LEARNING EXCHANGE

LEARNING EXCHANGE 2026-2027
PROFESSIONAL DEVELOPMENT CATALOG

Learning Exchange Professional Development Catalog Table of Contents

This Learning Exchange PD catalog was developed in partnership with Wisconsin Education Innovations (WEI). WEI has presenters for all entries listed in this catalog. At times throughout the year some of our schools may want some of our subcontractors to deliver various PDs from this LEX catalog. If that should happen in the 26-27 school year, we will submit the subcontractor's invoice and supporting documents with our monthly invoice to MPS.

Learning Exchange Professional Development Catalog Pricing Summary:

Workshops	Price Per Hour
Categories	**2026-2027**
Title IA Professional Development	$756.00
Title IIA Professional Development	$756.00
Title IIIA Professional Development	$756.00
Title IV Professional Development	$756.00

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

LEARNING EXCHANGE

PROFESSIONAL DEVELOPMENT WORKSHOPS

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

LEARNING EXCHANGE

Bilingual Educator Bootcamp	2-019		X		X

		Title IA Funding	Title IIA Funding	Title IIIA Funding	Title IVA Funding
ENGLISH LEARNERS cont					
Language Educator Coaching and Support	2-020		X	X	X
EQUITY/CULTURALLY RESPONSIVE					
Including Students with Disabilities in the General Education Classroom	2-021		X		X
Classroom Management through a Culturally Responsive Lens	2-022		X		X
Equity-Driven Teaching	2-023		X		X
Antiracism: Contemporary Understanding of Equity and Inclusion in the Classroom	2-024		X		X
Antiracism in Action: Strategies for Inclusive Classroom Practices	2-025		X		X
Culturally Responsive Text Analysis	2-026		X		X
Assessment Makeovers to Reduce Bias	2-027		X		X
Social Justice Standards	2-028		X		X
Social Justice Curriculum Development	2-029		X		X
Cultural Competency	2-030		X		X
HYBRID READING/MATH PROFESSIONAL DEVELOPMENT					
Creating Curricula in a Backward Design Environment for Maximizing Student Learning	2-031		X		X
Classroom Coaching	2-032		X		X
Reading & Writing Connection	2-033		X		X
Understanding by Design (UbD)	2-034		X		X
Closing the Achievement Gap using Culturally Responsive Literature	2-035		X		X
Effective Instructional Strategies for Urban Classrooms	2-036		X		X
Tough Kid Toolbox	2-037		X		X
MATH					



LEARNING EXCHANGE

Creating a Math Rich Learning Environment	**2-038**	X	X		X
Data Driven Math: Targeting Instructional Interventions	**2-039**		X		X

		Title IA Funding	Title IIA Funding	Title IIIA Funding	Title IVA Funding
MATH cont					
Developing Number Sense: Strategies for Intervention & Classroom Talk	**2-040**	X	X		X
Early Interventions in Mathematics	**2-041**	X	X		X
Effective Ways to Differentiate Math Instruction	**2-042**	X	X		X
Student-Centered Math: Learning Strategies That Really Count	**2-043**	X	X		X
What Works for Students in Secondary Mathematics	**2-044**		X		X
Test Taking Strategies for Math	**2-045**		X		X
Mathematical Best Practices	**2-046**	X	X		X
Activating Your Math Curriculum: Data, Direction, and Customization	**2-047**		X		X
Unwrapping the Mathematics Curriculum	**2-048**		X		X
MINDFULNESS/TRAUMA/SOCIAL/EMOTIONAL/WELLNESS					
Building Community, Improving Culture	**2-049**		X		X
Classroom Management and Teacher Resilience	**2-050**		X		X
Restorative Practices Foundation	**2-051**		X		X
Mindfulness and Wellness in the Classroom and School Community	**2-052**		X		X
Traumatic Stress Response in Students	**2-053**		X		X
Collaborative Approaches for Teaching Children Impacted by Trauma	**2-054**		X		X
A Deeper Dive into Trauma: Essential Strategies in Working with At-Risk Adolescents	**2-055**		X		X
Social Media in the School Setting	**2-056**		X		X
Building Authentic Relationships with At-Risk Students	**2-057**		X		X
Mindfulness and Self-Compassion	**2-058**		X		X

Mindful Movement Educator Training	**2-059**		X		X
Social Emotional Learning	**2-060**		X		X
Bullying/Cyberbullying	**2-061**		X		X

		Title IA Funding	Title IIA Funding	Title IIIA Funding	Title IVA Funding
MINDFULNESS/TRAUMA/SOCIAL/EMOTIONAL/WELLNESS cont					
Wellness and Nutrition	**2-062**		X		X
Drug Awareness, Recognition, and Safety	**2-063**		X		X
School Safety	**2-064**		X		X
PROFESSIONAL LEARNING COMMUNITIES					
Professional Learning Communities At Work	**2-065**		X		X
READING					
Active Literacy Instruction with High Engagement and Motivation	**2-066**	X	X		X
The "Five Pillars of Reading": What is the Science of Reading	**2-067**	X	X		X
Data-Driven Reading: Targeting Instructional Interventions	**2-068**		X		X
Developing Reading Fluency	**2-069**	X	X		X
Early Interventions in Reading	**2-070**	X	X		X
Early Literacy Acquisition	**2-071**	X	X		X
Effective Phonics Instruction & Assessments	**2-072**	X	X		X
High Leverage Practices to Support Upper Elementary Readers	**2-073**	X	X		X
Frameworks for Vocabulary Development to Improve Assessment Results and Cross Discipline Development	**2-074**		X		X
Growing Learners as Readers	**2-075**		X		X
Instructional Strategies for Disciplinary Literacy	**2-076**		X		X
Literacy Intervention Strategies	**2-077**	X	X		X
Planning for Reading Instruction	**2-078**	X	X		X
Reading in the Content Areas	**2-079**		X		X

Responsive Teaching: What Happens Throughout & After Assessment	**2-080**		X		X
The Role of Close Reading in Strengthening Reading Fluency and Comprehension for Struggling Readers	**2-081**	X	X		X
Strategies & Interventions to Help ELL Learners Achieve Success in Reading Literacy	**2-082**	X	X		X

		Title IA Funding	Title IIA Funding	Title IIIA Funding	Title IVA Funding
READING cont					
Wisconsin Standardized Assessment/Test Taking Strategies for Reading/ELA	**2-083**		X		X
Activating Your Reading Curriculum: Data, Direction, and Customization	**2-084**	X	X		X
Unwrapping the Reading Curriculum to Best Meet the Needs of Struggling Readers	**2-085**	X	X		X
Appropriate Assessment Practices with Learners	**2-086**		X		X
Balanced Literacy for Readers	**2-087**	X	X		X
STRATEGIC PLANNING					
Strategic School Planning: Reviewing Where You've Been, Where You Are Now, and Where You Want to Go to Maximize Student Success	**2-088**		X		X
Effective Leadership in Educational Settings	**2-089**		X		X
Leading the Charge	**2-090**		X		X
Successful External Communication With Your "Customers"	**2-091**		X		X
Successfully Communicating and Working Together	**2-092**		X		X
STRUGGLING LEARNERS					
Classroom Intervention with Learners	**2-093**	X	X		X
Identifying Traits of Diverse Learners in the Classroom	**2-094**	X	X		X
Integrating Reading Comprehension Strategies into Classroom Instruction for Learners	**2-095**	X	X		X
Reading Curriculum Articulation for Struggling Learners	**2-096**	X	X		X
The Struggling Adolescent Reader: Making the Pieces Fit with Reading Strategies	**2-097**	X	X		X
STUDENT ENGAGEMENT/EFFECTIVE EDUCATORS					

Student Engagement	**2-098**		**X**		**X**
Empowering & Engaging Students	**2-099**		**X**		**X**
Creating Positive Classroom Culture	**2-100**		**X**		**X**
Financial Literacy	**2-101**		**X**		**X**

LEARNING EXCHANGE

		Title IA Funding	Title IIA Funding	Title IIIA Funding	Title IVA Funding
TECH/STEM					
What is AI? History, Where We Are Now, and Applications For Your Classroom	**2-102**		X		X
Harnessing AI in the Classroom - Foundations for Educators	**2-103**		X		X
Navigating the Digital World: The Impact of Social Media on Our Youth	**2-104**		X		X
The Secure Professional: Security Basics to Help You be the Best, First Line of Defense	**2-105**		X		X
Project-Based Learning	**2-106**		X		X
Exploring Best Practices: 21st Century Teaching & Learning with 1:1 Programs	**2-107**		X		X
Digital Wellness	**2-108**		X		X
Using Technology in the Classroom	**2-109**		X		X
Extending the Classroom Using Online Learning Tools	**2-110**		X		X
Gaming & Coding in the Classroom Setting	**2-111**		X		X
Educational Robotics	**2-112**		X		X
Makerspace in Every Classroom	**2-113**		X		X
Next Generation Science Standards	**2-114**		X		X
UNIVERSAL DESIGN FOR LEARNING					
Designing Learning Environments (UDL)	**2-115**		X		X
Universal Design for Assessment	**2-116**		X		X
Digital Tools for UDL	**2-117**		X		X
WRITING					
Literacy Learning: The Role of Language Arts & Writing for Comprehension	**2-118**	X	X		X
Teaching the Craft of Writing to Struggling Students	**2-119**	X	X		X
Writing Across the Curriculum	**2-120**		X		X
Writing in the Reading/Language Arts Classroom	**2-121**		X		X

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-001

Assessment for Learning

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

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-002

Grading for Learning

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

LEARNING EXCHANGE

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

Forward Exam (Wisconsin State Assessment)

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

LEARNING EXCHANGE

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

Data Chats: Increasing Student Ownership and Confidence

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

LEARNING EXCHANGE

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

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

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

LEARNING EXCHANGE

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

Using Student Data to Drive Reading and Math Instruction

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



LEARNING EXCHANGE

Assessment of Success	➢ Educator feedback survey ➢ Educator class participation ➢ Educator plans to change instructional strategies as data monitoring indicates changes in students' strengths and weaknesses. ➢ Educators can earn credit with a minimum of 15 hours on the topic.
Targeted Semester	Fall, Winter & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

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

Effective Differentiated Instruction Changes the Game for Struggling Learners

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



LEARNING EXCHANGE

	➢ Educator developed bank of lesson plans to include reading essentials, fluency and vocabulary strategies. ➢ Educator reflective journal (for grad credit)
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

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

Digital Tools for Differentiation

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

LEARNING EXCHANGE

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

Effective Strategies for Engaging ELL

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

LEARNING EXCHANGE

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

What ELLs CAN DO: Focused Differentiation for Linguistically Diverse Students

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

LEARNING EXCHANGE

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

Instructional Strategies to Help ELL Learners Achieve Success in Reading Literacy

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

LEARNING EXCHANGE

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

Moving the Needle with ELL's

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

LEARNING EXCHANGE

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

Vocabulary Development for English Learners

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

LEARNING EXCHANGE

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

ACCESS for ELLs - Data Analysis & Instruction Strategies

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

LEARNING EXCHANGE

TITLE III
Catalog Number: 2-015

Course 1: Analyzing Data & Assessments

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

LEARNING EXCHANGE

TITLE III
Catalog Number: 2-016

Course 2: Educator Leadership & Collaboration

Provider	**Independent Contractors**
Subject	Literacy
Grade Level(s)	K-12
Description	This is course four of five facilitated, 15-hour professional development courses for educators of English language learners offered by Confianza. These online courses for educators are a complete learning experience. Participants receive: ● In-depth content and knowledge in key areas of equity, language, and literacy ● A wide range of articles, videos, and fieldwork tools for immediate application ● Guidance on implementing content to supplement your professional learning communities. ● Access to additional Confianza content on Teaching Channel Plus, a dynamic online video-based platform ● The option to go deeper with customized remote workshops and virtual coaching support. Strong partnerships between EL specialists and content area educators are essential for high quality instruction and collaborative school cultures. In this course, the presenter shares strategies to deepen professional learning communities and support EL specialists in modeling effective collaboration built on mutual respect. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment**.
Materials	All Materials Provided online in a dynamic professional learning platform, Teaching Channel Plus
Objectives	➢ Educators will examine belief systems and research-based practices for serving culturally and linguistically diverse students. ➢ Educators will explore research-based strategies for educator leadership and ELL advocacy. ➢ Educators will ensure proactive collaboration and partnership between ESL and general education educators. ➢ Educators will implement collaborative protocols for connecting educators around ELL teaching and learning. ➢ Teaches will apply and share new strategies through fieldwork and an action plan for each participant's classroom context
Number of Participants	2-40
Session Number Within Series	15 hour facilitated online course
Prerequisite—if applicable	None
Scaffolding/Revisiting	This course provides learning sequences through a Connecting, Learning, Applying, reflecting cycle, supported by application of key tools, discussion, and guidance from our expert facilitator. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised either virtually or in person.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE III
Catalog Number: 2-017

Course 3: Evaluation & Leadership for Equity

Provider	**Independent Contractors**
Subject	Literacy
Grade Level(s)	K-12
Description	This is course five of five facilitated, 15-hour professional development courses for educators of English language learners offered by Confianza. These online courses for educators are a complete learning experience. Participants receive: ● In-depth content and knowledge in key areas of equity, language, and literacy ● A wide range of articles, videos, and fieldwork tools for immediate application ● Guidance on implementing content to supplement your professional learning communities. ● Access to additional Confianza content on Teaching Channel Plus, a dynamic online video-based platform ● The option to go deeper with customized remote workshops and virtual coaching support. Leaders need to understand the competencies and skills that content and language educators must have to effectively support English Learners. In this course, the presenter teaches evidence-based strategies for strengthening school culture, programming, and professional learning to benefit linguistically diverse students and families. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment**.
Materials	All Materials Provided online in a dynamic professional learning platform, Teaching Channel Plus
Objectives	➢ Leaders will examine belief systems and research-based practices for serving culturally and linguistically diverse students. ➢ Leaders will share research-based school practices for strong leadership, as well as school climate/culture for linguistically and culturally diverse students. ➢ Leaders will deepen evaluation practices for educators of ELLs in participants' contexts, including SEI and ESL classrooms, content and specialist classrooms. ➢ Leaders will utilize key components of English Language Development to ensure implementation of differentiated instruction of academic language for ELLs. ➢ Leaders will apply and share of new strategies through fieldwork assignments and an action plan for each leader's school context
Number of Participants	2-40
Session Number Within Series	15 hour facilitated online course
Prerequisite—if applicable	None
Scaffolding/Revisiting	This course provides learning sequences through a Connecting, Learning, Applying, reflecting cycle, supported by application of key tools, discussion, and guidance from our expert facilitator. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised either virtually or in person.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-018

Literacy Starts with the Learner

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

LEARNING EXCHANGE

TITLE II & TIV (WRE)
Catalog Number: 2-019

Bilingual Educator Bootcamp

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

LEARNING EXCHANGE

TITLE II, TIII, TIV (WRE) (TIII EL educators only)
Catalog Number: 2-020

Language Educator Coaching and Support

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

LEARNING EXCHANGE

Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

TITLE II & IV (WRE)
Catalog Number: 2-021

Including Students with Disabilities in the General Education Classroom

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



LEARNING EXCHANGE

Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (S&H)
Catalog Number: 2-022

Classroom Management through a Culturally Responsive Lens

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

LEARNING EXCHANGE

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

Equity-Driven Teaching

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

LEARNING EXCHANGE

TITLE II & IV (WRE/S&H)
Catalog Number: 2-024

Antiracism: Contemporary Understanding of Equity and Inclusion in the Classroom

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

LEARNING EXCHANGE

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

Antiracism in Action: Strategies for Inclusive Classroom Practices

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

LEARNING EXCHANGE

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

Culturally Responsive Text Analysis

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

LEARNING EXCHANGE

TITLE II & IV (WRE/S&H)
Catalog Number: 2-027

Assessment Makeovers to Reduce Bias

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

LEARNING EXCHANGE

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

Social Justice Standards

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

LEARNING EXCHANGE

TITLE II & IV (WRE/S&H)
Catalog Number: 2-029

Social Justice Curriculum Development

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

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-030

Cultural Competency

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

LEARNING EXCHANGE

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

Creating Curricula in a Backward Design Environment for Maximizing Student Learning

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

LEARNING EXCHANGE

TITLE TII, TIV (WRE)
Catalog Number: 2-032

Classroom Coaching

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

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-033

Reading & Writing Connection

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

LEARNING EXCHANGE

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

Understanding by Design (UbD)

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

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-035

Closing the Achievement Gap Using Culturally Responsive Literature

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

LEARNING EXCHANGE

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

Effective Instructional Strategies for Urban Classrooms

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

LEARNING EXCHANGE

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

Tough Kid Toolbox

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

LEARNING EXCHANGE

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

Creating a Math Rich Learning Environment

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

LEARNING EXCHANGE

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

Data Driven Math: Targeting Instructional Interventions

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

LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-040

Developing Number Sense: Strategies for Intervention and Classroom Talk

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

LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-041

Early Intervention in Mathematics

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

LEARNING EXCHANGE

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

Effective Ways to Differentiate Math Instruction

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

LEARNING EXCHANGE

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

Student-Centered Math: Learning Strategies That Really Count

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

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-044

What Works for Students in Secondary Mathematics

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

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-045

Test Taking Strategies for Math

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

LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-046

Mathematical Best Practice

Provider	**Independent Contractors**
Subject	Math
Grade Level(s)	K-12
Description	This session introduces best practices in math education based on the work of Jo Boaler, Stanford University math professor. Educators will engage in thoughtful understanding and discourse around mathematical mindsets, math practices, authentic math experiences, intervention strategies for students struggling to grasp concepts and other instructional best practices.
Materials	Materials provided to participants
Objectives	➢ Educators will be introduced to the best practices in math education. ➢ Educators will engage in thoughtful understanding and discourse around math mindsets of struggling students. ➢ Educators will experience the four online cubed modules. ➢ Educators will discuss intervention strategies for addressing needs of struggling students
Number of Participants	2-406
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' knowledge and use of mathematical best practice within their classroom and school. Follow-up coaching to ensure that assessment practices align with standards and are used to design instruction is recommended.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Pre and post workshop activity results ➢ Planning document
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

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

Activating Your Math Curriculum: Data, Direction and Customization

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

LEARNING EXCHANGE

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

Unwrapping the Mathematics Curriculum

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

LEARNING EXCHANGE

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

Building Community, Improving Culture

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

LEARNING EXCHANGE

TITLE II & IV (S&H)
Catalog Number: 2-050

Classroom Management & Teacher Resilience

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

LEARNING EXCHANGE

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

Restorative Practices Foundation

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

LEARNING EXCHANGE

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

Mindfulness and Wellness in the Classroom and School Community

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

LEARNING EXCHANGE

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

Traumatic Stress Responses in Students

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

LEARNING EXCHANGE

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

Collaborative Approaches for Teaching Children Impacted by Trauma

Provider	**Independent Contractors**
Subject	All Core Subjects
Grade Level(s)	K-12
Description	Schools play a critical role in the lives of children who have experienced child abuse and/or neglect. Schools offer students a safe place among trusted adults to learn and grow, yet many educators continue to voice frustration over lacking knowledge and resources to support these students in the classroom. When children feel emotionally safe and secure, they are better able to focus on the academic content being taught. This session will provide participants with an opportunity to discuss how Adverse Childhood Experiences (ACEs) impact brain development, gain strategies for implementing trauma-sensitive practices in the classroom, explore social-emotional screening/evaluation measures, and tools for building partnerships with child welfare, biological parents, and foster parents to promote student success. **Please Note: All learning opportunities are customized to best meet the needs of the schools we serve through the use of specific school curricula, student data, school goals, Common Core State Standards, educator learning needs and professional judgment**.
Materials	All Materials Provided
Objectives	➢ Educators will learn about and increase their knowledge of Trauma-sensitive practices. ➢ Educators will focus on strategic classroom and evaluation practices. ➢ Educators will learn how to identify and work with students through the lens of informed and sensitive care.
Number of Participants	2-40
Session Number Within Series	Can be a single workshop or a series of 2 or more. This session can be held in person or virtually.
Prerequisite—if applicable	None
Scaffolding/Revisiting	This session will be revisited in follow-up sessions which focus on educators' strategies for implementing trauma-sensitive practices in the classroom. Follow-up coaching to ensure the use of these processes and/or facilitation of educator team meetings (PLC) is advised.
Assessment of Success	➢ Educator feedback survey ➢ Educator reflection journal (for Graduate Credit) ➢ Educator developed plans that reflect alignment to the school/district strategic plans
Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

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

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

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

LEARNING EXCHANGE

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

Social Media in the School Setting

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

LEARNING EXCHANGE

Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

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

Building Authentic Relationships with At-Risk Students

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



LEARNING EXCHANGE

Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

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

Mindfulness and Self-Compassion

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

LEARNING EXCHANGE

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

Mindful Movement Educator Training

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

LEARNING EXCHANGE

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

Social Emotional Learning

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

LEARNING EXCHANGE

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

Bullying/Cyberbullying

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

LEARNING EXCHANGE

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

Wellness and Nutrition

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

LEARNING EXCHANGE

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

Drug Awareness, Recognition, and Safety

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

LEARNING EXCHANGE

TITLE II & IV (S&H)
Catalog Number: 2-064

School Safety

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

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-065

Professional Learning Communities at Work

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

LEARNING EXCHANGE

Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

TITLE I, TII, TIV (WRE)
Catalog Number: 2-066

Active Literacy Instruction with High Engagement and Motivation

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

LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-067

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

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

LEARNING EXCHANGE

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

Data Driven Reading: Targeting Instructional Interventions

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

LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-069

Developing Reading Fluency

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

LEARNING EXCHANGE

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

Early Interventions in Reading

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

LEARNING EXCHANGE

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

Early Literacy Acquisition

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

LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-072

Effective Phonics Instruction and Assessments

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

LEARNING EXCHANGE

TITLE I, II & IV (WRE)
Catalog Number: 2-073

High Leverage Practices to Support Upper Elementary Readers

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

LEARNING EXCHANGE

Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

TITLE II & IV (WRE)
Catalog Number: 2-074

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

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



LEARNING EXCHANGE

Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-075

Growing Learners as Readers

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

LEARNING EXCHANGE

TITLE TII & TIV (WRE)
Catalog Number: 2-076

Instructional Strategies for Disciplinary Literacy

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

LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-077

Literacy Intervention Strategies

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

LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-078

Planning for Reading Instruction

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

LEARNING EXCHANGE

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

Reading in the Content Areas

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

LEARNING EXCHANGE

TITLE II &IV (WRE)
Catalog Number: 2-080

Responsive Teaching: What Happens Throughout & After Assessment

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

LEARNING EXCHANGE

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

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

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

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

LEARNING EXCHANGE

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

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

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

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-083

Wisconsin Standardized Assessment/Test Taking Strategies for Reading/LA

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

LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-084

Activating Your Reading Curriculum: Data, Direction and Customization

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

LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-085

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

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

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-086

Appropriate Assessment Practices with Learners

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

LEARNING EXCHANGE

Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

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

Balanced Literacy for Readers

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



LEARNING EXCHANGE

Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

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

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

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

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-089

Effective Leadership in Educational Settings

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

LEARNING EXCHANGE

Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

TITLE II & IV (S&H)
Catalog Number: 2-090

Leading the Charge in Your Culture

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



LEARNING EXCHANGE

Targeted Semester	Fall & Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-091

Successful External Communication with your "Customers"

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

LEARNING EXCHANGE

TITLE II & IV (S&H)
Catalog Number: 2-092

Successfully Communicating and Working Together

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

LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-093

Classroom Intervention with Learners

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

LEARNING EXCHANGE

TITLE I, II & TIV (WRE)
Catalog Number: 2-094

Identifying Traits of Diverse Learners in the Classroom

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

LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-095

Integrating Reading Comprehension Strategies into Classroom Instruction for Learners

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

LEARNING EXCHANGE

TITLE I, II & IV (WRE)
Catalog Number: 2-096

Reading Curriculum Articulation for Struggling Learners

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

LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-097

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

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

LEARNING EXCHANGE

TITLE II & IV (S&H)
Catalog Number: 2-098

Student Engagement

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

LEARNING EXCHANGE

Title II & IV (S&H)
Catalog Number: 2-099

Empowering & Engaging Students

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

LEARNING EXCHANGE

TITLE II & IV (S&H)
Catalog Number: 2-100

Creating Positive Classroom Culture

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

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-101

Financial Literacy

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

LEARNING EXCHANGE

TITLE II & IV (TECH)
Catalog Number: 2-102

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

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

LEARNING EXCHANGE

TITLE II & IV (TECH)
Catalog Number: 2-103

Harnessing AI in the Classroom – Foundations for Educators

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

LEARNING EXCHANGE

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

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

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

LEARNING EXCHANGE

TITLE II & IV (WRE) Effective Use of Technology
Catalog Number: 2-105

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

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

LEARNING EXCHANGE

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

Project Based Learning

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

LEARNING EXCHANGE

TITLE II & IV (WRE) Effective Use of Technology
Catalog Number: 2-107

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

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

LEARNING EXCHANGE

TITLE II & IV (S&H) Effective Use of Technology
Catalog Number: 2-108

Digital Wellness

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

LEARNING EXCHANGE

TITLE II & IV (Effective Use of Technology)
Catalog Number: 2-109

Using Technology in the Classroom

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

LEARNING EXCHANGE

TITLE II & IV (Effective Use of Technology)
Catalog Number: 2-110

Extending the Classroom Using Online Learning Tools

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

LEARNING EXCHANGE

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

Gaming & Coding in the Classroom Setting

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

LEARNING EXCHANGE

TITLE II & IV (Effective Use of Technology)
Catalog Number: 2-112

Educational Robotics

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

LEARNING EXCHANGE

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

Makerspace in Every Classroom

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

LEARNING EXCHANGE

TITLE II & TIV (WRE)
Catalog Number: 2-114

Next Generation Science Standards

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

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-115

Designing Learning Environments (UDL)

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

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-116

Universal Design for Assessment

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

LEARNING EXCHANGE

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

Digital Tools for UDL

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

LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-118

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

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

LEARNING EXCHANGE

TITLE I, TII, TIV (WRE)
Catalog Number: 2-119

Teaching the Craft of Writing to Struggling Students

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

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-120

Writing Across the Curriculum

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

LEARNING EXCHANGE

TITLE II & IV (WRE)
Catalog Number: 2-121

Writing in the Reading/Language Arts Classroom

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