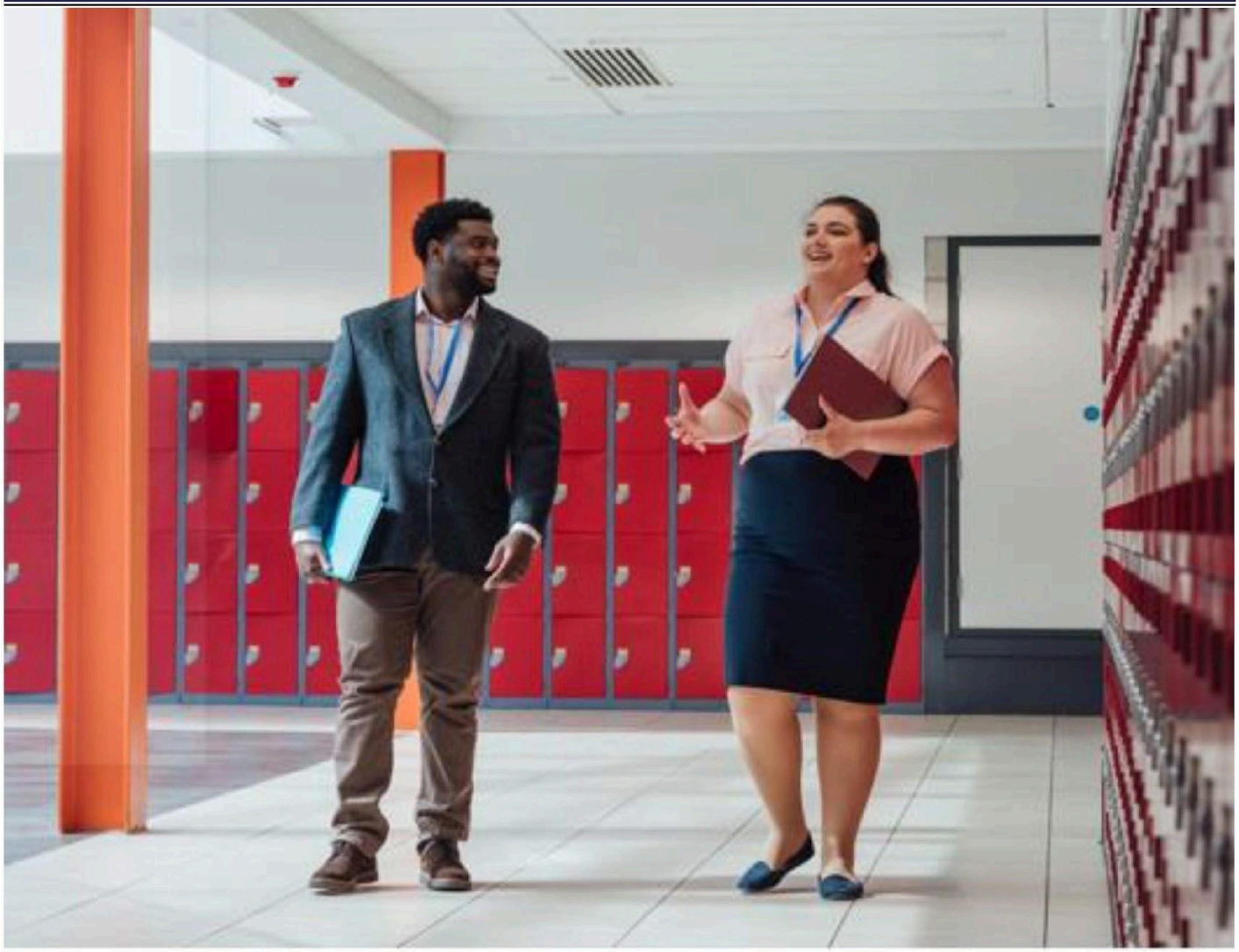
Catapult Learning



2026-2027
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:

- Grounded in best practices and models of learning
- Encourage active participation
- Align with student outcome, support, and organizational learning goals
- 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.

2026-2027 Pricing:

TITLE IA - Professional Development Rates	**$440.00 hourly**
TITLE IIA - Professional Development Rates	**$440.00 hourly**
TITLE IIIA - Professional Development Rates	**$440.00 hourly**
TITLE IVA - Professional Development Rates	**$440.00 hourly**
TITLE IA, IIA, IVA Coaching Rates	**$440.00 per 2 hours of coaching**
PD Now	**$440.00 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+)**

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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
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
STEM Workshops						
Pedagogy & Curriculum	Introduction to STEM & Inquiry-Based Learning	CLPC42		X		X
Pedagogy & Curriculum	Making Inquiry the Focus of Instruction	CLPC43		X		X
Pedagogy & Curriculum	Creating Inquiry-Based Labs	CLPC44		X		X
Pedagogy & Curriculum	Fostering Critical Thinking with Inquiry Based Labs	CLPC45		X		X
Pedagogy & Curriculum	Project-Based Learning	CLPC46		X		X
Pedagogy & Curriculum	Transforming Assessments into Authentic Performance Tasks	CLPC47		X		X
Pedagogy & Curriculum	Building STEM Lessons to Align with NGSS Principles	CLPC48		X		X
Pedagogy & Curriculum	Designing STEM Unit Plans for 21st- Century Learning Environments	CLPC49		X		X
Differentiation						
Pedagogy & Curriculum	Differentiated Instruction in the Early Childhood Classroom	CLPC50		X		X
Pedagogy & Curriculum	Differentiation to Enhance Learning	CLPC51	X	X		X
Pedagogy & Curriculum	The Differentiated Classroom: Planning for Struggling Learners	CLPC52	X	X		X
Pedagogy & Curriculum	The Differentiated Classroom: Instructional Strategies	CLPC53	X	X		X
Pedagogy & Curriculum	The Differentiated Classroom: Learning Environment	CLPC54	X	X		X
Technology Workshops						
Pedagogy & Curriculum	Using Technology to Differentiate Instruction	CLPC55		X		X
Pedagogy & Curriculum	Working with Google: Google Classroom #1	CLPC56		X		X
Pedagogy & Curriculum	Working with Google: G-Suite and Google Apps Introduction #2	CLPC57		X		X
Pedagogy & Curriculum	Working with Google: Instructional Tools #3	CLPC58		X		X
Pedagogy & Curriculum	Working with Google: Assessment and Feedback #4	CLPC59		X		X
Pedagogy & Curriculum	Google Classroom for School Leaders	CLPC60		X		X
Pedagogy & Curriculum	Transforming Teaching and Learning Through AI	CLPC61		X		X
Pedagogy & Curriculum	AI Literacy and Efficacy in Education	CLPC62		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	Modeling and Teaching Social Emotional Skill Building	CLLE11		X		X
Learning Environment	Promoting a Safe and Positive School Climate	CLLE12		X		X
Learning Environment	Introduction to Mental Health Literacy	CLLE13		X		X
Learning Environment	Mental Health and Social-Emotional Learning	CLLE14		X		X
Learning Environment	Mental Health and Mental Illness in Young People	CLLE15		X		X
Learning Environment	Fostering Growth Mindset in the Classroom	CLLE16		X		X
Learning Environment	Trauma-Informed Educational Practices	CLLE17		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	CLSS26			X	

	TIII					
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	Designing English Development Lessons TIII	CLSS31		X	X	X
Student & Family Support	Working with Grade 4–12 English Learners: Promoting Rigor Through Close Reading	CLSS32	X	X	X	X
Student & Family Support	Teaching Content-Specific Literacy to English Learners TIII	CLSS33		X	X	X
Student & Family Support	Linguistically Responsive Practices: Using Assessment to Meet the Needs of English Learners	CLSS34	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

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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

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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

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Catalog Number: ***CLL04***

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

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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

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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

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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

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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 the 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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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Catalog Number: ***CLPC19***

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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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Catalog Number: *CLPC42*

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

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Catalog Number: *CLPC43*

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

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Catalog Number: *CLPC44*

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

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Catalog Number: *CLPC45*

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

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Catalog Number: *CLPC46*

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
ubject	***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

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Catalog Number: *CLPC47*

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

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Catalog Number: ***CLPC48***

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

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Catalog Number: *CLPC49*

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

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Catalog Number: *CLPC50*

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

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Catalog Number: *CLPC51*

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

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Catalog Number: *CLPC52*

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

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Catalog Number: *CLPC53*

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

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Catalog Number: *CLPC54*

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

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Catalog Number: ***CLPC55***

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: Technology***
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

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Catalog Number: *CLPC56*

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

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Catalog Number: *CLPC57*

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

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Catalog Number: *CLPC58*

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

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Catalog Number: *CLPC59*

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

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Catalog Number: ***CLPC60***

Event Title: The Google Classroom for School Leaders

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

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Google Classroom***
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

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Catalog Number: *CLPC61*

Event Title: Transforming Teaching and Learning Through AI

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

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Technology***
Grade Level(s)	K-12
Description	This workshop introduces education leaders to core Artificial Intelligence (AI) concepts and the evolving role of AI in K–12 schools. Participants will examine how AI is transforming teaching and learning, reflect on assumptions and mindsets that shape effective leadership, and explore practical, human-centered strategies for responsible implementation. Through discussion, ethical scenario analysis, and collaborative activities, leaders will build clarity and confidence to guide AI adoption in ways that align with school values and enhance - not replace - the professional expertise of educators.
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: • Define key AI concepts and describe AI's transformative impact on education • Explore the benefits and pedagogical shifts AI creates for teachers and students • Understand ethical, human-centered leadership strategies for safe and equitable AI use in schools
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

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Catalog Number: ***CLPC62***

Event Title: AI Literacy and Efficacy in Education

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

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Technology***
Grade Level(s)	K-12
Description	This workshop strengthens education leaders' ability to use Artificial Intelligence (AI) effectively, ethically, and confidently in K-12 settings. Participants will learn how to craft purposeful AI prompts, understand why AI literacy is essential for students and staff, and explore the guardrails needed to protect data and ensure responsible implementation. Through hands-on practice with the PREP and SHIFT frameworks and guided planning activities, participants will develop practical strategies for integrating AI in ways that enhance teaching, leadership, and schoolwide communication.
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 writing effective AI prompts using the PREP framework to support leadership and instructional needs • Understand the purpose and urgency of building AI literacy in K–12 schools • Develop an implementation plan that includes ethical guardrails for safe and transparent AI use across the 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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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Catalog Number: *CLLE08*

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

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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

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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

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Catalog Number: *CLLE11*

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

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Catalog Number: *CLLE12*

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

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Catalog Number: *CLLE13*

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

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Catalog Number: *CLLE14*

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

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Catalog Number: *CLLE15*

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

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Catalog Number: *CLLE16*

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

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Catalog Number: *CLLE17*

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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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.**

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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.**

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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.**

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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.**

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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.**

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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.**

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Catalog Number: *CLSS31*

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

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Catalog Number: *CLSS32*

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

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Catalog Number: *CLSS33*

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

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Catalog Number: *CLSS34*

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

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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**

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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

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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

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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

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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

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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

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