remedial interventions based on data (and research on best practice) and continuous growth progress monitoring.
Number of Participants	2-20
Session Number Within Series	Can be a single workshop as an overview but a series of 2 or more is preferred (for graduate credit there will be multiple sessions within this series up to 12.5 – 16 hours of instruction required per credit). This session can be held in person or virtually.
Prerequisites – if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators designing and sharing interventions based on data and progress monitoring. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for grad credit) ➢ Developmentally appropriate interventions are incorporated and applied into lessons and activities
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services.

LEARNING EXCHANGE

TITLE I, II & IV (WRE)
Catalog Number: 2-046

Effective Ways to Differentiate Math Instruction

Provider	**WEI**
Subject	Math
Grade Level(s)	K-12
Description	Students who experience significant challenges learning and applying mathematics manifest their math learning challenges in a variety of ways. Instructional approaches then need to be varied and differentiated. In this offering, using the schools existing math program, educators will produce new hands-on activities, lessons and assessments aligned with their current math materials but reflecting differentiation, including correctives, re-teaching, enrichment, and feedback. These strategies and more are designed to reach every learner in mathematics. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Materials: Educators should bring their math curriculum map or text, construction paper, tape, glue, scissors, and items to use as manipulatives, if available.
Objectives	➢ Educator teams will be able to design and collect hands on activities, lessons and assessments that differentiate their current math curriculum. ➢ A Math Differentiated Toolkit (resource list) will incorporate the need for individualization, and the components of effective differentiated instruction. ➢ Educator teams will align current math content and teaching to Common Core State Standards in Math.
Number of Participants	5-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators designing, refining, and sharing lessons and assessments that differentiate their math curriculum. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Math Toolkit (Resource List) for differentiation ➢ Curriculum enhancements noted in sample lessons, assessments, and activities. ➢ Educator reflection journal (for grad credit)
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services.

LEARNING EXCHANGE

TITLE I, II & IV (WRE)
Catalog Number: 2-047

Student-Centered Math: Learning Strategies That Really Count

Provider	**WEI**
Subject	Math
Grade Level(s)	6-12
Description	In this interactive, hands-on offering, educators will learn to develop a "math best practices" environment for student learning in their classrooms by integrating literacy-based learning strategies into their math instruction. Best practices in mathematics instruction call for classrooms that are student-centered, constructivist, experiential, and collaborative. Students should have opportunities to experiment and develop their own understanding, to take ownership in the learning process, and to be active learners. Educators will collaboratively create differentiated lessons that address struggling students. Intervention strategies will be discussed as students are required to analyze, integrate, evaluate, and assess their learning. Educators will participate in activities and create differentiated lessons centered on active engagement, higher-order thinking, student responsibility, cooperative and collaborative learning, and problem solving. The strategies lend themselves effectively for formative and summative assessment. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Will be provided
Objectives	➢ Educators will collaboratively create hands-on differentiated activities and interventions to activate best practices. ➢ Educators will create and share a variety of related workshop products to include lesson plans and assessment tools for ongoing assessment to monitor student progress and to differentiate and intervene in a targeted fashion when needed
Number of Participants	2-20
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on the essentials of literacy in the science of teaching math. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflective journal (for grad credit) ➢ Educator designed toolkit/resource list of math and literacy strategies that may include assessment guides, instructional strategies, mini lessons, student conferences and all will be aligned with the Common Core State Standards in Math and Language Arts
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services.

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-048

What Works for Students in Secondary Mathematics

Provider	**WEI**
Subject	Math
Grade Level(s)	9 -12
Description	In this offering, educators will collaboratively develop an understanding of the philosophy and purpose of an integrated math curriculum as well as how it is structured and taught. What and how students learn will be addressed. Common Core State Standards in math for grades 9-12 expand the strands of mathematical knowledge beyond algebra and geometry to include a broad range of mathematical concepts and recognize the need for high expectations for all students. One approach to making this possible is through an integrated sequence which addresses increasing levels of complexity of math in each strand over time. To accomplish this, it must also be recognized that how we learn math is inherently intertwined with the math we learn. This class is appropriate for those considering changes in the way mathematics is taught to address the needs of struggling students, particularly those who find math challenging. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Materials: Educators should bring their math curriculum map or text and copies of Common Core State Standards in Mathematics if available.
Objectives	➢ Educators will be able to integrate algebra lessons from their math materials. ➢ Educators will learn and devise an action plan to incorporate intervention strategies to meet the needs of the struggling student. ➢ Educators will explore the NCTM Principles and Standards for School Mathematics. ➢ Educators will employ a variety of alternative teaching and learning strategies. ➢ Educators will be able to design alternative assessment tools to best meet the needs of the struggling student.
Number of Participants	2-20
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators designing, refining and sharing lessons that reflect the essentials of integrated math instruction. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for grad credit) ➢ Educator developed integrated math lesson plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-049

Test Taking Strategies for Math

Provider	**WEI**
Subject	Math
Grade Level(s)	K-12
Description	In this offering, educators will collaboratively learn to support struggling students in the acquisition of test taking skills for local and state math tests and weave these skills into everyday lessons and student practice. Teaching students how to take tests is a critical skill, not teaching the content but teaching them the format of questions and what types of answers are logical. This process is taking the New Bloom's Taxonomy and applying it to students, cueing on the critical words and skills used in assessing knowledge. This type of preparation will develop life-long skills for struggling learners in how to assess what is being asked of them. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Materials: Sample copies of test items at all grade levels will be provided.
Objectives	➢ Educators will study examples of questions from local and state math tests, establish formats of questions/tasks and transfer these formats into material for student preparation and practice. ➢ Educators will look at 21st Century skills and how using these methods supports success for struggling learners in high stakes testing and formative and summative assessments
Number of Participants	2-20
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions to enable the application of test taking skills in math. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Reflective journal (for grad credit) ➢ List of test taking strategies to use all year long not just prior to a given test.
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-050

Mathematical Best Practice

Provider	**WEI**
Subject	Math
Grade Level(s)	K-12
Description	This session introduces best practices in math education based on the work of Jo Boaler, Stanford University math professor. Educators will engage in thoughtful understanding and discourse around mathematical mindsets, math practices, authentic math experiences, intervention strategies for students struggling to grasp concepts and other instructional best practices.
Materials	Materials provided to participants
Objectives	➢ Educators will be introduced to the best practices in math education. ➢ Educators will engage in thoughtful understanding and discourse around math mindsets of struggling students. ➢ Educators will experience the four online cubed modules. ➢ Educators will discuss intervention strategies for addressing needs of struggling students
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' knowledge and use of mathematical best practice within their classroom and school. Follow-up coaching to ensure that assessment practices align with standards and are used to design instruction is recommended.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Pre and post workshop activity results ➢ Planning document
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services.

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-051

Activating Your Math Curriculum: Data, Direction and Customization

Provider	**WEI**
Subject	Math
Grade Level(s)	K-12
Description	In this offering educators will collaboratively learn, practice, demonstrate and refine their math instructional skills and review 21st century outcomes. After establishing this common knowledge base educators will select and analyze math assessment data to design differentiated learning and targeted intervention strategies for struggling students. Today's math classrooms depend on the instructor integrating content, pedagogy, technology, and thinking skills into a mindful classroom where learners are engaged and where customized learning is the focus. Intervention strategies will be discussed. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Materials needed: student achievement data from standardized tests and/or other assessments and core curriculum standards if available.
Objectives	➢ Educators will review 21st century skills and math learning essentials. ➢ Educators will select and analyze data to guide math instruction. ➢ Educators will create appropriate math interventions for students based on data analysis. ➢ Educators will develop a shared lesson plan bank based on interventions indicated by data
Number of Participants	2-50
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators sharing effective classroom interventions, add to lesson plan bank and refine an ongoing math progress monitoring and assessment system. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Toolkit/List of strategies for activating the math curriculum. ➢ Educator reflective Journal (for grad credit)
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-052

Unwrapping the Mathematics Curriculum

Provider	**WEI**
Subject	Math
Grade Level(s)	K-12
Description	In this offering, educators will work collaboratively to identify the concepts, skills, context, and assessments that will support learning in a standard-driven mathematics learning environment in order to address the learning challenges of struggling students. Upon completion of this session educators will practice and share how to design standards-based mathematics instructional units, intervention strategies and differentiated lessons for struggling students. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, CCSS, and educator learning needs.**
Materials	Materials: curriculum maps and text, student achievement data from standardized tests and/or other assessments and core curriculum standards in math if available.
Objectives	➢ Educators will become familiar with mathematics curriculum documents. ➢ Educators will investigate CCSS, the ISTE National Educational Technology Standards (NETS*S) and Performance Indicators for Students. ➢ Educators will apply a variety of methods of differentiating instruction to include learning styles and levels of learning that may exist in a learning environment. ➢ Educators will employ best practices in mathematics instruction to include background knowledge as the key for the introduction of new learning. ➢ Educators will establish a triple layer (before, during and after) process of assessment which will focus on the mathematics standards and benchmarks. ➢ Educators will reflect on their own style and methods and the importance of differentiating math instruction to increase student comprehension.
Number of Participants	2-50
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' ability to differentiate math instruction to increase student comprehension. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection paper (for grad credit) ➢ Educator development of a math standards-based unit implementing the newly "unwrapped" curriculum
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (S&H)
Catalog Number: 2-053

Building Community, Improving Culture

Provider	**WEI**
Subject	All Core Subjects
Grade Level(s)	K-12
Description	Positive learning environments improve the experience of students. Positive work environments improve staff morale. If staff morale is high, students are better served. Building a community of trust and respect is the foundation for any great school. In this session, participants will discuss and learn what builds a strong learning community for their students. When there is a strong, positive community built around our schools, staff and students are sure to meet their personal goals. **Please Note: All learning opportunities provided by Learning Exchange are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, teacher learning needs and professional judgmen**t.
Materials	All Materials Provided
Objectives	➢ Teachers will learn about and increase their knowledge of what a strong community looks like ➢ Teachers will focus on creating the building blocks for a strong community
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more (for graduate credit there will be multiple sessions within this series up to 12.5 – 16 hours of instruction required per credit)
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on building a strong community and how that will translate to a positive learning environment. Follow-up coaching to ensure the use of these processes and/or facilitation of teacher team meetings (PLC) is advised.
Assessment of Success	➢ Teacher feedback survey ➢ Teacher reflection journal (for Graduate Credit) ➢ Teacher developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (S&H)
Catalog Number: 2-054

Classroom Management & Teacher Resilience

Provider	**WEI**
Subject	Classroom Management
Grade Level(s)	K-12
Description	Whether you are a beginning teacher or looking to reflect on years of teaching experience with a fresh lens, this workshop will provide ways to establish your classroom through strategies and practices that have been seen to work time and time again. This workshop will provide you with tools you can immediately implement into your classroom, questions for reflection, examples of how to foster relationships, and tips on how to keep your sanity. Return to your classroom with practical ideas pertaining to classroom management and teacher self-care. **Please Note: All learning opportunities provided by Learning Exchange are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, teacher learning needs and professional judgmen**t.
Materials	All Materials Provided
Objectives	➢ Teachers will learn about and increase their knowledge of how to manage their classroom. ➢ Teachers will focus on creating tools they can immediately implement in their classroom. ➢ Teaching will focus on self-care.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more (for graduate credit there will be multiple sessions within this series up to 12.5 – 16 hours of instruction required per credit)
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on classroom management and teacher self-care. Follow-up coaching to ensure the use of these processes and/or facilitation of teacher team meetings (PLC) is advised.
Assessment of Success	➢ Teacher feedback survey ➢ Teacher reflection journal (for Graduate Credit) ➢ Teacher developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (S&H)
Catalog Number: 2-055

Restorative Practices Foundation

Provider	**WEI**
Subject	Classroom Management
Grade Level(s)	K-12
Description	This workshop introduces Restorative Practice (RP) as a sustainable and effective approach to improving school and classroom environment and student misbehavior. RP is based on the premise that people change their behavior when we do things WITH them as opposed to them or FOR them. In a Restorative Practices community, every learner knows that they are seen, heard, and valued, facilitating better behaviors for all kids, especially those with a history of negative ones. It has been noted that RP is a promising practice for improving disproportionate behavior and discipline data. Research shows that classrooms with a high level of restorative practices implementation had fewer disciplinary referrals for defiance and misconduct compared to classrooms with a low level of implementation. Restorative Practices can make a difference in transforming educator/student relationships and in addressing equity issues in schools and classrooms. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, CCSS, and educator learning needs.**
Materials	Hand-outs provided as needed
Objectives	➢ Educators will learn how to establish and use Restorative Practices in a classroom environment. ➢ Educators will be introduced to and practice restorative conversation techniques to be used in their classrooms, hallways, cafeteria, and, if appropriate, the playground.
Number of Participants	2-100
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' knowledge and use of restorative practices techniques in classrooms and within schools. Follow-up coaching to ensure the design of restorative practice techniques and processes within classrooms is done effectively and assessment and anecdotal data is used to monitor success.
Assessment of Success	➢ Educator feedback survey & reflection journal (for graduate credit) ➢ Educator developed materials that incorporate the principles and processes of restorative practice. ➢ Educator demonstrations using restorative practices
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (S&H)
Catalog Number: 2-056

Mindfulness and Wellness in the Classroom and School Community

Provider	**WEI**
Subject	Mindfulness
Grade Level(s)	K-12
Description	Education demands a lot of educators and students, emotionally. Faculty need to learn to take care of themselves in order to best take care of the children they are entrusted with. This class will explore wellness and mindfulness initiatives that have produced results for adults and children. Participants will create an action plan at the end of the class to demonstrate their learning which will include: ➢ Selfcare/Wellness Plan for Educator ➢ Student Plan to help with wellness while at school. ➢ Suggestions on how the school network can assist both initiatives. The plan will include how they will implement each and how they will track progress during the action plan. **Please Note: All learning opportunities provided by Learning Exchange are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	All Materials Provided
Objectives	➢ Educators will learn how to take care of their mental health. ➢ Educators will focus on mindfulness & wellness initiative that have proven results.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session can be revisited in follow-up sessions which focus on mindfulness and wellness and how the school initiatives can increase both. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (S&H)
Catalog Number: 2-057

Traumatic Stress Responses in Students

Provider	**WEI**
Subject	All Core Subjects
Grade Level(s)	K-12
Description	Research suggests that approximately 25% of American children will experience at least one traumatic event by the age of 16. A child's reactions to trauma can interfere considerably with learning and/or behavior at school. However, schools also serve as a critical system of support for children who have experienced trauma. By attending this interactive session, you will better understand the different types of traumas, how trauma can affect a student cognitively, emotionally, socially, physically, and spiritually, how trauma effects learning, strategize what you can do in your classroom and school and the importance of self-care. Please join us to explore the impact of trauma on children so that we can better understand and learn how to create a more trauma sensitive classroom and school. Topics Explored: · The different types of traumas · Traumatic Stress Response in students · Student's cognitive, emotional, social, physical, and spiritual response to trauma · Trauma and learning · Develop plans to help students in your classroom and school deal with trauma · Differentiate what trauma looks like at different ages and grade levels **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	All Materials Provided
Objectives	➢ Educators will develop an understanding of how to identify and successfully respond to students who have experienced a trauma impacting their learning. ➢ Educators will learn how to create a trauma sensitive classroom
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' knowledge of students' response to trauma and how to create trauma sensitive classrooms to best support student learning. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans for responding to student trauma and traumatic events
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (S&H)
Catalog Number: 2-058

Collaborative Approaches for Teaching Children Impacted by Trauma

Provider	**WEI**
Subject	All Core Subjects
Grade Level(s)	K-12
Description	Schools play a critical role in the lives of children who have experienced child abuse and/or neglect. Schools offer students a safe place among trusted adults to learn and grow, yet many educators continue to voice frustration over lacking knowledge and resources to support these students in the classroom. When children feel emotionally safe and secure, they are better able to focus on the academic content being taught. This session will provide participants with an opportunity to discuss how Adverse Childhood Experiences (ACEs) impact brain development, gain strategies for implementing trauma-sensitive practices in the classroom, explore social-emotional screening/evaluation measures, and tools for building partnerships with child welfare, biological parents, and foster parents to promote student success. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	All Materials Provided
Objectives	➢ Educators will learn about and increase their knowledge of Trauma-sensitive practices. ➢ Educators will focus on strategic classroom and evaluation practices. ➢ Educators will learn how to identify and work with students through the lens of informed and sensitive care.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' strategies for implementing trauma-sensitive practices in the classroom. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (S&H)
Catalog Number: 2-059

A Deeper Dive into Trauma: Essential Strategies in Working with At-Risk Adolescents

Provider	**WEI**
Subject	All core subjects
Grade Level(s)	6-12
Description	In this session, participants will be introduced to the following topics: ➢ What is the difference between Complex Trauma and PTSD? ➢ How do we use Maslow's Hierarchy of Needs as a model for Trauma Informed Care? ➢ What is the neurobiology of safety and connection? ➢ How does "Secure Attachment" play a role in building rapport with the youth I serve? ➢ What are the basic skills to foster attachment and connection with adolescents? ➢ Does "Implicit Bias" affect my connection to youth? ➢ What are INCRAS and how can they help to build rapport with the youth I serve? ➢ What is skillful self-disclosure and how does it help to build rapport with the youth I serve? ➢ How do scripts that I have about adolescents trigger my behavior? ➢ What is resistance, and how can learning why youth are resistant help me build rapport with the youth I serve? ➢ Why is self-care so critical when working with At-Risk youth, and how can it help me when working with At-Risk youth? **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	Hand-outs provided as needed
Objectives	➢ Educators will learn about and increase their knowledge of authentic relationships. ➢ Educators will focus on listening and building rapport with their students. ➢ Educators will learn new ways to be mindful of at-risk youth.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	Traumatic Stress Responses in Students
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on building relationships. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (S&H)
Catalog Number: 2-060

Social Media in the School Setting

Provider	**WEI**
Subject	All Core Subjects
Grade Level(s)	K-12
Description	Social media use in schools has evolved with apps such as Vine, Instagram, Snapchat, and Facebook, becoming more and more a permanent part of student life. Rather than rejecting social networking, many schools are seeking to become "digital friendly" with social networking applications relating to community outreach, professional development, parental communication, course assignments, networking with colleagues, and more. The opportunities seem almost endless, but with opportunity also come risks and concerns. Many schools are adopting policies and guidelines which they hope will help to address some of these issues. ➢ What risks do schools run for allowing social networking? ➢ How can educators take back control and not run afoul of both privacy and certain free speech protections afforded students and staff? ➢ What responsibilities do schools have to monitor activities, including the use of "ghost apps" and other "private" exchanges? ➢ What rights do schools have to ban such technologies when they become a hindrance in the classroom? What does the Fourth Amendment say about staff's right to search or even confiscate student electronic devices? **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	Educators should bring their own device
Objectives	➢ Educators will learn about and increase their knowledge of social media apps. ➢ Educators will focus on school/district guidelines when using social media. ➢ Educators will learn the rights of the school if social media becomes a hindrance in the classroom.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on Social Media apps and how to increase knowledge of how these apps relate to student learning. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (S&H)
Catalog Number: 2-061

Building Authentic Relationships with At-Risk Students

Provider	**WEI**
Subject	All core subjects
Grade Level(s)	K-12
Description	In this session, participants will be introduced to the following topics: ➢ What is an authentic relationship? ➢ What is deep listening and how it they help to build rapport with the youth I serve? ➢ What are INCRAS and how can they help to build rapport with the youth I serve? ➢ What is skillful self-disclosure and how does it help to build rapport with the youth I serve? ➢ What are basic counseling skills such as Motivational Interviewing, and how can they help to build rapport with the youth I serve? ➢ What is resistance, and how can learning why youth are resistant help me build rapport with the youth I serve? ➢ Why is self-care so critical when working with At-Risk youth, and how can it help me when working with At-Risk youth? **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	Hand-outs provided as needed
Objectives	➢ Educators will learn about and increase their knowledge of authentic relationships. ➢ Educators will focus on listening and building rapport with their students. ➢ Educators will learn new ways to be mindful of at-risk youth
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on building relationships. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (S&H)
Catalog Number: 2-062

Mindfulness and Self-Compassion

Provider	**WEI**
Subject	All core subjects
Grade Level(s)	K-12
Description	This session will teach participants ways to comfort themselves in difficult moments and to minimize "caregiver fatigue." This retreat is designed specifically for educators and works toward an understanding of ways to deal skillfully with the effects of: ➢ Burn-out ➢ Secondary Traumatic Stress ➢ Compassion Stress ➢ Compassion Fatigue ➢ Vicarious Traumatization **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	Hand-outs provided as needed
Objectives	➢ Educators will learn about and increase their knowledge of fatigue. ➢ Educators will focus on listening and building skillful ways to deal with fatigue. ➢ Educators will learn new ways to be mindful of stress
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on mindfulness and how to increase knowledge of best practice. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (S&H)
Catalog Number: 2-063

Mindful Movement Educator Training

Provider	**WEI**
Subject	All core subjects
Grade Level(s)	K-12
Description	In this session classroom educators will learn to integrate mindful movement/yoga into the academic day. The mindful movement/yoga protocol taught is from the Niroga Institute's Trauma Informed Transformative Life Skills (TLS) Protocol Curriculum. The *TLS* program is the only CASEL endorsed trauma informed yoga program. This session allows educators to become comfortable and skilled in using gentle mindful movement techniques within the confines of their classroom. Session includes: ➢ Sample classroom movement practices modeled by the certified yoga instructor. ➢ Images and resources for educators which include visual representations of the movements, a list of songs, books, and on-line sources to supplement movement. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	Hand-outs provided as needed, educators should bring their own mat or towel
Objectives	➢ Educators will be able to integrate mindful movement into the academic day. ➢ Educators will learn to supplement their academic day with music, books and online resources.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on mindfulness and how to increase knowledge of best practice. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

Social Emotional Learning

Provider	**WEI**
Subject	All core subjects
Grade Level(s)	K-12
Description	Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Participants will fill their teaching toolbox with strategies to enhance SEL growth in their classrooms. While focusing on flexible mindsets, self-regulation, and resiliency for themselves and their students, educators will learn how to open themselves up to greater empathy while helping students develop positive coping strategies when in conflict. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	All Materials Provided
Objectives	➢ Educators will learn about and increase their knowledge of emotional awareness and positive goal practices. ➢ Educators will focus on building and maintaining positive relationships with students and coworkers. ➢ Educators will identify best practices for helping students work on decision making, goal setting, and emotion management
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on increasing knowledge of best practice in building social and emotional intelligence. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

Catalog Number: 2-065

Bullying/Cyberbullying

Provider	**WEI**
Subject	All core subjects
Grade Level(s)	K-12
Description	Bullying takes on many forms: verbal and physical intimidation, gossiping, teasing, and exclusion. The introduction of the internet and social media has only intensified these destructive behaviors. Educators often find themselves struggling to know how to intervene. In this workshop, educators will develop effective and realistic strategies to address bullying while building respectful, inclusive classrooms. Participants will examine the culture of bullying and cyberbullying to understand why students behave this way. Using the techniques from this session, educators will be able to confidently address incidents of bullying at their school and move students toward a culture of confidence and kindness. This session provides the following: • Techniques for recognizing the behaviors of bullying and the reasons behind them. • Strategies for addressing incidents of bullying when they occur at school. • Ways to determine how administrators, educators, and students can address bullying. • Ways to build a classroom and school culture that helps prevent bullying. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	All Materials Provided
Objectives	➢ Educators will be able to describe the characteristics of bullying and their harmful effects. ➢ Educators will examine how cyberbullying has changed the nature and impact of bullying. ➢ Educators will determine the role of a school in combating bullying and cyberbullying. ➢ Educators will create an action plan creating a respectful and caring school community
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on additional strategies for dealing with and preventing bullying. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691



LEARNING EXCHANGE

TITLE II & IV (S&H)
Catalog Number: 2-066

Wellness and Nutrition

Provider	**WEI**
Subject	Wellness
Grade Level(s)	K-12
Description	In our high-tech world, students are subject to decreases in overall energy which can result in their reduced ability to focus and perform. With limited tech time, encouragement to play outside regularly, and balanced nutrition plans, students can win their focus back. Participants will engage in discussions around increasing servings of fruits and vegetables, the differences between whole and processed foods, and dig more deeply into the five food groups. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	All Materials Provided
Objectives	➢ Reinforce specific nutrition-related practices or behaviors to change habits that contribute to poor health. ➢ Creating a motivation for change among participants to establish desirable food and nutrition behavior for promotion and protection of good health.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more.
Prerequisite—if applicable	None
Scaffolding/Revisiting	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (S&H)
Catalog Number: 2-067

Drug Awareness, Recognition, and Safety

Provider	**WEI**
Subject	Safe & Healthy
Grade Level(s)	K-12
Description	Educators will gain knowledge of identifying drugs/alcohol, the dangers of their use, and the various signs of impairment associated with their use. ● Review of drug types and drug paraphernalia ● Indicators of alcohol or drug impairment ● Protecting yourself and others from decisions involving drugs and alcohol ● Physical conditions that can mimic drug use impairment ● Best practices of dealing with potential drug or alcohol impairment ● School Policy Review ● When to get law enforcement involved **Please Note: All learning opportunities provided by Learning Exchange are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	All Materials Provided
Objectives	➢ Educators will learn about and increase their knowledge about drug paraphernalia. ➢ Educators will learn how to identify the signs of abuse. ➢ Educators will learn how effectively communicate to school officials, parents, and/or law enforcement.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session can be revisited in follow-up sessions which focus on identifying signs of drug use and abuse and how the school initiatives can increase both. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (S&H)
Catalog Number: 2-068

School Safety

Provider	**WEI**
Subject	Safe & Healthy
Grade Level(s)	K-12
Description	**Bomb Threat**: What should be considered a "real" threat? What are the initial steps that need to be taken? Considerations regarding contacting Law Enforcement and notifications of the community and families etc. What information should be provided. **Assault/Threats of Violence (students, staff, parents):** School safety, for both students and staff, is the first priority. Dealing with threats of violence and real assaults are serious situations that require calculated decision making and communication. This session would review the proper time to intervene, if necessary, the steps to take with verbal threats to review the statements and determine the best courses of action. **Hostage/Shooting, *Intruders, *Terrorist Threat**: Review of Active Shooter protocols and requirements for the school. Making a determination of a static (not "in progress" situation) vs. a dynamic ("ongoing or developing threat" situation) and how the actions differ. What to do if a hostage situation occurs both from the outside and the inside. How to assess a situation with an "intruder" to determine next steps and best protect the environment. **Weapons**: Recognizing common behaviors of armed subjects. Where weapons are typically carried, furtive movements that armed subjects display, and a basic overview of common weapons. Basic steps on safe handling if absolutely necessary as well as how to secure them for evidence and transfer. **Please Note: All learning opportunities provided by Learning Exchange are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	All Materials Provided
Objectives	➢ Educators will learn about and increase their knowledge of safety protocols. ➢ Educators will learn how to identify threats. ➢ Educators will learn how to work with officials to communicate what is happening.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This can take place as a full day session or be broken down into offering different topics on different ½ day session. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-069

Professional Learning Communities at Work

Provider	**WEI**
Subject	All Core Content Areas
Grade Level(s)	K-12
Description	Professional Learning Communities (PLC) are a very effective tool allowing educators to work in grade level teams to create lessons. Educators will work together utilizing academic expectations based on standards and student learning data to evaluate and revise lesson plans and in-class assessments to differentiate subject material so that all students' needs regardless of ability level are being met. The core components of an effective Professional Learning Community will be discussed and practiced. Topics will be driven by the Four Essential PLC questions of: What do we want our students to learn? How will we know if students have mastered the learning? What will we do if students do not reach mastery? What will we do if students have mastered the learning? **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Results of PLC's, school priorities, assessment data, lesson plans and lists of strategies being used
Objectives	➢ Educators will develop an understanding of the negotiable and non-negotiable roles of curriculum, instruction, assessment and grading. ➢ Educators will meet at predetermined times in teams to analyze their classroom assessments, data and collaborate on effective strategies and interventions to differentiate instruction in their classrooms. ➢ Educators will make instructional accommodations such as revising lesson and unit plans to meet the needs of all students.
Number of Participants	2-25
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on the PLC results. Follow-up coaching is advised to ensure the use of these processes and/or facilitation of educator team meetings (PLC).
Assessment of Success	➢ Educator feedback survey ➢ Educator reflective journal (For Graduate Credit) ➢ Toolkit of strategies that are data driven to support the findings of the PLC
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-070

Active Literacy Instruction with High Engagement and Motivation

Provider	**WEI**
Subject	Reading/Language Arts
Grade Level(s)	K-8
Description	Do your students pass their eyes over the page without understanding what they've read? Are you looking for ways to actively engage your students in reading, writing, thinking and purposeful talk? These essential components of literacy instruction make your interactive read aloud, shared independent and small group strategy instruction more meaningful. In this offering educators will learn to use books, strategies and instructional practices that create a joyful learning environment that teaches, touches the heart, and tickles the funny bone. These reading strategies and activities engage the most reluctant learners. Educators will learn ways to differentiate their instruction to meet the needs of the struggling learner.
Materials	Materials: Your favorite children's book and your reading curriculum.
Objectives	➢ Educators will learn and demonstrate how interactive read aloud, shared, independent and small group strategy instruction support student's literacy growth. ➢ Educators will discuss and demonstrate lessons that implement purposeful talk in the classroom. ➢ Educators will demonstrate and share the use of children's literature used to support and differentiated strategy instruction for struggling learners.
Number of Participants	2-25
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on the essentials of reading, writing, thinking and purposeful talk and how to activate classroom instruction that is highly motivational to all learners. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflective journal (for grad credit) ➢ Lessons created, demonstrated, and shared that incorporate active literacy, engagement and motivation.
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services.

LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-071

The "Five Pillars of Reading:" What is the Science of Reading?

Provider	**WEI**
Subject	Reading
Grade Level(s)	K-6
Description	Do you understand the structured literacy movement? How can you begin to unpack the research and begin to make changes in your thinking about what it means to teach students how to read? In this session, get ready to learn how you can begin to make changes to the way you teach reading today, to ensure literacy success for your students tomorrow. Learn how to apply the Sciences of Reading to Phonemic Awareness, Phonics, Vocabulary, Comprehension, Fluency and Word Study. Learn how to provide low-cost solutions that produce high yield results. **Please Note: All learning opportunities provided by Learning Exchange are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, teacher learning needs and professional judgmen**t.
Materials	All Materials Provided
Objectives	➢ Teachers will learn about and increase their knowledge of the Science of Reading terminology. ➢ Teachers will focus on applying the Science of Reading to Phonemic Awareness, Phonics, Vocabulary, Comprehension, Fluency and Word Study.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more (for graduate credit there will be multiple sessions within this series up to 12.5 – 16 hours of instruction required per credit)
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on the Science of Reading and how to increase knowledge of teaching reading. Follow-up coaching to ensure the use of these processes and/or facilitation of teacher team meetings (PLC) is advised.
Assessment of Success	➢ Teacher feedback survey ➢ Teacher reflection journal (for Graduate Credit) ➢ Teacher developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services.

TITLE II & IV (WRE)

LEARNING EXCHANGE

Catalog Number: 2-072

Data Driven Reading: Targeting Instructional Interventions

Provider	**WEI**
Subject	Reading
Grade Level(s)	K-12
Description	In this offering, educator teams will use the data collected from MAPS, AimsWeb, Forward Exam, other electronic systems or standards tests and quality reading instruments such as Marie Clay, Fountas and Pinnell and others to collaboratively analyze the reading outcome trends, strengths, and deficiencies of their students. Educators will study a variety of data sources for triangulation, formal verses informal assessments, and the importance of continuous progress monitoring. Educator teams will collaboratively practice selecting and demonstrating the most developmentally appropriate standards-based reading interventions to meet the gaps or deficiencies apparent in the data analysis phase. Disaggregation of data will be addressed as will the need and methods for differentiation. The research-based practices of a gradual release delivery model, self-directed reading across the curriculum and diagnostic-prescriptive assessment of reading will be used to determine the educator/school professional development needs and subsequent plan.
Materials	Materials: Educators should bring a variety of assessment data results, their math curriculum map or text and copies of Common Core State Standards in Language Arts if available
Objectives	➢ Educator teams collect and analyze reading assessments to identify trends, strengths and deficiencies. ➢ Educators discuss data driven strategies reflecting targeted reading interventions to address deficiencies or to strengthen positive assessment outcomes. ➢ Educators will demonstrate a collegial and supportive approach to any outcomes discovered by class, grade level or individual educator.
Number of Participants	2-20
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	Reading data should be readily available. The principles of using assessments to guide instruction should be understood.
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators designing data driven lessons reflecting targeted reading interventions to address deficiencies or to strengthen positive assessment outcomes. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Data driven lessons targeting the most appropriate standards-based reading concepts. ➢ Reflective Journal (grad credit)
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-073

Developing Reading Fluency

Provider	**WEI**
Subject	Reading
Grade Level(s)	K-5
Description	In this offering educators collaboratively learn and practice methods to increase reading fluency in struggling students. They will develop engaging activities to better activate fluency in the reading classroom. Fluency is the ability to read quickly, accurately and with expression. In a recent American Association of Curriculum Development, Timothy Rasinksi stated that there is a growing body of evidence that fluency is an important factor in student reading success. Research indicates fluency is co-mingling decoding, automatic processing, and the use of meta-cognition (or Prosody) for meaning making and building comprehension.
Materials	Materials: Reading text and/or curriculum, student fluency data if available
Objectives	➢ Educators will identify and demonstrate strategies to ensure that struggling learners increase both oral and silent reading fluency. ➢ Educators will explore differentiated lessons or lists of activities that incorporate intervention strategies to develop fluency in early readers. ➢ Educators will explore how to progress monitor student's fluency. ➢ Educators will employ a variety of alternative teaching and learning strategies around the development of fluency in readers.
Number of Participants	2-25
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on the essentials of intervening with students who show a lack of fluency in their reading. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for grad credit) ➢ Educator design lessons or list of components to improve and increasing fluency
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services.

LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-074

Early Interventions in Reading

Provider	**WEI**
Subject	Reading
Grade Level(s)	K-3
Description	In this offering, the understanding of emergent literacy and how to incorporate strategies for struggling learners will be shared by the presenter. Research has shown the earlier young learners receive interventions the reading gap will be lessened. These early interventions help struggling learners through the early identification and remediation of the skills needed to be successful in becoming proficient readers. The developmental stages of cognitive and linguistic skills of the young learners are addressed.
Materials	Materials: curriculum, text/relevant instructional materials and literacy data if available
Objectives	➢ Educators will develop an understanding of emergent literacy as evidenced by shared lesson plans and demonstrations. ➢ Design and share interventions that work with young learners for cognitive and linguistic development. ➢ Educators will design/apply interventions based on data and continuous growth through progress monitoring.
Number of Participants	2 -20
Session Number Within Series	Can be a single workshop as an overview but a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators designing and sharing interventions based on data and progress monitoring. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for grad credit) ➢ Developmentally appropriate interventions are incorporated and applied into lessons and activities.
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

-The private school teacher must have TI students in their classroom who are currently receiving TI services.



LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-075

Early Literacy Acquisition

Provider	**WEI**
Subject	Reading
Grade Level(s)	K-3
Description	In this offering educators will explore the instructional implications of literacy acquisition, the ways in which learners acquire literacy. The speed of early literacy acquisition is variable and is highly impacted by instruction and experience. Educators will collaboratively explore creating a language and literacy rich classroom by crafting differentiated lessons that expand children's vocabulary and comprehension, develop their concepts about print and letter recognition and enhance phonemic awareness. Educators will also begin the process of developing assessment instruments to drive their literacy instruction and intervene with students when data indicates this is appropriate.
Materials	Materials: reading curriculum/resources and student literacy assessment data when available
Objectives	➢ Educator teams will discuss how to differentiate activities and assessments for struggling learners that address literacy acquisition. ➢ Lessons, activities and procedures will reflect multiple modalities. ➢ Intervention strategies will be addressed and created.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop as an overview but a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators designing and sharing lesson plans, activities and procedures for effective literacy acquisition. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator created bank of lessons and activities that expand children's literacy acquisition. ➢ Educator reflection journal (for grad credit)
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services.

LEARNING EXCHANGE

Catalog Number: 2-076

Effective Phonics Instruction and Assessments

Provider	**WEI**
Subject	Reading
Grade Level(s)	K-3
Description	In this offering educators will identify and explore the components of successful phonics instruction. Phonics instruction is beneficial for all children particularly those at risk for learning difficulties — those children who come to school with limited exposure to books and who have had few opportunities to develop their oral language. Phonics instruction is an essential ingredient in reading instruction. The University of Oregon has identified five components to effective phonics instruction: phonemic awareness, alphabetic principles, accuracy & fluency with text, vocabulary and comprehension.
Materials	Materials: Curriculum text, phonics results and Common Core State Standards if available
Objectives	➢ Educators will identify the components of successful phonics instruction; phonemic awareness, alphabetic principles, accuracy & fluency with text, vocabulary and comprehension and know the characteristics of each. ➢ Educators will revisit the Common Core State Standards and benchmarks for phonics. ➢ Educators will learn to read the results of different assessments to identify when interventions are needed in each of the five areas. ➢ Educators will learn and practice intervention strategies that work in the instruction of phonics
Number of Participants	2-25
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	None
Scaffolding/Revisiting	This session will activate staff prior knowledge of the essentials of phonics and the current reading curriculum. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for grad credit) ➢ Educator developed list of components and strategies for teaching phonics
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services.

TITLE I, II & IV (WRE)
Catalog Number: 2-077

LEARNING EXCHANGE

High Leverage Practices to Support Upper Elementary Readers

Provider	**WEI**
Subject	Reading
Grade Level(s)	3-6
Description	In this session participants will gain understanding in the following: ➢ Implementing structures that will boost reading engagement and agency. ➢ Supporting students with "unfinished learning" (learning gaps) ➢ How to determine the gaps? What assessments can I use? ➢ Where to start? Is there a progression of skills? ➢ How to teach in order to fill the gaps? ➢ Strategies to support foundational skills instruction in the upper grades (phonics, word study, fluency) ➢ How to implement "knowledge-building" inquiry techniques to strengthen engagement and comprehension ➢ High-leverage practices for comprehension, vocabulary, and language instruction The instructional practices and strategies shared will be tightly connected to the WI-ELA Standards and applicable no matter the resource or program used in your classroom. **Please Note: All learning opportunities provided by Learning Exchange are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, teacher learning needs and professional judgmen**t.
Materials	All Materials Provided
Objectives	➢ Teachers will learn about and increase their knowledge of how to engage learners in reading. ➢ Teachers will focus on building techniques to strengthen engagement and comprehension.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more (for graduate credit there will be multiple sessions within this series up to 12.5 – 16 hours of instruction required per credit)
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on reading and how to increase engagement and comprehension. Follow-up coaching to ensure the use of these processes and/or facilitation of teacher team meetings (PLC) is advised.
Assessment of Success	➢ Teacher feedback survey ➢ Teacher reflection journal (for Graduate Credit) ➢ Teacher developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services.

TITLE II & IV (WRE)

LEARNING EXCHANGE

Catalog Number: 2-078

Frameworks for Vocabulary Development to Improve Assessment Results and Cross Discipline Development

Provider	**WEI**
Subject	Reading/Language Arts
Grade Level(s)	K-12
Description	Educators will work with the state assessment or other assessment power words as well as Marzano's research in the development of academic vocabulary that will improve the success of students as critical thinkers in their response to Reading/ELA instructional directions and comprehensive focus questions. Along with review of 21st Century learning, educators will develop mini lessons for their classroom instruction, as well as develop intervention strategies to increase vocabulary development of struggling learners.
Materials	Student achievement data from standardized tests and/or other assessments; the school's core curriculum standards, if available.
Objectives	➢ Educators will review the needs specific to their student population for standardized assessments. ➢ Educators will learn evaluation formats to measure increase in vocabulary development. ➢ Educators will design and implement professional development that will build upon existing skills, learn to create mini lessons across academic disciplines, ensure vocabulary development and use is ingrained in the academic curriculum. ➢ Educators will revisit the Reading/ELA Core Curriculum and benchmarks for instruction. ➢ Educators will employ a variety of alternative teaching and learning strategies to help struggling students
Number of Participants	2-50
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session can be revisited in a follow-up session or sessions which will focus on educators sharing effective instructional strategies and classroom interventions that build vocabulary, add to their lesson plan bank for vocabulary development, and refine an ongoing reading/language arts and/or English progress monitoring and assessment system. Follow-up coaching is advised to ensure the use of these processes and/or facilitation of educator team meetings (PLC) meetings.
Assessment of Success	➢ Educator feedback survey ➢ Toolkit/List of strategies for developing academic vocabulary. ➢ Reflective Journal (Graduate Credit Option)
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-079

Growing Learners as Readers

Provider	**WEI**
Subject	Reading
Grade Level(s)	K-12
Description	In this offering, educators will explore the gradual release literacy methodology as an instructional practice to help students become engaged in literacy instruction. Educators will construct an understanding of how to empower readers to be writers, listeners, thinkers, and researchers using literacy strategies. Through the exploration of a variety of 21st century instructional practices and strategies, educators will review the CCSS that will help to nurture and develop students' affective connections to reading, writing, listening, thinking, and researching. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards educator learning needs and professional judgment.**
Materials	Materials: Curriculum maps, data from learners, Common Core State Standards, literacy strategies, 21st Century learner objectives
Objectives	➢ Educators will review the needs of struggling readers and how to develop their skills using phonics, phonemic awareness, vocabulary, fluency and comprehension. ➢ Educators will evaluate data to determine gaps in literacy acquisition for struggling students. ➢ Educators will review intervention activities
Number of Participants	5-20
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators designing and sharing reading interventions based on data and progress monitoring. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for grad credit) ➢ Developmentally appropriate gradual release design incorporated and applied into lessons and activities.
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE TII & TIV (WRE)
Catalog Number: 2-080

Instructional Strategies for Disciplinary Literacy

Provider	**WEI**
Subject	Reading
Grade Level(s)	K-12
Description	This session is designed to develop your struggling students into purposeful thinkers and proficient readers, regardless of your content grade or content area. Educators will be introduced to skill-building intervention strategies that scaffold reading comprehension for students that then allows for a gradual release of responsibility, metacognition, and what happens, before, during, and after reading in your discipline. The strategies introduced are supported by the book, Classroom Strategies for Interactive Learning by Doug Buehl. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Curriculum maps, common core curriculum, textbooks or key content reading material
Objectives	➢ Educators will learn key comprehension strategies. ➢ Educators will learn pre-reading (front-loading), during reading, and reflective strategies to engage and scaffold readers of content. ➢ Educators will visit the ELA Core Curriculum and develop an understanding of complex text. ➢ Educators will visit the ELA Core Curriculum and develop an understanding of writing, speaking and listening. ➢ Educators will learn intervention strategies for content vocabulary building and their impact on reading for understanding
Number of Participants	5-25
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on understanding and implementing disciplinary literacy intervention strategies. Follow-up coaching is advised to ensure the use of these processes and/or facilitation of educator team meetings (PLC).
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (For Graduate Credit) ➢ Toolkit/resource list of strategies for disciplinary literacy ➢ Educators will implement strategies in their daily lessons
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-081

Literacy Intervention Strategies

Provider	**WEI**
Subject	Literacy
Grade Level(s)	K-12
Description	In this workshop educators will examine the complexities of the academic & affective challenges that students face in a world where expectations are increasing & performance is decreasing. Participants will identify components of an intervention system, use assessments to identify strengths & weaknesses of individuals and groups, learn how to modify current reading instruction to intensify support to students, examine the power of feedback prompts to accelerate effective & academic learning and link writing instruction to word solving and comprehension.
Materials	Curriculum, text/relevant instructional materials & literacy data if applicable
Objectives	➢ Educators will develop an understanding of the critical components of an intervention system. ➢ Learn & practice modifying current reading instruction to intensify support for learners. ➢ Design & share feedback prompts to accelerate effective & academic learning. ➢ Educators will learn & practice how to link writing instruction to word solving & comprehension
Number of Participants	2-20
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	Follow up session(s) will focus on educators designing & sharing components & processes of effective intervention/instruction for learners. Follow up coaching is advised to ensure the use of these processes and/or facilitation of PLC's.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Developmentally appropriate interventions & guided reading processes are incorporated and applied into lessons & activities.
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services.

LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-082

Leveled Literacy Intervention

Provider	**WEI**
Subject	Literacy
Grade Level(s)	K-2
Description	The Fountas & Pinnell Leveled Literacy Intervention System is a small-group, supplementary literacy intervention for students performing below grade-level in reading and writing. The goal of LLI is to lift the literacy achievement of these students. In this session educators will: ● Learn the purpose of LLI ● Explore LLI kit contents ● Discuss management of LLI groups ● Delve into different types of lesson plans ● Identify strategies to keep intervention fast paced and rigorous ● Practice reading records ● Evaluate multiple record keeping documents
Materials	All Materials Provided
Objectives	➢ Educators will learn about and increase their knowledge of LLI. ➢ Educators will focus on LLI groups. ➢ Educators will learn how to identify interventions strategies.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on LLI and how to increase knowledge of best practice. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

-The private school teacher must have TI students in their classroom who are currently receiving TI services.



LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-083

Planning for Reading Instruction

Provider	**WEI**
Subject	Reading
Grade Level(s)	K-6
Description	Small Group Instruction, One-on-One Conferring & Classroom Organization for Success Our goal in reading instruction is to meet the needs of **all** readers in powerful ways that will accelerate their learning. In this offering, educators will explore the specifics behind planning for effective reading instruction with focus on small group and one-on-one instruction for struggling readers. Understanding the need for these flexible groupings, attention will also be given to classroom organization – what will the rest of the class be engaged in doing so you can effectively work with small groups and individual readers who struggle to read at grade level?
Materials	Curriculum, class schedules, text and literacy data if available
Objectives	➢ Educators will develop an understanding of various small group structures (guided reading, differentiated small groups, book clubs, literature circles, etc.) and the purpose behind each. ➢ Educators will learn intervention strategies and procedures for effective planning and implementation of small group instruction. ➢ Educators will learn various design strategies for classroom organization and develop a vision that will engage their struggling students. ➢ Educators will learn differentiation strategies and procedures for one-on-one conferring
Number of Participants	2-20
Session Number Within Series	Can be a single workshop as an overview, but a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators designing and sharing classroom organizational structures and small group/individual lesson planning based on student need. Follow-up coaching is advised to ensure the use of these processes and/or facilitation of educator team meetings (PLC).
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (For Graduate Credit) ➢ Educator examines own reading instruction and adjusts re: organization and groupings
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services.

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-084

Reading in the Content Areas

Provider	**WEI**
Subject	Reading
Grade Level(s)	6-12
Description	Common Core State Standards raise reading and writing expectations for students at every grade level and call for integrating literacy skills into every content area. In this workshop, participants will focus on: ➢ Understanding the literacy skills defined by the CCSS and how they will affect teaching and learning in reading. ➢ Learn eight major reading strategies that build comprehension for content area reading. ➢ How reading and writing skills can be developed in struggling learners ➢ Connecting reading and writing in planning instruction ➢ Tips for assessing student writing. ➢ Tools for helping students process content area text. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	All materials will be provided
Objectives	➢ Educators will review 21st century skills and reading essentials for all content areas. ➢ Educators will review reading comprehension strategies. ➢ Educators will review reading instruction through the use of challenging texts in all content areas
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' knowledge and use of strategic reading interventions in content areas and the strategic planning process to best meet needs of the struggling reader. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed curriculum/lesson documents that reflect alignment to the school/district strategic plan and new teaching approaches for reading in all content areas
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II &IV (WRE)
Catalog Number: 2-085

Responsive Teaching: What Happens Throughout & After Assessment

Provider	**WEI**
Subject	Reading/Language Arts
Grade Level(s)	K-12
Description	Learn more about what students need to know for READING, WRITING & THINKING in the implementation of explicit instruction, content that students want to read, content that integrates English/Language Arts and inquiry-based learning. Educators will gain knowledge on how to use a learning matrix, the arc of inquiry, explore expert questions and read & synthesize literary and informational texts. Intervention strategies for struggling students will be shared. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Existing texts, curriculum maps & ELA CCSS
Objectives	➢ Educators will develop an understanding of how to align the ELA Common Core State Standards with their language arts curriculum to meet the needs of struggling learners. ➢ Educators will learn & practice how to differentiate instruction to meet the needs of the struggling learner. ➢ Intervention strategies will be addressed
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	Follow-up sessions that focus on educators' knowledge of the ELA Common Core State Standards and how/why we differentiate and customize instruction for struggling learners. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised
Assessment of Success	➢ Educator feedback survey ➢ Educator reflective journal (for Graduate Credit) ➢ Educator developed language arts curriculum that reflect alignment to ELA CCSS and new teaching approaches.
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-086

The Role of Close Reading in Strengthening Reading Fluency and Comprehension for Struggling Readers

Provider	**WEI**
Subject	Reading/Language Arts
Grade Level(s)	K-12
Description	Participants in this session will focus on the role of close reading and repeated reading in tier one and tier two reading instruction to develop and strengthen struggling readers' oral reading fluency, silent reading comprehension and written summary/synthesis of learning. The writing connection and the use of the progress monitoring tool AIMSweb RCBM and MAZE will be addressed as key to balanced learning, formative assessment and individual student goal setting. Intervention strategies will be addressed. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Materials: Trade books or curriculum.
Objectives	➢ Educators will focus on the role of close reading and repeated reading in tier one and tier two reading instruction to develop and strengthen struggling readers' oral reading fluency. ➢ Educators will understand silent reading comprehension and the use of progress monitoring tools. ➢ Educators will see how to scaffold instruction for struggling students with research-based instructional practices and strategies
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' knowledge of close reading and how it affects student performance. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator final feedback survey ➢ Educator reflection journal (grad credit) ➢ Educator developed curriculum/lesson documents, toolkit and resource list of strategies
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services.

LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-087

Strategies & Interventions to Help ELL Learners Achieve Success in Reading Literacy

Provider	**WEI**
Subject	Reading/Language Arts
Grade Level(s)	K-12
Description	In this offering educators will be provided with intervention tools so that their EL students can become successful in developing English and reading literacy skills. Educators will learn how to respect their students' native language and culture and build on the informal language that some of their recent immigrant students have acquired since arriving in the United States.
Materials	Handouts will be provided
Objectives	➢ Educators will develop an understanding of the WIDA Standards ➢ Educators will learn strategies designed to help EL students including Ways to check comprehension; Words of the week; Tickets Out; Building Word Banks; Including reading, writing, listening and speaking in every lesson; Using Cogates to build vocabulary; Quick writes; Turn and Talk; and 5-step processes for teaching vocabulary. ➢ Educators will develop an understanding of the characteristics, teaching strategies, and assessment tools for beginning, intermediate and advanced EL students. ➢ Educators will collaborate to design and implement interventions that are intensive and customized to build students' capacity for academic success
Number of Participants	15-20
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	Follow-up sessions that focus on educators' knowledge of ELL student needs and how/why we differentiate and customize instruction for learners. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised
Assessment of Success	➢ Educator feedback survey ➢ Educators develop, implement and evaluate interventions. ➢ Reflective journal entries
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services.

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-088

Wisconsin Standardized Assessment/Test Taking Strategies for Reading/LA

Provider	**WEI**
Subject	Reading/Language Arts
Grade Level(s)	K-12
Description	In this offering, educators will collaboratively learn to support struggling students in the acquisition of test taking skills and weave these skills into everyday reading lessons and student practice. Teaching students how to take tests is a critical skill, the format of questions and what types of answers are logical. This process is taking the New Bloom's Taxonomy and applying it to students, cueing on the critical words used in assessing knowledge. This type of preparation will develop life-long skills in struggling learners in how to assess what is being asked of them. Students will learn to apply both concrete and abstract critical thinking skills in their classroom reading instruction. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Sample copies of the online practice test items and other support materials provided.
Objectives	➢ Educators will review the new Bloom's Taxonomy ➢ Educators will study examples of questions from standardized assessments, establish formats of questions and transfer these formats into preparation & practice reading material for struggling students. ➢ Educators will look at 21st Century Skills and how using these methods support success for struggling learners in high stakes testing and formative & summative assessments
Number of Participants	2-20
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions to enable the application of test taking skills in reading/language arts. Follow-up coaching is advised to ensure the use of these processes and/or facilitation of educator team meetings (PLC).
Assessment of Success	➢ Educator feedback survey ➢ Reflective journal (For Graduate Credit) ➢ List of tests taking strategies to use all year, not just prior to a given test
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-089

Activating Your Reading Curriculum: Data, Direction and Customization

Provider	**WEI**
Subject	Reading
Grade Level(s)	K-12
Description	In this offering educators will collaboratively learn, practice, demonstrate and refine their reading instructional skills and review 21st century outcomes. After establishing this common knowledge base educators will select and analyze reading assessment data to design customized learning and targeted intervention strategies for students. Today's reading classrooms depend on the instructor integrating content, pedagogy, technology, and thinking skills into a mindful classroom where all learners are engaged, and customized learning is the focus.
Materials	Materials needed: student achievement data from standardized tests and/or other assessments and core curriculum standards if available.
Objectives	➢ Educators will review 21st century skills and literacy learning essentials. ➢ Educators will select and analyze data to guide reading instruction. ➢ Educators will review appropriate reading interventions for students based on data analysis
Number of Participants	2-50
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators sharing effective classroom interventions, add to lesson plan bank and refine an ongoing reading progress monitoring and assessment system. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) meetings is advised.
Assessment of Success	➢ Educator feedback survey ➢ Toolkit/List of strategies for activating the reading curriculum. ➢ Reflective Journal (Graduate Credit Option)
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services.

LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-090

Unwrapping the Reading Curriculum to Best Meet the Needs of Struggling Readers

Provider	**WEI**
Subject	Reading
Grade Level(s)	K-12
Description	In this offering educators work collaboratively to identify the concepts, skills, context and assessments that will support learning in a standard driven reading learning environment in order to address the learning challenges of struggling students. Upon completion of this session educators will practice and share how to design and effectively differentiate a standards-based reading curriculum, unit, and lesson in order to best meet the needs of struggling readers.
Materials	Materials: Curriculum maps and text, student achievement data from standardized tests and/or other assessments and core curriculum standards in reading if available.
Objectives	➢ Educators will become familiar with reading curriculum documents. ➢ Educators will investigate 21st Century Learner Objectives ➢ Educators will apply a variety of methods of differentiated instruction to include learning styles, intervention methods and levels of learning that may exist in a learning environment. ➢ Educators will employ best practices in reading instruction to include background knowledge of the student as the key for the introduction of new learning. ➢ Educators will establish a triple layer (before, during and after) process of assessment which will focus on the reading standards and benchmarks. ➢ Educators will reflect on their own style and methods and the importance of differentiation/customization reading instruction to increase student comprehension.
Number of Participants	2-50
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' ability to differentiate reading instruction to increase student comprehension. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection paper (for grad credit) ➢ Educator development of a reading standards-based unit implementing the newly "unwrapped" curriculum
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services.

TITLE II & IV (WRE)

LEARNING EXCHANGE

Catalog Number: 2-091

Appropriate Assessment Practices with Learners

Provider	**WEI**
Subject	Reading
Grade Level(s)	K-8
Description	Workshop content will be focused on reviewing best practices in classroom reading assessments that lead to a focused and effective instructional program for struggling readers. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Materials: All available school, classroom and student data
Objectives	➢ Educators will learn working definitions for assessments and testing. o Definitions of Assessments vs. Evaluations o Purpose of assessments o Principles that guide assessments o Changes in assessment practices o Comparisons of methods of educational assessments o Traditional and authentic assessments o Assessments that motivate struggling students o Goals of classroom assessments o Keys to quality classroom interventions ➢ Educators will learn how to develop differentiated classroom reading assessments. ➢ Educators will determine the appropriate classroom reading assessments for the struggling learners in their classrooms.
Number of Participants	15-20
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	N/A
Scaffolding/Revisiting	This session will be revisited in follow up sessions which focus on creating action plans and analysis of final assessment after re-teaching. Follow up coaching is advised to ensure the use of processes and/or facilitation of PLC's.
Assessment of Success	➢ Educator feedback survey ➢ Educator class participation ➢ Follow-up coaching throughout the year to ensure implementation of learned interventions and strategies. ➢ Educators can earn credit with a minimum of 15 hours on the topic.
Targeted Semester	Fall, Winter and Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

TITLE I, TII, TIV (WRE)

LEARNING EXCHANGE

Catalog Number: 2-092

Balanced Literacy for Readers

Provider	**WEI**
Subject	Reading
Grade Level(s)	K-12
Description	In this offering educators will collaboratively learn, practice and apply the five key components of a Balanced Literacy program: phonics, phonemic awareness, fluency, vocabulary and comprehension. Learners may be deficient in one area, but learners need to be strengthened in all areas. These five areas are interdependent and therefore educators must be able to design and differentiate their lessons and craft assessments that address struggling students. A balanced reading program includes language arts. Therefore writing, speaking, listening, spelling and grammar must be incorporated to strengthen reading instruction. Educators will work collaboratively to design intervention strategies that use all five components. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Materials: Textbook or curriculum, sample assessments and Common Core State Standards in Language Arts if available
Objectives	➢ Educators will practice and apply the five key components of a Balanced Literacy program. ➢ Educators will differentiate reading lessons that incorporate writing, speaking, listening, spelling and grammar. ➢ Educators will differentiate assessment instruments that reflect the melding of Balanced Literacy and Language Arts for struggling learners.
Number of Participants	2-50
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	None
Scaffolding/Revisiting	Follow-up sessions will focus on application of a Balanced Literacy Program to lesson design and assessment for struggling learners. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for grad credit) ➢ Lesson plans and assessments that reflect the key Balanced Literacy and Language Arts components
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services.

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-093

Strategic School Planning: Reviewing Where You've Been, Where You Are Now and Where You Want to Go to Maximize Student Success

Provider	**WEI**
Subject	All Core Subjects
Grade Level(s)	K-12
Description	The purpose of this training is to assist school leadership teams in the comprehensive planning process necessary to identify and address student learning needs in core curriculum areas. Leadership teams are introduced to a comprehensive planning tool and are coached to develop a focused strategic plan based on school and district data to address and plan for identified student learning needs in all core areas. The strategic plan developed will include clear goal(s), strategies, procedures and resources needed to reach the goal(s), timelines, evidence indicators, evaluation criteria and a schedule to monitor progress. Included in the writing of the strategic plan will be the identification of key steps to effective professional development based on and inclusive of the latest research. Participants will leave with clear guidance on how to complete their professional development plan for the school year. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	School Strategic Planning Guide, school/district student data
Objectives	➢ Educators will develop an understanding of how to best utilize student learning data and the strategic planning process to address student learning needs. ➢ Educators will learn and practice how to align their student learning goals based on a review of student data
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' knowledge and use of student learning data and the strategic planning process to best meet student learning needs. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed curriculum/lesson documents that reflect alignment to the school/district strategic plan and new teaching approaches
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-094

Effective Leadership in Educational Settings

Provider	**WEI**
Subject	Administrators
Grade Level(s)	K-12
Description	At times there can be very difficult decisions that need to be made in the school environment. Most decisions made by leadership affect many levels of stakeholders including staff, students, parents, and the community. In many instances there isn't a "perfect" decision and leaders have to choose between difficult options. How do leaders decide which decision is best? How do they explain their decision on a difficult topic that some will most assuredly disagree with? What role does the form and method of messaging play in that decision being successful or creating preventable challenges or problems? **Please Note: All learning opportunities provided by Learning Exchange are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, teacher learning needs and professional judgmen**t.
Materials	All Materials Provided
Objectives	➢ Evaluating your options for a decision effectively and efficiently. ➢ How to develop a good messaging plan for a challenging topic or decision including choosing the right method or channel of communication. ➢ Allowing stakeholders to play a role in deciding a direction and how to properly delegate and involve them in doing so. ➢ Creating investment for parents to help work in the same direction as staff on student and school issues ➢ Factoring in liability considerations without allowing “red tape” to prevent needed or beneficial change or improvements
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more (for graduate credit there will be multiple sessions within this series up to 12.5 – 16 hours of instruction required per credit)
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on decision making within the school environment. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed curriculum/lesson documents that reflect alignment to the school/district strategic plan and new teaching approaches
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (S&H)
Catalog Number: 2-095

Leading the Charge in Your Culture

Provider	**WEI**
Subject	Leadership
Grade Level(s)	K-12
Description	As a leader, whether it is formal or informal, you have a huge impact on the culture of your school. The way you influence it can be a significant factor in things like community satisfaction, employee wellness, and overall success of the mission. This session will focus on facilitating practical answers to some of the following: ● Figuring out your core mission and goals that "drives the ship." ● How to push a mission forward even when boundaries exist. ● Involving key stakeholders in decision making and goal setting. ● Recognizing which fights are worth fighting and which ones are not. ● Evaluation methods for making decisions. ● Team building and personnel development. ● Accountability and performance evaluation. **Please Note: All learning opportunities provided by Learning Exchange are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	All Materials Provided
Objectives	➢ Leaders will learn about and increase their knowledge of their core mission. ➢ Leaders will learn how to evaluate their decision making. ➢ Leaders will learn how to do a successful performance evaluation.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session can be revisited in follow-up sessions which focus on the core mission and how to move it forward. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (WRE)

Catalog Number: 2-096

Successful External Communication with your "Customers"

Provider	**WEI**
Subject	Communication
Grade Level(s)	K-12
Description	Every school has different stakeholders including parents, students, and community members. You have the responsibility of communicating with them in a professional and mutually beneficial way. External communication is often overly complex and when done poorly creates many issues for the reputation of the school. This session will help develop the fundamentals of communicating with all of your contact points regardless of your role in the school. After attending this session participants will be able to: ● Evaluate the best communication tools depending on the situation and goal of the communication. ● Increase the likelihood of "customer satisfaction" even in difficult communication. ● Create "buy in" to build a better system of support. ● Utilize social media communication to increase efficiency of communication and "build your image." ● Protect yourself in communication with challenging circumstances and privacy concerns. **Please Note: All learning opportunities provided by Learning Exchange are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	All Materials Provided
Objectives	➢ Educators will learn about and increase their knowledge about communication and decision making. ➢ Educators will learn how to fine tune written communication. ➢ Educators will learn how evaluation their current communication systems.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session can be revisited in follow-up sessions which focus on communication and how to best use social media as a communication tool. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (S&H)
Catalog Number: 2-097

Successfully Communicating and Working Together

Provider	**WEI**
Subject	Communication
Grade Level(s)	K-12
Description	Communication is a basic human relational skill that is all too often taken for granted. It can be the difference between a healthy productive work environment or a stressful unmotivated workplace. Issues like under communicating key elements of a plan or failing to involve the right stakeholders in communication and decision making can inhibit progress and teamwork. After attending this session participants will be able to: ● Identify the basic elements of successful communication with peers and why it matters. ● Enhance and fine tune spoken and written communication for the benefit of the team. ● Utilize effective strategies to have more productive meetings and functional takeaways. ● Communicate issues and objectives effectively to improve individual and team situations. We can't just "talk about" communication, we must also be about it. This session will involve attendees in evaluating the current communication culture and taking an active role in improving it, for the benefit of all (leaders, staff, parents, youth). **Please Note: All learning opportunities provided by Learning Exchange are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	All Materials Provided
Objectives	➢ Educators will learn about and increase their knowledge about communication and decision making. ➢ Educators will learn how to fine tune written communication. ➢ Educators will learn how evaluation their current communication systems.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session can be revisited in follow-up sessions which focus on communication and how to best use written communication. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-098

Classroom Intervention with Learners

Provider	**WEI**
Subject	Reading
Grade Level(s)	K-8
Description	Workshop content will be focused on ways to impact instruction for learners through strategies to differentiate the curriculum for better student engagement. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Materials: Common Core State Standards in Reading, if available, curriculum map or text
Objectives	➢ Educators will learn how to define differentiated reading instruction. ➢ Educators will learn classroom interventions for students to be effective in reading. ➢ Educators will learn reading strategies to work with all students including those with language needs: Phonemic awareness Phonics Comprehension Oral Spelling & Sounding out of Words. Sight Word Vocabulary Development Connections between Reading, Writing, & Oral Communication Good literature that encourages children to read material within their comfort range
Number of Participants	15-20
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	N/A
Scaffolding/Revisiting	This session (and/or subsequent sessions) will use the base knowledge from session 1 to review concepts and strategies, share work samples, successes, and concerns to be addressed and modified back in the classroom. Follow-up coaching to ensure the use of these processes and/or facilitation of PLC meetings are advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator class participation ➢ Follow-up coaching throughout the year to ensure implementation of learned interventions and strategies. ➢ Educators can earn credit with a minimum of 15 hours on the topic.
Targeted Semester	Fall, Winter and Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services.

LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-099

Fingertip Math Manipulatives for the Elementary Struggling Learner

Provider	**WEI**
Subject	Math
Grade Level(s)	K-6
Description	A multitude of math manipulatives are FREE and online, ready to use in your classroom! In this offering, educators will explore, analyze, and construct an online collection of math applications that will correspond to objectives for the grade level they are teaching. These manipulatives will offer a way to differentiate instruction for the student struggling with math. Educators will review a document containing differentiated activities that enhance student learning experiences through the use of math online manipulatives or applications. These engaging activities will make understanding of mathematics and inquiry in mathematics meaningful to students who are struggling to grasp math facts. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Materials: Educators should bring their curriculum and texts as well as Common Core State Standards in Math if available. Access to the Internet is required to view appropriate manipulatives online.
Objectives	➢ Educators will understand how to use manipulatives to provide differentiation strategies to support struggling learners. ➢ Educators will learn how to use the Internet as a resource for additional math practice. ➢ Educators will align content and teaching to Common Core State Standards in Mathematics
Number of Participants	2-20
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	Access to internet required.
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus educators on the essentials of active learning in the math classroom. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Reflective journal (for grad credit) ➢ List of websites to support student learning
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

-The private school teacher must have TI students in their classroom who are currently receiving TI services.



LEARNING EXCHANGE

TITLE I, II & TIV (WRE)
Catalog Number: 2-100

Identifying Traits of Diverse Learners in the Classroom

Provider	**WEI**
Subject	Reading
Grade Level(s)	K-12
Description	In this session, educators will be trained on intervention strategies and techniques to identify common traits shared by reading students that can challenge their success in the classroom. The following traits are common for these students: lack confidence; poor reading skill development; attention issues; lack of prior knowledge related to subject content; poor visual tracking; possible special education needs; and possible lack of support at home. Strategically addressing these issues can create a successful and dynamic classroom. Intervention strategies will be addressed. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Materials will be provided
Objectives	➢ The educators will explore what determines the meaning of success in the classroom. ➢ Staff will be able to determine the common traits shared by struggling learners. ➢ Educators will learn techniques to identify the traits of learners and to differentiate
Number of Participants	15-20
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	N/A
Scaffolding/Revisiting	This session (and/or subsequent sessions) will use the base knowledge from session one to review applications, lessons and intervention strategies, share work samples, successes and concerns, creating differentiated action plans and analysis of final assessment after re-teaching to be addressed and modified back in the classroom. Follow-up coaching to ensure the use of these processes and/or facilitation of PLC meetings are advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator class participation ➢ Follow-up coaching throughout the year to ensure implementation of learned interventions and strategies
Targeted Semester	Fall, Winter and Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services.

LEARNING EXCHANGE

Catalog Number: 2-101

Integrating Reading Comprehension Strategies into Classroom Instruction for Learners

Provider	**WEI**
Subject	Reading
Grade Level(s)	4-12
Description	In this offering educators will work collaboratively to explore intervention strategies that support comprehension in classroom instruction. These proven strategies will then be analyzed, practiced, and integrated into existing lessons or infused into newly developed differentiated lessons. The intervention strategies focus on activating prior knowledge, determining most important ideas, asking questions, creating visual and sensory images, drawing inferences, synthesizing, and using strategies when meaning is confusing or a challenge to determine. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Materials: existing texts, curriculum maps and student achievement data and common core state standards if available
Objectives	➢ Educators will explore current texts, curriculum and lessons to integrate reading comprehension strategies. ➢ Educators will be able to create, demonstrate and differentiate lessons to activate prior knowledge, determine most important ideas, ask questions, create visual and sensory images, draw inferences, synthesize, and use strategies when meaning breaks down. ➢ Educators will work on intervention strategies
Number of Participants	2-20
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators sharing effective reading comprehension strategies and created products. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for grad credit) ➢ Educator explores and create lessons incorporating comprehension strategies
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services.

Reading Curriculum Articulation for Struggling Learners

Provider	**WEI**
Subject	Reading
Grade Level(s)	K-8
Description	In this session, educators will use school standardized tests and other data to differentiate reading instruction to better engage and differentiate struggling students. This professional development will be focused on training that gives educators classroom strategies such as student grouping based on data, designing focused learning centers, building phonemic awareness, developing word walls, and interactive comprehension to engage the struggling student. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Materials: existing texts, curriculum maps and student achievement data and common core state standards
Objectives	➢ The educators learn to analyze their various types of student data. ➢ Educators will learn how to organize their data so it can be used to drive their classroom reading instruction. ➢ Educators will learn how to turn their reading data into differentiated lesson plans to better meet the needs of the struggling learner.
Number of Participants	15-20
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	N/A
Scaffolding/Revisiting	This session scaffolds upon reading comprehension strategies explored and integrated from the initial session. Educators share results after implementation of initial session concepts and created products. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator class participation ➢ Follow-up coaching throughout the year to ensure implementation of learned interventions and strategies. ➢ Educators can earn credit with a minimum of 15 hours on the topic.
Targeted Semester	Fall, Winter and Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services.

LEARNING EXCHANGE

Catalog Number: 2-103

The Struggling Adolescent Reader: Making the Pieces Fit with Reading Strategies

Provider	**WEI**
Subject	Reading
Grade Level(s)	6-12
Description	In this offering educators will explore and practice several interactive learning strategies that result in students who are more effective readers and learners. Educators will model interactive strategies that help students organize information and make meaningful connections to new learning materials. Literacy at the secondary level and even at the middle level is a shared responsibility. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Materials: Major reading curriculum, text and/or resources.
Objectives	➢ Educators use a variety of active learning strategies including learning guides and note-taking techniques to better organize and learn material. ➢ Educators will learn active learning strategies to help the struggling student to better learn and retain content. ➢ Educators incorporate writing into content instruction for enhanced reading comprehension and proficiency
Number of Participants	3-30
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on the needs of adolescent readers and what really works best. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (if for grad credit) ➢ Lesson plans with a variety of workshop strategies
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services.

LEARNING EXCHANGE

TITLE II & IV (S&H)
Catalog Number: 2-104

Student Engagement

Provider	**WEI**
Subject	All Core Subject Areas
Grade Level(s)	K-12
Description	In this session participants will explore the social/emotional/behavioral causes for and effects of failure. Strategies will be identified for motivating the unmotivated and engaging the unengaged in standards-based learning, assessment and grading using the personalized learning plan and balanced instruction. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Hand-outs provided as needed
Objectives	➢ Educators will develop an understanding of how to best utilize student learning data and the strategic planning process to address individual student learning needs. ➢ Educators will learn and practice how to align their student learning goals based on a review of student data. ➢ Educators will explore student engagement strategies to motivate and engage their students.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' knowledge and use of student learning data, the strategic planning process and student engagement strategies to best meet student learning needs. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed curriculum/lesson documents that reflect alignment to the school/district strategic plan and new teaching approaches that most effectively motivate and engage student learners
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

Title II & IV (S&H)
Catalog Number: 2-105

Empowering & Engaging Students

Provider	**WEI**
Subject	All Core Subjects
Grade Level(s)	K-12
Description	Take a journey through your current learning environment to find places to incorporate change in your classroom that will promote higher levels of student engagement. This session is focused on the practical implementation of student engagement strategies in key areas such as classroom setup, classroom management and community creation, homework policies, assessment practices, as well as personalization of curriculum. This session is intended to empower attendees in their current practices while inspiring them to create meaningful change opportunities that will increase student engagement in the classroom. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	All Materials Provided
Objectives	➢ Educators will understand practical implementation of student engagement strategies. ➢ Educators will learn specific techniques that will encourage and support student learning behaviors that lead to academic success and foster positive classroom consequences and culture
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' knowledge of student engagement strategies and how to create a community within their classroom to best support student learning. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (S&H)
Catalog Number: 2-106

Creating Positive Classroom Culture

Provider	**WEI**
Subject	All core subjects
Grade Level(s)	K-12
Description	Positive classroom culture is critical to the success of students and the effectiveness of the educator. Participants will explore how classroom culture impacts student engagement and performance. Participants will explore changes that can be made to lessons, environment and expectations in order to increase student engagement and achievement. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	Hand-outs provided as needed
Objectives	➢ Educators will explore how classroom culture impacts student engagement and performance. ➢ Educators will explore changes to lessons, environment and expectations.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on classroom culture and how to increase student performance. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691



LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-107

Financial Literacy

Provider	**WEI**
Subject	All core subjects
Grade Level(s)	K-12
Description	***Financial literacy*** is the ability to use knowledge and skills to make effective and informed money management decisions. The intention of the workshop is to provide the average classroom educator what we hope to be just enough background information and just enough confidence in it to begin at least an occasional dialogue with students, a dialogue that will concern itself with this much needed and most relevant of information. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	All Materials Provided
Objectives	➢ Educators will understand concepts as they relate to personal finance, economics, and career planning. ➢ Educators will identify resources to enhance the existing curriculum, infusing concepts wherever relevant. ➢ Educators will incorporate technology to deliver concepts. ➢ Educators will discriminate from web-based resources appropriate content for download to enhance existing curriculum
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on financial literacy and how to increase student knowledge. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (TECH)
Catalog Number: 2-108

What is AI? History, Where We Are Now and Applications for your Classroom

Provider	**WEI**
Subject	Tech
Grade Level(s)	K-12
Description	Before you decide you love it or dislike it, learn about what it is. This class will give a background on machine learning and AI, dating back to the Enigma Machine from World War II. From there we will focus on how it is used today and discuss applications for today's classroom. • AI is nothing new, it just took a giant leap forward in November of 2023. We'll talk about history and the ChatGPT leap forward. • How do you manage it in a school? Can you pretend it's not there?? • How are industries outside of education using it? How might our students use it someday at work? • What are acceptable ways students can use it for learning? How teachers can use it for teaching and assessment. • We will discuss how you should show students you know about AI, how to use it, and how to tell if they are using it. • We will discuss how to teach students how to use it well - how to write a good AI prompt to get good information back. **Please Note: All learning opportunities provided by Learning Exchange are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, teacher learning needs and professional judgmen**t.
Materials	All Materials Provided
Objectives	➢ Teachers will learn the history of AI ➢ Teachers will learn about the ways AI can be used successfully in the classroom
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more (for graduate credit there will be multiple sessions within this series up to 12.5 – 16 hours of instruction required per credit)
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on AI and how to successfully use it in the classroom. Follow-up coaching to ensure the use of these processes is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (TECH)
Catalog Number: 2-109

Harnessing AI in the Classroom – Foundations for Educators

Provider	**WEI**
Subject	Tech
Grade Level(s)	K-12
Description	Artificial Intelligence (AI) is rapidly shaping the future of education, offering opportunities to enhance instruction, streamline workflows, and support student learning. In this session, educators will explore the basics of AI, including its capabilities and ethical considerations. Participants will engage with practical examples of AI tools that can assist with lesson planning, differentiation, assessment, and student engagement. Whether you're new to AI or looking to refine your approach, this session will provide a foundational understanding and strategies for responsible AI integration in the classroom. **Please Note: All learning opportunities provided by Learning Exchange are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, teacher learning needs and professional judgmen**t.
Materials	All Materials Provided
Objectives	➢ Educators will explore the basics of AI ➢ Educators will learn how to use AI in lesson planning, differentiation, assessment, etc.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more (for graduate credit there will be multiple sessions within this series up to 12.5 – 16 hours of instruction required per credit)
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on the use of AI in the classroom. Follow-up coaching to ensure the use of these processes is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (TECH)
Catalog Number: 2-110

Navigating the Digital World: The Impact of Social Media on Our Youth

Provider	**WEI**
Subject	Tech
Grade Level(s)	K-12
Description	In today's digital age, social media plays a significant role in the lives of young people. While it offers opportunities for connection and creativity, it also presents real dangers—especially when it comes to cyberbullying, privacy concerns, and the long-term consequences of an online presence. Join us for an informative session where we'll explore: • The hidden risks of social media, including cyberbullying and its emotional toll • How negative online footprints can affect college admissions and future employment • The power of a positive digital presence and how youth can use social media to highlight their achievements, skills, and community contributions More and more colleges and employers are researching applicants online. It's not just about avoiding harmful content—it's about strategically building a digital presence that reflects integrity, leadership, and positive impact. This session is designed for educators, offering practical guidance on responsible social media use, safety tips, and strategies for creating a digital portfolio that helps rather than harms future opportunities. Let's work together to empower our youth to navigate the digital world wisely! **Please Note: All learning opportunities provided by Learning Exchange are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, teacher learning needs and professional judgmen**t.
Number of Participants	2-40
Objectives	➢ Educators will explore the risks of social media Educators will learn how a positive presence online can affect your future
Number of Participants	➢ 2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more (for graduate credit there will be multiple sessions within this series up to 12.5 – 16 hours of instruction required per credit)
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on the use of social media in the classroom. Follow-up coaching to ensure the use of these processes is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	➢ Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (WRE) Effective Use of Technology
Catalog Number: 2-111

The Secure Professional – Security Basics to Help You be the Best, First Line of Defense

Provider	**WEI**
Subject	Tech
Grade Level(s)	K-12
Description	Cybersecurity concerns aren't going away. This is much more than resetting passwords or signing up for two-factor authentication. In this session, educators will cover the basics of cybersecurity and how to keep yourself and your information as secure as possible. They will also discuss the types of cybersecurity attacks and help learners understand why these attacks exist. **Please Note: All learning opportunities provided by Learning Exchange are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, teacher learning needs and professional judgmen**t
Materials	All Materials Provided
Objectives	➢ Educators will learn how to keep their inline information secret ➢ Educators will learn about the different types of cybersecurity attacks
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more (for graduate credit there will be multiple sessions within this series up to 12.5 – 16 hours of instruction required per credit)
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on Cybersecurity and how to protect themselves and their students' online profile. Follow-up coaching to ensure the use of these processes is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-112

Project Based Learning

Provider	**WEI**
Subject	Math & Reading/Language Arts
Grade Level(s)	K-12
Description	**Project Based Learning** is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. This type of learning is especially beneficial for the student who struggles in the area of reading and/or math. This workshop introduces educators to the essential elements needed to design and differentiate a high-quality experience for their struggling students that is meaningful and relevant. Using the templates and elements of project-based learning from the Buck Institute educators will leave this workshop with the necessary tools to design, differentiate and implement this type of learning. Educators will learn to identify and align standards to projects, help students write driving questions, how to facilitate and encourage student voice and choice, how to promote collaboration and teamwork amongst students, how to give meaningful feedback and revisions, and how to design projects that are authentic and result in public presentation. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core Standards, educator learning needs and professional judgment.**
Materials	Materials provided
Objectives	➢ Educators will learn the key elements of gold standard project-based learning. ➢ Educators will learn to design projects that are aligned to standards and yet allow for personalization/differentiation based on student abilities. ➢ Educators will write driving questions to help the struggling learner master the project.
Number of Participants	2-100
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	It is advised that session have follow-up sessions which focus on planning and execution of projects across content area disciplines. Follow-up coaching could also be useful to ensure effective implementation of project-based learning.
Assessment of Success	➢ Educator feedback survey & reflection journal (for graduate credit) ➢ Educator developed templates that reflect project-based learning in the classroom.
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (WRE) Effective Use of Technology
Catalog Number: 2-113

Exploring Best Practices: 21st Century Teaching & Learning with 1:1 Programs

Provider	**WEI**
Subject	Math & Reading/Language Arts
Grade Level(s)	K-12
Description	With all the challenges in education today, it is important to address how we create a 21st century student-centered classroom by incorporating best practices. Educators will discover how integrating these applications & practices into classroom instruction will help build relationships with struggling students, differentiate instruction to meet the needs of those struggling students and help struggling students achieve academic goals. One-to-one options, such as Chromebooks, Netbooks and iPads will be reviewed and the advantages of 1:1 will be identified. Educators will also focus on Internet based programs, such as Google Docs, Google Presentations, and Google Apps, as well as many other online resources. Student tested activities, projects and assessments that can be used immediately in your classroom will be shared. Finally, educators will explore Personal Learning Networks (PLN's) and discuss how you can create your own network of educators interested in technology and best practices in education today. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Educators should bring a laptop or tablet for exploring online resources
Objectives	➢ Educators will develop a plan to apply 1:1 format in their classroom. ➢ Educators will explore online resources to be used to personalize and differentiate learning in the classroom. ➢ Educators will apply their knowledge to create activities to apply in 1:1 learning
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	Follow up sessions will focus on educators' knowledge of 1:1 teaching/learning and how/why we differentiate & customize for struggling learners. Follow-up coaching is advised to ensure use of these processes and/or facilitation of PLC's.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Resource list and/or lesson plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (S&H) Effective Use of Technology
Catalog Number: 2-114

Digital Wellness

Provider	**WEI**
Subject	All Core Subjects
Grade Level(s)	K-12
Description	Screen time, social media pressure, fake news, restorative practices, and digital productivity are some of the topics that will be covered in this session designed to help educators and schools live, teach, and learn in this world's rapid and changing environments. This session will help educators identify terminology, understand pitfalls and proper practice, and develop lessons and teaching styles that fit and help modern-day learners cope, learn, and thrive. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Educators should bring a device
Objectives	➢ Educators will learn about and increase their knowledge of digital technology terminology and trends. ➢ Educators will focus on elite teaching strategies to maximize strengths and slow harmful technological effects. ➢ Educators will learn how to identify best practices for restorative and mitigation practices
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' knowledge and improvement of digital wellness in their classroom. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed curriculum/lesson documents, toolkit, intervention plans and resource list of strategies for integration of Google Apps into their reading, language arts and math classroom.
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (Effective Use of Technology)
Catalog Number: 2-115

Google Apps in a Collaborative Classroom

Provider	**WEI**
Subject	Math & Reading/Language Arts
Grade Level(s)	K-12
Description	This session will prepare educators to use the core suite of Google Apps for Education, which includes Google Drive (Docs, Sheets, Forms, and Slides), Sites, Groups, Classroom, Calendar, Mail, and Chrome Apps in reading, language arts and math classrooms. These tools will allow educators to differentiate their reading, language arts and math lessons and classroom activities to increase collaboration and student engagement among their struggling learners. The session will encompass instructor led demonstrations of how the tools work, participant practice on the use of the tools for basic understanding, use of the tools to modify reading, language arts and math lessons and classroom practices, and the creation of an online portfolio of work created during the session. Some small groups and online collaboration will also be included. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Educators will need access to Google Apps and a laptop or tablet/iPad
Objectives	➢ Educators will learn to use Google Apps for educators effectively as tools to develop how to best differentiate the teaching of reading, language arts and math skills and concepts. ➢ Educators will effectively integrate the use of Google Apps into the reading, language arts and math curriculum. ➢ Educators will plan activities for implementation that demonstrate an awareness of how Google Apps can extend their instructional skills to create interventions for struggling students.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' knowledge and use of Google Apps in a collaborative reading, language arts and math classroom for lesson planning and the strategic planning process to best meet student learning needs. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed curriculum/lesson documents, toolkit, intervention plans and resource list of strategies for integration of Google Apps into their reading, language arts and math classroom.
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (Effective Use of Technology)
Catalog Number: 2-116

Using iPads in the Classroom

Provider	**WEI**
Subject	All Core Subjects
Grade Level(s)	K-12
Description	Increase confidence in using iPads to enhance your reading/language arts/math classroom and improve student learning particularly those most challenged and in need of differentiation. This session will focus on the basics of using an iPad, including using the basic features of the iPad, customizing the iPad, adjusting accessibility to meet the needs of struggling learners, setting restrictions, iPad tips and tricks, downloading free iBooks, finding and installing apps, etc. Participants will also learn about some great apps (mostly free) to use in the classroom for literacy, math, note taking, etc. You will find that you leave this class with more tools for differentiating your instruction to meet the needs of your struggling learners. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, CCSS and educator learning needs.**
Materials	iPad
Objectives	➢ Educators will learn to use iPads effectively to support struggling learner needs. ➢ Educators will learn to use iPad Apps for educators effectively as tools to develop teaching of reading, language arts and math skills and interventions. ➢ Educators will effectively integrate the use of iPads and iPad Apps into the reading, language arts and math curriculum. ➢ Educators will plan activities for implementation that demonstrate an awareness of how iPads and iPad Apps can extend their instructional skills to more strategically differentiate instruction to best meet the needs of struggling students.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' knowledge and use of iPads in a collaborative reading, language arts and math classroom for lesson planning and the strategic planning process to best meet student learning needs. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed curriculum/lesson documents, toolkit and resource list of strategies for integration of iPads into their reading, language arts and math classroom
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (Effective Use of Technology)
Catalog Number: 2-117

Using Technology in the Classroom

Provider	**WEI**
Subject	All Core Subjects
Grade Level(s)	K-12
Description	This offering will give educators the opportunity to explore the use of technology in the classroom. Today's educators have access to many technologies that can support and enrich learning for the struggling student. One of the key parts of the template for 21st century learning is the inclusion of technology as a natural part of the learning process. Today's learners are digital natives and respond to technology as a positive way to explore any topic in instruction. Educators will have the chance to explore emerging technologies within their school such as interactive whiteboards, hand-held devices, netbooks, tablets and the Internet as tools for developing their instruction and for differentiating their lessons to better meet the needs of the struggling student. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Math curriculum, materials and technology resources
Objectives	➢ Educator teams will collaboratively review their curriculum and look at technologies which support instruction and learning. ➢ Educators will effectively learn how to differentiate lessons by integrating the use of computers and other technologies. ➢ Educators will plan intervention activities that demonstrate an awareness of how emerging technologies, including multimedia, communications and information access technologies can benefit the struggling learner.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators designing and sharing how they are using technology to support instruction and lesson design within the curriculum. Follow-up coaching is recommended to ensure the use of these technologies is being applied to the fullest extent in the classroom.
Assessment of Success	➢ Educator feedback survey ➢ Educator generated template for instructional strategies/interventions to be used with learners. ➢ Educator reflection journal (for Graduate Credit)
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (Effective Use of Technology)
Catalog Number: 2-118

i-Ready

Provider	**WEI**
Subject	Math & Reading/Language Arts
Grade Level(s)	K-12
Description	Educators will learn how to use i-Ready to read and use student performance diagnostics, progress reporting, and standards to inform and personalize their teaching. In this workshop, participants will learn how to practice and employ differentiated instruction and assessment with the i-Ready tools and frameworks. Educators will also create strategies for aligning learning with each student's equitable path. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	All materials provided
Objectives	➢ Educators will learn about and increase their knowledge of i-Ready tools and teaching practices. ➢ Educators will focus on reports and diagnostics for informed instruction. ➢ Educators will learn how to identify strategies for personalizing students' instruction
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators designing and sharing additional strategies or refining previously learned strategies on how to use i-Ready with struggling students. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator created documents with lesson samples, and student writing samples that represent high quality work or the improvement in student work. ➢ Implementation Plans (for grad credit)
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (Effective Use of Technology)
Catalog Number: 2-119

Extending the Classroom Using Online Learning Tools

Provider	**WEI**
Subject	All Core Areas
Grade Level(s)	K-12
Description	Are you interested in learning about ways to post things online for your students and their parents? This course will give you the opportunity to explore the options available (i.e. Moodle, Google Sites/Drive/Classroom, Edmodo etc...), define your needs, and start building or refining your online presence so you are ready for the start of the school year and throughout the year. Online learning tools can support you in effectively meeting student individual learning needs, improving communication between you and your students and their parents and by engaging even the most challenging students. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Educators will need access to Google Apps and a laptop or tablet/iPad
Objectives	➢ Educators will develop an understanding of how to best utilize online learning tools to best address student learning needs. ➢ Educators will learn and practice how to better communicate with students and their parents via online learning tools.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' knowledge and use of online learning tools and the strategic planning process to best meet student learning needs. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed online learning tools and resources that reflect alignment to the school/district strategic plan and new teaching approaches
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (Effective Use of Technology)
Catalog Number: 2-120

Gaming & Coding in the Classroom Setting

Provider	**WEI**
Subject	All core subjects
Grade Level(s)	K-12
Description	Games and Coding/Programming offer educators another tool to add to their belts: design and game-based learning. Digital games and level coding designed for classroom use help educators make use of technology to extend student learning and to do things in class that would not normally be possible because of expense, risk, time, or abstraction. In this session, educators will learn best practices for incorporating digital games into classroom instruction by experiencing some sample lessons and playing some high-quality learning games and scaffolded coding experiences. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	Educators will need a laptop or tablet/iPad
Objectives	➢ Educators will learn best practices for incorporating digital games into classroom instruction. ➢ Educators will experience lessons using high quality educational games and scaffolded coding experiences.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on gaming and coding and how to increase student knowledge. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (Effective Use of Technology)
Catalog Number: 2-121

Educational Robotics

Provider	**WEI**
Subject	All core subjects
Grade Level(s)	K-12
Description	Educational Robotics is for educators who want an expanded awareness for the application of educational robotics, computer structures, curriculum development, and hardware applications. Educators will participate in activities that can be used in the classroom for any curricular area. Participants could also build, design, and program simple robots, using Lego Contraptions, Lego Mindstorm kits, if the school has purchased the kits. Robotics is an excellent exposure to the new technologies of the future and curriculum development for educational objectives that prepares students for the 21st Century. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgmen**t.
Materials	All Materials Provided (i.e. Lego sample robots)
Objectives	➢ Educators will analyze the educational framework that guides the use of this exciting technology. ➢ Educators will participate in activities that can be used in the classroom.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on robotics and how to increase student knowledge and awareness. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (Effective Use of Technology)
Catalog Number: 2-122

Makerspace in Every Classroom

Provider	**WEI**
Subject	Science
Grade Level(s)	K-12
Description	In this era of testing and test prep, as educators we must remember education means the whole child grows. Too often we omit the creative and innovative side of a child, the side that may be most important. Makerspaces make it possible for students to take control of their own learning. The process starts with educators creating the space but students, with guidance from their educator(s), take ownership of projects they define and design. A Makerspace is a laboratory classroom where students explore, experiment and create – inquiry based, technology rich, 21st Century learning at its dynamic best. This course will provide you with a template to create an innovation zone in your classroom or building. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Materials such as hot glue, robotics kits, scissors, construction paper, recycled products, and tape will be provided
Objectives	➢ Educators will develop an understanding of how to create a Makerspace. ➢ Educators will learn and practice how to help student take ownership for projects they define and design
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' knowledge and use of Makerspace and their instructional process to best meet student learning needs. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed sample curriculum/lesson documents that reflect alignment to the NGSS and new teaching approaches
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & TIV (WRE)
Catalog Number: 2-123

Next Generation Science Standards

Provider	**WEI**
Subject	Science
Grade Level(s)	K-12
Description	The Next Generation Science Standards represent a significant step forward in thinking about science curriculum and instruction. This workshop will provide an overview of the structure and intent of the standards. We will connect a sample science lesson with each section of the standards to illustrate what they could look like in practice. We will also review some of the support materials developed by the NGSS writers and the Wisconsin NGSS leadership team to help educators chart a path forward. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Copies of NGSS will be provided
Objectives	➢ Educators will develop an understanding of how to best utilize NGSS in their science lesson planning. ➢ Educators will learn and practice how to use the support materials developed by the NGSS writers and the Wisconsin NGSS leadership team.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' knowledge and use of NGSS and their instructional process to best meet student learning needs. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed sample curriculum/lesson documents that reflect alignment to the NGSS and new teaching approaches
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-124

Designing Learning Environments (UDL)

Provider	**WEI**
Subject	Classroom Management
Grade Level(s)	K-12
Description	Learners vary in the way they engage, in how they perceive information, and, in the strategies, they use to make sense of what they know. The Universal Design for Learning (UDL) framework is designed to help educators recognize patterns in this variability in order to plan flexible learning environments. In this session, participants will be prompted to consider their current conception of classroom management and compare what they presently do to the responsiveness and flexibility of the UDL framework. The underlying theme of the session is to encourage educators to look for patterns in learner variability in order to design classroom environments that are not based on control, but on engagement and individual student learning needs.
Materials	Reference materials provided to participants as needed
Objectives	➢ Educators will focus on how Universal Design for Learning informs their instructional design practices. ➢ Educators will create clearly defined conceptual goals for learners. ➢ Educators will use UDL teaching strategies which challenge or develop the initial ideas of students. ➢ Educators will provide students with opportunities to use the new ideas
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' knowledge of UDL instructional design practices that best prepares them to meet individual student learning needs. Follow-up coaching to ensure the design of instruction and use of assessment data is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed curriculum/lesson documents and student learning objectives that reflect alignment to the standards-based instruction and formative and summative assessment
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-125

Universal Design for Assessment

Provider	**WEI**
Subject	All Core Subject Areas
Grade Level(s)	K-12
Description	Universal Design for Learning (UDL) is a brain based, neuroscience-driven educational framework that ensures both equitable and flexible environments for learning across the board. This workshop builds on the three core principles of UDL by actively addressing varied and specific assessment options in each area. Attendees will discover, practice, and create assessment materials specifically leveraged by UDL frameworks. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Hand-outs provided as needed
Objectives	➢ Educators will learn about and increase their knowledge of both UDL and varied assessment methodologies. ➢ Educators will focus on how assessments fit into and work with the UDL frameworks. ➢ Educators will learn how to create and use assessments that align with and bolster UDL practices
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' knowledge and development of flexible learning environments that accommodate individual learning differences. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed curriculum/lesson documents that reflect alignment to the school/district strategic plan and new teaching approaches that most effectively motivate and engage student learners
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (WRE) Effective Use of Technology
Catalog Number: 2-126

Digital Tools for UDL

Provider	**WEI**
Subject	All Core Subject Areas
Grade Level(s)	K-12
Description	Universal Design for Learning (UDL) is a brain based, neuroscience-driven educational framework that ensures both equitable and flexible environments for learning across the board. This workshop builds on the three core principles of UDL by actively involving digital and technological tools (e.g. document cameras and apps) in the design strategies. Participants will strengthen their understanding of UDL practices while engaging in practical and hand-on examples and planning of technology integration. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Hand-outs provided as needed
Objectives	➢ Educators will learn about and increase their knowledge of both UDL practices and technology integration. ➢ Educators will focus on employing technologies to strengthen the UDL models. ➢ Educators will learn how to implement apps, digital tools, and proper technology practices.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' knowledge and development of flexible learning environments that accommodate individual learning differences. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed curriculum/lesson documents that reflect alignment to the school/district strategic plan and new teaching approaches that most effectively motivate and engage student learners
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-127

Literacy Learning: The Role of Language Arts & Writing for Comprehension

Provider	**WEI**
Subject	Reading/Language Arts
Grade Level(s)	K-12
Description	This offering will give educators the opportunity to review traits of strong reading instruction and content to meet the needs of and differentiate for struggling learners. With attention to the common core state standards, consideration of assessment data, phonics, phonemic awareness, fluency and vocabulary, the emphasis of this workshop will be on all phases of language arts including the writing process. Research indicates (Reeves, 2012) that reading comprehension is greatly enhanced through the writing process. The application of language arts in everyday life will generate thinking skills and creativity and add to the struggling student's engagement and opportunities for success.
Materials	Reading/Language Arts curriculum and materials
Objectives	➢ Educators will review the Common Core State Standards to understand how writing is a good measure of a person's comprehension and how the practice improves comprehension. ➢ Educator teams will begin to explore how they can use this information to improve comprehension. ➢ Educator teams will develop intervention strategies to improve the struggling learners' ability to comprehend their reading
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on the use of writing to teach and expand the process of comprehension for struggling learners. Follow-up coaching is recommended to act as a guide for educators for using writing as guide for improving comprehension.
Assessment of Success	➢ Educator feedback survey ➢ Educators will explore & discuss how writing instruction, which is covered in the Common Core, can improve comprehension. ➢ Educators can earn credit with a minimum of 15 hours on the topic.
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services

LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-128

Teaching the Craft of Writing to Struggling Students

Provider	**WEI**
Subject	Reading/Language Arts
Grade Level(s)	K-12
Description	The Craft of Writing is what turns ordinary drafts into extraordinary work. In this offering, educators will learn how to teach the craft of writing to struggling students through modeling, mini-lessons, celebrations, and conferences. Specific attention will be given to word choice, focus, elaboration, details, organization, show/don't tell and voice. Intervention strategies for those struggling with writing will be shared
Materials	Reading/Language Arts materials to use for designing writing lesson components to ensure greater learning
Objectives	➢ The presenter models effective writing intervention strategies, emphasizing writing as a precursor to reading. ➢ The presenter debriefs teams of educators after each modeling session to follow up with specific grade level problem solving & action planning steps for increasing student achievement in reading and writing. ➢ Educator teams will collaboratively demonstrate, share and implement intervention strategies that activate the teaching of the craft of writing.
Number of Participants	5-80
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions if a school wants multiple sessions. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Reflective journal (For Graduate Credit) ➢ Sharing of student writing samples
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services.

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-129

Writing Across the Curriculum

Provider	**WEI**
Subject	Reading/Language Arts
Grade Level(s)	K-12
Description	Learning to write well is a crucial life skill that extends beyond English Language Arts. While the Writing Across the Curriculum is a movement that began in the 1970s, it is making a resurgence in schools as content area educators are challenged by the common core to activate reading and writing strategies in their struggling students. Writing across the curriculum encompasses the research that demonstrates writing improves student achievement. This workshop will focus on how to differentiate writing strategies across disciplines so that students are able to increase their depth of knowledge and develop critical and independent thinking skills. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Reading/Language Arts content area materials to use for designing writing lesson components to ensure greater learning.
Objectives	➢ Educators will understand the importance and purpose of writing. ➢ Educators will be introduced to disciplinary writing strategies that promote student literacy in struggling learners.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisites – if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators designing and sharing differentiated lesson plans, intervention activities and procedures for effective use of writing as a tool for improving learning. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator created bank of lessons and activities that expand the use of writing as a tool to for teaching ➢ Action Plans (for grad credit)
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-130

Writing in the Reading/Language Arts Classroom

Provider	**WEI**
Subject	Reading/Language Arts
Grade Level(s)	K-12
Description	Have you ever had students who knew "what" they wanted to write about, but didn't know "how" to write it? This workshop will focus educators on the process of how to help their struggling learners write with detail and elaborate and develop an understanding of "voice." Educators will develop an understanding of the process of a writing workshop. This workshop will focus on specific areas of need such as vocabulary, word choice and organization. Differentiated lesson plans will be aligned to current curriculum and Common Core State Standards. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment.**
Materials	Curriculum text(s)/curriculum and common core state standards
Objectives	➢ Educators will learn intervention strategies for the implementation of writing by helping. struggling students apply their individual styles, structures, and a way with words to their own writing to support literacy. ➢ Educators will learn to apply Common Core State Standards of writing to their reading classroom.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on the essentials of writing in the reading classroom. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Toolkit of writing strategies that may include assessment guides, instructional strategies, mini lessons, writing conferences and stages of writing process.
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

LEARNING EXCHANGE 2025-26
FAMILY ENGAGEMENT CATALOG
Table of Contents

This Learning Exchange FE catalog was developed in partnership with Wisconsin Education Innovations (WEI). WEI has presenters for all entries listed in this catalog.

English Learners (TIII)

ACCESS Test Results: How to Support your Child to Improve their English Language Proficiency and Academic Achievement	2-001
Explanation of Title III Services	2-002

At Home Learning

Study Skills and Test Taking Tips	2-003

ELA

Build a Stronger Reader and Writer at Home	2-004
Reading Roundup! Tips to Remember What You Read	2-005
Think Fast! Stories to Solve	2-006
Word Work Construction Zone: Building and Deconstructing Words	2-007

Math

"Do the Math" To Better Support Your Child at Home	2-008
Family Math Games	2-009

Miscellaneous

"Edu-tainment"	2-010
Introduction to and Overview of Title I Services	2-011

Technology

Basic Computer Skills for Parents/Guardians	2-012
Google Classroom for Parents	2-013
Tech Tips & Tools: Using Technology to Increase Achievement	2-014

Approved. 7.22.25 ML/MA Approved TIIIA 7.29.25LZ

LEARNING EXCHANGE

LEARNING EXCHANGE 2025-26
FAMILY ENGAGEMENT CATALOG

Family Engagement Catalog Pricing Summary:

Workshops	Price Per Hour
Categories	**2025-2026**
Title IA Family Engagement	$550.00
Title IIIA Family Engagement	$550.00

LEARNING EXCHANGE

TITLE III
Catalog Number: 2-001

ACCESS Test Results: How to Support your Child to Improve their English Language Proficiency and Academic Achievement

Provider	**Learning Exchange**
Subject	TIII ELL
Grade Level(s)	K-12
Description	"ACCESS Test Results: How to Support your Child to Improve their English Language Proficiency and Academic Achievement" Join us to learn more information about ACCESS testing. Attend this session to understand the ACCESS test, its results, what it means for your child, and how you can support him/her at home. Learn how to confidently assist your children with setting and achieving goals at school.
Materials	All materials will be provided.
Objectives	➢ Participants will discover how to read ACCESS testing results for their children. ➢ Participants will learn how to support their children's English Language proficiency through strategies that can be used at home. ➢ Participants will discuss research on the general processes and timelines of acquiring new languages.
Number of Participants	5-100
Session Number Within Series	1 This session can be in-person or virtual.
Assessment of Success	Parent/guardian feedback summary
Targeted Semester	Fall or Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE III
Catalog Number: 2-002

Explanation of Title III Services

Provider	**Learning Exchange**
Subject	TIII ELL
Grade Level(s)	K-12
Description	"Explanation of Title III Services" The Learning Exchange Title III Supervisor and teachers at each school will have an informational meeting with Title III Parents to provide an explanation of TIII services, what programming is being offered to the school, as well as the role of the TIII teacher. This will provide an opportunity for the parents to understand what the TIII teacher does for the students, and the goals of the TIII program. The participants will be invited to ask any questions about TIII services. Connections to identified needs of EL's will be shared and an explanation of the areas of reading, listening, speaking and writing will be given. This is also an opportunity for parents to share what they are looking for in terms of the TIII program.
Materials	All materials will be provided.
Objectives	➢ Give an explanation of Title III services. ➢ Explain available Title III programming offered at the school. ➢ Explain parent/guardian roles and responsibilities. ➢ Explain Title III teacher roles and responsibilities to the Title lll Families.
Number of Participants	5-100
Session Number Within Series	1 This session can be in-person or virtual.
Assessment of Success	Parent/guardian feedback summary
Targeted Semester	Fall or Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

Title I and Title IV WRE
Catalog Number: 2-003

Study Skills and Test Taking Tips

Provider	**Learning Exchange**
Subject	Math and Reading
Grade Level(s)	K-8
Description	"Study Skills and Test Taking Tips" Setting goals is the key to achievement; they provide direction and focus. We'll talk about this along with creating a study space, organizing our materials and thoughts, and how to determine our learning style. We'll learn how to do our best to beat the test by chewing gum (really!), learning mighty words that are used on tests, decoding the different types of questions, and creating a toolbox of techniques to keep our minds on task. Brain boosters and stress stoppers will be shared along with why chewing gum before taking a test might help get a higher score!
Materials	All materials provided.
Objectives	Parents/guardians and students will learn strategies on: ➢ how to organize materials and create a productive study space. ➢ understandings and decoding test language and questions. ➢ how fun studying can be with the use of hands-on study tools to increase math and reading achievement.
Number of Participants	5-100
Session Number Within Series	1 This session can be in-person or virtual.
Assessment of Success	Parent/guardian feedback summary
Targeted Semester	Fall or Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.

LEARNING EXCHANGE

Title I and Title IV WRE
Catalog Number: 2-004

Build a Stronger Reader and Writer at Home

Provider	**Learning Exchange**
Subject	Reading
Grade Level(s)	K-8
Description	"Build a Stronger Reader and Writer at Home" This workshop encourages families to approach learning in a fun and natural way. Learn how to help your child choose a "just right book" and select materials that they can't resist reading. Practical ideas will be shared on ways parents can interact with and motivate their child to read and write. We'll create kid friendly books that your child will want to fill up with their thoughts and drawings. A whole page of free websites and apps will be shared.
Materials	All materials provided.
Objectives	Parents/guardians and students will learn strategies on: ➢ understanding of all the information that is collected at school to assess their child's progress in reading. ➢ understanding information about current changes in reading instruction. ➢ using kid-friendly resources to support their child's development in reading at home.
Number of Participants	5-100
Session Number Within Series	1 This session can be in-person or virtual.
Assessment of Success	Parent/guardian feedback summary
Targeted Semester	Fall and Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

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LEARNING EXCHANGE

Title I and Title IV WRE
Catalog Number: 2-005

Reading Roundup! Tips to Remember What You Read

Provider	**Learning Exchange**
Subject	Reading
Grade Level(s)	K-8
Description	"Reading Roundup! Tips to Remember What You Read" Do you find your mind drifting off while you're reading? Does this happen to your child? Can you or your child read all the words but you or they have no idea what they just read? Reading words on a page is one thing, but remembering and retaining what we read is another. Just because a child is able to sound out the words in a story does not necessarily mean that he or she comprehends the meaning. Readers need to interact and become engaged with the words to understand it more thoroughly and remember it. In this workshop you and your child will learn and practice active reading strategies and techniques to improve comprehension abilities. Make the words on the page come alive so that they stick! Partner up with your child and learn to lasso those wandering thoughts, capture the meaning of the print, and learn to use reading techniques. Put your mind back in the saddle to help remember what you read!
Materials	All materials provided.
Objectives	Parents/guardians and students will learn strategies on: ➢ How to increase skills used to read for information. ➢ How to use reading comprehension strategies. ➢ How to practice thinking aloud in response to what they've read.
Number of Participants	5-100
Session Number Within Series	1 This session can be in-person or virtual.
Assessment of Success	Parent/guardian feedback summary
Targeted Semester	Fall or Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

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LEARNING EXCHANGE

Title I and Title IV WRE
Catalog Number: 2-006

Think Fast! Stories to Solve

Provider	**Learning Exchange**
Subject	Reading
Grade Level(s)	K-8
Description	"Think Fast! Stories to Solve" Reading requires thinking, especially when it involves a mystery or riddle for clever readers to solve. This event integrates reading, math, and writing. Together we will reflect upon, turn, and talk and then write a brief written response to help the characters in a wide variety of reading and math stories solve the puzzling situations they find themselves in. You'll sharpen your reasoning and problem-solving skills as we solve the characters' puzzling problems. Plan to put your thinking cap on!
Materials	All materials provided.
Objectives	Parents/guardians and students will learn strategies on: ➢ Integrating reading, math and writing into an interactive event. ➢ Metacognition in action: thinking about our thinking process as we solve story problems together. ➢ Incorporating the process of reflecting, turn and talk and then write the steps we went through to solve a reading or math problem. ➢ Promoting problem solving and reasoning skills as we solve character conundrums.
Number of Participants	5-100
Session Number Within Series	1 This session can be in-person or virtual.
Assessment of Success	Parent/guardian feedback summary
Targeted Semester	Fall or Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

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Word Work Construction Zone: Building and Deconstructing Words

Provider	**Learning Exchange**
Subject	Reading
Grade Level(s)	K-2, but can be modified for 3-5
Description	"Word Work Construction Zone" Bring your child with you to the interactive Word Work Construction Zone! Phonics instruction is essential to help children learn the "alphabetic code" — the idea that letters represent the sounds of spoken language. Word building is the FOUNDATION of early literacy development. BUILD your literacy TOOLBOX by exploring a variety of phonics-driven strategies. We will blend and segment sounds through oral and written language activities.
Materials	All materials provided.
Objectives	Parents/guardians and students will learn strategies on: ➢ Understanding the relationship between written letters and spoken sound. ➢ Developing word awareness skills as they explore with letter sounds to build familiar and unfamiliar words. ➢ Developing word awareness skills as they explore with letter sounds to build familiar and unfamiliar words.
Number of Participants	5-100
Session Number Within Series	1 This session can be in-person or virtual.
Assessment of Success	Parent/guardian feedback summary
Targeted Semester	Fall or Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

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LEARNING EXCHANGE

"Do the Math" To Better Support Your Child at Home

Provider	**Learning Exchange**
Subject	Math
Grade Level(s)	K-8
Description	"Do the Math" Math and problem solving are a part of almost everything we do! Math games are a great way to learn math facts, improve calculation, practice problem solving skills and develop critical thinking in a fun, easy way. In this interactive, hands-on event, you and your child will learn and laugh as you play various types and levels of math games, solve brain teasers and work through logic puzzles and activities that will make you think, sharpen your brain, and develop confidence to Do the Math!
Materials	All materials provided.
Objectives	Parents/guardians and students will learn strategies on: ➢ Understanding of all the information that is collected at school to assess their child's progress in math. ➢ Participating in hands on math experiences to see what their children are doing in school and gain confidence in their ability to support their child(ren)'s math development at home.
Number of Participants	5-100
Session Number Within Series	1 This session can be in-person or virtual.
Assessment of Success	Parent/guardian feedback summary
Targeted Semester	Fall and Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

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LEARNING EXCHANGE

Title I and Title IV WRE
Catalog Number: 2-009

Family Math Games

Provider	**Learning Exchange**
Subject	Reading
Grade Level(s)	K-3 and 4-8
Description	"Family Math Games" Number sense is a part of almost everything we do! Math games are an excellent way to understand basic math and make calculations easier in a fun, easy way. In this hands-on event, you and your child will gain confidence in solving problems and learn various types and levels of math games. These games will focus on skills that help us work with numbers and will provide a way to incorporate learning math into your everyday life. These activities will make you think, sharpen your brain, and develop confidence to make math FUN – PLAY GAMES!
Materials	All materials provided.
Objectives	Parents/guardians and students will learn strategies on: ➢ Understanding of number sense and how to develop and strengthen number sense to aid in their child's progress in math. ➢ Participating in hands-on math activities to help gain confidence in their ability to support their child(ren)'s math development at home.
Number of Participants	5-120
Session Number Within Series	1 This session can be in-person or virtual.
Assessment of Success	Parent/guardian feedback summary
Targeted Semester	Fall and Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

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LEARNING EXCHANGE

Title I and Title IV WRE
Catalog Number: 2-010

"Edu-tainment"

Provider	**Learning Exchange**
Subject	Reading
Grade Level(s)	K-8
Description	"Edu-tainment" Who is this hilarious comic that has Hollywood talking? It's the one and only Marlin Hill! Marlin first burst onto the scene by stunning the world famous Apollo Theater audience with a record five wins in a row on amateur night. Since his appearance on Apollo, Marlin has been receiving standing ovations across the globe opening for acts such as Patti Labelle, Gerald Levert, Chris Tucker, and Jamie Foxx to mention a few. With his real-life characters and Barack Obama impression, you will be in stitches! Using the method of storytelling, Mr. Hill will present reading and literature in an entertaining manner. Students and parents will dig deeper into the importance of reading for success in school and in all aspects of life. Mr. Hill will share his story and perform skits highlighting easy ways to motivate students. Join us for this interactive session! This workshop will help parents/guardians focus on and gain strategies in whole family engagement and interactive involvement of students and parents/guardians.
Materials	All materials provided.
Objectives	➢ Parents/guardians will learn strategies for motivating student interest in reading at home. ➢ The Edu-tainer will engage the whole family in storytelling to focus on the importance of reading for success in school and for the rest of their lives. ➢ The Edu-tainer will share his/her story, read a children's book, and perform a skit—all of which will highlight easy ways to motivate a child to discover the wonders of reading. ➢ Q & A.
Number of Participants	5-120
Session Number Within Series	1 This session can be in-person or virtual.
Assessment of Success	Parent/guardian feedback summary
Targeted Semester	Fall and Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used

LEARNING EXCHANGE

Title I
Catalog Number: 2-011

Introduction to and Overview of Title I Services

Provider	**Learning Exchange**
Subject	Title I Parent/Guardian Information Workshop
Grade Level(s)	K-12
Description	"Introduction to and Overview of Title I Services" The Learning Exchange Title I Supervisor and teachers at each school will have an informational meeting with Title I Parents to: ➢ Give an overview of Title I services. ➢ Explain available Title I programming offered at the school ➢ Explain parent/guardian roles and responsibilities. ➢ Explain Title I teacher roles and responsibilities to the Title Families
Materials	T-I Brochures, T-I Complaint Forms, LEX Brochures.
Objectives	➢ Parents/guardians will understand the components of Title I services offered at the Non-public schools. ➢ Parents/guardians will understand what Title I services will be available at their school. ➢ Parents/guardians will learn what makes a child eligible to receive Title I services. ➢ Parents/guardians will understand the roles, expectations and responsibilities of all the Title I stakeholders at their school.
Number of Participants	5-120
Session Number Within Series	1 This session can be in-person or virtual.
Assessment of Success	Parent/guardian feedback summary
Targeted Semester	Fall
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.

LEARNING EXCHANGE

Title I and Title IV WRE/ Effective Use of Technology
Catalog Number: 2-012

Keeping Kids Safe Online

Provider	**Learning Exchange**
Subject	Keeping Kids Safe Online
Grade Level(s)	K-12
Description	"Keeping Kids Safe Online" This class has been created for parents/guardians with little experience in the use of computers/technology and/or those who want to refresh their skills. The parents/guardians will set the pace for learning and leave with a sense of accomplishment! (Note: We will adjust the topics addressed based on the needs and interests of the parents/guardians attending. No previous experience with computers is required to attend this class.) During this course parents will learn: ➢ Basic computer skills ➢ The use of the internet (parents/guardians will learn how to focus their internet searches so they can effectively and safely access websites with downloadable and free reading and math materials to use at home with their children) ➢ The use of free reading and math materials they find on the internet to support their child's learning. ➢ Installation of antivirus software in English or Spanish
Materials	Access to computer lab/devices will be necessary.
Objectives	Parents/guardians and students will learn strategies on: ➢ Using basic computer skills. ➢ How to search for and access good/safe websites where they can find free reading and math activities to aid the student at home. ➢ How to use free resources in reading and math with their children to help with reading and math homework and generally review reading and math skills. ➢ How to optimize resources to create valuable communication situations with their children to support their learning success.
Number of Participants	5-50 *depends on computer lab space/devices
Session Number Within Series	1 This session can be in-person or virtual.
Assessment of Success	Parent/guardian feedback survey
Targeted Semester	Fall or Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.

Google Classroom for Parents

Provider	**Learning Exchange**
Subject	Computer Skills for Parents/Guardians
Grade Level(s)	K-12
Description	"Google Classroom for Parents" Learn how to navigate Google classroom like a pro. Sometimes it's difficult to keep track of and stay on top of everything happening in virtual classrooms! Together, let's dig into how you can figure out what your student is supposed to be doing, when they're supposed to be doing it, and where they are supposed to go to engage in and complete their work. Attend this session to master the following: 1) Learn how to navigate all the different areas of Google classroom 2) Discover how to help your student access and submit assignments 3) See the most efficient ways to check schedules and assignment dates 4) Customize your notifications and the way that you and your student interact with Google classroom
Materials	Access to computer lab/devices will be necessary.
Objectives	Parents/guardians and students will learn strategies on: ➢ How to navigate Google Classroom to support learning at home. ➢ How to help students access and submit assignments. ➢ How to customize Classroom notifications to support students.
Number of Participants	5-50 *depends on computer lab space/devices
Session Number Within Series	1 This session can be in-person or virtual.
Assessment of Success	Parent/guardian feedback survey
Targeted Semester	Fall or Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

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LEARNING EXCHANGE

Title I and Title IV WRE/Effective Use of Technology
Catalog Number: 2-014

Tech Tips & Tools:
Using Technology to Increase Achievement

Provider	**Learning Exchange**
Subject	Technology and Learning
Grade Level(s)	K-12
Description	"Tech Tips & Tools: Using Technology to Increase Achievement" There are so many resources available now that sometimes it can be overwhelming to know what websites and apps are best for your learner! This workshop will show parents/guardians how to find the best resources for their child's ability and learning style! The instructor will help parents/guardians to explore… ➢ Finding quality FREE educational websites and how to avoid the junk! ➢ Math websites/apps that focus on practicing basic math facts. ➢ Instructional websites that explain step by step how to solve specific types of math problems. ➢ Reading websites/apps that allow the child to practice specific skills for his/her reading level. ➢ Accessing books online and finding reading material appropriate for your child's level. ➢ Using a computer to improve spelling and writing. ➢ Incorporating technology resources in a variety of ways to improve achievement in all subject areas. The instructor will determine the group's needs and will modify the workshop to meet the needs of the participants. No experience is required to attend class.
Materials	Access to computer lab/devices will be necessary.
Objectives	Parents/guardians and students will learn strategies on: ➢ How to find appropriate, quality websites/apps that will help their child with math and reading skills at home. ➢ Using a computer/application at home to increase student spelling and writing skills. ➢ Using technology to support student learning at home.
Number of Participants	5-50 *depends on computer lab space/devices
Session Number Within Series	1 This session can be in-person or virtual.
Assessment of Success	Parent/guardian feedback survey
Targeted Semester	Fall or Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.

Approved. 7.22.25 ML/MA Approved TIIIA 7.29.25LZ

Catapult Learning



2025-2026
Professional Development Catalog

Catapult Learning Professional Development

At Catapult Learning, we believe that optimal teaching and learning in classrooms –and beyond—can take place only when these three critical areas are addressed in an integrated way...**by eliminating non-academic hurdles, enhancing teaching excellence, and cultivating leadership for meaningful change.**

Through the integrated execution of tailored professional learning solutions that span these three critical areas, schools are set up for the best possible outcomes both within and outside the classroom walls.

From decades of experience, Catapult Learning understands that a holistic approach to implementing professional learning leads to improved and sustainable results.

And because each school's needs are unique, we tailor and scale our solutions to address each specific challenge in an impactful way.

Our Delivery Methods:

WORKSHOPS

More than 160 courses covering 5 key professional learning categories including:

- Leadership
- Pedagogy and Curriculum
- Assessment for Learning
- Learning Environment
- Student and Family Support

Catapult Learning can adapt all professional development workshops featured in our catalog for delivery in a virtual learning environment.

Our PD solutions offer customized, collaborative, and relevant learning experiences that:

- Are grounded in best practice and models of learning
- Encourage active participation
- Align with student outcome, support, and organizational learning goals
- Are designed by Catapult Learning and presented by experienced educators.

MONTHLY PROFESSIONAL DEVELOPMENT INSTITUTES

These 3-hour institutes focus on a variety of topics across grade levels and content areas, include educational experts who provide an introduction and background knowledge on the subject matter, along with breakout sessions that include correlated teacher resources and activities. The institutes are aimed at increasing leaders' and teachers' capacity to develop their learning organization, plan and deliver effective instruction, create rigorous opportunities for students learning leading to successful outcomes, and engage teachers and leaders in up-to-the-minute topics and themes in education.

Institutes take place monthly with convenient sessions after school and on weekends. Topics are determined based on local trends and the needs of the education community.

COACHING

Job-embedded coaching is a vital aspect to all Professional Development. Our comprehensive coaching builds capacity for leaders and teachers as they strive to implement or advance research-based practices.

Job-embedded coaching is scheduled during the school day, in the classroom, or during planning periods. Coaching sessions occur in a one-to-one or group setting. And while each coaching day will vary, coaches will engage in some combination of the following activities:

- Co-planning and contributing to team meetings
- Co-planning lessons that implement new strategies
- Modeling effective instruction
- Co-teaching activities to demonstrate an aspect of instruction
- Reviewing student products to monitor progress and reflect on lessons and activities
- Facilitating the design and implementation of formative assessments
- Analyzing, interpreting, and using data to drive instructional decisions
- Conducting targeting observations to provide teachers with data-based feedback to inform conversations

PDNow- ASYNCHRONOUS PROFESSIONAL DEVELOPMENT

As educators take on an unprecedented amount of responsibility, professional development (PD) often takes a back seat. Between limited schedules and budget restrictions, prioritizing and even providing high-quality PD for teachers and school staff is an ongoing challenge.

In response, Catapult Learning offers PDNow, the online professional learning platform in which educators gain anywhere, anytime access to world-class PD. PDNow enhances the professional development services that school partners have grown to expect from Catapult Learning for more than 45 years. In combination with our job-embedded coaching and workshops, PDNow gives educators in-depth knowledge about evidence-based practices that allow them to support the whole child, ensuring optimal academic, behavioral, social, and emotional support.

Whether your focus is Instructional Excellence, The Science of Reading, Equity, Inclusive Practices, a Multi-Tiered Systems of Support, or SEL/Mental Health there is an option for learning anytime, anywhere.

EMPOWERU

EmpowerU's Educator Resilience Training and Self-Care PD offers self-paced, online courses tailored to support educators in enhancing their wellbeing and rekindling their sense of purpose and commitment to work. Designed for the busy lives of educators, this program provides practical tools for promoting resilience, modeling pro-social behaviors, and fostering classroom success.

Each participant benefits from personalized guidance from a 1:1 online instructor, facilitating daily connections between course content and individual goals. Beyond serving as a retention tool for burnt-out staff, this program seamlessly integrates with student and family programming for comprehensive and holistic community impact.

2025-2026 Pricing:

TITLE IA - Professional Development Rates	**$435.00 hourly**
TITLE IIA - Professional Development Rates	**$435.00 hourly**
TITLE IIIA - Professional Development Rates	**$435.00 hourly**
TITLE IVA - Professional Development Rates	**$435.00 hourly**
TITLE IA, IIA, IVA Coaching Rates	**$435.00 per 2 hours of coaching**
PD Now	**$435.00 per 5 user licenses**
EmpowerU Educator Resilience Training and Self-Care (12 Hours)	**$299 per user licenses (1-49)** **$249 per user license (50-100)** **$199 per user license (100+)**
EmpowerU Educator Resilience Training and Self-Care (6 Hours)	**$199 per user licenses (1-49)** **$149 per user license (50-100)** **$129 per user license (100+)**

Table of Contents

Learn more about our workshop strands by clicking on the hyperlinked Catalog Numbers

Strand	Workshop Title	Catalog Number	TITLE IA	TITLE IIA	TITLE IIIA	TITLE IVA
Leadership Workshops						
Leadership	Bloom's Taxonomy for Instructional Leaders: Aligning Objectives, Questions, & Assessments	CLL01		X		X
Leadership	Marzano's High-Yield Strategies for Instructional Leaders	CLL02		X		X
Leadership	Differentiation to Enhance Learning for Instructional Leaders	CLL03		X		X
Leadership	Building a Professional Learning Community	CLL04		X		X
Leadership	Developing Effective Teams	CLL05		X		X
Leadership	Setting the Stage: Developing Your Leadership Team	CLL06		X		X
Leadership	Building a Culture of Achievement	CLL07		X		X
Leadership	Google Classroom for School Leaders	CLL08		X		X
General Pedagogy & Curriculum Workshops						
Pedagogy & Curriculum	Introduction to a Core Instructional Model	CLPC01	X	X		X
Pedagogy & Curriculum	Concept-Based Teaching	CLPC02		X		X
Pedagogy & Curriculum	Bloom's Taxonomy: Aligning Objectives, Questions, & Assessments	CLPC03		X		X
Pedagogy & Curriculum	Webb's Depth of Knowledge: Overview	CLPC04		X		X
Pedagogy & Curriculum	Marzano's High-Yield Instructional Strategies	CLPC05		X		X
Pedagogy & Curriculum	Crafting Learning Objectives	CLPC06		X		X
Pedagogy & Curriculum	Introduction to Curriculum Mapping	CLPC07		X		X
Reading Workshops						
Pedagogy & Curriculum	Introduction to the Science of Reading K-8	CLPC08	X	X		X
Pedagogy & Curriculum	Phonological Awareness K-5	CLPC09	X	X		X
Pedagogy & Curriculum	Phonemic Awareness	CLPC10	X	X		X
Pedagogy & Curriculum	Phonics K-5	CLPC11	X	X		X
Pedagogy & Curriculum	Reading Comprehension K-8	CLPC12	X	X		X
Pedagogy & Curriculum	Word Study K-8	CLPC13	X	X		X
Pedagogy & Curriculum	Reading Intervention K-8	CLPC14	X	X		X
Pedagogy & Curriculum	Enhancing Oral Language and Vocabulary Development	CLPC15	X	X		X
Pedagogy & Curriculum	Close Reading	CLPC16	X	X		X
Pedagogy & Curriculum	Exploring Text Complexity	CLPC17	X	X		X
Pedagogy & Curriculum	How to Incorporate Text-Dependent Questions	CLPC18	X	X		X
Pedagogy & Curriculum	Guided Reading K-8	CLPC19	X	X		X
Pedagogy & Curriculum	Developing Academic Vocabulary	CLPC20	X	X		X

Writing Workshops						
Pedagogy & Curriculum	Developing Rubrics for Writing	CLPC21		X		X
Pedagogy & Curriculum	Supporting Informative Writing	CLPC22		X		X
Pedagogy & Curriculum	Using the Writing Process to Support Argumentative Writing	CLPC23		X		X
Pedagogy & Curriculum	Writing from Sources	CLPC24		X		X
Pedagogy & Curriculum	Teaching Strategies: Opinion Writing	CLPC25		X		X
Pedagogy & Curriculum	Teaching Strategies: Argumentative Writing	CLPC26		X		X
Pedagogy & Curriculum	Supporting Emergent Writers	CLPC27		X		X
Pedagogy & Curriculum	Supporting Developing Writers	CLPC28		X		X
Pedagogy & Curriculum	Writing Across the Curriculum	CLPC29		X		X
ELA & Literacy Workshops						
Pedagogy & Curriculum	Teaching the Art of Speaking & Listening	CLPC30		X		X
Pedagogy & Curriculum	Disciplinary Literacy in the Science Classroom	CLPC31		X		X
Pedagogy & Curriculum	Disciplinary Literacy in the Social Studies Classroom	CLPC32		X		X
Math: Instructional Practice Workshops						
Pedagogy & Curriculum	Strengthening Math Instruction: The Math Teaching Practices	CLPC33		X		X
Pedagogy & Curriculum	Facilitating Meaningful Mathematical Discourse	CLPC34		X		X
Pedagogy & Curriculum	Developing Lifelong Mathematicians: The Mathematical Practices	CLPC35	X	X		X
Math: Deep Understanding Workshops						
Pedagogy & Curriculum	Teaching Math for Deep Understanding	CLPC36	X	X		X
Pedagogy & Curriculum	Digging into Key Math Topics • A Fresh Look at Numbers & Operations in Base 10 • Foundations of Addition & Subtraction • Measurement vs. the Properties of Operations Addition & Subtraction • Comparing, Adding & Subtracting Fractions • The Properties of Operations and Base 10 Computation • Rate, Ratios, Percentages, & Proportions • Solving Linear Equations & Linear Systems of Equations • Statistics, Probability, & Simulation • Transformations: A New Emphasis in Geometry Learning • The Algebra of Polynomials • Coordinate Geometry • (Re)Building Computational Fluency on Deep Understanding of the Operations	CLPC37		X		X
Math: Problem Solving & Numeracy Workshops						
Pedagogy & Curriculum	Guiding the Process of Problem Solving	CLPC38	X	X		X
Pedagogy & Curriculum	Representing Math Problems with Pictures, Tables, & Actions	CLPC39	X	X		X

Pedagogy & Curriculum	Problem Solving Workshop	CLPC40	X	X		X
Pedagogy & Curriculum	Math Vocabulary	CLPC41	X	X		X
Pedagogy & Curriculum	SAT Math	CLPC42		X		X
STEM Workshops						
Pedagogy & Curriculum	Introduction to STEM & Inquiry-Based Learning	CLPC43		X		X
Pedagogy & Curriculum	Making Inquiry the Focus of Instruction	CLPC44		X		X
Pedagogy & Curriculum	Creating Inquiry-Based Labs	CLPC45		X		X
Pedagogy & Curriculum	Fostering Critical Thinking with Inquiry Based Labs	CLPC46		X		X
Pedagogy & Curriculum	Project-Based Learning	CLPC47		X		X
Pedagogy & Curriculum	Transforming Assessments into Authentic Performance Tasks	CLPC48		X		X
Pedagogy & Curriculum	Building STEM Lessons to Align with NGSS Principles	CLPC49		X		X
Pedagogy & Curriculum	Designing STEM Unit Plans for 21st- Century Learning Environments	CLPC50		X		X
Differentiation						
Pedagogy & Curriculum	Differentiated Instruction in the Early Childhood Classroom	CLPC51		X		X
Pedagogy & Curriculum	Differentiation to Enhance Learning	CLPC52	X	X		X
Pedagogy & Curriculum	The Differentiated Classroom: Planning for Struggling Learners	CLPC53	X	X		X
Pedagogy & Curriculum	The Differentiated Classroom: Instructional Strategies	CLPC54	X	X		X
Pedagogy & Curriculum	The Differentiated Classroom: Learning Environment	CLPC55	X	X		X
Pedagogy & Curriculum	Using Technology to Differentiate Instruction	CLPC56		X		X
Virtual and Blended Learning Workshops						
Pedagogy & Curriculum	Introduction to Blended Learning	CLPC57		X		X
Pedagogy & Curriculum	Supercharge Blended Lesson Design	CLPC58		X		X
Pedagogy & Curriculum	Planning and Teaching in a Multi-Access Learning Environment	CLPC59		X		X
Pedagogy & Curriculum	Education and AI: Transformative Approaches to Teaching and Learning	CLPC60		X		X
Google Classroom Workshops						
Pedagogy & Curriculum	Working with Google: Google Classroom #1	CLPC61		X		X
Pedagogy & Curriculum	Working with Google: G-Suite and Google Apps Introduction #2	CLPC62		X		X
Pedagogy & Curriculum	Working with Google: Instructional Tools #3	CLPC63		X		X
Pedagogy & Curriculum	Working with Google: Assessment and Feedback #4	CLPC64		X		X
General Assessment for Learning Workshops						
Assessment for Learning	Assessment Techniques	CLAL01		X		X
Assessment for Learning	Assessment Techniques — A Closer Look	CLAL02		X		X
Assessment for Learning	Formative Assessment & Adjusting Instruction	CLAL03		X		X
Assessment for Learning	Giving Effective Feedback	CLAL04		X		X
Assessment for Learning	Introduction to Data Analysis	CLAL05		X		X
Assessment for Learning	Data-Driven Instruction & Data Walls	CLAL06		X		X

Data-Driven Culture Workshops						
Assessment for Learning	Change Management & the Data Analysis Cycle	CLAL07		X		X
Assessment for Learning	Effective Achievement Teams	CLAL08		X		X
Assessment for Learning	Designing Data Displays & Instructional Interventions	CLAL09		X		X
Assessment for Learning	Data-Driven Observations and Coaching Conversations	CLAL10		X		X
Assessment for Learning	Assessment for School Leaders	CLAL11		X		X
Assessment for Learning	Analyzing Student & Teacher Growth	CLAL12		X		X
Assessment for Learning	Using Data to Tell Your Story	CLAL13		X		X
Learning Environment Workshops						
Learning Environment	Spaces Organized for Learning	CLLE01		X		X
Learning Environment	Effective Classroom Management	CLLE02		X		X
Learning Environment	Developing Learner Voice	CLLE03		X		X
Learning Environment	Developing Core Values	CLLE04		X		X
Learning Environment	Cooperative Learning & Teamwork	CLLE05		X		X
Learning Environment	Interactive & Engaging Teaching Strategies	CLLE06		X		X
Social-Emotional Learning Workshops						
Learning Environment	Promoting Teacher Self-Care & Wellness	CLLE07		X		X
Learning Environment	Introduction to Social-Emotional Learning	CLLE08		X		X
Learning Environment	Supporting Executive Function and Self-Regulation	CLLE09		X		X
Learning Environment	Helping Students Cope with Anxiety	CLLE10		X		X
Learning Environment	Understanding Structural Racism	CLLE11		X		X
Learning Environment	Recognizing Implicit Bias and Striving for Cultural Competency	CLLE12		X		X
Learning Environment	Promoting Antiracism through Culturally Responsive Practices	CLLE13		X		X
Learning Environment	Modeling and Teaching Social Emotional Skill Building	CLLE14		X		X
Learning Environment	Promoting a Safe and Positive School Climate	CLLE15		X		X
Learning Environment	Introduction to Mental Health Literacy	CLLE16		X		X
Learning Environment	Mental Health and Social-Emotional Learning	CLLE17		X		X
Learning Environment	Mental Health and Mental Illness in Young People	CLLE18		X		X
Learning Environment	Cultural Competence	CLLE19		X		X
Learning Environment	Advancing Equity in the Classroom	CLLE20		X		X
Learning Environment	Fostering Growth Mindset in the Classroom	CLLE21		X		X
Learning Environment	Trauma-Informed Educational Practices	CLLE22		X		X

General Family & Student Support Workshops						
Student & Family Support	Identifying & Understanding the Needs of Students with Learning Differences	CLSS01		X		X
Student & Family Support	Exploring Modifications & Accommodations for Students with Learning Differences	CLSS02				
Student & Family Support	Foundations of IDEA & Section 504	CLSS03		X		X
Student & Family Support	The IEP: Your Role as a General Educator	CLSS04		X		X
Student & Family Support	The IEP: Develop, Implement, & Monitor Individualized Education Plans Universal Design for Learning	CLSS05		X		X
Student & Family Support	Universal Design for Learning	CLSS06		X		X
Student & Family Support	Specially Designed Instruction in Math	CLSS07		X		X
Student & Family Support	Specially Designed Instruction in Reading	CLSS08		X		X
Student & Family Support	Keys to Successful Inclusion: Co-Planning and Co-Teaching	CLSS09		X		X
Student & Family Support	Understanding and responding to the Needs of Students with Disabilities in Virtual Settings	CLSS10		X		X
Student & Family Support	Powerful Teams: Teachers Working with Paraprofessionals	CLSS11		X		X
Student & Family Support	Caregivers as Partners: Supporting In-Home Learning	CLSS12		X		X
Student & Family Support	Prioritizing Standards to Accelerate Learning	CLSS13		X		X
Student & Family Support	Exploring Models for Accelerating Learning	CLSS14		X		X
Schoolwide Tiered Student Systems Workshops						
Student & Family Support	Introduction to MTSS (RTI): A Framework for Instruction	CLSS15		X		X
Student & Family Support	Introduction to Positive Behavioral Interventions & Supports (PBIS)	CLSS16		X		X
Student & Family Support	Tiered Academic Interventions	CLSS17		X		X
Student & Family Support	Tiered Behavioral Interventions	CLSS18		X		X
Student & Family Support	Data-Based Individualization (DBI)	CLSS19		X		X
Student & Family Support	Intensive Academic Interventions	CLSS20		X		X
Student & Family Support	Advanced Exploration of Intensive Academic Interventions	CLSS21		X		X
Social-Emotional & Behavior Support Workshops						
Student & Family Support	Intensive Behavioral Interventions	CLSS22		X		X
Student & Family Support	Creating a Positive Classroom Culture for Students with Significant Behavior Support Needs	CLSS23		X		X
Student & Family Support	Supporting Students with Intensive Social-Emotional and Behavioral Challenges	CLSS24		X		X
English Learner Workshops						
Student & Family Support	Understanding the Needs of English Learners TIII	CLSS25		X	X	X
Student & Family Support	Language Objectives & Oral Language Strategies TIII	CLSS26			X	
Student & Family Support	Effective Strategies for Engaging English Learners TIII	CLSS27			X	
Student & Family Support	Vocabulary Development for English Learners	CLSS28	X	X	X	X
Student & Family Support	Reading for English Learners	CLSS29	X	X	X	X

Student & Family Support	Writing for English Learners	CLSS30	X	X	X	X
Student & Family Support	Co-Teaching English Learners	CLSS31		X		X
Student & Family Support	Designing English Development Lessons TIII	CLSS32		X	X	X
Student & Family Support	Working with Grade 4–12 English Learners: Promoting Rigor Through Close Reading	CLSS33	X	X	X	X
Student & Family Support	Teaching Content-Specific Literacy to English Learners TIII	CLSS34		X	X	X
Student & Family Support	Linguistically Responsive Practices: Using Assessment to Meet the Needs of English Learners	CLSS35	X	X	X	X
High-Impact Coaching						
Coaching	Job-embedded Coaching for Teachers	CLCOACHI	X			
Coaching	Job-embedded Coaching for Teachers & Instructional Leaders	CLCOACHII		X		X
Coaching	Job-embedded Coaching for Teachers of Students Identified as English Learners	CLCOACHIII			X	
Coaching	Technology Coaching	CLCOACHT		X		X
Collaborative Quality Analysis						
Collaborative Quality Analysis	Collaborative Quality Analysis (CQA)	CLCQA		X		X
EmpowerU						
EmpowerU	Educator Resilience Training and Self-Care PD	CLEMPWRU		X		X

Catalog Number: ***CLL01***

Event Title: Bloom's Taxonomy for Instructional Leaders: Aligning Objectives, Questions, & Assessments

FOR: INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Leadership***
Grade Level(s)	K-12
Description	To effectively engage students, teachers should be crafting objectives, questions, and assessments at each level of cognitive demand throughout their units of instruction. School leaders will learn to recognize the level of demand required of students and develop a plan of action to support the application of Bloom's Taxonomy to classroom instruction and assessment.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre- approval.
Objectives	Participants will: • Understand the levels of cognitive demand presented in Bloom's Taxonomy • Recognize the levels of taxonomy in objectives, questions, and assessments • Align questions and tasks to various levels of cognitive demand • Identify instructional strategies that will develop and reinforce the levels of thinking targeted in objectives and assessments • Support teachers as they develop opportunities for students to think, discuss, and demonstrate learning at all levels of Bloom's Taxonomy
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLL02*

Event Title: Marzano's High-Yield Strategies for Instructional Leaders

FOR: INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Leadership***
Grade Level(s)	K-12
Description	Research-based instructional strategies maximize a teacher's ability to enhance student achievement. Used strategically and in conjunction with a high-quality curriculum and effective management techniques, the nine high-yield strategies imparted in this session can have a powerful effect on student learning. School leaders will learn to identify the nine strategies in instruction and be able to support teachers' and students' use of the strategies in the classroom.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Understand how and why the strategies are organized into a framework for instructional planning • Recognize how the use of high-yield strategies can support the development of college- and career-readiness skills • Identify use of the strategies using real classroom examples • Determine how to support teachers' and students' use of high-yield strategies in the classroom
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLL03*

Event Title: Differentiation to Enhance Learning for Instructional Leaders

FOR: INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Leadership***
Grade Level(s)	K-12
Description	Differentiation is a flexible, responsive, and proactive approach to meeting the needs of every learner in the classroom. Differentiating instruction ensures that all students are able to access, understand, and apply new skills and concepts. School leaders will learn how to identify evidence of differentiation in the classroom and will develop a plan for leading a differentiated school.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Understand the principles of effective differentiation • Explore strategies for differentiating content, process, product, and environment according to readiness, interest, and/or learning preference • Learn how to identify evidence of differentiation in the classroom • Generate a plan for leading a differentiated school
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Event Title: Building a Professional Learning Community

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Leadership***
Grade Level(s)	K-12
Description	For school-wide change to take hold, teachers must be actively involved in the process, communicating, and collaborating to achieve results. Professional Learning Communities (PLCs) are a way to achieve this. Educators in this session will learn what, why, and how of establishing a successful, goals-oriented PLC.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Understand the essential components of effective PLCs • Generate shared mission and vision statements • Create norms for effective collaboration • Draft an action plan for establishing PLCs with a focus on learning
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: ***CLL05***

Event Title: Developing Effective Teams

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Leadership***
Grade Level(s)	K-12
Description	Teamwork involves collaboration, and creating a productive, results-oriented team is a process. Educators in this session will learn the skills necessary for successful collaboration and how to ensure that teamwork is sustained, and resources are leveraged to contribute to the continuous improvement of teaching and learning in schools.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Explore the characteristics of an effective team • Determine what is needed for successful collaboration • Develop a rubric to chart the team's progress • Draft a template to structure the team meetings
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: ***CLL06***

Event Title: Setting the Stage: Developing Your Leadership Team

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Leadership***
Grade Level(s)	K-12
Description	The most effective organizations have leaders at all levels who are clear about their roles and know how their effectiveness contributes to the organization. In this session, participants will be introduced to a range of processes, skills, and tools that will help build capacity within the leadership team.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Shape and share a school vision • Set clear, common goals • Create a community code to guide student behavior • Establish and communicate nonnegotiable expectations • Learn strategies for building a positive school culture and climate with a focus on learning
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLL07*

Event Title: Building a Culture of Achievement

FOR: INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Leadership***
Grade Level(s)	K-12
Description	Having a culture of achievement requires an intentional effort from school leaders to put achievement at the focus of everything their school does. Educators in this workshop will examine the four domains for building a culture of achievement—climate, time, celebrations, and communication—and explore and adapt ideas and strategies to grow within each domain.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Analyze their current practices within the four domains for building a culture of achievement • Assess their school's strengths and areas for improvement within each of the four domains • Create an action plan for enhancing their school's culture of achievement
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: ***CLL08***

Event Title: The Google Classroom for School Leaders

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (TECHNOLOGY) FUNDING

Provider	Catapult Learning
Subject	***Leadership***
Grade Level(s)	K-12
Description	This workshop will provide an overview of how leadership can utilize technology in order to hold staff meetings, make announcements, check to see that instruction is being held to high standards, and use benchmark assessments to track academic growth. Specifically, this workshop will explore the tools of Google Classroom and how it relates to creating open communication with staff members as well as an introduction to Zoom/Google Meet to get better insights of the learning experiences in your virtual school.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Articulate ways cloud-based applications can increase efficiency for teacher communication • Integrate Google Suite applications into current and new school practices • Utilize Google Classroom to be able to track teacher work, post benchmark assessments, and identify teachers in need of additional assistance
Number of Participants	1-50
Session Number Within Series	Varies
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC01*

Event Title: Introduction to a Core Instructional Model

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IA, IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum***
Grade Level(s)	K-12
Description	Academic learning time is evident when all students are actively manipulating content in a variety of modalities. It is imperative that teachers create opportunities for students to discuss their thinking, practice new skills, and reflect on their learning. This workshop explores the gradual release model used in our classrooms servicing students that are TITLE IA eligible. Classroom teachers will learn to increase student understanding using the gradual release model and plan lessons familiar to students that receive TITLE IA services.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Define academic learning time • Understand the Core Instructional Model- "ME, WE, TWO, YOU" used in the TITLE IA classroom • Design a lesson using the gradual release model • Practice delivering a planned lesson with opportunities to receive feedback from colleagues
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC02*

Event Title: Concept-Based Teaching

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum***
Grade Level(s)	K-12
Description	When teachers teach content in multiple modalities and students apply knowledge to a variety of contexts, conceptual understanding and transfer are increased. Teaching to the concept and providing flexibility and "play" in the active manipulation of content aids memory building and retention, along with ease of access in a variety of different contexts outside the classroom. In this session, participants will learn the foundations of conceptual learning and practice the process for concept-based planning and instruction that will help students build schema to enhance learning and apply and transfer knowledge and understanding.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Understand how concept-based teaching can lead to higher levels of understanding and transfer of knowledge • Explore the relationship among key concepts, essential questions, skills, and understanding in curriculum development • Design a unit that leads to conceptual understanding across multiple disciplines
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: ***CLPC03***

Event Title: Bloom's Taxonomy: Aligning Objectives, Questions, & Assessments

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum***
Grade Level(s)	K-12
Description	To effectively engage students, teachers should be crafting objectives, questions, and assessments at each level of cognitive demand throughout their units of instruction. Educators will practice writing objectives, questions, and assessments that are aligned to the intended level of thinking and be prepared to design learning experiences that engage students at each level of Bloom's Taxonomy.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Understand the levels of cognitive demand presented in Bloom's Taxonomy • Recognize the level of taxonomy in objectives, questions, and assessments • Align questions and tasks to various levels of cognitive demand • Identify instructional strategies that will develop and reinforce the levels of thinking targeted in objectives and assessments
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: ***CLPC04***

Event Title: Webb's Depth of Knowledge: Overview

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum***
Grade Level(s)	K-12
Description	Creating a classroom environment in which all students can learn at high levels and can demonstrate depth of understanding is an essential part of rigorous, standards-based instruction. Webb's Depth of Knowledge (DOK) is a system that educators can use to analyze the complexity intended by standards, learning activities, and assessment tasks. Participants in this session will explore the difference between difficulty and complexity and learn to use Webb's DOK as they design rich, complex lessons.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Distinguish between Webb's Depth of Knowledge and Bloom's Taxonomy • Examine the difference between difficulty and complexity • Categorize questions and tasks by complexity of thinking required to successfully complete them • Craft questions at each level of the DOK framework
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: ***CLPC05***

Event Title: Marzano's High-Yield Instructional Strategies

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA & IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum***
Grade Level(s)	K-12
Description	Research -based instructional strategies maximize a teacher's ability to enhance student achievement in all grades and subject areas. Used strategically in conjunction with a high-quality curriculum and effective management techniques, the nine high-yield strategies imparted in this session can have a powerful effect on student learning. Educators will learn how to incorporate the strategies systematically and intentionally into planning and instruction.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Learn the nine high-yield strategies • Understand how and why the strategies are organized into a framework for instructional planning • Recognize how the use of high-yield strategies can support the development of college- and career-readiness skills • Plan to incorporate the strategies into the classroom instruction
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC06*

Event Title: Crafting Learning Objectives

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA & IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum***
Grade Level(s)	K-12
Description	Learning is most efficient when students know the objectives of a lesson or activity. When teachers set clear objectives, they give students a target for their learning. The process of setting objectives begins with knowing both the standards and the knowledge and skills that teachers aim to develop in their students. In this session, participants will learn how to write measurable objectives and engage students in the learning process.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Explore the purpose of learning objectives and the research supporting their use • Practice crafting strong learning objectives • Unpack curriculum standards into learning objectives • Plan to assess and provide feedback on learning objectives • Design a rubric that clarifies what proficiency looks like for set learning objectives
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC07*

Event Title: Introduction to Curriculum Mapping

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA & IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum***
Grade Level(s)	K-12
Description	Curriculum mapping is at the core of planning for teaching and learning. It is a powerful tool for recording and examining a school's operational curriculum and can be used to focus school improvement and as a process for the ongoing review of curriculum, instructional strategies, and assessments.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Understand the benefits of curriculum mapping • Examine the curriculum mapping process • Prepare to adopt the curriculum mapping process
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC08*

Event Title: Introduction to the Science of Reading K-8

FOR: PREK–1 TEACHERS; INSTRUCTIONAL LEADERS |TITLE IA, IIA & IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum***
Grade Level(s)	K-8
Description	Introduction to The Science of Reading is related to systematic, explicit instruction and the components of the reading process. In this session, teachers of TITLE IA students currently receiving services will look at how making the shift to instruction based in the Science of Reading can close the gap between research and equitable practices for all learners. The strategies taught in the TI room will enhance the instruction of students.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Define the Science of Reading and identify the core elements of evidence-based literacy instruction • Analyze and describe the impact of research for providing equitable reading instruction for all learners • Design goals for making the shift to instruction based in the Science of Reading
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC09*

Event Title: Phonological Awareness K-5

FOR: K–2 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IA, IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum***
Grade Level(s)	K-5
Description	In this session, teachers of TITLE IA-students currently receiving services will understand the difference between phonological awareness and phonemic awareness and will unpack how explicit instruction in phonemic awareness builds skilled readers. Teachers will use the Phonological Skill Sequence to understand where students need additional support with phonemes prior to formal phonics instruction. By unpacking universal screening data, participants will identify next steps for data-informed, systematic, and explicit phonological awareness instruction.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Define phonological awareness • Understand the phonological awareness skills sequence and its impact on the reading process • Analyze a phonological awareness lesson that meets students' needs
Number of Participants	5-50
Session Number Within Series	Varies
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC10*

Event Title: Phonemic Awareness

FOR: K–2 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IA, IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy and Curriculum: Early Childhood***
Grade Level(s)	K-2
Description	In this session, teachers of TITLE IA students currently receiving services will examine phonemic awareness activities and strategies to address deficiencies for students who receive TITLE IA services. Phonemic awareness is a pre-reading skill. Phonemic awareness is the ability to notice, think about and work with the individual sounds (phonemes) in spoken words. Before children learn to read print, they must become aware of how sounds work in words. This includes identifying beginning, medial and ending sounds, hearing rhythm, rhymes, and understanding nuances in spoken word.
Materials	Handouts and power point presentation will be provided at the workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Examine common engaging phonemic awareness activities • Learn strategies to assist students in the developing of an understanding of individual sounds • Identify a scope and sequence teaching sounds
Number of Participants	5-50
Session Number Within Series	Varies
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC11*

Event Title: Phonics K-5

FOR: K–2 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IA, IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum***
Grade Level(s)	K-5
Description	In this session, teachers of TITLE IA students currently receiving services will apply their understanding of the relationship between Phonological Awareness and Phonics. Teachers will engage in new learning to highlight how systematic and explicit instruction on the phonics developmental continuum ensures that students will receive instruction needed to become a skilled reader.
Materials	Handouts and power point presentation will be provided at the workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Describe the relationship between phonological awareness and phonics • Understand the phonics continuum and its impact on the reading process • Analyze how the data can influence instruction to meet students' needs • Evaluate key phonics lesson strategies
Number of Participants	5-50
Session Number Within Series	Varies
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC12*

Event Title: Reading Comprehension K-8

FOR: K–2 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IA, IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum***
Grade Level(s)	K-8
Description	In this session, teachers of TITLE IA students currently receiving services will explore how reading comprehension provides students with the tools to access complex text. Reading comprehension is not automatic. **Research has demonstrated that reading comprehension should include close reading and foundations skills such as text structures and features.** The connections between explicit and systematic instruction in comprehension provide equitable access to all learners in literacy.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Understand key research findings that support reading comprehension • Explore the purpose of text complexity • Explain how close reading provides access to complex text • Design close reading experiences that address grade- specific expectations
Number of Participants	5-50
Session Number Within Series	Varies
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC13*

Event Title: Word Study K-8

FOR: K–2 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IA, IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum***
Grade Level(s)	K-8
Description	In this session, teachers of TITLE IA students currently receiving services will come to understand that the **primary** goal of **word study** is to support students' development of a working knowledge of the orthography — knowledge that students can apply as they are reading and writing. Because it is closely tied to reading instruction, it also develops students' abilities in phonics, word recognition, encoding and vocabulary. Having a deep understanding of word study increases teacher capacity to provide structured reading instruction for all learners.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Describe the role of word study in a general education classroom • Analyze the structure of English orthography • Identify patterns and rules that inform single and multisyllabic word reading
Number of Participants	5-50
Session Number Within Series	Varies
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC14*

Event Title: Reading Intervention K-8

FOR: K–2 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IA, IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum***
Grade Level(s)	K-8
Description	In this session, teachers of TITLE IA students currently receiving services will consider how to apply effective instruction and support for striving readers as they embrace a sense of urgency in planning for intervention instruction that closes the reading gap. By using an Intervention Flow Chart in conjunction with student data, teachers unpack phoneme manipulation, syllable types, high frequency words, and comprehension strategies to intervene with striving readers.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: · Describe the life-long impact of low literacy proficiency · Explain the role a 3-5 teacher plays in intervention · Use data to determine who needs intervention · Apply intervention strategies that will enhance Student Growth Aligned to Workshop Outcomes in literacy
Number of Participants	5-50
Session Number Within Series	Varies
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	· Teacher Feedback Summary · Transfer of New Knowledge & Skills to Instructional Practice · Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC15*

Event Title: Enhancing Oral Language and Vocabulary Development

FOR: PREK–1 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IA IIA & IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Early Childhood***
Grade Level(s)	PreK-1
Description	Teachers of TITLE IA students currently receiving services will explore early childhood research and instructional strategies for the development of oral language and vocabulary. In this session, teachers will examine their current teaching practices and study intentional strategies for developing students' oral language and vocabulary throughout the entire school day. Participants will also explore how reading aloud can enhance oral language and vocabulary development.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Analyze the research and concepts of oral language and vocabulary • Analyze intentional strategies to enhance oral language and vocabulary development • Analyze the importance of reading aloud as a viable and effective strategy to enhance oral language and vocabulary development daily
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC16*

Event Title: Close Reading for Struggling Readers

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IA, IIA & IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Reading***
Grade Level(s)	K-12
Description	Close reading is a thoughtful, critical analysis of text that leads to a deeper understanding of the text's form, academic vocabulary, author's purpose, and overall meaning. Research has shown that close reading helps increase the reading proficiency of all students, including disadvantaged students, and is critical for college and career readiness. This workshop will explore the use of close reading strategies that can be adapted across grade levels and content areas to build the knowledge that is essential for comprehension of complex texts. Teachers of TITLE IA students currently receiving services will learn how to help students read with a purpose and identify key evidence in text that will immediately increase their comprehension.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Review the process for creating text-dependent questions • Discuss the five steps to the close reading process • Practice note-taking and text annotations • Apply collaborative oral tasks and written response frames that support English language learns and low-language-students • Explore how discussion and writing support a deeper understanding of the text • Create a close reading lesson
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC17*

Event Title: Exploring Text Complexity

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IA, IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Reading***
Grade Level(s)	K-12
Description	There are a variety of resources that can be used to enhance rigorous and relevant instruction and learning. In this session, participants will use text samples and complexity rubrics to explore various texts based on language, structure, purpose, and meaning with a focus on providing differentiated opportunities to access complex text for all students. For TITLE IA PD, participants will learn interventions/strategies such as Reading for Meaning for TITLE IA instruction to better support the students in the regular classroom.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Explore the purpose of text complexity and the research supporting its use • Identify the criteria used to select complex grade-level text • Investigate how the measures of text complexity affect the classroom • Examine a variety of strategies to help students at various levels grapple with increasingly complex texts • Design a "Reading for Meaning" strategy lesson to help all students engage with and comprehend complex texts
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: ***CLPC18***

Event Title: How to Incorporate Text-Dependent Questions

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Reading***
Grade Level(s)	K-12
Description	Asking text-dependent questions builds student knowledge and the ability to think in complex ways. These questions guide students back into the text to look for evidence and can spur classroom discussion wherein students are both asking and answering high-level questions. In this session, participants will analyze the purpose for questioning and its connection to the close reading process. Participants will learn how this strategy can be used in TITLE IA instruction to better support all students in the regular classroom.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Explore the purpose of asking text-dependent questions • Learn how asking text-dependent questions support the close reading process • Identify key indicators of complexity • Practice writing high-level text-dependent questions • Learn a process for creating a coherent sequence of questions that scaffold toward a culminating task
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLP19*

Event Title: Guided Reading K-8

FOR: K–8 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IA, IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Reading***
Grade Level(s)	K-12
Description	Guided reading is a research-based, small group instructional approach that enables teachers to flexibly group students to deliver differentiated reading instruction in effective strategies for comprehending texts. Guided reading is an effective strategy for TITLE IA interventions as well as the regular classroom. The utility of this strategy allows teachers to meet the varying instructional needs of every student with the goal of developing independent readers who can read increasingly challenging texts with understanding and fluency. Participants in this session will learn how to incorporate guided reading into their reading instruction and interventions.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Understand the components of guided reading • Explore the framework for guided reading lessons • Know how to flexibly group students for effective differentiated reading instruction • Select, introduce, and use leveled texts for guided reading lessons • Plan a guided reading lesson
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC20*

Event Title: Developing Academic Vocabulary

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS

Also available as a 6-hour workshop **| TITLE IA, IIA or IVA (Well-rounded) FUNDING**

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Reading***
Grade Level(s)	K-12
Description	The work of Hart and Risley (2003) noted the significant vocabulary gap in students coming from low socio-economic households. In this session, participants will practice intentionally selecting vocabulary to explicitly teach and develop students' ability to use and access words that appear in everyday text, especially those that may be slightly out of reach. For TITLE IA PD, participants will learn how this strategy can be used in TITLE IA instruction to better support all students in the regular classroom. TITLE IA instruction is designed to accelerate the acquisition of content rich vocabulary to promote greater success in the regular classroom.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Understand the connection between vocabulary knowledge and comprehension, especially among low SES students • Identify a model that describes three tiers or categories of words • Examine the criteria for identifying Tier ll words • Describe criteria for selecting which words to teach • Explore specific strategies to accelerate vocabulary acquisition and increase student engagement with words • Apply a six-step process for vocabulary instruction
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC21*

Event Title: Developing Rubrics for Writing

FOR: 6-12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE TIA, IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Writing***
Grade Level(s)	6-12
Description	Good writing rubrics help students both understand what good writing looks like and identify ways to improve the quality of their writing through self-assessment and feedback from teachers and peers. In this session, TITLE IA will develop a standards-aligned writing rubric they can use in the classroom with students. Rubrics for writing are an effective strategy for TITLE IA interventions as well as the regular classroom. The utility of this strategy allows teachers to meet the varying instructional needs of every student with the goal of developing independent writers who can write increasingly challenging texts with understanding and fluency. Participants in this session will learn how to incorporate rubrics for writing into their instruction and interventions.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Explore norming with rubrics using sample student papers • Identify the characteristics of effective writing rubrics • Design a standards-aligned writing rubric to use in the classroom • Develop next steps for sharing rubrics with students and norming with rubrics using student writing samples
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC22*

Event Title: Supporting Informative Writing

FOR: 6-12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE TIA, IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Writing***
Grade Level(s)	6-12
Description	To be college- and career-ready, students at the secondary level must be able to produce informative, or explanatory, writing that examines and conveys complex ideas and information clearly and accurately. In this session, TITLE IA teachers will examine how teachers across all content areas can support the development of writing skills in this genre. The utility of this strategy allows teachers to meet the varying instructional needs of every student with the goal of producing informative writing.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Explore provisional and readable writing strategies to support informative writing in the classroom • Describe the informative/explanatory texts students are expected to write in your content area • Identify provisional and readable writing strategies that support informative writing in the classroom • Develop mini-lessons and tasks that integrate provisional and readable writing strategies for informative writing
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC23*

Event Title: Using the Writing Process to Support Argumentative Writing

FOR: 6-12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Writing***
Grade Level(s)	6-12
Description	To be college- and career-ready, students at the secondary level must be able to write arguments that support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. In this session, participants will explore strategies that support students in each step of the writing process: pre-writing, drafting, revising, editing, and publishing.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Develop standards-based writing prompts to use in their classroom • Describe what college and career readiness standards for argumentative writing expect students to be able to produce • Identify strategies at each step of the writing process that help students develop strong argumentative texts • Create standards-based writing prompts to use in the classroom
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC24*

Event Title: Writing from Sources

FOR: 3–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE TIA, IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Writing***
Grade Level(s)	3-12
Description	Real-world writing demands require the ability to write in response to written texts. To do so, writers must possess the fundamental skills to read analytically, summarize texts, and synthesize information from multiple sources into an original document. Participants in this session will explore strategies for annotating and summarizing texts and will learn to develop well-crafted writing assignments. The utility of this strategy allows teachers to meet the varying instructional needs of every student with the goal of developing students who can successfully write from sources. Participants in this session will learn how to incorporate writing from sources into their instruction and interventions.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Understand the components of an effective writing assignment • Use close reading and text annotations as a strategy to engage with complex texts and to prepare to write from sources • Build opportunities for students to analyze and synthesize ideas across texts • Design a writing assignment to support writing from sources
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC25*

Event Title: Teaching Strategies: Opinion Writing

FOR: K–6 TEACHERS; INSTRUCTIONAL LEADERS | TITLE TIA, IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Writing***
Grade Level(s)	K-6
Description	Writing and speaking to topics or texts and supporting a point of view with relevant and sufficient evidence are critical skills required for college and career readiness. In this workshop, participants will develop an understanding of the expectations for opinion writing based upon evidence from the text and learn specific strategies for teaching opinion writing. The utility of this strategy allows teachers to meet the varying instructional needs of every student with the goal of developing students who can successfully incorporate opinion into their writing. Participants in this session will learn how to incorporate opinion writing into their instruction and interventions.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Explore the skills necessary for opinion writing • Determine qualities of effective writing • Learn strategies for teaching students to support a point of view with relevant and sufficient evidence • Create real-world prompts for opinion writing • Develop a rubric to assess student writing
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC26*

Event Title: Teaching Strategies: Argumentative Writing

FOR: 6–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Writing***
Grade Level(s)	6-12
Description	Rigorous writing expectations include argumentative and research writing that requires clear reasoning and sufficient evidence. Educators will learn a process for writing in which students defend claims by gathering and evaluating information and presenting it in a structure and format that addresses task, purpose, and audience.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Understand the essential components of argumentative writing • Identify the purpose of argumentation in the teacher's discipline • Craft effective argumentative prompts • Use graphic organizers as a tool for scaffolding argumentative writing • Annotate and evaluate student argumentative writing
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC27*

Event Title: Supporting Emergent Writers

FOR: K–3 TEACHERS; INSTRUCTIONAL LEADERS | TITLE TIA, IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Writing***
Grade Level(s)	K-3
Description	Practicing different types of writing is essential to student success in writing—even at the earliest stages. K–3 educators will explore the process of early writing and strategies, tools, and techniques to use in the classroom to support emergent writers. Guided reading is an effective strategy for TITLE IA interventions as well as the regular classroom. The utility of this strategy allows teachers to meet the varying instructional needs of every student with the goal of developing independent readers who can read increasingly challenging texts with understanding and fluency. Participants in this session will learn how to incorporate guided reading into their reading instruction and interventions.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Understand the developmental stages of early writers • Determine the qualities of good writing • Create a classroom environment that supports the development of young writers • Learn to teach the craft of writing as a process • Design a writing unit of study
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC28*

Event Title: Supporting Developing Writers

FOR: 4–8 TEACHERS; INSTRUCTIONAL LEADERS | TITLE TIA, IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Writing***
Grade Level(s)	4-8
Description	As students in grades 4–8 continue to develop their craft as writers, they are expected to use writing to convey knowledge and to effectively communicate ideas. Educators will explore techniques for teaching the craft of writing to developing writers and learn how to build a writing-rich classroom. These strategies, grounded in best practices for teaching writing, are designed to create a supportive and engaging environment that fosters the development of proficient writers. By incorporating these approaches, educators can ensure that their instruction is compliant with Title IA requirements while meeting the diverse needs of their students.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Understand the developmental stages of developing writers • Determine the qualities of good writing • Create a classroom environment that supports the development of writers • Learn to teach the craft of writing as a process • Design a writing unit of study
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC29*

Event Title: Writing Across the Curriculum

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE TIA, IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Writing***
Grade Level(s)	K-12
Description	Writing is a powerful tool for communication and one that must be developed and honed across the curriculum. Students benefit from writing in all content areas—it enhances critical thinking, allows students to take greater responsibility for their learning, promotes reflective thinking and questioning, and helps them to make connections. Teachers will explore content-area writing strategies that will enhance learning and help to prepare students for the writing demands of college, careers, and beyond. These strategies are designed to create a supportive and engaging learning environment that promotes the development of writing skills across the curriculum. By incorporating these approaches, educators can ensure that their instruction is compliant with Title IA requirements while enhancing student learning and preparing them for future writing demands.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Incorporate opportunities for writing into every lesson • Explore strategies for using writing as a tool for learning • Learn how to design effective and purposeful writing assignments
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC30*

Event Title: Teaching the Art of Speaking & Listening

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE TIA, IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: ELA & Literacy***
Grade Level(s)	K-12
Description	The ability to effectively communicate is a necessity for college, careers, and beyond. Participants in this session will learn techniques to teach the art of speaking and listening in the classroom. Strategies for incorporating these skills into authentic learning activities across content areas will be explored. These strategies are designed to create a classroom environment where speaking and listening are valued and practiced regularly. By incorporating these approaches, educators can ensure that their instruction is compliant with Title IA requirements while helping students develop essential communication skills for college, careers, and beyond.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Determine the role that the development of oral communication plays across grade levels and content areas • Learn a strategy that will ensure the use of a consistent language when teaching students to be effective speakers • Explore techniques for structuring meaningful classroom conversations • Design lessons that incorporate purposeful speaking and listening components
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC31*

Event Title: Disciplinary Literacy in the Science Classroom

FOR: 6–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: ELA & Literacy***
Grade Level(s)	6-12
Description	To ensure student success in the 21st century, teachers of all disciplines—even science—must become skilled at teaching literacy. In this session, participants will gain an understanding of the application of reading and literacy strategies to a variety of fiction and nonfiction texts through the unique perspective of a scientist.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Understand the difference between content-area reading and disciplinary literacy • Analyze literacy demands of the discipline • Identify rich, complex texts to use in instruction • Practice high-leverage instructional strategies, such as close reading, to interpret scientific text • Explore various scientific lenses scientists use to ask and answer questions about complex texts
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC32*

Event Title: Disciplinary Literacy in the Social Studies Classroom

FOR: 6–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE TIA, IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: ELA & Literacy***
Grade Level(s)	6-12
Description	To ensure student success in the 21st century, teachers of all disciplines—even social studies—must become skilled at teaching literacy. In this session, participants will gain an understanding of the application of reading and literacy strategies to a variety of fiction and nonfiction texts through the unique perspective of a historian. These strategies are designed to create a supportive and engaging learning environment that promotes literacy within the context of social studies. By incorporating these approaches, educators can ensure that their instruction is compliant with Title IA requirements while helping students develop essential literacy skills for the 21st century.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Understand the difference between content-area reading and disciplinary literacy • Analyze literacy demands of the discipline • Identify rich, complex texts to use in instruction • Practice high-leverage instructional strategies, such as close reading, to interpret historical text • Explore various questioning themes that frame historical thinking
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC33*

Event Title: Strengthening Math Instruction: The Math Teaching Practices

FOR: K–12 TEACHERS OF MATH (GROUPED FLEXIBLY) | TITLE TIA, IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Math Instructional Practices***
Grade Level(s)	K-12
Description	In 2014, NCTM (the National Council of Teaching Mathematics) articulated the essential practices of strong math instruction. This workshop provides TITLE IA teachers a broad but valuable opportunity to reflect on these areas. This is particularly important when considering the alignment between intervention for TITLE IA students and instruction that takes place in the regular classroom. These strategies are designed to create a supportive and engaging environment that fosters strong mathematical understanding and skills. By incorporating these approaches, educators can ensure that their instruction is compliant with Title IA requirements while meeting the diverse needs of their students and aligning with the essential practices of strong math instruction.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Distinguish eight teaching practices that describe what effective math teachers do • Clarify them with examples and non-examples • Analyze a classroom video using these practices as lenses • Reflect on current math instructional strengths and set goals for growth
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC34*

Event Title: Facilitating Meaningful Mathematical Discourse

FOR: K–12 TEACHERS OF MATH (GROUPED FLEXIBLY) | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Math Instructional Practices***
Grade Level(s)	K-12
Description	Meaningful discourse can greatly enhance student learning of mathematics, but math teachers often cite facilitation of discourse as a growth area.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Articulate what a "culture of discourse" looks like in the math classroom • Experience several classroom discourse strategies and think about how to make them work • Examine a well-known list of 5 steps for "orchestrating" discourse in the math classroom • Analyze video to evaluate the quality of mathematical discourse in a classroom
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC35*

Event Title: Developing Young Mathematicians: The Mathematical Practices

FOR: K–12 TEACHERS OF MATH (GROUPED FLEXIBLY) | TITLE IA, IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Math Instructional Practices***
Grade Level(s)	K-12
Description	Development of the core critical thinking skills is necessary to becoming mathematicians. Students that receive TITLE IA services need to experience mathematics using multiple modalities. Participants in this session will learn specific strategies that mirror the Title classroom for understanding the Mathematical Practices. Participants will examine how to incorporate those strategies in their classroom for students that receive TITLE IA services. Math standards have increasingly emphasized that students need to not only learn math topics, but also to develop the core critical thinking skills necessary to become a young mathematician. These strategies are designed to create a rich mathematical learning environment that promotes critical thinking and engagement. By incorporating these approaches, educators can ensure that their instruction is compliant with Title IA requirements while effectively supporting the development of young mathematicians.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Identify the eight "Math Practices" that describe the skills of mathematicians at all age levels and learn to embed these skills in the Core Instructional Model • Identify techniques for questioning and teaching that develop these skills on a day-to-day basis • Self-assess teachers' own strengths and weaknesses as mathematicians and critical thinkers in everyday life to establish a baseline for helping their students improve as well • Create differentiated tasks with varying levels of cognitive demands
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC36*

Event Title: Teaching Math for Deep Understanding

FOR: K–12 TEACHERS OF MATH (GROUPED FLEXIBLY)

Also available as a 6-hour workshop **| TITLE IA, IIA or IVA (Well-rounded) FUNDING**

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Math Deep Understanding***
Grade Level(s)	K-12
Description	In this introductory workshop, teachers will explore how to address one of the most important components of effective math instruction – teaching for deep understanding. Deep understanding gives TITLE IA students a better chance of applying what they have learned to real-word situations as well as other mathematical situations. In this session participants will explore opportunities that move TITLE IA students beyond memorizing rules and symbols by understanding of the how and why of math. Participants will learn how a deep understanding of math operations will help students across K-12, ways the standards call for teachers to teach math concepts, and how to choose efficient strategies that require students to think more deeply about facts, ideas, and experiences. These strategies are designed to create a learning environment where deep mathematical understanding is prioritized and cultivated. By incorporating these approaches, educators can ensure that their instruction is compliant with Title IA requirements while effectively supporting students in developing a profound comprehension of mathematics that extends beyond rote memorization.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Break down what "deep understanding of math" really means and connect to both the TITLE IA and regular classroom • Infuse opportunities in classroom instruction for students that receive TITLE IA services to visualize and verbalize their understanding • Learn how to use manipulatives more effectively as a tool for exploring mathematical ideas and processes • Self-assess to improve the depth to which they teach each skill
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC37*

Event Title: Digging into Key Math Topics

FOR: K–12 TEACHERS OF MATH OF SPECIFIC GRADES | TITLE IIA OR IV A(WELL-ROUNDED) FUNDING

***Also available as 6-hour workshops* | TITLE TIA, IIA OR IVA (WELL-ROUNDED) FUNDING**

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Math Deep Understanding***
Grade Level(s)	K-12
Description	After completing the introductory workshop, teachers can continue their learning with a series of workshops that address appropriate math topics for each grade level, as shown in the table below. To support students receiving TITLE IA services in the regular classroom; participants will work to develop a deep understanding of content specific focus areas and implement a set of strategies unique to each "critical area" identified in the table below. • A Fresh Look at Numbers & Operations in Base 10: K, 1 • Foundations of Addition & Subtraction: K, 1 • Measurement vs. the Properties of Operations: 2, 3 • Addition & Subtraction: 2, 3 • Comparing, Adding, & Subtracting Fractions: 4, 5 • The Properties of Operations & Base 10 Computation: 4, 5 • Rates, Ratios, Percentages, & Proportions: 6–8 • Solving Linear Equations & Linear Systems of Equations: 6–8 • Statistics, Probability &Simulation: 6–12 • Transformations: A New Emphasis in Geometry Learning: 8 • The Algebra of Polynomials: High School • Coordinate Geometry: High School • (Re)building Computational Fluency on Deep Understanding of the Operations: • *Special workshop for secondary teachers whose students have significant gaps 6– 12 These strategies are designed to create a supportive and engaging environment that fosters deep mathematical understanding and skills. By incorporating these approaches, educators can ensure that their instruction is compliant with Title IA requirements while meeting the diverse needs of their students.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Expand their own depth of understanding of the topic by digging into key math vocabulary, common problem types, and multiple representations to support students that receive TITLE IA services • Identify and compare multiple ways to solve key problem types and apply them to deepen understanding • With a focus on students that receive TITLE IA services, scrutinize the standards associated with the topics and identify critical concepts that need to be mastered for deep understanding • Use a step-by-step process utilizing strategies specific to students receiving TITLE IA services focused on visualizing and verbalizing the context of the problems in the specific content areas
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC38*

Event Title: Guiding the Process of Problem Solving

FOR: K–12 TEACHERS OF MATH (GROUPED FLEXIBLY) | TITLE IA, IIA OR IVA (WELL-ROUNDED) FUNDING

Also available as a 6-hour workshop

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Math Problem Solving & Numeracy***
Grade Level(s)	K-12
Description	TITLE IA students will benefit from a problem-solving process that provides step-by- step thinking, cues, and visuals to assist their understanding of mathematical problems within a rich context. This introductory workshop seeks answers to two key questions: What do good problem solvers think about? How can we teach students to be better problem solvers? Teachers and students will use the following problem-solving process to break down word problems and identify appropriate math strategies to solve problems: · Questions · Clues · Strategies · Checking These strategies are designed to create a supportive and structured environment that fosters the development of problem-solving skills and numeracy. By incorporating these approaches, educators can ensure that their instruction is compliant with Title IA requirements while effectively supporting students in becoming better problem solvers.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Break down the process of problem solving into clear, manageable steps • Incorporate effective strategies to help students grow as problem solvers • Examine a wider range of problem-solving strategies
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	· Teacher Feedback Summary · Transfer of New Knowledge & Skills to Instructional Practice · Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC39*

Event Title: Representing Math Problems with Pictures, Tables, and Actions

FOR: K–12 TEACHERS OF MATH (GROUPED FLEXIBLY) | TITLE IA, IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Math Problem Solving***
Grade Level(s)	K-12
Description	One step of problem solving commonly skipped by TITLE IA students and teachers is the process of creating representations for math problems. Reformulating a problem as a picture, table, or actions not only can clarify the problem itself but also lead to better strategizing. Participants will focus on developing strong questions to get more out of the problem-solving process for students that receive TITLE IA services and practice designing problems that specifically target the instructional needs of their students. These strategies are designed to enhance the problem-solving skills of Title IA students by emphasizing the importance of creating and using representations. By incorporating these approaches, educators can ensure that their instruction is compliant with Title IA requirements while effectively supporting students in developing a deeper understanding of math problems.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Justify representation as a key step in problem solving • Represent a variety of word problems using pictures, tables, and actions • Pose purposeful questions to help students represent problems independently • Use representations to choose solution strategies • Commit to connecting representations in day-to-day problem solving
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC40*

Event Title: Problem Solving Workshop

FOR: 6–12 TEACHERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Math Problem Solving***
Grade Level(s)	K-12
Description	When students know how to manage the process of problem solving, a teacher can leverage these skills in many ways. Yet most textbooks water down problem solving for students, leading teachers astray. In this session, teachers will be equipped with skills to support problem solving instruction.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Define an effective lesson flow for rich problem-solving experiences • Choose problems that address both topical goals and mathematical practice • Do fewer problems, making them more engaging and digging deeper into them • Guide students as they compare and contrast multiple solutions to the same problem • Leverage problem "remixes" to efficiently extend learning from problems
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC41*

Event Title: Math Vocabulary

FOR: K–12 MATH TEACHERS | TITLE IA, IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Math***
Grade Level(s)	K-12
Description	Vocabulary is one of the best predictors of success in all school subjects. Learning vocabulary is a challenge in all academic areas, but teachers of TITLE IA students currently receiving services of math face additional challenges. Through this session, teachers of TITLE IA students will explore interventions and strategies to support students in building domain-specific vocabulary. TITLE IA students need incremental, repeated exposure in a variety of contexts to the words they are trying to learn. Students need vocabulary instruction that will help them to make multiple connections of the word(s)they are learning when they are engaged in reading and vocabulary practice that goes beyond the memorization of a vocabulary list. These strategies are designed to create a supportive and engaging learning environment that fosters the development of math vocabulary for Title IA students. By incorporating these approaches, educators can ensure that their instruction is compliant with Title IA requirements while effectively supporting students in building the domain-specific vocabulary necessary for success in mathematics.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Identify and address the major variables in vocabulary acquisition: exposure, time, and a variety of contexts • Use strategies that help students learn and remember vocabulary terms • Examine a range of interventions, many of which are fun and practical for learning math vocabulary • Alter problems from textbooks and other resources to better target interventions
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC42*

Event Title: *SAT Math*

FOR: HIGH MATH TEACHERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Math***
Grade Level(s)	9-12
Description	In sync with college and career standards, the SAT has changed, and that brings new challenges to students and teachers. The SAT Math Test covers a range of math practices, with an emphasis on problem solving, modeling, using tools strategically, and using algebraic structure. Questions on the SAT Math Test are designed to mirror the problem solving and modeling in: • college math, science, and social science courses, • real-world jobs, and • personal life. It is critical that TITLE IA teachers provide instruction that assist students with real-world problem-solving tasks that are nuanced with multiple steps and calculations.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Detail the SAT's increased emphasis in the four math areas: the "heart" of algebra, problem solving, data analysis, and "passport" to advanced math • Analyze a range of samples from the SAT math test • Assess the school's curriculum to ensure that students will be prepared for the challenges of the SAT • Devise a test-readiness plan
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLP43*

Event Title: Introduction to STEM & Inquiry-Based Learning

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE TIA, IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: STEM***
Grade Level(s)	K-12
Description	Twenty-first century careers demand that students develop STEAM (science, technology, engineering, art, and math) habits of mind. STEAM topics are focused on together not only because these fields are deeply intertwined in the real world, but because that is how students learn these content areas most effectively. In this workshop, teachers will explore interventions and strategies to support students as they begin to engage in inquiry-based learning. These strategies are designed to create a dynamic and supportive learning environment that fosters STEM habits of mind and inquiry-based learning. By incorporating these approaches, educators can ensure that their instruction is compliant with Title IA requirements while effectively supporting students in developing the skills and knowledge needed for success in STEM fields.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Articulate the importance and goals of STEM education in the 21st century • Identify the principles and practices of inquiry-based learning • Define criteria for a strong inquiry-based learning experience • Use those criteria to evaluate activities and revise them to make them more inquiry-based while providing interventions for struggling students • Explore online resources for collaborative learning • Use a 5E model for lesson planning to promote inquiry and problem solving
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC44*

Event Title: Making Inquiry the Focus of Instruction

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE TIA, IIA OR IVA (WELL-ROUNDED) FUNDING

Also available as a 6-hour workshop. This workshop requires materials for exploring hands-on, inquiry-based labs.

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: STEM***
Grade Level(s)	K-12
Description	STEM education paves the way for students to become the next generation of innovators, educators, researchers, and leaders who can tackle our most pressing challenges. This workshop is designed for schools that have begun to implement inquiry-based learning and are moving forward with their STEM initiatives Teachers will learn interventions to support students as they incorporate project-based learning strategies and challenge students to apply scientific principles to real-world problems. These strategies are designed to create a dynamic and supportive learning environment that places inquiry at the center of instruction and fosters the development of STEM skills. By incorporating these approaches, educators can ensure that their instruction is compliant with Title IA requirements while effectively supporting students in becoming innovators, educators, researchers, and leaders who can tackle pressing challenges.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Explore the power of questions to spark inquiry in all learners • Investigate the engineering and mathematical practice standards • Examine the role of inquiry-based learning in both STEM and non-STEM disciplines • Make connections between STEM and the school's curriculum and other programs • Generate a plan for implementation and transfer to the classroom, including strategies to support struggling students
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC45*

Event Title: Creating Inquiry-Based Labs

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: STEM***
Grade Level(s)	K-12
Description	Inquiry-based labs use real-world problems to help students build the skills essential for the twenty-first century workforce. In this session, educators will review the components and guidelines for inquiry-based learning and examine the role of learning and innovation skills in inquiry-based labs.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Identify and utilize prompts to support inquiry in the classroom • Explore the steps to create an inquiry-based lab • Generate a plan for implementation and transfer to classroom
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC46*

Event Title: Fostering Critical Thinking with Inquiry-Based Labs

FOR: K–12 SCIENCE TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Also available as a 6-hour workshop. This workshop requires materials for exploring hands-on, inquiry-based labs.

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: STEM***
Grade Level(s)	K-12
Description	Understanding the interconnected nature of science as it is practiced in the real world is central to the mission of the Next Generation Science Standards (NGSS). These essential science skills are critical not only for college and career readiness, but for all citizens who must make daily decisions based on research and data. In this workshop, participants will explore the standards and experience teaching the content through inquiry, investigation, and discovery.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Explore the NGSS • Understand how inquiry is incorporated into the NGSS • Discuss and experience the difference between hands-on and inquiry-based instruction • Investigate the levels of inquiry in an inquiry-based lab • Modify inquiry-based labs to reflect differentiated levels of inquiry required for the NGSS
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC47*

Event Title: Project-Based Learning

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Also available as a 6-hour workshop.

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: STEM***
Grade Level(s)	K-12
Description	Project-based learning is a dynamic, inquiry-based classroom approach in which students gain important knowledge, skills, and understandings by investigating open-ended questions. Project-based learning requires critical thinking, collaboration, and creativity and helps to develop the skills required for success in college, careers, and beyond. In this session, participants will learn the fundamentals of project-based learning and work to develop engaging classroom projects.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Explore the components of project-based learning • Understand how project-based learning helps to develop twenty-first century skills • Examine sample projects • Design an interdisciplinary project
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC48*

Event Title: Transforming Assessments into Authentic Performance Tasks

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: STEM***
Grade Level(s)	K-12
Description	How do we develop authentic assessments for STEM and inquiry-based learning? In this session, participants will explore examples of performance tasks from inquiry-based learning across various subjects and STEM lessons to measure them against the criteria for an authentic assessment. Participants will also use the GRASPS framework to start designing a performance task.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Define what makes a performance task an authentic assessment • Examine performance tasks that utilize technology and the arts to help students show mastery of content • Begin creating an assessment tool for an inquiry-based learning lesson or project that involves an authentic performance task
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC49*

Event Title: Building STEM Lessons to Align with NGSS Principles

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: STEM***
Grade Level(s)	K-12
Description	How does inquiry-based learning aligned to the Next Generation Science Standards (NGSS) engage students in STEM habits of mind? During this session, participants will reflect on what they have been doing to build STEM habits of mind and promote student-driven learning through inquiry. Participants will also engage in a deep exploration of the NGSS and work in grade-level teams to plan standards-aligned inquiry-based lessons that maximize "academic learning time."
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Define how inquiry-based learning connects to STEAM habits of mind, the Next Generation Science Standards, and the Engineering Design Process • Identify the Next Generation Science Standards that can be used across content areas to deepen inquiry-based learning in authentic ways • Examine the anatomy of a high-quality, inquiry-based lesson and assess strengths and areas for growth in facilitating inquiry-based learning • Enhance an existing lesson to better align with inquiry-based learning principles and the Next Generation Science Standards
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC50*

Event Title: Designing STEM Unit Plans for 21st-Century Learning Environments

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: STEM***
Grade Level(s)	K-12
Description	A mixed-ability classroom can present unique challenges for instruction and management. STEM learning requires an innovative, collaborative, and interdisciplinary approach to problem solving. For students to cultivate these skills, they need access to learning environments that engage them in authentic, real-world exploration. TITLE IA Teachers in this session will learn instructional strategies for monitoring, delivering, and adjusting instruction according to the readiness and learning styles of the students within their mixed-ability classes.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Describe the characteristics of 21st-century learning environments • Identify the stages of backward design and how they align with the steps involved in planning inquiry-based STEM instruction • Apply backwards design to plan a grade-appropriate STEM unit that aligns with the academic and developmental needs of students
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC51*

Event Title: Differentiated Instruction in the Early Childhood Classroom

FOR: PREK–1 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA & IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Early Childhood***
Grade Level(s)	PreK-1
Description	Teachers will explore the assessment of early literacy skills, the implementation of literacy centers, and the use of assessment data for differentiating classroom instruction. Classroom teachers and TITLE IA teachers will use their available resources to plan for effective literacy activities that meet the needs of their early learners. Teachers will use their assessment data to plan for differentiated instruction in small groups and literacy centers.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Analyze the Emergent Literacy Checklist and its classroom application for literacy instruction • Analyze the planning, organization, and management of literacy centers to reinforce literacy skills • Analyze data and match assessment results with instruction by choosing appropriate instructional activities from available resources
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC52*

Event Title: Differentiation to Enhance Learning

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IA, IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Differentiated Instruction***
Grade Level(s)	K-12
Description	Differentiation is a flexible, responsive, and proactive approach to meeting the needs of every learner in the classroom. Differentiating instruction ensures that all students can access, understand, and apply new skills and concepts. Teachers of TITLE IA students will learn strategies to provide different paths to learning and consider ways to differentiate instruction based on content, process, product, and learning environment to provide appropriate levels of challenge for struggling students. Appropriate for teachers of multi-age classrooms and for TITLE IA instruction. These strategies are designed to create a supportive and inclusive learning environment that meets the diverse needs of Title IA students through differentiation. By incorporating these approaches, educators can ensure that their instruction is compliant with Title IA requirements while effectively supporting students in accessing, understanding, and applying new skills and concepts.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Understand the principles of effective differentiation • Determine the teacher's role and responsibilities in a differentiated classroom • Learn strategies for differentiating content, process, product, and environment according to readiness, interest, and/or learning preference • Practice differentiating a lesson
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC53*

Event Title: The Differentiated Classroom: Planning for Struggling Learners

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IA, IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Differentiated Instruction***
Grade Level(s)	K-12
Description	Planning for instruction in a mixed-ability setting takes special consideration. Teachers of TITLE IA students in this session will explore tools and strategies for planning to address the needs of struggling learners with the classroom, including the use of flexible and small groups for instruction. These strategies are designed to create a differentiated classroom that effectively supports the needs of struggling learners. By incorporating these approaches, educators can ensure that their instruction is compliant with Title IA requirements while fostering a learning environment where all students can thrive.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Understand how pre-assessments support growth, motivation to learn, and efficiency of learning in mixed-ability classrooms • Explore strategies for assessing and differentiating according to readiness, interest, and/or learning preference • Create a tool that assesses readiness, interests, and/or learning profile • Learn how and why to use flexible groups • Plan opportunities for the use of flexible groups throughout a lesson
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	• All
Contact Information	• Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC54*

Event Title: The Differentiated Classroom: Instructional Strategies

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IA, IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Differentiated Instruction***
Grade Level(s)	K-12
Description	A mixed-ability classroom can present unique challenges for instruction and management. Participants in this session will learn instructional strategies for monitoring, delivering, and adjusting instruction according to the readiness and learning styles of struggling students within their mixed-ability classes. Appropriate for teachers of multi-age classrooms and for TITLE IA instruction. These strategies are designed to create a differentiated classroom that effectively supports the needs of struggling learners within a mixed-ability setting. By incorporating these approaches, educators can ensure that their instruction is compliant with Title IA requirements while fostering a learning environment where all students can thrive.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Understand how differentiation of content, process, and product maximizes Student Growth Aligned to Workshop Outcomes and ensures that the needs of individual students are met • Explore strategies for differentiating content, process, and product • Create possible product assignments to address various learning preferences • Plan to differentiate content, process, and products in the mixed-ability classroom
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC55*

Event Title: The Differentiated Classroom: Learning Environment

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IA, IIA, OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Differentiated Instruction***
Grade Level(s)	K-12
Description	Addressing struggling student needs within a mixed-ability TITLE IA classroom is essential to struggling student success. Participants will focus on creating learning environments that honor and support the needs of students within mixed-ability groups and explore strategies for building successful partnerships with parents. Appropriate for teachers of multi-age classrooms and for TITLE IA instruction. Differentiation of the learning environment is important in a TITLE IA classroom to ensure students have a safe space to succeed academically. Students want to know: • Will I be affirmed in this place? • Can I contribute to this place? • Do I see purpose in what we do here?
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Learn strategies for building classroom community • Design the physical classroom space to maximize opportunities for teaching and learning • Develop a plan to increase parental involvement
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: ***CLPC56***

Event Title: Using Technology to Differentiate Instruction

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED OR TECHNOLOGY) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Differentiated Instruction***
Grade Level(s)	K-12
Description	Twenty-first century classrooms must embrace technology as a tool for learning and use it to optimize instruction for digital learners, who receive and process information in fundamentally different ways. Participants will explore how to use technology to cultivate authentic learning experiences and learn strategies to motivate and support students in the classroom with different learning styles, interests, and levels of readiness. Appropriate for teachers of multi-age classrooms and for TITLE IA instruction.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Explore the transformative effects of technology on teaching and learning • Understand how to use technology to foster 21st century skills and engage students in the process of learning • Design authentic learning opportunities for students with different learning styles, interests, and levels of readiness
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	· Teacher Feedback Summary · Transfer of New Knowledge & Skills to Instructional Practice · Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC57*

Event Title: Introduction to Blended Learning

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED OR TECHNOLOGY) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Virtual & Blended Learning***
Grade Level(s)	K-12
Description	Blended learning brings face-to-face and online learning together in an integrated learning experience that enables personalization, mastery- based progression, and use of real-time data to monitor and adjust instruction. The pace of learning is optimized for the needs of each learner. During this workshop, educators will learn to distinguish blended learning from technology integration. They will also examine the different models of blended learning that can be implemented in the classroom and the roles of the student and teacher in a blended learning environment.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Assess their current practices as they relate to blended learning • Transform a traditional lesson to a blended learning one • Develop solutions to challenges they face in integrating blended learning in their classroom
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC58*

Event Title: Supercharge Blended Lesson Design (One Hour Workshop)

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS; | TITLE IIA OR IVA (WELL-ROUNDED OR TECHNOLOGY) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Virtual & Blended Learning***
Grade Level(s)	K-12
Description	Participants will explore best practices inherent in models such as TPACK, SAMR, and PEERS to supercharge your remote lessons. We will also provide a curated list of free technology-enhanced resources for elementary, middle, and high school students.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Make informed decisions regarding inclusion of technology to support effective learning • Create learning experiences that consider constraints and possibilities of in-home learning
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC59*

Event Title: Planning and Teaching in a Multi-Access Learning Environment

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED OR TECHNOLOGY) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Virtual & Blended Learning***
Grade Level(s)	K-12
Description	Multi-Access Learning is an environment where a teacher engages in traditional and digital learning simultaneously. The multi-access learning environment can be either/or both synchronous and asynchronous. The series focuses on the planning, implementation, and refining of a Multi-Access Learning environment. This session should be offered first. In this session, participants will explore what is Multi-Access Learning, how it impacts the learning environment from the teacher's and student's perspective, discuss implications and considerations of teaching dual modalities, and begin planning for multi-access instruction.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Explore learning frameworks • Understand the impact of Multi-Access Learning • Evaluate planning needs for implementation • Align teaching strategies for both online and traditional learning
Number of Participants	5-50
Session Number Within Series	1 of 2
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC60*

Event Title: Education and AI: Transformative Approaches to Teaching and Learning

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED OR TECHNOLOGY) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Virtual & Blended Learning***
Grade Level(s)	K-12
Description	The field of education is undergoing a significant transformation due to the rise of artificial intelligence (AI), which is expected to change the way we teach and learn. To help teachers prepare for this shift, it is essential for them to familiarize themselves with the various tools and applications of AI. This will enable them to proactively integrate these innovations into their classrooms, making their teaching more effective and engaging for students. The workshop introduces teachers to the new world of learning, where they will not only be active learners themselves but also gain hands-on experience with tools that will enhance their teaching and save time. By doing so, they can immediately incorporate these tools into their lessons to better engage students in their learning process.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Utilize a variety of AI tools to uphold academic integrity, deter cheating, and address ethical considerations • Navigate through diverse AI databases to streamline lesson planning, enhance parent communication, and facilitate assignment differentiation • Develop a robust set of guidelines for seamlessly integrating AI into their classrooms, taking proactive measures to prevent any potential misuse by students • Explore multiple strategies for empowering students to effectively leverage AI, enabling them to express their knowledge more meaningfully
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC61*

Event Title: Working with Google: Google Classroom Introduction (Workshop #1)

FOR: BEGINNING USERS | TITLE IIA OR IVA (WELL-ROUNDED OR TECHNOLOGY) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Google Classroom***
Grade Level(s)	K-12
Description	In this session, new Google Classroom users will participate in creating their own Google Classroom, inviting students to the classroom space. Participants will use digital tools to create and post two assignments for their students. Participants will review student work, providing feedback to improve student learning.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Understand Google Classroom and how it supports learning • Create and build a Classroom • Develop assignments with digital tools • Review student work and grades
Number of Participants	5-50
Session Number Within Series	1 of 4
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC62*

Event Title: Working with Google: G-Suite and Google Apps Introduction (Workshop #2)

FOR: BEGINNING USERS | TITLE IIA OR IVA (WELL-ROUNDED OR TECHNOLOGY) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Google Classroom***
Grade Level(s)	K-12
Description	In this session, participants will explore and use G-Suite applications to build documents, incorporate presentations, and explore data in spreadsheets to support learning. Activities will incorporate advanced search techniques with Google Search, Google Books, and Google Scholar for instructional delivery. Participants will learn the tools to support teaching as well as enhance student learning.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Explore G-suite applications (Docs, Slides, Sheets) • Search with Books or Scholar
Number of Participants	5-50
Session Number Within Series	2 of 4
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC63*

Event Title: Working with Google: Instructional Tools (Workshop #3)

FOR: INTERMEDIATE USERS | TITLE IIA OR IVA (WELL-ROUNDED OR TECHNOLOGY) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Google Classroom***
Grade Level(s)	K-12
Description	In this session, participants will explore and use digital tools to enhance instructional practices and explore flipped learning opportunities. Activities will incorporate using Google Maps and Google Earth to conduct virtual field trips and explore knowledge of the world. Additionally, participants will integrate videos and digital tools such as video conferencing, YouTube, and Chrome extensions to extend learning opportunities.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Explore virtual fields trips with Google Maps & Google Earth • Extend learning opportunities with digital tools such as YouTube • Integrate video conferencing with digital tools • Explore Chrome extensions
Number of Participants	5-50
Session Number Within Series	3 of 4
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLPC64*

Event Title: Working with Google: Assessment & Feedback (Workshop #4)

FOR: ADVANCED USERS | TITLE IIA OR IVA (WELL-ROUNDED OR TECHNOLOGY) FUNDING

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Google Classroom***
Grade Level(s)	K-12
Description	In this session, participants will engage in tools to provide appropriate feedback and use assessments for learning. Participants will use Google Forms to create custom formative and summative assessments. Using effective practices and digital tools, participants will explore various ways to support Student Growth Aligned to Workshop Outcomes through appropriate feedback methods. In addition, participants will use Google Sites to examine options for student portfolios.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Use Google Forms to develop formative and summative assessments • Extend learning experiences by building student portfolios with Google Sites • Provide effective feedback using Google comment features
Number of Participants	5-50
Session Number Within Series	4 of 4
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLAL01*

Event Title: Assessment Techniques

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Assessment for Learning***
Grade Level(s)	K-12
Description	At its core, assessment is the art of collecting evidence to determine a student's depth of knowledge. However, choosing the right assessment technique depends on many factors.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Choose assessment formats based on the type of learning to be assessed • Evaluate assessment tasks by considering four key criteria: learning goals, depth of knowledge (DOK) to be assessed, ampleness of evidence, and clarity • Use a wider range of assessment strategies to break the monotony and better access student thinking • Assess whole classes more efficiently
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLAL02*

Event Title: Assessment Techniques — A Closer Look

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Assessment for Learning***
Grade Level(s)	K-12
Description	This workshop is a follow-up to the Assessment Techniques workshop, diving deeper into three key assessment formats: the ever-popular test format as well as performance tasks and self-assessment, two underused formats that research shows to be flexible and effective.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Identify and avoid common issues with tests, applying these principles to one of their own tests • Design performance tasks as an alternative to testing • Develop students' ability in self-assessment
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLAL03*

Event Title: Formative Assessment & Adjusting Instruction

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Assessment for Learning***
Grade Level(s)	K-12
Description	Formative assessment is only valuable when teachers use it to adjust instruction and provide feedback to students. Participants will learn how to make instructional adjustments to students' learning tactics and classroom climate.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Distinguish summative and formative assessment, while acknowledging the gray area in between • Identify types of errors, break down errors into their root causes, and strategically address them • Respond to formative assessment with a variety of timely adjustments to instruction — immediate, near term, last-chance — and monitor for effectiveness
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLAL04*

Event Title: Giving Effective Feedback

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Assessment for Learning***
Grade Level(s)	K-12
Description	Research shows that feedback is one of the most significant strategies teachers can engage in to promote student learning. Participants will reflect on and expand their practice of providing effective feedback.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Identify several modes and formats for giving students feedback • Understand key research about feedback and distinguish grading from giving feedback • Learn techniques for providing effective, actionable feedback to help students meet learning goals
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	· Teacher Feedback Summary · Transfer of New Knowledge & Skills to Instructional Practice · Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLAL05*

Event Title: Introduction to Data Analysis

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Assessment for Learning***
Grade Level(s)	K-12
Description	Effective schools use data to continuously improve. Participants in this session will learn how to gather and analyze data that will help to understand where their schools are, why they are getting the results they are, and how to focus improvement strategies. They will examine the roles and responsibilities of data teams and develop a shared sense of responsibility for student success.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Practice a four-step process for analyzing data • Establish teams to use data to make instructional and curricular decisions for the purpose of increasing student achievement • Take a solution-oriented approach to focusing instructional improvement • Use data to set goals to improve teaching and learning school-wide
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLAL06*

Event Title: Data-Driven Instruction & Data Walls

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Assessment for Learning***
Grade Level(s)	K-12
Description	Continue to practice the data analysis cycle with a focus on using the data to plan and adjust instruction. Participants will utilize assessment data to target skills and explore the use of data walls to facilitate collaboration and focus instructional improvement.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Create a SMART goal to improve performance on targeted skills • Choose from a variety of instructional strategies to reach their SMART goal • Understand the learning environment guidelines for "walls that talk "related to data walls • Visualize and plan a meaningful and inspiring data wall for their own learning space
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLAL07*

Event Title: Change Management and the Data Analysis Cycle

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR TITLE IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Data-Driven Culture***
Grade Level(s)	K-12
Description	School leaders seeking to establish a data-driven culture in their learning community must be prepared to manage complex change and lead their staff through the data analysis cycle. In this session, participants will examine the developmental stages of change and how to guide their school through that process. Participants will also analyze benchmark data from their school and practice drafting SMART goals for students and classrooms that align to school and district targets.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Describe the change management process, including implementation dips and the difference between first and second order change • Utilize the data analysis cycle to analyze benchmark data and identify strengths and growth opportunities • Develop SMART goals to improve performance on targeted skills
Number of Participants	1-50
Session Number Within Series	Varies
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	· Teacher Feedback Summary · Transfer of New Knowledge & Skills to Instructional Practice · Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLAL08*

Event Title: Effective Achievement Teams

FOR: K-12 INSTRUCTIONAL LEADERS | TITLE IIA OR TITLE IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Data-Driven Culture***
Grade Level(s)	K-12
Description	This is designed as a follow-up to the Change Management session. In this session, participants learn how to design and establish high impact achievement teams. Participants will examine the importance of distributive leadership and ways to deal with resistance and get team members on board. Participants will also explore protocols for facilitating data team meetings and continue to analyze benchmark data from their school as well as practice drafting SMART goals for students and classrooms that align to school and district targets.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Apply operational and facilitation factors necessary for high impact achievement team meetings • Implement processes for achievement team follow through and quality assurance • Identify strengths and growth opportunities by analyzing benchmark data • Develop SMART goals to improve performance on targeted skills
Number of Participants	1-50
Session Number Within Series	Varies
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	· Teacher Feedback Summary · Transfer of New Knowledge & Skills to Instructional Practice · Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLAL09*

Event Title: Designing Data Displays and Instructional Interventions

FOR: K–12 INSTRUCTIONAL LEADERS | TITLE IIA OR TITLE IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Data-Driven Culture***
Grade Level(s)	K-12
Description	This is designed as a follow-up to the Effective Achievement Team session. Participants will continue to analyze benchmark data and set SMART goals, but with a specific focus on examining and selecting instructional interventions to respond to the skill gaps they observe. Participants will also learn how to visualize and plan "walls that talk" so that data displays become an integral part of the school's learning environment.
Materials	Handouts and power point presentation will be provided at workshop, if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Identify strengths and growth opportunities by analyzing benchmark data • Develop SMART goals to improve performance on targeted skills • Implement instructional interventions to respond to observed skill gaps • Create compelling data displays that support progress towards SMART goals
Number of Participants	1-50
Session Number Within Series	Varies
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	· Teacher Feedback Summary · Transfer of New Knowledge & Skills to Instructional Practice · Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLAL10*

Event Title: Data-Driven Observations and Coaching Conversations

FOR: K–12 INSTRUCTIONAL LEADERS | TITLE IIA OR TITLE IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Data-Driven Culture***
Grade Level(s)	K-12
Description	This is designed as a follow-up to the Designing Data Displays and Instructional Interventions session. In this session, participants will learn how to conduct non-evaluative classroom observations that focus on collecting evidence of quality teaching and learning. Participants will practice facilitating data focused coaching conversations using the MEET framework and identify concrete next steps to ensure teachers receive the instructional support they need to effectively utilize data to drive instruction.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Utilize an observation protocol for collecting evidence of quality teaching and learning in the classroom • Apply high leverage practices for data-driven coaching conversations • Create an action plan to observe classrooms and provide teachers with effective feedback on their utilization of data in the classroom
Number of Participants	1-50
Session Number Within Series	Varies
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	· Teacher Feedback Summary · Transfer of New Knowledge & Skills to Instructional Practice · Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLAL11*

Event Title: Assessment for School Leaders

FOR: K–12 INSTRUCTIONAL LEADERS | TITLE IIA OR TITLE IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Data-Driven Culture***
Grade Level(s)	K-12
Description	This session is designed as a follow-up to the Data-Driven Observations and Coaching Conversations session. At the start of this session, participants will reflect on recent observations and how to support teachers in more effectively collecting and utilizing data to drive instruction. Participants will then examine the types of assessments currently in use within the classrooms they observed and explore what constitutes a high-quality assessment task. Based on the trends they see; participants will determine next steps for improving the quality of assessments in their school.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Identify core considerations for high-quality assessments • Evaluate the variety and quality of assessments used the classroom • Incorporate instructional planning approaches for helping teachers design high quality assessments
Number of Participants	1-50
Session Number Within Series	Varies
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	· Teacher Feedback Summary · Transfer of New Knowledge & Skills to Instructional Practice · Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLAL12*

Event Title: Analyzing Student and Teacher Growth

FOR: K–12 INSTRUCTIONAL LEADERS | TITLE IIA OR TITLE IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Data-Driven Culture***
Grade Level(s)	K-12
Description	This is designed as a follow-up to the Assessment for Leaders session. During this session, participants will conduct a deep analysis of multiple years of end-of-year benchmark assessment data using the data analysis cycle. Participants will also reflect on their teacher observation data and the work of their achievement team(s) to determine what supports will be needed to continue fostering a data-driven culture in their school. By the end of the session, participants will develop an achievement team meeting agenda focused on utilizing end-of-year benchmark assessment data to drive improvement in the upcoming school year.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Identify priority areas for professional learning based on teacher observation data • Assess the effectiveness of achievement team(s) and areas for refinement • Create and execute an action plan to use end-of-year benchmark assessment and observation data to prepare teachers for the upcoming school year
Number of Participants	1-50
Session Number Within Series	Varies
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	· Teacher Feedback Summary · Transfer of New Knowledge & Skills to Instructional Practice · Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLAL13*

Event Title: Using Data to Tell Your Story

FOR: K–12 INSTRUCTIONAL LEADERS | TITLE IIA OR TITLE IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Data-Driven Culture***
Grade Level(s)	K-12
Description	School leaders can improve the support for and resourcing of their learning community by communicating its value using data and the tenets of branding. Participants in this session will examine their data sources and identify what data can help tell the story of their school. They will also explore how to develop a school brand that uses authentic stories, promotes the mission of the school through positive and purposeful messaging, and consistently shares tangible, measurable results.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Align available data to the school's vision, mission, and beliefs to create a compelling data story • Craft a narrative that uses data to "tell" the school's story • Effectively utilize branding and storytelling, using both print and social media tools, to share school stories
Number of Participants	1-50
Session Number Within Series	Varies
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	· Teacher Feedback Summary · Transfer of New Knowledge & Skills to Instructional Practice · Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLLE01*

Event Title: Spaces Organized for Learning

FOR: K–8 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Learning Environment***
Grade Level(s)	K-8
Description	Learning spaces extend far beyond the walls of the classroom. A well- developed school environment supports learning and student motivation in all spaces of the school and is the responsibility of all school community members. In this session, participants will identify key elements of effective physical environments and discuss how to create an environment that is conducive to a variety of learning needs and pedagogical approaches.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Identify key elements of effective physical environment and displays • Explore strategies for creating walls that teach, manage, and celebrate • Discuss displays that communicate school values and the shared mission and vision of all stakeholders • Analyze gaps in current environment and craft next steps for both quick wins and long-term projects
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	· Teacher Feedback Summary · Transfer of New Knowledge & Skills to Instructional Practice · Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLLE02*

Event Title: Effective Classroom Management

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED OR SAFE & HEALTHY) FUNDING

Provider	Catapult Learning
Subject	***Learning Environment***
Grade Level(s)	K-12
Description	Creating a safe and positive classroom environment is critical for students' social, emotional, and academic success. Proactively and explicitly building a culture of high expectations, respect, and shared values sets the tone for a collaborative classroom and protects both teachers' and students' rights. This workshop will help teachers create an effective plan for classroom management that will set the stage for a successful year for all stakeholders.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Understand the factors that contribute to effective classroom management • Explore the relationships among philosophies, beliefs, values, and behavior • Learn strategies for establishing a positive classroom environment and preventing behavior problems
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLLE03*

Event Title: Developing Learner Voice

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Learning Environment***
Grade Level(s)	K-12
Description	Research has shown that students who engage in conversations about their own learning and who have a voice throughout the school day are more engaged in the content and have better learning outcomes. Promoting student voice in the learning process also increases students 'academic vocabulary, deepens understanding, and supports higher- order thinking. Engaging in reflective learning conversations is also a key part of the cycle of instruction, fostering intrinsic motivation while striving toward personal learning goals.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Explore opportunities for increasing learner voice at the classroom and school level • Define the teacher's role in facilitating a classroom where learner voice is valued and encouraged • Discuss a range of intentional practices that require students to demonstrate high levels of engagement and motivation • Create an action plan for students to take ownership of their learning and act as change agents within the classroom and school community
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLLE04*

Event Title: Developing Core Values

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED/SAFE & HEALTHY) FUNDING

Provider	Catapult Learning
Subject	***Learning Environment***
Grade Level(s)	K-12
Description	Core values permeate all aspects of the learning community and need to be clearly articulated in a community code. It is imperative that the whole school community can articulate a set of shared values, as well as explain and provide examples of how these values enable their school to function well for everyone.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Understand the need for a school-wide community code that explicitly connects to a set of shared values • Explore intentional strategies that create a culture of high expectations that expressly articulate college and career readiness • Discuss ways to ensure that all students receive the necessary support and have a voice in fostering a culture of learning and mutual respect • Develop a core values implementation plan that intentionally underpins positive language, attitudes, and behavior within the school
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLLE05*

Event Title: Cooperative Learning & Teamwork

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED/SAFE & HEALTHY) FUNDING

Provider	Catapult Learning
Subject	***Learning Environment***
Grade Level(s)	K-12
Description	Cooperative learning is more than a classroom strategy used to support academic achievement and social development; working cooperatively is a college- and career-readiness skill. Learning together and working toward a common goal can promote discussion, inquiry, and positive social interactions. In this workshop, participants will explore the symbiotic relationship between learning environment and teamwork and create a plan of action for implementing cooperative learning and team-building activities in the classroom.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Understand the classroom structures needed for successful cooperative learning • Identify tools and strategies to create high-functioning teams • Discuss the teacher's role in facilitating and managing cooperative learning in the classroom • Create a plan for incorporating more opportunities for collaboration in the classroom
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLLE06*

Event Title: Interactive & Engaging Teaching Strategies

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Learning Environment***
Grade Level(s)	K-12
Description	Research shows that increased student engagement promotes overall retention of the target subject matter and leads to higher levels of motivation and student ownership of the learning process. To prepare for college and career, students must not be passive learners; they must manipulate content, ask questions, discuss with peers, and solve problems. This workshop introduces a variety of strategies for teachers to use as they move into a facilitator role in the classroom while engaging students in the cycle of learning.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Discuss guidelines for establishing and maintaining an "active "classroom • Identify instructional strategies that will reinforce the higher levels of thinking required for college and career readiness • Understand the teacher's role in creating learning opportunities that promote inquiry, collaboration, and lively discussion • Design easy-to-implement yet effective activities to use with students
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLLE07*

Event Title: Promoting Teacher Self-Care & Wellness

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (SAFE AND HEALTHY) FUNDING

Provider	Catapult Learning
Subject	***Learning Environment: Social-Emotional Learning***
Grade Level(s)	K-12
Description	This session is designed to support teachers in recognizing signs and symptoms of stress and anxiety, offer key strategies for creating a healthy work-life balance, and help educators improve their outlook and inspiration both inside and outside of the classroom. By the end of the session, participants will be better prepared to manage the stressors inherent to life as a teacher to create a path to wellness.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Identify the source of burnout in their lives and learn to recognize the signs and symptoms • Integrate sustainable self-care approaches into their personal and professional lives to prevent or reverse burnout • Apply self-care strategies that involve students and colleagues in facilitating productivity, balance, and the creation of peaceful and cooperative learning environments • Design action plans for stress management and self-care in their personal and professional lives
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Event Title: Introduction to Social-Emotional Learning

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (SAFE & HEALTHY) FUNDING

Provider	Catapult Learning
Subject	***Learning Environment: Social-Emotional Learning***
Grade Level(s)	K-12
Description	Educators who understand and develop instructional practices that support students' social-emotional competencies create conditions for academic success. In this session, educators explore strategies to help students acquire and effectively apply the knowledge, behaviors, and skills necessary to manage emotions, set and achieve goals, demonstrate empathy, establish and maintain positive relationships, and make responsible decisions to set the stage for success in school, careers, and life.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Demonstrate understanding of the five-overarching social-emotional competencies • Identify social-emotional learning needs in the classroom and/or school • Design and deliver explicit instruction that supports social-emotional competencies in students
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLLE09*

Event Title: Supporting Executive Functions and Self-Regulation

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (SAFE AND HEALTHY) FUNDING

Provider	Catapult Learning
Subject	***Learning Environment: Social-Emotional Learning***
Grade Level(s)	K-12
Description	Students with executive function and self-regulation deficits require thoughtful instruction and behavior shaping to improve their performance of these critical skills. In this session, participants will learn to identify executive function deficits and implement interventions to address executive dysfunction. Factors associated with ADHD will also be explored.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Identify and develop executive function skills within the school and home environment • Explore interventions that will help students who exhibit executive dysfunction • Examine ADHD and its relationship with executive dysfunction
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLLE10*

Event Title: Helping Students Cope with Anxiety

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (SAFE AND HEALTHY) FUNDING

Provider	Catapult Learning
Subject	***Learning Environment: Social-Emotional Learning***
Grade Level(s)	K-12
Description	In the current educational landscape, change is sometimes the only constant. Uncertainty and a lack of a sense of control, among other factors, can lead to anxiety in students and educators alike, undermining efforts at creating nurturing and stable learning environments. Anxiety can also hamper social-emotional development and even lead to long-term negative life outcomes, also affecting families and communities. In this session, participants will learn how to support students and families in coping with anxiety in school and at home.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Distinguish between different types of anxiety and examine the impact of anxiety on student development, behaviors, health, and learning • Explore evidence-based strategies for helping students and teachers manage anxiety related to change, uncertainty, and life stressors • Select and apply relevant strategies to specific students based on their needs and challenges
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLLE11*

Event Title: Understanding Structural Racism

FOR: K-12 TEACHERS AND INSTRUCTIONAL LEADERS| TITLES: IIA OR IVA (SAFE AND HEALTHY) FUNDING

Provider	Catapult Learning
Subject	***Learning Environment: Social-Emotional Learning***
Grade Level(s)	K-12
Description	For centuries, racism has influenced every aspect of society in the United States from the schools people attended and the neighborhoods in which they live down to the opportunities they have access to and how the media portrays them. The deep racial inequities that exist are a direct result of structural, or systemic, racism. In this session, participants will explore the construction of race as a tool of oppression and build a common definition of racism. They will also examine historic and current events that have sought to establish and maintain systems that disenfranchise Blacks and communities of color, thereby limiting their access to resources and quality of life. Participants will also analyze the ways in which racism manifests in classrooms and schools and what perpetuates these systems that continue to marginalize some of the most underserved students.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre- approval.
Objectives	Participants will: • Define race and racism as it relates to the landscape in the United States and describe how the complex layers of racism- internalized, interpersonal, institutional, and structural- manifest in education • Explain ways that systemic, or structural, racism is built into every aspect of society so that it is sometimes difficult to recognize • Identify examples of how people benefit from systemic racism and their roles in perpetuating it
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Application Coaching Observation
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLLE12*

Event Title: Recognizing Implicit Bias and Striving for Cultural Competency

FOR: K-12 TEACHERS AND INSTRUCTIONAL LEADERS | TITLES: IIA, IVA (SAFE AND HEALTHY) FUNDING

Provider	Catapult Learning
Subject	***Learning Environment: Equitable Practices***
Grade Level(s)	K-12
Description	In recent years, the term bias has become synonymous with racism, thus, people tend to avoid considering how it may impact the way in which they interact with others both personally and professionally. However, as human beings, we are all subjects to having biases that can consciously and unconsciously affect our relationship. In this session, participants will learn that biases are just internalized associations that we depend on quickly to fill in gaps when we lack information. Unfortunately, these associations can be skewed, distorted, and inaccurate, and may negatively impact the way we see or treat others. Within the content of the classroom, bias can affect a teacher's expectations of students, assessments and relationship building. At the instructional level, bias can affect the policies and practices that drive school culture. Participants will have an opportunity to reflect on their own biases and engage in strategies to recognize them, with the goal of building more meaningful, positive relationships with their students and their families.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	• Distinguish between explicit and implicit bias. • Identify ways our implicit biases create assumptions that impact the way we see and respond to our students and our colleagues. • Apply strategies to recognize implicit bias, building cultural competence and humility, and promote antibias approaches in our schools, classrooms, and district
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available.
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Application Coaching Observation
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLLE13*

Event Title: Promoting Antiracism through Culturally Responsive Practices

FOR: K-12 TEACHERS AND INSTRUCTIONAL LEADERS | TITLES: IIA, IIIA OR IVA (SAFE AND HEALTHY) FUNDING

Provider	Catapult Learning
Subject	***Learning Environment: Social-Emotional Learning***
Grade Level(s)	K-12
Description	In this session, participants will build on their knowledge from Understanding Structural Racism and Recognizing Implicit Bias and Striving for cultural Competency to future understanding of how the history of marginalization has impacted both teachers and learning. Throughout the session, participants will reflect on the dynamics of power and privilege within their schools and classrooms and examine exclusionary practices that perpetuate inequality. The workshop is designed to engage participants in creating a safe place where they can build trust and clear communication with their colleagues, while exploring and modeling strategies to disrupt practices that disparage or traumatize students from different backgrounds. Participants will learn how to establish a culturally responsive classroom that centers students' experiences and perspectives, addresses each student as a whole child, platforms their interest and voices, adequately challenges every student and celebrates each student's unique experience.
Materials	Handouts power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	• Analyze how power and privilege play out in classroom dynamics • Identify ways in which school leaders, teachers, and students can perpetuate disparities and inequalities • Assess current practices and integrate strategies that promote • student voice and choice • Apply culturally responsive practices that celebrate students' diversity and promote equity in the classroom
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Application Coaching Observation
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLLE14*

Event Title: Modeling and Teaching Social-Emotional Skill Building

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR TITLE IVA (SAFE AND HEALTHY) FUNDING

Provider	Catapult Learning
Subject	***Learning Environment: Social-Emotional Learning***
Grade Level(s)	K-12
Description	Effective social-emotional learning requires teachers to model the five core competencies and deliberately teach skills within those competencies throughout the day, every day. In this session, participants will review the research on the five core competencies and reflect on how to model and teach self-awareness and self-management. Participants will also explore classroom practices and strategies that effectively incorporate social-emotional skill building into academic instruction both in-person and virtually. Participants will also develop a plan that will work with their specific students to effectively apply the knowledge, behaviors, and skills necessary to identify, regulate, and manage emotions, and set and achieve goals.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Upon completion of all three sections, participants will: • Define five core competencies of social-emotional learning • Examine how teaching social-emotional skill building impacts student learning • Explore classroom practices that effectively incorporate social-emotional skill building • Develop strategies to help students acquire and apply social-emotional knowledge • Identify next steps for implementation
Number of Participants	5-50
Session Number Within Series	I of 3
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLLE15*

Event Title: Promoting a Safe and Positive School Climate

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR TITLE IVA (SAFE AND HEALTHY) FUNDING

Provider	Catapult Learning
Subject	***Learning Environment: Social-Emotional Learning***
Grade Level(s)	K-12
Description	Studies have found that schools can address the root causes of school violence by prioritizing the development of a positive school climate. In this session, participants will explore ways to increase social awareness and build relationship management and responsible decision-making skills within the school community. Participants will also examine practices for setting rules and consequences that promote mindfulness and inclusion as part of a safe learning environment.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Define a safe and positive school climate (SPSC) and identify barriers and factors that contribute to its development • Determine ways to promote a SPSC that builds on existing school strengths and addresses areas for growth • Develop a sustainable action plan to promote a SPSC that begins with staff and includes concrete steps to engage students and families
Number of Participants	1-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLLE16*

Event Title: Introduction to Mental Health Literacy

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR TITLE IVA (SAFE AND HEALTHY) FUNDING

Provider	Catapult Learning
Subject	***Learning Environment: Social-Emotional Learning***
Grade Level(s)	K-12
Description	Mental health literacy includes the introductory knowledge and skills in brain function as it relates to maintaining positive mental health, as well as identify mental health challenges in ourselves and others, seek help, and reduce stigma. In this session, educators define, understand, and address mental wellness and the brain within their classrooms and apply strategies to their instructional practice.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: - Define and understand Mental Health & Mental Wellness - Address the stigmas of mental health and trauma in the classroom - Design a safe and supportive classroom environment
Number of Participants	1-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLLE17*

Event Title: Mental Health and Social-Emotional Learning

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR TITLE IVA (SAFE AND HEALTHY) FUNDING

Provider	Catapult Learning
Subject	***Learning Environment: Social-Emotional Learning***
Grade Level(s)	K-12
Description	Educators who understand and develop instructional practices that support students' mental health create conditions for social, emotional, and academic success. In this session, educators explore how supporting mental health with SEL strategies help students acquire and effectively apply the knowledge, behaviors, and skills necessary to manage emotions, demonstrate empathy, establish, and maintain positive relationships to create conditions for optimal learning.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: - Explain the connection between mental health and SEL - Name and define the CASEL competencies - Integrate SEL strategies into daily instruction to support mental health of students
Number of Participants	1-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLLE18*

Event Title: Mental Health and Mental Illness in Young People

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR TITLE IVA (SAFE AND HEALTHY) FUNDING

Provider	Catapult Learning
Subject	***Learning Environment: Social-Emotional Learning***
Grade Level(s)	K-12
Description	Students who have more intensive needs require more intensive support. At this level of support, educators and other providers require more specialized knowledge on mental health when a student has a diagnosed mental illness. In this session, participants will obtain more in-depth knowledge on brain development, common forms of mental illness and impact on learning, and strategies to apply as a team to support the mental health of their students.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: - Explain and promote healthy child and adolescent development - Describe common forms of mental illness and how it presents in the classroom - Identify strategies to support the mental health of students
Number of Participants	1-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	· Teacher Feedback Summary · Transfer of New Knowledge & Skills to Instructional Practice · Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLLE19*

Event Title: Cultural Competence

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (SAFE AND HEALTHY) FUNDING

Provider	Catapult Learning
Subject	***Learning Environment: Social-Emotional Learning***
Grade Level(s)	K-12
Description	Educators can more appropriately meet the needs of the students and families they serve when they possess the ability to understand, communicate with, and effectively interact with people across cultures. When teachers understand the daily lives of their students, they can create a safe environment for learning to better serve their social, emotional, and cognitive needs.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Examine cultural competence by defining what it is and what it is not • Compare and contrast diversity and inclusivity • Identify the stages of cultural awareness and reflect on where you are in the process • Explore how implicit biases inform cultural views, attitudes, and beliefs, which can impact the way you interact with and respond to your students • Learn and apply strategies and approaches to become a more culturally competent educator
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLLE20*

Event Title: Advancing Equity in the Classroom

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR TITLE IVA (Safe & Healthy) FUNDING

Provider	Catapult Learning
Subject	***Learning Environment: Social-Emotional Leaning***
Grade Level(s)	K-12
Description	One of the big goals of 21st century education is to close the engagement and achievement gaps for students from historically marginalized groups. To do this, educators must make the shift from instructional strategies that treat all students as if they were the same to responsive practices designed to advance equity in the classroom. In this session, participants will learn how to foster meaningful teaching and learning that promotes equity by acknowledging, responding to, and celebrating students' experiences so that student voice and agency within the learning community is recognized and amplified.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Describe a vision of equity in the classroom that acknowledges and celebrates diversity, presents content from multiple perspectives, and allows students to see their own experiences honored in learning • Incorporate an analysis of the dynamics of power and privilege in the classroom and its influence on the design of meaningful teaching and learning • Identify and apply instructional approaches that amplify student voice and agency in teaching and learning • Integrate responsive teaching practices that promote equity in the classroom based on students' experiences
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	· Teacher Feedback Summary · Transfer of New Knowledge & Skills to Instructional Practice · Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLLE21*

Event Title: Fostering Growth Mindset in the Classroom

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR TITLE IVA (SAFE AND HEALTHY) FUNDING

Provider	Catapult Learning
Subject	***Learning Environment: Social-Emotional Learning***
Grade Level(s)	K-12
Description	In this era of high stakes testing and increased teacher accountability, correct answers are too often valued as the measure of success over the learning journey. As a result, classrooms become risk-averse, where learning by discovery is overshadowed by speed and accuracy. This session explores strategies for fostering classroom environments permeated by a growth mindset, where risk-taking, mistakes, challenges, and persistence are not only valued but expected.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Explain the tenets of growth mindset • Differentiate between a growth mindset and a fixed mindset • Compare and contrast the learning and performance zone, and discuss how to make those differences clear to students • Identify strategies that support self-reflection, practice, and engagement in the learning zone • Explore strategies to create opportunities for students to take risks, engage in exploratory learning, and engage with challenges
Number of Participants	5-50
Session Number Within Series	Varies
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	· Teacher Feedback Summary · Transfer of New Knowledge & Skills to Instructional Practice · Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLLE22*

Event Title: Trauma-Informed Educational Practices

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (SAFE & HEALTHY) FUNDING

Provider	Catapult Learning
Subject	***Learning Environment: Social-Emotional Learning***
Grade Level(s)	K-12
Description	All schools and educators work with children who have experienced trauma, but they may not know who these students are. Childhood trauma can have direct, immediate, and potentially overwhelming effects on a child's development and ability to learn. Trauma affects not only individuals, but also their families and the communities in which they live and learn. Yet, this issue has largely been ignored by our education system.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Understand the impact of trauma on students' development, their learning experiences, and their classroom behaviors • Examine the types of trauma students face and how best to support them and their families • Identify strategies and approaches that can be used to mitigate the impact of trauma on students and improve educational outcomes • Explore the importance of incorporating self-care techniques for students and educators
Number of Participants	5-50
Session Number Within Series	2 of 2
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLSS01*

Event Title: Identifying & Understanding the Needs of Students with Learning Differences

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE TIA, IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Student & Family Support***
Grade Level(s)	K-12
Description	Students receiving special education services have needs that differ both from the general student population and among themselves. With an increase of students with special needs in general education settings, teachers must be equipped with the tools to support their individual needs. In this session, educators will explore the common attributes of various disabilities and learn how to provide instructional support in general education classrooms. These strategies are designed to equip educators with the knowledge and tools needed to effectively support students with learning differences in general education settings. By incorporating these approaches, educators can ensure that their instruction is compliant with Title IA requirements while fostering an inclusive and supportive learning environment for all students.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Understand common attributes of various disabilities • Identify specific learning needs of individual students • Explore strategies for a multitiered process of providing instructional support in the general education setting • Create and use tools to support the continuous progress monitoring of students
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLSS02*

Event Title: Exploring Modifications & Accommodations for Students with Learning Differences

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE TIA, IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Student & Family Support***
Grade Level(s)	K-12
Description	For many students with learning differences, the key to success lies in having appropriate accommodations for instruction and other classroom activities. These changes help a student access the general education curriculum in a way that makes the most sense for his or her individual needs. During this session, educators will learn practical instructional and assessment strategies to create an inclusive classroom setting. These strategies are designed to equip educators with the knowledge and tools needed to effectively implement accommodations and modifications for students with learning differences. By incorporating these approaches, educators can ensure that their instruction is compliant with Title IA requirements while fostering an inclusive and supportive learning environment for all students.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Understand the difference between modifications and accommodations • Explore accommodation strategies to support students with various needs • Learn how to create a classroom environment that is conducive to teaching students with special needs • Implement strategies in the general education setting
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLSS03*

Event Title: Foundations of IDEA and Section 504

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Student & Family Support***
Grade Level(s)	K-12
Description	The provision of educational services for students with disabilities is mandated by two central pieces of federal law: The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. During this workshop, participants explore the foundational elements of each, including how they ensure that all students with disabilities receive a Free Appropriate Public Education (FAPE). The notion of "Least Restrictive Environment" as a function of the continuum of services will also be explored.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Describe the federal laws that affect the provision of special education services and the delivery of a Free Appropriate Public Education (FAPE) • Identify the roles of general and special educators in providing FAPE for students with disabilities • Examine the notion of "Least Restrictive Environment" as it relates to the continuum of services
Number of Participants	5-50
Session Number Within Series	Varies
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLSS04*

Event Title: The IEP: Your Role as a General Educator

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Student & Family Support***
Grade Level(s)	K-12
Description	IDEA, the federal law that guides special education, requires that a general education teacher familiar with the child be involved as a member of the individualized education plan (IEP) team. The general education classroom teacher plays an important role in the development of the IEP and is the curriculum expert on the multidisciplinary team. In this workshop, we define and discuss the IEP and its components, focusing on the role of the general education classroom teacher as it relates to each element. We also explore what to do before, during, and after an IEP meeting.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Describe what the individualized education plan (IEP) is and its components as an instructional road map • Identify the important contributions general educators make in the development and implementation of the IEP • Apply processes general educators can engage in before, during, and after IEP development
Number of Participants	5-50
Session Number Within Series	Varies
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLSS05*

Event Title: The IEP: Develop, Implement, & Monitor Individualized Education Plans

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Student & Family Support***
Grade Level(s)	K-12
Description	For students to receive a high-quality, specialized education and learning experience as mandated by the provision of FAPE in IDEA, special educators must know how to develop, implement, and monitor an individualized education plan (IEP). In this session, participants will learn how to determine students' present level of academic achievement and functional performance and set IEP goals and objectives aligned to present levels.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Describe the essential components of an IEP and why they are important • Develop supports and strategies to implement the IEP • Use techniques and strategies to monitor teaching and learning based on the goals and objectives of the IEP
Number of Participants	5-50
Session Number Within Series	Varies
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLSS06*

Event Title: Universal Design for Learning

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR TITLE IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Student & Family Support***
Grade Level(s)	K-12
Description	Specially designed instruction means adapting as appropriate the content, methodology or delivery of instruction to the needs of an eligible child. In this session, participants will explore the steps and strategies for designing and delivering explicit instruction in math for students with an individualized education program (IEP). Participants will also examine progress monitoring practices at their school to determine ways to improve the process of monitoring and adjusting instruction so that all students can learn.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Identify the similarities and differences between Specially Designed Instruction (SDI), core instruction, supplemental intervention, and intensive intervention • Design learning opportunities for students with disabilities that incorporate adapted content, suitable methodology, and delivery of specially designed instruction • Apply a variety of high-leverage practices designed to help students with disabilities achieve learning goals • Determine whether interventions are producing the desired results through progress monitoring
Number of Participants	5-50
Session Number Within Series	Varies
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	· Teacher Feedback Summary · Transfer of New Knowledge & Skills to Instructional Practice · Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLSS07*

Event Title: Specially Designed Instruction in Math

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE TIA, IIA or IVA (Well-rounded) FUNDING

Provider	**Catapult Learning**
Subject	***Student & Family Support***
Grade Level(s)	K-12
Description	Specially designed instruction means adapting as appropriate the content, methodology or delivery of instruction to the needs of an eligible child. In this session, participants will explore the steps and strategies for designing and delivering explicit instruction in math for students with an individualized education program (IEP). Participants will also examine progress monitoring practices at their school to determine ways to improve the process of monitoring and adjusting instruction so that all students can learn. These strategies are designed to equip educators with the knowledge and tools needed to effectively design and deliver specially designed instruction in math for students with IEPs. By incorporating these approaches, educators can ensure that their instruction is compliant with Title IA requirements while fostering an inclusive and supportive learning environment where all students can succeed.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Identify the similarities and differences between Specially Designed Instruction (SDI), core instruction, supplemental intervention, and intensive intervention • Design learning opportunities for students with disabilities that incorporate adapted content, suitable methodology, and delivery of specially designed instruction • Apply a variety of high-leverage practices designed to help students with disabilities achieve learning goals • Determine whether interventions are producing the desired results through progress monitoring
Number of Participants	5-50
Session Number Within Series	Varies
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	· Teacher Feedback Summary · Transfer of New Knowledge & Skills to Instructional Practice · Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLSS08*

Event Title: Specially Designed Instruction in Reading

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE TIA, IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Student & Family Support***
Grade Level(s)	K-12
Description	Specially designed instruction means adapting as appropriate the content, methodology or delivery of instruction to the needs of an eligible child. In this session, participants will explore the steps and strategies for designing and delivering explicit instruction in reading for students with an individualized education program (IEP). Participants will also examine progress monitoring practices at their school to determine ways to improve the process of monitoring and adjusting instruction so that all students can learn. These strategies are designed to equip educators with the knowledge and tools needed to effectively design and deliver specially designed instruction in reading for students with IEPs. By incorporating these approaches, educators can ensure that their instruction is compliant with Title IA requirements while fostering an inclusive and supportive learning environment where all students can succeed.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Identify the similarities and differences between Specially Designed Instruction (SDI), core instruction, supplemental intervention, and intensive intervention • Design learning opportunities for students with disabilities that incorporate adapted content, suitable methodology, and delivery of specially designed instruction • Apply a variety of high-leverage practices designed to help students with disabilities achieve learning goals • Determine whether interventions are producing the desired results through progress monitoring
Number of Participants	5-50
Session Number Within Series	Varies
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	⋅ Teacher Feedback Summary ⋅ Transfer of New Knowledge & Skills to Instructional Practice ⋅ Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLSS09*

Event Title: Keys to Successful Inclusion: Co-Planning and Co-Teaching

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Student & Family Support***
Grade Level(s)	K-12
Description	There is remarkable power in partnerships. In order to best support the needs of students most at-risk in general education settings, both regular education and special education teachers need to be armed with tools and strategies to improve the quality of instruction to meet the needs of diverse populations. Co-planning and co-teaching refer to the practice of two teachers planning lessons, delivering instruction, and sharing the responsibility for student learning.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Understand the rationale for co-planning and co-teaching • Identify key principles of co-planning and co-teaching • Utilize the planning pyramid as a framework for designing differentiated instruction • Apply the models of co-teaching strategically in various instructional contexts
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLSS10*

Event Title: Understanding and Responding to the Needs of Students with Disabilities in Virtual Settings

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE TIA, IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Student & Family Support***
Grade Level(s)	K-12
Description	Students receiving special education services have needs that differ from the general student population and among themselves. With an increased number of students with special needs in general education settings, teachers must be equipped with the tools to support their individual needs. In this session, educators will explore the common attributes of various disabilities and begin to explore how to provide instructional support in general education classrooms and virtual learning environments. These strategies are designed to equip educators with the knowledge and tools needed to effectively support students with disabilities in both in-person and virtual settings. By incorporating these approaches, educators can ensure that their instruction is compliant with Title IA requirements while fostering an inclusive and supportive learning environment for all students.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Understand common attributes of various disabilities • Identify specific learning needs of individual students • Explore strategies for providing support in virtual learning settings
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLSS11*

Event Title: Powerful Teams: Teachers Working with Paraprofessionals in a Virtual Learning Environment

FOR: K-12 TEACHERS AND INSTRUCTIONAL LEADERS | TITLES: IIA, OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Students and Family Support***
Grade Level(s)	K-12
Description	When teachers and paraprofessionals engage as instructional partners, opportunities to support student success increase. Working as a team is particularly important when working in a blended or virtual learning environment. In the session, designed for teachers and paraprofessionals to learn together, participants will develop a plan to guide team communication, instructional roles, and responsibilities, and managing behaviors in both in-person and virtual learning environments.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math will require pre-approval.
Objectives	Participants will: • Examine the role of the paraprofessional and role of the teacher • Explore methods of communication between teacher and paraprofessional in person and virtual settings for instructional planning and classroom structure • Develop instructional and behavioral strategies for paraprofessionals to support student learning in an in-person or virtual setting
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available.
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Application Coaching Observation
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLSS12*

Event Title: Caregivers as Partners: Supporting In-Home Learning

FOR: K-12 TEACHERS AND INSTRUCTIONAL LEADERS | TITLES: IIA, IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Student and Family Support***
Grade Level(s)	K-12
Description	Teachers can partner with caregivers to support instruction at home. In this session participants will learn strategies and tips to promote partnerships with caregivers and better equip them in motivating students to engage in learning outside the classroom. Participants will create a plan that help caregivers with goal setting, organization of the learning environment, time management and socialization.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Examine the role of caregivers as partners in learning at home • Explore ways to create a fun and supportive learning environment at home • Engage with caregivers and students in ongoing communication that builds relationships and extends learning
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available.
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Application Coaching Observation
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLSS13*

Event Title: Prioritizing Standards to Accelerate Learning

FOR: K-12 TEACHERS AND INSTRUCTIONAL LEADERS | TITLES: IIA, IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Student and Family Support***
Grade Level(s)	K-12
Description	Accelerated learning models can be a valuable strategy for reinforcing pre-requisite skills that ensure student success during core instruction. In this session, participants will be introduced to Catapult Learning Acceleration Maps, a valuable tool to guide lesson planning and set the foundation for accelerated learning. In an accelerated learning model, teachers preview new learning before the main lesson takes place and then utilize data, they collect to inform the need for remediation. To do this well, teachers must be able to identify what standards to prioritize in crafting learning objectives and planning for learning. Catapult Learning Acceleration Maps are organized based on the prioritized standards for each grade level. Understanding the prerequisite skills needed to access grade-level content is essential to planning proactive support and deploying a variety of strategies to accelerate learning. Acceleration Maps are introduced during this introductory workshop – Prioritizing Standards to Accelerate Learning – and then may be used during follow-up coaching opportunities to provide teachers with direct support to plan instruction.
Materials	Handouts and power point presentation will be provided at workshop, if applicable. Any purchase of material for reading and math requires pre-approval.
Objectives	Participants will: • Define prioritized standards and describe how Catapult's Acceleration Maps help unpack these standards • Analyze the use of prioritized standards in grade-level exemplars of accelerated learning • Develop and implement an action plan using accelerated models for learning that are informed by the prioritized standards from Catapult's Acceleration Maps
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Application Coaching Observation
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLSS14*

Event Title: Exploring Models for Accelerate Learning

FOR: K-12 TEACHERS AND INSTRUCTIONAL LEADERS | TITLES: IIA, IV (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Student and Family Support***
Grade Level(s)	K-12
Description	This session highlights the importance of designing data-informed accelerated learning opportunities to advance student learning that aligns with grade-level standards. Participants will explore strategies that move students rapidly in the right direction by addressing skill and knowledge gaps within the context of new learning.
Materials	Handouts and power point presentation will be provided at workshop, if applicable. Any purchase of material for reading and math requires pre-approval.
Objectives	Participants will: • Apply accelerated learning strategies to get students moving in the right direction • Describe the benefits of making standards and learning goals explicit to students • Develop solutions for addressing skill gaps in the context of new learning
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Application Coaching Observation
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLSS15*

Event Title: Introduction to MTSS (RTI): A Framework for Instruction

FOR: K-12 TEACHERS AND INSTRUCTIONAL LEADERS | TITLES: IIA, IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Student and Family Support: Schoolwide Tiered Student Support***
Grade Level(s)	K-12
Description	Response to Intervention (RTI) is a resource allocation framework that focuses on achievement for all students. It is a systematic process of connecting assessment and instruction to support the needs of every type of learner. In this session, educators will explore what, why, and how of RTI and plan to implement an RTI process in their schools.
Materials	Handouts and power point presentation will be provided at workshop, if applicable. Any purchase of material for reading and math requires pre-approval.
Objectives	Participants will: • Understand the components of a tiered intervention system • Explore various assessments and the role they play in the RTI framework • Coordinate support and resources to prepare for tiered interventions • Practice the problem-solving process
Number of Participants	5-50
Session Number Within Series	Varies
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Application Coaching Observation
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLSS16*

Event Title: Introduction to Positive Behavioral Interventions & Supports

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (Safe & Healthy) FUNDING

Provider	Catapult Learning
Subject	***Student & Family Support: Schoolwide Tiered Student Systems***
Grade Level(s)	K-12
Description	Schools can take a systematic approach to promoting pro-social and pro-academic behaviors by implementing Positive Behavioral Interventions and Supports in a systematic and schoolwide way. School teams will examine their existing structures and systems and explore various strategies to strengthen their schoolwide approach to behavioral management and intervention, with a particular emphasis on putting in place supports and structures to organize intervention and respond to misbehavior at the Tier I or primary level.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Assess their school's current level of behavioral intervention support • Identify Tier I intervention and reinforcement strategies and organize supports and structures to implement interventions at Tier I • Develop schoolwide behavioral expectations and measure whether the PBIS system is meeting the needs of most students
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLSS17*

Event Title: Tiered Academic Interventions

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Also available as a 6-hour workshop

Provider	Catapult Learning
Subject	***Student & Family Support: Schoolwide Tiered Student Systems***
Grade Level(s)	K-12
Description	To meet the needs of all students, a school's core instructional program must incorporate a high-quality curriculum and evidence-based interventions. An important goal of a tiered intervention system is to create an instructional model for all students. Educators will be introduced to a framework for constructing a tiered intervention system and will work cooperatively to develop this type of system for their schools.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Assess school's current level of RTI implementation • Understand how a strong core curriculum is a prerequisite to a tiered intervention system • Learn a framework for constructing a tiered intervention system • Differentiate the core instruction at the school to meet the needs of students in all three tiers • Develop a tiered intervention system
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLSS18*

Event Title: Tiered Behavioral Interventions

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (Safe & Healthy) FUNDING

Provider	Catapult Learning
Subject	***Student & Family Support: Schoolwide Tiered Student Systems***
Grade Level(s)	K-12
Description	High-quality instruction prevents many behavior problems from occurring; however, there are times when teachers must use targeted Tier II interventions with students who require additional support. This session revisits the idea that a strong PBIS system is a prerequisite to building a comprehensive tiered intervention system designed to meet the needs of students most at risk. Educators explore interventions and strategies for promoting positive behavior and collaborate with colleagues to implement Tier II behavioral support and intervention.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Identify the characteristics of students needing Tier II interventions • Develop a process for responding to the needs of Tier II students • Examine examples of Tier II behavioral interventions and generate strategies for promoting and reinforcing positive behaviors
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLSS19*

Event Title: Data-Based Individualization (DBI)

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Student & Family Support: Schoolwide Tiered Student Systems***
Grade Level(s)	K-12
Description	Data-based individualization procedures can maximize student learning and social-behavioral development in a multi-tiered system. In this session, participants will explore data-based interventions for Tier III learners who require personalized instructional experiences to achieve functional performance levels. Participants will examine the DBI process and acquire strategies and resources for progress monitoring, diagnostic assessments, and intervention adaptations.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Describe data-based procedures to create individualized academic and social-behavioral programming within a tiered system of interventions • Identify reliable, multi-phase, and proactive data-based interventions targeting identified IEP goals and outcomes • Create an action plan to address specific students' learning profile requirements
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLSS20*

Event Title: Intensive Academic Interventions

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE TIA, IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Student & Family Support: Schoolwide Tiered Student Systems***
Grade Level(s)	K-12
Description	The National Center for Intensive Intervention (NCII) identified Four Categories of Practice essential in planning and implementing effective instructional practices. These practices have a great impact on student outcomes. Instruction needs to be intentional and explicit. This session explores overarching concepts of high-leverage practices (HLPs) and the Core Practices for Intensive Intervention. These include: Selecting Critical Content; Verifying Students Have Prerequisite Skills and Background Knowledge; Providing Students a Clear Statement of Goals and Expectations; Sequencing Skills Logically; Presenting a Wide Range of Examples and Non-examples. These strategies are designed to equip educators with the knowledge and tools needed to effectively implement intensive academic interventions. By incorporating these approaches, educators can ensure that their instruction is compliant with Title IA requirements while fostering an inclusive and supportive learning environment that promotes the success of all students, particularly those requiring intensive intervention.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Define and understand the core practices and principles of intensive academic interventions • Identify the impact of core practices and high-leverage practices on student outcomes • Utilize core practices and high-leverage practices to determine what, why, and how to deliver intensive academic interventions
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLSS21*

Event Title: Advanced Exploration of Intensive Academic Interventions

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE TIA, IIA OR IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Student & Family Support: Schoolwide Tiered Student Systems***
Grade Level(s)	K-12
Description	This is a follow-up to Introduction to Intensive Academic Interventions. The session explores additional high-leverage practices and more specific strategies for designing and delivering intensive intervention. These include segmenting complex skills; drawing attention to important features of the content through modeling/think alouds; promoting successful engagement using systematically faded supports/prompts; presenting information in ways that help students organize knowledge; creating purposeful practice opportunities; and providing opportunities for students to respond and receive feedback. These advanced strategies are designed to equip educators with the knowledge and tools needed to implement intensive academic interventions effectively. By incorporating these approaches, educators can ensure that their instruction is compliant with Title IA requirements while fostering an inclusive and supportive learning environment that promotes the success of all students, particularly those requiring intensive support.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Demonstrate an understanding of intensive academic interventions • Determine specific strategies to use when designing and delivering intensive academic instruction • Design and implement high-leverage practices that support students' academic learning
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLSS22*

Event Title: Intensive Behavioral Interventions

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (Safe & Healthy) FUNDING

Provider	Catapult Learning
Subject	***Student & Family Support: Social-Emotional & Behavior Support***
Grade Level(s)	K-12
Description	The FBA-BIP (Functional Behavioral Assessment and Behavioral Intervention Planning) process is a helpful tool when supporting students in need of Tier II or Tier III behavioral interventions. In this workshop, participants explore this valuable two-phase process, first by gaining an understanding of maladaptive behavior, defining it, and identifying the function behind it through careful analysis. Participants then learn about antecedent and consequence strategies to decrease problem behavior.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Identify intensive behavioral interventions in a tiered system of antecedent-based management strategies • Examine and select diagnostic assessment protocols to validate behavioral interventions' effectiveness • Apply classroom management interventions
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLSS23*

Event Title: **Creating a Positive Classroom Culture for Students with Significant Behavior Support Needs For:**

K–12 Teachers; Instructional Leaders | TITLE IIA OR IVA (Safe & Healthy) FUNDING

Provider	Catapult Learning
Subject	***Student & Family Support: Social-Emotional & Behavior Support***
Grade Level(s)	K-12
Description	In this session, teachers serving students with the most significant behavior support needs will explore a set of strategies for building appropriate rapport, maintaining boundaries, and establishing positive classroom norms. Participants will examine the value of empathy in daily interactions with students with the most significant behavior support needs. Participants will review importance of classroom structure, avoiding power struggles, maintaining consistency, setting limits, reinforcing appropriate choices, and motivating behavioral change.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Identify the connections between intensive interventions and Tier I support for creating and maintaining a safe learning environment • Describe how preventative interventions can be used to increase the likelihood of pro-social behavior and establish positive relationships with students • Apply the antecedent-behavior-consequence (ABC) framework for behavior change to support students with challenging behaviors in the classroom
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLSS24*

Event Title: Supporting Students with Intensive Social-Emotional and Behavioral Challenges

OR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR IVA (Safe & Healthy) FUNDING

Provider	Catapult Learning
Subject	***Student & Family Support: Schoolwide Tiered Student Systems***
Grade Level(s)	K-12
Description	Participants will gain strategies for creating and maintaining a classroom supportive of all students by learning the crisis cycle and understanding its impact on students. Tools for identifying students' triggers and escalation patterns will be reviewed. The workshop will review strategies for intervening and promoting pro-social student behavior.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Identify proactive and positive behavioral management strategies to prevent the escalation of problem behavior • Describe the acting-out cycle and identify when and how to respond in each stage • Plan interventions that reinforce pro-social student behavior
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLSS25*

Event Title: Understanding the Needs of English Learners (TIII)

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA, IIIA OR IVA (WELL-ROUNDED) FUNDING

This is a 6-hour workshop

Provider	Catapult Learning
Subject	***Student & Family Support: English Learners***
Grade Level(s)	K-12
Description	Understanding how our English Learners acquire language is critical in responding to language and learning needs so that EL students can access content successfully. To guide this growth, educators must organize quality instructional experiences that meet the needs of students while increasing academic language proficiency. In this workshop, teachers will identify the various backgrounds of English Learners; newly arrived ELs with adequate schooling, students with interrupted formal education, and long-term English Learners and the challenges they face. Teachers will learn how English Learners acquire language and begin to determine the best instructional context for their academic growth.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Identify the characteristics of English Learners and how they use language • Describe how language is acquired • Organize instructional experiences for English Learners in a general education setting • Execute a well-informed action plan
Number of Participants	5-50
Session Number Within Series	1 of 6
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	· Teacher Feedback Summary · Transfer of New Knowledge & Skills to Instructional Practice · Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

∗ **Allowable under TITLE IA funding only for teachers who have TITLE IA EL students.**

Return to Table of Contents

Catalog Number: *CLSS26*

Event Title: Language Objectives & Oral Language Strategies (TIII)

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA, IIIA OR IVA (WELL-ROUNDED) FUNDING

This is a 6-hour workshop

Provider	Catapult Learning
Subject	***Student & Family Support: English Learners***
Grade Level(s)	K-12
Description	Language acquisition is most effective when teachers integrate language objectives with content objectives to enhance students access to content. When students understand the What (content) and the How (language) of each lesson, they become more engaged and productive output increases. In this workshop, teachers will have the opportunity to learn how to write language objectives based on the content objects, as well as develop both listening and oral language strategies to enhance students' language proficiency.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Apply language acquisition principles • Develop language objectives • Design experiences to promote active listening and oral language • Execute a well-informed action plan
Number of Participants	5-50
Session Number Within Series	2 of 6
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

∗ **Allowable under TITLE IA funding only for teachers who have TITLE IA EL students.**

Return to Table of Contents

Catalog Number: *CLSS27*

Event Title: Effective Strategies for Engaging English Learners (TIII)

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA, IIIA OR IVA (WELL-ROUNDED) FUNDING

This is a 6-hour workshop

Provider	Catapult Learning
Subject	***Student & Family Support: English Learners***
Grade Level(s)	K-12
Description	Engaging English Learners in an education setting requires a language-rich and culturally responsive space. To be successful, teachers need to be able to build language bridges, or scaffolds, and design English Language Development lessons for active student participation. It is a way to provide subtle corrective feedback. In this workshop, participants will identify strategies to create a welcoming environment for English Learners and develop content area lessons and language acquisition support.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Develop strategies to enhance cultural relevance for students • Reflect on strategies that build a language-rich community • Analyze an English Language Development lesson • Create engaging experiences that build active student participation
Number of Participants	5-50
Session Number Within Series	3 of 6
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

∗ **Allowable under TITLE IA funding only for teachers who have TITLE IA EL students.**

Return to Table of Contents

Catalog Number: *CLSS28*

Event Title: Vocabulary Development for English Learners (TIII)

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE TIA, IIA, IIIA OR IVA (WELL-ROUNDED) FUNDING

This is a 6-hour workshop

Provider	Catapult Learning
Subject	***Student & Family Support: English Learners***
Grade Level(s)	K-12
Description	How do we move English Learners' language proficiency by building academic vocabulary in the general education and TITLE IA setting? During this session, participants will examine the similarities and differences between tiered vocabulary models presented by Beck & McKeown (2013) and Calderón, et. al. (2005), the latter focusing on vocabulary development for English Learners. Participants will practice identifying and classifying vocabulary words to teach English Learners in their classroom and learn a six-step process for vocabulary instruction. Participants will also plan a vocabulary mini lesson that incorporates instructional strategies they have encountered throughout the session and set some SMART goals for teaching vocabulary to English Learners in their classroom.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Describe various tiers of vocabulary and key principles of vocabulary development for English Learners based on research • Identify key vocabulary to incorporate into instruction • Employ strategies that promote academic language usage by English Learners in the classroom
Number of Participants	NA
Session Number Within Series	4 of 6
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	· Teacher Feedback Summary · Transfer of New Knowledge & Skills to Instructional Practice · Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

∗ **Allowable under TITLE IA funding only for teachers who have TITLE IA EL students.**

Return to Table of Contents

Catalog Number: *CLSS29*

Event Title: Reading for English Learners (TIII)

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE TIA, IIA, IIIA OR IVA (WELL-ROUNDED) FUNDING

This is a 6-hour workshop

Provider	Catapult Learning
Subject	***Student & Family Support: English Learners***
Grade Level(s)	K-12
Description	How does readers' workshop develop English Language proficiency in the general education setting? In this session, participants will learn the elements of teaching reading to English Learners, with a focus on phonics, phonemic awareness, and reading comprehension. Participants will examine the reading workshop approach as a method for delivering instruction to diverse learners and explore strategies for small group learning.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Describe a readers' workshop approach to support differentiated instruction for diverse learners • Identify a repertoire of instructional strategies that enhance language proficiency through reading • Develop reading lessons that incorporate language objectives and collaborative conversations that meet college and career readiness standards
Number of Participants	5-50
Session Number Within Series	5 of 6
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	· Teacher Feedback Summary · Transfer of New Knowledge & Skills to Instructional Practice · Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

∗ **Allowable under TITLE IA funding only for teachers who have TITLE IA EL students.**

Return to Table of Contents

Catalog Number: *CLSS30*

Event Title: Writing for English Learners (TIII)

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE TIA, IIA, IIIA OR IVA (WELL-ROUNDED) FUNDING

This is a 6-hour workshop

Provider	Catapult Learning
Subject	***Student & Family Support: English Learners***
Grade Level(s)	K-12
Description	How does writers' workshop develop English Language proficiency across content areas in the general education setting? In this session, participants will examine how a writers' workshop approach can move English Learners towards fluency through teaching authentic writing and writing from sources. A daily writer's workshop provides authentic opportunities to engage students in the process of writing. This approach provides opportunities for differentiated planning, teaching, and assessing ELs' writing. Participants will explore what it means to create a learning environment with specific instructional strategies that support English Learners in writing and learn and practice strategies for more effective conferences with English Learners.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Identify the components of a writers' workshop • Describe the writing process for authentic writing and writing from sources with English Learners • Create a learning environment that supports English Learners in writing • Develop strategies for effective conferring with English Learners
Number of Participants	5-50
Session Number Within Series	6 of 6
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	· Teacher Feedback Summary · Transfer of New Knowledge & Skills to Instructional Practice · Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

∗ **Allowable under TITLE IA funding only for teachers who have TITLE IA EL students.**

Return to Table of Contents

Catalog Number: *CLSS31*

Event Title: Co-Teaching English Learners

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS |TITLE IIA, OR IVA (WELL-ROUNDED) FUNDING

This is a 6-hour workshop

Provider	Catapult Learning
Subject	***Student & Family Support: English Learners***
Grade Level(s)	K-12
Description	A collaborative partnership between a general education teacher, TITLE IA teacher, and an English Learner teacher is imperative to fully support math and reading instruction. When teachers collaborate and form high-functioning teams, their collective efficacy is greatly increased. Participants will explore how to build professional partnerships that maintain the shared belief that together they can achieve success with English Learners.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Define the framework for co-teaching English Learners • Develop strategies that build relationships between general education, TITLE IA and EL teachers in the classroom • Set expectations between school and co-teaching partners • Reflect on the importance of planning
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	· Teacher Feedback Summary · Transfer of New Knowledge & Skills to Instructional Practice · Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

∗ **Allowable under TITLE IA funding only for teachers who have TITLE IA EL students.**

Return to Table of Contents

Catalog Number: *CLSS32*

Event Title: Designing English Development Lessons (TIII)

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IA, IIA, IIIA OR IVA (WELL-ROUNDED) FUNDING

This is a 6-hour workshop

Provider	Catapult Learning
Subject	***Student & Family Support: English Learners***
Grade Level(s)	K-12
Description	How can we design English Language Development (ELD) lessons that serve as a bridge between learning content and language? In this session, participants will examine standards aligned ELD lessons and explore interactive strategies that support the building of content knowledge and language development for **English Learners.**
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Analyze designated and integrated ELD lessons and determine how these might apply to their schools/context • Develop ideas for ELD lessons around grammar, vocabulary, reading, and writing • Design a designated or integrated ELD lesson for an upcoming unit
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI EL students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	· Teacher Feedback Summary · Transfer of New Knowledge & Skills to Instructional Practice · Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLSS33*

Event Title: Working with 4-12 English Learners: Promoting Rigor Through Close Reading (TIII)

FOR: 4–12 TEACHERS; INSTRUCTIONAL LEADERS IA, IIA, IIIA OR IVA (WELL-ROUNDED) FUNDING

This is a 6-hour workshop

Provider	Catapult Learning
Subject	***Student & Family Support: English Learners***
Grade Level(s)	4-12
Description	How do we support grade 4–12 English Learners in a general education setting? In this session, participants will learn about the various backgrounds of English Learners, newly arrived ELs with adequate schooling, students with interrupted formal education, and long-term English Learners and the challenges they face. Teachers will learn how to build supportive environments that respond to the immediate social, cultural, and linguistic needs of ELs. Instructional strategies for teaching background knowledge, close reading, and text-dependent questions will be explored and discussed.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Describe how to maintain rigor when students are learning to read and expanding their vocabulary • Develop strategies for social-emotional support and honoring language and experiences of students • Identify and address how they will support (SIFE) Students with Interrupted Formal Education in their classrooms and schools
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI EL students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLSS34*

Event Title: Teaching Content-Specific Literacy to English Learners (TIII)

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | IA, IIA, IIIA OR IVA (WELL-ROUNDED) FUNDING

THIS IS A 6-HOUR WORKSHOP

Provider	Catapult Learning
Subject	***Student & Family Support: English Learners***
Grade Level(s)	K-12
Description	During this session, participants will review what effective instruction for English Learners looks like in math, science, and social studies classrooms and practice identifying what language is needed for content learning. Participants will also learn how to select and teach a complex, content-area text to English Learners.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Identify ways to increase language production in various content areas • Describe the importance of teaching academic vocabulary • Apply strategies for teaching content while supporting English language skills
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI EL students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	· Teacher Feedback Summary · Transfer of New Knowledge & Skills to Instructional Practice · Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLSS35*

Event Title: Linguistically Responsive Practices: Using Assessment to Meet the Needs of English Learners (TIII)

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA, IIIA OR TITLE IAVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Student & Family Support: English Learners***
Grade Level(s)	K-12
Description	In this workshop participants will get the opportunity to walk through the process of analyzing scores from tests that determine student's level of English language proficiency. This assessment targets five WIDA ELD Standards: Social and Instructional Language, the Language of Social Studies, the Language of Science, the Language of Mathematics, and the Language of Language Arts. **Teachers will explore ways that WIDA tools are used to determine where students are at on the path to English language proficiency, recognize what students can do based on their level of language proficiency, and plan for instruction that supports language simultaneous to content.**
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Workshop participants will learn to: • Evaluate assessments that drive instruction and promote language proficiency growth • Analyze language demands inherent in academic tasks as aligned to the WIDA standards • Describe and apply WIDA tools that inform and support classroom instructional practices with ELs. • Create portraits to collaborate with colleagues, students, and families that analyze assessment results and goal-setting opportunities
Number of Participants	5-50
Session Number Within Series	Varies
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	· Teacher Feedback Summary · Transfer of New Knowledge & Skills to Instructional Practice · Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLCOACHI*

Event Title: Job-Embedded Coaching for Teachers

FOR: K–12 TEACHERS FOR CLASSROOM TEACHERS WITH STUDENTS RECEIVING TITLE IA SERVICES | TITLE IA FUNDING

Provider	Catapult Learning
Subject	***High-Impact Coaching***
Grade Level(s)	K-12
Description	Coaching for classroom teachers with students that receive TITLE IA services enables coaches to go into the classroom to conduct targeted observations providing teachers with data-based feedback to inform reflective conversations. Coaches document classroom observations and conversations using coaching summary sheets. Coaching conversations occur during times free of students and at a point in the day when the teacher and the coach can have meaningful conversations to set goals for implementation of strategies that mirror the TITLE IA classroom. Catapult coaches share content specific (either Reading or Math) strategies to support students that receive TITLE IA services. Catapult coaches put new instructional ideas into practice in the classroom environment.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Coaches will work with classroom teachers to: • **Analyze Data**: Use in class work, formative assessment, and summative assessments to analyze data of students receiving TITLE IA services to understand students' learning needs. • **Differentiation**: Use data collected from class work and assessments to differentiate small group reading or math instruction based on TITLE IA students' needs. • **Instructional Strategies**: Based on TITLE IA students' needs (as identified through the data analysis process) coaching will focus on implementing instructional strategies that mirror the TITLE IA classroom. Reading instructional strategies include but are not limited to phonemic awareness, phonics, fluency, sequencing and increasing comprehension. Math instructional strategies include but are not limited to developing fact fluency, building foundations in number sense, and developing precise understanding of operations. Coaching work on instructional strategies will align with strategies used by the TITLE IA teacher to best support student learning.
Number of Participants	1-50
Session Number Within Series	Varies
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

∗ **Allowable under TITLE IA funding only for teachers who have TITLE IA students**

Return to Table of Contents

Catalog Number: *CLCOACHII*

Event Title: Job-Embedded Coaching for Teachers & Instructional Leaders

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA, IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***High-Impact Coaching***
Grade Level(s)	K-12
Description	Job-imbedded coaching enables Catapult coaches to go in after a workshop to ensure implementation of strategies learned. Ongoing coaching is one of the seminal change agents in schools, based on various research studies. By using the teacher's classroom as the model, our coaches can give real time feedback with the students in the class to affect the academic achievement of those students. Whether you are a teacher trying to implement strategies freshly learned at a workshop or if you are improving on skills, you already possess, our coaches develop a highly customized program that is differentiated to meet the needs of each individual teacher.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Demonstrate and show how to implement new methods in the classroom • Observe lesson delivery, give feedback and help refine techniques • Meet with regularly to answer questions and provide follow up guidance • Keep principals and other school administrators up to date on progress and goal development • Model effective strategies in the classroom setting • Analyze, interpret, and use data to drive differentiated instruction
Number of Participants	1-50
Session Number Within Series	Varies
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLCOACHIII*

Event Title: Job-Embedded Coaching for Teachers of Students Identified as EL (TIII)

FOR: K–12 TEACHERS FOR CLASSROOM TEACHERS WITH STUDENTS RECEIVING TITLE IIIA SERVICES | TITLE IIIA FUNDING

Provider	Catapult Learning
Subject	***High-Impact Coaching***
Grade Level(s)	K-12
Description	Coaching for classroom teachers with students that receive EL services enables Catapults coaches to go into the classroom to conduct targeted observations, provide teachers with data-based feedback to inform reflective conversations, analyze student English language proficiency data, and plan lessons with teachers to provide an environment that supports language acquisition. Catapult coaches document classroom observations and conversations using coaching summary sheets.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Coaches will work with classroom teachers to: • Analyze data from testing to determine English language proficiency level • Differentiate EL student needs based on data to support growth in achieving full English proficiency • Develop and deliver lesson plans for English learners • Identify key features of an environment that supports language acquisition
Number of Participants	1-50
Session Number Within Series	Varies
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLCOACHT*

Event Title: Technology Coaching

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS | TITLE IIA OR TITLE IVA (TECHNOLOGY) FUNDING

Provider	Catapult Learning
Subject	***High-Impact Coaching***
Grade Level(s)	K-12
Description	Technology coaching enables Catapult coaches to go into the classroom to observe, document, provide real time feedback and share strategies to support effective use of technology in the classroom. Technology coaching is available to school leaders and to teachers across all content areas.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Coaches will work with classroom teachers to: • Co-plan lessons that implement new strategies • Model effective use of technology in the classroom setting • Analyze, interpret, and use data to drive organizational and instructional decisions as it relates to technological competency in students and teachers • Support instructional leaders as they develop and implement a technology plan for the school • Support teachers use of technology in the classroom as it relates to blended learning approaches
Number of Participants	1-50
Session Number Within Series	Varies
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	• Teacher Feedback Summary • Transfer of New Knowledge & Skills to Instructional Practice • Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLCQA*

Event Title: Collaborative Quality Analysis (CQA)

FOR: K–12 SCHOOLS| TITLE IIA OR TITLE IVA (WELL-ROUNDED) FUNDING

Provider	Catapult Learning
Subject	***Needs Assessment (Leadership, Pedagogy & Curriculum, Assessment for Learning, Learning Environment, & Student/Family Support)***
Grade Level(s)	K-12
Description	Catapult Learning's Collaborative Quality Analysis (CQA) is a holistic needs assessment designed to identify school strengths and areas for improvement. This shared exploration between a team of Catapult Learning's expert coaches and school-based leadership is focused on analyzing the effectiveness of the school for the purpose of sustained improvement in student achievement. The CQA process promotes the collection and analysis of multiple pieces of evidence in order to answer the five essential questions presented below. The range of responses to these questions, aligned to the five strands of our school design for exemplary schools, serve to assist the team in assessing the performance of a school. The entire process builds a rich picture of the school by viewing it from three perspectives: Structured Reflection, Stakeholder Perceptions, and Student Impact Measures.
Materials	A report will be provided at the conclusion of the analysis identifying strengths & challenges identified by the team.
Objectives	• The School Document Review identifies the processes, structures, and procedures that allow the school to effectively lead and manage change. • The Lesson Plan Review determines to what extent teachers are using a consistent, structured lesson-planning framework that deliberately plans to meet the needs of all learners. • Lesson Observations help the team gather evidence that informs an evaluation of the quality of teaching and learning. • The Climate Walk assesses how well the school promotes and foster environments that support learning and motivation. • The Student Work Review informs how student learning is represented over time; the ways that teacher feedback promotes learning and promotes and prompts next steps in the learning process. • The Students At-Risk Record Review and Discussion identifies the documents and procedures that are in place to determine the effectiveness of the school's systems for supporting all learners. • Stakeholder Focus Groups solicit the perceptions of the main strengths and challenges within the school.
Number of Participants	1-100
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Following the audit activities, the Catapult Learning team reconvenes with school leaders to further analyze and reflect on the data collected in order to identify key themes, potential short- and long-term goals, and "quick wins." The CQA summary report is a compilation of the team's findings and includes both quantitative and qualitative data, painting a comprehensive picture of where the school is and offering suggestions for where it may want to go next.
Assessment of Success	• Transfer of New Knowledge & Skills to Instructional Practice • CQA Report
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catalog Number: *CLEMPWRU*

Event Title: Educator Resilience Training and Self Care

FOR: K–12 SCHOOLS| TITLE IIA OR TITLE IVA (WELL-ROUNDED, SAFE AND HEALTHY) FUNDING

Provider	EmpowerU
Subject	***Educator Resilience Training and Self Care***
Grade Level(s)	K-12
Description	Teachers/Administrators will use EmpowerU's Educator Resilience Training and Professional Development to improve self-care and resilience and increase coping. EmpowerU improves educator well-being, engagement and retention by offering self-paced, online courses, with embedded 1:1 support. It is tailored to support educators in enhancing their wellbeing and rekindling their sense of purpose and commitment to work. Designed for the busy lives of educators, this program provides practical tools for promoting resilience, modeling pro-social behaviors and fostering classroom success. 94% of educators who used EmpowerU felt more in control, calm, and better able to support student behaviors and mental health. EmpowerU provides data driven outcomes for teachers and students including an increase in grades and attendance, increase in confidence and wellbeing, reduction in discipline referrals and prevents the need for an escalation of intervention.
Materials	Online license
Objectives	• Teachers/Administrators will learn skills and develop personalized strategies to increase resilience and self-care • Teachers/Administrators will report enhanced well-being, rekindled sense of purpose and commitment to work. • Teachers/Administrators will feel more in control, calm and better able to support student behavior and mental health.
Number of Participants	Unlimited
Session Number Within Series	• 6 hours • 12 hours
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Participants will be best prepared to implement the EmpowerU program to student participants.
Assessment of Success	• Transfer of New Knowledge & Skills to Instructional Practice • Certificate of completion
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

Return to Table of Contents

Catapult Learning



2025-2026
Family Engagement Catalog

Approved. 7.22.25 ML/MA. Approved TIIIA 7.29.25LZ

Family Engagement Workshops

Family Engagement Workshops are one component of Catapult Learning's Family Connections program. Workshops are designed to equip families with the necessary skills and resources to advocate on behalf of their children. These workshops address a wide range of topics, including academic, social, and emotional development, and are primarily implemented as single sessions targeting the local community's needs. Catapult Learning has presenters available for all workshops listed.

Our Family Engagement solutions offer customized, collaborative, and relevant learning experiences that:

- Are grounded in best practice and models of learning
- Encourage active participation
- Align with student outcome, family engagement/support, and organizational learning goals
- Are designed by Catapult Learning and presented by experienced educators

Adapted for Virtual Facilitation

Catapult Learning can adapt Family Engagement workshops featured in our FE catalog for delivery in a virtual learning environment.

2025-2026 Pricing:

Title IA, IIIA and IVA – Family Engagement	**$435.00 hourly**

Please note that if you are planning to serve snacks or provide materials at an engagement event, you will need to compete a pre-approval and submit 15 days prior to the event.

Table of Contents

Read more about the workshop by clicking on the hyperlinked catalog number

Page	Family Engagement Title	FE Category	Catalog #
4	Setting the Stage for Learning at Home	Organization & Motivation	CLPI-01
5	Starting Off the School Year Right	Organization & Motivation	CLPI-02
6	Helping Your Child Stay Balanced	Organization & Motivation	CLPI-03
7	Keeping Your Child Motivated	Organization & Motivation	CLPI-04
8	Dealing with Setbacks as a Family	Organization & Motivation	CLPI-05
9	Dealing with Anxiety	Social-Emotional Learning	CLPI-06
10	Social-Emotional Learning (SEL) Connections (School and Home)	Social-Emotional Learning	CLPI-07
11	Bullying: Recognizing the Signs	Social-Emotional Learning	CLPI-08
12	Understanding Standards	Literacy & Math	CLPI-09
13	College and Career Readiness	Literacy & Math	CLPI-10
14	Early Literacy & Numeracy Skills	Literacy & Math	CLPI-11
15	Learning Doesn't End at School	Literacy & Math	CLPI-12
16	Building Outstanding Vocabulary at Home	Literacy & Math	CLPI-13
17	Choosing Just Right Books	Literacy	CLPI-14
18	Family Reading Night	Literacy	CLPI-15
19	Reading Board Game Make and Take	Literacy	CLPI-16
20	Real World Math	Math	CLPI-17
21	Family Math Night	Math	CLPI-18
22	Math Board Game Make and Take	Math	CLPI-19
23	Making the Best of Summer	Summer Learning	CLPI-20
24	Digital Citizenship: Technical Tools for Reading & Math	Tech as a Learning Tool	CLPI-21
25	Screen Time: Maximizing the Benefits of Technology	Tech as a Learning Tool	CLPI-22
26	Understanding the ACCESS Test	Title III	CLPI-23
27	Empowering Parents of ELs to Advocate for their Children	Title III	CLPI-24

Setting the Stage for Learning at Home (Titles IA, IVA Well-Rounded)

Provider	Catapult Learning Instructional Staff
Subject	**Organization & Motivation**
Grade Level(s)	K-12
Description	It is critical to create a learning environment at home to foster creativity and curiosity. In this session workshop, families will learn to enhance each child's learning and their efforts to create a learning environment beyond the school day. Families will collaborate to develop a conducive at-home learning environment and strategies to support children's homework and study skills.
Materials	**Additional expenses could include:** • Handouts and PowerPoint presentations will be provided at the workshop if applicable. • Shared materials/manipulatives, if needed, will be used from the Title I room. • Pre-approval is required for all reading and math materials.
Objectives	• Understand why learning at home is important • Foster a learning environment at home that supports curiosity and creativity • Identify and develop strategies to help your children learn effective homework habits and study skills
Number of Participants	1-50
Session Number Within Series	As Needed
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Feedback Summary
Targeted Semester	All
Contact Information	For more information, please contact Catapult Learning at 414-672-1089.

Back to Table of Contents

Catalog Number: CLPI_02

Starting Off the School Year Right (Titles IA, IVA WRE)

Provider Learning Instructional Staff	Catapult
Subject	**Organization & Motivation**
Grade Level(s)	K-12
Description	Families are encouraged to actively participate in the life of the school. In this workshop, families learn how to meet the challenges of the beginning-of-the-school year demands with tips to get to know their child's teacher(s), school community, and strategies to help develop habits for success early in the school year. Discussion will focus on building a relationship with the teacher to stay engaged in their child's learning goals for the year.
Materials	**Additional expenses could include:** • Handouts and PowerPoint presentations will be provided at the workshop if applicable. • Shared materials/manipulatives, if needed, will be used from the Title I room. • Pre-approval is required for all reading and math materials.
Objectives	• Support your child to develop habits for success early in the school year • Develop a relationship with your child's teacher(s) and build an open line of communication • Apply strategies to help your child stay engaged and organized throughout the school year • Create a plan to help you get to know your child's teacher(s) and to stay involved with your child's learning
Number of Participants	1-50
Session Number Within Series	As Needed
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Feedback Summary
Targeted Semester	Fall

Contact Information

For more information, please contact Catapult Learning at 414-672-1089.

Back to Table of Contents

Helping Your Child Stay Balanced (Titles IA, IVA WRE)

Provider Learning Instructional Staff	Catapult
Subject	**Organization & Motivation**
Grade Level(s)	K-12
Description	In this workshop, families will explore time management to help a child stay balanced at home and at school. Families will learn to support children and manage a myriad of responsibilities while maintaining a primary focus on school. There will be a focus on stress management and warning signs to step in and aid students in finding balance.
Materials	**Additional expenses could include:** • Handouts and PowerPoint presentations will be provided at the workshop if applicable. • Shared materials/manipulatives, if needed, will be used from the Title I room. • Pre-approval is required for all reading and math materials.
Objectives	• Understand your child's challenges and find easy-to-implement solutions • Identify practical tools to improve your child's attention, academic performance, social skills, behavior, emotional intelligence, self-regulation, and self-confidence • Create a schedule that can help your child manage responsibilities while staying balanced
Number of Participants	1-50
Session Number Within Series	As Needed
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Feedback Summary
Targeted Semester	ALL
Contact Information	For more information, please contact Catapult Learning at 414-672-1089.

Back to Table of Contents

Catalog Number: CLPI-04

Keeping Your Child Motivated (Title IVA S&H)

Provider	Catapult Learning
Instructional Staff	
Subject	**Organization & Motivation**
Grade Level(s) **Description**	K-12 This workshop offers practical advice on keeping your child motivated and engaged in school at any age. Families will learn how to motivate their children intrinsically and extrinsically. Families will incorporate theories of motivation and apply principles of motivation to improve their child's academic achievement in reading and math.
Materials	**Additional expenses could include:** • Handouts and PowerPoint presentations will be provided at the workshop if applicable. • Shared materials/manipulatives, if needed, will be used from the Title I room.
Objectives	• Pre-approval is required for all reading and math materials. • Understand your impact on your child's self-esteem • Identify whether your child is intrinsically or extrinsically motivated, or both • Apply practical tips to help your child build self-efficacy and confidence
	• Develop a short- and long-term plan to increase your child's motivation
Number of Participants	1-50
Session Number Within Series	As Needed
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Feedback Summary
Targeted Semester	All
Contact Information	For more information, please contact Catapult Learning at 414-672-1089.

Back to Table of Contents

Dealing with Setbacks as a Family (Titles IVA S&H)

Provider	Catapult Learning Instructional Staff
Subject	**Organization & Motivation**
Grade Level(s)	K-12
Description	Some children find it especially difficult to deal with setbacks, and this may be something that parents or guardians may have little control over. Parents can, however, influence the way their children think about what setbacks mean. In this workshop, families will walk through some strategies for helping children deal with setbacks, whether academic or social. The goal is to do it in a way that helps your child recognize that setbacks can be a good thing, and that everyone encounters failure at one point or another.
Materials	**Additional expenses could include:** • Handouts and PowerPoint presentations will be provided at the workshop if applicable. • Shared materials/manipulatives, if needed, will be used from the Title I room. • Pre-approval is required for all reading and math materials.
Objectives	• Understand that failure can be a valuable part of learning • Help your child when you notice that your child is struggling at school • Apply different approaches to address setbacks/failures and how your child can overcome them to succeed
Number of Participants	1-50
Session Number Within Series	As Needed
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Feedback Summary
Targeted Semester	All
Contact Information	For more information, please contact Catapult Learning at 414-672-1089.

Back to Table of Contents

Catalog Number: CLPI-06

Dealing with Anxiety (Title IVA S&H)

Provider	Catapult Learning Instructional Staff
Subject	Social-Emotional Learning
Grade Level(s)	K-12
Description	The coronavirus (COVID-19) pandemic may be stressful for people, including children. Fear and anxiety about a disease, especially one that is unknown, can be overwhelming and cause strong emotions in adults and children. How you cope with stress and anxiety, however, can make you, your child, your family, and your community stronger.
Materials	**Additional expenses could include:** • Handouts and PowerPoint presentations will be provided at the workshop if applicable. • Shared materials/manipulatives, if needed, will be used from the Title I room. • Pre-approval is required for all reading and math materials.
Objectives	• Understand differences between what trauma and anxiety • Identify signs and symptoms of anxiety in your child • Apply different strategies to manage anxiety as a family
Number of Participants	1-50
Session Number Within Series	As Needed
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Feedback Summary
Targeted Semester	All
Contact Information	For more information, please contact Catapult Learning at 414-672-1089.

Back to Table of Contents

Catalog Number: CLPI-07

Social-Emotional Learning (SEL) Connections Between School and Home (Title IVA S&H)

Provider	Catapult Learning Instructional Staff
Subject	**Social-Emotional Learning**
Grade Level(s)	K-12
Description	Social and emotional learning is universal; this type of learning is often referred to as "non-cognitive" but is a foundation for both teaching and learning in academic settings. In this workshop, families will explore their impact on social-emotional learning; this impact can be negative and positive. Parenting is not easy, but we can do our best to try to grow and have the most positive impact on our children's social and emotional development.
Materials	**Additional expenses could include:** • Handouts and PowerPoint presentations will be provided at the workshop if applicable. • Shared materials/manipulatives, if needed, will be used from the Title I room. • Pre-approval is required for all reading and math materials.
Objectives	• Identify and regulate our feelings and emotions • Foster positive and healthy relationships • Make responsible decisions
Number of Participants	1-50
Session Number Within Series	As Needed
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Feedback Summary
Targeted Semester	All
Contact Information	For more information, please contact Catapult Learning at 414-672-1089.

Back to Table of Contents

Catalog Number: CLPI-08

Bullying: Recognizing the Signs (Title IVA S&H)

Provider	Catapult Learning Instructional Staff
Subject	**Social-Emotional Learning**
Grade Level(s)	K-12
Description	Bullying reflects an imbalance of power that happens again and again. Ignoring bullying behavior teaches students who bully that they can't bully others without consequences. In this workshop, families will learn to recognize the signs of bullying and how adults and bystanders need to stand up for children who are bullied to ensure they are protected and safe. Discussion will focus on warning signs and what to do if bullying is taking place.
Materials	**Additional expenses could include:** • Handouts and PowerPoint presentations will be provided at the workshop if applicable. • Shared materials/manipulatives, if needed, will be used from the Title I room. • Pre-approval is required for all reading and math materials.
Objectives	• Understand what bullying is and what it is not Recognize the signs of bullying • Identify the characteristics of bullying and victimization • Know the steps you can take to ensure your children are not involved in bullying – either as perpetrators, victims, or bystanders, as well as what to do if they are involved
Number of Participants	1-50
Session Number Within Series	As Needed
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Feedback Summary
Targeted Semester	All
Contact Information	For more information, please contact Catapult Learning at 414-672-1089.

Back to Table of Contents

Catalog Number: CLPI-09 ***Understanding Standards (Titles IA, IVA WRE)***

Provider	Catapult Learning Instructional Staff
Subject	**Literacy and Math**
Grade Level(s)	K-12
Description	In this workshop, families will be able to describe the difference between standards and readiness. Participants will learn what questions to ask the teacher and their child to know grade-level expectations and how to help their child understand what they are learning, why they are learning it, and how they are learning "it."
Materials	**Additional expenses could include:** • Handouts and PowerPoint presentations will be provided at the workshop if applicable. • Shared materials/manipulatives, if needed, will be used from the Title I room. • Pre-approval is required for all reading and math materials.
Objectives	• State why standards are important and how they set expectations for what students should know and be able to do • Explain college and career readiness and why it matters • Identify what to look for in your child's schoolwork to be sure they are making progress
Number of Participants	1-50
Session Number Within Series	As Needed
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Feedback Summary
Targeted Semester	All
Contact Information	For more information, please contact Catapult Learning at 414-672-1089.

Back to Table of Contents

Catalog Number: CLPI-10

College and Career Readiness (Titles IA, IVA WRE)

Provider	Catapult Learning Instructional Staff
Subject	**Literacy and Math**
Grade Level(s)	6-12
Description	This workshop offers a broad overview of college and career preparedness after high school. It includes an overview of post- secondary options including college, trade schools, armed forces, and careers; however, there is a greater focus on college including: college visits; understanding the financial aid and application processes; and understanding entrance exams (SAT/ ACT). There is also practical advice on getting your child ready for financial independence.
Materials	**Additional expenses could include:** • Handouts and PowerPoint presentations will be provided at the workshop if applicable. • Shared materials/manipulatives, if needed, will be used from the Title I room. • Pre-approval is required for all reading and math materials.
Objectives	• Develop a shared understanding of college and career readiness • Review a wide range of post-secondary options • Identify strategies for building a college culture at home • Develop a plan/timeline that prepares your child for the college application process
Number of Participants	1-50
Session Number Within	As Needed
Series Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Feedback Summary
Targeted Semester	All
Contact Information	For more information, please contact Catapult Learning at 414-672-1089.

Back to Table of Contents

Catalog Number: CLPI-11

Early Literacy & Numeracy Skills (Titles IA, IVA WRE)

Provider	Catapult Learning Instructional Staff
Subject	**Literacy and Math**
Grade Level(s)	K-2
Description	This workshop gives families of primary school children (PK–2) a developmental overview, in addition to concrete and realistic strategies, to employ with their children in typical environments to boost literacy and numeracy skills.
Materials	**Additional expenses could include:** • Handouts and PowerPoint presentations will be provided at the workshop if applicable. • Shared materials/manipulatives, if needed, will be used from the Title I room. • Pre-approval is required for all reading and math materials.
Objectives	• Have a deeper knowledge of and seek to improve your own understanding of literacy and numeracy • Make meaningful connections between what your child is learning at school and activities at home • Deliberately plan for activities which support beginning development in literacy and numeracy
Number of Participants	1-50
Session Number Within Series	As Needed
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Feedback Summary
Targeted Semester	All
Contact Information	For more information, please contact Catapult Learning at 414-672-1089.

Back to Table of Contents

Catalog Number: CLPI-12

Learning Doesn't End at School (Titles IA, IVA WRE)

Provider	Catapult Learning Instructional Staff
Subject	**Literacy and Math**
Grade Level(s)	K-12
Description	Learning outside the classroom means students have an opportunity to learn everywhere they go, no matter where they are. This improves a young person's understanding, skills, values, and personal development, and they can connect what they are learning in the classroom with the real world. Families will collaborate to discover how learning outside the classroom also provides a bridge to higher-order thinking. This means it helps students to develop critical thinking and problem-solving skills.
Materials	**Additional expenses could include:** • Handouts and PowerPoint presentations will be provided at the workshop if applicable. • Shared materials/manipulatives, if needed, will be used from the Title I room. • Pre-approval is required for all reading and math materials.
Objectives	• Explain why creating learning opportunities outside of school is important for your child's success • Identify your child's interests and connect their learning to things they enjoy • Engage your child in experiential (hands-on) learning at home and in your community
Number of Participants	1-50
Session Number Within Series	As Needed
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Feedback Summary
Targeted Semester	All
Contact Information	For more information, please contact Catapult Learning at 414-672-1089.

Back to Table of Contents

Catalog Number: CLPI-13

Building an Outstanding Vocabulary at Home (Titles IA, IVA WRE)

Provider	Catapult Learning Instructional Staff
Subject	**Literacy and Math**
Grade Level(s)	K-12
Description	Whether it's reading a textbook, finding the right word to describe what is meant, or deciphering what a test question is really asking, having an extensive vocabulary is critical to success. In this session, families will learn how to help their children build a broad "bank" of words from which to choose. This workshop provides families with easy and practical strategies to help build upon their child's vocabulary at any age.
Materials	**Additional expenses could include:** • Handouts and PowerPoint presentations will be provided at the workshop if applicable. • Shared materials/manipulatives, if needed, will be used from the Title I room. • Pre-approval is required for all reading and math materials.
Objectives	• Learn the importance of building vocabulary • Examine strategies for building vocabulary • Identify "out of context" activities that can be used at home to build your child's vocabulary
Number of Participants	1-50
Session Number Within Series	As Needed
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Feedback Summary
Targeted Semester	All
Contact Information	For more information, please contact Catapult Learning at 414-672-1089.

Back to Table of Contents

Choosing Just Right Books (Titles IA, IVA WRE)

Provider	Catapult Learning Instructional Staff
Subject	**Literacy**
Grade Level(s)	K-12
Description	Families learn valuable strategies for choosing reading texts for their children in this interactive and fun workshop. The workshop also includes a book list of favorite book selections for children of all ages.
Materials	**Additional expenses could include:** • Handouts and PowerPoint presentations will be provided at the workshop if applicable. • Shared materials/manipulatives, if needed, will be used from the Title I room. • Pre-approval is required for all reading and math materials.
Objectives	• Understand the importance of using "just right" books and the ideal characteristics of books for beginning and struggling readers • Identify ways in which reading at home can support literacy and comprehension at school • Learn strategies for selecting and helping your child select books that are "just right"
Number of Participants	1-50
Session Number Within Series	As Needed
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Feedback Summary
Targeted Semester	All
Contact Information	For more information, please contact Catapult Learning at 414-672-1089.

Back to Table of Contents

Catalog Number: CLPI-15

Family Reading Night (Titles IA, IVA WRE)

Provider	Catapult Learning Instructional Staff
Subject	**Literacy**
Grade Level(s)	K-12
Description	These family learning events provide an opportunity for students and families to practice and implement strategies taught in reading and strategies for choosing reading texts. An author or expert will come and discuss skills with families and children. Then the families and children will be involved in breakout sessions in which developmentally appropriate teaching strategies for reading with children will be modeled and implemented. These events are tied to resources of books that families can take home with their children to implement the strategies learned in this workshop.
Materials	**Additional expenses could include:** • Handouts and PowerPoint presentations will be provided at the workshop if applicable. • Shared materials/manipulatives, if needed, will be used from the Title I room. • Pre-approval is required for all reading and math materials.
Objectives	• Understand the importance of being role model for reading in their child's reading development • Understand the importance of using "just right" books and the ideal characteristics of books for beginning and struggling readers • Learn strategies for selecting and helping your child select books that are "just right • Identify ways in which reading at home can support literacy and comprehension at school
Number of Participants	1-50
Session Number Within Series	
Prerequisites – if applicable	
Scaffolding/Revisiting	
Assessment of Success	Introductory Workshop
Targeted Semester	Feedback Summary
Contact Information	All

For more information, please contact Catapult Learning at 414-672-1089.

Back to Table of Contents

Catalog Number: CLPI-16

Reading Board Game Make and Take (Title IA, IVA WRE)

Provider	Catapult Learning Instructional Staff
Subject	**Reading**
Grade Level(s)	K-5
Description	Families will participate in a presentation on how to discern story elements when reading with their children. Teacher will demonstrate by using a think a loud technique so parents can understand the process, will know what questions to ask, and will understand what the story elements are. Teachers will demonstrate how to create a board game for use at home to continue working on the concept of story elements. Working at home will reinforce concepts taught in the Title I classroom.
Materials	**~~Additional expenses could include:~~** • Board Game Kit $24.99 • Markers 10 pack $2.54 • Thunder Cake by Patricia Polacco $18.99 • Lilly's Purple Plastic Purse by Kevin Henkes $10.99
Objectives	• Identify strategies to reinforce concepts taught in the Title I classroom • Parents will learn a creative way to teach story elements at home • Understand their role in providing opportunities for children to learn at home • Increase strategies for making learning fun
Number of Participants	1-50
Session Number Within Series	As Needed
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Feedback Summary
Targeted Semester	All
Contact Information	For more information, please contact Catapult Learning at 414-672-1089.

Back to Table of Contents

Real World Math (Titles IA, IVA WRE)

Provider	Catapult Learning Instructional Staff
Subject	**Math**
Grade Level(s)	K-12
Description	This interactive workshop helps families share ideas about how math is incorporated into their daily lives, demonstrating the value of it. Families will connect how numeracy is used to solve problems and make sense of numbers, time, patterns, and shapes for activities like cooking, reading receipts, reading instructions and even playing a sport.
Materials	**Additional expenses could include:** • Handouts and PowerPoint presentations will be provided at the workshop if applicable. • Shared materials/manipulatives, if needed, will be used from the Title I room. • Pre-approval is required for all reading and math materials.
Objectives	• Understand the framework for today's standards-aligned math instruction • Identify strategies to teach your child meaningful math connected to the real world • Build activities that create opportunities for meaningful talk and the use of math language at home
Number of Participants	1-50
Session Number Within Series	As Needed
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Feedback Summary
Targeted Semester	All
Contact Information	For more information, please contact Catapult Learning at 414-672-1089.

[Back to Table of Contents]

Catalog Number: CLPI-18

Family Math Night (Titles IA, IVA WRE)

Provider	Catapult Learning Instructional Staff
Subject	**Math**
Grade Level(s)	K-12
Description	These family learning events provide an opportunity for students and families to practice and implement the strategies being taught in the TI math classroom. An expert from the area will come and discuss skills with families and children. Then the families and children will be involved in breakout sessions in which developmentally appropriate teaching strategies for problem solving, computation, and visualization with children will be modeled and implemented. These events are tied to resources that families can take home with their children to implement the strategies learned at home. In this workshop, families will come to better understand their role in providing opportunities for children to learn math in everyday situations and utilize strategies that enable children to develop math strategies at home (telling time, counting coins, measurement and units, math facts, problem solving opportunities).
Materials	**Additional expenses could include:** • Handouts and PowerPoint presentations will be provided at the workshop if applicable. • Shared materials/manipulatives, if needed, will be used from the Title I room. • Pre-approval is required for all reading and math materials.
Objectives	• Identify strategies to teach your child meaningful math connected to the real world • Build activities that create opportunities for meaningful talk and the use of math language at home (telling time, counting coins, measurement and units, math facts, problem solving opportunities) • Understand their role in providing opportunities for children to learn math in everyday situations
Number of Participants	1-50
Session Number Within Series	As Needed
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Feedback Summary
Targeted Semester	All
Contact Information	For more information, please contact Catapult Learning at 414-672-1089.

[Back to Table of Contents]

Catalog Number: CLPI-19

Math Board Game Make and Take (Title IA, IVA WRE)

Provider	Catapult Learning Instructional Staff
Subject	**Math**
Grade Level(s)	K-8
Description	Families will work together in selecting and creating math games that enhance students' learnings and practices of simple but essential mathematical and analogical concepts such as addition, subtraction, division, and multiplication. These games may include but will not be limited to: Matching cards, I have…Who has…? Sequence Popsicle sticks, flashcard gameshow, card games, etc.
Materials	**Additional expenses could include:** • Board Game Kit $24.99 • Sharpie Permanent Markers $9.35 • Popsicle sticks $4.99 • Standard Playing Cards 26.96
Objectives	• Identify strategies to reinforce concepts taught in the title I classroom • Parents will learn a creative way to practice math at home • Understand their role in providing opportunities for children to learn at home • Increase strategies for making learning fun
Number of Participants	1-50
Session Number Within Series	As Needed
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Feedback Summary
Targeted Semester	All
Contact Information	For more information, please contact Catapult Learning at 414-672-1089.

Back to Table of Contents

Catalog Number: CLPI-20

Making the Best of Summer (Titles IA, IVA WRE)

Provider	Catapult Learning Instructional Staff
Subject	**Summer Learning**
Grade Level(s)	K-12
Description	During the presentation, parents will learn reading and math strategies taught in the TI classroom to help reinforce the skills students have learned throughout the year. Parents will discuss and create various make and take activities for use at home with students to support their education throughout the year.
Materials	**Additional expenses could include:** • Handouts and PowerPoint presentations will be provided at the workshop if applicable. • Shared materials/manipulatives, if needed, will be used from the Title I room. • Pre-approval is required for all reading and math materials.
Objectives	• Understand the importance of preventing summer slide • Apply meaningful strategies to connect academic learning with summer activities • Identify community resources and activities that your child can participate in during the summer • Create a plan to help your child stay engaged in learning during the summer
Number of Participants	1-50
Session Number Within Series	As Needed
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Feedback Summary
Targeted Semester	Spring
Contact Information	For more information, please contact Catapult Learning at 414-672-1089.

Back to Table of Contents

Catalog Number: CLPI-21

Digital Citizenship: Technical Tools for Reading and Math (Titles IA, IVA WRE; Effective use of Technology)

Provider	Catapult Learning Instructional Staff
Subject	**Technology as a Learning Tool**
Grade Level(s)	K-12
Description	This workshop provides families with an overview of how technology can be used as a learning tool to optimize instruction for digital learners in the subject areas of reading and math. Families will learn a variety of educational technology tools that are completely free, web-based and allows families to create products that would support learning in reading and math. During this workshop families will learn through hands-on activities how to best explore the academic technical resources for reading and math. In addition, families will learn practical ways to keep children safe while on the internet.
Materials	**Additional expenses could include:** • Handouts and PowerPoint presentations will be provided at the workshop if applicable. • Shared materials/manipulatives, if needed, will be used from the Title I room. • Pre-approval is required for all reading and math materials.
Objectives	• Understand how to guide your child in using digital tools responsibly • Identify signs and symptoms of cyberbullying and how to prevent/address it • Develop a plan to help your child stay safe on the internet
Number of Participants	1-50
Session Number Within Series	As Needed
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Feedback Summary
Targeted Semester	All
Contact Information	For more information, please contact Catapult Learning at 414-672-1089.

Back to Table of Contents

Catalog Number: CLPI-22

Screen Time: Maximizing the Benefits of Technology

Provider	Catapult Learning Instructional Staff
Subject	**Technology as a Learning Tool**
Grade Level(s)	K-12
Description	This workshop offers research-supported guidance for children's screen time and tech resources. In addition to screen time management, the workshop offers comprehensive recommendations on the most current and beneficial educational apps available for reading and math. These applications are suited for a variety of age ranges and learning stages. Ensuring that parents can choose the best tech resources to enhance their children's educational journey. Parents receive practical tools and knowledge to foster a productive learning environment at home.
Materials	• Handouts and PowerPoint presentations will be provided at the workshop if applicable. • Shared materials/manipulatives, if needed, will be used from the Title I room. • Pre-approval is required for all reading and math materials.
Objectives	• Understand the importance of limiting screen time • Learn strategies to engage your child while s/he looks at a screen • Learn tips for relating on-screen information to your child's past experiences, classroom learning, and knowledge • Develop a schedule that limits your child's screen time and helps them to meaningfully engage with the real world
Number of Participants	1-50
Session Number Within Series	As Needed
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Feedback Summary
Targeted Semester	All
Contact Information	For more information, please contact Catapult Learning at 414-672-1089.

[Back to Table of Contents]

Catalog Number: CLPI-23

Understanding ACCESS Test (Title III)

Provider	Catapult Learning Instructional Staff
Subject	**Helping Parents of English Learners in their child's education**
Grade Level(s)	K-8
Description	This session is designed to help parents of English learners understand the ACCESS test. The ACCESS test is a diagnostic test that provides information about their child(ren)'E nglish language abilities in school. Parents will learn how schools and Title III provide equitable learning opportunities for their children. Educators use the result of the ACCESS test to plan their children's education. ACCESS measures what students know and can do in English in the domains of listening, speaking, reading, and writing. Parents will learn, their children do not need to prepare for the test, but TIII teachers help their children practice their abilities and that it is important for them to attend. WIDA handouts for parents will be distributed and explained.
Materials	**Additional expenses could include:** • A translator
Objectives	Assisting parents of English learners understand their child's education better.
Number of Participants	20
Session Number Within Series	As Needed
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Introductory
Assessment of Success	Feedback Summary
Targeted Semester	All
Contact Information	For more information, please contact Catapult Learning at 414-672-1089.

Back to Table of Contents

Catalog Number: CLPI-24

Empowering Parents of ELs to Advocate for their Children (Title III)

Provider	Catapult Learning Instructional Staff
Subject	**Helping Parents Advocate for their learners**
Grade Level(s)	K-8
Description	During this session, participants will explore practices that parents of English learners can do at home to help their children. Examples of such practices include but are not limited to: Reading to their children at home in their own language, asking their children to think aloud, having their children do some writing at home, complete easy and safe science activities using household supplies, creating a schedule of activities and so on. Handouts available on TIII will be used.
Materials	**Additional expenses could include:** • A translator
Objectives	Assisting parents of English learners with ways they can participate in their child's learning.
Number of Participants	20
Session Number Within Series	As Needed
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Introductory
Assessment of Success	Feedback Summary
Targeted Semester	All
Contact Information	For more information, please contact Catapult Learning at 414-672-1089.

Back to Table of Contents

MAINSTREAM DEVELOPMENT EDUCATIONAL GROUP

MILWAUKEE NON-PUBLIC SCHOOLS
PROFESSIONAL DEVELOPMENT SEMINARS

2025-2026

Approved. 7.22.25 ML/MA. Approved TIIIA 7.29.25LZ

Professional Development Rates

PROFESSIONAL DEVELOPMENT HOURLY RATES	
TITLE IA	**$425 / Hour**
TITLE IIA	**$425 / Hour**
TITLE IIIA	**$425 / Hour**
TITLE IVA	**$425 / Hour**
TITLE IA, IIA, IVA Coaching	**$150 / Hour**

Please Note: ***Pending allocations, stipends may be requested by the school for approved events that occur outside of contractual time.***

To enroll or schedule a Professional Development Seminar, please contact:

Mainstream Development Educational Group
Phone: 414-371-9724
Office Hours: 8:30 a.m. - 5:00 p.m. CST

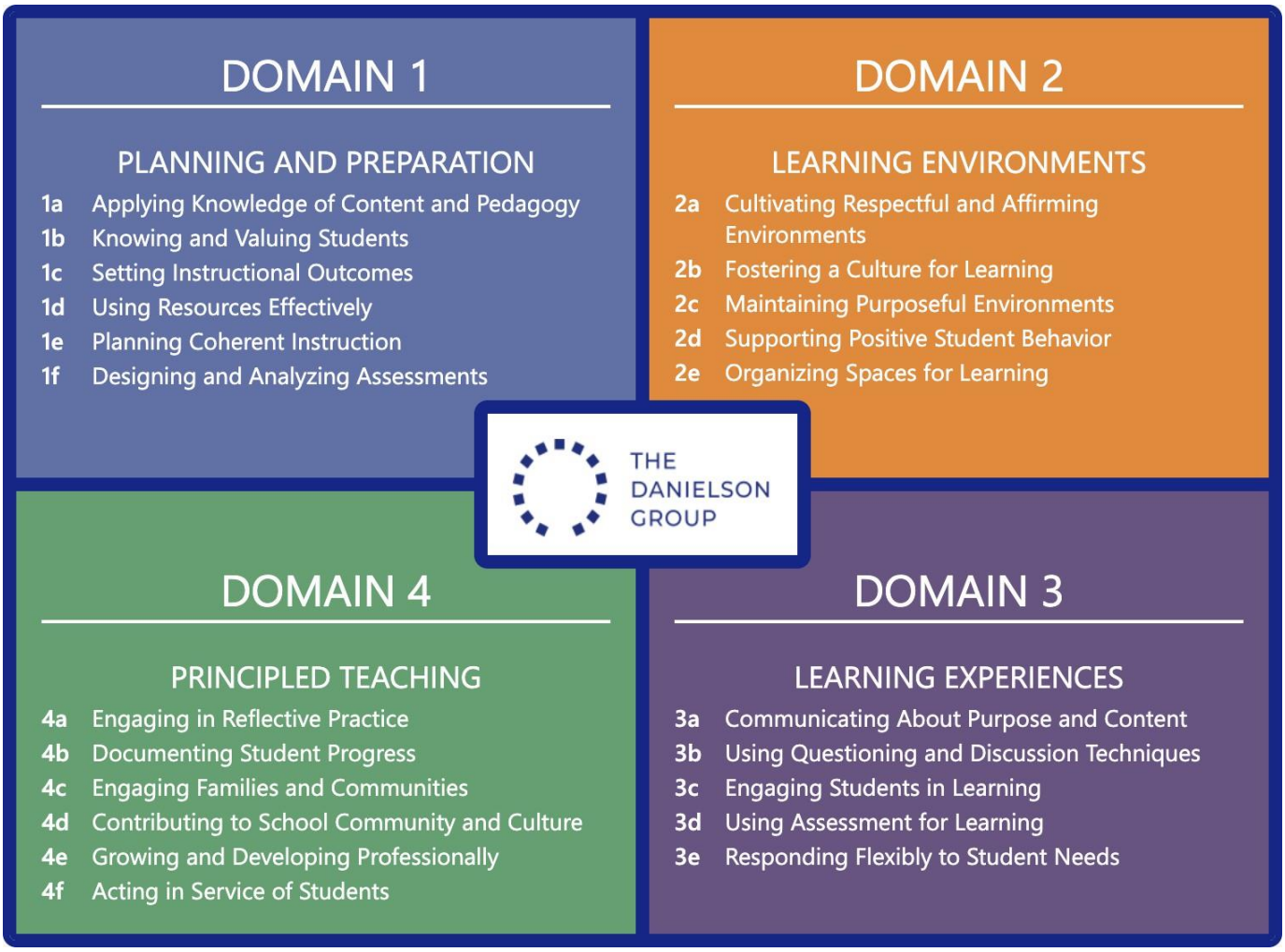
Danielson Framework for Teaching and CESA Teacher Performance Standards Alignment **5**
CESA Growth and Development: Teacher Performance Standards **6**
List of Seminars and Funding Alignment **9**
Transformative Well Being I - Self Awareness and Self-Management 12
Transformative Well Being II - Social Awareness 13
Transformative Well Being III- Relationship Skills 14
Transformative Well Being IV- Responsible Decision-Making 15
Mindfulness Evidence Based Concepts, Classroom Practices, and Strategies 16
Putting the Positive in Behavior Supports 17
Mental Health Awareness and Trauma Informed Care in the Classroom 18
To AI or not to AI…That is the Question. 19
Technology in the Classroom - Digital Tools to Boost Engagement 20
Get Going with Google! A Guide to Google Workspace 21
Get Going with Google! A Guide to Google Classroom 22
More than a Projector- How to Get the Most from Your Interactive Whiteboard 'Smart' Display 23
Blended Learning 24
The Roadmap for Learning - Curriculum Mapping Design 25
Lesson Planning Frameworks - Unit and Lesson Design 26
Understanding by Design - Unit and Lesson Design 27
Designing with Benchmark Data - Assessment Planning 28
Formative and Summative Assessment Strategies - Assessment Planning 29
Introduction to Project-Based Learning (Beyond the Project) - Unit Planning 30
Refocused on Student Centered Learning: Differentiation 31
Today's Culturally Relevant Classroom 32
The Future in Education: Personalized Learning 33
Collaboration is Transformation 34
Learn Smarter Not Harder: Brain Based Learning Strategies 35
"It is not the answer that enlightens, but the question." 36
What are The Rules of Engagement? 37
Growth Mindset: Reflection on Professional Practice 38
Scaffolding Up to Grade Level: Accelerated Learning 39
College and Career Readiness 40
Teaching How to Learn 41
Building Critical Thinking Skills 42
Where do I start with ELLS? (Level 1) 43
Moving from Ideas to Words: Writing for ELLs (Level 2) 44
Content Area Instruction for ELLs (Level 2) 45
Effective Reading Strategies for ELLs (Level 2) 46
ELLs in the Mainstream Classroom (Level 1) 47
Redesigning Lessons to Support ELL Students (Part 1) 48
Redesigning Lessons to Support ELL Students (Part 2) 49
Setting Up for Success! 50
Flexible Grouping 51
Microlearning Mini-Lessons 52

Effective Virtual Learning 53
The Science of Reading 54
Content Area Reading isn't Rocket Science, is it? 55
Engaging Adolescent Readers 56
Rethinking Reading Comprehension 57
Close Reading 58
Vocabulary Strategies 59
Writing Across the Curriculum 60
What is Algebraic Thinking and Why it is Important for Elementary Students? 61
Group Work & Math Talk: Why is it Important & How to Structure it 62
Mathematical Problem Solving for Diverse Learners 63
Thinking Like a Mathematical Magician 64
Differentiating Math Lessons for Diverse Learners 65
Making Math More Hands-On 66
Creating a Mindset for Mathematical Success 67
Making Sense of Number Sense 68
Assessment for Improving Math Learning and Instruction 69
Asking Good Questions in Math Class 70
Digging Deeper Series: Addition and Subtraction Strategies 71
Digging Deeper Series: Multiplication and Division Strategies 72
Digging Deeper Series: Fractions, Decimals, & Exponents 73
Group Book Study 74
Engaging All Learners 75
Strategies for Critical Conversations 76
Strategies to Support Families 77
Culturally Informed Leadership 78
Professional Obligations and Policies 79
Professional Responsibilities of Educators 80
Coaching and Supporting all Teachers 81
The Effective Educator 82
The Intellectual Classroom 83
Growing Educator Leaders 84
Leadership Series 101 - Expectations for the Classroom 85
Leadership Series 102 – The Effective Educator 86
Leadership Series 103 – Coaching and Supporting Teachers 87
Leadership Series 104 – Continuous School Improvement 88
Leadership Series 105 – Culturally Informed Leadership 89
Leadership Series 106 – School Budgeting and Technology 90

Danielson Framework for Teaching and CESA Teacher Performance Standards Alignment

Wisconsin Educator Preparation Standards
https://epsupport.cesa6.org/hc/en-us/articles/217569607-Teacher-Standard-Rubrics

All seminars are aligned for CESA Professional Performance Standards and Practices and Danielson Domains



CESA Growth and Development: Teacher Performance Standards

CESA 6 | Growth & Development

Effectiveness Project© Teacher Performance Standards

Performance Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.

The teacher:

1.1 Effectively addresses appropriate curriculum standards (i.e., Common Core State Standards, WMAS) and other required standards (e.g., Disciplinary Literacy, ITLS, 21st Century Learning).
1.2 Integrates key content elements and higher-level thinking skills in instruction.
1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications. 1.4 Demonstrates accurate knowledge of the subject matter.
1.4 Demonstrates skills relevant to the subject area(s) taught.
1.5 Bases instruction on goals that reflect high expectations and understanding of the subject.
1.6 Understands intellectual, social, emotional, and physical development of the age group.
1.7 Uses precise language, correct vocabulary and grammar, and acceptable forms of communication as it relates to a specific discipline and/or grade level.
1.8 Has knowledge and understanding of school, family, and community resources to help meet all students' learning needs.
1.9 Demonstrates appropriate accommodations and modifications for diverse learners. (e.g., English learners, gifted learners, students with disabilities, etc.).

Performance Standard 2: Instructional Planning

The teacher effectively plans using the approved curriculum, instructional strategies, resources, and data to meet the needs of all students.

The teacher:

2.1 Aligns lesson objectives to approved curriculum using student learning data to guide planning.
2.2 Plans accordingly for pacing, sequencing content coverage, transitions, and application of knowledge.
2.3 Plans for differentiated instruction.
2.4 Develops appropriate long- and short-range plans and is able to adapt plans when needed.
2.5 Uses resources, including technology, to effectively communicate with stakeholders regarding the curriculum shared in their classroom.

Performance Standard 3: Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

The teacher:

3.1 Engages and maintains students in active learning (e.g., student collaboration, small group instruction, real-world applications, project-based learning).
3.2 Builds upon students' existing knowledge and skills.
3.3 Uses a variety of effective instructional strategies.
3.4 Uses materials, technology, and resources to enhance student learning.
3.5 Differentiates and paces instruction to meet students' needs.
3.6 Reinforces learning goals consistently throughout the lesson.
3.7 Communicates clearly and checks for understanding (e.g., multiple levels of questioning).

Performance Standard 4: Assessment For and Of Learning

The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, and stakeholders.

The teacher:

4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
4.2 Involves students in setting learning goals and monitoring their own progress.
43 Uses a variety of informal and formal assessment strategies and instruments that are valid and appropriate for the content and for the student population.
4.4 Aligns student assessment with approved curriculum and benchmarks.
4.5 Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.
4.6 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
4.7 Communicates constructive and frequent feedback on student learning to students, parents, and other stakeholders (e.g. other teachers, administration, and community members as appropriate).

Performance Standard 5: Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, safe, positive, student-centered environment that is conducive to student engagement and learning,

The teacher:

5.1 Establishes and maintains effective routines and procedures.
5.2 Creates and maintains a safe physical setting.
5.3 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
5.4 Promotes respectful interactions that challenge and engage all students within the learning environment.
5.5 Creates an environment that is academically appropriate, stimulating, and challenging.
5.6 Encourages student participation, inquiry, and intellectual risk-taking1.
5.7 Respects and promotes the appreciation of diversity.
5.8 Uses a balance of effective verbal, nonverbal, and digital communication tools to foster a positive, culturally inclusive learning environment.

Performance Standard 6: Professionalism

The teacher demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth that results in improved student learning.

The teacher:

6.7 Collaborates and communicates effectively to promote students' well-being and success.
6.2 Builds positive and professional relationships with parents/guardians thmugh frequent communication concerning students' progress.
6.3 Adheres to school, district, legal, ethical, and procedural requirements,
6.4 Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.
6.5 Identifies and evaluates personal strengths and weaknesses, and sets goals for improvement of skills and professional performance based on self-assessment and/or in collaboration with their evaluator.
6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote continuous improvement.

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List of Seminars and Funding Alignment

SEMINAR	TI	TII	TIII	TIV	Page #
Social Emotional Learning (SEL)					
Transformative Well Being I - Self Awareness and Self Management		X		SH	12
Transformative Well Being II - Social Awareness		X		SH	13
Transformative Well Being III- Relationship Skill		X		SH	14
Transformative Well Being IV- Responsible Decision Making		X		SH	15
Mindfulness Evidence Based Concepts, Classroom Practices, and Strategies		X		SH	16
Putting the Positive in Behavior Supports		X		SH	17
Mental Health Awareness and Trauma Informed Care in the Classroom		X		SH	18
Technology in the Classroom (TEC)					
To AI or not to AI…That is the Question.		X		TECH	19
Technology in the Classroom - Digital Tools to Boost Engagement		X		TECH	20
Get Going with Google! An Introductory Guide to Google Workspace		X		TECH	21
Get Going with Google! A Guide to Google Classroom		X		TECH	22
More than a Projector- How to Get the Most From Your Interactive Whiteboard 'Smart' Display		X		TECH	23
Blended Learning	X	X		TECH	24
Instructional Design and Pedagogy (INS)					
The Roadmap for Learning - Curriculum Mapping Design		X		WRE	25
Lesson Planning Frameworks - Unit and Lesson Design		X		WRE	26
Understanding by Design - Unit and Lesson Design		X		WRE	27
Designing with Benchmark Data - Assessment Planning		X		WRE	28
Formative and Summative Assessment Strategies - Assessment Planning		X		WRE	29
Introduction to Project-Based Learning (Beyond the Project) - Unit Planning		X		WRE	30
Refocused on Student Centered Learning: Differentiation	X	X		WRE	31
Today's Culturally Relevant Classroom		X		SH	32
The Future in Education: Personalized Learning		X		TECH	33
Collaboration is Transformation		X		SH	34
Learn Smarter Not Harder: Brain Based Learning Strategies		X		WRE	35
"It is not the answer that enlightens, but the question."	X	X		WRE	36
What are The Rules of Engagement?		X		SH	37
Growth Mindset: Reflection on Professional Practice		X		WRE	38
Scaffolding Up to Grade Level: Accelerated Learning		X		WRE	39
College and Career Readiness		X		WRE	40
Teaching How to Learn		X		WRE	41
Building Critical Thinking Skills	X	X		WRE	42

Title and Course Alignment	TI	TII	TIII	TIV	Page #
ELL Methods and Pedagogy (ELL)					
Where do I start with ELLS? (Level 1)		X	X		43
Moving from Ideas to Words: Writing for ELLs (Level 2)	X	X	X		44
Content Area Instruction for ELLs (Level 2)	X	X	X		45
Effective Reading Strategies for ELLs (Level 2)	X	X	X		46
ELLs in the Mainstream Classroom (Level 1)		X	X		47
Redesigning Lessons to Support ELL Students (Part 1)		X	X		48
Redesigning Lessons to Support ELL Students (Part 2)		X	X		49
Classroom Environment (CES)					
Setting Up For Success!		X		SH	50
Flexible Grouping		X		WRE	51
Microlearning Mini-Lessons	X	X		WRE	52
Effective Virtual Learning		X		TECH	53
Literacy and Writing (LIT)					
The Science of Reading	X	X		WRE	54
Content Area Reading isn't Rocket Science, is it?	X	X		WRE	55
Engaging Adolescent Readers	X	X		WRE	56
Rethinking Reading Comprehension	X	X		WRE	57
Close Reading	X	X		WRE	58
Vocabulary Strategies	X	X	X	WRE	59
Writing Across the Curriculum	X	X		WRE	60
Mathematics (MAT)					
What is Algebraic Thinking and Why It Is Important for Elementary Students?	X	X		WRE	61
Group Work & Math Talk: Why is it Important & How to Structure	X	X		WRE	62
Mathematical Problem Solving for Diverse Learners	X	X		WRE	63
Thinking Like a Mathematical Magician	X	X		WRE	64
Differentiating Math Lessons for Diverse Learners	X	X		WRE	65
Making Math More Hands-On	X	X		WRE	66
Creating a Mindset for Mathematical Success	X	X		WRE	67
Making Sense of Number Sense	X	X		WRE	68
Assessment for Improving Math Learning and Instruction	X	X		WRE	69
Asking Good Questions in Math Class	X	X		WRE	70
Digging Deeper Series: Addition and Subtraction Strategies	X	X		WRE	71
Digging Deeper Series: Multiplication and Division Strategies	X	X		WRE	72
Digging Deeper Series: Fractions, Decimals, & Exponents	X	X		WRE	73

Title and Course Alignment	TI	TII	TIII	TIV	Page #
Teaching and Learning (TAL)					
Group Book Study		X		WRE	74
Engaging All Learners		X		WRE	75
Strategies for Critical Conversations		X		WRE/SH	76
Strategies to Support Families		X		WRE/SH	77
Culturally Informed Leadership		X		WRE	78
Professional Obligations and Policies		X		WRE	79
Professional Responsibilities of Educators		X		WRE	80
Coaching and Supporting all Teachers		X		WRE	81
The Effective Educator		X		WRE	82
The Intellectual Classroom		X		WRE	83
Growing Educator Leaders		X		WRE	84

Title and Course Alignment	TI	TII	TIII	TIV	Page #
School Leadership (LDR)					
Leadership Series 101 – Expectations for the Classroom		X		WRE	85
Leadership Series 102 – The Effective Educator		X		WRE	86
Leadership Series 103 – Coaching and Supporting Teachers		X		WRE	87
Leadership Series 104 – Continuous School Improvement		X		WRE	88
Leadership Series 105 – Culturally Informed Leadership		X		WRE/SH	89
Leadership Series 106 – School Budgeting and Technology		X		WRE	90

Catalog # SEL-001
Funding TIIA and TIVA-SH

Transformative Well Being I - Self Awareness and Self-Management

Performance Standard #1: Professional Knowledge,# 5 Learning Environment, #6 Professionalism

Provider	Mainstream Development Educational Group
Subject	Social Emotional Learning - Recognizing emotions, strengths, and limitations under a trauma informed lens for student and classroom management
Grade Level(s)	K-12 Options (*In Person Only)
Description	This seminar supports the courage and initiative to integrate SEL in the classroom. The first step is helping students identify their emotions to foster self-motivation and self-discipline in managing behavior, setting goals, and self-regulation skills. In the second half of this seminar, participants will then learn to help students develop the ability to self-regulate one's emotions effectively, reflectively, proactively, and under a trauma informed lens. This seminar can include: ● CASEL Competencies ● Identifying personal assets and emotions ● Linking emotions to values, behaviors, thoughts, and feelings ● Examining prejudices and bias ● Developing self-efficacy, confidence, and a growth mindset ● Advancing emotional awareness with connections to strategies and goals ● Self-discipline and self-motivation strategies to increase engagement, increase stress and behavior management, classroom management, anti-bullying, showing courage and kindness ● Planning and organizational skills to take initiative ● Setting personal and collective goals
Materials	Handouts will be provided.
Objectives	Participants will be able to support their students to: ● Develop skills for self-advocacy and agency ● Effectively identify emotions and connect to behavior with tools for EQ ● Develop skills for identifying bias, prejudice in emotion ● Develop self-regulatory skills for integrity in their social and cultural identity
Number of Participants	5-25
Series #	NA
Prerequisites	NA
Scaffolding/Revisiting	Follow-up available Coaching
Success Criteria	Seminar Evaluation Form Self-Assessment
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # SEL-002
Funding TIIA and TIVA-SH

Transformative Well Being II - Social Awareness

Performance Standard #1: Professional Knowledge, #5 Learning Environment, #6 Professionalism

Provider	Mainstream Development Educational Group
Subject	Social Emotional Learning - Understanding perspectives, empathy and compassion, social norms and pressures
Grade Level(s)	K-12 Options (*In Person Only)
Description and Notes	In this seminar, participants learn how to help students develop the ability to empathize with others in the classroom and school setting by understanding different perspectives, backgrounds, cultures, and abilities. This seminar includes: ● CASEL Competencies ● Identifying other perspectives and strengths ● How to demonstrate empathy and compassion; show concern for others ● Communicating gratitude ● Identifying and navigating social norms ● Recognizing the social demands in different situations and environments ● Understanding social influences and the impact on self-regulation and behavior
Materials	Handouts will be provided.
Objectives	Participants will be able to support their students to: ● Guide students in developing empathy and perspective ● Develop tools for active communication in the school community ● Understand social norms and different environments with cultural competency
Number of Participants	5-25
Series #	NA
Prerequisites	NA
Scaffolding/Revisiting	Coaching and Follow-up available
Success Criteria	Seminar Evaluation Form Self-Assessment
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # SEL-003
Funding TIIA and TIVA-SH

Transformative Well Being III- Relationship Skills

Performance Standard #1: Professional Knowledge, #5 Learning Environment, #6 Professionalism

Provider	Mainstream Development Educational Group
Subject	Social Emotional Learning - Healthy relationships, leadership skills, communication, and self-initiative for classroom and students
Grade Level(s)	K-12 Options (*In Person Only)
Description and Notes	This seminar helps participants support students in developing the ability to grow and flourish with healthy relationships within their school community. This seminar includes: ● CASEL Competencies ● Developing clear and purposeful communication skills ● Active and empathetic listening ● Collaboration and group work skills that grow leadership ● Navigating conflict with a diverse and supportive lens ● How to develop self-initiative and to seek out and accept help ● How to stand up for others
Materials	Handouts will be provided.
Objectives	Participants will be able to support their students to: ● Develop communication skills to navigate various and diverse situations ● Develop conflict resolution and collaboration skills to grow as school leaders ● Develop independence and grow their own self - initiative
Number of Participants	5-25
Series #	NA
Prerequisites	NA
Scaffolding/Revisiting	Coaching and Follow-up available
Success Criteria	Seminar Evaluation Form Self-Assessment
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # SEL-004
Funding TIIA and TIVA-SH

Transformative Well Being IV- Responsible Decision Making

Performance Standard #1: Professional Knowledge, #5 Learning Environment, #6 Professionalism

Provider	Mainstream Development Educational Group
Subject	Social Emotional Learning - Critical thinking in decision making with open-mindedness and reflection regarding peer pressure and social media influence (anti-bullying and peer pressure)
Grade Level(s)	K-12 Options (*In Person Only)
Description and Notes	In this seminar, participants learn how to help students develop the ability to make caring and constructive choices about their behavior and social interactions in different environments. This includes: ● CASEL Competencies ● Building curiosity and open-mindedness in a situation, non-judgement ● Empathy building and understanding interpersonal connections ● Understanding 'the facts' ● Developing solutions to social and personal problems ● Skills to anticipate and evaluate personal and social consequences ● Critical thinking skills in communication and problem solving
Materials	Handouts will be provided.
Objectives	Participants will be able to support their students to: ● Develop empathy, critical thinking, and problem analysis skills ● Guide students in understanding and making connections with social norms and expectations ● Use social tools for compassion and communication
Number of Participants	5-25
Series #	NA
Prerequisites	NA
Scaffolding/Revisiting	Coaching and Follow-up available
Success Criteria	Seminar Evaluation Form Self-Assessment
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # SEL-005
Funding TIIA and TIVA-SH

Mindfulness Evidence Based Concepts, Classroom Practices, and Strategies

Performance Standard #1: Professional Knowledge, #5 Learning Environment, #6 Professionalism

Provider	Mainstream Development Educational Group
Subject	Social Emotional Learning - Psychology and evidence-based research in mindfulness concepts that support student behavior and classroom management
Grade Level(s)	K-12 Options
Description and Notes	Introduction to Mindfulness with evidence-based research strategies and concepts is focused on the process of purposely bringing attention to experiences in the present without judgment. This seminar is designed for beginners or for those who want to dig deeper into the concepts of the mindful process, including: ● What mindfulness is /is not, misconceptions, and trauma informed practices ● Positive outcomes in wellbeing and learning ● Behavior and learning correlations ● Breathing and calming practices for self-regulation ● Mindful movement as meditation or stress management ● Identifying and managing stressors and the impact on the body ● Hands-on stress management and mindfulness ● Ideas on how to manage fidgets and other tools in the classroom ● Being authentic and comfortable integrating strategies
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Identify and define skills and competencies associated with mindful awareness ● Align concepts with trauma informed care ● Understand how to approach mindfulness in the classroom ● Develop authentic practice as routine ● Create materials for student engagement and 'buy in' ● Improve classroom management and student self-regulation processes and procedures
Number of Participants	5-50
Series #	NA
Prerequisites	NA
Scaffolding/Revisiting	Coaching and Follow-up available
Success Criteria	Seminar Evaluation Form Deliverables for teacher tool-kits and feedback form
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # SEL-006
Funding TIIA and TIVA-SH

Putting the Positive in Behavior Supports

Performance Standard #1: Professional Knowledge, #5 Learning Environment, #6 Professionalism

Provider	Mainstream Development Educational Group
Subject	Social Emotional Learning
Grade Level(s)	K-12 Options
Description	How can teachers improve classroom behavior and classroom management through positive behavior reinforcement? Go beyond the basic "raffle tickets and candy prizes" and look at: ● Evidence-based practices, strategies, (growth) mindsets, procedures, and expectations to understand the research and how to actually get results ● How to make decisions based on the data ● Classroom management based on positive reinforcement psychology ● Understanding rewards and punishments - what really works?
Materials	Handouts will be provided. * School data required
Objectives	Participants will be able to: ● Understand the research and psychology of positive reinforcement and why punitive measures often fail ● Apply the data for purposeful and successful implementation to assess for results ● Cultivate a tool-box of behavioral strategies and techniques for the students that can be used in the classroom
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up available Coaching
Assessment of Success	Seminar Evaluation Form Classroom and school data results measured over time
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # SEL-007
Funding TIIA and TIVA-SH

Mental Health Awareness and Trauma Informed Care in the Classroom

Performance Standard #1: Professional Knowledge, #5 Learning Environment, #6 Professionalism

Provider	Mainstream Development Educational Group
Subject	Social Emotional Learning
Grade Level(s)	K-12 Teachers
Description	Teachers will learn about the most common mental, social, and psychological health issues that students are often diagnosed (or undiagnosed) with and how to guide instruction and classroom management to best support the students and the class, to promote greater learning success. Culturally relevant and trauma-informed practices can benefit all students, as well as supporting IEP and 504 plans. **This seminar **DOES NOT** train or encourage teachers to diagnose psychological or mental health issues. Informative and classroom/instructional strategies only!*
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Identify the key components of mental health. ● Understand symptoms and behaviors relating to the various mental health disorders. ● Develop strategies and supports to implement in the classroom to support IEP and 504 plans ● Cultivate a toolkit of resources for support
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up available Coaching
Assessment of Success	Seminar Evaluation Form Classroom observation
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # TEC-001
Funding TIIA and TIVA-TECH

To AI or not to AI…That is the Question.

Performance Standard #3: Instructional Delivery, #6 Professionalism

Provider	Mainstream Development Educational Group
Subject	Technology - Teaching with AI for lesson planning and instruction
Grade Level(s)	K-12
Description	In this ***teacher-focused*** seminar, participants will learn how to navigate AI with the basic concepts and building to using AI to make lesson plans, differentiate readings, and other practices that support teachers and students in the classroom.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Create a toolkit of different AI sites and how to use them (i.e., ChatGPT, Eduaide, Otter.AI, etc) ● Use AI to create materials to support their instruction ● Address barriers to accessing technology
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up of self-inventory
Assessment of Success	Seminar Evaluation Form Results of the self-inventory evaluation
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # TEC-002
Funding TIIA and TIVA-TECH

Technology in the Classroom - Digital Tools to Boost Engagement

Performance Standard #3: Instructional Delivery, #6 Professionalism

Provider	Mainstream Development Educational Group
Subject	Technology - Apps, AI, and Sites to support students in engagement, creativity, collaboration, and accountability
Grade Level(s)	K-12 Options
Description	In this seminar, participants will navigate a variety of digital tools to support students in engagement and learning in the classroom. Digital tools can include but are not limited to: ● Tools for ***interactive lessons***: Nearpod, PearDeck, PBS Learning, BrainPOP, National Geographic, EdPuzzle, ReadWriteThink, NoRedInk, Science Kids, Science BOB ● Tools to ***study and review***: Kahoot, Quizlet, Khan Academy, Duolingo, Socratic, Fiveable ● Tools to ***inspire***: TED-Ed ● Tools to ***collaborate and brainstorm***: Whiteboard, Mural, Discord, Dialogue Flow, Otter.AI, Curipod ● Tools to ***create***: Flipgrid, Canva, Poetry Machine, ChatGPT, ● Tools to ***post***: Padlet, Polleverywhere ● Tools to ***self-assess***: Grammarly, Google Bard, OpenAI ● Tools to ***keep accountable***: GoGuardian, Class DOJO, Bouncy Balls, Google Scholar
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Create a toolkit of different digital tools, apps, and sites ● Develop skills and parameters in student accountability and safety online ● Address barriers to accessing technology
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up of self-inventory
Assessment of Success	Seminar Evaluation Form Results of the self-inventory evaluation
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # TEC-003
Funding TIIA and TIVA-TECH

Get Going with Google! A Guide to Google Workspace

Performance Standard #3: Instructional Delivery, #6 Professionalism

Provider	Mainstream Development Educational Group
Subject	Technology - BEGINNER Google Workspace
Grade Level(s)	K-12
Description	Teachers will learn how to begin navigating the wonderful world of Google Workspace: ● Drive (how to organize, share, access, and upload) ● Docs (create, share, collaborate, edit history, create a copy, tools to edit and format) ● Slides (create, theme/sites, share, collaborate, format, insert images or tools, edit and format, print) ● Forms (create various formats, set up quizzes, score and grade, lockdown, collaborate) ● Calendar (organize, share, collaborate)
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Create a toolkit for how to use Google Workspace tools ● Independently create and use Google apps ● Address barriers to accessing technology
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up of self-inventory
Assessment of Success	Seminar Evaluation Form Results of the self-inventory evaluation
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # TEC-004
Funding TIIA and TIVA-TECH

Get Going with Google! A Guide to Google Classroom

Performance Standard #3: Instructional Delivery, #6 Professionalism

Provider	Mainstream Development Educational Group
Subject	Technology - Google Classroom: basics to setting up for success
Grade Level(s)	K-12
Description	Teachers will learn how to begin setting up and maintaining classes on Google Classroom: ● Basic set-up, settings, and personalization ● Connecting and organizing with Drive ● Adding and removing students, parent access, communication ● Adding and scheduling assignments, individualizing for student accommodations and needs ● Grading assignments and Grading settings ● Organizing lessons and units ● Supporting sites that coordinate with Classroom (i.e.: BrainPOP, DOGOnews, Flipgrid, Kahoot, Nearpod, PBS Learning, Quizlet, NewsELA, Peardeck, GoGuardian, etc.)
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Create their Google Classrooms based on school/teaching needs ● Independently create, grade, and individual student learning ● Address safety and accountability in Google Classroom ● Address barriers to accessing technology
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up of self-inventory
Assessment of Success	Seminar Evaluation Form Results of the self-inventory evaluation
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # TEC-005
Funding TIIA and TIVA-TECH

More than a Projector- How to Get the Most from Your Interactive Whiteboard 'Smart' Display

Performance Standard #3: Instructional Delivery, #6 Professionalism

Provider	**Mainstream Development Educational Group**
Subject	**Technology - Learn to use the tools on your interactive whiteboard display (i.e.: Promethean, BenQ, etc.)**
Grade Level(s)	K-12
Description	Teachers will learn how to access and use the various tools and settings. ● Basic set-up, settings, and personalization ● Tools, Pros and Cons, ● Getting students engaged and interactive
Materials	Handouts will be provided, interactive boards
Objectives	Participants will be able to: ● Integrate the tools and features of their interactive, smart', displays for engagement and greater interaction in their classrooms ● Learn about student safety and accountability using interactive boards
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	Participants will need to be familiar with their own school's model - including basic set-up, connection to Wi-Fi, and account settings locations. Individual features may vary by brand and accounts.
Scaffolding/Revisiting	Follow-up of self-inventory
Assessment of Success	Seminar Evaluation Form Results of the self-inventory evaluation
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # TEC-006
Funding TIA, TIIA and TIVA-TECH

Blended Learning

Performance Standard #3: Instructional Delivery, #6 Professionalism

Provider	Mainstream Development Educational Group
Subject	Technology - Blended Learning to Enhance Instruction
Grade Level(s)	K-12
Description	In blended learning, students' learning includes in person face to face instruction as well as online delivery of content, instruction, or activities allowing for some student choice and voice of the pacing, timing, and pathway of learning. Participants will learn about the six most common models for blended learning and how the three components of student control, in person, and online work, function together. The roles of students and teachers in a blended classroom will be discussed, as well as potential challenges and technology requirements.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Understand the history and efficacy (advantages and disadvantages) of blended learning and requirements for this learning environment ● Identify the various models of blended learning ● Understand how student control, in-person interaction, and online work together ● Plan the successful implementation of blended learning putting into consideration the learning objectives, student learning preference and context, types of collaboration, student goal setting, preparation of the new process with students, evaluating the program
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up available, Coaching
Assessment of Success	Seminar Evaluation Form, Classroom Observation
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # INS-001
Funding Source: Title IIA and IVA-WRE

The Roadmap for Learning - Curriculum Mapping Design

Performance Standards; #2 Instructional Planning, #3 Instructional Delivery, #4 Assessment for and of Learning, #6 Professionalism

Provider	Mainstream Development Educational Group
Subject	Instructional Design and Pedagogy - Curriculum Mapping
Grade Level(s)	K-12
Description and Notes	Participants will diagram their curriculum to organize their academic content by aligning it to their standards and learning outcome expectations to create a more efficient and effective course. Participants will: ● Define their learning mastery outcome expectations and align to the standards ● Organize and diagram their curriculum ● Identify gaps, redundancies, misalignments based on data ● Determine materials, resources, readings, grouping demands, etc., that may be needed ● Identify areas that may require support, supplemental materials, etc, in order to best meet the needs of 504 plans, IEPs, ELL plans, behavior plans, and other individual student needs. ● Determine how best to assess for learning, measure reading minutes and literacy expectations, and opportunities for voice and choice
Materials	Handouts will be provided. Have state standards and the school curriculum available.
Objectives	Participants will be able to: ● Understand the functions and organization of mapping, aligned to standards and goals as well as content ● Create a curriculum map
Number of Participants	5-50
Series #	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up available Coaching
Assessment of Success	Completed Curriculum Map Seminar Evaluation Form
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # INS-002
Funding Source: Title IIA and IVA-WRE

Lesson Planning Frameworks - Unit and Lesson Design

Performance Standards; #2 Instructional Planning, #3 Instructional Delivery, #4 Assessment For and Of Learning, #6 Professionalism

Provider	Mainstream Development Educational Group
Subject	Instructional Design and Pedagogy - Using purposeful planning to effectively organize learning for student growth and mastery outcomes
Grade Level(s)	K-12 options
Description and Notes	Participants will analyze and develop an effective and efficient lesson planning approach using evidence-based models. Participants will: ● Unpack the standards to identify the action verbs and target skills ● Align skills and standards to curriculum map ● Understand and apply higher order/lower order thinking skills (Blooks/Webb's DOK) ● Frameworks for gradual release, modeling, and scaffolding of skills across the lesson and unit ● Application of formative/summative assessment for evidence of student mastery ● How to plan for/anticipate accommodations and barriers
Materials	Handouts will be provided. Have school data available.
Objectives	Participants will be able to: ● Understand and integrate frameworks for efficient and purposeful lesson/unit plans ● Create an efficient and organized lesson/unit based on standards and demonstration of student mastery expectations
Number of Participants	5-50
Series #	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up available Coaching
Assessment of Success	Seminar Evaluation Form Completed lesson plan
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # INS-003
Funding Source: Title IIA and IVA-WRE

Understanding by Design - Unit and Lesson Design

Performance Standards; #2 Instructional Planning, #3 Instructional Delivery, #4 Assessment For and Of Learning, #6 Professionalism

Provider	Mainstream Development Educational Group
Subject	Instructional Design and Pedagogy - Understanding by Design basic foundations of UBD lesson planning
Grade Level(s)	K-12 Options
Description and Notes	Understanding by Design is also known as backward design due to the approach of having the 'end in mind' regarding learning outcomes and demonstration of mastery. This workshop will demonstrate: ● The stages of Understanding by Design and reasoning behind the strategy of lesson and unit design ● How it can be used to ensure that the content and learning outcomes are focused and organized with the end in mind ● How to design assessments (formative and summative) to demonstrate the learning outcomes
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Identify the stages of Understanding by Design and how it is used in instruction design ● Develop a unit/lesson plan using Understanding by Design ● Connection learning mastery outcomes with lesson design
Number of Participants	5-50
Series #	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up available Coaching
Assessment of Success	Completed Lesson or Unit Seminar Evaluation Form Classroom observation
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # INS-004
Funding Source: Title IIA and IVA-WRE

Designing with Benchmark Data - Assessment Planning

Performance Standards; #2 Instructional Planning, #3 Instructional Delivery, #4 Assessment For and Of Learning, #6 Professionalism

Provider	Mainstream Development Educational Group
Subject	Instructional Design and Pedagogy - Using data to purposefully design instruction and assessment to measure for growth
Grade Level(s)	K-12 options
Description and Notes	Participants will use relevant school/class data to analyze assessments for learning and of learning, based on your school's learning goals, achievement gaps, or classroom goals. ● How to read and understand the data for goal setting with learning outcomes in mind ● Design formative, summative and benchmark assessments provide information to guide instruction. ● How to interpret the data to determine growth, reteaching, strengths and weaknesses
Materials	Handouts will be provided. Have school benchmark data available.
Objectives	Participants will be able to: ● Analyze and comprehend assessment data, including STAR and MAP. ● Review goals and learning objectives to determine how to best assess for mastery - including measurement with benchmark data ● Align assessment and instruction with benchmarks to determine growth or reassess/re-evaluate
Number of Participants	5-50
Series #	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up Available Coaching
Assessment of Success	Seminar Evaluation Form Completed benchmark assessment with data feedback
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # INS-005
Funding Source: Title IIA and IVA-WRE

Formative and Summative Assessment Strategies - Assessment Planning

Performance Standards; #2 Instructional Planning, #3 Instructional Delivery, #4 Assessment For and Of Learning, #6 Professionalism

Provider	Mainstream Development Educational Group
Subject	Instructional Design and Pedagogy - How to create and use formative or summative assessment to measure student growth and mastery
Grade Level(s)	K-12 Option
Description and Notes	Quality assessment can support a teacher in best analyzing students for growth, as a check for understanding, to provide feedback, to reteach, and to improve student performance in mastery of skills and content. Participants will: ● Design and analyze assessment for data to drive instruction, identify student strengths and deficiencies, plan lessons/units based on student needs, and apply findings to educational practices ● Analyze data to identify student skills, knowledge, and comprehension ● Analyze data to determine strengths and deficiency in comprehension or level of mastery of skills and content ● Use assessment to provide student feedback and to instruct in performance growth ● Learn how to use assessment efficiently to drive instruction as well as to save time ● Create various types of data-driven assessments to identify student skills, knowledge, and comprehension
Materials	Handouts will be provided. Bring samples of completed students' formative and summative assessments.
Objectives	Participants will be able to: ● Identify various types and purposes of assessment ● Use data from to plan instruction ● Learn to analyze data and assessment feedback for growth
Number of Participants	5-50
Series #	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up Available Coaching
Assessment of Success	Seminar Evaluation Form Classroom observation Completed assessment samples
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # INS-006
Funding Source: Title IIA and IVA-WRE

Introduction to Project-Based Learning (Beyond the Project) - Unit Planning

Performance Standards; #2 Instructional Planning, #3 Instructional Delivery, #4 Assessment For and Of Learning, #6 Professionalism

Provider	Mainstream Development Educational Group
Subject	Instructional Design and Pedagogy - Project-Based unit design concepts and creation
Grade Level(s)	K-12 Options
Description	Project-based learning is a standards and inquiry-based unit design approach - NOT just a single project. Students learn by investigating, asking questions, using critical thinking skills, collaborating, and exercising creativity. Content and skills mastery continues to be an expectation, with clear timeframes, rubrics, and assessment. This seminar will cover: ● Core concepts of project-based learning vs. a project ● Setting up benchmarks and timelines ● Integrating content accountability ● Developing student agency and leadership; norms for collaboration ● Student engagement ● Balancing creativity, rigor, and other 21st century skills ● Assessment for learning and rubrics ● Problem solving and application to real life issues
Materials	Handouts will be provided. Bring project-based learning materials
Objectives	Participants will be able to: ● Identify the structure, concepts, pros/cons of project-based learning ● Integrate problem solving with real world issues into content curriculum and standards ● Align assessment with inquiry ● Design a project-based learning unit that integrates SEL, student voice, choice, leadership, and agency
Number of Participants	5-50
Series #	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up available Coaching
Assessment of Success	Seminar Evaluation Form Completed Project Based Learning unit
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # INS-007

Funding Source: Title IA, IIA, and IVA-WRE

Refocused on Student Centered Learning: Differentiation

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #3 Instructional Delivery, #4 Assessment for and of Learning

Provider	Mainstream Development Educational Group
Subject	Instructional Design and Pedagogy - Differentiation
Grade Level(s)	K-12
Description and Notes	Participants will analyze and integrate differentiation strategies by examining various models that address content, process, product, and learning environment to meet the diverse needs of students. Ascertain the learning needs of students through concepts such as; ● surveys student data ● incorporate specific differentiated strategies that match learner needs ● analyze resources available to support lesson planning and unit development
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Identify and define differentiation ● Analyze student needs using data ● Plan instruction and assessment based on data ● Examine differentiated resources based on data
Number of Participants	5-50
Series #	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up available Coaching
Assessment of Success	Seminar Evaluation Form and Coaching Observations
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # INS-008
Funding Source: Title IIA and IVA-S&H

Today's Culturally Relevant Classroom

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #3 Instructional Delivery, #4 Assessment for and of Learning

Provider	Mainstream Development Educational Group
Subject	Instructional Design and Pedagogy - Culturally relevant teaching
Grade Level(s)	K-12
Description and Notes	Participants will analyze culturally purposeful and relevant instructional methods, context of curriculum, and social norms to empower students to become engaged, critical-thinkers. Dissimilar from CRT, or Critical Race Theory, culturally responsive and relevant teaching means using students' customs, characteristics, experience, and perspectives as tools for better classroom instruction. Participants will analyze paradigms pertaining to: ● teaching and learning environment ● instructional practices and methods that support students in creating connections and engage in learning ● participant's own cultural and social norms and how those norms affect their efforts to support diverse students ● culturally relevant resources and tools for instruction
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● List strategies to get to know your students to create strong, academic relationships ● Examine participants' experiences (personal bias) and value differences to make informed decisions ● Transform your pedagogy and curriculum in the areas of course content, meaningful methodology, and assessments. ● Learn strategies to embrace and validate students' culture and language. ● Implement ways to communicate and connect
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Seminar Evaluation Form Coaching Observations
Assessment of Success	Follow-up available: coaching/observations
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # INS-009
Funding Source: Title IIA and IVA-TECH

The Future in Education: Personalized Learning

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #3 Instructional Delivery, #4 Assessment For and Of Learning

Provider	Mainstream Development Educational Group
Subject	Instructional Design and Pedagogy - Personalized Learning
Grade Level(s)	K-12
Description	Participants will use an online program and other personalized learning tools to identify the components of a personalized learning profile for students. Participants will study and implement summative and formative assessments, employ a growth mind-set model, and work collaboratively with students to develop student-specific learning goals for the instructional pathway. Participants will also learn how to guide learning through student reflective practice**.** Technology enhances personal learning by offering adaptive learning platforms, diverse resources with real-time feedback. This training will aid educators to leverage technology effectively for data analysis, curriculum customization and differentiated instruction, empowering them to personalize learning for each student.
Materials	Handouts will be provided.
Objectives	● Identify the components of a personalized learning profile ● Develop a personal profile aligned with Standards based on student surveys, learning data, interviews ● List ways to incorporate learning profiles into lessons and unit
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Accomplished through personal learning profile and use of data
Assessment of Success	Student mastery through assessment Seminar evaluation form Coaching observations
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # INS-010
Funding Source: Title IIA and IVA-S&H

Collaboration is Transformation

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #3 Instructional Delivery, #4 Assessment For and Of Learning

Provider	Mainstream Development Educational Group
Subject	Instructional Design and Pedagogy - Strategies for Student Collaboration
Grade Level(s)	K-12
Description	Participants will explore methodologies for collaboration and cooperative learning in the classroom including pair work, turn and talks, flexible groupings, guided reading strategies, and leveled materials. Participants will learn how and when to group students based on academic tasks, individual accountability, and processing techniques. Effective grading practices will be discussed to increase individual student learning and assessment without punishing students with group grades.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Identify components of strong collaborative practices in the classroom and utilize a grown mindset in learning through effective processing techniques. ● Determine which academic and social skills need to be taught. ● Examine and determine effective teaching models to promote collaborative practices and engage students actively with built-in accountability. ● Plan, design and implement collaborative lessons that actively engage students and promote increased student learning.
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up available and Coaching
Assessment of Success	Seminar Evaluation Form Coaching observation
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # INS-011
Funding Source: Title IIA and IVA-WRE

Learn Smarter Not Harder: Brain Based Learning Strategies

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #3 Instructional Delivery, #4 Assessment For and Of Learning

Provider	Mainstream Development Educational Group
Subject	Instructional Design and Pedagogy - Brain Based Learning
Grade Level(s)	K-12
Description	Participants will review brain-based learning key principles and strategies to improve student engagement and retention of skills. This can be achieved through the four key principles of brain-based learning: actively reshaping experiences, creating a safe environment for learning in which this is a "flow state", utilizing teaching methods that result in higher retention, and implementing teaching strategies that best support the current group of students. Participants will leave with methods to engage and enhance students' learning and create a stimulating learning environment.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Review the key principles of brain-based learning. ● Explore how to create motivating and engaging learning experiences and environments for students. ● Support students with effective, creative, and fun learning techniques. ● Utilize better learning techniques.
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up available Coaching
Assessment of Success	Seminar Evaluation Form Coaching Observations
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # INS-012

Funding Source: Title IA, IIA and IVA-WRE

"It is not the answer that enlightens, but the question."

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #3 Instructional Delivery, #4 Assessment for and of Learning

Provider	Mainstream Development Educational Group
Subject	Instructional Design and Pedagogy - Effective Thinking Strategies through Questioning
Grade Level(s)	K- 12
Description	Participants will examine how to harness the force of curiosity that is at the heart of learning. In this workshop, teachers will learn how students can ask questions that lead to research and inquiry. As students ask thoughtful questions, they develop critical thinking skills that build understanding, knowledge, and comprehension. Participants will explore how to use Webb's Depth of Knowledge model to ask meaningful questions of students as well as showing students how to ask their own insightful questions to deepen their comprehension.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Define what good questioning looks like and apply the strategy to teaching and learning. ● Examine how to explicitly teach questioning through the language of questioning. ● Apply specific techniques in questioning for research and inquiries.
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up available coaching
Assessment of Success	Seminar Evaluation Form Coaching Observations
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # INS-013
Funding Source: Title IIA and IVA-SH

What are The Rules of Engagement?

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #3 Instructional Delivery, #4 Assessment for and of Learning

Provider	Mainstream Development Educational Group
Subject	Student Engagement and Motivation
Grade Level(s)	K-12
Description	This will provide teachers with ways to create an environment that promotes engagement and motivation. This includes building rapport with students, developing a supportive and inclusive environment welcoming all students, personalizing lessons and assignments, teacher and students co-creating goals and learning plans, and creating collaborative learning experiences. Additionally, teachers will learn about active learning activities and structuring expectations to engage students.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● To learn how to develop rapport and respect with students. ● To learn how to develop a supportive and inclusive classroom. ● To learn ways to allow for student voice and choice in lessons and assignments. ● To create learning structures, routines, and expectations that support collaboration and student voice. ● To engage students in active learning activities and meaningful learning outcomes that align to students' interests and goals.
Number of Participants	5-50
Session Number Within Series	1-2
Prerequisites if applicable	NA
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Survey
Targeted Semester	All
Contact Information	Mainstream Development Educational Group (414) 371-9724

Catalog # INS-014
Funding Source: Title IIA and IVA-WRE

Growth Mindset: Reflection on Professional Practice

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #3 Instructional Delivery, #4 Assessment for and of Learning

Provider	**Mainstream Development Educational Group**
Subject	**Growth Mindset: Reflection on Professional Practice**
Grade Level(s)	K-12
Description	Participants will develop a growth mindset through reflective and professional practices. Participants will examine teaching standards, discuss current practices, identify exemplary teachers, and determine where they want to go next in their professional practice. Participants will assess what knowledge and skills they need to address student needs. The workshop will include presentations, collaborative groups, and professional journaling.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Identify what a growth mindset is and how it is measured. ● Assess current performance and desired improvements. ● Develop a professional action plan.
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up available with coaching
Assessment of Success	Seminar evaluation form and coaching observations
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # INS-015
Funding Source: Title IIA and IVA-WRE

Scaffolding Up to Grade Level: Accelerated Learning

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #3 Instructional Delivery, #4 Assessment for and of Learning

Provider	Mainstream Development Educational Group
Subject	Instructional Design and Pedagogy - Accelerated Learning
Grade Level(s)	K-12
Description	Participants will learn about the new shift to close the learning gap called learning acceleration by providing scaffolds and other supports to fill critical learning gaps so that students remain successful on their grade level standards. In this workshop, participants will learn about the core concepts of learning acceleration including maintaining grade level trajectories, diagnosing needs rapidly, building on prior knowledge, and providing individual attention and intervention. In addition to this, they will discuss ways to implement best practices and guides for learning acceleration that work best given the staff, school environment, unique class body, and resources they can draw upon.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Identify and define learning acceleration compared to remediation ● Implement accelerated learning practices and utilize guiding tools and resources ● Review and learn to apply a variety of instructional support that includes pre-teaching/frontloading, scaffolding, developing vocabulary, and effective assignments that can be used to support students performing at all levels ● Discuss ways to deal with challenges with learning acceleration
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up available and coaching
Assessment of Success	Seminar Evaluation Form and Coaching with observations
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # INS-016
Funding Source: Title IIA and IVA-WRE

College and Career Readiness

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #3 Instructional Delivery, #4 Assessment for and of Learning

Provider	Mainstream Development Educational Group
Subject	Instructional Design and Pedagogy - College and Career Readiness
Grade Level(s)	Grades 5-12
Description and Notes	To be college, career, and life ready, students must be able to move on from high school with a clear path, and without remediation and with the skills necessary to be successful; critical thinking, core knowledge, collaboration, communication, perseverance, problem solving, ability to make connections, to be a productive citizen, and to contribute to their community. Participants will: ● Develop instructional strategies to target these skills and behaviors ● Create assessment tools for measuring CCR proficiency ● Integrate CCR skills and habits into lessons and units ● Integrate XELLO programming ● Understand how to support and align students with CCR pathways
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Define what it means for a student to be college and career ready ● Xello lessons in the classroom ● Targeting CCR skills in lessons and units ● Assessing for CCR ● Creating habits and abilities in students and helping them to align with CCR pathways
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites if applicable	NA
Scaffolding/Revisiting	Follow-up available and coaching
Assessment of Success	Seminar Evaluation Form and Coaching with observations
Targeted Semester	All
Contact Information	Mainstream Development Educational (414) 371-9724

Catalog # INS-017
Funding Source: Title IIA and IVA-WRE

Teaching How to Learn

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #3 Instructional Delivery

Provider	Mainstream Development Educational Group
Subject	Instructional Design and Pedagogy - Strategies, concepts and research-based approaches to support students in learning how to learn
Grade Level(s)	Grades 8-12
Description and Notes	"Don't forget to study!" "Take notes!" What does that mean? Provide strategies and concepts to teach students how to learn using brain-based strategies for organizing, habit building, studying, reading, and writing. Develop and strengthen rigor, metacognition, etc. Participants will: ● Identify the need and purpose of taking notes, styles, annotating, lecture vs text, highlighting skills and cons ● Study techniques - flashcards, muscle memory, biorhythms, metacognition, mindfulness, chunking, visualization, memorization ● Reading: SQ3R, vocabulary, spatial thinking/visual acquisition of information ● Writing: *high school level writing for standardized tests ● Test Taking strategies (including standardized testing) ● Organization and planning, goal setting ● Internal/External locus of control, intrinsic/extrinsic motivation ● Habits - sleep, nutrition, timing management, boundaries, pomodoro methods
Materials	Handouts and links to sites.
Objectives	Participants will be able to: ● Define 'study' with tangible methods, strategies, and processes ● Understand the neuro and bio links to learning ● Reading/writing/notes techniques for upper grades ● Test taking strategies ● Organization, planning, goal setting, habit building techniques
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites if applicable	NA
Scaffolding/Revisiting	Follow-up available and coaching
Assessment of Success	Seminar Evaluation Form and Coaching with observations
Targeted Semester	All
Contact Information	Mainstream Development Educational (414) 371-9724

Catalog # INS-018
Funding Source: Title IA, IIA and IVA-WRE

Building Critical Thinking Skills

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #3 Instructional Delivery

Provider	Mainstream Development Educational Group
Subject	Critical Thinking
Grade Level(s)	Grades 8-12
Description and Notes	Critical thinking refers to the ability to analyze information and make judgments. The skills that we need to think critically are varied and include observation, analysis, interpretation, reflection, evaluation, inference, explanation, problem solving, and decision-making. Participants will learn how to draw out the thinking processes out students to understand how they are synthesizing information across the curriculum. Teacher will apply the 5 W & H of journalism (Who, What, Where, When, Why & How) the student came to their base of understanding of the concepts that they are presented with. This workshop will help participants turn students into critical thinkers by using practices such as thinking aloud, talking through your thought process, engaging in group work, having time for reflection, and having opportunities for problem solving. Strategies that encourage critical thinking, such as open-ended questions, creative projects, interactive games, vocabulary lessons, and classification activities will be explored.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Identify the key features of critical thinking and how it can be fostered in the classroom. ● Create critical thinking activities for students and incorporate critical thinking practices into the content areas.
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up available and coaching
Assessment of Success	Seminar Evaluation Form and Coaching with observations
Targeted Semester	All
Contact Information	Mainstream Development Educational (414) 371-9724

Catalog # ELL-001
Funding Source: Title IIA and III

Where do I start with ELLS? (Level 1)

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #3 Instructional Delivery, #4 Assessment for and of Learning, #5 Learning Environment

Provider	Mainstream Development Educational Group
Subject	ELL Methods - Best Practice for English Language Learners (ELL) Instruction
Grade Level(s)	K-12
Description	Participants will interpret and use ACCESS test results to plan instruction with WIDA CAN DO statements in the content areas. Using both WIDA levels with CAN Do statements and Common Core Standards, participants will utilize various techniques and supports in order to differentiate instruction for ELL students. Specific strategies will be examined and utilized for learning and assessing content and skills at various WIDA levels.
Materials	WIDA levels with Can Do statements If participants have their students' ACCESS result, please bring this. Handouts will be provided.
Objectives	Participants will be able to: ● Interpret ACCESS levels and what they mean for ELL students ● Determine how to plan and develop scaffolded instruction for ELL students in content areas ● Develop appropriate learning objectives, modify activities and assignments, and design assessments both formative and summative considering the WIDA levels
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up available Coaching
Assessment of Success	Seminar Evaluation Form Classroom observation
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # ELL-002
Funding Source: Title IA, IIA and III

Moving from Ideas to Words: Writing for ELLs (Level 2)

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #3 Instructional Delivery, #4 Assessment for and of Learning, #5 Learning Environment

Provider	Mainstream Development Educational Group
Subject	ELL Methods - Writing Instruction for ELLs
Grade Level(s)	K-12
Description	Participants will examine the WIDA English Language Development Standards and the WIDA Can Do statements for various ELL levels. With this understanding, participants will examine the implications for planning writing lessons. This includes learning how to create learning objectives for writing based on students' language abilities, plan scaffolded writing activities that meet the learning needs of the students, and assess their writing proficiency. Resources and suggestions will be shared to support students' writing from beginning sounds and letter formation to adding more descriptive vocabulary and details in writing.
Materials	WIDA levels with Can Do statements, students' ACCESS results, Handouts will be provided.
Objectives	Participants will be able to: ● Determine how to plan and develop scaffolded writing activities and lessons for ELL students ● Assess if students meet the writing standards to determine reteaching lessons or progression to the next level of proficiency based on the ELD standards ● Develop a toolkit to support students to improve in writing proficiency
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up available Coaching
Assessment of Success	Seminar Evaluation Form Classroom observation
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # ELL-003
Funding Source: Title IA, IIA and III

Content Area Instruction for ELLs (Level 2)

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #3 Instructional Delivery, #4 Assessment for and of Learning, #5 Learning Environment

Provider	Mainstream Development Educational Group
Subject	ELL Methods - ELL Instruction Across the Content Areas
Grade Level(s)	Grade K through Grade 12
Description	In this professional development session, participants will examine the challenges and barriers that ELL students face with their learning in the content areas of reading, writing, math, social studies, and science. Participants will learn how to plan for topic introduction, building schema, preparing to teach a topic, the instructional delivery of a topic and related instructional routines. These strategies will support the teacher scaffolding support into any topic area lesson plan which involves instruction to ELL students.
Materials	WIDA English Language Development Standards Framework K-12. (You can access this document online.) Handouts will be provided.
Objectives	Participants will be able to: ● Determine and model how to scaffold their lesson plans, across the content areas, ● Develop a toolkit of reading resources to include language supports, introduction of academic vocabulary, and key concepts.
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites if applicable	Best Practices for ELL Instruction (Level 1) The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Coaching follow up available
Assessment of Success	Evaluation Form
Targeted Semester	All
Contact Information	Mainstream Development Educational Group (414) 371-9724

Catalog # ELL-004
Funding Source: Title IA, IIA and III

Effective Reading Strategies for ELLs (Level 2)

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #3 Instructional Delivery, #4 Assessment for and of Learning, #5 Learning Environment

Provider	Mainstream Development Educational Group
Subject	ELL Methods - Best Practices for English Language Learners (ELL) Instruction: Strategic Reading
Grade Level(s)	K-12
Description	Essential research on strategic reading strategies and explicit instruction for ELLs will be presented. Participants will engage in designing EL lessons for students. Best Practices will be identified to develop strategic reading lessons, with a focus on before, during, and after reading strategies. Teachers will be introduced to the seven cognitive strategies for effective readers: activating, inferring, monitoring, clarifying, questioning, searching-selecting, summarizing, and visualizing-organizing.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Understand reading and language arts as interactive processes requiring the integration of the reader, text, and context factors ● Identify theories, principles, and teaching methods that support literacy instruction in elementary, middle, and secondary schools ● Use specific reading and writing strategies to teach subject matter
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up available Coaching
Assessment of Success	Seminar Evaluation Form Classroom observation
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # ELL-005
Funding Source: Title IIA and III

ELLs in the Mainstream Classroom (Level 1)

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #3 Instructional Delivery, #4 Assessment for and of Learning, #5 Learning Environment

Provider	Mainstream Development Educational Group
Subject	ELL Methods - Teaching in a Multicultural Environment
Grade Level(s)	K -12
Description	Participants will explore the features of a multicultural classroom. Participants will examine their own cultural beliefs, values, and biases for the purpose of expanding their perspective and delivering more equitable educational opportunities. Participants will learn how to transform the classroom to provide educational rigor and equity for all students while building on the diverse strengths of many cultures. They will learn effective strategies of instruction for diverse cultures, examine culturally relevant educational materials, and learn how to encourage and celebrate multiculturalism. Additionally, participants will review how ACCESS testing can assist in planning instruction and scaffolding instruction for the English Language Learner.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Define multiculturalism in the classroom. ● Apply effective strategies for instruction inclusive of English Language Learners. ● Identify both social and academic strategies to promote rigorous learning while celebrating and encouraging equity and cultural relevance.
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up available and Coaching
Assessment of Success	Seminar Evaluation Form Coaching Observations
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # ELL-006
Funding Source: Title IIA and III

Redesigning Lessons to Support ELL Students (Part 1)

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #3 Instructional Delivery, #4 Assessment for and of Learning, #5 Learning Environment

Provider	Mainstream Development Educational Group
Subject	Universal Design for Learning for ELLs
Grade Level(s)	K-12
Description	In this workshop the teacher will learn about the three principles of UDL in utilizing strategies that work effectively for English Language Learners. Working with UDL principles of (1) multiple means of representation, (2) multiple means of action and expression along with (3) multiple means of engagement, participants will examine various strategies that will enhance ELLs' learning and academic language acquisition.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Recognize the efficacy of UDL and have a clear understanding of the implementation process. ● UDL will become the guiding principles at every grade level and subject areas
Number of Participants	5-50
Session Number Within Series	This workshop can be taught in a series of 3 to 5 sessions over the course of a school year.
Prerequisites – if applicable	None
Scaffolding/Revisiting	UDL application of information for ELLs i.e., delivery of content varied (visual, auditory, small break-out group instruction). Implementation reviews with administration and coaching.
Assessment of Success	Seminar Evaluation Form Scaling from results of the self-inventory evaluation
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # ELL-007
Funding Source: Title IIA and III

Redesigning Lessons to Support ELL Students (Part 2)

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #3 Instructional Delivery, #4 Assessment for and of Learning, #5 Learning Environment

Provider	Mainstream Development Educational Group
Subject	Universal Design of Learning for English Language Learners (ELL)
Grade Level(s)	K-12
Description	In this workshop the teacher will use the three principles of UDL in utilizing strategies that work effectively for English Language Learners. Working with UDL principles of (1) multiple means of representation, (2) multiple means of action and expression along with (3) multiple means of engagement, participants will examine various strategies that will enhance ELLs' learning and academic language acquisition. These strategies will provide the ELL student numerous ways to express what they know in ways that are authentic and meaningful, all while experiencing the value of collaboration and feedback.
Materials	Handouts will be provided. Participants should bring materials needed for unit planning.
Objectives	Participants will be able to: ● Understand principles of UDL for ELL students. ● Determine how to plan and develop scaffolded instruction for ELL students in content areas. ● Create a unit plan utilizing principles of UDL for ELL's.
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	UDL application of information for ELLs i.e., delivery of content varied (visual, auditory, small break-out group instruction). Implementation reviews with administration and coaching.
Assessment of Success	Seminar Evaluation Form Classroom observation
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # CES-001
Funding Source: TIIA and TIV-SH

Setting Up For Success!

Performance Standards #5 Learning Environment, #6 Professionalism

Provider	Mainstream Development Educational Group
Subject	Classroom Environment
Grade Level(s)	K-12 Options
Description	Whether a first-year teacher or a veteran - start the year off right by creating a classroom environment designed for learning and engagement. Topics can include: ● Active learning environment designs and layouts for movement ● Creating routines from the start! Proactive norms, policies, procedures, and expectations in the classroom ● Consistency and organization ● Developing collaboration and problem-solving skills ● Effective instructional strategies that promote social and academic learning such as leadership, accountability, responsibility, agency, and teamwork ● How the classroom environment can reduce exclusionary discipline and promote supportive discipline and positive behavior supports ● What tools best support a successful classroom
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Design the best layout for your classroom by understanding the frameworks and concepts of active learning ● Design and develop your norms/routines/procedures/and expectations to be in place before the students enter ● Methods for consistency, organization, and discipline strategies ● Promoting student leadership and agency with collaboration and problem solving
Number of Participants	5-50
Series #	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up available
Assessment of Success	Teacher Survey Classroom observation
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # CES-002
Funding Source: TIIA and TIV-WRE

Flexible Grouping

Performance Standards #5 Learning Environment, #6 Professionalism

Provider	Mainstream Development Educational Group
Subject	Classroom Environment - Grouping strategies
Grade Level(s)	K-12
Description and Notes	Participants will learn about using different grouping concepts, norms, and strategies: ● Setting up group norms, procedures, and expectations ● Types and purposes of groups ● Accountability ● Tools and Checkpoints ● Timing and assessment strategies
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Develop understanding of types of groups, when/how to set up groups, expected learning outcomes (assessment) ● Develop skills and tools to keep groups accountable with checkpoints, norms, procedures, and communicated expectations ● Plan how to build groups into your lesson plans and units
Number of Participants	5-50
Series #	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up available Coaching
Assessment of Success	Seminar Evaluation Form Classroom observation
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # CES-003
Funding Source: TIA, TIIA, and TIV-WRE

Microlearning Mini-Lessons

Performance Standards #5 Learning Environment, #6 Professionalism

Provider	Mainstream Development Educational Group
Subject	Classroom Environment - Mini-Lessons and chunking
Grade Level(s)	K-12
Description	Microlearning is an approach to learning small chunks at a time with sessions usually under 10 minutes. ● Strategies to incorporate into lessons: when and how to split lessons purposefully ● Improve retention with repetition ● Increase student learning and productivity ● Tools developed can include: videos, challenges, games, infographics, etc. ● Assessment strategies for micro-learning
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Understand the importance of micro learning and its various forms across various all types of learning environments ● Identify the process to design, implement and assess microlearning lessons for targeted students for specific purposes
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up available Coaching
Assessment of Success	Seminar Evaluation Form Coaching Observations
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-550-2527

Catalog # CES-004
Funding TIIA and TIV-TEC

Effective Virtual Learning

Performance Standards: #2 Instructional Planning, #3 Instructional Delivery, #5 Learning Environment

Provider	Mainstream Development Educational Group
Subject	Classroom Environment - Effective Virtual Learning
Grade Level(s)	K-12
Description and Notes	Participants will learn how to transition to virtual learning or mixed learning (various combinations of virtual and in person instruction formats) which can include: ● Setting up an online learning environment and/or mixed classroom ● Technology tools, policy, and security (video streaming, set up, safety, speakers) ● Accountability and student engagement ● Using and organizing your online platforms for lesson planning, delivery, assessment, and communication ● Setting up timelines, calendars, office hours, procedures, and policies ● Anticipating barriers and how to be proactive and flexible
Materials	Participants will need their own computers or devices. Handouts will be provided.
Objectives	● Identify a variety of internet platforms for creating online learning. ● Discover online resources that students can access out-of-class time. ● Plan an online curriculum. ● Address barriers experienced by students in accessing technology.
Number of Participants	5-50
Series #	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up available Coaching
Assessment of Success	Peer to Peer Observations, Observations for E-Learning Coaches
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # LIT-001
Funding Source: Title IA, IIA, and IVA-WRE

The Science of Reading

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #3 Instructional Delivery, #4 Assessment for and of Learning, #5 Learning Environment

Provider	Mainstream Development Educational Group
Subject	Literacy and Learning - Science of Reading
Grade Level(s)	Grade K through Grade 8
Description and Notes	Examine the five key components of the science of reading instruction and the development of this innovative approach to teach reading. Evidence-based and research pillars create fluent readers through practical application in early literacy. This seminar includes: ● Developing word recognition through phonemic awareness and decoding/phonics ● Language fluency and structure ● Vocabulary and sight word development ● Language comprehension through building background knowledge, verbal reasoning, and literacy knowledge
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Understand the history and research behind the science of reading ● Define the five key pillars in reading instruction ● Utilize the frameworks in the science of reading to effectively implement evidence-based practices in their classroom and help students find reading success
Number of Participants	5-50
Series #	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Coaching Mentoring Follow up available
Assessment of Success	Evaluation Form
Targeted Semester	All
Contact Information	Mainstream Development Educational Group (414) 371-9724

Catalog # LIT-002
Funding Source: Title IA, IIA, and IVA-WRE

Content Area Reading isn't Rocket Science, is it?

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #3 Instructional Delivery, #4 Assessment for and of Learning, #5 Learning Environment

Provider	Mainstream Development Educational Group
Subject	Literacy and Language: Reading for Understanding in the Content Areas
Grade Level(s)	K-12
Description and Notes	Breaking down the reading process and strategies for enhancing basic reading and writing skills across the various content areas in elementary, middle, and secondary schools. Learn about: ● Innovative strategies to improve reading ● Create literacy rich units and lessons that involve reading, writing, and speaking ● Develop tools and supports like graphic organizers, journals, annotation tools, etc. ● Developing vocabulary strategies ● Understand the common language/skills across the content area ● Understand how to explicitly teach reading skills for comprehension and analysis
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Identify theories, principles and teaching methods that support literacy instruction. ● Define and demonstrate understanding of reading and language arts as interactive processes that require the integration of the reader, text, and context. ● Show skill in using specific reading lessons to teach subject matter with textbooks, primary and secondary resources, etc.
Number of Participants	5-50
Series #	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up available Coaching
Assessment of Success	Seminar Evaluation Form Coaching Observations
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # LIT-003
Funding Source: Title IA, IIA, and IVA-WRE

Engaging Adolescent Readers

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #3 Instructional Delivery, #4 Assessment for and of Learning, #5 Learning Environment

Provider	Mainstream Development Educational Group
Subject	Literacy and Language - Strategies for supporting adolescent readers
Grade Level(s)	Grades 7 through 12
Description	Participants will review research-based best practices and strategies that will support the struggling adolescent reader. ● Intervention and differentiation strategies to improve reading instruction ● Objectives, methodology, materials, and techniques ● Motivation, agency and leadership in reading voice and choice ● Diverse text ● Integrating technology and creativity ● Explicit, collaborative, and independent reading
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Recognize and analyze appropriate instructional methods to teach reading and language arts to adolescents ● Understand how to design, select, modify, and evaluate print and non-print language arts materials ● Apply reading strategies toward comprehension
Number of Participants	5-50
Series #	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up available Coaching
Assessment of Success	Teacher Evaluation Survey Coaching observations
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # LIT-004

Funding Source: Title IA, IIA, and IVA-WRE

Rethinking Reading Comprehension

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #3 Instructional Delivery, #4 Assessment for and of Learning, #5 Learning Environment

Provider	Mainstream Development Educational Group
Subject	Literature and Language: Powerful and effective comprehension strategies
Grade Level(s)	K-12
Description and Notes	Participants will review and discuss current knowledge and research about the nature and process of reading by analyzing instructional strategies for long-term comprehension and growth to make reading more meaningful for students. Participants will: ● Analyze the pros/cons of strategies to identify the benefits ● Understand the importance of how and when to use the most effective strategy for student/lesson/unit ● Integrate metacognitive questions when applying the strategy in the classroom ● Create guided, shared, and independent activities ● Emphasize before/during/after strategies
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Identify a variety of developmentally appropriate strategies and materials for supporting reading comprehension ● Comprehend learning strategies involving reading ● Guide the interaction between learner, task, text, and content in the school curriculum
Number of Participants	5-50
Series #	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up available Coaching
Assessment of Success	Teacher Evaluation Survey Classroom Observations
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # LIT-005

Funding Source: Title IA, IIA, and IVA-WRE

Close Reading

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #3 Instructional Delivery, #4 Assessment for and of Learning, #5 Learning Environment

Provider	Mainstream Development Educational Group
Subject	Literacy and Language - Close Reading Strategies
Grade Level(s)	K-12
Description and Notes	Close reading is a process of analysis - that may be used in conjunction with others - that moves a reader from comprehension of a text to interpretation of the text. It requires students to independently determine the purpose of the text through text features and language used by the author. In other words, when one is close reading, they are looking at both what the text says (content) and how the text says it (use of imagery, figurative language, etc.) In this session, participants will learn strategies to help students annotate the text to make observations (collect evidence) and then interpret them for meaning and relevance. It will also explore how to support and assess students to show their understanding.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Identify the process to observe, analyze and develop arguments through the close reading strategies ● State strategies to instruct students to track their thinking through annotations of big ideas, supporting details, vocabulary, questions, connections ● Model strategies for interpreting bias, word meaning, identifying best evidence, purpose, audience, and perspectives ● Recognize how to assess text for connections and relationships, changes over time, comparisons, etc.
Number of Participants	5-50
Series #	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up available Coaching
Assessment of Success	Seminar Evaluation Form Coaching Observations
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # LIT-006

Funding Source: Title IA, IIA, IIIA and IVA-WRE

Vocabulary Strategies

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #3 Instructional Delivery, #4 Assessment for and of Learning, #5 Learning Environment

Provider	Mainstream Development Educational
Subject	Literacy and Language - Strategies for vocabulary instruction
Grade Level(s)	K-12
Description and Notes	This seminar will cover multiple strategies for incorporating academic and content vocabulary instruction. This will include: ● Components of effective vocabulary with literacy and comprehension connections ● Instructional components and integrating strategies across the curriculum ● Collect graphic organizers and sample activities
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Identify current knowledge about effective vocabulary instruction appropriate to individual needs, lesson/unit integration ● Apply key vocabulary strategies
Number of Participants	5-50
Series #	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up sessions Coaching
Assessment of Success	Teacher survey Classroom observations
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # LIT-007
Funding Source: Title IA, IIA, and IVA-WRE

Writing Across the Curriculum

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #3 Instructional Delivery, #4 Assessment for and of Learning, #5 Learning Environment

Provider	Mainstream Development Educational Group
Subject	Literacy and Language - Writing Across the Curriculum
Grade Level(s)	K-12 Options
Description	In this session, participants will break down the writing process to create strategies to integrate writing in all classrooms. This can include: ● Activities, strategies, organizers to support writing frequency and fluency ● Growing writing skills throughout the grade level - making connections and building on skills (ACE, CER, TEA, etc) from answering the question with a claim or thesis, providing facts and evidence, backing up the writing with reasoning and argumentation. ● Writing organization from brainstorming, to organizing, drafting, revising, and publishing ● Components of proficient writing: voice, word choice, conventions, themes, central ideas, transitions, fluency, etc. ● Identifying quality questions and thesis statements ● Prepare students for writing for standardized testing
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Identify strategies that support literacy instruction as well as current methods of teaching writing in elementary, middle, and high school ● Develop skill in using writing for subject specific content ● Creating graphic organizers and editing tools for revision and reflection in writing
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up available
Assessment of Success	Teacher Survey Classroom observation
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # MAT-001
Funding Source: Title IA, IIA, and IVA-WRE

What is Algebraic Thinking and Why It Is Important for Elementary Students?

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #4 Assessment for and of Learning,

Provider	Mainstream Development Educational Group
Subject	Mathematics - Algebraic Thinking in the Primary Years through Upper Elementary
Grade Level(s)	K-5
Description	The development of algebra skills begin long before a student ever attends an algebra course. There are many critical skills in algebraic thinking such as recognizing patterns and relationships, exploring and testing conjectures, making and justifying generalizations. It is essential that elementary students understand these concepts and apply them to solving math problems. This session focuses on what algebraic thinking looks like across grade levels in the Common Core Math Standards as well as how to teach and develop these skills. The progression of algebraic development will be discussed in depth and activities to support that development will be included in this session.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Identify the progression and key concepts in algebraic thinking in the Common Core Math Standards from Counting and Cardinality in Kindergarten through Operations and Algebraic Thinking in Grade Five ● Write lesson plans and incorporate activities that foster the development of algebraic thinking from the Common Core Math Standards ● Assess the algebraic thinking of students and develop activities and mini lessons to support struggling students
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up Available – Coaching
Assessment of Success	Teacher Survey Follow-up coaching available
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # MAT-002
Funding Source: Title IA, IIA, and IVA-WRE

Group Work & Math Talk: Why is it Important & How to Structure it

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #4 Assessment for and of Learning,

Provider	Mainstream Development Educational Group
Subject	Mathematics - Group Work and Math Talk: Why it is Important and How to Structure It for Success
Grade Level(s)	K-12
Description	Collaboration and discourse are two of the most important components of any math lesson. They help prepare students to be college and career ready by deepening their content knowledge and communication skills. Teachers learn how to encourage students to think critically by helping students recognize patterns and mathematical relationships among numbers, objects, and geometric shapes within the Title classroom. Students are encouraged to work together and problem-solve, with some leading the discussion and others in the group offering ideas and suggestions for identifying concepts or solving equations and other math problems. This session focuses on strategies for incorporating student collaboration and discourse into every math lesson and how to use these strategies to improve student understanding. Teachers will be taught how to target and improve academic language use (both written and oral) by students while developing their math skills. Teachers will leave the session with numerous ideas for grouping students for a variety of purposes as well as ideas for structuring "math talk" throughout lessons.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Apply concepts of student collaboration and discourse to the development of oral and written academic language skills ● Use a variety of collaboration strategies that enhance the learning of math content knowledge
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up Available; Coaching
Assessment of Success	Teacher Survey; Follow-up coaching available
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # MAT-003
Funding Source: Title IA, IIA, and IVA-WRE

Mathematical Problem Solving for Diverse Learners

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #4 Assessment for and of Learning,

Provider	Mainstream Development Educational Group
Subject	Mathematics - Mathematical Problem Solving for Diverse Learners
Grade Level(s)	K-8
Description	Problem-solving skills are important to student achievement but teaching them can be challenging. The first standard for Mathematical Practice in the Common Core is that students should "understand problems and persevere in solving them." How can teachers encourage perseverance in problem solving with their students, especially students with diverse needs? This session addresses the pedagogy surrounding problem solving with a specific focus on strategies to meet a range of needs within a group of diverse learners. Mathematical tasks and activities promote teaching through problem solving with an application in real world problems.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Develop pedagogical knowledge regarding problem solving strategies. ● Plan math lessons that include the use of specific strategies and problems that provide the right amount of instruction and support to develop critical thinking skills and application of math concepts.
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up available Coaching
Assessment of Success	Seminar Evaluation Form Classroom observation
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # MAT-004
Funding Source: Title IA, IIA, and IVA-WRE

Thinking Like a Mathematical Magician:
The Latest Online Math Resources for Teachers

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #4 Assessment for and of Learning,

Provider	Mainstream Development Educational Group
Subject	Mathematics - Online Math Resources to Develop Mathematical Thinking and Reasoning
Grade Level(s)	K-12
Description	Participants will learn how to apply techniques, strategies, activities and how to manipulate platforms in an online environment that will engage and encourage students to maximize what they are learning in the Title I classroom beyond the curriculum. This session focuses on exploring quality online tools that can aid teachers in developing mathematical thinking and reasoning in their students. Teachers will be shown a variety of resources and have a chance to try them out to gain experience with them and envision the possibilities that these online resources offer.
Materials	Laptops or Chromebooks for participants required. Handouts will be provided.
Objectives	● Identify and select appropriate online resources to aid students' mathematical development. ● Write math lesson plans that incorporate online resources for in-person learning, blended learning, or fully online learning models.
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up available
Assessment of Success	Teacher survey Follow-up Coaching Available
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # MAT-005
Funding Source: Title IA, IIA, and IVA-WRE

Differentiating Math Lessons for Diverse Learners

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #4 Assessment for and of Learning,

Provider	Mainstream Development Educational Group
Subject	Mathematics - Differentiating Math Lessons for Diverse Learners
Grade Level(s)	K-12
Description	Classrooms are filled with students who are working at different levels of understanding. This is a huge challenge for teachers to plan lessons that will meet their students' diverse needs. This session focuses on planning lessons that will target a variety of skill levels through primary instruction, as well as differentiation strategies to target specific groups of learners. Concepts will include differentiation strategies through content, process, and product, according to students' readiness level, interests, and learning preferences.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Identify specific needs of students through assessment data and learning inventories. ● Plan for specific students' needs and integrate a variety of differentiation techniques into math lesson plans.
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up Available Coaching
Assessment of Success	Seminar Evaluation Form Classroom observation
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # MAT-006
Funding Source: Title IA, IIA, and IVA-WRE

Making Math More Hands-On

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #4 Assessment for and of Learning,

Provider	Mainstream Development Educational Group
Subject	Mathematics - Engaging Learners in Math through using Multi-Sensory, Hands-On Activities to Build Conceptual Understanding
Grade Level(s)	K-12
Description	Are your students able to explain how they solve problems or apply it to a real-world problem? Students often lack reasoning, explanation, analysis, or justification to their math solutions. Hands-on math is important for all learners. In this session, participants will learn strategies on how to model and use math manipulatives to help students understand math concepts, practice math strategies, and solve math problems. Participants will also explore how to incorporate real world problems to further student understanding of concepts and application of the skills. In addition to this, participants will compare and analyze various math tools to support students' independent learning and show mastery of concepts.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Use math manipulatives and pictures to teach concepts, solve problems, and explain thinking ● Represent and solve problems in diverse ways using teacher modeling and student-centered approaches ● Create opportunities for students to discuss math concepts and skills with peers through math discussions and tasks ● Solve real world math problems using models ● Suggest math tools, materials, and resources for students to independently use as needed
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up Available
Assessment of Success	Teacher Survey Follow-up Coaching Available
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # MAT-007
Funding Source: Title IA, IIA, and IVA-WRE

Creating a Mindset for Mathematical Success

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #4 Assessment for and of Learning

Provider	Mainstream Development Educational Group
Subject	Mathematics - Creating a Mindset for Mathematical Success
Grade Level(s)	K-8
Description	How do you teach students, who are growing up in a "right now" society to persevere in their learning? This session focuses on what is known about math learning and the brain. Participants will learn how to promote, develop, and maintain a growth mindset in their students and themselves. Practical strategies for implementation within the classroom and for building a positive classroom community where mistakes are not only welcome-- but are the norm – will be discussed. Participants will leave with resources and plans for immediate implementation into their classrooms.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Analyze one's personal mindset and how it may be reflected in teaching ● Discover what is known about math and the brain ● Be aware of how a growth mindset can be nurtured within a classroom setting ● Create a plan for creating a positive learning environment within their classrooms
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up Available
Assessment of Success	● Teacher survey ● Teacher plan ● Follow-up coaching
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # MAT-008
Funding Source: Title IA, IIA, and IVA-WRE

Making Sense of Number Sense

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #4 Assessment for and of Learning

Provider	Mainstream Development Educational Group
Subject	Mathematics - Making Sense of Number Sense
Grade Level(s)	K-5
Description	Developing a child's number sense is critical for future academic success. But what is number sense? How is it developed? What strategies and activities make the greatest impact in student learning? Use of manipulatives, games, measurement and other practical applications will be used in the Title I classroom to illustrate the ways in which students can connect concepts and theory. This session focuses on answering those questions and giving teachers the knowledge and tools to set a solid mathematical foundation for their students.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Define number sense and describe its impact on student development. ● Create and implement lessons and activities that target number sense development.
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up Available Coaching
Assessment of Success	Seminar Evaluation Form Classroom observation
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # MAT-009
Funding Source: Title IA, IIA, and IVA-WRE

Assessment for Improving Math Learning and Instruction

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #4 Assessment for and of Learning

Provider	Mainstream Development Educational Group
Subject	Mathematics - Assessment for Improving Math Learning and Instruction
Grade Level(s)	K-8
Description	Ongoing formative assessment is critical in preparing instruction but can often be overlooked when planning a lesson. This session focuses on how to assess student learning in mathematics every day and then use that data to drive instruction. Concepts included will be both formative and summative assessments, ongoing assessment strategies, performance-based assessments, and data-based instruction. Teachers will learn assessment strategies that will monitor student progress and then how to use that data to modify instruction based on the assessed needs of the students.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Identify diverse types of assessment and the kinds of data they provide. ● Plan lessons that include assessments which continuously monitor student progress. ● Use data from formative assessments to plan subsequent whole-class instruction as well as differentiation for specific learners.
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up Available Coaching
Assessment of Success	Seminar Evaluation Form Classroom observation
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # MAT-010
Funding Source: Title IA, IIA, and IVA-WRE

Asking Good Questions in Math Class

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #4 Assessment for and of Learning

Provider	Mainstream Development Educational Group
Subject	Mathematics - Asking Good Questions in Math Class
Grade Level(s)	K-8
Description	Questions make up a substantial portion of a teacher's dialogue with students. Because of this, a teacher's ability to ask questions that promote deep mathematical thinking is extremely important to a student's mathematical development. This session focuses on questioning techniques that not only provide data for informal formative assessment but also promote a deeper understanding of mathematical content.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Design questions that promote a conceptual understanding of mathematical content. ● Discern between effective and less effective questions for student learning. ● Write questions in multiple ways to differentiate content for a variety of learners.
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up Available
Assessment of Success	Teacher Survey Follow-up Coaching Available
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # MAT-011
Funding Source: Title IA, IIA, and IVA-WRE

Digging Deeper Series: Addition and Subtraction Strategies

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #4 Assessment for and of Learning

Provider	Mainstream Development Educational Group
Subject	Mathematics - Addition and Subtraction Strategies
Grade Level(s)	K-5
Description	Many are frustrated with numerous math strategies and elaborate explanations to add simple numbers like 12 + 8. Students have to draw number bonds to break the 12 into 10 and 2, encircling numbers, and writing new equations just to solve a simple problem. Why are there so many different strategies to add or subtract? Are they necessary? In this session, participants will develop a deeper understanding of several different additional and subtraction strategies, effective ways to teach/model these strategies, and how these strategies lend themselves to a deeper understanding of progression of addition and subtraction concepts, leading to the mastery of algorithms and procedural fluency.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Explore and develop an understanding of various addition and subtraction strategies leading to the progression of addition and subtraction in grades preK-5 ● Discover and discuss effective methods, techniques, and activities to promote student learning, practice, and mastery of the various math strategies ● Investigate assessment of the various strategies
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up Available
Assessment of Success	Teacher Survey Follow-up Coaching Available
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # MAT-012
Funding Source: Title IA, IIA, and IVA-WRE

Digging Deeper Series: Multiplication and Division Strategies

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #4 Assessment for and of Learning

Provider	Mainstream Development Educational Group
Subject	Mathematics - Multiplication and Division Strategies
Grade Level(s)	3-8
Description	Are your students struggling with multiplication and division? How do you help students develop a deep understanding of the concept and build fluency in their math facts? This session is designed to help participants develop a rich understanding of multiplication and division through a variety of problem contexts, models, and methods that elicit multiplicative thinking. In this session, participants will develop a deeper understanding of several multiplication and division strategies, effective ways to teach/model these strategies, and how these strategies lend themselves to a deeper understanding of progression of multiplication and division, ultimately leading to the mastery of algorithms and procedural fluency.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Explore and develop an understanding of various multiplication and division strategies leading to the progression of multiplication and division in grades 3-8. ● Discover and discuss effective methods, techniques, and activities to promote student learning, practice, and mastery of the various math strategies. ● Assessment of the various strategies.
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up Available
Assessment of Success	Teacher Survey Follow-up Coaching Available
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # MAT-013
Funding Source: Title IA, IIA, and IVA-WRE

Digging Deeper Series: Fractions, Decimals, & Exponents

Performance Standards: #1 Professional Knowledge, #2 Instructional Planning, #4 Assessment for and of Learning

Provider	Mainstream Development Educational Group
Subject	Mathematics - Strategies to Build Understanding of Fractions, Decimals, and Exponents
Grade Level(s)	3-8
Description	Are your students struggling with fractions and decimals? How do you help students develop a deep understanding of the concepts and readily solve problems that involve these concepts? This session is designed to help participants develop a rich understanding of fractions, decimals, and exponents (powers of ten) through a variety of problem contexts, models, and methods including hands-on manipulatives and strategies for conceptual understanding. In this session, participants will develop a deeper understanding of several strategies to teach fractions, decimals, and powers of ten, effective ways to teach/model these strategies, and how these strategies lend themselves to a deeper understanding of progression of place value, ultimately leading to the mastery of algorithms and procedural fluency that involve fractions, decimals, and exponents.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Explore and develop an understanding of various strategies to understand fractions, decimals, and exponents leading to the mastery of ● Discover and discuss effective methods, techniques, and activities to promote student learning, practice, and mastery of the various math strategies. ● Assessment of the various strategies.
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	The private school teacher must have TI students in their classroom who are currently receiving TI services if Title I funding is being used.
Scaffolding/Revisiting	Follow-up Available
Assessment of Success	Teacher Survey Follow-up Coaching Available
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # TAL-001
Funding Source: Title IIA and IVA-WRE

Group Book Study

Performance Standards: #1 Professional Knowledge, #6 Professionalism

Provider	Mainstream Development Educational Group
Subject	Growing Teachers and Leaders - Choose your adventure! Group Book Study
Grade Level(s)	K-12
Description	Choose from a specially collected selection of educational pedagogy texts. Participants will read and discuss concepts presented by educational experts as well as group discussion, questions, and answers. ● Provide a professional learning experience with colleagues who can support exploration and reflection ● Engage in discussions about research or new pedagogical skills/ practices that can advance their capacity to maximize student learning ● Foster relationships with colleagues in a positive learning environment ● Share challenges and insights
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Identify new concepts or resources that advance professional practice ● Engage in discussions and form relationships with colleagues who support professional learning and development ● Identify areas for professional growth
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up available
Assessment of Success	Teacher survey Effective Observation & Evaluation Development of Professional Learning Community
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # TAL-002
Funding Source: Title IIA and IVA-WRE

Engaging All Learners

Performance Standards: #1 Professional Knowledge, #6 Professionalism

Provider	Mainstream Development Educational Group
Subject	Growing Teachers and Leaders - Engaging All Learners
Grade Level(s)	K-12
Description	Teacher practice is enhanced by engagement with all types of learners. Participants in this workshop will learn more about the creation of high interest lessons, the variety of roles in the classroom, interactive technological skills in learning, strategies for student collaboration, and active learning strategies.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Demonstrate knowledge of students and their individual capabilities. ● Differentiate for individual student needs. ● Demonstrate skill in challenging and engaging lesson planning. ● Model for evaluating student learning with innovation and creativity.
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up available Coaching
Assessment of Success	Teacher survey Coaching Observations Supervisor evaluation
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # TAL-003
Funding Source: Title IIA and IVA-WRE & SH

Strategies for Critical Conversations

Performance Standards: #1 Professional Knowledge, #6 Professionalism

Provider	Mainstream Development Educational Group
Subject	Strategies for Critical Conversations
Grade Level(s)	K-12
Description	Participants will discuss and practice communication skills for dealings with students and students' parents. Attendees will learn tips for dialogue during emotional conversations. These skills include models for respectful conversations, critical dialogue to help teachers and parents reach alignment and agreement on important matters, conversation preparation for persuasion not abrasion, and safe conditions for important discussions about student learning, behavior, and achievement.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Cite specific examples of typical critical conversations ● Demonstrate knowledge of crucial conversation skills ● Model respectful dialogue in crucial conversations ● Demonstrate skill in respectful active listening while conversing with parents/guardians ● Understand the interpersonal relationships and team effort among all stakeholders to help support the students
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up available Coaching
Assessment of Success	Teacher survey Critical Conversation Modeling Coaching Observations
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # TAL-004
Funding Source: Title IIA and IVA-WRE & SH

Strategies to Support Families

Performance Standards: #6 Professionalism

Provider	Mainstream Development Educational Group
Subject	Strategies to Support Families
Grade Level(s)	K-12 Options
Description	Participants will expand their awareness of how to support students and foster healthy relationships with families. Topics can include: ● Interpersonal relationships with students' parents/guardians ● Strategies for supporting parents in understanding and meeting the needs to help their students ● Ethics of collaborating with parents, and planning for critical conversations including promoting emotional wellness/recognizing mental/physical health, safety, and learning ● Examine culturally responsive parent engagement ● Use diversity-responsive processes and activities ● Examine practices to collaboratively engage parents ● Building confidence in relationship building
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Analyze parental support data ● Identify the theories, principles, and practices that provide strategies for critical conversations that enhance student success. ● Examine how parent/guardian educational involvement supports higher achievement. ● Develop comfort in hosting critical conversations ● Understand the interpersonal relationships among all stakeholders
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up available Coaching
Assessment of Success	Teacher survey Critical Conversation Modeling Coaching Observations
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # TAL-005
Funding Source: Title IIA and IVA-WRE

Culturally Informed Leadership

Performance Standards: #1 Professional Knowledge, #6 Professionalism

Provider	Mainstream Development Educational Group
Subject	Leadership and Urban Teaching
Grade Level(s)	All
Description	Participants will identify what leadership entails in an urban teaching environment. Participants will examine what background and skills are needed. Emphasis will be placed on educational leadership, curriculum rigor, and other issues specific to city schools, such as urban development, language barriers, multiculturalism, parental involvement, and applying trauma-informed best practices in the classroom. Topics such as establishing before and after-school programs, breakfast programs, effective utilization of grant sources, and other topics germane to the leadership group will be discussed.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Describe urban leadership and identify key leaders in the educational setting. ● Identify key issues relevant to participants' domain. ● Develop a network and/or coaching environment for educational leaders in the urban environment.
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up sessions, networking and coaching available
Assessment of Success	Seminar Evaluation Form and Coaching and observations
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # TAL-006
Funding Source: Title IIA and IVA-WRE

Professional Obligations and Policies

Performance Standards: #1 Professional Knowledge, #6 Professionalism

Provider	Mainstream Development Educational Group
Subject	Professional Obligations and Policies
Grade Level(s)	All
Description	Participants will examine professional responsibilities and obligations as it applies to Wisconsin law and school policies. In this workshop, participants will review and integrate these into their daily teaching. Participants will discuss and review the implications and responsibilities that impact them professionally.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Identify the legal and professional responsibilities of educators. ● Develop a plan of action for implementation.
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up available with coaching, observation, and reflection
Assessment of Success	Follow-up available coaching and supervision
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # TAL-007
Funding Source: Title IIA and IVA-WRE

Professional Responsibilities of Educators

Performance Standards: #1 Professional Knowledge, #6 Professionalism

Provider	Mainstream Development Educational Group
Subject	Professional Responsibilities of Educators
Grade Level(s)	K-12
Description	Participants will learn about and discuss the professional responsibilities of educators to engage and maximize student growth, development, and learning. This workshop will address key responsibilities, including advocating for students, supporting instruction, collaborating within the school community, and engaging families in a culturally diverse setting. Other topics for consideration will include the importance of confidentiality, collegial relations and support, participation in instructional teams, supporting shared mission, maintaining instructional spaces and resources for optimal learning, and facilitating effective communications with students.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Identify and define educator responsibilities toward students, staff, families, and community members ● Assess personal challenges and areas of strength in these areas ● Develop a professional action plan for growth
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up available Coaching
Assessment of Success	Teacher survey Effective Observation & Evaluation
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # TAL-008
Funding Source: Title IIA and IVA-WRE

Coaching and Supporting all Teachers

Performance Standards: #1 Professional Knowledge, #6 Professionalism

Provider	Mainstream Development Educational Group
Subject	Coaching and Supporting all Teachers
Grade Level(s)	All
Description	Participants will work with instructional coaches to design a coaching plan that best fits their needs and aligns with the school's priorities. Areas for support from coaches will include classroom management, instruction, and curriculum design.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Identify coaching needs and develop a professional development plan with time-delineated goals ● Assess progress
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up with one on one coaching or small group
Assessment of Success	Coaching Evaluation form from teachers
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # TAL-009
Funding Source: Title IIA and IVA-WRE

The Effective Educator

Performance Standards: #6 Professionalism

Provider	Mainstream Development Educational Group
Subject	Supporting teachers in becoming highly effective learning advocates and creating learning teams to advocate for students
Grade Level(s)	K-12
Description	Participants will identify leadership skills that can help them become more effective educators and advocates for their students. Workshop participants will explore topics such as professional learning for continuous improvement, outreach and collaboration with families and community, utilization of educational research, and advocacy for students with consideration of diverse educational needs. The roles of teachers, principals, and other staff will be discussed. Participants will model effective skills in listening, presenting ideas, and identifying the needs of self and others.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Identify leadership skills, strategies and habits of effective teachers ● Identify professional support and guidance that will enhance performance and foster student achievement ● Develop a professional development plan incorporating leadership goals
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up available
Assessment of Success	Teacher survey Modeling of professional learning Data-driven best practices
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # TAL-010
Funding Source: Title IIA and IVA-WRE

The Intellectual Classroom

Performance Standards: #1 Professional Knowledge, #6 Professionalism

Provider	Mainstream Development Educational Group
Subject	Instructional Design and Pedagogy - The Intellectual Classroom
Grade Level(s)	K-12
Description	***The Intellectual Classroom*** is a teaching and learning program which focuses on professional development and instructional coaching that helps teachers ensure their students meet or exceed grade level expectations. Our logic model says that when students are intellectually engaged through exemplary teaching and learning practices, they perform better academically. Outcomes of an ***Intellectual Classroom*** are demonstrated through: High expectations, Clear routines, Behavior management, Classroom organization, Intellectual engagement, Research-based teaching practices, Data-focused learning solutions.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Define the outcomes of the Intellectual Classroom ● Practice strategies that promote the seven outcomes ● Discuss assessment strategies that will help determine if you are moving toward these seven outcomes
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Seminar Evaluation Form Coaching Observations
Assessment of Success	Follow-up available coaching/observations
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # TAL-011
Funding Source: Title IIA and IVA-WRE

Growing Educator Leaders

Performance Standards: #1 Professional Knowledge, #6 Professionalism

Provider	Mainstream Development Educational Group
Subject	Creating an environment that fosters leadership opportunities in your school community for teachers to grow as educators
Grade Level(s)	All
Description	For teachers to flourish as leaders there must be opportunities for leadership in the school. Successful leaders are often systems thinkers who communicate well and collaborate with key stakeholders. In this workshop, participants will identify practices and resources needed to establish school-wide systems that foster experiences for teachers as leaders.
Materials	Handouts will be provided.
Objectives	Participants will be able to: ● Identify what traits and conditions contribute to teachers as leaders ● Examine, design, and implement best practices to facilitate system-wide leadership in teachers
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up available coaching
Assessment of Success	Seminar Evaluation Form and Coaching Observations
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # LRD-101
Funding Source: Title IIA and IVA WRE

Leadership Series 101: Expectations for the Classroom

Performance Standard #6 Professional Capacity of School Personnel, #11 Teacher Standards

Provider	Mainstream Development Educational Group
Subject	Leaders understanding their role in communicating expectations of teachers while also upholding a strong, competent teaching staff to best impact student learning and the school community
Grade Level(s)	K-12
Description	Participants will identify the Wisconsin Teacher Standards and discuss implications for teacher practices in the classroom that are expected daily. Workshops will support effective leadership skills through professional learning that includes reviewing professional responsibilities of teachers, necessary components for cohesive lesson plans and exemplar templates for curriculum mapping, unit lessons and individualized lessons, resources for classroom management to support teachers in creating appropriate teaching and learning environments, use of formative and summative student assessments to inform instruction, and communication with families, community and colleagues about student performance and the effectiveness of the school's teaching program.
Materials	Handouts and The Skillful Teacher book will be provided
Objectives	Participants will be able to: • Explain the WI Teacher Standards and apply them to expectations for the teachers they supervise • Interpret quality lesson plans for instructional delivery ensuring that teachers are planning appropriately based on diverse educational needs of their students • Support the development of classroom management plans for an efficient learning environment • Understand the critical role that assessment plays in student performance • Understand the importance of forming a school community that promotes collaboration among staff and builds relationships with families and the community
Number of Participants	5-15
Session Number Within Series	1/6
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow up with coaching available
Assessment of Success	Seminar Evaluation Form Leadership goal/plan for communicating expectations of teachers (written)
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # LRD-102
Funding Source: Title IIA and IVA WRE

Leadership Series 102: The Effective Educator

Performance Standard #6 Professional Capacity of School Personnel

Provider	Mainstream Development Educational Group
Subject	How do you as a school leader support teachers using tools aligned to the Danielson Framework to become highly effective educators.
Grade Level(s)	K-12
Description	Participants will identify high quality leadership skills and practices that will help them to become more effective in developing and supporting teachers to best serve the academic and socio-emotional needs of students. This workshop will provide professional learning for participants that include utilization of educational research, support for effective instruction delivery that is aligned to student developmental levels while implementing grade level standards, how to support a healthy and productive learning environment that addresses cultural awareness and involves family and community involvement to best advocate for students. Educational roles of teachers, school leaders and additional staff will be discussed. Participants will practice communication skills in collaboration and coaching.
Materials	Handouts and The Framework for Teaching book will be provided.
Objectives	Participants will be able to: ● Identify and discuss effective teacher practices ● Learn about and practice with the evaluation tool used to provide teachers with meaningful feedback ● Identify areas of teacher support needed to positively impact student learning ● Develop a professional development plan incorporating continuous improvement in teaching and learning
Number of Participants	5-20
Session Number Within Series	2/6
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow up with coaching available
Assessment of Success	Seminar Evaluation Form Practice activities - Responses demonstrating competency using the aligned Danielson tools for teacher observations
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # LRD-103
Funding Source: Title IIA and IVA WRE

Leadership Series 103 - Coaching and Supporting Teachers

Performance Standard #6 Professional Capacity of School Personnel, #11 Teacher Standards

Provider	Mainstream Development Educational Group
Subject	Leadership
Grade Level(s)	K-12
Description	Leaders will learn questioning strategies that are inquiry based. They will help to provide a deeper understanding of instructional techniques used by individual teachers while engaging the teacher in discussion around their craft. Through the questioning technique, leaders will learn how to foster teacher self-reflection to improve teacher practice and professional growth. Leaders will learn how to build collaboration among teachers using peer mentors and lead teachers within their schools. The workshop will incorporate strategies from Learning Focused Supervision and Cognitive Coaching that support a continuing discussion of pedagogical practices focusing specifically on student outcomes. Areas for support include lesson planning, lesson delivery, classroom management, curriculum, and use of student assessments to inform instruction and professional responsibilities.
Materials	Handouts and the Learning Focused Supervision book will be provided.
Objectives	Participants will be able to: ● Develop questions that promote inquiry ● Apply listening and other communication skills necessary to coaching conversations ● Apply specific evidence from teacher performance and use of student data to the coaching conversation ● Observe coaching conversations and practice with peers ● Recognize positive practices for discussion to validate teacher efforts ● Identify and discuss areas for growth through inquiry and opportunities for the teacher to use self-assessment ● Acknowledge the value of building teacher capacity through the implementation of peer mentors and lead teachers within their school
Number of Participants	5-15
Session Number Within Series	3/6
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow up and coaching available
Assessment of Success	Seminar Evaluation Form Observed practice of discussions Samples of written feedback with coaching questions specific to scenarios provided
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # LRD-104
Funding Source: Title IIA and IVA WRE

Leadership Series 104: Continuous School Improvement

Performance Standard: #4 Curriculum, Instruction and Assessment, #10 School Improvement

Provider	Mainstream Development Educational Group
Subject	Leadership
Grade Level(s)	K-12
Description	School leaders will learn strategies to build and strengthen a multi-level system of supports, use a systematic approach such as a PDSA (Plan, Do, Study, Act) or other processes for continuous improvement, implement research proven practices, support a positive school-wide learning environment, empower teachers, families and communities to help meet the needs of all students.
Materials	Handouts will be provided. Optional Book: RESULTS: The Key to Continuous School Improvement, Mike Schmoker
Objectives	Participants will be able to: • Discuss their vision and goals to support all students • Understand the importance for having systems of support, such as learning teams, grade level/content area teams, behavior intervention teams and other internal teams who review data and develop plans to support student learning • Acknowledge the necessity for shared leadership and collaboration and implications for their school • Organize allocation of human resources and materials to best meet the school and students' needs • Develop an evidence-based system/process to use to support strategic use of data (PDSA or other cyclical processes that allow for implementation, data analysis and reflection on practices that impact student outcomes • Research additional resources provided by districts and state • Share and network with colleagues about the topics
Number of Participants	5-20
Session Number Within Series	4/6
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up and coaching available
Assessment of Success	Seminar Evaluation Form
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # LRD-105
Funding Source: Title IIA and IVA WRE & S&H

Leadership 105: Culturally Informed Leadership

Performance Standard #3: Equity and Cultural Responsiveness, #5 Care and Support, #8 Meaningful Engagement

Provider	Mainstream Development Educational Group
Subject	Leadership
Grade Level(s)	K-12
Description	School leaders will identify implications for the leadership role in an urban setting. Leaders will also expand their knowledge on how to support students, engage families and utilize community resources to best serve all students. This workshop will emphasize educational leadership, cultural awareness, academic rigor, and other issues specific to urban schools, including language barriers, applications for trauma-informed strategies, effective use of grant sources, and recognition for and implementation of programs indicated by the needs of the school. Additional information will include strategies to communicate and collaborate with parents, promote emotional wellness, use diversity responsiveness, and build confidence in relationship building.
Materials	Handouts will be provided. Optional Book: CULTURALLY RESPONSIVE SCHOOL LEADERSHIP (RACE AND EDUCATION) by Muhammad Khalifa
Objectives	Participants will be to: • Identify necessary educational leadership qualifications • Build awareness of school population, including demographics and performance data • Discuss common issues specific to urban school settings • Review community resources and grant opportunities • Research Social-Emotional Learning strategies and wellness programs available to schools, and support provided by district and state per Wisconsin Department of Public Instruction • Analyze parental support data • Examine theories, principles and practices and the impact that family involvement has on student achievement • Discuss and share ways to engage families and all stakeholders in the school community
Number of Participants	5-20
Session Number Within Series	5/6
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up and coaching available
Assessment of Success	Seminar Evaluation Form
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Catalog # LRD-106
Funding Source: Title IIA and IVA WRE

Leadership Series 106: School Budgeting and Technology

Performance Standard #9: Operations and Management

Provider	Mainstream Development Educational Group
Subject	Leadership
Grade Level(s)	K-12
Description	School leaders will learn about efficient use of funding. The workshop will provide information about identifying school monetary needs, resource allocation including staff and materials, budget basics, grant opportunities, adhering to grant guidelines, fundraising and utilizing business and community partnerships along with the different technologies used to manage these areas.
Materials	Handouts will be provided.
Objectives	Participants will be able to: • Acknowledge the critical role that school budgets play to ensure that schools have the necessary resources to provide quality education • Understand budget constraints and management, including the dissemination of human and material resources • Apply resources efficiently to the educational program for the best outcomes • Build awareness of outside budget sources and understand compliance and regulatory requirements for grants, fundraising, donations, and business and community partnerships • Value the importance of generating and managing revenue • Learn about technological integration and technology cycles for schools • Discuss and share experiences within the school and outside resources utilized
Number of Participants	5-20
Session Number Within Series	6/6
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow up and coaching available
Assessment of Success	Seminar Evaluation Form
Targeted Semester	All
Contact Information	Mainstream Development Educational Group 414-371-9724

Approved. 7.22.25 ML/MA. Approved TIIIA 7.29.25LZ

MAINSTREAM DEVELOPMENT EDUCATIONAL GROUP

MILWAUKEE NON-PUBLIC SCHOOLS FAMILY ENGAGEMENT SEMINARS

2025-2026

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FAMILY ENGAGEMENT SEMINARS 2025-2026

Seminar Topic	#	Funding	Page #
What are Title I Services?	FE-1	Title-I	4
Supporting Your Child's Success	FE-2	Title-I, IV	5
Partnerships with Teachers to Enhance Your Child's Performance	FE-3	Title-I, IV	6
How to Evaluate Your Student's Grades & Test Scores	FE-4	Title-I, IV	7
Planning for Summer Education Programs	FE-5	Title-I, IV	8
Reading & Writing at Home	FE-6	Title-I, IV	9
Family Literacy Fun	FE-7	Title-I, IV	10
Supporting Your ELL Child's Success in School	FE-8	Title-I, III, IV	11
Strategies for Your Child's Academic Success	FE-9	Title-I, IV	12
How Parents Can Access a Child's Knowledge of Math	FE-10	Title-I, IV	13
Assessing Reading Comprehension During Read-Alongs	FE-11	Title-I, IV	14
My Child's Learning Style	FE-12	Title-I, IV	15
The Importance of Family Involvement/Engagement	FE-13	Title-I, IV	16
Parenting 101	FE-14	Title-I, IV	17
Family Dynamics	FE-15	Title-I, IV	18
Family Math Fun	FE-16	Title-I, IV	19
Practicing Math Skills with Legos	FE-17	Title-I, IV	20
Engagement in the American School System for ELL Families	FE-18	Title-I, III, IV	21
Computer Basics 101	FE-19	Title-IV	22
Choosing the Right Book: Strategies to Select Books	FE-20	Title-I, IV	23
Homework Help & Study Skills	FE-21	Title-I, IV	24
Vocabulary Building	FE-22	Title-I, IV	25
Test Taking & Standardized Tests	FE-23	Title-I, IV	26
Integrating Culture Through Books, Music, and Free Events	FE-24	Title-I, IV	27
Overview of Your Title Program Curriculum (Intro. to Imagine Learning)	FE-25	Title-I	28
College & Career Readiness	FE-26	Title-I, IV	29
Reading for English Language Learners	FE-27	Title I, III, IV	30
Speaking for English Language Learners	FE-28	Title I, III, IV	31
Writing for English Language Learners	FE-29	Title I, III, IV	32

MAINSTREAM DEVELOPMENT EDUCATIONAL GROUP

Family Engagement Seminars Pricing 2025-2026

Workshops/Seminars	Price Per Hour
Family Engagement	$395

Catalog Number: FE-1
Funding Source: Title IA

Event Title: What Are Title I Services?

Provider	Mainstream Development Educational Group
Subject	Explanation of Title I Services
Grade Level(s)	Kindergarten through grade 12
Description	Mainstream staff will give parents an overview of Title I Services and the requirements that allow their child and their child's school to become eligible. *The following Title Services will be explained:* • Title I Student Instruction in Reading and Math *The following requirements for Title I eligibility will be explained:* • Schoolwide status for schools with at least 40% of its students living in poverty. • Targeted assistance for schools with at least 35% of students living in poverty. • Discussion will include an explanation of the role that grades, testing, and proficiency play in the delivery of Title IA (math and reading) academic support. ***Light snacks may be provided if event is 2-hours in length and occurring over a regular meal time. Childcare may be provided if requested. (Both requests require pre-approval)*
Materials	Handouts
Objectives	Parents fully access the benefits of the Title programs.
Number of Participants	5-25
Session Number Within Series	One Session
Prerequisites – if applicable	None
Scaffolding/Revisiting	Workshop followed by Q & A session, handouts
Assessment of Success	Surveys
Targeted Semester	All
Contact Information	Mainstream Development Educational Group (414) 371-9724

Catalog Number: FE-2

Funding Source: Title IA, TIVA WRE

Event Title: Supporting Your Child's Success

Provider	Mainstream Development Educational Group
Subject	Supporting Your Child's Success
Grade Level(s)	Kindergarten through grade 12
Description	Parents can guide their children to academic and career success by being aware of their child's needs and interests and by helping them to successfully navigate the educational system. Parents will learn about and explore the following topics: ▪ Trends in secondary, high school, and higher education ▪ How negative and positive educational experiences affect a child's perception of his/her educational journey ▪ Encouraging your child's skills, talents, and knowledge ▪ Finding community resources to support your child's interests ▪ Accessing traditional (books, videos) and online resources ▪ How to know when it's time for a tutor ▪ Career choices that may be a good fit ▪ Demonstration of SkillsUSA career planner and steps to college ***Light snacks may be provided if event is 2-hours in length and occurring over a regular meal time. Childcare may be provided if requested. (Both requests require pre-approval)*
Materials	Video, handouts, demonstration of online resources
Objectives	Students' academic abilities and goals are guided and supported by informed parents.
Number of Participants	5-25
Session Number Within Series	One Session *(Additional sessions available for in-depth programming.)*
Prerequisites – if applicable	None
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Survey
Targeted Semester	All
Contact Information	Mainstream Development Educational Group (414) 371-9724

Catalog Number: FE-3

Funding Source: Title IA, TIVA WRE

Event Title: Partnerships with Teachers to Enhance Performance

Provider	Mainstream Development Educational Group
Subject	Partnerships with Teachers to Enhance Performance
Grade Level(s)	Kindergarten through grade 12
Description	This workshop encourages parents to meet their child's teacher(s) and offers tips on how to establish a relationship through communications that take place outside of the traditional parent-teacher conference. Topics will include: ▪ The value of attending parent-teacher conferences ▪ Understanding teacher lesson plans for students and measures of your child's progress ▪ Communicating effectively with teachers and school administrators in a variety of situations, demonstrated through role-play and discussion ***Light snacks may be provided if event is 2-hours in length and occurring over a regular meal time. Childcare may be provided if requested. (Both requests require pre-approval)*
Materials	Handouts, Video, School Directory & Contact Sheet
Objectives	Effective communication between parents and teachers / school administrators in a variety of situations support student success.
Number of Participants	5-25
Session Number Within Series	One Session *(Additional sessions available for in-depth programming.)*
Prerequisites – if applicable	None
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Parent's use of a checklist/guide with questions about child's learning style and progress.
Targeted Semester	Fall
Contact Information	Mainstream Development Educational Group (414) 371-9724

Catalog Number: FE-4

Funding Source: Title IA, TIVA WRE

Event Title: How to Evaluate Your Student's Grades & Test Scores

Provider	Mainstream Development Educational Group
Subject	How to Evaluate Your Child's Grades & Test Scores
Grade Level(s)	Kindergarten through grade 12
Description	What tests are being administered at my child's school and what are they intended to measure? How important are grades? Is my child ready to enter the next level of education? It can be confusing. This workshop will create some clarity and provide information about the following: • Wisconsin state standards and testing requirements • How to interpret proficiency ratings for their child's school; be aware of how their child's school is performing • How to interpret their child's academic progress and proficiency based on their grades and test scores ***Light snacks may be provided if event is 2-hours in length and occurring over a regular meal time. Childcare may be provided if requested. (Both requests require pre-approval)*
Materials	Handouts, sample report cards, examples of testing
Objectives	Parents will understand the correlation between grades, test results, and their child's academic progress so they can work with their child and teacher(s) to support student success.
Number of Participants	5-25
Session Number Within Series	One Session
Prerequisites – if applicable	None
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Survey
Targeted Semester	All
Contact Information	Mainstream Development Educational Group (414) 371-9724

Catalog Number: FE-5
Funding Source: Title IA, TIVA WRE

Event Title: Planning for Summer Education Program

Provider	Mainstream Development Educational Group
Subject	Planning for Summer Education Programs
Grade Level(s)	Kindergarten through Grade 12
Description	There are many educational resources available to children over the summer months – especially if parents plan ahead during the Spring Semester. This program provides information about how parents can access opportunities for learning and recreation during the summer months. Topics will include: • How to research academic, recreational, and other programs available through a child's school, MPS, the Department of Public Instruction, and community-based organizations • Where to find information and applications ***Light snacks may be provided if event is 2-hours in length and occurring over a regular meal time. Childcare may be provided if requested. (Both requests require pre-approval)*
Materials	Handouts, a forecast of existing programs in the community PowerPoint presentation, website search
Objectives	Children continue to learn and advance their skills and interests during the summer months.
Number of Participants	5-50
Session Number Within Series	One Session
Prerequisites – if applicable	None
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Follow-up Survey
Targeted Semester	Spring
Contact Information	Mainstream Development Educational Group (414) 371-9724

Catalog Number: FE-6
Funding Source: Title IA, TIVA WRE

Event Title: Reading and Writing at Home

Provider	Mainstream Development Educational Group
Subject	Reading and Writing at Home
Grade Level(s)	Kindergarten through Grade 12
Description	Reading and writing at home is a fundamental way to boost a child's academic progress and convey the value parents place on these skills. Parents will discover resources and materials available to help them engage with their child in reading and writing at every grade level. Parents will also be introduced to techniques and prompts, including the use of journaling, to support their child's reading, comprehension, and writing skills. ***Light snacks may be provided if event is 2-hours in length and occurring over a regular meal time. Childcare may be provided if requested. (Both requests require pre-approval)*
Materials	Journals for children, pens, papers, age-appropriate books, workbooks and worksheets.
Objectives	Children will advance their reading and writing skills at home with the support of parents.
Number of Participants	5-25
Session Number Within Series	One Session *(Additional sessions available for in-depth programming.)*
Prerequisites – if applicable	None
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Surveys and follow-up with child presentations at the end of the semester.
Targeted Semester	All
Contact Information	Mainstream Development Educational Group (414) 371-9724

Catalog Number: FE-7
Funding Source: Title IA, TIVA WRE

Event Title: Family Literacy Fun

Provider	Mainstream Development Educational Group
Subject	Family Literacy Fun
Grade Level(s)	Kindergarten through Grade 12
Description	Learning can be fun and engaging for the whole family. Parents will share their success stories and learn about simple strategies that can encourage their child to read, write, and discuss their interests – to become life-long learners. Some topics of exploration will include: • How to integrate reading and writing into everyday activities, like cooking and shopping • Using games and challenges as learning tools • Learning together about topics of interest from books, the internet, field trips, or other sources ***Light snacks may be provided if event is 2-hours in length and occurring over a regular meal time. Childcare may be provided if requested. (Both requests require pre-approval)*
Materials	Reading materials, worksheets
Objectives	Children's interest in learning and developing new skills is encouraged at home through educational activities integrated into daily life.
Number of Participants	5-25
Session Number Within Series	One Session *(Additional sessions available for in-depth programming.)*
Prerequisites – if applicable	None
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Survey, List of successful techniques shared by parents
Targeted Semester	All
Contact Information	Mainstream Development Educational Group (414) 371-9724

Catalog Number: FE - 8
Funding Source: Title IA, IIIA, IVA-WRE

Event Title: Supporting Your ELL Child's Success in School Approval (TI/TIV WRE)

Provider	Mainstream Development Educational Group
Subject	Family Engagement - Strategies and Ideas to Support Your Child's Success in School for ELLs
Grade Level(s)	Families of Kindergarten-8th grade ELL students
Description	Families can support their child's English language development and success in school. There are many ways in which developing literacy either in the native language or in the second language will contribute to their overall growth in literacy and can support their child's education in valuable ways. Parents will learn about and explore the following topics: • Explain the levels of English language acquisition (WIDA/LAU Levels) • Develop students' key language and literacy skills in their native language at home to enable them to become strong readers in English. • Play literacy games and activities as a family to develop vocabulary and literacy skills • Accessing books, videos and online resources for ELL's Interpreter(oral) and/or translated materials should be requested (in a separate pre- approval) ***Light snacks may be provided if event is 2-hours in length and occurring over a regular meal time. Childcare may be provided if requested. (Both requests require pre-approval)*
Materials	Handouts (interpreter/translated materials)
Objectives	Participants
Number of Participants	5-45
Session Number in Series	1-2 sessions
Prerequisites if applicable	None
Scaffolding/Revisiting	
Assessment of Success	Parent Survey/evaluation
Targeted Semester	All
Contact Information	Mainstream Development Educational Group (414) 371-9724

Catalog Number: FE-9

Funding Source: Title IA, TIVA WRE

Event Title: Strategies for Your Child's Academic Success

Provider	Mainstream Development Educational Group
Subject	Strategies for Child Success
Grade Level(s)	Kindergarten through Grade 12
Description	Parents will learn about and explore practices for home and school that have been shown to help students succeed academically. Topics will include tips on: ● Student motivation ● Setting educational goals with a child and his/her teacher ● Establishing effective study habits ● Time management skills A break-out session with a facilitator will enable parents to discuss specific strategies by grade level. ***Light snacks may be provided if event is 2-hours in length and occurring over a regular meal time. Childcare may be provided if requested. (Both requests require pre-approval)*
Materials	Tip sheet, workbook, website listing that helps support children and parents in goal setting
Objectives	Parents implement strategies that promote student success.
Number of Participants	5-25
Session Number Within Series	One Session *(Additional sessions available for in-depth programming.)*
Prerequisites – if applicable	None
Scaffolding/Revisiting	Workshop
Assessment of Success	Survey
Targeted Semester	All
Contact Information	Mainstream Development Educational Group (414) 371-9724

Catalog Number: FE-10

Funding Source: Title IA, TIVA WRE

Event Title: How Parents Can Assess a Child's Knowledge of Math

Provider	Mainstream Development Educational Group
Subject	Assessing Child Knowledge of Math
Grade Level(s)	Kindergarten through Grade 12
Description	With the guidance of benchmarks established in the Common Core, parents can create their own educational milestones for their child. In this workshop, parents will ▪ Learn about Common Core milestones and proficiency levels by grade. ▪ Assess their own child's mastery of subjects as measured by Common Core Standards and indicated in report cards ▪ Work with a weekly workbook that will note improvements in a child's progress ***Light snacks may be provided if event is 2-hours in length and occurring over a regular meal time. Childcare may be provided if requested. (Both requests require pre-approval)*
Materials	Handouts, Milestone Chart
Objectives	Students will be supported by teachers and parents in improving their knowledge and skill in mathematics.
Number of Participants	5-25
Session Number Within Series	One Session *(Additional sessions available for in-depth programming.)*
Prerequisites – if applicable	None
Scaffolding/Revisiting	Workshops and PowerPoint presentation
Assessment of Success	Survey
Targeted Semester	All
Contact Information	Mainstream Development Educational Group (414) 371-9724

Catalog Number: FE-11

Funding Source: Title IA, TIVA WRE

Event Title: Assessing Reading Comprehension During Read-Alongs

Provider	Mainstream Development Educational Group
Subject	Assessing Reading Comprehension During Read-Alongs
Grade Level(s)	Kindergarten through Grade 3
Description	Reading aloud to a child is widely recognized as one of the most important ways parents can support their child's early language development, reading skills, and comprehension. By reading aloud 2-3 times a week from books geared toward their child's reading level and asking open-ended questions, parents can also gauge their child's reading mastery, fluency, and comprehension. Parents attending this workshop will receive recommendations on questions to ask that promote and assess reading comprehension, such as "What do you think will happen next? Why did that main character do that? If you were the author of the book, what kind of ending would you create?" ***Light snacks may be provided if event is 2-hours in length and occurring over a regular meal time. Childcare may be provided if requested. (Both requests require pre-approval)*
Materials	Handout
Objectives	Language skills and comprehension of young children will advance through dedicated reading time with parents.
Number of Participants	5-25
Session Number Within Series	One Session *(Additional sessions available for in-depth programming.)*
Prerequisites – if applicable	None
Scaffolding/Revisiting	Workshop
Assessment of Success	Reading Log/Notes
Targeted Semester	All
Contact Information	Mainstream Development Educational Group (414) 371-9724

Title: My Child's Learning Style

Provider	Mainstream Development Educational Group
Subject	My Child's Learning Style
Grade Level(s)	Kindergarten through Grade 3
Description	Information about the following four main learning styles will be provided through presentations and video illustrations: • Visual • Auditory • Reading/Writing • Kinesthetic • Parents will have an opportunity to: • identify their child's predominant learning style • understand why it is important • ascertain which educational activities are most suited to their child's learning style • develop questions and strategies for consulting with the child's teacher ***Light snacks may be provided if event is 2-hours in length and occurring over a regular meal time. Childcare may be provided if requested. (Both requests require pre-approval)*
Materials	Handouts, Video, Learning Style Worksheet
Objectives	Parental attention to a child's learning style and appropriate educational activities supports academic success.
Number of Participants	5-25
Session Number Within Series	One Session *(Additional sessions available for in-depth programming.)*
Prerequisites – if applicable	None
Scaffolding/Revisiting	Workshop, Video, PowerPoint presentation
Assessment of Success	Survey
Targeted Semester	All
Contact Information	Mainstream Development Educational Group (414) 371-9724

Catalog Number: FE-13

Funding Source: Title IA, TIVA WRE

Event Title: The Importance of Family Involvement/Engagement

Provider	Mainstream Development Educational Group
Subject	Importance of Family Involvement/Engagement
Grade Level(s)	Kindergarten through grade 12
Description	Parents will be introduced to the six components of the family- school connection developed by Dr. Joyce Epstein. This model includes: • Parenting and family obligations • Communication between home and school • In-school activities such as volunteering • Helping the child learn at home • Decision-making (i.e. serving on the parent-teacher association) • Community collaboration Parents will be invited to suggest activities they would like to see Mainstream engage in to draw more participants and what issues they deem to be most beneficial. ***Light snacks may be provided if event is 2-hours in length and occurring over a regular meal time. Childcare may be provided if requested. (Both requests require pre-approval)*
Materials	Video, List of community resources that will support parent engagement
Objectives	• Parental participation in their child's education supports student success. • Institutional attention to the needs and interests of parents encourages greater participation.
Number of Participants	5-25
Session Number Within Series	One Session *(Additional sessions available for in-depth programming.)*
Prerequisites – if applicable	None
Scaffolding/Revisiting	Discussion leading to recommendations
Assessment of Success	Surveys and Shared Recommendations
Targeted Semester	All
Contact Information	Mainstream Development Educational Group (414) 371-9724

Event Title: Parenting 101

Provider	Mainstream Development Educational Group
Subject	Effective Parenting
Grade Level(s)	Kindergarten through Grade 12
Description	Parents will review the four types of parenting styles and their characteristics: • Authoritarian or Disciplinarian • Permissive or Indulgent • Uninvolved • Authoritative Parents will discuss how they engage in the basic tenants of good parenting: • showing affection • appreciation • respect • acknowledging feelings • setting boundaries • giving children your full attention • approachability • unconditional love Small group discussion, videos, and role-plays will be included. ***Light snacks may be provided if event is 2-hours in length and occurring over a regular meal time. Childcare may be provided if requested. (Both requests require pre-approval)*
Materials	Guidebook/Notes, Video
Objectives	Effective parenting skills support a child's healthy development and educational success.
Number of Participants	5-25
Session Number Within Series	One Session (*Additional sessions available for in-depth programming.)*
Prerequisites – if applicable	None
Scaffolding/Revisiting	Workshop, Role Play, Video
Assessment of Success	Self-Surveys
Targeted Semester	All
Contact Information	Mainstream Development Educational Group (414) 371-97249

Catalog Number: FE-15

Event Title: Family Dynamics

Provider	Mainstream Development Educational Group
Subject	Family Dynamics
Grade Level(s)	Kindergarten through Grade 12
Description	Families have helpful and unhelpful ways of relating to one another. Being aware of these dynamics and some of the factors that influence parent/child interactions, can help parents decide how they want their families to function. Topics will include: • Typical patterns of relating within families • The influence of gender roles, birth order, and hierarchy • Parent/child communications affect relationships • Tips for handling difficult situations/ emotions • How parent relationships can foster student success Facilitator-led discussions will include a pre-workshop worksheet for parents to record interactions with their child, along with questions for reflection, such as "What happens when…?; How did you react? How did your child react? What would you do or say the same or differently?" ***Light snacks may be provided if event is 2-hours in length and occurring over a regular meal time. Childcare may be provided if requested. (Both requests require pre-approval)*
Materials	Pre-workshop sheet, Video, PowerPoint
Objectives	Foster family relationships that support student success.
Number of Participants	5-25
Session Number Within Series	One Session *(Additional sessions available for in-depth programming.)*
Prerequisites – if applicable	None
Scaffolding/Revisiting	Worksheets
Assessment of Success	Surveys, Completed Worksheet
Targeted Semester	All
Contact Information	Mainstream Development Educational Group (414) 371-9724

Event Title: Family Math Fun

Provider	Mainstream Development Educational Group
Subject	Family Math Fun
Grade Level	Kindergarten through Grade 12
Description	Learning can be fun and engaging for the whole family. Parents will share their success stories and learn about simple strategies that can encourage their child to incorporate and apply math into their everyday lives in a fun and interactive way. It's math in the real world. Some topics of exploration will include: • How to integrate math into everyday activities, like cooking, shopping, in sports, etc. • Using games and challenges as learning tools • Learning math together while making it fun for the whole family • Learning activities that will help everyone practice and improve their math skills ***Light snacks may be provided if event is 2-hours in length and occurring over a regular meal time. Childcare may be provided if requested. (Both requests require pre-approval)*
Materials	Examples of everyday math activities like cooking (using recipes), shopping and budgeting, managing money, planning a vacation, etc.) Optional materials: gathering popular math games like tangrams, Jenga, Uno, Monopoly, The Game of Life, chess, etc.
Objectives	Effectively engaging in learning and retaining math skills when skills are applied and reinforced in a purposeful way in daily lives.
Number of Participants	5-25
Session Number in Series	One session
Prerequisites if applicable	None
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Survey, List of successful techniques shared by parents
Targeted Semester	All
Contact Information	Mainstream Development Educational Group (414) 371-9724

Event Title: Practicing Math Skills with Legos

Provider	Mainstream Development Educational Group
Subject	Fun Ways to Learn and Practice Math Skills with Legos
Grade Level	Kindergarten through Grade 6
Description	Learning math can be fun and engaging using Legos. Use these activities and templates to teach and reinforce math skills and concepts. Some topics of exploration will include: • How to build conceptual understanding of addition, subtraction, multiplication, and division skills using Legos • Learning important mathematical concepts such as place value, graphing, probability, regrouping, fractions, etc. ***Light snacks may be provided if event is 2-hours in length and occurring over a regular meal time. Childcare may be provided if requested. (Both requests require pre-approval)*
Materials	Handouts and templates of learning activities with Legos will be provided at the workshop. Legos will not be included. A separate pre-approval request for Legos will need to be completed in advance.
Objectives	Effectively engaging in learning and retaining math conceptual understanding and skills with Lego activities.
Number of Participants	5-25
Session Number Within Series	One session
Prerequisites if applicable	None
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Survey
Targeted Semester	All
Contact Information	Mainstream Development Educational Group (414) 371-9724

Event Title: Engagement in the American School System for ELL Families

Provider	Mainstream Development Educational Group
Subject	Family Engagement -Understanding of the American School System and Strategies to Promote Success with their School Age Children
Grade Level(s)	Families of ELL students
Description	Participants will learn about and understand the structures, procedures, and policies in the American school system and culture. They will examine the types of support that can be offered in Title Services including in Title III. Additionally, they will what it means to be ELL and the ACCESS FOR Els tests and how to interpret test scores. ***Light snacks may be provided if event is 2-hours in length and occurring over a regular meal time. Childcare may be provided if requested. (Both requests require pre-approval)*
Materials	Translated handouts, handbook (interpreter)
Objectives	Participants will learn about supports offered to parents/guardians of ELL students. 1. Types of EL support are offered currently in Title IA, Title III classes. 2. What is Title III and the types of services that can be offered to support students and parents/guardians 3. How to read and interpret students' ACCESS test reports
Number of Participants	5-45
Session Number Within Series	1-3 sessions
Prerequisites if applicable	None
Scaffolding/Revisiting	
Assessment of Success	Survey/evaluation
Targeted Semester	All
Contact Information	Mainstream Development Educational Group (414) 371-9724

Event Title: Computer Basics 101

Provider	Mainstream Development Educational Group
Subject	Beginning Computer Class for Parents
Grade Level(s)	Kindergarten through Grade 12
Description	Students are increasingly dependent on technology for learning. This is an introductory class for parents who have limited or no experience with computers and/or accessing technology and want to support their child's education. This class is also a good review for parents who do not use technology often or are unfamiliar with different types of technologies (smart phones, tablets, laptops, and desktops). No prior experience is needed – staff will meet parents where they are. A range of basic skills will be included based on class needs. Possible topics include: • The basic components of the computer • Common programs used for writing and communications • How to access the internet • How technology is used in their child's education • Websites and free materials that support learning ***Light snacks may be provided if event is 2-hours in length and occurring over a regular meal time. Childcare may be provided if requested. (Both requests require pre-approval)*
Materials	Tip Sheet, Tablets, Laptops (including Chromebooks), Desktop
Objectives	Basic computer skills and knowledge that enable parents to support a child's learning through technology.
Number of Participants	5-20* Participants will break out into 2 groups per session.
Session Number Within Series	2-4 sessions offered each semester
Prerequisites – if applicable	None
Scaffolding/Revisiting	Access to Computer Lab (at School or at Mainstream Office)
Assessment of Success	Online Assessment (during the workshop)
Targeted Semester	All
Contact Information	Mainstream Development Educational Group (414) 371-9724

Catalog Number: FE-20

Funding Source: Title IA, TIVA WRE

Event Title: Choosing the Right Book: Strategies to Select Books

Provider	Mainstream Development Educational Group
Subject	Reading – Strategies to choose the right book for readers
Grade Level(s)	Kindergarten through Grade 8
Description	Bring the joy of reading home! Parents can utilize these strategies to help select the right book for their child at home. This workshop will introduce parents on how to choose books for their child: • Examine the STAR Renaissance Reading and Early Literacy results to find their reading levels. STAR Renaissance also uses the Zone of Proximal Development (ZPD) and can recommend books at that level for students at website: arbookfind.com. • Exploring the interests of your child in order to choose books • How to find books of interest based on topic, author, or award winning/recommended books • Find a book series to follow • Spend time modelling for children how to choose a book • Using the Five Finger Rule to choose a just right book ***Light snacks may be provided if event is 2-hours in length and occurring over a regular meal time. Childcare may be provided if requested. (Both requests require pre-approval)*
Materials	Handouts
Objectives	Children are motivated to read and have access to level-appropriate and engaging books.
Number of Participants	5-50
Sessions	One Session
Prerequisites	None
Scaffolding/Revisiting	Summary and prioritization of potential selections
Assessment of Success	Surveys
Targeted Semester	All
Contact Information	Mainstream Development Educational Group (414) 371-9724

Catalog Number: FE-21
Funding Source: Title IA, TIVA WRE

Event Title: Homework Help & Study Skills

Provider	Mainstream Development Educational Group
Subject	Strategies to help with homework
Grade Level(s)	Kindergarten through Grade 12
Description	Parents will learn how to support a homework and study routine for their child that respects household routines. Topics for discussion will include tips on: • The parent's role in supporting a child's study routine • Homework strategies built around a child's learning style, age, and attention span • Incentives that encourage productive study habits • Deadlines and time management • Homework spaces, technology, and supplies ***Light snacks may be provided if event is 2-hours in length and occurring over a regular meal time. Childcare may be provided if requested. (Both requests require pre-approval)*
Materials	Study skills, Workbook and tip sheet will be provided
Objectives	Provide effective strategies parents can employ to help their child complete homework and excel in their studies.
Number of Participants	5-25
Session Number Within Series	One Session *(Additional sessions available for in-depth programming.)*
Prerequisites – if applicable	None
Scaffolding/Revisiting	Tip sheet for parents, FASFA Form, College Application
Assessment of Success	Completion of mock FAFSA form, Personal Plan for all Family Members
Targeted Semester	All
Contact Information	Mainstream Development Educational Group (414) 371-9724

Catalog Number: FE-22
Funding Source: Title IA, TIVA WRE

Event Title: Vocabulary Building

Provider	Mainstream Development Educational Group
Subject	Vocabulary
Grade Level(s)	Kindergarten through Grade 12
Description	A broad vocabulary improves all areas of communication for children – including reading, writing, and comprehension. Parents will learn about new strategies for helping their child increase their vocabulary throughout their education. Topics for exploration will include: • Understanding the importance of vocabulary • It starts at home – reading aloud to young children and other techniques • Using books, magazines, online resources, and class materials to help your child create vocabulary lists • Practicing throughout the year ***Light snacks may be provided if event is 2-hours in length and occurring over a regular meal time. Childcare may be provided if requested. (Both requests require pre-approval)*
Materials	Books, magazines, online resources
Objectives	Parents help children increase vocabulary skills that contribute to reading, comprehension, writing, and academic success.
Number of Participants	5-25
Session Number Within Series	One Session
Prerequisites – if applicable	None
Scaffolding/Revisiting	Vocabulary Sheets, Online Resources
Assessment of Success	Development of vocabulary list
Targeted Semester	All
Contact Information	Mainstream Development Educational Group (414) 371-9724

Catalog Number: FE-23
Funding Source: Title IA, TIVA WRE

Event Title: Test Taking & Standardized Tests

Provider	Mainstream Development Educational Group
Subject	Testing
Grade Level(s)	Kindergarten through Grade 12
Description	Facilitators will share information with parents about current testing in the schools and for college admission. The role of standardized testing will be discussed as well as how parents can interpret results. To help parents support their child's performance, discussion topics will include: • What is being tested and how – what standardized tests look like and the technologies employed • Strategies to improve a child's reading, comprehension, and problem-solving skills • Different types of tests call for different time management and answering strategies • The psychology of test taking and how to reduce test anxiety ***Light snacks may be provided if event is 2-hours in length and occurring over a regular meal time. Childcare may be provided if requested. (Both requests require pre-approval)*
Materials	Handouts, Copies of actual tests, PowerPoints, Laptops for illustration of online testing
Objectives	Students are prepared to be successful test takers.
Number of Participants	5-25
Session Number Within Series	One Session
Prerequisites – if applicable	None
Scaffolding/Revisiting	Hard copy standardized tests, Online Tests
Assessment of Success	Attempts at test taking workshop
Targeted Semester	All
Contact Information	Mainstream Development Educational Group (414) 371-9724

Catalog Number: FE-24

Funding Source: Title IA, TIVA WRE

Event Title: Integrating Culture through Books, Music, and Free Events

Provider	Mainstream Development Educational Group
Subject	Infusing Culture into Learning
Grade Level(s)	Kindergarten through Grade 12
Description	Many studies have shown that when teachers and parents infuse culturally relevant themes in reading, writing, math, and problem solving their child's grades can increase significantly. It is something that parents have known for years… if you give a child a book on a subject they have interest in, or sees depictions of people who look like them, they are bound to explore the subject eagerly. Parents will learn about culturally-relevant books, videos, materials, and online resources that may help children build new vocabulary words and utilize culturally relevant examples in math word problems. Parents will be informed about community cultural and artistic events that can spark dialogue and encourage further learning. ***Light snacks may be provided if event is 2-hours in length and occurring over a regular meal time. Childcare may be provided if requested. (Both requests require pre-approval)*
Materials	List of culturally relevant books, magazines, PowerPoint
Objectives	Identify culturally relevant resources that interest students, prompt reading, researching, writing, and problem-solving lead to educational success.
Number of Participants	5-25
Session Number Within Series	One Session *(Additional sessions available for in-depth programming.)*
Prerequisites – if applicable	None
Scaffolding/Revisiting	Workshop, Attendance at culturally relevant community event
Assessment of Success	Surveys
Targeted Semester	All
Contact Information	Mainstream Development Educational Group (414) 371-9724

Catalog Number: FE-25
Funding Source: Title IA

Event Title: Overview of Your Child's Title Program Curriculum (Intro to Imagine Learning)

Provider	Mainstream Development Educational Group
Subject	Learning About Title IA Instruction with Imagine Learning Curriculum
Grade Level(s)	Grades 1 through 12
Description	Imagine Learning helps students improve their performance by providing access to online education. Mainstream staff and a representative from Imagine Learning will provide an overview of Imagine Learning's web-based, online curriculum. Information will include: • The benefits of using Imagine Learning and how it works • How Imagine Learning's curriculum aligns with the Common Core, Next Generation Science Standards, and state educational standards • How Imagine Learning can be used to supplement classroom instruction • How parents can track their child's progress in the Title I Reading and Math programs ***Light snacks may be provided if event is 2-hours in length and occurring over a regular meal time. Childcare may be provided if requested. (Both requests require pre-approval)*
Materials	Handouts, PowerPoint, Practical Application on laptops or in a computer lab
Objectives	Maximize the parent understanding and student's use of Imagine Learning to improve student academic performance.
Number of Participants	5-25
Session Number Within Series	One Session (*Additional sessions available for in-depth programming.)*
Prerequisites – if applicable	None
Scaffolding/Revisiting	Online practice of Imagine Learning, Handouts
Assessment of Success	Surveys
Targeted Semester	All
Contact Information	Mainstream Development Educational Group (414) 371-9724

Event Title: College & Career Readiness

Provider	Mainstream Development Educational Group
Subject	College Readiness
Grade Level(s)	Grades 7 through 12
Description	Youth who have the support of their parents and prepare for college early in their education are more likely to enter college successfully. This workshop is for parents and their middle and high school students. Youth and their parents will be divided into groups of 7th-8th graders and 9th -12th graders. Information about school selection, academic strengths and interests, college selection, and career planning will be included as well as the following topics: • Parent issues: financial aid/FAFSA for college, saving for college, how to help you child select a college that's the right fit, working with the high school counselor, when to make use of tutors, helping your child improve his/her SAT/ACT scores, high school course selection (IB, AP, Honors classes), and more. • Student Issues: hot jobs for the future, researching careers on the Internet, volunteering, internships, your first real job, financial literacy, selecting high schools that offer your favorite subjects/interests, test taking, study skills, improving your grades through summer enrichment programs, resume building, and more. Checklists for parents and students include the following: • Checklist for Middle School: https://childaid.gov/resources/prepare-for-college/checklists/middle-school • Checklist for High School: 12th Grade College Prep Checklists | Federal Student Aid ***Light snacks may be provided if event is 2-hours in length and occurring over a regular meal time. Childcare may be provided if requested. (Both requests require pre-approval)*
Materials	Parent and child checklists, binder of college and career prep materials, PowerPoint, access to computers/lab
Objectives	• Parents assist their child in becoming college and career ready. • Students are aware of what is needed to become college and career ready.
Number of Participants	5-25
Session Number Within Series	One Session *(Additional sessions available for in-depth programming.)*
Prerequisites	None
Scaffolding/Revisiting	Workshops and online exploration of college preparation list and "Career Navigator" websites
Assessment of Success	Surveys
Targeted Semester	All
Contact Information	Mainstream Development Educational Group (414) 371-9724

Event Title: Reading for English Language Learners

Provider	Mainstream Development Educational Group
Subject	Strategies for parents to help ELLs develop reading skills
Grade Level(s)	K-8
Description	The Can Do Descriptors highlight what language learners *can do* with language across different content areas. Parents will be provided with strategies to support their child's success in reading to promote phonemic awareness, word recognition, comprehension, critical thinking, integrating reading into our day, and games as learning tools. ***Light snacks may be provided if event is 2-hours in length and occurring over a regular meal time. Childcare may be provided if requested. (Both requests require pre-approval)*
Materials	Optional Materials Include: Oxford Picture Dictionary Level I and II Picture Perfect Word Book
Objectives	Parents are able to apply strategies at home to help children develop reading skills.
Number of Participants	5-25
Session Number Within Series	1
Prerequisites – if applicable	None
Scaffolding/Revisiting	Additional follow-up sessions can be scheduled.
Assessment of Success	Participant evaluations.
Targeted Semester	Any
Contact Information	Mainstream Development Educational Group (414) 371-9724

Event Title: Developing Speaking Skills for English Language Learners

Provider	Mainstream Development Educational Group
Subject	Strategies for parents to help ELLs develop oral language skills
Grade Level(s)	K-8
Description	The Can Do Descriptors highlight what language learners *can do* with language across different content areas. Parents will be provided with strategies to support their child's success in oral language through questioning, modeling, games, stories, and regular daily activities. ***Light snacks may be provided if event is 2-hours in length and occurring over a regular meal time. Childcare may be provided if requested. (Both requests require pre-approval)*
Materials	Optional Materials Include: Oxford Picture Dictionary Level I and II Picture Perfect Word Book
Objectives	Parents will be able to apply strategies at home to help children develop speaking skills.
Number of Participants	15
Session Number Within Series	1
Prerequisites – if applicable	None
Scaffolding/Revisiting	Additional follow-up sessions can be scheduled.
Assessment of Success	Participant evaluations.
Targeted Semester	Any
Contact Information	Mainstream Development Educational Group (414) 371-9724

Event Title: Writing for English Language Learners

Provider	Mainstream Development Educational Group
Subject	Helping children develop written language skills
Grade Level(s)	K-8
Description	Parents will be provided with strategies to support their child's success in writing to promote written language skills through day-to-day activities and games as learning tools. Writing strategies for ELs will include: explanation of why writing is important (communication, sharing information,) overview of phonics and how to support EL students at home with their writing tasks (using a relevant vocabulary word bank; usage of sentence frames to support writing tasks; integrating writing into daily activities such as cooking, shopping, household chores, planning a trip, reacting to a story, summarizing a family event, keep a journal; and filling in a calendar). "Can Do" descriptors will be adapted for parents to apply. ***Light snacks may be provided if event is 2-hours in length and occurring over a regular meal time. Childcare may be provided if requested. (Both requests require pre-approval)*
Materials	Optional Materials Include: Oxford Picture Dictionary Level I and II Picture Perfect Word Book
Objectives	Parents will be able to support their child's written language development.
Number of Participants	15
Session Number Within Series	1
Prerequisites – if applicable	None
Scaffolding/Revisiting	Additional follow-up sessions can be scheduled.
Assessment of Success	Participant evaluations.
Targeted Semester	Any
Contact Information	Mainstream Development Educational Group (414) 371-9724

MILWAUKEE PUBLIC SCHOOLS
ESEA Elementary and Secondary Education Act
Every Student Succeeds

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Tuesday, May 5, 2026

Agenda

Under the Every Student Succeeds Act of 2015 (ESSA)-enacted as Public Law 114-95- is the reauthorized version of the Elementary and Secondary Education Act, also known since 2001 as No Child Left Behind. Milwaukee Public Schools is required to engage in consultations on key issues that affect the ability of eligible private school students to participate equitably in Title programs. Any non-public school serving City of Milwaukee resident students may attend these consultation meetings, even if they are not currently participating in Title programs with the district.

What: **Quarterly ESEA and IDEA Title Program Consultation Meeting**
When: **8:30 a.m. until 10:30 a.m. on Tuesday, May 5, 2026**
Where: **Join Zoom:** https://milwaukeemps.zoom.us/j/88256145666?pwd=JFU20YK7G7Va2HNimVrgPx97ROyYEp.1

ESEA consultation topics include:

1. How the LEA will identify the needs of private school children.
2. The method or sources of best available data that the LEA and the private school officials will use to determine the number of private school children from low-income families residing in participating public Title I school attendance areas who attend private schools.
3. The services the LEA will offer.
4. How, where, and by whom the services will be provided.
5. When, including the approximate time of day, Title I services will be provided to eligible private school children.
6. How the services provided by the LEA will be assessed and how the results of the assessment will be used to improve those services.
7. The size and scope of equitable services to be provided to the eligible private school children, their families, teachers, and other educational personnel. The amount of funds available for those services and the how that amount is determined from the total amount of funds received by the LEA.
8. How and when the LEA will make decisions about delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through potential third-party providers.
9. How, if the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA will provide to the private schools, in writing, an analysis of the reasons why the LEA has chosen not to use a contractor if the LEA disagrees with the views of the private school officials on the provisions of services through a contract.
10. Whether the LEA shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor.
11. Whether the LEA will provide equitable services by a) creating a pool or pools of funds or b) on a school-by-school basis.
12. Whether to use funds provided under Title I, Part A in coordination with eligible funds available for services to private school children under applicable programs as defined in Title VIII to provide services to eligible private school children participating in programs.
13. If the LEA will transfer funds as allowed under Title V, Section 5103. 20 U.S.C. § 7305b(e)(2)

Quarterly ESEA and IDEA Title Program Virtual Consultation Meeting

Please note: An overview of the English Learner identification process will follow the consultation meeting.

Meeting Norms:

We will:

- Use our time wisely, starting and ending our meetings on time
- Use cameras during meeting
- Mute microphones unless permitted to speak
- Treat each other with respect.
- Assume good intent
- Listen attentively
- Document topics outside the agenda and table those items for a later agenda.
- Avoid side conversations.
- Avoid use of cell phone

Agenda Items:

1) **Welcome and Introductions**

2) **MPS Summer Academy** –Dr. Leah Gilliam
   #3 The services the LEA will offer

3) **21st Century Learning Centers** – Leighton Cooper, Beth-Marie Kurtz
   #3 The services the LEA will offer

4) **IDEA/Specialized Services** – Dr. JoAnn Buhr
   #3 The services the LEA will offer

5) **2026-2027 Estimated Preliminary Title Allocations** –Joseph Hill

   #7. The size and scope of equitable services to be provided to the eligible private school children, their families, teachers, and other educational personnel. The amount of funds available for those services and how the amount is determined from the total amount of funds received by the LEA

   - Title IA
   - Title IIA
   - Title IIIA-Allocations are based on the ACCESS test scores; therefore, Title IIIA does not have preliminary allocation.
   - Title IVA

6) **Aligning Funding—**Joseph Hill

   #12 Whether to use funds provided under Title I, Part A in coordination with eligible funds available for services to private school children under applicable programs as defined in Title VIII to provide services to eligible private school children participating in programs.

   - Schools may use Title IA, IIA, IIIA, and IVA funding to pay for allowable services

****Please note: An overview of the English Learner identification process will follow the consultation meeting.***

7) **Instructional Minutes (Website)**

#8 How and when the LEA will make decisions about delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through potential third-party providers.

- Title will continue to implement a flexible model based on individual school needs (90-minute minimum per subject/per week)
    1. Fill out Instructional Minutes Program Change Request Form
    2. Submit form to service provider, completed by the private school official

8) **Instructional Planning/Scheduling**

#3 The services the LEA will offer

- Title IA instruction is for most in need (Targeted Assistance Program)
- Work with your vendor to plan with Title IA intervention in mind
    - ➢ meant to be a collaborative process
    - ➢ cannot benefit entire school
- Title IIIA instruction is specific to ELs and promotes content learning and English language development Title IIIA instruction is not an intervention. Title IIIA instructional resources cannot support a school's intervention program.

9) **Star Assessment**

#6 How the services provided by the LEA will be assessed and how the results of the assessment will be used to improve those services.

- Ensure that all Title IA students have a pre-and post-assessment
- Data and improvement of services will be discussed during end of year meeting with the service providers

10) **Exit Criteria (Website)**

- This is a school admin/Title IA teacher/ school teacher/parent decision not a unilateral decision made by the vendor
- Vendor cannot withdraw students from service unless following exit criteria
- Title IIIA: English Learners no longer qualify for Title IIIA services the academic year following an ACCESS score of 5.0 or higher. Example: Maria scored 5.2 on the 2025-26 ACCESS test and then attended a Title IIIA summer program. In 2026-27, Maria does not qualify for services.

****Please note: An overview of the English Learner identification process will follow the consultation meeting.***

11) **Needs Assessment and Program Development Plan**

#1 How the LEA will identify the needs of private school children

- Due Date: July 1, 2026
- FY27 NA Submission Process:
    1. Each Vendor will be responsible for sharing the NA with schools
    2. Vendor and School Staff will collaborate to complete all required NA sections thoroughly
    3. Once NA is finalized Vendors will communicate to ESEA Department via email notification
- Be descriptive- We are looking for details
    - Dates and Times
    - Length of PD/Enrichment Activity
    - Staff/Participants
    - Breakdown of all costs
    - Who's providing the service for PD or coaching?

- Materials should not be on NA. If needed, submit PA request once service is approved on NA.
- PD occurring in July and August should be submitted on a PA
- Title IIIA Needs Assessment Reminders:
    - **Data Summary Section:** A guide has been provided as an optional support to assist in the completion of the data summary section.
    - **Yearly Overview:** Share a brief overview of your strategic plan to address the identified needs of English Learners.
    - **Materials & Subscriptions:** Title IIIA materials and subscriptions will not be requested on the Needs Assessment. Title IIIA materials may be requested after a Needs Assessment is approved.

12) **Title Instruction and Title Teachers/Academic Support**

#3 The services the LEA will offer

- The teachers that are hired by vendors work for the vendor not the school
- Title teacher must be highly qualified and appropriately licensed
- Communication from the Title teacher to their Title students and families must come from the vendors email and not a school email
- Title teacher must not be posted onto the school's roster or website as their own staff

Please note: An overview of the English Learner identification process will follow the consultation meeting.

- There needs to be a specific separation between Title and the school
- Title IIIA: The Title IIIA teacher must hold a valid state of Wisconsin 395 license, be fully licensed and *highly qualified*.
- By Wisconsin standards *highly qualified* means appropriately licensed for the grade band/developmental level in which they are teaching.

13) **Eligibility List (Website)**

#1 How the LEA will identify the needs of private school children

- Full eligibility list must be completed and submitted in electronic form to MPS and on file at private school.
- Not intended for the entire school, only those students most in need of services.
- Next Due Date: No later than 4:00 p.m. on May 30, 2026
    - Used to start up services for the beginning of the year only
    - The next update for FY27 Rolling Eligibility List is September 30, 2026
- When completing the Eligibility Form:
    - The entire school must not be put on the form-Title IA is a targeted assistance program
    - All students on the form must be ranked either a 1, 2, or 3
    - The school Eligibility Form cannot have all students listed as 1's
    - Use the May 30th Eligibility List to send home updated parent consent forms for the 2026-2027 school year
    - The rolling eligibility list allows students that are added to the eligibility list to receive services immediately. Students should only be added to Title groups if room is available. Students should never be added to replace current students receiving services.
- MPS Title IA program at Non-Public Schools is a supplemental targeted assistance program and not a schoolwide program
- Title IIIA Eligibility: Eligibility for Title IIIA services is determined by ACCESS test scores. Students who score a 4.9 or lower on the ACCESS test are eligible for Title IIIA services. The 2025-2026 ACCESS for ELLs and WIDA Alternate ACCESS Score Reports are available in WIDA AMS. The printed reports will arrive on or before **Tuesday, May 12, 2026**. Students enrolling throughout the year may be identified with evidence of the following:
    - a qualifying ACCESS Score (4.9 or lower)

Please note: An overview of the English Learner identification process will follow the consultation meeting.

OR

- a valid Home Language Survey indicating students should be screened **and** a completed screener score report (4.9 or lower)

K5 Screener:** K5 students will screen for an Oral Score (Speaking and Listening **only**) the Fall of K5. A K5 student who scores above a 5.0 in the first semester on the ***Oral *Composite* (listening and speaking) is **not** eligible for Title IIIA services and will not participate in the ACCESS test as a K5 student. These students will rescreen in the Spring. If the *Oral Composite* score is a 4.5 or lower, then the students will take the ACCESS test as a K5 student. K5 students who enroll after the ACCESS window closes will take all four parts of the screener (Listening, Speaking, Reading, and Writing).

14) **Out of District Students**

- Communicate with those districts <u>now</u> so they can set aside allocation for the student(s): Two Scenarios
- Out of District Students attending an in-district School
    - St. Sebastian (located within the boundary of MPS district)
        1. Student from West Allis attending and needs service
        2. St. Sebastian reaches out to West Allis to let them know
        3. West Allis and MPS discuss how services could be delivered
            a. West Allis could provide services directly or
            b. After discussion, MPS could provide services on behalf of West Allis
- Out of District Students attending an out of District School
    - Martin Luther High School (located outside of the boundary of MPS district)
        1. Student from Greenfield attending and needs service
        2. Martin Luther (Located in Greendale) contacts Greenfield District to notify them of a student that needs services
        3. Greenfield is responsible to deliver services, not MPS
- In both scenarios, the vendor, who is contracted through MPS, does not initiate or get involved
- MPS will communicate to the vendor if they need to be involved in any way
- Without coordination between districts to determine how services will be provided, services for students cannot begin

Please note: An overview of the English Learner identification process will follow the consultation meeting.

15) **Title IA/TIIIA Summer School Reminder**

#3 The services the LEA will offer

- Title students can only receive services at the school they were on the eligibility list.
- Includes students that received services during the 2025-2026 school year
- Title IIIA: All identified English Learners may participate in Title IIIA summer programming.
- English Learners who score above a 5.0 or above on the ACCESS test are eligible to participate in programming during the summer directly following the school year of their last ACCESS test.
    - **Example: Maria scored 5.2 on the 2025-26 ACCESS test and then attended a Title IIIA summer program. In the 2026-27 academic year, Maria does not qualify for Title IIIA services.**

16) **We Cannot Pay Across Fiscal Years**

#12 Whether to use funds provided under Title I, Part A in coordination with eligible funds available for services to private school children under applicable programs as defined in Title VIII to provide services to eligible private school children participating in programs.

- FY26 ends June 30th
- We must close out books for the 25-26 School Year
- All **pre-approved** service requests and materials must be received on or before June 30, 2026
- MPS does not prepay
- Only exception is the registration cost for July PD (includes Early Bird Registration)
    - Must submit proof of payment with the June invoice

17) **Private Schools Cannot Obligate Funds**

#12 Whether to use funds provided under Title I, Part A in coordination with eligible funds available for services to private school children under applicable programs as defined in Title VIII to provide services to eligible private school children participating in programs.

- Private school officials should not be responsible for ordering materials
- Private school officials should not be responsible for setting up professional development
- Private school officials should not be setting up Title IA teacher schedules or having the Title IA teacher report to private school officials
- Private school officials should not be responsible for setting up Family Engagement activities

Please note: An overview of the English Learner identification process will follow the consultation meeting.

- Licenses/invoices should not be in the private school officials name or private school name (when using Title funding)
- Scheduled PD/Coaching prior to approval of NA or Pre-approval is obligating funds and will not be reimbursed

18) **ESEA Vendor Storage Inventory (Access)**

#3 The services the LEA will offer

- A request to access all 3rd party vendor storage inventories has been made in consultation with non-public schools
- The plan resulting from consultation with 3rd Party Vendors include:
    1. Use a combined vendor storage inventory spreadsheet that will be accessible to non-public schools via the updated monthly school consultation meeting agenda (Website)
    2. ESEA Department will provide Vendors a link to populate the required information on the spreadsheet and they will be responsible for updating that information on the 15th of every month: ESEA Vendor Storage Inventory
    3. Use Vendor-to-Vendor contact to manage requests from non-public school leaders for materials on the ESEA Vendor Storage inventory list.

19) **Tentative 2026-2027 Title Program Calendar (Website)**

#8 How and when the LEA will make decisions about delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through potential third-party providers.

Deadline to submit Material PAs for 26-27 school year is April 30, 2027.

20) **Communication**

- The Spring 2026 TIA Non-Public School Administrator Satisfaction Survey will be open through the end of the day on Friday, May 15, 2026: https://forms.gle/A12tsP4EoPkURTeY6
- Notify the ESEA Department immediately regarding:
    - Leadership/Staffing changes
    - School openings, closings, expansions (In school's best interest to also notify DPI)
    - School moves—especially outside of MPS district boundaries
    - Interruption in planned services
    - Adding/Phasing out grade levels

21) **Are there any questions?**

****Please note: An overview of the English Learner identification process will follow the consultation meeting.***

MILWAUKEE PUBLIC SCHOOLS

Non-public School Title Program Calendar
2026-2027 School Year
5225 W. Vliet Street; Room-160
Milwaukee, Wisconsin 53208

Date	Event	Time	Location	Directions	Contact Information
Summer	Identification of newly enrolled potential K5-12th grade EL students	NA	Schools	Scan/Email copies of the Home Language Survey (HLS) and WIDA screener score sheets to the ESEA Department. Enter student information for potential ELs into a shared Google **sheet** and email the ESEA Department to review information entered on Google sheet.	**ESEA Department**
7/1/2026 * See note for Title IIIA NA	ESEA Title IA/IIA/IIIA/IVA Needs Assessment and Program Development Plan **. Please note, no funding may be accessed until an approved plan is on file. Any instruction, parent involvement, professional development, training, courses, etc. not included in this plan will require a 30 day preapproval.**	Due no later than 4:00 PM		Schools should plan to submit their preliminary plan to their Title IA/IIA/IIIA/IVA vendor prior to July 1st to ensure that the ESEA Department receives it by the July 1st deadline. Services can not start until NA is approved.	**Dr. Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
Summer	Review 25-26 ACCESS Scores & Prepare for Upcoming 26-27 ACCESS Test	NA	Schools	Verify enrollment in Student Information System. Ensure ACCESS scores from 25-26 school year are uploaded into SIS. Contact Jill to request the necessary files.	**Jill Waltersdorf, Assessment Specialist, walterjm@milwaukee.k12.wi.us**
7/7/2026	Student Count Date "New Schools Only"	N/A		New School sites must count all students enrolled on this date. Count information must be added to Affirmation Form and Enrollment Spreadsheet.	**Dr. Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
7/17/2026	Non-public School Affirmation of Consultation Form and Enrollment Spread Sheet Due. (New Schools).	Due no later than 4:00 PM		U.S. mail or hand deliver signed and completed Affirmation and Enrollment Summary forms. Email to title1@milwaukee.k12.wi.us	**Dr. Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
8/4/2026	**ESEA Non-public New Administrator Training**		**Zoom or MPS Central Services District Office 9:00-11:00 AM**		**Dr. Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
Year-Round	Identification of newly enrolled potential K5- 12th grade EL students	NA	Schools	Screening to be conducted at local school sites. Scan/Email copies of the Home Language Survey (HLS) and WIDA screener score sheets to the ESEA Department. Enter student information for potential ELs into a shared Google sheet and email the ESEA Deptartment to review information entered on Google sheet.	**ESEA Department**
9/8/2026	**ESEA Title Program Consultation Meeting (All Titles)**	**8:30 AM to 10:30 AM**	**Zoom Link will be sent out.**		**Dr. Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
Upon entering Title IA and prior to exiting Title IA	STAR Assessment	NA		**All Title IA students should be assessed when entering Title IA and assessed again before exiting Title IA or assessed at the end of the school year.**	**Dr. Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
9/18/2026	Student Count Date	NA		School sites must count all students in attendance on this date. Count information must be added to Affirmation Form and Enrollment Spreadsheet.	**Dr. Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
End of September Exact Date TBD	Review information to prepare for ACCESS upload with the state	NA	Schools that do not have automatic upload.	Complete the ACCESS Google sheet that will be sent electronically to you from the MPS Assessment Office. Follow the directions in the email to update the Google sheet to ensure the correct students are uploaded into the DRC	**Jill Waltersdorf, Assessment Specialist, walterjm@milwaukee.k12.wi.us**
9/30/2026	Eligibility Report Due	Due no later than 4:00 PM		The rolling eligibility list allows students that are added to the eligibility list to receive services immediately. Students should only be added to Title groups if room is available. Students should never be added to replace current students receiving services. Schools should plan to submit their list to their Title IA vendor prior to September 30th to ensure that the ESEA Department receives it by the September 30th deadline.	**Dr. Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
October Exact Date TBD	Enrollment Verification	NA	Schools that automatically upload.	Verify enrollment in DRC. Email Jill with any concerns with the state upload.	**Jill Waltersdorf, Assessment Specialist, walterjm@milwaukee.k12.wi.us**

TENTATIVE 2026-27
Non-Public Calendar

October Exact Date TBD	Preliminary State Roster	NA	DPI	NA	**Jill Waltersdorf, Assessment Specialist, walterjm@milwaukee.k12.wi.us**
10/9/2026	Annual Non-public School Affirmation of Consultation Form and Enrollment Spreadsheet Due	Due no later than 4:00 PM		U.S. mail, hand deliver, or email signed and completed Affirmation form. Email completed Enrollment Summary form to title1@milwaukee.k12.wi.us	**Dr.Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
October Exact Date TBD	Final State Pull & WIDA ACCESS Labels Generated	NA	DPI	MPS recommends schools make updates two days **BEFORE** the State Pull.	**Jill Waltersdorf, Assessment Specialist, walterjm@milwaukee.k12.wi.us**
October Exact Date TBD	Verification of student roster in WIDA AMS	This is within DRC.	Schools	NA	**Jill Waltersdorf, Assessment Specialist, walterjm@milwaukee.k12.wi.us**
11/3/2026	**ESEA Small Consultation Meeting/Training**	**9:00 – 11:00 AM**	**Zoom link will be sent out.**	MPS Central Services, 5225 W. Vliet St., Milwaukee, WI RM 210-211	**Dr. Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
November Exact Date TBD	**Schools Receive WIDA ACCESS Test Materials**	**NA**	**Schools**	Secure Testing Materials	**Jill Waltersdorf, Assessment Specialist, walterjm@milwaukee.k12.wi.us**
11/30/2026	**Updated Rolling Eligibility Report Due**	Due no later than 4:00 PM		The rolling eligibility list allows students that are added to the eligibility list to receive services immediately. Students should only be added to Title groups if room is available. Students should never be added to replace current students receiving services. Schools should plan to submit their list to their Title IA vendor prior to November 30th to ensure that the ESEA Department receives it by the November 30th deadline.	**Dr.Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
WIDA ACCESS Testing Window Exact Dates TBD	ACCESS Testing Window for English Learners - participation contingent upon completion of Home Language Survey and Screener.	N/A	Schools	Testing to be conducted at local school sites.	**ESEA Department**
Upon entering Title IA and prior to exiting Title IA	STAR Assessment	N/A		All Title IA students should be assessed when entering Title IA and assessed again before exiting Title IA or assessed at the end of the school year.	**Dr.Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
1/19/2027	**ESEA Title Program Consultation Meeting (All Titles)**	8:30-10:30 AM	**Zoom link will be sent out.**	MPS Central Services, 5225 W. Vliet St., Milwaukee, WI Auditorium	**Dr.Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
1/30/2027	**Updated Rolling Eligibility Report Due**	Due no later than 4:00 PM		The rolling eligibility list allows students that are added to the eligibility list to receive services immediately. Students should only be added to Title groups if room is available. Students should never be added to replace current students receiving services. Schools should plan to submit their list to their Title IA vendor prior to January 30th to ensure that the ESEA Department receives it by the January 30th deadline. Rolling eligibility list ends.	**Dr.Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
TBD	**WIDA ACCESS Testing Window Closes**	N/A	Schools	Complete WIDA ACCESS testing.	**Jill Waltersdorf, Assessment Specialist, walterjm@milwaukee.k12.wi.us**
TBD	**WIDA ACCESS Material Return Deadline**	NA	Mail	Return WIDA ACCESS testing materials.	**Jill Waltersdorf, Assessment Specialist, walterjm@milwaukee.k12.wi.us**

TENTATIVE 2026-27
Non-Public Calendar

Upon entering Title IA and prior to exiting Title IA	STAR Assessment	N/A		***All Title IA students should be assessed when entering Title IA and assessed again before exiting Title IA or assessed at the end of the school year.***	**Dr.Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
2/24-25/2027	**Vendor Selection Fair Window 2/18-3/18**	**Forms Due no later than 4:00 PM**		**MPS Central Services, 5225 W. Vliet St., Milwaukee, WI RM 206-208**	**Dr.Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
3/1/2027	Identification of newly enrolled potential K5-12th grade EL students	NA	**Schools**	**Scan/Email copies of the Home Language Survey (HLS) and WIDA screener score sheets to the ESEA Department. Enter student information for potential ELs into a shared Google sheet and email the ESEA Department for review. Screen K5 students who attain an oral composite score of 5.0 in reading and writing domains and submit scoresheet.**	**ESEA Department**
3/2/2027	**ESEA Small Consultation Meeting/Training**	9:00 – 11:00 AM		MPS Central Services, 5225 W. Vliet St., Milwaukee, WI RM 210-211	**Dr.Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
3/5/2027	**2027-28 Affirmations Due to the Title Office**	**Due no later than 4:00 PM**		**MPS Central Services, 5225 W. Vliet St., Milwaukee, WI RM 2**	**Dr.Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us and title1@milwaukee.k12.wi.us**
3/30/2027	**Eligibility Report**	Due no later than 4:00 PM		The rolling eligibility list allows students that are added to the eligibility list to receive services immediately. Students should only be added to Title groups if room is available. Students should never be added to replace current students receiving services. Schools should plan to submit their list to their Title IA vendor prior to March 30th to ensure that the ESEA Department receives it by the March 30th deadline.	**Dr.Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
4/2/2027	Identification of newly enrolled potential K5-12th grade EL students	NA	**Schools**	**Scan/Email copies of the Home Language Survey (HLS) and WIDA screener score sheets to the ESEA Department. Enter student information for potential ELs into a shared Google sheet and email the ESEA Department to review information entered on Google sheet. Screen K5 students who attain an oral composite score of 5.0 in reading and writing domains and submit scoresheet.**	**ESEA Department**
4/30/2027	Last Day to Submit 2026-27 Pre-approvals for Materials	NA		April 30th is the last day to submit Material pre-approvals for the 2026-27 school year.	**Dr. Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
Upon entering Title IA and prior to exiting Title IA	STAR Assessment	NA		All Title IA students should be assessed when entering Title IA and assessed again before exiting Title IA or assessed at the end of the school year.	**Dr.Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us and title1@milwaukee.k12.wi.us**
5/1/2027	Identification of newly enrolled potential K5-12th grade EL students	NA	**Schools**	**Scan/Email copies of the Home Language Survey (HLS) and WIDA screener score sheets to the ESEA Department. Enter student information for potential ELs into a shared Google sheet and email the ESEA Department to review information entered on Google sheet. Screen K5 students who attain an oral composite score of 5.0 in reading and writing domains and submit scoresheet.**	**ESEA Department**

TENTATIVE 2026-27
Non-Public Calendar

5/1/2027	**Summer Schools Plans Due**	Due no later than 4:00 PM		Schools should plan to submit their summer school plan to their Title IA vendor prior to May 1st to ensure that the ESEA Department receives it by the May 1st deadline. Only students that received Title services during the school year may participate in Title IA summer school.	**Dr. Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
5/4/2027	**ESEA Title Program and IDEA Consultation Meeting (All Titles)**	8:30-10:30 AM		MPS Central Services, 5225 W. Vliet St., Milwaukee, WI Auditorium	**Dr.Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
May Exact Dates TBD	**WIDA ACCESS Printed Reports Available**	NA	Schools	ACCESS printed score reports will be delivered to you school. If you find any errors on your ACCESS reports, please contact Jill.	**Jill Waltersdorf, Assessment Specialist, walterjm@milwaukee.k12.wi.us**
5/30/2027	Eligibility Report *Please note, no funding may be accessed until an approved eligibility list is on file. May eligibility list may only be used to start up services at the beginning of the year (2027-2028) .	Due no later than 4:00 PM		The rolling eligibility list allows students that are added to the eligibility list to receive services immediately. Students should only be added to Title groups if room is available. Students should never be added to replace current students receiving services. Schools should plan to submit their list to their Title IA vendor prior to May 30th to ensure that the ESEA Department receives it by the May 30th deadline.	**Dr.Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
June Exact Dates TBD	Final WIDA ACCESS data available in the DRC	NA	online	Login to DRC for WIDA ACCESS test data.	**Jill Waltersdorf, Assessment Specialist, walterjm@milwaukee.k12.wi.us**

***Notes: Title IIIA allocations are based on the WIDA ACCESS test administered the previous school year, not enrollment, and are released by DPI. Therefore, Title IIIA does not have preliminary allocations and there is no specific timeline for the release of final allocations.**



MILWAUKEE
PUBLIC SCHOOLS

ESEA Title Program & IDEA Consultation Meeting

May 5, 2026

Brenda Cassellius, Ed.D.
Superintendent

MILWAUKEE
PUBLIC SCHOOLS

ESEA Title Program & IDEA Consultation Meeting

Presenters

Dr. Mora Anderson
ESEA Non-Public Supervisor,
Department of State & Federal Programs

Meeting Norms

We will

- Use our time wisely, starting and ending our meetings on time
- Use cameras during meeting
- Mute microphones unless permitted to speak
- Treat each other with respect
- Assume good intent
- Listen attentively
- Document topics outside the agenda and table items for a later agenda
- Avoid side conversations.
- Avoid use of cell phone

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ESEA Team

- Shelley Perkins – Director, Department of State and Federal Programs
- Joseph Hill, ESEA Coordination and Compliance Manager
- Dr. Mora Anderson, Non-Public Supervisor
- Mark Lawrence - ESEA Non-Public Services Coordinator
- Sara Benedetto – ESEA Non-Public Services Coordinator
- Michael Betts - Title I Information Specialist
- Cynthia Mendoza - ESEA Administrative Assistant
- Elizabeth Zizzo – Title IIIA Coordinator
- Denise Christiaansen- Title IIIA Planning Assistant (English Learner Identification Process)

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MPS Summer Academy

#3 The services the LEA will offer

- Dr. Leah Gilliam

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21st Century Learning Centers

#3 The services the LEA will offer

- Leighton Cooper
- Beth-Marie Kurtz

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IDEA/Specialized Services

#3 The services the LEA will offer

- Dr. Jo Ann Buhr

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FY27 Estimated Preliminary Allocations

#7 The size and scope of equitable services to be provided to the eligible private school children, their families, teachers, and other educational personnel. The amount of funds available for those services and the how that amount is determined from the total amount of funds received by the LEA.

- Joseph Hill

❑Title I-A
❑Title II-A
❑Title III-A- Allocations are based on the ACCESS test scores; therefore, Title IIIA does not have preliminary allocation.
❑Title IV-A

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Aligning Funding

#12 Whether to use funds provided under Title I, Part A in coordination with eligible funds available for services to private school children under applicable programs as defined in Title VIII to provide services to eligible private school children participating in programs.

- Joseph Hill

  ❑ Schools may use Title IA, IIA, IIIA and IVA funding to pay for allowable services

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Instructional Minutes

#8 How and when the LEA will make decisions about delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through potential third-party providers.

- Title will continue to implement a flexible model based on individual school needs (90-minute minimum per subject per week)

  1. Fill out Instructional Minutes Program Change Request Form

  2. Submit form to service provider, completed by the private school official

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Instructional Planning/Schedule

- Title IA instruction is for most in need (Targeted Assistance Program)
- Work with your vendor to plan with Title IA intervention in mind
  - ➢Meant to be a collaborative process
  - ➢Cannot benefit entire school
- Title IIIA instruction is specific to English Learners and promotes content learning and English language development
- Title IIIA instruction is not an intervention.
- Title IIIA instructional resources cannot support a school's intervention program

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Star Assessment

#6 How the services provided by the LEA will be assessed and how the results of the assessment will be used to improve those services.

- Ensure that all Title IA students have a pre-and post-assessment
- Data and improvement of services will be discussed during end of year meeting with the service providers

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Exit Criteria

- This is a school admin/Title IA teacher/ schoolteacher/parent decision not a unilateral decision made by the vendor
- Vendor cannot withdraw students from service unless following exit criteria
- Title IIIA: English Learners no longer qualify for Title IIIA services the academic year following an ACCESS score of 5.0 or higher. Example: Maria scored 5.2 on the 2025-26 ACCESS test and then attended a Title IIIA summer program. In 2026-27, Maria does not qualify for services.

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Needs Assessment and Program Development Plan

#1 How the LEA will identify the needs of private school children

- Due Date: July 1, 2026
- FY27 NA Submission Process:

    1. Each Vendor will be responsible for sharing the NA with schools
    2. Vendor and School Staff will collaborate to complete all required NA sections thoroughly
    3. Once NA is finalized Vendors will communicate to ESEA Department via email notification

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Needs Assessment and Program Development Plan

- Be descriptive- We are looking for details

  -Dates and Times
  -Length of PD/Enrichment Activity
  -Staff/Participants
  -Breakdown of all costs
  -who's providing the service for PD or coaching?

- Materials should not be on NA. If needed, submit PA request once the service is approved on the NA

- PD occurring in July and August should be submitted on a PA

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TIIIA Needs Assessment Reminders

Data Summary Section: A guide has been provided as an optional support to assist in the completion of the data summary section.

Yearly Overview: Share a brief overview of your strategic plan to address the identified needs of English Learners.

Materials & Subscriptions: Title IIIA materials and subscriptions will not be requested on the Needs Assessment. Title IIIA materials may be requested after a Needs Assessment is approved.

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Title Instruction and Title Teachers/Academic Support

#3 The services the LEA will offer

- The teachers that are hired by vendors, work for the vendor not the school
- Title teachers must be highly qualified and appropriately licensed
- Communication from the Title teacher to their Title students and families must come from the vendors email and not a school email
- Title teacher must not be posted onto the school's roster or website as their own staff
- There needs to be a specific separation between Title and the school
- Title IIIA: The Title III teacher must hold a valid state of Wisconsin 395 license, be fully licensed and *highly qualified*.
- By Wisconsin standards *highly qualified* means appropriately licensed for the grade band/developmental level in which they are teaching.

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Eligibility List

#1 How the LEA will identify the needs of private school children

- Full eligibility list must be completed and submitted in electronic form to MPS and on file at private school.
- Not intended for entire school, only those students most in need of services.
- Due Date: No later than May 30, 2026

  -Used to start up services for the beginning of the year only

  -The next update for FY27 Rolling Eligibility List is September 30, 2026

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Eligibility List

#1 How the LEA will identify the needs of private school children

- When Completing the Eligibility Form:

  -The entire school must not be put on the form-Title IA is a targeted assistance program

  -All students on the form must be ranked either a 1, 2 or 3.

  -The school Eligibility Form cannot have all students listed as 1's

  -Use the May 30th Eligibility List to send home updated parent consent form for 2026-2027

  -The rolling eligibility list allows students that are added to the eligibility list to receive services immediately. Students should only be added to Title groups if room is available. Students should never be added to replace current students receiving services.

- MPS Title IA program at Non-Public Schools is a supplemental targeted assistance program and not a schoolwide program

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Title IIIA Eligibility

Eligibility for Title IIIA services is determined by WIDA ACCESS test scores. Students who score a 4.9 or lower are eligible.

Students enrolling throughout the year may be identified with evidence of the following:

- a qualifying ACCESS Score (4.9 or lower)
  OR
- a valid Home Language Survey indicating students should be screened **and** a completed screener score report (4.9 or lower)

K5 FALL SCREENER GUIDE

K5 Fall Screener (ORAL Only)	Eligible for Services	Take K5 ACCESS Test	Rescreen in the Spring
4.5 or Lower	YES	YES	NO
5.0 - 5.5	NOT YET	NO	YES *See Note Below
6.0	NO	NO	NO

*Students who score a 5.0-5.5 will rescreen **all 4 domains** of the K5 screener in the Spring. If a student scores a 4.5 or lower on the rescreen, they will be eligible to begin Title IIIA services immediately and will ACCESS test in 1st grade.

The 2025-2026 WIDA ACCESS Reports are available in WIDA AMS. Printed reports will ship before **Tuesday, May 12, 2026**.

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Out of District Students

- Communicate with those districts now so they can set aside allocation for the student(s):
- We have had issues this year where out of districts students could not receive services because the LEA did not have an allocation for the child.
- Two Scenarios…

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Out of District Student Attending In-District School

- St. Sebastian (located within the boundary of MPS district)

    1. Student from West Allis attending and needs service
    2. St. Sebastian reaches out to West Allis to let them know
    3. West Allis and MPS discuss how services could be delivered
        a) West Allis could provide services directly or
        b) After discussion, MPS could provide services on behalf of West Allis

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Out of District Student Attending an Out of District School

- Martin Luther High School (located outside of the boundary of MPS district)
    1. Student from Greenfield attending and needs service
    2. Martin Luther (Located in Greendale) contacts Greenfield to notify them of a student that needs services
    3. Greenfield is responsible to deliver services, not MPS
- In both scenarios, the vendor, who is contracted through MPS, does not get involved or initiate anything
- MPS will communicate to the vendor if they need to be involved in anyway
- Without coordination between districts to determine how services will be provided, services for students cannot begin.

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TIA/TIIIA Summer School Reminder

#3 The services the LEA will offer

- Title students can only receive services at the school they were on eligibility list
- Includes students that received services during the 2025-2026 year
- Title IIIA: All identified English Learners may participate in Title IIIA summer programming.
- English Learners who score 5.0 or above on the ACCESS test are eligible to participate in programming during the summer directly following the school year of their last ACCESS test.
    - **Example: Maria scored 5.2 on the 2025-26 ACCESS test and then attends a Title IIIA summer program. In the 2026-27 academic year, Maria does not qualify for Title IIIA services.**

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We Cannot Pay Across Fiscal Years

#12 Whether to use funds provided under Title I, Part A in coordination with eligible funds available for services to private school children under applicable programs as defined in Title VIII to provide services to eligible private school children participating in programs.

- FY26 ends June 30th

We must close out books for 25-26 school year

- All pre-approved service requests and materials must be received on or before June 30, 2026

- MPS does not prepay

- Only exception is the registration cost for July PD (includes Early Bird Registration)

  -Must submit proof of payment with the June invoice

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Private Schools Cannot Obligate Funds

#12 Whether to use funds provided under Title I, Part A in coordination with eligible funds available for services to private school children under applicable programs as defined in Title VIII to provide services to eligible private school children participating in programs.

- Private school officials should not be responsible for ordering materials
- Private school officials should not be responsible for setting up professional development
- Private school officials should not be setting up Title IA teacher schedules or having the Title IA teacher report to private school officials
- Private school officials should not be responsible for setting up Family Engagement activities
- Licenses/invoices (when using Title funding) should not be in the private school officials name or private school name
- Schedule PD/Coaching Prior to Approval of NA or Pre-approval is obligating funds and will not be reimbursed

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ESEA Vendor Storage Inventory (Access)

#3 The services the LEA will offer

- A request to access all 3rd party vendor storage inventories has been made in consultation with non-public schools
- The plan resulting from consultation with 3rd Party Vendors include:

  1.Use a combined vendor storage inventory spreadsheet that will be accessible to non-public schools via the updated monthly school consultation meeting agenda (Website)

  2.ESEA Department will provide Vendors a link to populate the required information on the spreadsheet and they will be responsible for updating that information on the 15th of every month

  3.Use Vendor-to-Vendor contact to manage requests from non-public school leaders for materials on the ESEA Vendor Storage inventory list.

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Tentative 2026-2027 Title Program Calendar

#8 How and when the LEA will make decisions about delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through potential third-party providers.

- Deadline to submit Materials PAs for 26-27 school year is April 30, 2027.

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Communication

- The Spring 2026 TIA Non-Public School Administrator Satisfaction Survey will be open through the end of the day on Friday, May 15, 2026: https://forms.gle/A12tsP4EoPkURTeY6

- Notify the ESEA Department immediately regarding:
  - Leadership/Staffing changes
  - School openings, closings, expansions (In school's best interest to also notify DPI)
  - School moves—especially outside of MPS district boundaries
  - Interruption in planned services
  - Adding/Phasing out grade levels

Any Questions?

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Next: Overview of Title IIIA English Learner Identification Process

Please remain in the meeting if your school has opted into **Title III-A (TIIIA) services** or if you are interested in learning more about these services. All other school leaders are excused at this time. Thank you.

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English Learner Identification Training

Presenters

Liz Zizzo, Title IIIA Coordinator and Denise Christiaansen, Title IIIA Planning Assistant

Title IIIA Yearly Overview

EL Identification Training (HLS/WIDA Accounts/Google Sheet): Additional staff members are welcome to attend (secretaries, counselors etc.) May 12 and May 20

WIDA ACCESS Score Reports 25-26: The 2025-2026 WIDA ACCESS Score Reports are available in WIDA AMS. The printed reports will ship by Tuesday, May 12th.

Needs Assessment: Due July 1, 2026 (schools who participated in 25-26 ACCESS testing)

WIDA Screener and ACCESS Test Administration Training: School leaders, plan for your staff to complete this required, self-paced online training.

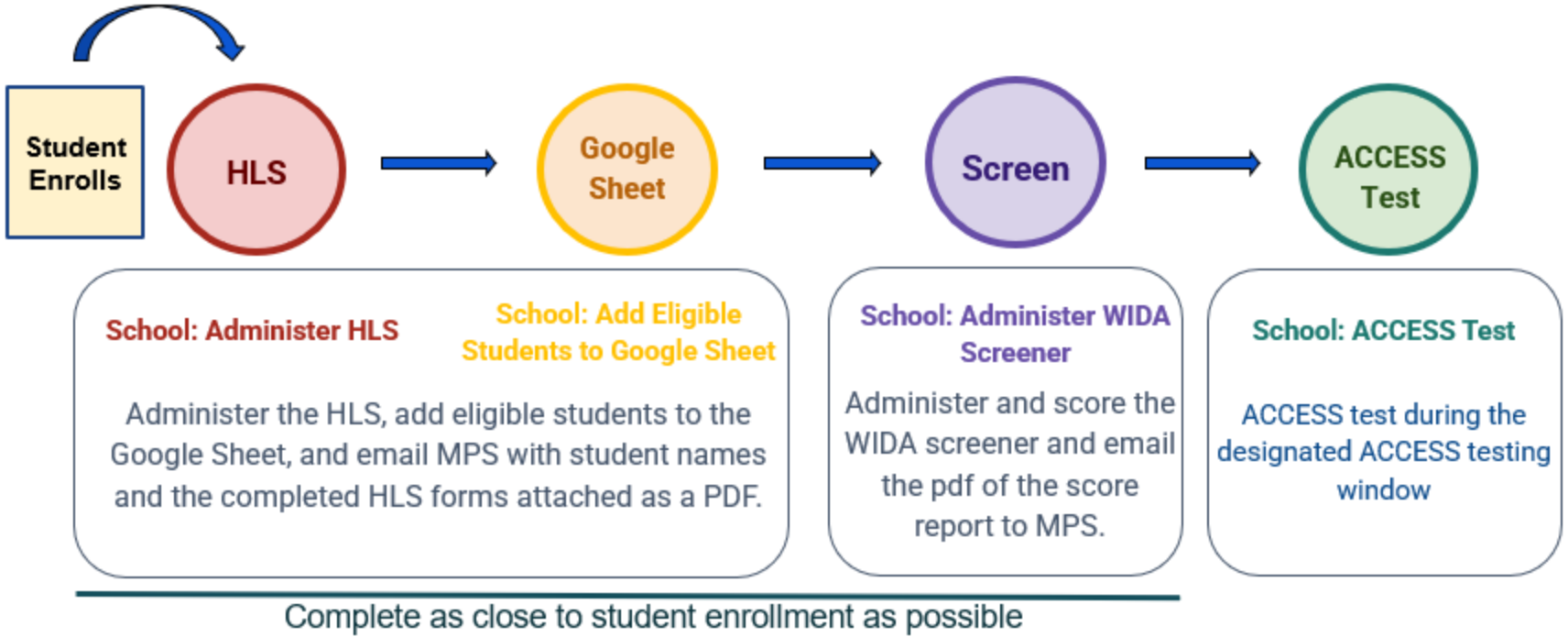
ACCESS Test Preparation: August-October

ACCESS Testing: End of November through January

EL Identification Process: Ongoing (as new students enroll)

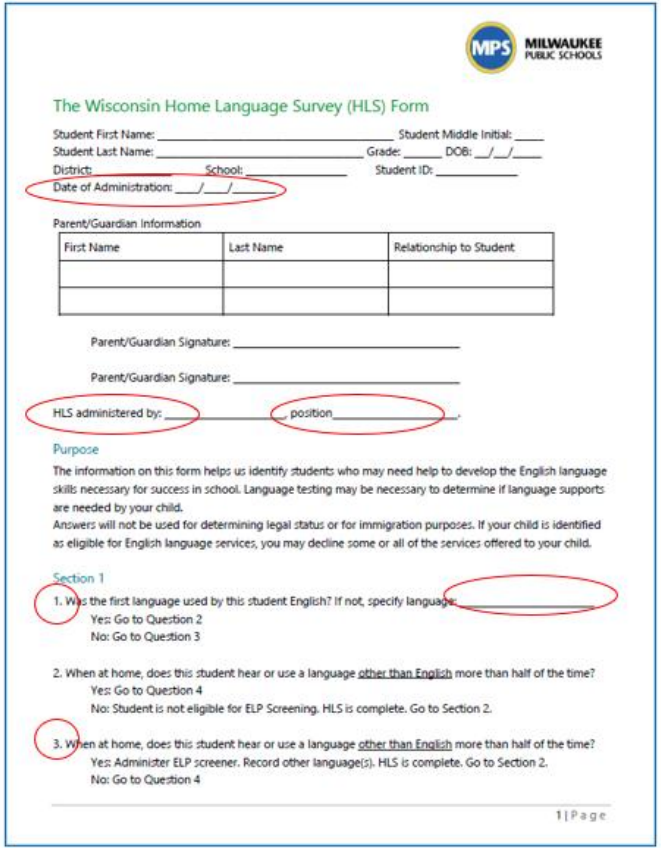
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EL Identification Process Timeline



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The Wisconsin Home Language Survey (HLS) Form



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The Wisconsin Home Language Survey (HLS) Form

Student First Name: _____ Student Middle Initial: ____
Student Last Name: _____ Grade: _____ DOB: __/__/____
District: _____ School: _____ Student ID: _____
Date of Administration: ___/___/____

Parent/Guardian Information

First Name	Last Name	Relationship to Student

Parent/Guardian Signature: _____

Parent/Guardian Signature: _____

HLS administered by: _____ position_____.

Purpose

The information on this form helps us identify students who may need help to develop the English language skills necessary for success in school. Language testing may be necessary to determine if language supports are needed by your child.
Answers will not be used for determining legal status or for immigration purposes. If your child is identified as eligible for English language services, you may decline some or all of the services offered to your child.

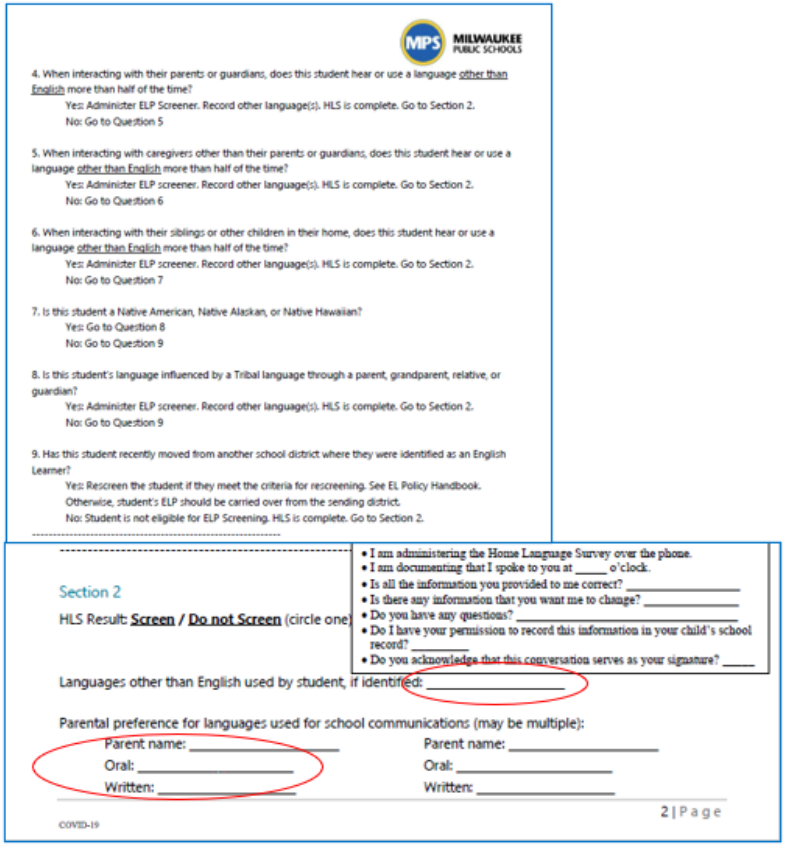
Section 1

1. What is the first language used by this student English? If not, specify language: _____
   Yes: Go to Question 2
   No: Go to Question 3

2. When at home, does this student hear or use a language other than English more than half of the time?
   Yes: Go to Question 4
   No: Student is not eligible for ELP Screening. HLS is complete. Go to Section 2.

3. When at home, does this student hear or use a language other than English more than half of the time?
   Yes: Administer ELP screener. Record other language(s). HLS is complete. Go to Section 2.
   No: Go to Question 4

1 | Page



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4. When interacting with their parents or guardians, does this student hear or use a language other than English more than half of the time?
   Yes: Administer ELP Screener. Record other language(s). HLS is complete. Go to Section 2.
   No: Go to Question 5

5. When interacting with caregivers other than their parents or guardians, does this student hear or use a language other than English more than half of the time?
   Yes: Administer ELP screener. Record other language(s). HLS is complete. Go to Section 2.
   No: Go to Question 6

6. When interacting with their siblings or other children in their home, does this student hear or use a language other than English more than half of the time?
   Yes: Administer ELP screener. Record other language(s). HLS is complete. Go to Section 2.
   No: Go to Question 7

7. Is this student a Native American, Native Alaskan, or Native Hawaiian?
   Yes: Go to Question 8
   No: Go to Question 9

8. Is this student's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?
   Yes: Administer ELP screener. Record other language(s). HLS is complete. Go to Section 2.
   No: Go to Question 9

9. Has this student recently moved from another school district where they were identified as an English Learner?
   Yes: Rescreen the student if they meet the criteria for rescreening. See EL Policy Handbook.
   Otherwise, student's ELP should be carried over from the sending district.
   No: Student is not eligible for ELP Screening. HLS is complete. Go to Section 2.

Section 2

HLS Result: **Screen** / **Do not Screen** (circle one)

- I am administering the Home Language Survey over the phone.
- I am documenting that I spoke to you at _____ o'clock.
- Is all the information you provided to me correct? _____
- Is there any information that you want me to change? _____
- Do you have any questions? _____
- Do I have your permission to record this information in your child's school record? _____
- Do you acknowledge that this conversation serves as your signature? _____

Languages other than English used by student, if identified: _____

Parental preference for languages used for school communications (may be multiple):

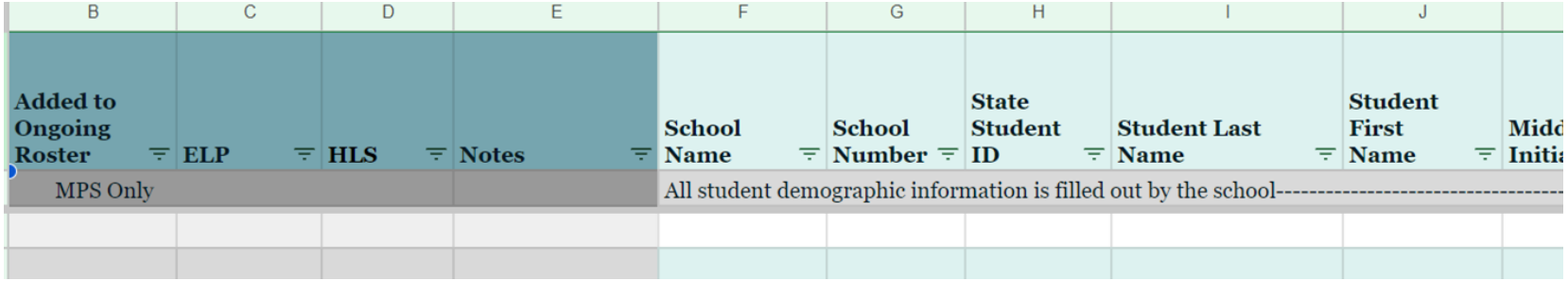
Parent name: _____ Parent name: _____
Oral: _____ Oral: _____
Written: _____ Written: _____

COVID-19

2 | Page

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EL Identification Google Sheet



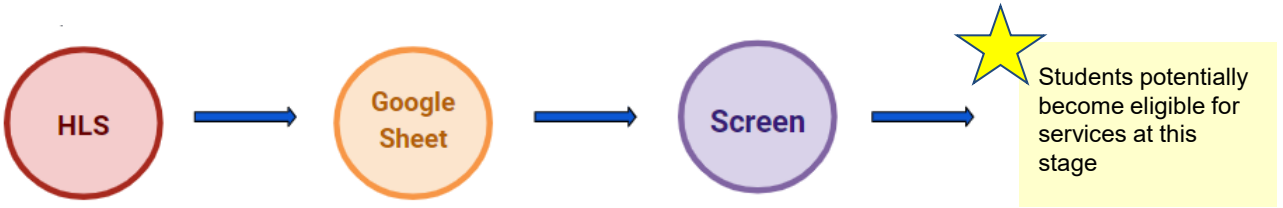
B	C	D	E	F	G	H	I	J	
Added to Ongoing Roster	ELP	HLS	Notes	School Name	School Number	State Student ID	Student Last Name	Student First Name	Midd Initia
MPS Only				All student demographic information is filled out by the school----------					

- Communication and tracking tool to monitor student progress during the EL Identification Process
- This document is maintained and checked for accuracy <u>by school staff</u>
  - MPS does not have access to your school enrollment records or Student Information Systems
  - This information is also used when adding students to the ACCESS testing roster, and inaccurate student info may cause rostering issues

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Student Eligibility

- Newly enrolled students may receive Title IIIA services once these documents have been submitted to MPS and verified:
  - Valid HLS indicating students should be screened
  - Completed screener score report
  - OR a qualifying ACCESS Score (4.9 or lower)
- Once these steps are completed and documents have been received and verified by MPS, qualifying students can begin participating in Title IIIA services



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Screeners

WIDA Secure Portal

Assessment Training | Professional Learning | Webinars | Resources

Assessment Training

Filter By

Topic

- ACCESS Online
- ACCESS Paper
- Alternate ACCESS
- Kindergarten ACCESS
- Kindergarten W-APT
- Screener for Kindergarten
- Screener Online
- Screener Paper
- Screener Scoring

Apply Filters | Clear Filters



Alternate ACCESS for ELLs: Administration and Scoring

The purpose of this course is to help test administrators successfully prepare for and administer the Alternate ACCESS for ELLs assessment.

Course Details | Course Resources



Kindergarten ACCESS for ELLs: Administration and Scoring

The purpose of this course is to help test administrators successfully prepare for and administer the Kindergarten ACCESS for ELLs assessment.

Course Details | Course Resources

Image not available

Kindergarten W-APT

The purpose of these materials is to help test administrators successfully prepare for and administer the Kindergarten WIDA-ACCESS Placement Test (K W-APT).

Course Details | Course Resources

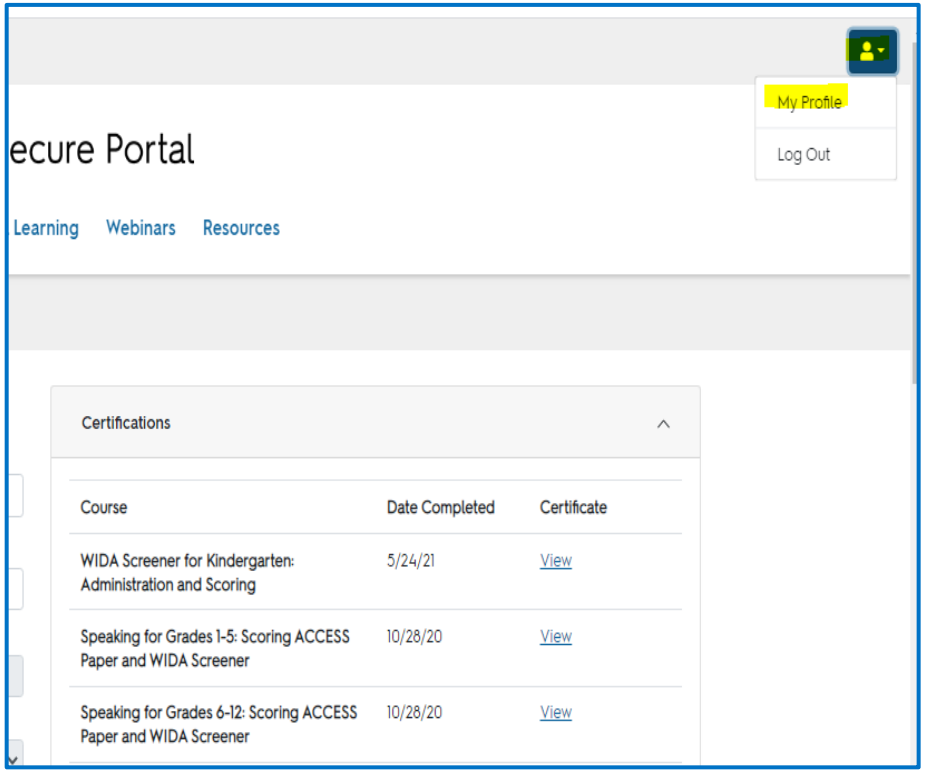
WIDA

In which assessment online training course did you participate?

- ○ Alternate ACCESS for ELLs: Administration and Scoring
- ○ Kindergarten ACCESS for ELLs: Administration and Scoring
- ○ Online ACCESS for ELLs: Administration
- ○ Paper ACCESS for ELLs: Administration
- ○ Speaking for Grades 1-5: Scoring Paper ACCESS and WIDA Screener
- ○ Speaking for Grades 6-12: Scoring Paper ACCESS and WIDA Screener
- ○ WIDA Screener for Kindergarten: Administration and Scoring
- ○ WIDA Screener Online: Administration
- ○ WIDA Screener Paper: Administration
- ○ Writing for Grades 1-5: Scoring WIDA Screener
- ○ Writing for Grades 6-12: Scoring WIDA Screener

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Certification and Scoring Rights



Contact:

Jill Waltersdorf
Assessment Specialist
walterjm@milwaukee.k12.wi.us

Todd Hartwig
Assessment Specialist
hartwits@milwaukee.k12.wi.us

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Training Dates: EL Identification Process

Training sessions on the English Learner Identification Process will be offered in the next two weeks. It is recommended that all new staff members involved with administering the Home Language Survey or the WIDA Screener attend one of these sessions:

Tuesday, May 12, 2026 at 2:00 p.m.
https://meet.google.com/jgo-ierw-vfq

Wednesday, May 20, 2026 at 9:00 a.m.
https://meet.google.com/omh-uqcf-ybf

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Questions?



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Thank you!



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Summer Academy Presentation

May 5, 2026

Brenda Cassellius, Ed.D.
Superintendent

Highlights from Summer Academy 2025

- A new literacy focus for K5 – grade 3
- 32 paraprofessionals were trained on the 4 station (literacy) rotations
- 12 new program offerings
- Over 2,800 courses completed
- 121 graduates
- 250 courses recovered in Virtual Night School
- In-person and off-site adventures



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Summer Academy 2026 – July 6 – July 30

Student Day: Monday through Friday 8:00 a.m. to 12:00 p.m.

- High School – Credit acceleration, credit recovery, and enrichment
- Middle School – Integrated project-based focus
- Elementary School – Intensive literacy focus based on Act 20 Legislation



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Summer Academy sites

Proposed Summer Site	Site #	Region	A/C	Summer Programming
Elementary				
Clement Avenue	113	East	Yes	ESY and Specialty
Congress	116	Northwest	Yes	ESY
Elm Creative Arts	148	East	Yes	Specialty
Fifty-Third Street	170	Central	No	Specialty
Goodrich	192	Northwest	No	
La Escuela Fratney	182	East	Yes	Bilingual and ESY
MACL	051	East	Yes	ESL and Specialty
Metcalf	270	Central	Yes	
Morgandale	277	Southwest	No	ESL
Rogers Street	318	Southwest	Yes	Bilingual, ESL, and Specialty
High School				
Marshall	008	High School	Part	Alt Ed and Specialty
North Division	025	High School	Yes	8P, Specialty, and VNS
South Division	032	High School	Yes	Alt Ed, ESL, ESY, and Specialty
WCLL	399	High School	Yes	Specialty
Montessori				
MacDowell	261	High School	Part	Montessori and Specialty

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Registration - mpsmke.com/summeracademy



Download the 2026 Summer Academy Guide

A world of adventure starts here! Summer Academy is held at various locations throughout Milwaukee, offering specialty classes in all areas of interest. Course availability and dates, times, and locations are found in the enrollment guide. Breakfast and lunch are provided for all Summer Academy participants.

Register for Summer Academy

ELEMENTARY SCHOOL PROGRAM REGISTRATION >

MIDDLE SCHOOL PROGRAM REGISTRATION >

HIGH SCHOOL PROGRAM REGISTRATION >

Summer Program Selection

Summer Program Selection *
- K5-5 - Summer Academy
- K5-5 - Specialty

Summer Program Selection

Current Grade Level (6-8)
- 6
- 7
- (•) 8

Summer Program Selection (8th Grade) *
- 6-8 Summer Academy
- 6-8 Specialty
- High School Acceleration Courses

Summer Program Selection

Current Grade Level (9-12) *
Please select the student's grade level during the 2025-2026 school year.
- 9
- (•) 10
- 11
- 12

Summer Program Selection *
Please select your summer academy program. Families may chose only one program and up to 2 courses in most programs. For more information regarding courses please see the Summer Enrollment Guide.
- 9-12 Summer Academy - (July 6 - 30, 2026)
- 9-12 Specialty - (July 6 - 30, 2026)

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Specialty Course Offerings - Elementary

Clement Avenue		MacDowell Montessori	
Baseball Clinic	1-3 and 4-6	Pass, Kick, and Score – Summer Soccer and Flag Football	1-3 and 4-6
Soccer Skills	1-3 and 4-6	Integrated Volleyball	1-3 and 4-6
Elm Creative Arts		**MACL**	
Brainy Words: Thinking Bigger, Talking Smarter	1-3 and 4-5	Movement and Wellness	1-3 and 4-6
Songs and Storytime	1-3	Skills Development for Volleyball	1-3 and 4-6
Youth Musical Theatre	4-5	Living Life as Me – Restorative Practices	7-8
Fifty-Third Street		**Rogers Street Academy**	
Crochet Club for Kids	4-6	Board Game Development Through 3D Printing – STEM	4-6
		The Leadership Project	7-8

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Specialty Course Offerings

Courses with an asterisk are offered to students in grades 6-12

Marshall	North Division	South Division	WCLL
Digital Imaging: Adobe Photoshop	Beginning Band*	Computer Apps in Art	Forensic Science
Personal Finance	Beginning and Continuing Piano*	Cricket/Pickleball – Lifetime Sports	Healthcare Exploration
PLTW Biomedical Science	Advanced Band*	Hispanic American Literature S1	Image Technology
Teen Strength and Conditioning	Guitar*	Lifeguarding (Must be 15+)	The Beat: Community Journalism and Media Lab
	Summer Choir*	Personal Finance	PE in the Community
	Musical Theatre*	Principles of IT	
	String Orchestra*		
	String Techniques*		
	Fitness Bootcamp*		
	AI for Change*		



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Questions?



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A department of **MPS**

MKE REC

A department of MPS

Leighton Cooper
MPS Recreation Coordinator

Beth-marie Kurtz
MPS Recreation Manager-CLC/Safe Place Programs

21st Century Community Learning Centers

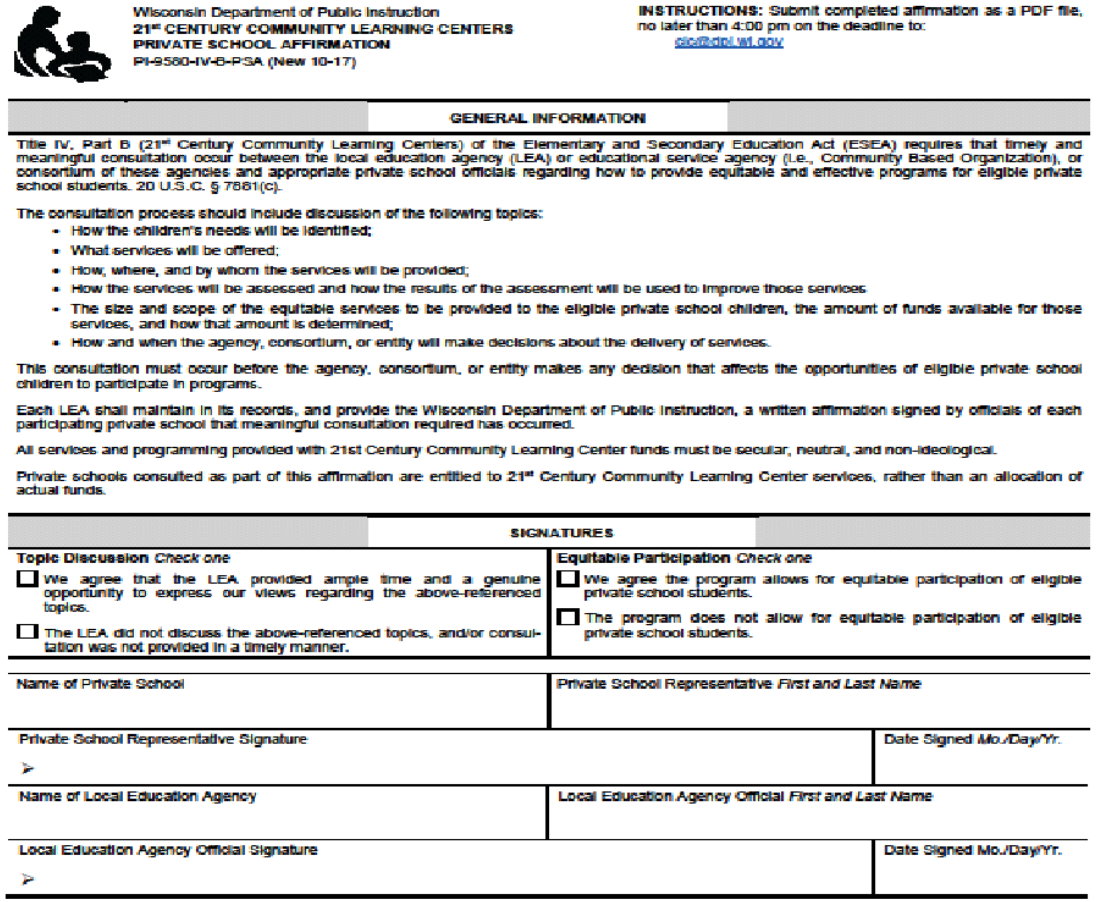
MPS Non-Public School Consultation Meeting
May 5, 2026; 8:30a.m.-10:30a.m.
Virtual

Private School Consultation: Purpose

- Title IV, Part B (21st Century Community Learning Centers) of the Elementary and Secondary Education Act (ESEA) requires that timely and meaningful consultation occur between the local education agency (LEA), community-based organization (CBO), or consortium of these agencies and appropriate private school officials regarding how to provide equitable and effective programs for eligible private school students. 20 U.S.C. § 7881(c).
- Consultation involves discussions between the 21st CCLC grantee and identified eligible private school officials to ensure equitable access to the funded 21st CCLC program and services.
- Consultation between 21st CCLC subgrantees and the appropriate private schools must occur annually.
- Consultation must occur with all private schools located within the grantee's program service boundaries, including independent schools and faith-based schools.

MKE REC
A department of MPS

WI DPI 21st CCLC Private School Affirmation



Wisconsin Department of Public Instruction
21st CENTURY COMMUNITY LEARNING CENTERS
PRIVATE SCHOOL AFFIRMATION
PI-9560-IV-B-PSA (New 10-17)

INSTRUCTIONS: Submit completed affirmation as a PDF file, no later than 4:00 pm on the deadline to:
21stCCLC@dpi.wi.gov

GENERAL INFORMATION

Title IV, Part B (21st Century Community Learning Centers) of the Elementary and Secondary Education Act (ESEA) requires that timely and meaningful consultation occur between the local education agency (LEA) or educational service agency (i.e., Community Based Organization), or consortium of these agencies and appropriate private school officials regarding how to provide equitable and effective programs for eligible private school students. 20 U.S.C. § 7881(c).

The consultation process should include discussion of the following topics:

- How the children's needs will be identified;
- What services will be offered;
- How, where, and by whom the services will be provided;
- How the services will be assessed and how the results of the assessment will be used to improve those services
- The size and scope of the equitable services to be provided to the eligible private school children, the amount of funds available for those services, and how that amount is determined;
- How and when the agency, consortium, or entity will make decisions about the delivery of services.

This consultation must occur before the agency, consortium, or entity makes any decision that affects the opportunities of eligible private school children to participate in programs.

Each LEA shall maintain in its records, and provide the Wisconsin Department of Public Instruction, a written affirmation signed by officials of each participating private school that meaningful consultation required has occurred.

All services and programming provided with 21st Century Community Learning Center funds must be secular, neutral, and non-ideological.

Private schools consulted as part of this affirmation are entitled to 21st Century Community Learning Center services, rather than an allocation of actual funds.

SIGNATURES

Topic Discussion *Check one*

☐ We agree that the LEA provided ample time and a genuine opportunity to express our views regarding the above-referenced topics.

☐ The LEA did not discuss the above-referenced topics, and/or consultation was not provided in a timely manner.

Equitable Participation *Check one*

☐ We agree the program allows for equitable participation of eligible private school students.

☐ The program does not allow for equitable participation of eligible private school students.

Name of Private School	Private School Representative *First and Last Name*
Private School Representative Signature ➢	Date Signed *Mo./Day/Yr.*
Name of Local Education Agency	Local Education Agency Official *First and Last Name*
Local Education Agency Official Signature ➢	Date Signed Mo./Day/Yr.

21st Century Community Learning Centers (Private School Affirmation) Form *(PDF)*

Please submit completed forms to Wendeline Herndon at:
herndowm@milwaukee.k12.wi.us

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What is a 21st Century Community Learning Center?

- Created to provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools.
- Assists students in meeting challenging academic standards
- Provides students with academic enrichment activities
- Offers students an array of enrichment activities (social-emotional, arts, leadership, etc.)
- Offers educational services for families of participating children (workshops, family-engagement activities)

- For more information, visit: https://dpi.wi.gov/sspw/clc

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MPS 21st Century Community Learning Centers

- 36 locations across the city of Milwaukee in 2025-2026
- Visit the MPS Community Learning Centers webpage for MPS 21st CCLC program locations.
- 4,497 unduplicated students served in 2024-2025 SY
- 5 community-based partners
    - *America SCORES Milwaukee
    - *Boys and Girls Clubs of Greater Milwaukee
    - *Journey House
    - *STRYV365 (new partner as of 2025-26)
    - *Silver Spring Neighborhood Center

Visit the Milwaukee Recreation Before and After-School Programs website for more information.

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How Are Children's Needs Identified?

- Comprehensive school and community data review (district benchmark data (Star/i-Ready), school improvement plans (SIP), school climate surveys, youth risk behavior assessment, city poverty data, etc.)

- Program partners conduct routine community needs assessments. Tools such as focus groups, interviews, and surveys are used.

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Examples of Services Offered

Department of Public Instruction 21st CCLC Allowable Activities

- Academic Enrichment

(LitART, Comic Book, STEM, Literacy, Poetry, Creative Thinking, Math Hoops)

- Youth Development

(Boys/Girls Scouts, The Rep, Character and Leadership)

- Social Emotional Activities

(Lion's Quest, Positive Action, Second Step)

- Recreational Activities

(SPARK Physical Activity/Movement, Gameplay, Martial Arts, Yoga, Kohl's Wild Theatre)

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Program Assessment and Quality Improvement

- DPI Monitoring
- MPS Recreation Site Monitoring
- Principal Site Observations
- Lead Agency Monitoring
- Annual Self-Assessments *[Youth Program Quality Assessment (YPQA) or Wisconsin After School Continuous Program Improvement (WASCIP)]. Assessment results are used to improve program services.*
- The most recent MPS 21st CCLC Evaluation Report is available on the Milwaukee Recreation 21st CCLC website.

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Services for Private Schools

- MPS 21st Century Community Learning Centers are open to all students in the city of Milwaukee.
- Students are not required to attend the day-school of a respective 21st CCLC to participate in the after-school program.

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2026 Summer Programs

- 2026 Summer Recreation Program locations: Summer 2026 Camps, CLCs, and Safe Places Site List
- June 22, 2026 - July 31, 2026* *(*Some sites open for extended weeks)*
- Recruitment Week: May 11-15, 2026
- Daily nutritious meals
- Fun, engaging recreational, social, and educational activities
- Weekly field trips
- Summer EXCEL and ASPIRE Camps
- Summer Showcase Event - July 22, 2026



Questions

Leighton Cooper, Recreation Coordinator
Department of Recreation and Community Services
414-475-8844
leighton@mkerec.net

Beth-marie Kurtz, Manager
Department of Recreation and Community Services
414-475-8474
Beth@mkerec.net

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Equitable Participation of Private Schools under IDEA Consultation

May 5, 2026

Brenda Cassellius, Ed.D.
Superintendent

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Presenter

JoAnn C. Buhr
Specialized Services Supervisor
Office of Academics

Purpose

1. Discuss Child Find
2. Consult with representative of private schools and representatives of parents of private school students on key issues relating to equitable participation in Federally funded services. This part of your meeting is held to listen to your views on what services you want for the 2025-2026 school year for your special education students.

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Child Find

- MPS is the Local Education Agency for children that are attending private schools that are in the city of Milwaukee.
- It is MPS' responsibility to locate and evaluate any student who may have a disability.
- Submit a special education referral to:

email: childfindreferrals@milwaukee.k12.wi.us

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Equitable Participation

- Equitable participation of parentally placed private school students with disabilities fall under Individuals with Disabilities Education Act (IDEA).

- As regulated in IDEA districts have an obligation to provide parentally placed private school students with disabilities an opportunity for equitable participation in the services funded with Federal Part B formula funds that the district has determined, after consultation, to make available to its population of parentally placed private school students with disabilities.

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Federal Funds - Estimate

Equitable Services Set-Aside Calculation - Flow-through		
Flow Through estimated allocation amount	$ 26,829,992	
Total # Students with Disabilities ages 3 to 21	13,992	
Flow-Through per Capita SwD	$ 1,917.52	
Parentally Placed Private School Students	580	
Flow-through Proportionate Share	$ 1,112,164	
Equitable Services Set-Aside Calculation – Preschool		
Preschool estimated allocation amount	$ 1,235,764	
Total # Children with Disabilities ages 3 to 5	2,158	
Preschool per Capita CwD	$ 572.64	
Parentally Placed Private School Students	66	
Preschool Proportionate Share	$ 37,794	
Calculated IDEA Part B Proportionate Share for Equitable Services to Parentally Placed Private School Students	$ 1,149,958	

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Students with Disabilities in Private Schools

Primary Disability	% of Private School Population
Autism	9%
Specific Learning Disability	26%
Other Health Impairment	13%
Significant Developmental Delay	6%
Speech or Language Impairment	42%
Emotional Behavioral Disability	1%
Deaf or Hard-of-Hearing/Visual Impairment	0%
Intellectual Disability	3%
Traumatic Brain Injury	0%

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Special Education Services offered in 25-26

Service	Grades	# of Current Students
Students in who have a primary specific learning disability	3rd – 6th	28
Children who have a primary significant developmental delay	K4 through age 9	20
Students who have a primary speech-language disability	K4 – K5 & through the end of their K5 IEP	85

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Types of Services that can be provided

Regulations specify that the LEA makes the final decisions about the services to be provided to eligible parentally-placed private school children with disabilities.

Services can be…..

- Direct
- Indirect Services
  - Consult regarding special education students
  - Provide professional development
  - Provide equipment and/or materials (must be secular, neutral, and nonideological). Materials and equipment purchased are owned by the LEA.

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Discussion

- What population of students will receive the services?
- Where and by whom will the services be provided?
- How will services be allocated if the required federal proportionate share amount is not enough to serve all students with disabilities?

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Survey

A survey will be sent by Thursday, May 7th, 2026 requesting your input regarding the equitable participation services for the 2026-2027 school year.

Following an analysis of the survey results, you will receive a written notice of the services MPS will offer to parentally placed private school students for the 2026-2027 school year. In addition, you will be provided a written explanation of the reasons MPS chose not to adopt some of the recommendations of private school officials.

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Questions?



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Thank you!

Save

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DEPARTMENT OF SPECIALIZED SERVICES

REFERRAL FORM: SPECIAL EDUCATION AND RELATED SERVICES

□ Initial □ Reevaluation

Name of Student (Last, First, Middle Initial):	Date of Birth:	Grade:	Referral Age:	□ Male □ Female	ID#: Race/Ethnicity:
Name of Parent or Legal Guardian:	Address (Street, City, State, Zip):				
Student Lives With (Name and Relationship):	Address (Street, City, State, Zip):				
Attending School:					
Non-MPS School:	Method of notifying parent of intent to refer: □Conference □Phone Call □Written				
Parent Telephone (Home): _____ (Work): _____	Date parent notified of intent to refer:				
Parent's or adult student's native language or other primary mode of communication:	Is an interpreter needed for parent? □ Yes ■ No				
Student's native language or other primary mode of communication:	Person Making Referral (Name and Title):				

State reason you believe this child has a disability (impairment and a need for special education) - such as academic and nonacademic performance and medical information; any special programs, services, interventions used to address this student's needs and the results of those interventions, etc.

REASONS FOR REFERRAL:

□Academic/pre-academic delays
□Problems with Learning
□Behavioral - Emotional Problems
□Visual Problem
□Communication Problems
□Hearing Problems
□Physical/Medical Problems
□Sensory/Perceptual skills
□Delayed self help skills
□Other:

REFERRAL CONCERNS:

CURRENT INTERVENTIONS/RESULTS OF INTERVENTIONS:

YOU CAN LEAVE THIS SECTION BLANK

STRENGTHS:

If a child is transitioning from a Birth to 3 Early Intervention Program, and the district was invited by the designated lead agency to participate in the transition planning meeting, document the date of the meeting and who attended for the LEA or explain why the LEA did not attend.

□NA □ LEA attended Date:_____ Name:_____ □LEA did not attend

(Note: The date the district receives the referral begins the 15 business day timeline in which to complete the review of existing information and notify the parents of whether additional assessments are needed.)

School district representative receiving referral:	Date (mo/dy/yr) of receipt of referral by school district/LEA:

Wisconsin Department of Public Instruction
INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)
AFFIRMATION OF REPRESENTATIVES OF PRIVATE SCHOOLS
(Content Revised July 2009)

For Local Use only.

INSTRUCTIONS: Obtain the signatures of private school representatives after conducting the consultations required by 34 CFR 300.134. Maintain the signed affirmations in the school district. Send documentation of the consultation process to the DPI **only if** a private school representative fails to provide a written affirmation within a reasonable period of time. See Information Update Bulletin 06.03, *Parentally-Placed Private School Students with Disabilities*, question 25.

AFFIRMATION

By signing below as a private school representative, I affirm the _____ School District has engaged in timely and meaningful consultation during the design and development of special education and related services for parentally placed private school children with disabilities, as required by Section 34 CFR 300.134 of regulations implementing the Individuals with Disabilities Education Act. Topics of consultation included-

- The child find process and how parentally placed private school children suspected of having a disability can participate equitably, including how parents, teachers, and private school officials will be informed of the process;
- The determination of the proportionate amount of federal funds available to serve parentally placed private school children with disabilities, including the determination of how the amount was calculated;
- The consultation process among the school district, private school officials, and representatives of parents of parentally placed private school children with disabilities, including how the process will operate throughout the school year to ensure parentally placed private school children with disabilities identified through child find can meaningfully participate in special education and related services;
- How, where, and by whom special education services will be provided for parentally placed private school children with disabilities, including a discussion of types of services, including direct services and alternate service delivery mechanisms, how such services will be apportioned if funds are insufficient to serve all children, and how and when these decisions will be made; and
- How, if the school district disagrees with the views of the private school officials on the provision of services or the types of services, whether provided directly or through contract, the school district will provide private school officials a written explanation of the reasons why the school district chose not to provide services directly or through a contract.

SIGNATURE

Name of Private School Representative	Name of Private School(s)
Signature of Private School Representative ➢	
Date Signed	

Private School Poverty Ratio:
31.58%
Private School Low Income Enrollment:
24,159

Budget Type	Allocation	Equitable Rate: Private School Poverty Ratio	Basic Private Allocation	Carryover	Private School Allocation	Per Pupil Amount (flat per pupil)
Total Available Funds	$76,875,187	31.58%	$24,280,025	$0	$ 24,280,025	
Administration	The program allows a maximum reservation of 10% for program administration. The effective rate of the reservation is less than 5%.				$ 1,361,384	
Carryover Adjustment					$ -	
	Funds Available for Equitable Services				$ 22,918,641	$ 948.66
Parental Involvement (1%)	Parent Involvement is the allocation (no carryover) multiplied by the private school poverty ratio multiplied by the required minimum plan reservation of 1% or the agreed upon percent over the minimum. ($76,875,187 * 31.60% * 1%) The effective rate for the budget is 1% or $10.05 per pupil.				$ 242,800	$ 10.05
Professional Development (5%)	Professional Development is the allocation (no carryover) multiplied by the private school poverty ratio multiplied by the required minimum plan reservation of 5% or the agreed upon percent over the minimum. ($76,875,187 * 31.60% * 5%) The effective rate for the budget is 5% or $50.24 per pupil.				$ 1,214,001	$ 50.25
Instruction	Instruction is the remainder of the basic private allocation after the plan reservations for administration, parental involvement, and professional development have been allotted; plus net carryover. ($24,289,649 - $1,361,384 - $242,896- $1,214,482 + 0)				$ 21,461,839	$ 888.36

		Enrollment						
School Number	School Name	Total Enrollment	Low Income Enrollment	Percent Low Income	Instruction	Family Engagement	Professional Development	Total
1263	Atlas Preparatory Academy Inc	329	329	100%	292,269.76	3,306.48	16,532.41	312,108.65
1301	Atonement Lutheran Sch	298	255	86%	226,531.27	2,562.77	12,813.87	241,907.92
856	Bader Hillel Academy	84	78	93%	69,291.92	783.91	3,919.54	73,995.36
1791	Bader Hillel High	24	18	75%	15,990.44	180.90	904.51	17,075.85
1303	Believers in Christ Acad	138	138	100%	122,593.39	1,386.91	6,934.57	130,914.87
1304	Blessed Sacrament Catholic Sch	130	128	98%	113,709.81	1,286.41	6,432.06	121,428.29
1507	Blessed Savior Catholic Sch	393	393	100%	349,124.66	3,949.69	19,748.44	372,822.79
1382	Carter's Christian Acad Inc	233	233	100%	206,987.40	2,341.67	11,708.36	221,037.43
309	Catholic East El	178	178	100%	158,127.71	1,788.92	8,944.58	168,861.21
1305	Christ St Peter Lutheran Sch	190	190	100%	168,788.01	1,909.52	9,547.59	180,245.11
1384	Christian Faith Acad Hi Lrng	28	28	100%	24,874.02	281.40	1,407.01	26,562.44
1044	Clara Mohammed Sch	49	49	100%	43,529.54	492.45	2,462.27	46,484.27
1712	Cristo Rey Jesuit Milw Hi Sch	412	411	100%	365,115.11	4,130.59	20,652.95	389,898.64
1491	Destiny High School	205	205	100%	182,113.37	2,060.27	10,301.35	194,474.99
1702	Divine Destiny Sch	54	54	100%	47,971.33	542.71	2,713.53	51,227.56
7870	Divine Mercy School	20	9	45%	7,995.22	90.45	452.25	8,537.93
530	Dominican Hi	200	50	25%	44,417.90	502.50	2,512.52	47,432.92
1158	Early View Acad of Excellence	295	295	100%	262,065.59	2,964.78	14,823.89	279,854.26
1218	Eastbrook Acad	305	189	62%	167,899.65	1,899.47	9,497.34	179,296.46
1631	El Puente High School	94	91	97%	80,840.57	914.56	4,572.79	86,327.92
740	Garden Homes Lutheran Sch	237	237	100%	210,540.83	2,381.87	11,909.36	224,832.06
1088	Grace Christian Academy	145	94	65%	83,505.65	944.71	4,723.54	89,173.90
818	Grace Evang Lutheran School	42	25	60%	22,208.95	251.25	1,256.26	23,716.46
1165	Granville Lutheran Sch	247	247	100%	219,424.41	2,482.37	12,411.87	234,318.65
1345	Greater Holy Temple Chr Acad	662	662	100%	588,092.95	6,653.16	33,265.81	628,011.92
1731	Guidance Academy	250	231	92%	205,210.68	2,321.57	11,607.86	219,140.11
848	Heritage Christian Schools	179	72	40%	63,961.77	723.61	3,618.03	68,303.41
900	Holy Apostle	11	8	73%	7,106.86	80.40	402.00	7,589.27
1180	Holy Redeemer Christian Acad	9	9	100%	7,995.22	90.45	452.25	8,537.93
1703	Hope Christian School Caritas	304	304	100%	270,060.81	3,055.23	15,276.14	288,392.18
1729	Hope Christian School Fidelis	558	558	100%	495,703.72	5,607.95	28,039.77	529,351.44
1439	Hope Christian School Fortis	284	284	100%	252,293.65	2,854.23	14,271.13	269,419.01
1315	Hope Christian School Prima	526	526	100%	467,276.27	5,286.35	26,431.75	498,994.37
1656	Hope Christian School Semper	467	467	100%	414,863.15	4,693.39	23,466.97	443,023.52
1527	Inst of Technology & Academics	225	225	100%	199,880.53	2,261.27	11,306.36	213,448.16
1843	Inst of Technology & Academics- Brown Deer	93	93	100%	82,617.29	934.66	4,673.29	88,225.24
1774	Kingdom Prep Lutheran	189	122	65%	108,379.67	1,226.11	6,130.56	115,736.34
1221	King's Acad Christian Sch Inc	177	177	100%	157,239.35	1,778.87	8,894.33	167,912.55
1260	Lad Lake Saint Rose Center	13	13	100%	11,548.65	130.65	653.26	12,332.56
790	Living Hope	32	9	28%	7,995.22	90.45	452.25	8,537.93
1374	Malaika Early Learning Ctr	85	85	100%	75,510.42	854.26	4,271.29	80,635.97
2880	Mary Queen of Saints Catholic	46	43	93%	38,199.39	432.15	2,160.77	40,792.32
1606	Messmer High School	494	494	100%	438,848.82	4,964.75	24,823.73	468,637.30
1873	Milw Seventh Day Adventist Sch	186	158	85%	140,360.55	1,587.92	7,939.58	149,888.04
1870	Milwaukee Lutheran Hi School	1046	706	67%	627,180.70	7,095.37	35,476.84	669,752.90
1910	Mother of Good Counsel School	173	120	69%	106,602.95	1,206.01	6,030.06	113,839.02
1930	Mount Calvary Lutheran School	205	205	100%	182,113.37	2,060.27	10,301.35	194,474.99
1980	Mount Lebanon Lutheran Sch	214	214	100%	190,108.60	2,150.72	10,753.60	203,012.92
1990	Mount Olive Christian Day Sch	114	77	68%	68,403.56	773.86	3,869.29	73,046.70
1327	New Testament Christian Acad	142	142	100%	126,146.83	1,427.11	7,135.57	134,709.51
1575	Northwest Catholic School	86	86	100%	76,398.78	864.31	4,321.54	81,584.63
2030	Northwest Lutheran School	258	258	100%	229,196.34	2,592.92	12,964.62	244,753.89
1095	Notre Dame School of Milwaukee	523	523	100%	464,611.20	5,256.20	26,281.00	496,148.39
1931	Notre Dame School- West Allis	101	101	100%	89,724.15	1,015.06	5,075.30	95,814.51
1072	NOVA HS	68	68	100%	60,408.34	683.41	3,417.03	64,508.78
2105	Our Father's Ev. Lutheran School	77	68	88%	60,408.34	683.41	3,417.03	64,508.78
2240	Our Lady Queen of Peace	203	203	100%	180,336.66	2,040.17	10,200.85	192,577.67
2291	Pilgrim Lutheran Sch	247	247	100%	219,424.41	2,482.37	12,411.87	234,318.65
1205	Prince of Peace	338	338	100%	300,264.98	3,396.93	16,984.66	320,646.57
1530	Right Step Inc	37	37	100%	32,869.24	371.85	1,859.27	35,100.36
1351	Risen Savior Lutheran School	333	333	100%	295,823.19	3,346.68	16,733.41	315,903.28

2750	Saint Adalbert School	368	368	100%	326,915.72	3,698.43	18,492.17	349,106.33
2800	Saint Agnes Catholic Grade Sch	146	141	97%	125,258.47	1,417.06	7,085.32	133,760.85
3100	Saint Anthony Sch	1287	1287	100%	1,143,316.65	12,934.47	64,672.36	1,220,923.48
1745	Saint Augustine Prep Acad	1967	1967	100%	1,747,400.04	19,768.54	98,842.68	1,866,011.26
3410	Saint Catherine Sch	106	106	100%	94,165.94	1,065.31	5,326.55	100,557.80
3455	Saint Charles Borromeo Cath	123	98	80%	87,059.08	984.91	4,924.55	92,968.53
3580	Saint Coletta Day School	18	13	72%	11,548.65	130.65	653.26	12,332.56
3680	Saint Eugene School	21	9	43%	7,995.22	90.45	452.25	8,537.93
3935	Saint Gregory the Great Parish	138	98	71%	87,059.08	984.91	4,924.55	92,968.53
4210	Saint Joan Antida High School	197	179	91%	159,016.07	1,798.97	8,994.84	169,809.87
2850	Saint John Paul II Sch	150	150	100%	133,253.69	1,507.51	7,537.57	142,298.77
4560	Saint John the Evangelist School	76	43	57%	38,199.39	432.15	2,160.77	40,792.32
4460	Saint John's Lutheran School- Maple Dale	64	42	66%	37,311.03	422.10	2,110.52	39,843.66
4655	Saint John's Lutheran School	273	273	100%	242,521.71	2,743.68	13,718.38	258,983.77
4950	Saint Josaphat Parish Sch	198	179	90%	159,016.07	1,798.97	8,994.84	169,809.87
8224	Saint Joseph Acad	357	357	100%	317,143.78	3,587.88	17,939.42	338,671.08
4980	Saint Joseph Catholic	57	8	14%	7,106.86	80.40	402.00	7,589.27
5640	Saint Lucas Lutheran Sch	121	65	54%	57,743.27	653.26	3,266.28	61,662.80
5710	Saint Marcus Lutheran Sch	1071	1071	100%	951,431.34	10,763.65	53,818.26	1,016,013.25
5720	Saint Margaret Mary School	150	150	100%	133,253.69	1,507.51	7,537.57	142,298.77
1948	Saint Mary Czestochowa	246	246	100%	218,536.05	2,472.32	12,361.62	233,369.99
6690	Saint Matthias Parish School	102	64	63%	56,854.91	643.21	3,216.03	60,714.14
7240	Saint Pauls Lutheran School- West Allis	40	22	55%	19,543.87	221.10	1,105.51	20,870.49
7400	Saint Peter Immanuel Luth Sch	189	189	100%	167,899.65	1,899.47	9,497.34	179,296.46
1200	Saint Rafael the Archangel Sch	274	274	100%	243,410.07	2,753.73	13,768.63	259,932.43
7670	Saint Roman Parish School	313	313	100%	278,056.03	3,145.68	15,728.40	296,930.11
1947	Saint Rose	248	248	100%	220,312.77	2,492.42	12,462.12	235,267.31
7720	Saint Sebastian School	330	89	27%	79,063.86	894.46	4,472.29	84,430.61
7980	Saint Thomas Aquinas Acad	141	88	62%	78,175.50	884.41	4,422.04	83,481.95
8371	Saint Thomas More Hi	379	123	32%	109,268.02	1,236.16	6,180.81	116,685.00
3160	Saint Vincent Pallotti Cat Sch	173	147	85%	130,588.62	1,477.36	7,386.82	139,452.80
8075	Salam School	949	886	93%	787,085.12	8,904.38	44,521.92	840,511.43
8080	Salem Evangelical Lutheran Sch	180	180	100%	159,904.43	1,809.02	9,045.09	170,758.53
1074	Shalom HS	93	93	100%	82,617.29	934.66	4,673.29	88,225.24
1704	Shining Star Christian Schools	920	920	100%	817,289.29	9,246.09	46,230.44	872,765.82
8217	Siloah Lutheran Sch	126	126	100%	111,933.10	1,266.31	6,331.56	119,530.97
1781	St. Charles Educational Center	14	14	100%	12,437.01	140.70	703.51	13,281.22
1048	Tamarack Waldorf School	184	138	75%	122,593.39	1,386.91	6,934.57	130,914.87
1776	The City School	142	142	100%	126,146.83	1,427.11	7,135.57	134,709.51
8379	Torah Academy of Milwaukee	35	22	63%	19,543.87	221.10	1,105.51	20,870.49
1868	Universal Scholars Academy	57	57	100%	50,636.40	572.86	2,864.28	54,073.53
1909	Up Christian Academy	83	83	100%	73,733.71	834.16	4,170.79	78,738.66
1796	Victory Christian Academy- Milwaukee	411	411	100%	365,115.11	4,130.59	20,652.95	389,898.64
1979	Wauwatosa Lutheran School	59	50	85%	44,417.90	502.50	2,512.52	47,432.92
8705	Wisconsin Institute for Torah Studies	18	8	44%	7,106.86	80.40	402.00	7,589.27
8720	Wisconsin Lutheran Hi	481	278	58%	246,963.50	2,793.93	13,969.63	263,727.06
8740	Yeshiva Elementary School	194	133	69%	118,151.60	1,336.66	6,683.31	126,171.58
8800	Zion Lutheran School	30	21	70%	18,655.52	211.05	1,055.26	19,921.83
	Grand Total	**26,584**	**24,159**		**$21,461,839.14**	**$242,800.25**	**$1,214,001.23**	**$22,918,640.61**

Title II-A Budget	
Allocation	$6,044,676.00
Administrative	$415,430.00
Amount Available for TII-A Services (Total Funds Available - Administration Reservation)	$5,629,246.00
Private school current year allocation	$1,879,847.92
CARRYOVER	$0.00
Total Private School Amount (Total Participating Private School Enrollment * PPA)	$1,879,847.92
Per Pupil Amount for TII-A Services (Amount Available for TII-A Services / Total Public and Private Enrollment) Total Enrollment for TII Participating Private Schools:27,136 Total Enrollment for Public School Students entered in TI application: 59,459	$67.31

Please Note: The Wisconsin Department of Public Instruction (DPI) has not yet released the Final Title I carryover amounts for school districts. The estimated allocations provided are subject to change in the positive or negative.

DPI Code	School Name	TII Enrollment	Per Pupil	Professional Development	Materials	Total Allocation
1263	Atlas Preparatory Academy Inc	329	$67.31	$ 21,866.78	$ 276.79	$ 22,143.57
1301	Atonement Lutheran Sch	306	$67.31	$ 20,338.10	$ 257.44	$ 20,595.54
1303	Believers in Christ Acad	138	$67.31	$ 9,172.08	$ 116.10	$ 9,288.19
1304	Blessed Sacrament Catholic Sch	157	$67.31	$ 10,434.91	$ 132.09	$ 10,566.99
1507	Blessed Savior Catholic Sch	395	$67.31	$ 26,253.43	$ 332.32	$ 26,585.75
1382	Carter's Christian Acad Inc	233	$67.31	$ 15,486.20	$ 196.03	$ 15,682.23
309	Catholic East El	188	$67.31	$ 12,495.30	$ 158.17	$ 12,653.47
1305	Christ St Peter Lutheran Sch	209	$67.31	$ 13,891.05	$ 175.84	$ 14,066.89
1384	Christian Faith Acad Hi Lrng	28	$67.31	$ 1,861.00	$ 23.56	$ 1,884.56
1044	Clara Mohammed Sch	49	$67.31	$ 3,256.75	$ 41.22	$ 3,297.98
1712	Cristo Rey Jesuit Milw Hi Sch	449	$67.31	$ 29,842.50	$ 377.75	$ 30,220.25
1491	Destiny High School	205	$67.31	$ 13,625.20	$ 172.47	$ 13,797.67
1702	Divine Destiny Sch	54	$67.31	$ 3,589.08	$ 45.43	$ 3,634.51
510	Divine Savior Holy Angels High	622	$67.31	$ 41,340.84	$ 523.30	$ 41,864.14
1158	Early View Acad of Excellence	295	$67.31	$ 19,606.99	$ 248.19	$ 19,855.18
1218	Eastbrook Acad	375	$67.31	$ 24,924.14	$ 315.50	$ 25,239.63
1631	El Puente High School	94	$67.31	$ 6,247.65	$ 79.08	$ 6,326.73
740	Garden Homes Lutheran Sch	250	$67.31	$ 16,616.09	$ 210.33	$ 16,826.42
1165	Granville Lutheran Sch	247	$67.31	$ 16,416.70	$ 207.81	$ 16,624.51
1345	Greater Holy Temple Chr Acad	662	$67.31	$ 43,999.41	$ 556.95	$ 44,556.37
1180	Holy Redeemer Christian Acad	9	$67.31	$ 598.18	$ 7.57	$ 605.75
1703	Hope Christian School Caritas	304	$67.31	$ 20,205.17	$ 255.76	$ 20,460.93
1729	Hope Christian School Fidelis	558	$67.31	$ 37,087.12	$ 469.46	$ 37,556.58
1439	Hope Christian School Fortis	284	$67.31	$ 18,875.88	$ 238.94	$ 19,114.82
1315	Hope Christian School Prima	526	$67.31	$ 34,960.26	$ 442.53	$ 35,402.79
1656	Hope Christian School Semper	467	$67.31	$ 31,038.86	$ 392.90	$ 31,431.76
1527	Inst of Technology & Academics	225	$67.31	$ 14,954.48	$ 189.30	$ 15,143.78
1221	King's Acad Christian Sch Inc	178	$67.31	$ 11,830.66	$ 149.76	$ 11,980.41
1260	Lad Lake Saint Rose Center	13	$67.31	$ 864.04	$ 10.94	$ 874.97
1374	Malaika Early Learning Ctr	85	$67.31	$ 5,649.47	$ 71.51	$ 5,720.98
1770	Marquette University Hi School	905	$67.31	$ 60,150.25	$ 761.40	$ 60,911.65
1606	Messmer High School	496	$67.31	$ 32,966.33	$ 417.30	$ 33,383.62
1873	Milw Seventh Day Adventist Sch	199	$67.31	$ 13,226.41	$ 167.42	$ 13,393.83
1870	Milwaukee Lutheran Hi School	1067	$67.31	$ 70,917.48	$ 897.69	$ 71,815.17
1910	Mother of Good Counsel School	173	$67.31	$ 11,498.34	$ 145.55	$ 11,643.88
1930	Mount Calvary Lutheran School	208	$67.31	$ 13,824.59	$ 174.99	$ 13,999.58
1980	Mount Lebanon Lutheran Sch	218	$67.31	$ 14,489.23	$ 183.41	$ 14,672.64
1990	Mount Olive Christian Day Sch	115	$67.31	$ 7,643.40	$ 96.75	$ 7,740.15
1996	Nativity Jesuit Acad	230	$67.31	$ 15,286.80	$ 193.50	$ 15,480.31
1327	New Testament Christian Acad	150	$67.31	$ 9,969.66	$ 126.20	$ 10,095.85
1575	Northwest Catholic School	86	$67.31	$ 5,715.94	$ 72.35	$ 5,788.29
2030	Northwest Lutheran School	259	$67.31	$ 17,214.27	$ 217.90	$ 17,432.17
1095	Notre Dame School of Milwaukee	563	$67.31	$ 37,419.44	$ 473.66	$ 37,893.10
1072	NOVA High School	69	$67.31	$ 4,586.04	$ 58.05	$ 4,644.09
2240	Our Lady Queen of Peace	215	$67.31	$ 14,289.84	$ 180.88	$ 14,470.72
2300	Pius XI Catholic High School	681	$67.31	$ 45,262.24	$ 572.94	$ 45,835.17
1205	Prince of Peace	350	$67.31	$ 23,262.53	$ 294.46	$ 23,556.99
1351	Risen Savior Lutheran School	343	$67.31	$ 22,797.28	$ 288.57	$ 23,085.85
2750	Saint Adalbert School	409	$67.31	$ 27,183.93	$ 344.10	$ 27,528.03
3100	Saint Anthony Sch	1287	$67.31	$ 85,539.64	$ 1,082.78	$ 86,622.42
1745	Saint Augustine Prep Acad	1967	$67.31	$ 130,735.41	$ 1,654.88	$ 132,390.29
3410	Saint Catherine Sch	108	$67.31	$ 7,178.15	$ 90.86	$ 7,269.01
3455	Saint Charles Borromeo Cath	166	$67.31	$ 11,033.09	$ 139.66	$ 11,172.74
3580	Saint Coletta Day School	19	$67.31	$ 1,262.82	$ 15.99	$ 1,278.81
3935	Saint Gregory the Great Parish	157	$67.31	$ 10,434.91	$ 132.09	$ 10,566.99
4210	Saint Joan Antida High School	199	$67.31	$ 13,226.41	$ 167.42	$ 13,393.83
2850	Saint John Paul II Sch	150	$67.31	$ 9,969.66	$ 126.20	$ 10,095.85
4655	Saint John's Lutheran School	332	$67.31	$ 22,066.17	$ 279.32	$ 22,345.49
4950	Saint Josaphat Parish Sch	215	$67.31	$ 14,289.84	$ 180.88	$ 14,470.72
8224	Saint Joseph Acad	381	$67.31	$ 25,322.92	$ 320.54	$ 25,643.47

5640	Saint Lucas Lutheran Sch	162	$67.31	$ 10,767.23	$ 136.29	$ 10,903.52
5710	Saint Marcus Lutheran Sch	1098	$67.31	$ 72,977.88	$ 923.77	$ 73,901.65
5720	Saint Margaret Mary School	150	$67.31	$ 9,969.66	$ 126.20	$ 10,095.85
1948	Saint Mary Czestochowa	252	$67.31	$ 16,749.02	$ 212.01	$ 16,961.03
6690	Saint Matthias Parish School	178	$67.31	$ 11,830.66	$ 149.76	$ 11,980.41
7400	Saint Peter Immanuel Luth Sch	189	$67.31	$ 12,561.77	$ 159.01	$ 12,720.78
1200	Saint Rafael the Archangel Sch	295	$67.31	$ 19,606.99	$ 248.19	$ 19,855.18
7670	Saint Roman Parish School	331	$67.31	$ 21,999.71	$ 278.48	$ 22,278.18
1947	Saint Rose	253	$67.31	$ 16,815.49	$ 212.85	$ 17,028.34
7720	Saint Sebastian School	338	$67.31	$ 22,464.96	$ 284.37	$ 22,749.32
7980	Saint Thomas Aquinas Acad	195	$67.31	$ 12,960.55	$ 164.06	$ 13,124.61
3160	Saint Vincent Pallotti Cat Sch	186	$67.31	$ 12,362.37	$ 156.49	$ 12,518.86
8075	Salam School	1293	$67.31	$ 85,938.43	$ 1,087.83	$ 87,026.26
8080	Salem Evangelical Lutheran Sch	186	$67.31	$ 12,362.37	$ 156.49	$ 12,518.86
1074	Shalom High School	93	$67.31	$ 6,181.19	$ 78.24	$ 6,259.43
1704	Shining Star Christian Schools	925	$67.31	$ 61,479.54	$ 778.22	$ 62,257.76
8217	Siloah Lutheran Sch	126	$67.31	$ 8,374.51	$ 106.01	$ 8,480.52
1781	St. Charles Educational Center	14	$67.31	$ 930.50	$ 11.78	$ 942.28
1048	Tamarack Waldorf School	192	$67.31	$ 12,761.16	$ 161.53	$ 12,922.69
1776	The City School	142	$67.31	$ 9,437.94	$ 119.47	$ 9,557.41
1868	Universal Scholars Academy	57	$67.31	$ 3,788.47	$ 47.96	$ 3,836.42
1909	Up Christian Academy	83	$67.31	$ 5,516.54	$ 69.83	$ 5,586.37
1796	Victory Christian Academy- Milwaukee	436	$67.31	$ 28,978.46	$ 366.82	$ 29,345.28
8705	Wisconsin Institute for Torah Studies	53	$67.31	$ 3,522.61	$ 44.59	$ 3,567.20
8720	Wisconsin Lutheran Hi	858	$67.31	$ 57,026.43	$ 721.85	$ 57,748.28
8740	Yeshiva Elementary School	194	$67.31	$ 12,894.09	$ 163.22	$ 13,057.30
	Total:	27,930		$ 1,856,349.82	$ 23,498.10	$ 1,879,847.92

Title IV-A Budget	
Allocation	$5,333,252.00
Reservation - Administrative	$106,665.04
Amount Available for TIV-A Services (Total Funds Available - Administration Reservation)	$5,226,586.96
Private School Current Year Allocation	$1,742,632.40
CARRYOVER	$0.00
Total Private School Amount (Total Participating Private School Enrollment * PPA)	$1,742,632.40
Per Pupil Amount for TIV-A Services (Amount Available for TIV-A Services / Total Public and Private Enrollment) Total Enrollment for TIV Participating Private Schools: 27,930 Total Enrollment for Public School Students entered in TI application: 58,839	$62.39

Please Note: The Wisconsin Department of Public Instruction (DPI) has not yet released the Final Title I carryover amounts for school districts. The estimated allocations provided are subject to change in the positive or negative.

DPI Code	School Name	TIV Enrollment	Per Pupil	Safe & Healthy Students	Well-Rounded Education	Effective Use of Technology	Total Allocation
1263	Atlas Preparatory Academy Inc	329	$ 62.39	$ 9,237.26	$ 9,237.26	$ 2,052.72	$ 20,527.25
1301	Atonement Lutheran Sch	306	$ 62.39	$ 8,591.50	$ 8,591.50	$ 1,909.22	$ 19,092.21
1303	Believers in Christ Acad	138	$ 62.39	$ 3,874.60	$ 3,874.60	$ 861.02	$ 8,610.21
1304	Blessed Sacrament Catholic Sch	157	$ 62.39	$ 4,408.06	$ 4,408.06	$ 979.57	$ 9,795.68
1507	Blessed Savior Catholic Sch	395	$ 62.39	$ 11,090.33	$ 11,090.33	$ 2,464.52	$ 24,645.18
1382	Carter's Christian Acad Inc	233	$ 62.39	$ 6,541.89	$ 6,541.89	$ 1,453.75	$ 14,537.53
309	Catholic East El	188	$ 62.39	$ 5,278.44	$ 5,278.44	$ 1,172.99	$ 11,729.86
1384	Christian Faith Acad Hi Lrng	28	$ 62.39	$ 786.15	$ 786.15	$ 174.70	$ 1,747.00
1305	Christ St Peter Lutheran Sch	209	$ 62.39	$ 5,868.05	$ 5,868.05	$ 1,304.01	$ 13,040.11
1044	Clara Mohammed Sch	49	$ 62.39	$ 1,375.76	$ 1,375.76	$ 305.72	$ 3,057.25
1712	Cristo Rey Jesuit Milw Hi Sch	449	$ 62.39	$ 12,606.48	$ 12,606.48	$ 2,801.44	$ 28,014.39
1491	Destiny High School	205	$ 62.39	$ 5,755.74	$ 5,755.74	$ 1,279.05	$ 12,790.54
1702	Divine Destiny Sch	54	$ 62.39	$ 1,516.15	$ 1,516.15	$ 336.92	$ 3,369.21
510	Divine Savior Holy Angels High	622	$ 62.39	$ 17,463.76	$ 17,463.76	$ 3,880.84	$ 38,808.35
1158	Early View Acad of Excellence	295	$ 62.39	$ 8,282.65	$ 8,282.65	$ 1,840.59	$ 18,405.89
1218	Eastbrook Acad	375	$ 62.39	$ 10,528.79	$ 10,528.79	$ 2,339.73	$ 23,397.32
740	Garden Homes Lutheran Sch	250	$ 62.39	$ 7,019.20	$ 7,019.20	$ 1,559.82	$ 15,598.21
1165	Granville Lutheran Sch	247	$ 62.39	$ 6,934.97	$ 6,934.97	$ 1,541.10	$ 15,411.03
1345	Greater Holy Temple Chr Acad	662	$ 62.39	$ 18,586.83	$ 18,586.83	$ 4,130.41	$ 41,304.07
1180	Holy Redeemer Christian Acad	9	$ 62.39	$ 252.69	$ 252.69	$ 56.15	$ 561.54
1703	Hope Christian School Caritas	304	$ 62.39	$ 8,535.34	$ 8,535.34	$ 1,896.74	$ 18,967.43
1729	Hope Christian School Fidelis	558	$ 62.39	$ 15,666.85	$ 15,666.85	$ 3,481.52	$ 34,815.21
1439	Hope Christian School Fortis	284	$ 62.39	$ 7,973.81	$ 7,973.81	$ 1,771.96	$ 17,719.57
1315	Hope Christian School Prima	526	$ 62.39	$ 14,768.39	$ 14,768.39	$ 3,281.86	$ 32,818.64
1656	Hope Christian School Semper	467	$ 62.39	$ 13,111.86	$ 13,111.86	$ 2,913.75	$ 29,137.46
1527	Inst of Technology & Academics	225	$ 62.39	$ 6,317.28	$ 6,317.28	$ 1,403.84	$ 14,038.39
1221	King's Acad Christian Sch Inc	178	$ 62.39	$ 4,997.67	$ 4,997.67	$ 1,110.59	$ 11,105.93
1260	Lad Lake Saint Rose Center	13	$ 62.39	$ 365.00	$ 365.00	$ 81.11	$ 811.11
1374	Malaika Early Learning Ctr	85	$ 62.39	$ 2,386.53	$ 2,386.53	$ 530.34	$ 5,303.39
1770	Marquette University Hi School	905	$ 62.39	$ 25,409.49	$ 25,409.49	$ 5,646.55	$ 56,465.53
1606	Messmer High School	496	$ 62.39	$ 13,926.08	$ 13,926.08	$ 3,094.69	$ 30,946.86
1873	Milw Seventh Day Adventist Sch	199	$ 62.39	$ 5,587.28	$ 5,587.28	$ 1,241.62	$ 12,416.18
1870	Milwaukee Lutheran Hi School	1067	$ 62.39	$ 29,957.93	$ 29,957.93	$ 6,657.32	$ 66,573.17
1910	Mother of Good Counsel School	173	$ 62.39	$ 4,857.28	$ 4,857.28	$ 1,079.40	$ 10,793.96
1930	Mount Calvary Lutheran School	208	$ 62.39	$ 5,839.97	$ 5,839.97	$ 1,297.77	$ 12,977.71
1980	Mount Lebanon Lutheran Sch	218	$ 62.39	$ 6,120.74	$ 6,120.74	$ 1,360.16	$ 13,601.64
1990	Mount Olive Christian Day Sch	115	$ 62.39	$ 3,228.83	$ 3,228.83	$ 717.52	$ 7,175.18
1996	Nativity Jesuit Acad	230	$ 62.39	$ 6,457.66	$ 6,457.66	$ 1,435.04	$ 14,350.36
1327	New Testament Christian Acad	150	$ 62.39	$ 4,211.52	$ 4,211.52	$ 935.89	$ 9,358.93
1575	Northwest Catholic School	86	$ 62.39	$ 2,414.60	$ 2,414.60	$ 536.58	$ 5,365.79
2030	Northwest Lutheran School	259	$ 62.39	$ 7,271.89	$ 7,271.89	$ 1,615.97	$ 16,159.75
1095	Notre Dame School of Milwaukee	563	$ 62.39	$ 15,807.23	$ 15,807.23	$ 3,512.72	$ 35,127.18
1072	NOVA High School	69	$ 62.39	$ 1,937.30	$ 1,937.30	$ 430.51	$ 4,305.11
2240	Our Lady Queen of Peace	215	$ 62.39	$ 6,036.51	$ 6,036.51	$ 1,341.45	$ 13,414.46
2300	Pius XI Catholic High School	681	$ 62.39	$ 19,120.29	$ 19,120.29	$ 4,248.95	$ 42,489.53
1205	Prince of Peace	350	$ 62.39	$ 9,826.87	$ 9,826.87	$ 2,183.75	$ 21,837.50
1351	Risen Savior Lutheran School	343	$ 62.39	$ 9,630.34	$ 9,630.34	$ 2,140.07	$ 21,400.75

2750	Saint Adalbert School	409	$	62.39	$	11,483.40	$	11,483.40	$	2,551.87	$	25,518.68
3100	Saint Anthony Sch	1287	$	62.39	$	36,134.82	$	36,134.82	$	8,029.96	$	80,299.60
1745	Saint Augustine Prep Acad	1967	$	62.39	$	55,227.03	$	55,227.03	$	12,272.67	$	122,726.74
3410	Saint Catherine Sch	108	$	62.39	$	3,032.29	$	3,032.29	$	673.84	$	6,738.43
3455	Saint Charles Borromeo Cath	166	$	62.39	$	4,660.75	$	4,660.75	$	1,035.72	$	10,357.21
3580	Saint Coletta Day School	19	$	62.39	$	533.46	$	533.46	$	118.55	$	1,185.46
3935	Saint Gregory the Great Parish	157	$	62.39	$	4,408.06	$	4,408.06	$	979.57	$	9,795.68
4210	Saint Joan Antida High School	199	$	62.39	$	5,587.28	$	5,587.28	$	1,241.62	$	12,416.18
2850	Saint John Paul II Sch	150	$	62.39	$	4,211.52	$	4,211.52	$	935.89	$	9,358.93
4655	Saint John's Lutheran School	332	$	62.39	$	9,321.49	$	9,321.49	$	2,071.44	$	20,714.43
4950	Saint Josaphat Parish Sch	215	$	62.39	$	6,036.51	$	6,036.51	$	1,341.45	$	13,414.46
8224	Saint Joseph Acad	381	$	62.39	$	10,697.25	$	10,697.25	$	2,377.17	$	23,771.68
5640	Saint Lucas Lutheran Sch	162	$	62.39	$	4,548.44	$	4,548.44	$	1,010.76	$	10,107.64
5710	Saint Marcus Lutheran Sch	1098	$	62.39	$	30,828.31	$	30,828.31	$	6,850.74	$	68,507.35
5720	Saint Margaret Mary School	150	$	62.39	$	4,211.52	$	4,211.52	$	935.89	$	9,358.93
1948	Saint Mary Czestochowa	252	$	62.39	$	7,075.35	$	7,075.35	$	1,572.30	$	15,723.00
6690	Saint Matthias Parish School	178	$	62.39	$	4,997.67	$	4,997.67	$	1,110.59	$	11,105.93
7400	Saint Peter Immanuel Luth Sch	189	$	62.39	$	5,306.51	$	5,306.51	$	1,179.22	$	11,792.25
1200	Saint Rafael the Archangel Sch	295	$	62.39	$	8,282.65	$	8,282.65	$	1,840.59	$	18,405.89
7670	Saint Roman Parish School	331	$	62.39	$	9,293.42	$	9,293.42	$	2,065.20	$	20,652.03
1947	Saint Rose	253	$	62.39	$	7,103.43	$	7,103.43	$	1,578.54	$	15,785.39
7720	Saint Sebastian School	338	$	62.39	$	9,489.95	$	9,489.95	$	2,108.88	$	21,088.78
7980	Saint Thomas Aquinas Acad	195	$	62.39	$	5,474.97	$	5,474.97	$	1,216.66	$	12,166.61
3160	Saint Vincent Pallotti Cat Sch	186	$	62.39	$	5,222.28	$	5,222.28	$	1,160.51	$	11,605.07
8075	Salam School	1293	$	62.39	$	36,303.28	$	36,303.28	$	8,067.40	$	80,673.96
8080	Salem Evangelical Lutheran Sch	186	$	62.39	$	5,222.28	$	5,222.28	$	1,160.51	$	11,605.07
1074	Shalom High School	93	$	62.39	$	2,611.14	$	2,611.14	$	580.25	$	5,802.54
1704	Shining Star Christian Schools	925	$	62.39	$	25,971.03	$	25,971.03	$	5,771.34	$	57,713.39
8217	Siloah Lutheran Sch	126	$	62.39	$	3,537.67	$	3,537.67	$	786.15	$	7,861.50
1781	St. Charles Educational Center	14	$	62.39	$	393.07	$	393.07	$	87.35	$	873.50
1048	Tamarack Waldorf School	192	$	62.39	$	5,390.74	$	5,390.74	$	1,197.94	$	11,979.43
1776	The City School	142	$	62.39	$	3,986.90	$	3,986.90	$	885.98	$	8,859.79
1631	El Puente High School	94	$	62.39	$	2,639.22	$	2,639.22	$	586.49	$	5,864.93
1868	Universal Scholars Academy	57	$	62.39	$	1,600.38	$	1,600.38	$	355.64	$	3,556.39
1909	Up Christian Academy	83	$	62.39	$	2,330.37	$	2,330.37	$	517.86	$	5,178.61
1796	Victory Christian Academy- Milwaukee	436	$	62.39	$	12,241.48	$	12,241.48	$	2,720.33	$	27,203.28
8705	Wisconsin Institute for Torah Studies	53	$	62.39	$	1,488.07	$	1,488.07	$	330.68	$	3,306.82
8720	Wisconsin Lutheran Hi	858	$	62.39	$	24,089.88	$	24,089.88	$	5,353.31	$	53,533.07
8740	Yeshiva Elementary School	194	$	62.39	$	5,446.90	$	5,446.90	$	1,210.42	$	12,104.21
	Total:	27,930			$	784,184.58	$	784,184.58	$	174,263.24	$	1,742,632.40

MILWAUKEE PUBLIC SCHOOLS

ESEA Elementary and Secondary Education Act

Every Student Succeeds

Instructional Minutes Program Change Form

Date of request: _____

School name: _____ Administrator Requesting Change: _____

Title IA Teacher: _____

Service Provider Supervisor: _____

2026-2027 Number of Students Serviced with Title IA Service: _____

Reason for requesting instructional minute adjustment for the 2026-2027 school year. Please provide a detailed explanation of why you would like to request reducing supplemental minutes.

Guiding Questions: What would the instructional model look like in your building? What will the programming look like if you have more than one supplemental instructional teacher? How many students would be served by adjusting the minutes?

How would this impact the number of students that would be served for the 2026-2027 school?

School Administrator Signature: _____

Service Provider Supervisor Signature: _____

***Attach schedule of service based on reducing minutes, include teacher prep, instructional sections, subject(s). Schedule is needed prior to approval of supplemental instructional change.**

MILWAUKEE PUBLIC SCHOOLS ESEA Elementary and Secondary Education Act *Every Student Succeeds*

Title IA Exit Criteria:

How Do Children Exit Milwaukee Public Schools Nonpublic Title IA Services?

We want to support our Title IA students for as long as they require that supplemental reading support. But we want them to also become successful learners without the additional support of Title IA. To that end, when a child meets specific exit criteria and parents and teachers are in agreement, that child will no longer need to attend Title IA class.

Exiting students from the Title IA program involves minimally the Title IA teacher, classroom teacher, principal, and when appropriate, parents. Exit criteria must include an analysis of a student's progress in relation to assessment benchmarks and to grade level common core standards. Once exited, the classroom teachers should monitor the progress of these students over a pre-determined period of time to ensure continued success.

The following measures are to be considered when exiting children from Title IA:

Criteria	Determined Through…
Title IA Teacher(s), Classroom Teacher(s)/Principal, and other school personnel that works with the student	▪ Student scoring on or above current grade level norms for 2 consecutive progress monitoring sessions or 2 consecutive nationally normed standardized testing sessions. ▪ Both the Title IA teacher and classroom teacher agree that the child can be dismissed from the program based on a variety of more frequently used progress monitoring measures (Identified improvements needed). *Early signs of regression should be monitored and preventative measures should be taken.*
Parent(s)	Parents(s) request that the child no longer receive Title IA services.
Excessive Absenteeism	An analysis of attendance report –Excessive absenteeism as defined as 15 days or more per semester due to truancy, continued suspension or expulsion (replaces immediately).

Please note:
The rolling eligibility list starts the first day of school and ends March 30th. An updated list will be due at various time throughout the first semester. The rolling eligibility list allows students that are added to the eligibility list to receive services immediately. Students should only be added to Title groups if room is available. Students should never be added to replace current students receiving services.

2026-2027 TITLE IIIA
EXPENDITURE GUIDELINES: NON-PUBLICS

A guide to spending Title IIIA funds for sites enrolling English Learners:
Title IIIA cannot be used for the core program that is mandated by the state of Wisconsin or to supplant costs for which the district is funding with local funds.

Required uses of Title IIIA funds are:

- To develop high-quality language instruction educational programs for ELs.
- To provide professional development designed to develop and enhance the capacity to provide high-quality language instruction educational programs for ELs.
- To promote parental and community participation in language instruction educational programs for ELs.

The Milwaukee Public Schools follows expenditure guidelines for the Title IIIA formula subgrant as set forth in the **Non-Regulatory Guidance: English Learners and Title IIIA of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.** For a cost to be reimbursed, the district adheres to a standard that all expenditures charged to federal grants must be:

Reasonable: A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost.

Allocable: A cost is allocable to a cost objective if the goods or services involved are chargeable or assignable to the cost objective in accordance with the relative benefits received.

Allowable: A cost is allowable if it is necessary and reasonable for proper and efficient performance of the award and allocable to the award.

See the Title VIII, Part F of the Elementary and Secondary Education Act Equitable Services Non-Regulatory Guidance 2023 for additional information.

The following pages provide a partial listing of expenditure purposes for which schools have requested guidance in the past under Title IIIA guidelines.

Expenditure Type	Allowable	Allowable with Conditions	Not Allowable
Advertising – brochures informing parents of school achievement, rules, regulations, etc. are allowable. Example: The school is hosting a parent night for ELs and families. Title IIIA could be used to compensate teachers to stay beyond their contractual hours to create the brochure and/or Title IIIA could be used for duplicating expenses. **Billboards or other large-scale strategies to promote enrollment opportunities are not allowable.**		X	
Childcare for parents while attending parental involvement activities under Title IIIA. Childcare for required school wide events (e.g., parent teacher conferences, open house) **is not allowable**.	X		
Conferences (workshops, seminars) – Must follow LEA guidelines for professional leave/absence and travel. For local and out-of-town conferences (not including webinars) Title IIIA may be allowable for registration and lodging. The remaining costs which include travel and per diem cannot be covered under Title IIIA.		X	
Coursework – may be allowable for an individual teacher of Title IIIA students if the coursework meets the following criteria: ● is directly related to ESL endorsement and/or bilingual endorsement ● is related to instructional strategies to meet the needs of ELs ● aligns with the professional development needs identified in the needs assessment process (minimum of 3 sequential sessions). Title IIIA funds may **not** be used to pay for any technology items needed for a course. **It may not be used to cover licensing fees with state agencies.**		X	
Decorations, flowers, bereavement, graduation activities and supplies			X
Family literacy – activities to **promote English language acquisition** and include strategies such as student/parent reading nights, parenting skills, or other materials and classes for parent development.		X	
Field trips – educational in nature only and the appropriate grade level academic and language standards are included in the Needs Assessment. **For ELs only. Must not be used to cover the cost of a trip for ELs when other students are going on the same field trip.**		X	
Food – for parent participation, such as light snacks (e.g., cookies and punch). Only if the training or activity is at least two hours in length and runs over a normal mealtime. The anticipated amount for a snack must not exceed $3.00 per family attendee. **Food is not allowed for staff activities or trainings.**		X	
Furniture, appliances, copy machine leases, postage meters, building repairs, theater systems, flat screen TVs			X

Expenditure Type	Allowable	Allowable with Conditions	Not Allowable
Instructional resources – must be supplemental to what the private school would be required to provide in the absence of the Title III services. Must be clearly labeled and identified as the LEA's property, and must be secular, neutral, and non-ideological. Examples include: ● textbooks and workbooks that were not included in the school's adopted textbook process ● leveled readers to support all content areas within reasonable guidelines ● graphics and visuals to aid in subject material teaching/learning ● professional texts related to language acquisition theory and instruction of ELs ● resources in other languages with justification in the Needs Assessment ● headsets for online listening and speaking programs (not allowable for testing) Instructional materials for K4 students can be acquired through Title III, however, Title III funds are generated beginning in K5.		X	
Intervention – Instructional materials to support ELs during intervention time are not allowable.			X
Licenses for software or curriculum used by the school that **are not** part of the school's acquired resources or core programming (must be in name of the service provider)		X	
Mailings – only if supplementary in nature; must not be utilized to conduct mailings for the core educational program		X	
Professional development – can be conducted at school sites, however, must be contracted by the service provider. Title IIIA may be allowable for compensation and/or training materials for professional development that occurs at a school site. Must meet the following criteria: ● Designed to improve instruction and assessment of ELs ● Designed to enhance the ability to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs ● Effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers ● Of sufficient intensity and duration which shall not include activities such as one-day or short-term workshops and conferences.		X	
Raffles, door prizes, gift cards/certificates, fundraisers, student, staff, or parent incentives			X
School supplies – tape, notebooks, pencils, paper, whiteboards, whiteboard markers, ink, bins/baskets, replacement and special program textbooks and teacher guides			X
Storage – locked file cabinets may be allowable only if used to house materials purchased using Title IIIA funds.		X	
Technology – technology (e.g., Smartboards/touch panels, iPads, document cameras, printers, Chromebooks, and laptops) **is not** an allowable use of Title IIIA funds.			X

Expenditure Type	Allowable	Allowable with Conditions	Not Allowable
Technology – If a student needs access to translation material on a device or a family uses a supplemental device (e.g., Chromebook, iPad, and laptop) to access first language support materials from home that they would not otherwise be able to access this would be an allowable use of Title IIIA.		X	
Translation & interpretation services for parents of ELs for Title IIIA sponsored events	X		
Transportation – for ELs from after-school programming that includes an academic component and for parents of ELs for Title IIIA sponsored events	X		
Tutoring - Any afterschool services/extended services for ELs using Title IIIA allocations need to be offered by a certified teacher.	X		
T-shirts, uniforms, book bags, baseball caps, athletic gear, water bottles, letter sweaters or other 'school spirit' apparel or marketing items with school logos			X
WIDA certifications – compensation for WIDA certification processes for ACCESS for ELs assessment and WIDA Screener are allowable. While certification is allowable, **it is not allowable to compensate staff for the actual administration of ACCESS/Screener.**			X

MILWAUKEE PUBLIC SCHOOLS

The Wisconsin Home Language Survey (HLS) Form

Student First Name: _____ Student Middle Initial: _____
Student Last Name: _____ Grade: _____ DOB: __/__/_____
District: _____ School: _____ Student ID: _____
Date of Administration: ____/____/_____

Parent/Guardian Information

First Name	Last Name	Relationship to Student

Parent/Guardian Signature: _____

Parent/Guardian Signature: _____

HLS administered by: _____, position_____.

Purpose

The information on this form helps us identify students who may need help to develop the English language skills necessary for success in school. Language testing may be necessary to determine if language supports are needed by your child.
Answers will not be used for determining legal status or for immigration purposes. If your child is identified as eligible for English language services, you may decline some or all of the services offered to your child.

Section 1

1. Was the first language used by this student English? If not, specify language: _____
   Yes: Go to Question 2
   No: Go to Question 3

2. When at home, does this student hear or use a language other than English more than half of the time?
   Yes: Go to Question 4
   No: Student is not eligible for ELP Screening. HLS is complete. Go to Section 2.

3. When at home, does this student hear or use a language other than English more than half of the time?
   Yes: Administer ELP screener. Record other language(s). HLS is complete. Go to Section 2.
   No: Go to Question 4

4. When interacting with their parents or guardians, does this student hear or use a language other than English more than half of the time?

Yes: Administer ELP Screener. Record other language(s). HLS is complete. Go to Section 2.
No: Go to Question 5

5. When interacting with caregivers other than their parents or guardians, does this student hear or use a language other than English more than half of the time?

Yes: Administer ELP screener. Record other language(s). HLS is complete. Go to Section 2
No: Go to Question 6

6. When interacting with their siblings or other children in their home, does this student hear or use a language other than English more than half of the time?

Yes: Administer ELP screener. Record other language(s). HLS is complete. Go to Section 2.
No: Go to Question 7

7. Is this student a Native American, Native Alaskan, or Native Hawaiian?

Yes: Go to Question 8
No: Go to Question 9

8. Is this student's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?

Yes. Administer ELP screener. Record other language(s). HLS is complete. Go to Section 2.
No: Go to Question 9

9. Has this student recently moved from another school district where they were identified as an English Learner?

Yes. Rescreen the student if they meet the criteria for rescreening. See EL Policy Handbook. Otherwise, student's ELP should be carried over from the sending district.
No: Student is not eligible for ELP Screening. HLS is complete. Go to Section 2.

Section 2

HLS Result: **Screen / Do not Screen** (circle one)

Languages other than English used by student, if identified: _____

Parental preference for languages used for school communications (may be multiple):

Parent name: _____ Parent name: _____
Oral: _____ Oral: _____
Written: _____ Written: _____

Confirmation of Title IA/IIA/IIIA/IVA Allowable Workshop Participation

- If there are religious sessions included in a religious conference participant need to use the confirmation form indicating which sessions, they attended with sign-off from each presenter
- If there are no religious sessions, a conference listing (copy from the conference) of all sessions is needed.

*Please submit this form as documentation to verify participation in allowable Title IA/IIA/TIIIA/TIVA workshop(s) and/or training session(s) at the attended conference. This form should be submitted to your Title IA vendor.

Participant Name: _____

Participant Signature: _____

Conference Name: _____

Conference Date(s): _____

Workshops/Training Sessions Attended: Facilitator Signature(s):

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

MILWAUKEE PUBLIC SCHOOLS ESEA Elementary and Secondary Education Act *Every Student Succeeds*

Consultation needs to take place around Title IA, IIA, IIIA, and IVA

Non-Public School/Vendor Consultation Form

School: Time:
Date of Meeting:
Attendee(s) from school:
Attendee(s) from vendor:

ESEA Required Consultation Topics:

The following bold topics *must* be discussed during the service provider's ongoing consultation process with schools.

1. **How the LEA will identify the needs of private school children.**
2. **The method or sources of best available data that the LEA and the private school officials will use to determine the number of private school children from low-income families residing in participating public Title I school attendance areas who attend private schools.**
3. **The services the LEA will offer.**
4. **How, where, and by whom the services will be provided.**
5. **When, including the approximate time of day, Title I services will be provided to eligible private school children.**
6. **How the services provided by the LEA will be assessed and how the results of the assessment will be used to improve those services.**
7. **The size and scope of equitable services to be provided to eligible private school children, their families, teachers, and other educational personnel. The amount of funds available for those services, how that amount is determined from the total amount of funds received by the LEA, and if funds will be used for direct and indirect administrative costs.**
8. **How and when the LEA will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through potential third-party providers.**
9. **How, if the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA will provide to the private schools, in writing, an analysis of the reasons why the LEA has chosen not to use a contractor.**
10. **Whether the LEA shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor.**
11. **Whether the LEA will provide equitable services by a) creating a pool or pools of funds or b) on a school-by-school basis.**
12. **Whether to use funds provided under Title I, Part A in coordination with eligible funds available for services to private school children under applicable programs as defined in Title VIII to provide services to eligible private school children participating in programs.**
13. **If the LEA will transfer funds as allowed under Title VA, Section 5103. 20 U.S.C. § 7305b(e)(2).**

School's Remaining Allocation and Actions Needed to Spend Down by June 30

- What is the actual remaining allocation for the school? *
  - Title IA:
  - Title IIA:
  - Title IIIA:
  - Title IVA:
- What is the plan to spend down for this school?

MILWAUKEE PUBLIC SCHOOLS ESEA Elementary and Secondary Education Act *Every Student Succeeds*

Consultation needs to take place around Title IA, IIA, IIIA, and IVA

Non-Public School/Vendor Consultation Form

*Do not include the projected numbers. We understand activities are planned, but until they actually take place vendors need to share the actual allocation numbers to the school. Remember, just because it is planned/approved it does not mean the event is actually done or will be done.

Content of conversation, specific concerns, service needs, level of satisfaction with the service provider
•

Instructional Action Needed		
Action Item	Person Responsible	Date to be completed by
• •		

Professional Development Needed		
Action Item	Person Responsible	Date to be completed by
• •		

Family Engagement		
Action Item	Person Responsible	Date to be completed by
• •		

Important Upcoming Dates/Deadlines/Info-As needed			
Yearly Suggested Topics	**Questions/Comments/Concerns**	**Completed**	
Eligibility List			

Consultation needs to take place around Title IA, IIA, IIIA, and IVA

Non-Public School/Vendor Consultation Form

Needs Assessment	• Student Needs • Teacher Needs		
Parent Consent			
Scheduling			
Pre-Approvals			
School Calendar			
School Roster			
Pre Testing			
Post Testing			
Exit Criteria			
Student Growth – Data Review			
Closedown			
Summer School			
Summer PD Planning			
Fall Start-Up			
Title Technology			

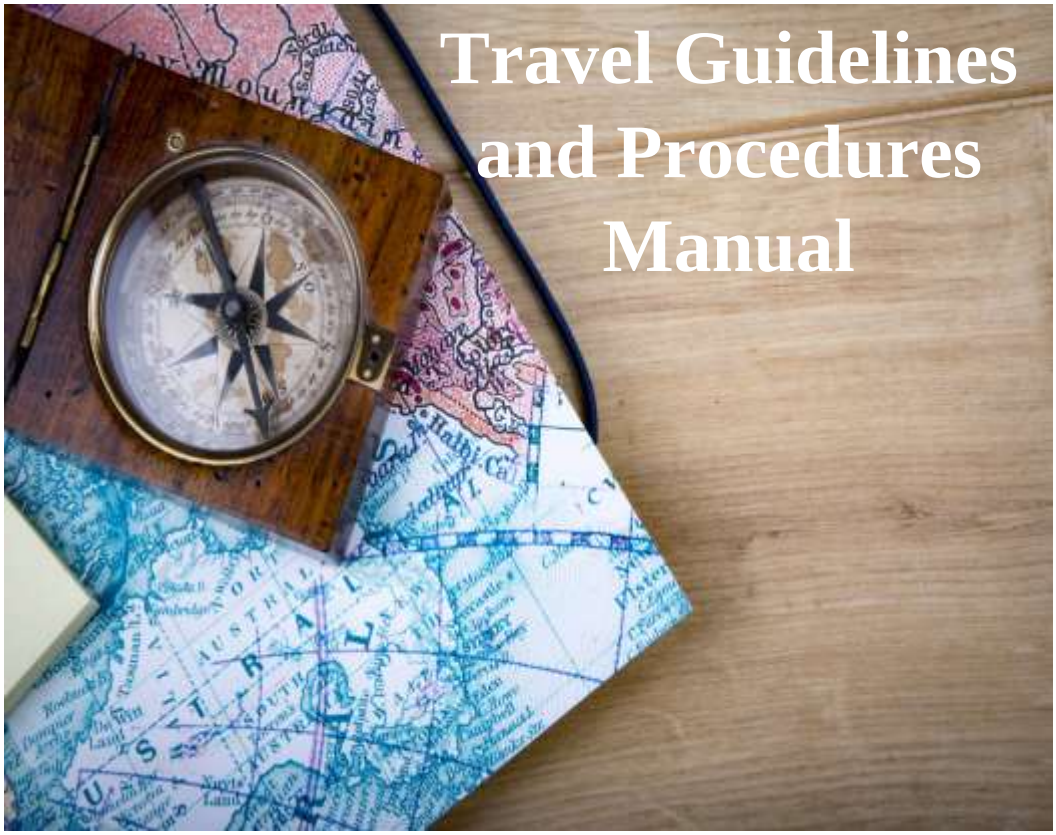
Signatures of School Personnel: _____

Signature of Vendor: _____

ESEA Vendor Storage Inventory

Please contact your assigned vendor to request items from this vendor storage inventory list. Schools should not contact vendors they are not assigned to.

MILWAUKEE
PUBLIC SCHOOLS



Travel Guidelines and Procedures Manual

Tuesday, April 7, 2026

Contents

Pre-approval Considerations 2
Professional Leave and Travel LMS Course 3
I. Eligible Personnel 3
II. Non-Eligible Personnel 3
III. Eligible Travel 3
IV. Funding for Travel 4
V. Expenses for Travel inside Milwaukee County 4
VI. Expenses for Travel outside Milwaukee County 4
A. Transportation by Common Carrier 5
B. Transportation by Privately Owned Vehicles 5
C. Reimbursements 5
D. Car Rental/Taxis 6
E. Lodging 6
F. Meals 7
VII. Travel Expenses of Other (Non-Employees) 8
VIII. Travel Authorizations and Authorization Forms 8
A. Authorization of Travel for Schools 8
B. Authorization of Travel for Charter Schools 9
C. Authorization of Travel for Offices 9
D. Authorization of Virtual Professional Development 10
IX. Trip Reporting in Business Plus 10
X. General Information 11
A. Advances 11
B. Honorariums 12
C. Responsibility 12
XI. Travel Protocol – Internal Best Practice 12
XII. Exhibit 1 – Travel Procedure 12
XIII. Exhibit 2 – Travel Checklist 15
XIV. Exhibit 3 – Request for Professional Leave and Travel - Schools 16
XV. Exhibit 4 – Request for Professional Leave and Travel – Central Services 18

Overview of Travel Guidelines and Procedures

Travel is a normal part of business. The purpose of these guidelines is to establish standards and procedures to reduce travel costs while complying with Federal regulations regarding reimbursement for business expenses. The guidelines are designed to ensure consistency and fair treatment for members of the MPS community whose travel will be reimbursed or paid for by the district and for visitors (speakers, candidates) whose travel is at District expense. These procedures apply to all travel regardless of the source of funds and assistance in:

- Identifying reimbursable versus non-reimbursable expenditures.
- Clarifying responsibility for controlling and reporting travel costs.
- Identifying required documentation.

Travel expenses incurred while on MPS business will be paid for by the district if the expenses are reasonable, properly approved and documented. This statement covers reimbursement for transportation, auto mileage, auto rentals, hotel lodging, meals, gratuities, tolls and parking, telephone calls, and other miscellaneous expenses. The guidelines further detail the documentation required, as well as describing travel advance procedures and the authorizations needed for reimbursement.

Note: If travel expenses are to be charged to a grant or contract sponsored by an outside agency, the requirements of the outside agency will prevail if they are more restrictive than the district's travel guidelines. In general, travelers should make necessary travel arrangements (air travel, ground travel, accommodation). Air Travel must be arranged through the district's designated travel agency.

Pre-approval Considerations

In all cases, requests for subsidized travel, including requests for virtual staff development, require substantial justification, **prior** notification, approval and documentation that will withstand any subsequent audit. All requests for reimbursement of travel expenses shall be reasonable, customary and ordinary for the type of trip taken. The greatest possible economy shall be obtained by the avoidance of unnecessary travel and joint travel by authorized travelers in a single vehicle whenever possible.

Professional Leave and Travel LMS Course

The Department of Finance offers an LMS course titled "Professional Leave and Travel". It is required that all principals and bookkeepers complete the course at least once per school year. The course is also recommended for Department Administrators and Administrative Assistants who review/approve and process Professional Leave and Travel forms.

This course can be found in LMS at:

Professional Leave and Travel for Principals and Bookkeepers
LMS - Travel for School Principals and School Bookkeepers

Professional Leave and Travel for Departments and Administrative Assistants
LMS - Travel for Departments and Administrative Assistants

I. Eligible Personnel

The following classifications of personnel shall be eligible for reimbursement for travel expenses:

- **A.** Board Members.
- **B.** MPS Employees.
- **C.** Authorized designees, such as parents.
- **D.** Authorized candidates for MPS employment required to travel to an MPS location as part of the recruiting and hiring processes. Note: Reimbursement in this situation should be processed through an Electronic Direct Payment).

II. Non-Eligible Personnel

The following classifications of personnel are not eligible for reimbursement for travel expenses:

- **A.** Travel by non-staff members will NOT be approved, except for travel related to District programs such as Title I.
- **B.** Consultants or contractors traveling on MPS business are expected to include the cost of their travel in their contract as part of the fixed fee.

III. Eligible Travel

Travel expenses will be approved for the following kinds of travel:

- **A.** Travel necessary for training required for staff in schools.
- **B.** Travel for training mandated by the state or federal government or program funders.
- **C.** Travel for training related to areas of responsibility.
- **D.** Travel to support the district's legislative agenda and lobbying efforts.

E. Travel to represent the district at state or national association meetings or conferences.

IV. Funding for Travel

Travel expenses can be paid for by the following funds:

A. Categorical (grant) funded travel will be allowable ONLY if a travel budget is approved by the grantor.

B. Travel funded through trust accounts will be allowable ONLY if it is directly related to the purpose of the trust.

C. School Operations funded (Board funded) travel will only be allowed when necessary or required for the educational or business operations or programs of the district and the supervisor(s)

approving the form is ensuring that the travel being approved is necessary or required for the educational programs or business operations of the district.

V. Expenses for Travel inside Milwaukee County

All employees and authorized individuals whose official duties for the district require them to travel from their official headquarters to other locations in Milwaukee County shall be reimbursed for travel in their privately owned vehicle at the published Internal Revenue Service (IRS) standard mileage rate for business. *IRS Mileage Reimbursement Rates* (Mileage Reimbursement for travel in Milwaukee County is processed by Payroll using a Car Allowance Timesheet and NOT a BP Travel Record.) Necessary parking fees while on business travel inside Milwaukee County are reimbursable when other non-fee-based parking options are not available. Taxi charges are non-reimbursable for business travel inside Milwaukee County.

Please note: The *Request for Professional Leave & Travel* form is needed for staff development within Milwaukee County signed as directed in Chart A (schools) and Chart C (departments) below.

VI. Expenses for Travel outside Milwaukee County

The most effective and efficient means of transportation should be used for travel outside Milwaukee County. All requests for reimbursement of travel expenses must be reasonable, customary and ordinary for the type of trip taken. The greatest possible economy shall be obtained by the avoidance of unnecessary travel and joint travel by authorized travelers in a single vehicle whenever feasible.

A. Transportation by Common Carrier

It is expected that most individuals will use common carriers (airline, railroad or bus) for trips greater than 100 miles. Travel arrangements will be made by the employee directly, or with the assistance of the department or school's designated travel coordinator. Reimbursement will be provided in the amount of coach fare. Airport, rail or bus station parking for up to five (5) days is reimbursable.

When using commercial air travel, consider the following cost-saving strategies:

- Travel with Carry-On Only
- Consult airline website for baggage fees before traveling
    - Reimbursement of baggage fees is allowed for the first checked bag
    - Excess baggage charges (overweight and second/subsequent checked bags) are only allowable when the district determines the baggage was needed for official business reasons
- Be flexible in selection of airlines and flight time

B. Transportation by Privately Owned Vehicles

Individuals using their automobiles for out of county business shall be reimbursed at the mileage rate allowable by the IRS (see IRS Mileage Reimbursement Rates) at the time of travel, using the most direct route between the work station, destination, and return as determined by the state highway department maps. In no event shall the total reimbursed cost exceed the equivalent cost of one round trip coach airfare purchased at least thirty (30) days prior to the date of travel commenced.

C. Reimbursements

Reimbursements are set as per *IRS Guidelines*. Reimbursements for per diem and lodging shall not exceed what would have been required if the most practical common carrier had been used. Travel time in excess of that by common carrier shall be charged to personal vacation.

Parking fees and tolls are reimbursable, provided proper receipts are submitted.

In addition to meals, the per diem covers the cost of incidental expenses such as laundry, cleaning and gratuities to airport and hotel personnel.

Individuals attending the same event shall travel together in as few automobiles as possible.

D. Car Rental/Taxis

Car rental **must** be approved before the travel occurs. The car rental must be an economy-sized vehicle. If other than an economy-sized vehicle is needed, detailed written justification as to why a different sized rental car is being requested must be submitted.

The employee's supervisor should consider the following guidelines before approving the use of a rental car:

1. A rental car is more cost-effective than other means of ground transportation.
2. The amount of materials/equipment transported precludes use of other ground transportation.
3. No other transportation is reasonably available at the time(s)/location(s) required.
4. Car rentals at the destination should be avoided and should only occur if absolutely necessary. In many cases, hotels and other shuttle services provide free or economical transportation from the airport, train, or bus station.
5. **Use of a rental car must be identified when the *Request for Professional Leave and Travel-Schools* form or *Request for Professional Leave and Travel-Central Services* is submitted and its use must be approved.** Costs of a rental car at the destination, when adequately documented, are reimbursable. Collision Damage Waiver (Physical Damage Coverage), Liability Coverage, Personal Accident Insurance (death and dismemberment), often offered by car rental companies, are not reimbursable.
6. Charges for taxis and air limousines (including a reasonable tip) and shuttle service costs are reimbursable. An explanation should accompany any claim in excess of $25.00 per taxi trip.

E. Lodging

1. Individuals should seek accommodation that is in line with the average cost of a single room rate in the community at the motel or hotel where the meeting is held. Lodging expenses must be supported by an itemized hotel bill. Charges for late departures will not be reimbursed. ***NOTE: Airbnb and house rentals are**

not allowable.

2. Lodging will not be authorized for single-day conferences unless the distance to the conference location exceeds the IRS guidance of 50 miles. Lodging will be limited to the night immediately preceding the conference.

F. Meals

1. The per diem is intended to cover the costs of meals, including taxes and tips.
2. If meals are included in the cost of the event registration fee, the per diem rate will be reduced accordingly: **15% for breakfast, 35% for lunch, and 50% for the per diem rate for dinner.**
3. A traveler's total per diem will be calculated by BP. Travelers with departure times before 12:00 noon on the day of departure will receive the full allowable per diem.
4. Travelers with departure times after 12:00 noon will receive one-half the allowable per diem.
5. Travelers with arrival times before 12:00 noon on the return date will receive one-half the allowable per diem.
6. Travelers with arrival times after 12:00 noon on the return date will receive the full allowable per-diem.
7. There will be no per diem for 1-day trips.
8. There will be no per-dem or meals for staff development within Milwaukee County.

G. Miscellaneous Expenses

1. Never assume that an item will be covered under the "Miscellaneous" category. Be sure to check with your supervisor if an item you need is not outlined specifically in the guidelines and procedures manual.
2. Expenses that do not fit into any of the previous categories, yet are directly business related, must be reasonable and necessary for the business purpose of the trip.
3. The following expenses are ***not*** reimbursable:
    - Avoidable "No-Show" charges for hotel or car service
    - Additional charges for late checkout
    - Cancellation charges (unless fully justified)
    - Flight insurance
    - Non-compulsory insurance coverage
    - Car Rental upgrades
    - Loss/theft of personal funds or property/lost baggage
    - Traffic citations, parking tickets and other fines
    - Towing service, repairs due to accidents, etc. for personal vehicle
    - Personal items (e.g., toiletries, luggage, clothing, etc.)
    - Pay-Per-View movies in hotel/motel room, personal entertainment
    - Spouse or family members' travel costs
    - Expenses related to vacation or personal days while on a business trip
    - Childcare costs and kennel costs

- Delinquency fees/finance charges for personal credit cards
- Alcoholic Beverages

VII. Travel Expenses of Other (Non-Employees)

A single Travel Record (TS#) in Business Plus should apply to one person. If a non-employee (such as a parent) will be attending a conference, the non-employee's trip information must be included in BP under an employee's name. The name of the non-employee and his/her status (parent, etc.) should be indicated in the description of the *Travel Record* in BP.

Spousal travel is permitted, but expenses are ***NOT*** reimbursable. The lodging clerk should be asked to write the single-room rate on the receipt.

VIII. Travel Authorizations and Authorization Forms

All travel must be supported by completed and approved *Request for Professional Leave and Travel- Central Services* form or a *Request for Professional Leave and Travel-Schools* (See Exhibits 1 and 2). These approvals for schools and departments **MUST OCCUR BEFORE** any BP entry or financial commitment is undertaken by the school or Central Services office. Forms are to be completed, approved, and returned to the originator at least forty-five (45) days before the travel dates.

Travel must be approved prior to the trip unless impractical due to timing and urgency of trip. As required by *Board procedures*, the Board President shall approve travel of Board members. All travel needs to be appropriately approved and signed by the Superintendent's Office if the trip is outside of Wisconsin.

Commented [LB1]: Felecia, I don't see anything mentioned about the departments that report directly to the board. Do you want to add this information here?

Management of the Office of Accountability and Efficiency shall approve travel for employees with the Office of Accountability and Efficiency.

Trips for a school or office may decline if that school or department has any trips that have not been reconciled in BP. All trips must be reconciled within fifteen (15) days of the completion of the trip.

A. Authorization of Travel for Schools

For out-of-state travel, all school employees and parents **must** have prior approval from the approver as listed below. This requirement applies regardless of the cost or funding source of the trip. Included with the form must be written rationale of how travel relates to the day-to-day work of the employee, and how the employee will utilize and

disseminate what he/she has learned.

Below is a chart for School travel

Location	Signatures Required	Second Signature	Third Required Signature	Fourth Required Signature
Virtual Trainings	Building Administrator	NA	NA	NA
Inside Milwaukee County	Building Administrator	NA	NA	NA
Outside Milwaukee County	Building Administrator	Academic Superintendent or Designee	Chief of Schools	NA
Outside of the State	Building Administrator	Academic Superintendent or Designee	Chief of Schools	Superintendent/Designee

B. Authorization of Travel for Charter Schools

The MPS Travel Policies and Procedures apply to Instrumentality Charter Schools, but not to Non- Instrumentality Charter Schools. Non-instrumentality Charter Schools will follow their own authorization guidelines and procedures.

C. Authorization of Travel for Offices

Travel for Central Services staff must be approved by the appropriate approver as per the chart listed in C (Authorization of Travel for Offices). Central Service employees seeking to travel must obtain the appropriate signature(s), on a *Request for Professional Leave and Travel-Central Services* form. The Superintendent's/Designee approval is mandatory for all Senior Leadership for out of state travel. Included with the form must be written rationale of how travel relates to the day-to-day work of the employee, and how the employee will utilize and disseminate what he/she has learned.

Below is a chart for Department travel

Location	First Signature Required	Second Signature Required	Third Signature Required
Virtual Trainings	Director/Manager	Chief of the Office	NA
Inside Milwaukee County	Director/Manager	Chief of the Office	NA
Outside Milwaukee County	Director/Manager	Chief of the Office	NA
Outside of the State	Director/Manager	Chief of the Office	Superintendent/Designee

Senior Leadership out of state travel – Superintendent/Designee

D. Authorization of Virtual Professional Development

All virtual staff development and conferences must be supported by a complete and approved Request for Professional Leave and Travel form. For schools, the Building Administrator's approval is acceptable for virtual staff development, refers to the chart in Section A (Authorization of Travel for Schools) . For departments, refer to the chart in Section C (Authorization of Travel for Offices). These approvals for schools and departments **MUST OCCUR BEFORE** any BP entry or financial commitment is undertaken by the school or Central Services office. Forms are to be completed, approved, and returned to the originator at least forty-five (45) days before the staff development dates.

Do not enter a travel record for virtual staff development. Payment via Business Plus Electronic Direct Payment or Purchase Order is acceptable.

IX. Trip Reporting in Business Plus

Trips are to be entered into Business Plus only after proper approval for the trip has been granted by the approver as listed in section A (schools) or C (departments). Please see the *Business Plus Dashboard "Travel"* tab for step-by-step instructions.

MPS will make every attempt to issue payments to vendors before the travel occurs, i.e. lodging and registration. If payments are not submitted to vendors prior to departure, it is

the employee's responsibility to pay for approved expenses and seek reimbursement after the trip ends. Schools must **never** use their school checking accounts to make any payments related to employee travel. All expenditures for employee travel are processed through BP. Following the schedule in Exhibit 1 and the checklist in Exhibit 2 are extremely helpful in ensuring that payments are processed on time.

The agenda for the conference must be included when submitting the Request for Professional Leave and Travel form and when submitting the BP trip reconciliation so that the approving authority and the Finance staff can determine whether meals were served at the conference and authorize the per diem accordingly. Failure to submit agendas with the Request for Professional Leave and Travel form may result in the denial of per diem.

Absolutely **NO** reimbursement will be allowed to any traveler for the cost of alcoholic beverages.

A copy of the *Request for Professional Leave and Travel-Schools* or *Request for Professional Leave and Travel-Central Services* form, along with the agenda must be attached to the travel record in Business Plus, as well as to all requests for vendor prepayments, employee advance payments, expense and mileage reimbursements, and all travel reconciliations submitted to the Office of Finance.

EXCEPTION (Board Members only): It is not necessary to create a trip record if a member of the Board of School Directors attends a conference that requires payment for registration only.

X. General Information

A. Advances

If advanced payment for travel expenses is required, a check will be advanced to an individual who forwards a completed *Direct Payment* request, along with a copy of the approved and signed Request for Professional Leave and Travel form and an agenda for the conference, to the Office of Finance ten (10) days prior to departure. Advances will only be provided in the amount of the travelers per diem, and only if the advance is $100.00 or greater. Reconciliation of actual expenses with the advance must be made within fifteen (15) days after the trip has been completed.

Settlement for additional funds due to MPS are to be made within fifteen (15) days after the conclusion of the trip. By accepting an advance, the traveler authorizes a payroll deduction if advanced per diem is more than the travel expenses incurred.

B. Honorariums

All honorariums must be turned over to the District unless the employee has taken vacation. No travel expenses may be charged for any meeting for which an honorarium is received.

C. Responsibility

The certification of all information included on the Request for Professional Leave and Travel form and/or Business Plus trip record is the responsibility of the individual and his/her supervisor.

XI. Travel Protocol – Internal Best Practice

All *Request for Professional Leave and Travel-Schools* or *Request for Professional Leave and Travel-Central Services* forms must be completed and approved at least 45 days before the travel dates. Communication with the person traveling is a must. Please make sure you are using the correct and most updated *Request for Professional Leave & Travel form*. This is located in the Travel tab in BP Forms.

XII. Exhibit 1 – Travel Procedure

Recommended Schedule	Information to gather in order to enter in Business Plus:
45 days or more prior	Traveler completes an MPS *Request for Professional Leave and Travel* Form and submits the form to their supervisor/s for approval. If traveling outside of Wisconsin, the *Request Leave and Travel* Form must be signed first by the applicant and signed by the appropriate approver as per Section A (schools) or Section C (departments)
45 days or more prior	Supervisor/s review *Request for Professional Leave and Travel* Form. If request is denied the form is returned to the traveler. If approved, the signed form is sent by the supervisor to the school or department support staff person responsible for entering the trip in BP.
30 days prior	Designated school or department support staff person enters trip into BP by creating a **Travel System number** (TS#) in Travel tab→Data Entry→Click here to create a travel record. The TS# should be written on top of the *Request Leave and Travel* Form. A copy of the completed and approved MPS *Request for Professional Leave and Travel* Form, as well as the agenda must be attached to the travel records in Business Plus.

30 days prior	Registration – contact the conference provider for conference availability and what the registration cost covers. Request an invoice and submit a direct pay. Fill in the description field the following way: ***Registration: Invoice#/Full Name*** The TS# goes in the 2nd reference field. Attach a copy of the signed approved *Request for Professional Leave and Travel* form along with the direct pay.
30 days prior	Communicate with the applicant for flight arrangements and information needed before contacting Omega (Central Service and Schools). a. Full name on license b. Date of Birth c. Home Address and contact information d. TS# e. Information needed: Time, (morning, afternoon, evening) destination and departure/return dates f. Budget code to be used
30 days prior	Contact the hotel to make reservations and request a confirmation/invoice sent to you. Submit a direct payment, fill in the description field the following way: ***Hotel: Confirmation or Invoice#/Full Name*** The TS# goes in the 2nd reference field. Attach a copy of the signed approved *Request for Professional Leave and Travel* form. For online reservation same steps should be followed.

20 days prior	Per Diem – Meals only for overnight stays. If the conference covers their meals, there should be no per diem given or if it covers only some meals a partial per diem is given (see per diem section for more details). If no meals are covered and the conference is more than 2 days, check with the "Per Diem" travel list that is located in the Travel tab in BP. If the per diem is over $100.00 submit an advance for the applicant attending on a direct pay. Please communicate with the traveler that their address is updated in PeopleSoft. Conference agenda and a copy of signed approved *Request for Professional Leave and Travel* form should be submitted along with the direct pay for advance payment. Fill in the description field the following way: ***Per Diem: Full Name*** The TS# goes in the 2nd reference field.
20 days prior	Conduct follow up phone call to confirm payment is received for the applicant's registration and hotel reservations after 5-7 days of date of mailing from finance. Make sure you write down the date you called and the person you spoke with.

5 days prior	Two travel folders should be made – one for your record and the second for the traveler. Each folder should contain the following: a. Copy of registration along with proof of payment and confirmation of payment received b. Copy of hotel registration along with proof of payment and confirmation of payment received c. Agenda/Schedule if possible d. Map of hotel e. Advance payment of their per diem if over $100.00 and more than 2 days overnight f. Memo reminder to traveler of all documentation and receipts that should be returned to reconcile trip within the 15 days of their return (see list a-g below).
Recommended 1-3 days after return	Once traveler returns, print out the travel reconciliation report and gather all receipts needed to close out the trip for example: a. Agenda/Schedule b. Name Badge for proof of attendance c. Airline tickets/flight information d. Baggage claim receipts if charged e. Taxi receipts to and from airport f. Parking lot receipt if car was kept at the airport g. Hotel zero balance receipt
Recommended 4-6 days after return	If applicant is receiving a reimbursement this must be filled out on the reconciliation report and signed off by applicant→approver as per Section A (schools) or Section C (departments). A Direct payment must be submitted along with the signed reconciliation report and a copy of the signed approved *Request for Professional Leave and Travel* form and submitted to Accounts Payable, Finance room 154 or accountspayable@milwaukee.k12.wi.us.

XIII. Exhibit 2 – Travel Checklist

Name of Applicant

Name: Event date:

Conference: Location:

Travel Checklist

	Professional Leave and Travel Form Approved/Denied		Date Completed:
	If travel is approved, enter in BP Creating TS# - Write on top of Request Leave & Travel Form; attach a copy of the approved form, along with the agenda to the travel record in Business Plus		Date Completed:
	Registration arrangements		Date Completed:
	Direct pay for registration submitted along w/copy of approved travel form		Date Completed:
	Flight Arrangements: Omega (Central Service and Schools) • Full name on license • Date of Birth • Home Address and contact information • TS# • Information needed: Time, (morning, afternoon, evening) destination and departure/return dates • Budget code		Date Completed:
	Hotel reservation		Date Completed:
	Direct pay for hotel submitted along w/copy of approved travel form		Date Completed:
	Per diem or mileage request – submit agenda w/copy of approved travel form		Date Completed:
	Travel packets		Date Completed:

Reconciliation Checklist

	Conference agenda/schedule		Received		Missing		Date:
	Name badge for proof of attendance		Received		Missing		Date:
	Hotel (zero balance) receipt at checkout		Received		Missing		Date:
	Airline-flight information		Received		Missing		Date:
	Baggage claim receipts if charged		Received		Missing		Date:
	Taxi receipts to and from airport		Received		Missing		Date:
	Parking lot receipts if car was kept at airport		Received		Missing		Date:
	Any other allowable receipts that employee has paid		Received		Missing		Date:
	Reconciliation report signed by employee, principal or supervisor		Received		Missing		Date:
	Submit signed reconciliation report w/direct pay for reimbursement to employee and the signed approved Professional Leave and Travel Form		Received		Missing		Date:

Name of School/Office:

Completed by: Date submitted to Finance:

SCHOOLS

XIV. Exhibit 3 – Request for Professional Leave and Travel - Schools

REQUEST FOR PROFESSIONAL LEAVE AND TRAVEL

Initiate this form at least forty-five (45) days before the event

Submit this form and submit to the building principal. Required signatures must be obtained prior to processing by the school bookkeeper. Refer to MPS Travel Guidelines and Procedures Manual (Section A).

Attach a copy of official information about this event, including agenda and itinerary.

Directions: Type or use pen.

Applicant: _____

Position: _____

□P □AP □APIC □Teacher □Parent

School: _____

Date: _____

Event: _____

Location: _____

Date(s) of Event: _____

Travel Dates/Times – Must be completed (required to calculate per diem)

Departure Date: _____ ***Departure Time:*** _____

Return Date _____ ***:Return Time*** _____

LOCATION: _____

DATE(S) OF EVENT: _____

1. **STATE HOW THIS ACTIVITY ALIGNS TO THE SCHOOL'S IMPROVEMENT PLAN:**

_____

_____

_____

_____

_____

2. **HOW WILL YOU UTILIZE AND DISSEMINATE WHAT YOU LEARN FROM PARTICIPATING IN THIS PROFESSIONAL DEVELOPMENT EXPERIENCE?**

_____

_____

_____

_____

_____

MILWAUKEE PUBLIC SCHOOLS

SCHOOLS

3. HOW WILL YOU PAY FOR THE EVENT?

□ I am attending this event at my own expense.

□ I am using funds from a budgetary account. *(Please list account.)*

_____-ECRG (Registration only)

_____-ETRV (All remaining costs)

□ I am using funds from a Central Services account. *(Please list account.)*

_____-ECRG (Registration only)

_____-ETRV (All remaining costs)

4. WILL YOU RECEIVE AN HONORARIUM?

□ YES □ NO

Submit Honorarium to Finance.

_____

Signature of Applicant Date

Complete the information in this box:

Estimated Costs

Registration $_____ ECRG

Transportation $_____
(Bus, Train, Air)

Mileage $_____
(Personal Auto)

Lodging $_____

Per Diem $_____
(Meals – Only for overnight stays)

Miscellaneous $_____
(Taxi, Car Rental, Shuttle, Etc.)

Total $_____

Membership fee is not an authorized expense.

My signature above acknowledges that the MPS Travel Guidelines and Procedures Manual is available to me on the MPS Portal and that I understand and am responsible for all content and materials therein. I also understand that MPS will make every attempt to issue payments to vendors, i.e., lodging and registration before the staff development occurs. However, if payment is not made prior to departure, it is the employee's responsibility to pay for approved expenses and seek reimbursement after the travel ends. School checks or other methods of payment will not be made. Lastly, rental cars must be approved with the original submission of this form per the guidance in the Travel Manual. If a rental car is obtained without approval, reimbursement will not be made.

Note: Once approved and entered into Business Plus, a copy of this form must be attached to the Travel record in Business Plus, and to all DP requests for vendor prepayments, employee advance payments, reimbursements and ALL travel reconciliations. ALL trips must be reconciled within 15 days after the completion of the trip or future trips may be denied.

For use by the Office of School Administration

Required Signatures:

□ **Virtual Trainings and Inside of Milwaukee County**

Building Administrator: _____ Date: _____

□ **Outside of Milwaukee County and Outside of State (all required)**

Building Administrator: _____ Date: _____

Academic Superintendent/Designee: _____ Date: _____

Chief of Schools: _____ Date: _____

□ **ESEA Funds Used:**

ESEA Coordination & Compliance Manager: _____Date: _____

□ Approved, Salary Only
□ Approved, Expenses Only
□ Approved, Salary and Expenses Paid
□ Restrictions: _____
□ Denied

CENTRAL SERVICES

XV. Exhibit 4 – Request for Professional Leave and Travel – Central Services

REQUEST FOR PROFESSIONAL LEAVE AND TRAVEL

Initiate this form at least forty-five (45) days before the event

Directions: ***Type or use pen.***

Submit a completed copy of this form to the Department Manager/Director.

Required signatures must be obtained prior to processing by the department Administrative Assistant. Refer to MPS Travel Guidelines and Procedures Manual (Section C) *approval before any BP entry or financial commitment.* **Attach a copy of official information about the event, including agenda and itinerary.**

Applicant: _____

I. D. Number _____

Position: _____

Department: _____

Date: _____

EVENT: _____

LOCATION: _____

DATE(S) OF EVENT: _____

Travel Dates/Times – Must be completed (required to calculate per diem)

Departure Date: _____ ***Departure Time:*** _____

Return Date: _____ ***Return Time:*** _____

1. **STATE HOW THIS ACTIVITY ALIGNS TO YOUR OFFICE'S GOALS FOR THIS FISCAL YEAR:**

_____

_____

_____

_____

_____

2. **HOW WILL YOU UTILIZE AND DISSEMINATE WHAT YOU LEARN FROM PARTICIPATING IN THIS PROFESSIONAL DEVELOPMENT EXPERIENCE?**

_____

_____

_____

_____

_____

MILWAUKEE PUBLIC SCHOOLS

CENTRAL SERVICES

3. HOW WILL YOU PAY FOR THE EVENT?

□ I am attending this event at my own expense.
□ I am using funds from a budgetary account. *(Please list account.)*

_____

□ I am using funds from a Central Services account. *(Please list account.)*

_____-ECRG (Registration only)

_____-ETRV (All remaining costs)

Complete the information in this box:

Estimated Costs

Registration $_____ ECRG

Transportation $_____
(Bus, Train, Air)

Mileage $_____
(Personal Auto)

Lodging $_____

Per Diem $_____
(Meals – Only for overnight stays)

Miscellaneous $_____
(Taxi, Car Rental, Shuttle, Etc.)

Total $_____

Membership fee is not an authorized expense.

4. WILL YOU RECEIVE AN HONORARIUM?

□ YES □ NO

Submit Honorarium to Finance.

_____

Signature of Applicant Date

My signature above acknowledges that the MPS Travel Guidelines and Procedures Manual is available to me on the MPS Portal and that I understand and am responsible for all content and materials therein. I also understand that MPS will make every attempt to issue payments to vendors, i.e., lodging and registration before the staff development occurs. However, if payment is not made prior to departure, it is the employee's responsibility to pay for approved expenses and seek reimbursement after the travel ends. School checks or other methods of payment will not be made. Lastly, rental cars must be approved with the original submission of this form per the guidance in the Travel Manual. If a rental car is obtained without approval, reimbursement will not be made.

Note: Once approved and entered into Business Plus, a copy of this form must be attached to the Travel record in Business Plus, and to all DP requests for vendor prepayments, employee advance payments, reimbursements and ALL travel reconciliations. ALL trips must be reconciled within 15 days after the completion of the trip or future trips may be denied.

For use by the Office of School Administration

Required Signatures:

□ **Virtual Trainings, Inside of Milwaukee County, Outside of Milwaukee County**

Director/Manager: _____ Date: _____

Chief of Schools: _____ Date: _____

□ **Outside of the State**

Director/Manager: _____ Date: _____

Chief of the Office: _____ Date: _____

Superintendent/Designee: _____ Date: _____

□ **ESEA Funds Used:**

ESEA Coordination & Compliance Manager: _____Date: _____

□ Approved, Salary Only
□ Approved, Expenses Only
□ Approved, Salary and Expenses Paid
□ Restrictions:
_____
□ Denied

May 5, 2026

ESEA and IDEA Title Program Consultation Meeting

Name (original name)	Email	Join time	Leave time	Duration (minutes)
Andrew Baxter	abaxter@saintlucas.org	5/5/2026 9:46	5/5/2026 10:09	24
Comilita Salah	admin@guidanceacademy.org	5/5/2026 9:20	5/5/2026 9:22	3
Amber Lee	alee@mdegedu.com	5/5/2026 8:33	5/5/2026 10:14	101
Amber Donahoe	amber.donahoe@gcaschool.org	5/5/2026 8:36	5/5/2026 10:07	91
Mora Anderson (Host)	andersm3@milwaukee.k12.wi.us	5/5/2026 8:20	5/5/2026 11:20	180
Sara Benedetto	benedesm@milwaukee.k12.wi.us	5/5/2026 8:28	5/5/2026 11:20	172
Michael Betts	bettsm@milwaukee.k12.wi.us	5/5/2026 8:43	5/5/2026 11:20	157
Brandy Boeckeler	boeckelerb@stanthonymilwaukee.org	5/5/2026 8:30	5/5/2026 10:14	105
Denise Christiaansen	bryantdm@milwaukee.k12.wi.us	5/5/2026 8:25	5/5/2026 11:20	175
JoAnn Buhr	buhrjc@milwaukee.k12.wi.us	5/5/2026 8:36	5/5/2026 9:21	46
Bonn Banquirigo	business@msdaschool.org	5/5/2026 8:52	5/5/2026 8:57	6
Carolina Gayle	carolinagayle@yahoo.com	5/5/2026 8:35	5/5/2026 8:59	24
Cherise Easley	ceasley@upchristianacademy.org	5/5/2026 8:50	5/5/2026 10:06	77
Cheryl Belott	cheryl.belott@wlhs.org	5/5/2026 8:45	5/5/2026 10:12	87
Catherine LaDien	cladien@saintjudeschool.net	5/5/2026 8:30	5/5/2026 8:34	5
Carrie Meyer	cmeyer@saintlucas.org	5/5/2026 8:30	5/5/2026 10:14	104
Monique Deshotels	deshotelsm@nativityjesuit.org	5/5/2026 8:47	5/5/2026 10:15	88
Leah Gilliam	gilliale@milwaukee.k12.wi.us	5/5/2026 8:30	5/5/2026 9:05	35
Heather Clifton	heather@mdegedu.com	5/5/2026 9:34	5/5/2026 10:14	41
Joe Hill - MPS	hilljj@milwaukee.k12.wi.us	5/5/2026 8:30	5/5/2026 11:20	170
Hannah Richardson	hrichardson@lex-wi.com	5/5/2026 8:30	5/5/2026 10:14	105
Jessica Zoch	jessica.zoch@catapultlearning.com	5/5/2026 8:31	5/5/2026 8:59	29
Jenn Hockett	jhockett@lex-wi.com	5/5/2026 8:36	5/5/2026 10:15	99
Justin Kailing	jkailing@lex-wi.com	5/5/2026 8:30	5/5/2026 10:15	105
Jennifer Lovett	jlovett@lext1.com	5/5/2026 8:30	5/5/2026 10:14	105
Katie Bonner	kbonner@milwaukeelutheran.org	5/5/2026 8:32	5/5/2026 10:06	94
Katie Bravo	kbravo@christ-stpeter.com	5/5/2026 9:02	5/5/2026 9:58	56
Kellie Kok	kkok@eastbrookacademy.org	5/5/2026 9:34	5/5/2026 9:54	21
Beth-marie Kurtz	kurtzbl@milwaukee.k12.wi.us	5/5/2026 8:30	5/5/2026 9:28	58
Kim Vega	kvega@lex-wi.com	5/5/2026 8:30	5/5/2026 10:14	105
Mark Lawrence	lawrenma@milwaukee.k12.wi.us	5/5/2026 8:28	5/5/2026 11:20	173
LaKendra Brown	lbrown@piusxi.org	5/5/2026 9:01	5/5/2026 9:33	32
Lisa Gebhard	lgebhard@sggmke.org	5/5/2026 8:30	5/5/2026 10:15	105
lori suarez	lsuarez@hanb.org	5/5/2026 9:04	5/5/2026 10:06	62
Melissa Ward	melissa.ward@greaterholy.org	5/5/2026 9:01	5/5/2026 9:27	26
Nicole Fennig	nfennig@lex-wi.com	5/5/2026 8:30	5/5/2026 10:06	97
Naila Khreis	nkhreis@salamschool.org	5/5/2026 9:14	5/5/2026 10:14	61
Patricia Blaszczyk	pblaszczyk@lext1.com	5/5/2026 8:30	5/5/2026 10:14	105
Shelley Perkins	perkinss@milwaukee.k12.wi.us	5/5/2026 10:17	5/5/2026 11:01	45
Rachel Kanter	rachel.kanter@atonementmke.org	5/5/2026 8:46	5/5/2026 9:15	29
Renee Morrow	renee@elpuentehs.org	5/5/2026 8:35	5/5/2026 10:06	92
Randi Kramer	rkramer@baderhillel.org	5/5/2026 8:32	5/5/2026 10:06	94
Lisette Rodriguez-Reed	rodriguez-reedl@stanthonymilwaukee.org	5/5/2026 8:52	5/5/2026 10:10	79
Rukiya Alexander	rukiya.alexander@catapultlearning.com	5/5/2026 8:35	5/5/2026 9:04	30
Sue Biehn	sbiehn@lext1.com	5/5/2026 8:32	5/5/2026 10:15	103
Stephanie Dobrzykowski	sdobrzykowski@lex-wi.com	5/5/2026 8:30	5/5/2026 10:14	105
Norb Smurawa	smurawa.n@atlasprep.net	5/5/2026 8:45	5/5/2026 10:16	91
Tammy Rasco	trasco@malaikaelc.org	5/5/2026 8:33	5/5/2026 10:06	93
Teresa Reilly	treilly@notredamemke.org	5/5/2026 8:57	5/5/2026 9:30	33
Trevor Timm	ttimm@wauwatosalutheran.org	5/5/2026 8:41	5/5/2026 9:09	29
Monica Vargas	vargas@luminschools.org	5/5/2026 8:30	5/5/2026 10:07	97

Mona Zignego	zignego@luminschools.org	5/5/2026 8:31	5/5/2026 10:07	96
Elizabeth Zizzo	zizzoe@milwaukee.k12.wi.us	5/5/2026 8:25	5/5/2026 11:20	175