Dr. Mora Anderson, ESEA Nonpublic Supervisor
5225 W. Vliet Street; Room 160
Milwaukee, Wisconsin 53208
Phone: (414) 475-8114
E-mail: andersm3@milwaukee.k12.wi.us

Quarterly ESEA Title Program Consultation Meeting Agenda

September 8, 2026; 8:30-10:30 A.M.

Meeting Objective: To engage in ongoing consultation with non-public school leaders and service providers regarding key issues that impact the ability of eligible private school students to participate equitably in Title programs.

1. **Welcome, Introductions, and Community Building** (Dr. Mora Anderson)
2. **Meeting Norms:**

   We will:
   - Use our time wisely, starting and ending our meetings on time
   - Use cameras during meeting
   - Mute microphones unless permitted to speak
   - Treat each other with respect.
   - Assume good intent
   - Listen attentively
   - Document topics outside the agenda and table those items for a later agenda.
   - Avoid side conversations.
   - Avoid use of cell phone

3. **Guest Presenters:**

   #8. How and when the LEA will make decisions about delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through potential third-part providers

   a. **Wisconsin DPI Title Consultants**:
      i. Title I, Part A: Brielle Glatzel
      ii. Title II, Part A: Abdallah Bendada
      iii. Title III, Part A: Amy Maciolek
      iv. Title IV, Part A: Karen Horn

   b. **21st Century Learning Centers**: Leighton Cooper & Beth-Marie Kurtz

   c. **IDEA/Specialized Services**: Dr. JoAnn Buhr

4. **Vendor-Provided Direct Services**

#3 The services the LEA will offer.

#8 How and when the LEA will make decisions about delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through potential third-party vendors

a. **What are direct services?** According to Title I, Part A Non-regulatory Guidance, May 17, 2023, direct services are services provided to improve the academic achievement of participating private school children (see excerpt C-15 below). Recently the ESEA Team was notified by DPI that direct instruction for intervention is not required prior to students participating in other types of direct services. Consequently, there is no federally required minimum number of instructional minutes or prerequisite intervention that must occur before an eligible student may participate in another allowable direct service.

i. **C-15. What types of services are available for private school participants?**
Services to improve the academic achievement for participating private school children may include, but are not limited to, the following:

- Instructional services provided by public school employees or third-party contractors;
- Expanded learning time, including before- and after-school programs;
- One-on-one tutoring;
- Summer school programs;
- Family literacy programs;
- Counseling programs;
- Mentoring programs;
- Computer-assisted instruction;
- Home tutoring;
- Instruction using take-home computers; and
- Any combination of the above.

In addition, teachers and families of participating private school students may participate, on an equitable basis, in services and activities provided with Title I funds. (ESEA section 1117(a)(1)(B)).

ii. Pre-approved supplemental Professional Development/Coaching/ Mentoring/ Coursework are services that may be provided to eligible employed staff.

iii. Pre-approved supplemental Family engagement activities are services that may be provided to families of eligible enrolled students.

b. **Who can provide direct services?** Licensure requirements are based on the specific services to be provided. The What Can I Teach or Do with My License? webpage on the DPI website helps identify some of the different supports/roles based on certifications.

i. DPI Subject/Grade-Level Certified Teacher(s)- may provide services for direct instruction for intervention.

ii. DPI Certified Reading teacher-may provide services to teach Reading.

iii. DPI Certified Social Worker; School Psychologist; or School Counselor may provide services for SEL Counseling.

iv. Vendor Hired Staff for Academic Support and Tutoring (1:1 or small groups) do not require DPI license/certification.

v. Third-party vendor-contracted staff who meet DPI licensure requirements, when applicable, may provide the direct services listed above.

c. **Who can receive direct services?**

i. Under ESEA Section 1117 and the Title I, Part A Non-Regulatory Guidance, Section C, Title I equitable services are provided to eligible private school students who reside in participating public school attendance area and are identified as failing, or most at risk of failing, to meet challenging State academic standards.

ii. Under ESEA Section 8501 and the federal Title III, Part A guidance, and LEA must provide equitable services to eligible private school students when applicable. For Title III, Part A, the services are intended to benefit English learners enrolled in participating private schools.

iii. Title IV, Part A does not establish a specific student-level eligibility criterion. Title IV, Part A funds may support activities under the three statutory program areas:

(1) **Well-Rounded Education**—ESEA Section 4107

(2) **Safe and Healthy Students**—ESEA Section 4108; and

(3) **Effective Use of Technology**—ESEA Section 4109

d. **How will students who receive direct services be assessed?**

i. **STAR Assessment**

#6. How the services provided by the LEA will be assessed and how the result of the assessment will be used to improve those services.

(1) All schools receiving Title supplemental services (Instruction, PD, FE, materials, etc.) must complete an eligibility list where students have been

ranked by the school and identified to receive TIA services (students most in need)

(2) All students receiving supplemental direct services must be tested (this includes schools with allocations under $3,000, where only the teachers of those students receive services)

e. **What documentation is needed to reimburse service providers for direct services?**

i. Title Program Requirements and Deadlines Handout Section XII

ii. Direct payment to schools is not allowed

iii. Lack of accurate and complete supporting documentation issued to vendors in a timely manner will result in removal of reimbursement request for re-submission with the next invoice

5. **Streamlined Materials Check-Out Procedures (Discussion required)**

#3. The services the LEA will offer

a. With the exception of keys for technology carts, there should not be daily checkout of materials that are used regularly by teaching staff

b. Materials must be secured when not in use and under the control of your assigned vendor at all times

c. Materials remain the property of MPS and may not be given away without the express permission of ESEA staff.

6. **Simplified Inventory Verification (Discussion required)**

#3. The services the LEA will offer

a. Inventory verification is a requirement to successfully monitor Title programs

b. After meeting with the vendors, they clarified their inventory verification process includes, at minimum, 3 inventory checks: Beginning; Mid; and End of year. They also noted that additional checks may be required if ESEA inventory verification is not completed successfully.

c. ESEA Team conducts at minimum 1 inventory check per school on a rotational basis

i. Date is scheduled with school leader in advance per prior consultation agreement (March 2026).

ii. Provided inventory verification is successfully completed-no other visits are required by the ESEA Team.

iii. When inventory verification is not successfully completed; the ESEA Team requires the assigned vendor staff to correct inventory issues within a two-week period.

7. Title Program Requirements and Deadlines

a. Affirmation of Consultation

#3. The services the LEA will offer

i. Due Date is March 5, 2027, no later than 4:00 p.m. (but can be submitted as soon as following this meeting)

ii. Discussion of required consultation topics (Handout; Affirmation Form; and Monthly Consultation Agendas)

iii. Topics are covered throughout the year

iv. Private schools outside of MPS district boundaries should complete the form and submit to your local LEA

(1) Make sure to select "Yes" to Title IA, even if you do not want to take part in your LEA's Title IA program

(2) Cc: Title1@milwaukeepublicschools.org when you email the affirmation form to your local district.

b. 2026 Enrollment Count Process: All due dates are no later than 4:00 p.m.

#2. The method or sources of best available data that the LEA and the private school officials will use to determine the number of private school children from low-income families residing in participating public Title IA school attendance areas who attend private schools

i. Student Count Date is Friday, September 18, 2026

ii. Enrollment Spreadsheet is due on October 9, 2026

(1) Remember to select one option under the economic status process

(2) Do not input numbers manually in cells O,P,Q,R,S,T as they populate automatically

(3) Remember to **submit EXCEL version** of form not PDF. Please send to Title1@milwaukeepublicschools.org

(4) Once your enrollment summary is submitted, you will receive a confirmation email from Michael Betts (see contact below) with any requests for updates, if needed

(5) Remember to use USDA income guidelines not Choice income: **Please note that choice income levels are set too high to qualify for students living in poverty. In other words, not all choice students are necessarily living in poverty.**

iii. If you need help completing this form, please contact Michael Betts at bettsm@milwaukeepublicschools.org

c. **Title Contact for Schools**

#8 How and when the LEA will make decisions about delivery of service, including a thorough consideration and analysis of the views of the private school officials on the provision of services through potential third-party providers

i. Our suggestion is to have a team from each school, working with the vendor/MPS. Connecting with administrators has been an issue at times for the vendors/MPS. A team can consist of 2-3 people. Please communicate with your vendor regarding your selected school team members.

ii. Team members would/could be:

(1) On the listserv to receive communication

(2) Connecting with your vendor to help with communication/feedback

8. **ESEA Team Contact information**

#8 How and When the LEA will make decisions about delivery of service, including a thorough consideration and analysis of the views of the private school officials on the provision of services through potential third-party providers

a. We encourage collaboration among vendors and school leaders through the monthly consultation process

b. If further assistance is needed, please email the ESEA Team priority contacts:

i. Catapult (Titles IA; IIA; IIIA; IVA)—Sara Benedetto, ESEA Non-Public Services Coordinator: benedesm@milwaukeepublicschools.org

ii. Learning Exchange (Titles IA; IIA; IIIA; IVA)—Mark Lawrence. ESEA Non-Public Services Coordinator: lawrenma@milwaukeepublicschools.org

iii. General Concerns—Dr. Mora Anderson, ESEA Non-Public Supervisor: andersm3@milwaukeepublicschools.org

iv. General Concerns—Joseph Hill, ESEA Manager: hilljj@milwaukeepublicschools.org

9. **EL Identification Training will occur on September 24, 2026, at 2:00 p.m. Please use this link to join the meeting:** Video call link: https://meet.google.com/bpn-wzmk-wed
   #3. The services the LEA will offer

10. **Reflections and Feedback on Hybrid Consultation Meeting Structure: Please use QR Code below to take Exit Survey.**
    #8. How and when the LEA will make decisions about delivery of service, including a thorough consideration and analysis of the views of the private school officials on the provision of services through potential third-party providers

https://qr.link/kLGRZW

SCAN to Take Survey

11. **Closing**

The next large consultation meeting is scheduled for January 19, 2027; 8:30-10:30 A.M.

Google Meet joining info: Video call link: https://meet.google.com/woz-kesu-eep

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E-mail: andersm3@milwaukee.k12.wi.us

Tuesday, September 8, 2026

Title Program Requirements and Deadlines

Under the Every Student Succeeds Act of 2015 (ESSA)-enacted as Public Law 114-95- is the reauthorized version of the Elementary and Secondary Education Act, also known since 2001 as No Child Left Behind, Milwaukee Public Schools is required to engage in consultations on key issues that affect the ability of eligible private school students to participate equitably in Title programs. Any non-public school serving City of Milwaukee resident students may attend these consultation meetings, even if they are not currently participating in Title programs with the district.

ESEA consultation to include:

1. How the LEA will identify the needs of private school children.
2. The method or sources of best available data that the LEA and the private school officials will use to determine the number of private school children from low-income families residing in participating public Title IA school attendance areas who attend private schools.
3. The services the LEA will offer.
4. How, where, and by whom the services will be provided.
5. When, including the approximate time of day, Title IA services will be provided to eligible private school children.
6. How the services provided by the LEA will be assessed and how the results of the assessment will be used to improve those services.
7. The size and scope of equitable services to be provided to the eligible private school children, their families, teachers, and other educational personnel. The amount of funds available for those services, how that amount is determined from the total amount of funds received by the LEA, and if funds will be used for direct and indirect administrative costs.
8. How and when the LEA will make decisions about delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through potential third-party providers.
9. How, if the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA will provide to the private schools, in writing, an analysis of the reasons why the LEA has chosen not to use a contractor.
10. Whether the LEA shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor.
11. Whether the LEA will provide equitable services by a) creating a pool or pools of funds or b) on a school-by-school basis.
12. Whether to use funds provided under Title I, Part A in coordination with eligible funds available for services to private school children under applicable programs as defined in Title VIII to provide services to eligible private school children participating in programs.
13. If the LEA will transfer funds as allowed under Title V, Section 5103. 20 U.S.C. § 7305b(e)(2).

I. Affirmation of Consultation

#3. The services the LEA will offer

- Due Date—March 5, 2027, no later than 4:00 p.m. (**but can be submitted as soon as after this meeting**)
- Private Schools outside of MPS of district boundaries
    - Fill out the form and submit it to your local LEA
        - ✓ Make sure to select "Yes" to Title IA, even if you don't want to take part in your LEA's Title IA program
        - ✓ Cc: Title1@milwaukeepublicschools.org when you email the affirmation to your local district.

Affirmation—Pooling Title funds

#11. Whether the LEA will create a pool by (a) creating a pool of funds or (b) on a school-by-school basis

- Pro (Most at risk students receive services)
- Con (participating private schools might not receive any services because their students are higher performing)
- Schools that choose to pool would only fill out one eligibility form for both schools

II. 2026 Enrollment Count Process -Handout

#2. The method or sources of best available data that the LEA and the private school officials will use to determine the number of private school children from low-income families residing in participating public Title IA school attendance areas who attend private schools

- Enrollment Summary Report (**all due dates are no later than 4:00 p.m.**)
    - Student Count Date: Friday, September 18, 2026
    - Enrollment Spreadsheet Due: October 9, 2026
    - Remember to select one option under the economic status process tab
    - Do not input numbers manually in cells O, P, Q, R, S, T as they populate automatically.
    - Remember to **submit EXCEL version** of form not PDF. Please send to Title1@milwaukeepublicschools.org

- Once your enrollment summary is submitted you will receive a confirmation email from Michael Betts (see contact below) with any requests for updates, if needed.
- Remember to use USDA income guidelines not Choice income

- If you need help completing this form, please contact Michael Betts at bettsm@milwaukeepublicschools.org

Please note, Choice income levels are set too high to qualify for students living in poverty. In other words, not all Choice Students are necessarily living in poverty

III. Title Contact for Schools

#8 How and when the LEA will make decisions about delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through potential third-party providers.

- Our suggestion is to have a team from each school, working with the vendor/MPS. Connecting with administrators has been an issue at times for the vendors/MPS. A team can consist of 2-3 people. Please communicate with your vendor regarding your selected school team members.
- Team members would/could be:
  - On the listserv to receive communication
  - Connecting with your vendor to help with communication/feedback

IV. Title IA – Improving the academic achievement of the disadvantaged

#3. The services the LEA will offer

Direct Services: Supplemental direct services is the primary purpose of Title IA (Virtual, Blended, Face to Face), and it is only a pull-out program.

- Schools and vendors need to collaborate and discuss what the best research-based curriculum should be used in the Title IA room.
- Supplemental instructional focus is Math or Reading which includes Academic Support; Tutoring; and SEL Counseling
- Direct services are provided by
  - DPI Certified Teacher(s)-direct instruction for intervention

- DPI Certified Social Work; School Psychologist; or School Counselor-SEL Counseling
- Vendor Hired Staff (DPI license not required)-Academic Support and Tutoring (1:1 or small groups)

- Prior to start of teaching—background checks must be finalized by both vendor and MPS
- Student pre/post-assessment—Star Assessment
- Academic Support (small group before, during, after school)
- Students must be referred by school staff Saturday Academy

V. Identifying student needs

#1. How the LEA will identify the needs of private school children

- Needs assessment-submitted in July
- Eligibility List, ranking students a 1, 2, or 3-Handout
  - Eligibility list cannot have all 1's
  - Targeted program not schoolwide
- Parent consent-Handout
  - Schools should not randomly distribute forms. Only students that are identified on the eligibility list as the most in need should receive a parent consent form.
- Exit/Entrance Criteria – Handout

VI. TIA Supplemental Professional Development/Coaching

#3. The services the LEA will offer

- Title IA funds can be used for supplemental PD/coaching for regular classroom teachers who have Title IA targeted assistance students in their classroom <u>who are currently receiving services.</u>
- The purpose of this supplemental PD/coaching is to better support the Title IA students within their own classroom creating a connection between the two.
- Title IA supplemental PD/Coaching topics must be related to what is being taught in the Title IA classroom.

- Supplemental coaching under Title IA: observation can happen in the classroom with students, but debriefing needs to happen outside of instructional time, before school, after school, during prep time.
- TIA services are targeted, supplemental and may not benefit the entire school.
- Title IA expenditures are to be reasonable and necessary

VII. Family Engagement (FE):

Title IA allocations should be used for supplemental FE activities that will help teach parents how to support their child at home in Reading and Math.

- Required minimum 1% for family engagement
- Only for the parents of the Title IA students who are receiving services
- Backpacks, $25.00 book vouchers, quest cards are <u>not</u> allowable
- Food for parent activities is allowed if the activities are at least 2 hours in length & occur over mealtime, (<u>light snacks or refreshments</u>) – Reasonable and Necessary
- Scholastic Book Fair
    - Must have a separate invoice from Scholastic to submit to the ESEA Department listing each book purchased
    - Family must be in attendance to receive <u>1</u> book
    - $25.00 Book vouchers are <u>not</u> allowed
    - Sign in sheet needed for Scholastic Book Fair event
    - Scholastic Book Fair events must be paired with an activity teaching parents strategies on using the book at home with their child.
- Supplemental materials purchased with Title IA allocations are for Title IA student use only!
- All Title IA supplemental materials should be secured/locked up at all times. The key should remain within the vendor's management (e.g. central lockbox for checkout system)
-

VIII. STAR Testing

#6. How the services provided by the LEA will be assessed and how the result of the assessment will be used to improve those services.

- All schools receiving Title supplemental services (Instruction, PD, FE, materials, etc.) must complete an eligibility list where students have been ranked by the school and identified to receive Title IA services (students most in need)
- All students receiving supplemental services must be tested (this includes schools with allocations under $3,000, where only the teachers of those students receive services)
- All Title IA students must be assessed upon entering Title IA and prior to exiting Title IA (within a week of entering Title IA)
- "Push in Programs" are not allowed for Title IA Supplemental Instruction

IX. Title II-A

#3. The services the LEA will offer

Title IIA – Use to provide supplemental services focused on preparing and training High-Quality Teachers, Principals, and Other School Leaders

Supplemental Professional Development - School Personnel

- High-quality supplemental professional development for private school teachers, principals, and other educational personnel
- Supplemental Coaching/Mentoring
- The current law allows LEAs to use funds for activities under Well Rounded Education such as English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, environmental education, career and technical education, health, and physical education.
- Supplemental materials purchased with Title IIA funds must not go over the amount each school has in the TIIA materials line.

- All supplemental materials purchased with Title funds remain the property of Milwaukee Public Schools and must remain secured in the Title IA room
- Supplemental PD materials should be checked in and out by the vendor to private school teachers only. It is the vendor's responsibility to ensure all Title IIA supplemental PD materials are checked back into the Title IA room
- Title IIA Allowable and Non-Allowable Expenditure Guidelines
- Supplemental services must be provided by vendors or subcontractors
- Non-public schools have access to both vendors Family Engagement (FE) and Professional Development (PD) catalogs (see MPS website)

X. Title IV-A

#3. The services the LEA will offer

Student Support and Academic Enrichment Grant

FY26 TIVA Allocations have been divided accordingly: WRE (45%); S&H (45%); and Effective use of Technology (10%). **Allocation of services from TIVA must be used to enhance already existing school programs and cannot supplant**. This means the school programming should have existed prior to accessing TIVA Allocation of service and will sustain in the absence of TIVA Allocation of service. The following are TIVA priority areas:

- Access to a well-rounded education (spend at least 20%)
- Improving school conditions for learning to ensure safe and healthy students (spend at least 20%) and,
- Effective use of technology to improve academic achievement and digital literacy. (There is a 15% cap on technology infrastructure (devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases). These purchases can't be more than 15% of whatever amount is spent under the IT objective. Technology

Infrastructure is limited to staff devices or district tools that students don't directly interact with.

  - At minimum 1 PD Scheduled
  - Remaining allocation may be used for WRE and S&H overages

- Student Device—Well Rounded (provide description for use and connection to well-rounded education)
- Title IVA Non-Allowable Expenditures
  - Food
  - Pupil Transportation
- Title IVA Allowable Expenditures (either Safe and Healthy or Well-Rounded)
  - Travel Cost
  - Registration
  - Stipend for an allowable TIVA PD
- School wide Supplemental Licenses/Basic Professional Memberships
  - Per ESSA 8501(d)- The public agency needs to maintain control of the supplemental subscription/license/membership to ensure that it is only used for Title purposes. Supplemental site license needs to have the name of the public agency and not the private school. Submit a copy of the site supplemental license when submitting invoice
  - Supplemental materials, license/membership subscriptions must be under the control of the LEA

XI. Aligning Funding

#12. Whether to use funds provided under Title I, Part A in coordination with eligible funds available for services to private school children under applicable programs as defined in Title VIII to provide services to eligible private school children participating in programs.

- Schools may use Title IA, IIA, IIIA, and IVA funding to pay for an allowable supplemental professional development
-

XII. Title Policies, Procedures, and Billing Process

Billing for Title IA, IIA, IIIA, and IVA

- Submit attendance and evaluations
    - must follow requirements listed on PD Checklists (In-person and Virtual)
- All supplemental coaching/mentoring must have a sign-in sheet as documentation that supplemental coaching/mentoring took place
- A sign-in sheet is required for each supplemental PD activity
- Private school must provide vendor with the backup documentation within 30 days *(*coursework within 60 days)
- Stipends, per diem, travel, and tuition will be paid after completion and documentation submitted, Title cannot pre-pay.
- Out-of-town conference (itemized hotel receipt, flight receipt/ itinerary, proof of attendance, registration information)
    - If/When unforeseen circumstances arise during travel, non-public staff **must communicate with assigned vendor to seek approval.**

Supplemental Coursework

- Must submit an invoice from university listing specific course and payment for specific course student is seeking reimbursement for
- Should show the term on the grade report and proof of payment (Credit card statement must list the cardholder's name)
- Tuition reimbursement for staff member taking supplemental courses, participant must earn a "B" or better for undergraduate & graduate courses, (a receipt showing course that was paid for is needed for reimbursement)
- Tuition reimbursement for students taking supplemental courses, students need to receive a "C" or better.

All Pre-Approvals

- All Title services are supplemental. Each request must explain:
    - What is currently happening in the school?

    - How does this request supplement (TIA/TIIA/TIIIA)/Enhance (TIVA) what is currently happening in the school?
- Must be submitted 30 days prior to the event
- Once received by the ESEA Department, we try to return them within 5 days
- Once the approval is given, vendor can move ahead with activity
- When filling them out be as detailed as possible (Assume we know nothing)

Travel

- Lodging will not be authorized for single-day conferences within the state unless the distance to the conference location exceeds 50 miles. Lodging will be limited to the night immediately preceding the conference.
- Only costs directly associated with permissible travel within the Continental United States will be reimbursed (Pertains to Title IA, IIA, IIIA, and IVA).
- Reasonable tip allowed for taxi (up to 15%)
- Explanation required for transfers over $25.00

Per diem (See page 8 of travel document)

- Will not be paid prior to event date
- here will be no per diem for 1-day trips

Taxes

- MPS will not reimburse for taxes in Wisconsin
- Staff should try to use school tax exempt number

Stipends (Teachers: $30.28 per hour) (Paraprofessional: $20.71 per hour)

- Must occur outside of the staff member's normal workday
- Mentor teachers receive stipend but not mentee
- Staff members cannot receive a stipend and credit for a supplemental course
- K4/gym/art/music teachers cannot take part in Title IA professional development
- Principals/ Administrative staff cannot receive a stipend

Private schools cannot obligate Title funds

Under ESEA section 8501 (d)(1), a public agency must control funds used to provide equitable services, and the public agency must retain title to materials, equipment, and property purchased with those funds. Moreover, the public agency must administer the funds and services. Accordingly, an LEA must engage in the procurement of equipment, supplies, and services, including preparation and submission of any purchase orders. Private school officials have no authority to obligate ESEA funds. Therefore, LEAs may not request or require private school officials to submit purchase orders. (Non-Regulatory Guidance, C-21).

Private Schools receive supplemental services not funding.

An LEA must always maintain control of program funds as well as title to all materials, equipment, and property purchased with Federal funds. (ESEA section 8501 (d)(1)). For programs for which an SEA must provide equitable services with State-level program funds (i.e., TII, Part A and Title IV, Part A), the SEA must maintain control of funds in a similar manner. (**Non-Regulatory Guidance, C-16**)

Private school officials have no authority to obligate or receive ESEA program funds (See /C-16). Thus, in general, no ESEA program funds may be paid to a private school, even as reimbursement (**Non-Regulatory Guidance, C-17**).

Private Schools should not be responsible for placing supplemental material orders

- Only the MPS contracted vendor is allowed to order supplemental materials once a pre-approval has been approved.

Should not be responsible for setting up supplemental PD

- Sub-contractor and school should not make plans without the vendor present for the conversation. If this happens, the sub-contractor is in jeopardy of no longer being allowed to provide services under Title
- Should not be responsible for setting up supplemental Family Engagement activities
- Should not be responsible for determining what goes in the supplemental Title IA Classroom

Complaint Process (See handout)

All TIA schools that relocate, merge, close, or open (including new locations) should notify DPI, ESEA Department, and your assigned vendor

Title Program FY26 Revised Tentative Calendar

XIII. Communication

- Inform MPS and your service provider of school changes in leadership

Questions Regarding TIA, IIA, IVA?

Reflections and Feedback on Hybrid Consultation Meeting Structure: Please use QR Code below to take Exit Survey.

#8. How and when the LEA will make decisions about delivery of service, including a thorough consideration and analysis of the views of the private school officials on the provision of services through potential third-party providers

https://qr.link/kLGRZW

SCAN to Take Survey

TENTATIVE 2026-27
Non-Public Calendar

MILWAUKEE PUBLIC SCHOOLS

Non-public School Title Program Calendar
2026-2027 School Year
5225 W. Vliet Street; Room-160
Milwaukee, Wisconsin 53208

Date	Event	Time	Location	Directions	Contact Information
Summer	Identification of newly enrolled potential K5-12th grade EL students	NA	Schools	Scan/Email copies of the Home Language Survey (HLS) and WIDA screener score sheets to MPS Title IIIA team. Enter student information for potential ELs into a shared Google **sheet** and email Title 3 team to review information entered on Google sheet.	**ESEA Department**
7/1/2026 * See note for Title IIIA NA	ESEA Title IA/IIA/IIIA/IVA Needs Assessment and Program Development Plan **. Please note, no funding may be accessed until an approved plan is on file. Any instruction, parent involvement, professional development, training, courses, etc. not included in this plan will require a 30 day preapproval.**	Due no later than 4:00 PM		Schools should plan to submit their preliminary plan to their Title IA/IIA/IIIA/IVA vendor prior to July 1st to ensure that the ESEA Department receives it by the July 1st deadline. Services can not start until NA is approved.	**Dr. Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
Summer	Review 25-26 ACCESS Scores & Prepare for Upcoming 26-27 ACCESS Test	NA	Schools	Verify enrollment in Student Information System. Ensure ACCESS scores from 26-27 school year are uploaded into SIS. Contact Jill to request the necessary files.	**Jill Waltersdorf, Assessment Specialist, walterjm@milwaukee.k12.wi.us**
7/7/2026	Student Count Date "New Schools Only"	N/A		New School sites must count all students enrolled on this date. Count information must be added to Affirmation Form and Enrollment Spreadsheet.	**Dr. Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
7/17/2026	Non-public School Affirmation of Consultation Form and Enrollment Spread Sheet Due. (New Schools).	Due no later than 4:00 PM		U.S. mail or hand deliver signed and completed Affirmation and Enrollment Summary forms. Email to title1@milwaukee.k12.wi.us	**Dr. Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
Year-Round	Identification of newly enrolled potential K5- 12th grade EL students	NA	Schools	Screening to be conducted at local school sites. Scan/Email copies of the Home Language Survey (HLS) and WIDA screener score sheets to Title IIIA Team. Enter student information for potential ELs into a shared Google sheet and email Title III team to review information entered on Google sheet.	**ESEA Department**
9/8/2026	**ESEA Title Program Consultation Meeting (All Titles)**	**8:30 AM to 10:30 AM**	**Zoom Link will be sent out.**		**Dr. Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
Upon entering Title IA and prior to exiting Title IA	STAR Assessment	NA		**All Title IA students should be assessed when entering Title IA and assessed again before exiting Title IA or assessed at the end of the school year.**	**Dr. Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
9/18/2026	Student Count Date	NA		School sites must count all students in attendance on this date. Count information must be added to Affirmation Form and Enrollment Spreadsheet.	**Dr. Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
Before September 26, 2026	Review information to prepare for ACCESS upload with the state	NA	Schools that do not have automatic upload.	Complete the ACCESS Google sheet that will be sent electronically to you from the MPS Assessment Office. Follow the directions in the email to update the Google sheet to ensure the correct students are uploaded into the DRC	**Jill Waltersdorf, Assessment Specialist, walterjm@milwaukee.k12.wi.us**
9/30/2026	Eligibility Report Due	Due no later than 4:00 PM		The rolling eligibility list allows students that are added to the eligibility list to receive services immediately. Students should only be added to Title groups if room is available. Students should never be added to replace current students receiving services. Schools should plan to submit their list to their Title IA vendor prior to September 30th to ensure that the ESEA Department receives it by the September 30th deadline.	**Dr. Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
October	Enrollment Verification	NA	Schools that automatically upload.	Verify enrollment in DRC. Email Jill with any concerns with the state upload.	**Jill Waltersdorf, Assessment Specialist, walterjm@milwaukee.k12.wi.us**
10/9/2026	Preliminary State Roster	NA	DPI	NA	**Jill Waltersdorf, Assessment Specialist, walterjm@milwaukee.k12.wi.us**
10/9/2026	Annual Non-public School Affirmation of Consultation Form and Enrollment Spreadsheet Due	Due no later than 4:00 PM		U.S. mail, hand deliver, or email signed and completed Affirmation form. Email completed Enrollment Summary form to title1@milwaukee.k12.wi.us	**Dr.Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**

TENTATIVE 2026-27
Non-Public Calendar

10/23/2026	Final State Pull & WIDA ACCESS Labels Generated	NA	DPI	MPS recommends schools make updates **by October 21**, 2026.	**Jill Waltersdorf, Assessment Specialist, walterjm@milwaukee.k12.wi.us**
10/30/26	Verification of student roster in WIDA AMS	This is within DRC.	Schools	NA	**Jill Waltersdorf, Assessment Specialist, walterjm@milwaukee.k12.wi.us**
11/3/2026	**ESEA Small Consultation Meeting/Training**	**9:00 – 11:00 AM**	**Zoom link will be sent out.**	MPS Central Services, 5225 W. Vliet St., Milwaukee, WI RM 210-211	**Dr. Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
11/20/2026	**Schools Receive WIDA ACCESS Test Materials**	**NA**	**Schools**	Secure Testing Materials	**Jill Waltersdorf, Assessment Specialist, walterjm@milwaukee.k12.wi.us**
11/30/2026	**Updated Rolling Eligibility Report Due**	Due no later than 4:00 PM		The rolling eligibility list allows students that are added to the eligibility list to receive services immediately. Students should only be added to Title groups if room is available. Students should never be added to replace current students receiving services. Schools should plan to submit their list to their Title IA vendor prior to November 30th to ensure that the ESEA Department receives it by the November 30th deadline.	**Dr.Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
WIDA ACCESS Testing Window (December 1-January 30)	ACCESS Testing Window for English Learners - participation contingent upon completion of Home Language Survey and Screener.	N/A	Schools	Testing to be conducted at local school sites.	**ESEA Department**
Upon entering Title IA and prior to exiting Title IA	STAR Assessment	N/A		All Title IA students should be assessed when entering Title IA and assessed again before exiting Title IA or assessed at the end of the school year.	**Dr.Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
1/19/2027	**ESEA Title Program Consultation Meeting (All Titles)**	8:30-10:30 AM	**Zoom link will be sent out.**	MPS Central Services, 5225 W. Vliet St., Milwaukee, WI Auditorium	**Dr.Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
1/30/2027	**Updated Rolling Eligibility Report Due**	Due no later than 4:00 PM		The rolling eligibility list allows students that are added to the eligibility list to receive services immediately. Students should only be added to Title groups if room is available. Students should never be added to replace current students receiving services. Schools should plan to submit their list to their Title IA vendor prior to January 30th to ensure that the ESEA Department receives it by the January 30th deadline. Rolling eligibility list ends.	**Dr.Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
1/30/2027	**WIDA ACCESS Testing Window Closes**	N/A	Schools	Complete WIDA ACCESS testing.	**Jill Waltersdorf, Assessment Specialist, walterjm@milwaukee.k12.wi.us**
2/10/2027	**WIDA ACCESS Material Return Deadline**	NA	Mail	Return WIDA ACCESS testing materials.	**Jill Waltersdorf, Assessment Specialist, walterjm@milwaukee.k12.wi.us**
Upon entering Title IA and prior to exiting Title IA	STAR Assessment	N/A		***All Title IA students should be assessed when entering Title IA and assessed again before exiting Title IA or assessed at the end of the school year.***	**Dr.Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
2/24-25/2027	**Vendor Selection Fair Window 2/18-3/18**	**Forms Due no later than 4:00 PM**		**MPS Central Services, 5225 W. Vliet St., Milwaukee, WI RM 206-208**	**Dr.Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**

TENTATIVE 2026-27
Non-Public Calendar

3/1/2027	Identification of newly enrolled potential K5-12th grade EL students	NA	**Schools**	**Scan/Email copies of the Home Language Survey (HLS) and WIDA screener score sheets to MPS Title IIIA Team. Enter student information for potential ELs into a shared Google sheet and email Title IIIA Team for review. Screen K5 students who attain an oral composite score of 5.0 in reading and writing domains and submit scoresheet.**	**ESEA Department**
3/2/2027	**ESEA Small Consultation Meeting/Training**	9:00 – 11:00 AM		MPS Central Services, 5225 W. Vliet St., Milwaukee, WI RM 210-211	**Dr.Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
3/5/2027	**2027-28 Affirmations Due to the Title Office**	**Due no later than 4:00 PM**		**MPS Central Services, 5225 W. Vliet St., Milwaukee, WI RM 2**	**Dr.Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us and title1@milwaukee.k12.wi.us**
3/30/2027	**Eligibility Report**	Due no later than 4:00 PM		The rolling eligibility list allows students that are added to the eligibility list to receive services immediately. Students should only be added to Title groups if room is available. Students should never be added to replace current students receiving services. Schools should plan to submit their list to their Title IA vendor prior to March 30th to ensure that the ESEA Department receives it by the March 30th deadline.	**Dr.Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
4/2/2027	Identification of newly enrolled potential K5-12th grade EL students	NA	**Schools**	**Scan/Email copies of the Home Language Survey (HLS) and WIDA screener score sheets to MPS Title IIIA Team. Enter student information for potential ELs into a shared Google sheet and email Title IIIA Team to review information entered on Google sheet. Screen K5 students who attain an oral composite score of 5.0 in reading and writing domains and submit scoresheet.**	**ESEA Department**
4/30/2027	Last Day to Submit 2026-27 Pre-approvals for Materials	NA		April 30th is the last day to submit Material pre-approvals for the 2026-27 school year.	**Dr. Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
Upon entering Title IA and prior to exiting Title IA	STAR Assessment	NA		All Title IA students should be assessed when entering Title IA and assessed again before exiting Title IA or assessed at the end of the school year.	**Dr.Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us and title1@milwaukee.k12.wi.us**
5/1/2027	Identification of newly enrolled potential K5-12th grade EL students	NA	**Schools**	**Scan/Email copies of the Home Language Survey (HLS) and WIDA screener score sheets to MPS Title IIIA Team. Enter student information for potential ELs into a shared Google sheet and email Title IIIA Team to review information entered on Google sheet. Screen K5 students who attain an oral composite score of 5.0 in reading and writing domains and submit scoresheet.**	**ESEA Department**
5/1/2027	**Summer Schools Plans Due**	Due no later than 4:00 PM		Schools should plan to submit their summer school plan to their Title IA vendor prior to May 1st to ensure that the ESEA Department receives it by the May 1st deadline. Only students that received Title services during the school year may participate in Title IA summer school.	**Dr. Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
5/4/2027	**ESEA Title Program and IDEA Consultation Meeting (All Titles)**	8:30-10:30 AM		MPS Central Services, 5225 W. Vliet St., Milwaukee, WI Auditorium	**Dr.Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
5/12/2027	**WIDA ACCESS Printed Reports Available**	NA	Schools	ACCESS printed score reports will be delivered to you school. If you find any errors on your ACCESS reports, please contact Jill.	**Jill Waltersdorf, Assessment Specialist, walterjm@milwaukee.k12.wi.us**

5/30/2027	Eligibility Report *Please note, no funding may be accessed until an approved eligibility list is on file. May eligibility list may only be used to start up services at the beginning of the year (2027-2028) .	Due no later than 4:00 PM		The rolling eligibility list allows students that are added to the eligibility list to receive services immediately. Students should only be added to Title groups if room is available. Students should never be added to replace current students receiving services. Schools should plan to submit their list to their Title IA vendor prior to May 30th to ensure that the ESEA Department receives it by the May 30th deadline.	**Dr.Mora A. Anderson ESEA Non-public Supervisor andersm3@milwaukee.k12.wi.us**
6/10/2027	Final WIDA ACCESS data available in the DRC	NA	online	Login to DRC for WIDA ACCESS test data.	**Jill Waltersdorf, Assessment Specialist, walterjm@milwaukee.k12.wi.us**

***Notes: Title IIIA allocations are based on the WIDA ACCESS test administered the previous school year, not enrollment, and are released by DPI. Therefore, Title IIIA does not have preliminary allocations and there is no specific timeline for the release of final allocations.**



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Leighton Cooper
MPS Recreation Coordinator

Beth-marie Kurtz
MPS Recreation Manager-CLC/Safe Place Programs

21st Century Community Learning Centers

MPS Non-Public School Consultation Meeting
Sept. 8, 2026; 8:30a.m.-10:30a.m.

Private School Consultation: Purpose

- Title IV, Part B (21st Century Community Learning Centers) of the Elementary and Secondary Education Act (ESEA) requires that timely and meaningful consultation occur between the local education agency (LEA), community based organization (CBO), or consortium of these agencies and appropriate private school officials regarding how to provide equitable and effective programs for eligible private school students. 20 U.S.C. § 7881(c).
- Consultation involves discussions between the 21st CCLC grantee and identified eligible private school officials in order to ensure equitable access to the funded 21st CCLC program and services.
- Consultation between 21st CCLC subgrantees and the appropriate private schools must occur annually.
- Consultation must occur with all private schools located within the grantee's program service boundaries, including independent schools and faith-based schools.

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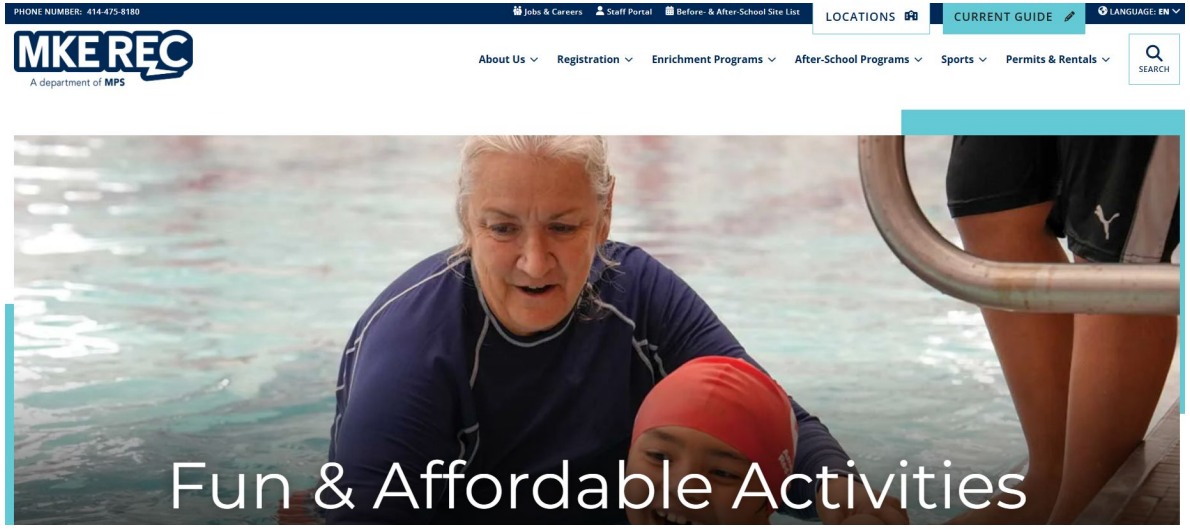
What is a 21st Century Community Learning Center?

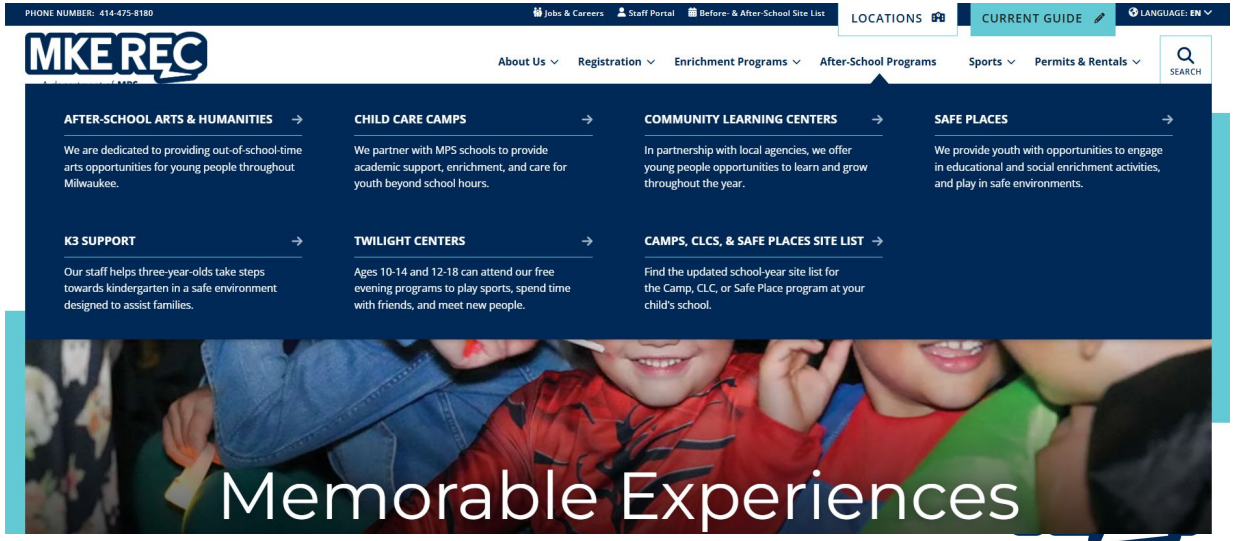
- Created to provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools.
- Assists students in meeting challenging academic standards
- Provides student with academic enrichment activities
- Offers students an array of enrichment activities (social-emotional, arts, leadership, etc.)
- Offers educational services for families of participating children (workshops, family-engagement activities)
- For more information, visit: https://dpi.wi.gov/sspw/clc

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MPS 21st Century Community Learning Centers

- 36 locations across the city of Milwaukee in 2026-2027
- Visit the Milwaukee Recreation webpage for the current list of MPS 21st CCLC program locations.
- 5 community-based partners support MPS CLCs
- 3,955 unduplicated CLC students served in 2025-2026 SY
- Visit the Milwaukee Recreation Before and After-School Programs website for more information.





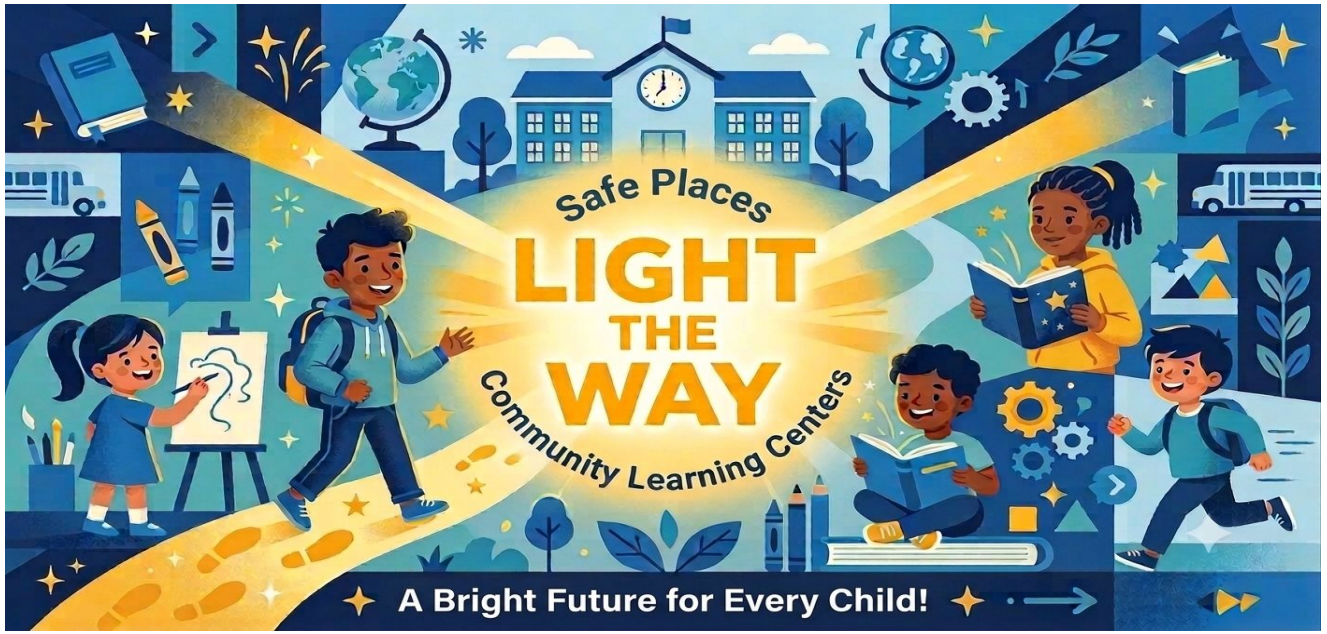
Our Lead Agency Community Partners

NEU-LIFE COMMUNITY DEVELOPMENT

Neighborhood House OF MILWAUKEE

MILWAUKEE Community CROSSROADS

SILVER SPRING NEIGHBORHOOD CENTER EST. 1958
A COMMUNITY OF SUCCESS



MILWAUKEE SCORES

JOURNEY HOUSE

BOYS & GIRLS CLUBS OF GREATER MILWAUKEE

STRYV 365®

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How Are Children's Needs Identified?

- Comprehensive school and community data review (student achievement data, school improvement plans (SIP), school climate surveys, youth risk behavior assessment, city poverty data, etc.)

- Program partners conduct routine community needs assessments. Tools such as focus groups, interviews, and surveys are used.

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Examples of Services Offered

- Academic Enrichment

(LitART, STEM, Literacy, Poetry, Creative Thinking, NBA Math Hoops)

- Youth Development

(Boys/Girls Scouts, The Rep, Character and Leadership)

- Social Emotional Activities

(Positive Action, Second Step)

- Recreational Activities

(SPARK Physical Activity/Movement, Gameplay, Martial Arts, Yoga, Kohl's Wild Theatre)

Department of Public Instruction 21st CCLC Allowable Activities

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Program Assessment and Quality Improvement

- DPI Monitoring
- MPS Recreation Site Monitoring
- Principal Site Observations
- Lead Agency Monitoring
- Annual Self-Assessments *[Youth Program Quality Assessment (YPQA) or Wisconsin After School Continuous Program Improvement (WASCIP)]. Assessment results are used to improve program services.*
- The most recent MPS 21st CCLC Evaluation Report is available on the Milwaukee Recreation 21st CCLC website.

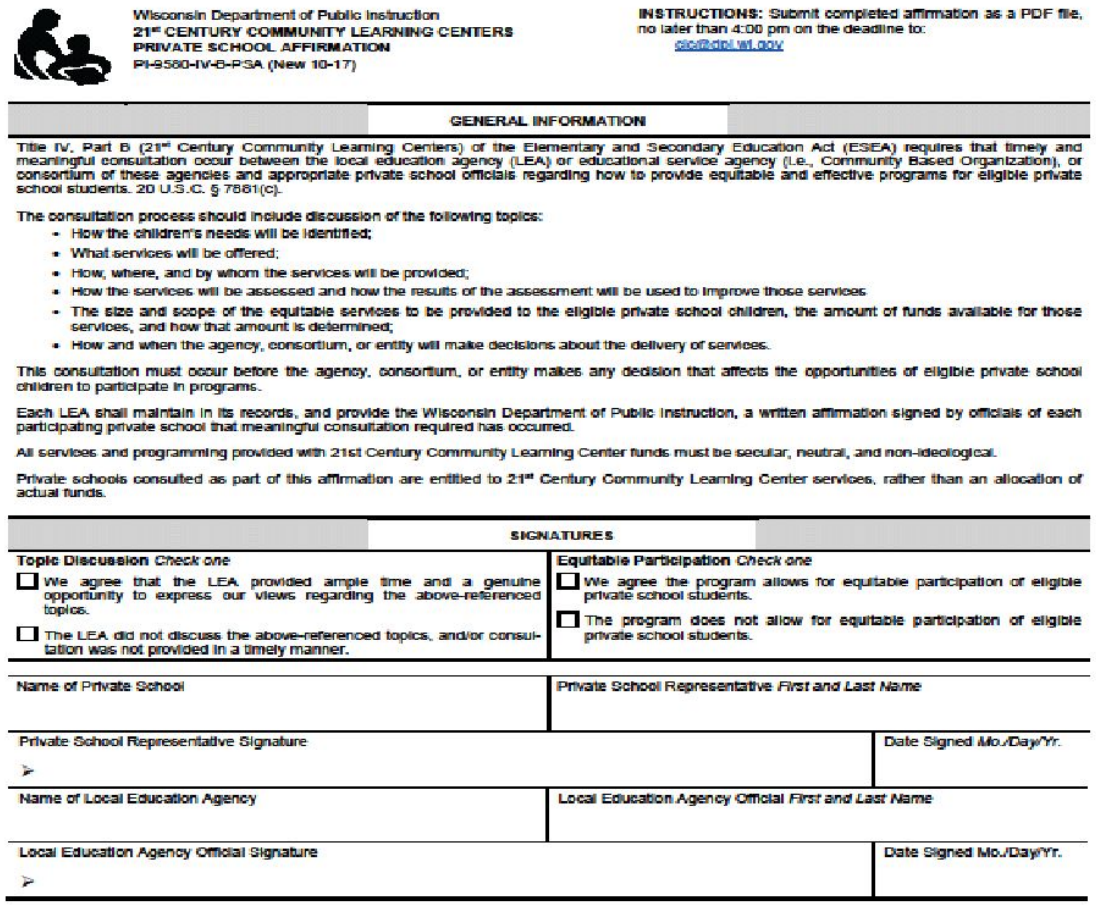
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Services for Children from Private Schools

- MPS 21st Century Community Learning Centers are open to all students in the city of Milwaukee.
- Students are not required to attend the day-school of a respective 21st CCLC to participate in the after-school program.

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WI DPI 21st CCLC Private School Affirmation



Wisconsin Department of Public Instruction
21st CENTURY COMMUNITY LEARNING CENTERS
PRIVATE SCHOOL AFFIRMATION
PI-9560-IV-B-PSA (New 10-17)

INSTRUCTIONS: Submit completed affirmation as a PDF file, no later than 4:00 pm on the deadline to:
dpi21cclc@dpi.wi.gov

GENERAL INFORMATION

Title IV, Part B (21st Century Community Learning Centers) of the Elementary and Secondary Education Act (ESEA) requires that timely and meaningful consultation occur between the local education agency (LEA) or educational service agency (i.e., Community Based Organization), or consortium of these agencies and appropriate private school officials regarding how to provide equitable and effective programs for eligible private school students. 20 U.S.C. § 7881(c).

The consultation process should include discussion of the following topics:

- How the children's needs will be identified;
- What services will be offered;
- How, where, and by whom the services will be provided;
- How the services will be assessed and how the results of the assessment will be used to improve those services
- The size and scope of the equitable services to be provided to the eligible private school children, the amount of funds available for those services, and how that amount is determined;
- How and when the agency, consortium, or entity will make decisions about the delivery of services.

This consultation must occur before the agency, consortium, or entity makes any decision that affects the opportunities of eligible private school children to participate in programs.

Each LEA shall maintain in its records, and provide the Wisconsin Department of Public Instruction, a written affirmation signed by officials of each participating private school that meaningful consultation required has occurred.

All services and programming provided with 21st Century Community Learning Center funds must be secular, neutral, and non-ideological.

Private schools consulted as part of this affirmation are entitled to 21st Century Community Learning Center services, rather than an allocation of actual funds.

SIGNATURES

Topic Discussion *Check one*	**Equitable Participation** *Check one*
☐ We agree that the LEA provided ample time and a genuine opportunity to express our views regarding the above-referenced topics.	☐ We agree the program allows for equitable participation of eligible private school students.
☐ The LEA did not discuss the above-referenced topics, and/or consultation was not provided in a timely manner.	☐ The program does not allow for equitable participation of eligible private school students.

Name of Private School	Private School Representative *First and Last Name*
Private School Representative Signature ➢	Date Signed *Mo./Day/Yr.*
Name of Local Education Agency	Local Education Agency Official *First and Last Name*
Local Education Agency Official Signature ➢	Date Signed Mo./Day/Yr.

21st Century Community Learning Centers (Private School Affirmation) Form *(PDF)*

Please submit completed forms to Wendeline Herndon at:

herndowm@milwaukeepublicschools.org

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Questions?



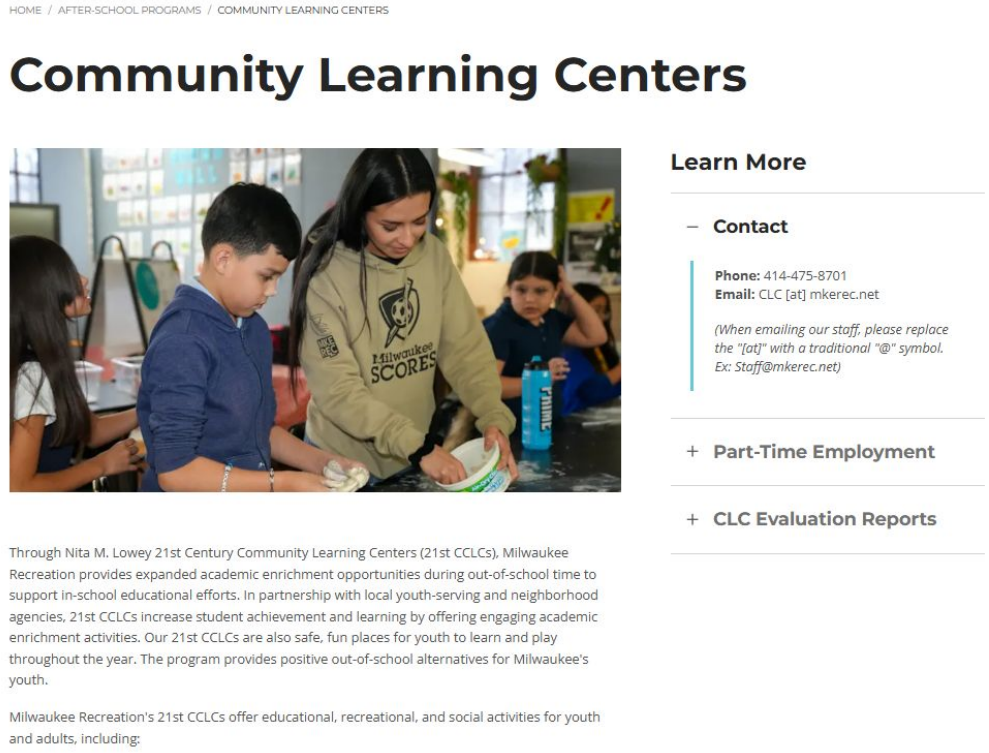
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Contact Information

Milwaukee Recreation Before and After School Programs: (414) 475-8701

Leighton Cooper
Milwaukee Recreation
Coordinator-Before and After School Programs
(414) 475-8844
cooperld@milwaukeepublicschools.org

Beth-marie Kurtz
Milwaukee Recreation
Manager-21st CCLC and Safe Place Programs
(414) 475-8869
kurtzbl@milwaukeepublischools.org



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MILWAUKEE
PUBLIC SCHOOLS

Equitable Participation of Private Schools under IDEA Consultation

September 8, 2026

Brenda Cassellius, Ed.D.
Superintendent

MILWAUKEE
PUBLIC SCHOOLS

Presenter

JoAnn C. Buhr
Specialized Services Supervisor
Office of Academics

Child Find

Child Find is a process that identifies, locates, and evaluates children with suspected disabilities who may need special education services.

A special education referral starts the evaluation process. The completed referral should be emailed to:

childfindreferrals@milwaukee.k12.wi.us

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Child Find

If a student has not been identified as a student with a disability, the referral will go through the initial evaluation process.

The initial evaluation will be conducted by a centralized team.

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Child Find

If the school is requested a reevaluation for a student, the same referral form should be used and sent to: childfindreferrals@milwaukee.k12.wi.us

Reevaluations will be sent to the nearest school to complete.

The IEP team may choose to waive a reevaluation – which the DPI considers as a current evaluation.

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Equitable Participation

- Equitable participation of parentally placed private school students with disabilities fall under Individuals with Disabilities Education Act (IDEA).

- As regulated in IDEA districts have an obligation to provide parentally placed private school students with disabilities an opportunity for equitable participation in the services funded with Federal Part B formula funds that the district has determined, after consultation, to make available to its population of parentally placed private school students with disabilities.

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Federal Funds

Equitable Services Set-Aside Calculation - Flow-through		
Flow Through estimated allocation amount	$ 26,829,992	
Total # Students with Disabilities ages 3 to 21	13,992	
Flow-Through per Capita SwD	$ 1,917.52	
Parentally Placed Private School Students	580	
Flow-through Proportionate Share	$ 1,112,164	
Equitable Services Set-Aside Calculation – Preschool		
Preschool estimated allocation amount	$ 1,235,764	
Total # Children with Disabilities ages 3 to 5	2,158	
Preschool per Capita CwD	$ 572.64	
Parentally Placed Private School Students	66	
Preschool Proportionate Share	$ 37,794	
Calculated IDEA Part B Proportionate Share for Equitable Services to Parentally Placed Private School Students	$ 1,149,958	

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Types of Services that can be provided

Regulations specify that the LEA makes the final decisions about the services to be provided to eligible parentally-placed private school children with disabilities.

Services can be…..

- Direct
- Indirect Services
  - Consult regarding special education students
  - Provide professional development
  - Provide equipment and/or materials (must be secular, neutral, and nonideological). Materials and equipment purchased are owned by the LEA.

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Students with Disabilities in Private Schools

Primary Disability	% of Private School Population
Autism	9%
Specific Learning Disability	26%
Other Health Impairment	13%
Significant Developmental Delay	6%
Speech or Language Impairment	42%
Emotional Behavioral Disability	1%
Deaf or Hard-of-Hearing	0%
Intellectual Disability	3%
Traumatic Brain Injury	0%

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Survey

A survey was sent to all representatives of the private schools after the consultation meeting in May. Your input regarding the equitable participation services for the 2026-2027 school year was needed. The survey was analyzed to determine the services that would be offered to the private schools.

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Services offered to Parentally-place Private School students for the 2026-2027 school year

Milwaukee Public Schools will provide direct special education students ……

Grades	Primary Disability
3-6	Specific Learning Disability
K4 – age 9	Significant Developmental Delay
K4, K5, 1st and through their 8th birthday or the end of their IEP, whichever comes first.	Speech or Language Impairment * Extended for the 2026 – 2027 school year to provide services into a students 2nd grade year.

Services offered to Parentally-place Private School students for the 2026-2027 school year

Milwaukee Public Schools will also provide professional development opportunities for the private schools on:

1. Inclusion Strategies, and
2. Social Emotional Development

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Questions?



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Thank you!

Department of Public Instruction
AFFIRMATION OF CONSULTATION WITH PRIVATE SCHOOL OFFICIALS
PI-9580-AC (Rev. 04-20)

FORM SUBMISSION: Public and private school officials must review and complete this this form together. The LEA shall save the completed and signed form as a PDF and then upload the PDF to the ESSA Consolidated Application in WISEgrants. The LEA shall provide a copy of the completed form to the private school.

Collection of this information is a requirement of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act, Public Law 114-95.

Local Educational Agency *Please Print*	Private School *Please Print*
Milwaukee Public Schools	

GENERAL INFORMATION

The Every Student Succeeds Act (ESSA) requires Local Educational Agencies (LEAs) to provide equitable participation to eligible private school children, teachers, and other educational personnel in programs under the Act. The services, materials, or other benefits shall be secular, neutral, and nonideological. 20 U.S.C. §§ 6320(a)(1)-(2) and 7881(a)(1)-(2).

ESSA prohibits the private school from obligating or receiving ESSA funds. The control of funds used to provide equitable services is maintained by the LEA. Materials purchased with the funds are administered by the LEA and remain the property of the LEA. Services shall be provided by an employee of the LEA or through a contract by the LEA with an individual or entity independent of the private school and any religious organization. 20 U.S.C. § 7881(d).

Therefore, ESSA requires that timely and meaningful consultation occur between the LEA and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under the Act, and shall continue throughout the implementation and assessment of activities under this section. The goal of consultation is to reach an agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children under Title I, Part A; Title II, Part A; Title III, Part A; and Title IV, Part A. 20 U.S.C. §§ 6320(b) and 7881(d).

Services provided by the LEA must be designed to meet the educational needs and supplement the services provided by the private school. In order to fully participate in services, private school officials will need to cooperate with public school officials to determine student eligibility; how the needs of the students will be identified; how the services (including family engagement activities) provided under each Title will meet those needs; and how services will be evaluated. Private school officials may choose not to participate in one or more the Titles under this Act. 20 U.S.C. §§ 6320(b)(1) and 7881(c)(1).

This form lists the required consultation topics to be discussed by the LEA and private school officials, requires the LEA and private school official to identify the Titles the private school will participate in and summarizes the services to be provided by the LEA.
If requested in the Private School Verification section of this form, DPI's ombudsman will review the consultation form to help ensure equity for private school children, teachers, and other educational personnel.

REQUIRED CONSULTATION TOPICS
20 U.S.C. §§ 6320(b)(1) and 7881(c)(1)-(2)

The following topics *must* be discussed during the ongoing consultation process.

1. How the LEA will identify the needs of private school children.
2. The method or sources of best available data that the LEA and the private school officials will use to determine the number of private school children from low income families residing in participating public Title I school attendance areas who attend private schools.
3. The services the LEA will offer.
4. How, where, and by whom the services will be provided.
5. When, including the approximate time of day, Title I services will be provided to eligible private school children.
6. How the services provided by the LEA will be assessed and how the results of the assessment will be used to improve those services.
7. The size and scope of equitable services to be provided to the eligible private school children, their families, teachers, and other educational personnel. The amount of funds available for those services, how that amount is determined from the total amount of funds received by the LEA, and if funds will be used for direct and indirect administrative costs.
8. How and when the LEA will make decisions about delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through potential third-party providers.
9. How, if the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA will provide to the private schools, in writing, an analysis of the reasons why the LEA has chosen not to use a contractor.
10. Whether the LEA shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor.
11. Whether the LEA will provide equitable services by a) creating a pool or pools of funds or b) on a school by school basis.
12. Whether to use funds provided under Title I, Part A in coordination with eligible funds available for services to private school children under applicable programs as defined in Title VIII to provide services to eligible private school children participating in programs.
13. If the LEA will transfer funds as allowed under Title V, Section 5103. 20 U.S.C. § 7305b(e)(2).

PARTICIPATION IN SERVICES

For each Title, public and private school officials must:

1. Identify if the private school will participate in services by checking Yes or No; and
2. Identify if the private school will pool Title funds with one or more private schools by checking Yes or No (If private school is not participating, leave blank).

A response is required for each Title.

Private school officials may choose not to participate in one or more Titles under this Act.

Private school officials may choose not to pool funds with one or more private schools in one or more Titles under this Act.

Title I, Part A	☐ Yes ☐ No		Pooling Title I, Part A funds with one or more private schools	☐ Yes ☐ No
Title II, Part A	☐ Yes ☐ No		Pooling Title II, Part A funds with one or more private schools	☐ Yes ☐ No
Title III, Part A**	☐ Yes ☐ No		Pooling Title III, Part A funds with one or more private schools	☐ Yes ☐ No
Title IV, Part A	☐ Yes ☐ No		Pooling Title IV, Part A funds with one or more private schools	☐ Yes ☐ No

**The amount of funds for services available under Title III, Part A is generated by the number of students who took the English Language assessment in the previous year. If students in the private school were not assessed in the previous school year, an allocation for services will not be available.

PRIVATE SCHOOL VERIFICATION
Completed by the Private School Official

20 U.S.C. §§ 6320(b)(5) and 7881(c)(5).

Was the LEA consultation with the private school timely, meaningful, and is the program design equitable with respect to private school students?
Checking "No" below will alert DPI's ombudsman to contact you to provide assistance.

☐ Yes ☐ No

If No, the private school **must** select a reason for the request for DPI's ombudsman's assistance:
Check all that apply.

☐ The LEA did not provide consultation with the private school in a timely manner.

☐ The program design is not equitable with respect to eligible private school children.

☐ The LEA did not provide ample time and/or a genuine opportunity to discuss the following topic(s):

Identify the number associated with the topic listed on page one.

If No, provide a brief explanation of how the LEA did not provide a timely, meaningful consultation or why the program design is not equitable. *(This explanation is optional. The Ombudsman will still contact the private school if "No" was selected.*

Private School *Please Print*	Private School Mailing Address	
Name of Private School Representative *Please Print*	Email Address	School Phone No. *Area Code/No.*
Private School Representative Signature ➢		Date Signed *Mo./Day/Yr.*

LEA VERIFICATION
Completed by the LEA Official

Local Educational Agency *Please Print*	Name of Local Educational Agency Official *Please Print*
Milwaukee Public Schools	
Local Educational Agency Official Signature ➢	Date Signed *Mo./Day/Yr.*

SUMMARY OF SERVICES BY TITLE
OPTIONAL

For each Title, public and private school officials may summarize the equitable services agreed upon during the consultation that the LEA will provide (either directly or through a contract). DPI will not review the services listed on this page. This page is a tool public and private school officials may use to record the services agreed upon and the process used to determine the services.

Title I, Part A

Title I services are provided by a third-party service provider contracted by Milwaukee Public Schools. These target-assistance services include: reading and math instructional services for students who qualify for Title I. Professional development for classroom teachers who have students receiving Title I instruction, and family engagement for families of Title I students. We work in consultation with the third-party service vendor on behalf of MPS to develop a strategic plan to effectively use our Title I funds in each of the three areas.

Title II, Part A

Title II professional development will be supported and facilitated by an approved MPS third party service provider. The Title II professional development funds will be used to improve and enhance teacher/administrator collaboration, performance, leading to increased student learning and improved student achievement, through a variety of workshops and courses throughout the year. Consultation for these programs will take place through regular ESSA private school meetings, consultation with the LEA's approved vendor, and an ongoing needs assessment that allows for regular consultation and feedback on planned events and programs.

Title III, Part A

Title III services will be supported and facilitated by an approved MPS third party service provider. These services will be aligned to the needs assessment and provided within available funding. Services may include instructional support and resources for identified English learners to gain English language proficiency and support core academic success, professional development for their teachers and parent engagement activities for their parents. Services will be detailed through a needs assessment process in consultation with the private school, the third party provider and approved by Milwaukee Public Schools.

Title IV, Part A

Title IV, Part A: Student Support and Academic Enrichment Grants will be used to provide students with a well-rounded education, support safe and healthy student initiatives, as well as support the effective use of technology. An approved MPS service provider will provide Title IV services that will be aligned to the school's needs assessment and provided within available funding. Services may include professional development for teachers around college and career counseling, arts, STEM, drug and violence prevention, and trauma-informed care.

Wisconsin Department of Public Instruction
INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)
AFFIRMATION OF REPRESENTATIVES OF PRIVATE SCHOOLS
(Content Revised July 2009)

For Local Use only.

INSTRUCTIONS: Obtain the signatures of private school representatives after conducting the consultations required by 34 CFR 300.134. Maintain the signed affirmations in the school district. Send documentation of the consultation process to the DPI **only if** a private school representative fails to provide a written affirmation within a reasonable period of time. See Information Update Bulletin 06.03, *Parentally-Placed Private School Students with Disabilities*, question 25.

AFFIRMATION

By signing below as a private school representative, I affirm the _____ School District has engaged in timely and meaningful consultation during the design and development of special education and related services for parentally placed private school children with disabilities, as required by Section 34 CFR 300.134 of regulations implementing the Individuals with Disabilities Education Act. Topics of consultation included-

- The child find process and how parentally placed private school children suspected of having a disability can participate equitably, including how parents, teachers, and private school officials will be informed of the process;
- The determination of the proportionate amount of federal funds available to serve parentally placed private school children with disabilities, including the determination of how the amount was calculated;
- The consultation process among the school district, private school officials, and representatives of parents of parentally placed private school children with disabilities, including how the process will operate throughout the school year to ensure parentally placed private school children with disabilities identified through child find can meaningfully participate in special education and related services;
- How, where, and by whom special education services will be provided for parentally placed private school children with disabilities, including a discussion of types of services, including direct services and alternate service delivery mechanisms, how such services will be apportioned if funds are insufficient to serve all children, and how and when these decisions will be made; and
- How, if the school district disagrees with the views of the private school officials on the provision of services or the types of services, whether provided directly or through contract, the school district will provide private school officials a written explanation of the reasons why the school district chose not to provide services directly or through a contract.

SIGNATURE

Name of Private School Representative	Name of Private School(s)
Signature of Private School Representative ➢	
Date Signed	

MILWAUKEE PUBLIC SCHOOLS

ESEA Elementary and Secondary Education Act

Every Student Succeeds

Title IA Programs for Eligible City of Milwaukee Resident Students

in Non-Public Schools

Title I, Part A is designed to help students achieve academic proficiency. Title IA targets resources to districts and schools whose needs are the greatest. The program supports elementary and secondary education and allocates resources based on the poverty rates of students enrolled in schools and districts.





MPS Policies and Compacts for Title IA Parents at Non-Public Schools

The Every Student Succeeds Act (ESSA) requires parent involvement opportunities as part of all Title IA programs. Districts must develop inclusive parent involvement policies and make agreements with Title IA families to spell out commitments to Title IA students. These agreements are called Family Compacts. MPS policies and compact language are provided here.

MPS Parent Empowerment Policy

MPS acknowledges and embraces parents as the first and foremost educators of their children. The Milwaukee Board of School Directors:

- Commits to providing the resources and support needed to increase parent knowledge, access, accountability, and decision-making.
- Recognizes that the needs and interests of parents and students must be central to achieving school goals and objectives.
- Commits to respecting and empowering all parents.
- Commits to eliminating barriers to parent empowerment.
- Acknowledges that parents have the right to advocate for their children and to be accorded respect by all MPS employees.

MPS Title IA's Involvement Policy for Non-Public School Families

MPS Title IA supports parents through regular, two-way, and meaningful communication about their child's academic learning and seeks to ensure that:

- Parents play an integral role in supporting their child's learning at home and at school.
- Parent involvement provisions of Title IA law are observed.

MPS Compact Agreement with Non-Public School Families

The MPS Title IA program for eligible non-public school students will provide:

- Regular assessment of individual student learning needs.
- Instruction designed to promote high levels of academic achievement in reading and mathematics for those students in greatest academic need.
- Professional development designed to improve Title IA and eligible non-public school staff with greater ability to improve student achievement.
- Materials and training that allow staff members to work with parents, and parents to work with their children.
- Regular, clear communication with both non-public school staff and Title IA families about student progress and needs.
- Opportunities for both non-public school staff and Title IA families to take part in decision-making related to Title IA services.
- Coordination of Title IA services with other programs available to participating families.
- Other programs are designed in consultation with participating schools and families to support the success of Title IA students. These may include academic support, summer programs, computer-assisted instruction, home visits, and special events.



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Title IA Non-Public School Compact Agreement

Student Goals

- I will attend Title I class regularly and be on time.
- I will discuss with my parents what I am learning about in Title I instruction.
- I will use the resources and strategies that are provided.

Parent Goals

- I will ensure that my child attends school regularly and is on time.
- I will provide enough time and an environment at home that allows my child to complete work and/or study at home.
- I will encourage my child to do his/her best work.
- I will be aware of my child's progress by attending conferences and requested meetings, and communicating with Title I teacher.
- I will attend the annual Title I parent meeting.

Teacher Goals

- I will provide a positive learning environment that builds self-esteem and academic knowledge where students can be successful.
- I will maintain high expectations for myself and the students.
- I will communicate and work with families to support student learning.
- I will show respect to parents, students, and family situations.
- I will encourage good reading habits and study skills.

About Title IA Programs in Milwaukee Non-Public Schools



A federal law known as the Elementary and Secondary Education Act, commonly called the "Every Student Succeeds Act" (ESSA), authorizes the use of tax dollars to provide educational services to eligible students enrolled in non-public schools.

MPS contracts with third-party agencies to provide certified teachers for the Title IA program in non-public schools. ESSA requires ongoing consultation between Milwaukee public and private schools to provide secular and nonideological services designed to promote significant academic achievement in targeted core subject areas for students with the greatest academic needs.



Title IA instruction is generally delivered in small group settings. It is designed to support, but not replace, educational programs at participating non-public schools.

Title IA also funds family activities and professional development for staff working with Title IA students.



How to Contact Your ESEA Service Provider or the MPS ESEA Provider

Milwaukee Public Schools ESEA Division

5225 W. Vliet St., Room 160
Milwaukee, WI 53208
Mora Anderson, PhD – (414) 475-8114
andersm3@milwaukee.k12.wi.us

Contacts
Sara Benedetto – (414) 475-8763
Mark Lawrence – (414) 475-8142

Milwaukee Non-Public ESEA Service Providers

Catapult
1250 N. 113th St., Milwaukee, WI 53226
(414) 672-1089 • Fax (414) 672-1767
Jessica Zoch – (414) 899-2208

Learning Exchange
17035 W. Wisconsin Ave., Suite 120
Brookfield, WI 53005
(262) 641-0500 • Fax (262) 641-0501
Sue Biehn – (414) 779-0691

Visit the MPS Non-Public School ESEA program website for more information.

mpsmke.com/esea

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MILWAUKEE PUBLIC SCHOOLS

ESEA Elementary and Secondary Education Act

Cada Estudiante Triunfa

Programas del Título IA para estudiantes elegibles residentes en la ciudad de Milwaukee

en escuelas no públicas

El Título I, Parte A, está diseñado para ayudar a los estudiantes a alcanzar un buen rendimiento académico. El Título IA dirige los recursos a los distritos y escuelas cuyas necesidades son mayores. El programa apoya la educación primaria y secundaria y asigna recursos en función de los índices de pobreza de los estudiantes inscritos en las escuelas y distritos.





Políticas y acuerdos de MPS para padres de estudiantes del Título IA en escuelas no públicas

La ley Cada Estudiante Triunfa (ESSA, Every Student Succeeds) exige que se ofrezcan oportunidades de participación de los padres como parte de todos los programas del Título IA. Los distritos deben elaborar políticas inclusivas de participación de los padres y establecer acuerdos con las familias beneficiarias del Título IA para detallar los compromisos con los estudiantes de dicho programa. Estos acuerdos se denominan Acuerdos Familiares. Aquí se detallan las políticas de MPS y el lenguaje del acuerdo.

Política de empoderamiento de los padres de MPS

MPS reconoce y valora a los padres como los principales educadores de sus hijos. La Junta Directiva Escolar de Milwaukee:

- Se compromete a brindar los recursos y el apoyo necesarios para mejorar los conocimientos, el acceso, la responsabilidad y la capacidad de decisión de los padres.
- Reconoce que las necesidades y los intereses de los padres y los estudiantes deben ser primordiales para alcanzar las metas y los objetivos escolares.
- Se compromete a respetar y empoderar a todos los padres.
- Se compromete a eliminar los obstáculos que limitan el empoderamiento de los padres.
- Reconoce que los padres tienen derecho a defender los intereses de sus hijos y a que todos los empleados de MPS les traten con respeto.

Política de Participación del Título IA de MPS para familias de escuelas no públicas

El Título IA de MPS apoya a los padres mediante una comunicación regular, bidireccional y significativa sobre el aprendizaje académico de sus hijos, y tiene como objetivo garantizar que:

- Los padres desempeñen un papel esencial en el apoyo al aprendizaje de sus hijos, tanto en casa como en la escuela.
- Se cumplan las disposiciones relativas a la participación de los padres establecidas en la ley del Título IA.

Acuerdo de colaboración de MPS con las familias de estudiantes de escuelas no públicas

El programa Título IA de MPS para estudiantes de escuelas no públicas elegibles proporcionará:

- Evaluación periódica de las necesidades de aprendizaje de cada estudiante.
- Enseñanza diseñada para fomentar un alto rendimiento académico en lectura y matemáticas para los estudiantes con mayores necesidades académicas.
- Formación profesional diseñada para mejorar el Título IA y capacitar al personal de escuelas no públicas elegibles para mejorar el rendimiento académico de los estudiantes.
- Materiales y formación que permiten al personal trabajar con los padres, y a los padres trabajar con sus hijos.
- Comunicación regular y clara tanto con el personal de las escuelas no públicas como con las familias beneficiarias del Título IA sobre el progreso y las necesidades de los estudiantes.
- Oportunidades para que tanto el personal de la escuela no pública como las familias beneficiarias del Título IA participen en la toma de decisiones relacionadas con los servicios del Título IA.
- Coordinación de los servicios del Título IA con otros programas disponibles para las familias participantes.
- Se diseñan otros programas en colaboración con las escuelas y las familias participantes para favorecer el éxito de los estudiantes del Título IA. Entre ellos se incluyen apoyo académico, programas de verano, enseñanza asistida por computadora, visitas a domicilio y eventos especiales.



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Acuerdo de colaboración entre escuelas no públicas y el Título IA

Objetivos de los estudiantes

- Asistiré a las clases del Título I con regularidad y seré puntual.
- Hablaré con mis padres sobre lo que estoy aprendiendo en las clases del Título I.
- Utilizaré los recursos y las estrategias que se proporcionan.

Objetivos de los padres

- Me aseguraré de que mi hijo vaya a la escuela con regularidad y sea puntual.
- Le proporcionaré el tiempo suficiente y un entorno en casa que le permita a mi hijo hacer sus tareas y/o estudiar en casa.
- Animaré a mi hijo a dar lo mejor de sí mismo.
- Me mantendré al tanto del progreso de mi hijo asistiendo a las reuniones de padres y a las reuniones que se soliciten, y comunicándome con el profesor del Título I.
- Asistiré a la reunión anual de padres del Título I.

Objetivos de los docentes

- Crearé un entorno de aprendizaje positivo que fomente el autoestima y los conocimientos académicos, en el que los estudiantes puedan alcanzar el éxito.
- Tendré altas expectativas tanto para mí como para los estudiantes.
- Me comunicaré y trabajaré con las familias para apoyar el aprendizaje de los estudiantes.
- Mostraré respeto hacia los padres, los estudiantes y las circunstancias familiares.
- Fomentaré buenos hábitos de lectura y técnicas de estudio.

Acerca de los programas del Título I en las escuelas no públicas de Milwaukee



Una ley federal conocida como Ley de Educación Primaria y Secundaria, comúnmente denominada “Ley Cada Estudiante Triunfa” (ESSA), autoriza el uso de fondos públicos para prestar servicios educativos a los estudiantes elegibles inscritos en escuelas no públicas.

MPS tiene contratos con agencias externas para brindar profesores titulados para el programa Título IA en las escuelas no públicas. La ESSA exige una consulta continua entre las escuelas públicas y privadas de Milwaukee con el fin de brindar servicios laicos y no ideológicos destinados a promover un rendimiento académico significativo en las materias básicas específicas para los estudiantes con mayores necesidades académicas.



Las clases del Título IA suelen impartirse en grupos pequeños. Está diseñado para complementar, pero no sustituir, los programas educativos de las escuelas no públicas participantes.

El Título IA también financia actividades familiares y la formación profesional del personal que trabaja con los estudiantes del Título IA.



Cómo contactar a su proveedor de servicios de la ESEA o al proveedor de la ESEA de MPS

División ESEA de las Escuelas Públicas de Milwaukee

5225 W. Vliet St., Room 160
Milwaukee, WI 53208
Dr. Mora Anderson – (414) 475-8114
andersm3@milwaukee.k12.wi.us

Contactos
Sara Benedetto – (414) 475-8763
Mark Lawrence – (414) 475-8142

Proveedores de servicios ESEA en escuelas no públicas de Milwaukee

Catapult
1250 N. 113th St., Milwaukee, WI 53226
(414) 672-1089 • Fax (414) 672-1767
Jessica Zoch – (414) 899-2208

Learning Exchange
17035 W. Wisconsin Ave., Suite 120
Brookfield, WI 53005
(262) 641-0500 • Fax (262) 641-0501
Sue Biehn – (414) 779-0691

Visite el sitio web del programa ESEA para escuelas no públicas de MPS para obtener más información.

mpsmke.com/esea

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Non-public School – Partners In Learning
Student/Parent/Teacher Compact

Student Goals:

- I will attend Title IA class regularly and be on time.
- I will discuss with my parents what I am learning about in Title IA instruction.
- I will use the resources and strategies that is provided
- Other:
  _____

Student Signature: _____

Parent Goals:

- I will ensure that my child attends school regularly and is on time.
- I will provide enough time and an environment at home that allows my child to complete work and/or study at home.
- I will encourage my child to do his/her best work.
- I will be aware of my child's progress by attending conferences and requested meetings, and communicating with Title IA teacher.
- I will attend the annual Title IA parent meeting.
- Other:_____

Parent Signature: _____

Teacher Goals:

- I will provide a positive learning environment that builds self-esteem and academic knowledge where students can be successful.
- I will maintain high expectations for myself and the students.
- I will communicate and work with families to support student learning.
- I will show respect to parents, students and family situations.
- I will encourage good reading habits and study skills.
- Other: _____

Teacher Signature: _____

Escuela no pública – Socios en el aprendizaje
Acuerdo estudiante/padres/docente

Objetivos del estudiante:

- Asistiré a la clase del Título IA regularmente y llegaré a tiempo.
- Hablaré con mis padres sobre lo que estoy aprendiendo en la enseñanza del Título IA.
- Utilizaré los recursos y estrategias que se me proporcionen.
- Otros:
  _____

Firma del estudiante: _____

Objetivos de los padres:

- Me aseguraré de que mi hijo asista a la escuela con regularidad y puntualidad.
- Proporcionaré suficiente tiempo y un entorno en casa que permita a mi hijo completar las tareas y estudiar en casa.
- Animaré a mi hijo a hacer su mejor trabajo.
- Estaré al tanto del progreso de mi hijo asistiendo a las conferencias y reuniones solicitadas, y comunicándome con el profesor del Título IA.
- Asistiré a la reunión anual de padres del Título IA.
- Otros:_____

Firma del padre o madre: _____

Objetivos del docente:

- Proporcionaré un entorno de aprendizaje positivo que fomente la autoestima y los conocimientos académicos en el que los estudiantes puedan tener éxito.
- Mantendré altas expectativas para mí y para los estudiantes.
- Me comunicaré y trabajaré con las familias para apoyar el aprendizaje de los estudiantes.
- Mostraré respeto hacia los padres, estudiantes y situaciones familiares.
- Fomentaré buenos hábitos de lectura y técnicas de estudio.
- Otros: _____

Firma del docente: _____

Milwaukee Public Schools Non-public School ESEA Service Providers

MILWAUKEE PUBLIC SCHOOLS

Catapult Learning

LEARNING EXCHANGE

Milwaukee Non-public School ESEA Suggestion, Question and Complaint Resolution Process

Milwaukee Public Schools serves as the administrative agency for federal Title funds that are available under the Elementary and Secondary Education Act (ESEA) to eligible Milwaukee students. The district strives to work cooperatively with participating non-public school officials in order to ensure that Title IA services are provided to eligible students who are enrolled in non-public schools, Title IIA professional development services are provided to nonpublic school personnel, Title IIIA services are provided to English learners, and Title IVA services are provided to non-public students and school personnel. We appreciate your willingness to work with us to promote academic gains for Milwaukee resident students with the greatest educational needs. As a result of ongoing consultation with local non-public school officials, MPS employs a "third party vendor" model to provide Title services. Participating non-public schools currently select one of two service providers: Catapult Learning and Learning Exchange.

MPS and the contracted service providers seek the input of non-public school communities in the development and ongoing improvement of their programs. To that end, MPS has developed a process to allow non-public school community members (staff members, families, supporters and even students) to provide feedback about the Title programs. Please refer to the Feedback form on page 2 of this document. MPS looks forward to working with the non-public community to make our programs the best they can be for the students that we serve.

Informal and ongoing interactions: MPS communicates with participating non-public schools through:

- Mailings
- A non-public school web page at: http://mps.milwaukee.k12.wi.us/en/District/About-MPS/Departments/Office-of-Finance/Elementary-and-Secondary-Education-Act-ESEA/Non-Public.htm.
- An e-mail listserv. The Milwaukee non-public school ESEA/IDEA listserv may be joined by sending an e-mail to bettsm@lists.milwaukee.k12.wi.us. In the body of your email indicate that you want to join the non-public listserv and provide the email addresses for yourself and any other individuals who want to join. When you request membership for more than one email account, separate each address by hitting the "enter" key between addresses.
- Regular "consultation" meetings, training opportunities, and seminars (a calendar of events can be found at the web site noted above)
- Individualized consultations with MPS contracted vendors, currently Learning Exchange, Catapult Learning, and Mainstream, and through
- Ongoing interactions between school communities and ESEA Department.

We encourage you to learn about, support and participate in Title program activities in your school. We hope that many of your questions and issues can be addressed satisfactorily at the local school level. We are offering this process to address issues that might more suitably be dealt with by Title service providers or Milwaukee Public Schools ESEA Department.

You may use the Microsoft Word document for electronic submission via e-mail or a printed version of it or your own format for addressing the items contained in this form to pass along your suggestions, questions, or complaints. You may request this form from any service provider or participating non-public school. It can be downloaded at the web site noted above. Contact information for all Title IA, IIA, IIIA, and IVA providers is found below.

Suggestion, Question, Complaint Resolution Process

To use check boxes in electronic form, double click the box and select "checked" as the default value.

This is a: ☐ Suggestion ☐ Question ☐ Complaint

Please be aware that Section 1117 of ESSA requires complaints from private school officials to be handled as follows: Private school officials have the right to complain to DPI that MPS did not engage in meaningful and timely consultation, did not give due consideration to the views of the private school officials, or the private school officials dispute low-income data for private children. DPI is responsible for resolving the complaint.

Submitted to: ☐ MPS ☐ Learning Exchange

☐ Catapult ☐ Wisconsin Department of Public Instruction (DPI)

Date submitted: _____

Name and contact information is optional, but necessary if a personal response is requested.

Person Submitting _____ School (if applicable) _____

Address_____ City _____ Zip _____

Phone _____ Alternate Phone _____

Email Address _____

The complainant is: (check one)
☐ Staff, holding the position of _____at _____ (location)
☐ Parent/family member of Title IA student
☐ Student, grade_____ at _____ (school or location)
☐ MPS or Title Service Provider Staff member
☐ Other (please specify your relationship with or association to the District) _____

MPS and contracted Title service providers can be contacted using the information found in the chart below. All agree to acknowledge receipt of suggestions, questions, or complaints and to address issues raised promptly. Issues unresolved at the service provider level may be taken to the district level or to Title program monitors at state or federal level.

The Every Student Succeeds Act also requires each state to identify an Ombudsman to work with public and private schools to ensure equitable services are appropriately provided. All equitable service inquiries should be directed to essaombudsman@dpi.wi.gov

Provider	MPS	Catapult	Learning Exchange	Wisconsin DPI	Ombudsman
Contact	Joseph Hill ESEA Manager	Jessica Zoch Regional Director	Sue Biehn, Chief Executive Officer	Shelly Babler Director	Brielle Glatzel, Wisconsin Private School Ombudsman
Address	5225 W. Vliet	1250 N. 113th Street, Suite 300	150 N Patrick Blvd	125 S. Webster St,	110 E Main St
City Zip	Milwaukee, WI 53208	Wauwatosa, WI 53226	Brookfield, WI 53005	Madison, WI 53707	Madison, WI 53703
Phone	414-777-7802	(414) 899-2208	(414) 779-0691	(608) 267-9136	(608) 287-1224
E-mail	hilljj@milwaukee.k12.wi.us	jessica.zoch@catapultlearning.com	sbiehn@lext1.com		esseaombudsman@dpi.wi.gov
Web Site	https://tinyurl.com/MPSTitle	http://www.catapultlearning.com/	http://www.learningexchange.net/	http://www.dpi.state.wi.us/	http://www.dpi.state.wi.us/

Proceso de Resolución de Sugerencias, Preguntas y Quejas de ESEA para Escuelas No Públicas de Milwaukee

Escuelas públicas de Milwaukee Proveedores de Servicios de la Ley de
Proceso para present Educación Primaria y Secundaria (ESEA) para escuelas no públicas y Secundaria (ESEA) en
las escuelas no públicas de Milwaukee

Milwaukee Public Schools *[Escuelas públicas de Milwaukee]* es la agencia administrativa detrás de los programas de financiamiento federal de Títulos que están disponibles gracias a la Ley de Educación Primaria y Secundaria (ESEA) para los estudiantes de Milwaukee que cumplan los requisitos para solicitarla. El Distrito busca cooperar con agentes que no pertenezcan a escuelas públicas para asegurar que los servicios del Título IA se brinden a los estudiantes de escuelas no públicas que cumplan los requisitos; que los servicios de desarrollo profesional del Título IIA se brinden a personal de escuelas no públicas; que los servicios del Título IIIA se brinden a estudiantes de inglés; y que los servicios del Título IVA se brinden a estudiantes y personal de escuelas no públicas. Agradecemos su disposición para trabajar con nosotros para promover los beneficios académicos que están disponibles para los estudiantes que residen en Milwaukee y que tienen mayores necesidades educativas. A raíz de nuestras consultorías sostenidas con agentes locales que no pertenecen a escuelas públicas, MPS utiliza un modelo de tercerización para brindar los servicios de los Títulos. Al día de hoy, los agentes que no pertenecen a las escuelas públicas pueden elegir entre los siguientes proveedores de servicios: Catapult Learning and Learning Exchange.

MPS y el proveedor de servicios contratado buscan las opiniones de la comunidad que no forma parte de las escuelas públicas para seguir desarrollando y mejorando sus programas. Con ese propósito, MPS ha desarrollado un proceso para que los miembros de la comunidad que no sean parte de las escuelas públicas (personal, familiares, partidarios e incluso estudiantes) puedan brindar sus comentarios sobre los programas de los Títulos. Si desea consultar el formulario de Comentarios, lo encontrará en la página 2 de este documento. MPS está comprometido a trabajar con la comunidad que no es parte de las escuelas públicas para que los programas que se ofrecen sean lo mejor posible para los estudiantes beneficiarios.

Interacciones informales y continuas: MPS se comunica con las escuelas no públicas participantes a través de:

- ❖ Correo
- ❖ La página web para las escuelas no públicas: https://www.milwaukeepublicschools.org/about/directory/finance/state-federal-programs/title-ia/non-public-schools
- ❖ Una lista de correo electrónico. Usted puede unirse a la listserv ESEA/IDEA *[Ley de Educación Primaria y Secundaria / Ley de Educación para Personas con Discapacidad]* de las escuelas no públicas de Milwaukee enviando un correo a bettsm@milwaukeepublicschools.org. En el cuerpo del correo, especifique que desea unirse a la listserv de las escuelas no públicas. No olvide incluir su correo electrónico y aquel de cualquier otra persona que también desee unirse. Cuando solicite que se incluya a más de un solo correo electrónico, recuerde separar cada correo electrónico presionando "enter" en su teclado.
- ❖ Reuniones ordinarias de consultoría, oportunidades de capacitación y seminarios. Si desea consultar el calendario de eventos, visite la página web que se especifica más arriba.
- ❖ Consultorías individuales con los proveedores de MPS, que actualmente son Learning Exchange, Catapult Learning y Mainstream.
- ❖ Interacciones constantes entre las comunidades escolares y el Departamento ESEA *[Ley de Educación Primaria y Secundaria]*

Le invitamos a que conozca, apoye y participe de las actividades del programa de Títulos en su escuela. Esperamos que muchas de sus preguntas e inquietudes puedan resolverse de manera satisfactoria en su escuela. Presentamos este proceso para abordar temáticas que quizás sean más adecuadas de procurar con los proveedores de servicios de Títulos o con el Departamento ESEA *[Ley de Educación Primaria y Secundaria]* de Milwaukee Public Schools *[Escuelas públicas de Milwaukee]*.

Puede utilizar un documento de Microsoft Word para enviar su formulario por correo electrónico o para imprimirlo. También puede darle formato Usted mismo para poder abordar los temas incluidos en el formulario y así proporcionar sus sugerencias, dudas o quejas. Puede solicitar este formulario a cualquiera de los proveedores de servicios o de las escuelas no públicas que participen de este programa. También puede descargarlo en el sitio web que se menciona más arriba. A continuación, encontrará la información de contacto de los proveedores de servicios para los programas de Títulos IA, IIA, IIIA y IVA.

Proceso para sugerencias, dudas y resolución de quejas

Para tildar las casillas en formato electrónico, haga doble click en la casilla y seleccione "tildar" o "checked" como el valor predeterminado.

La presente es una: ☐ Sugerencia ☐ Duda ☐ Queja

Recuerde que la Sección 1117 de ESEA *[Ley de Educación Primaria y Secundaria]* requiere que las quejas de los agentes de las escuelas privadas se manejen de la siguiente manera: Los agentes de las escuelas privadas tienen derecho a presentar una queja ante el DPI [Departamento de Educación Pública] si MPS no brinda consultorías informativas y sin demoras, si no toma en consideración la perspectiva de los agentes de las escuelas privadas, o si los agentes de las escuelas privadas disputan información sobre estudiantes de bajos recursos que asisten a instituciones privadas. El DPI *[Departamento de Educación Pública]* es el responsable de resolver la queja.

Se entrega a: ☐ MPS ☐ Learning Exchange

☐ Catapult ☐ Departamento de Educación Pública de Wisconsin (DPI)

Fecha de entrega: _____

Es opcional incluir su nombre e información de contacto, pero tenga en cuenta que será necesario si Usted precisa una respuesta personalizada.

Person Submitting _____ School (if applicable) _____

Dirección _____ Ciudad _____ Código postal _____

Teléfono _____ Teléfono alternativo _____

Dirección de correo electrónico _____

Quien presenta la queja es: (tilde una sola opción)

☐ Miembro del personal, que trabaja como _____ en _____ (lugar)

☐ Padre, madre o familiar de un estudiante que recibe beneficios bajo el Título IA

☐ Estudiante del grado _____ en _____ (escuela o lugar)

☐ Miembro del personal de MPS o proveedor de servicios de Títulos

☐ Otro (por favor, especifique cómo está relacionado o asociado con el Distrito) _____

Puede contactar a MPS y a los proveedores de servicios de Títulos con la información que aparece en el cuadro a continuación. Todos los representantes que aparecen allí aceptan confirmar la recepción de sugerencias, dudas o quejas y abordar problemas que se presenten a tiempo. Los problemas que no puedan resolver los proveedores de servicios se pueden elevar al Distrito, a los supervisores del programa de Títulos, o bien a las autoridades estatales o federales.

La Ley de Éxito para Cada Estudiante requiere que cada Estado designe a un Defensor del Pueblo para que trabaje con escuelas públicas y privadas con el fin de asegurar que se brinden servicios equitativos y apropiados. Si Usted tiene una consulta sobre los servicios equitativos, contáctese por correo electrónico a essaombudsman@dpi.wi.gov

Proveedor de servicios	**MPS**	**Catapult**	**Learning Exchange**	**Departamento de Educación Pública de Wisconsin (DPI)**	**Defensoría del Pueblo**
Contacto	Joseph Hill Gerente de la ESEA *[Ley de Educación Primaria y Secundaria]*	Jessica Zoch Directora Regional	Sue Biehn, Directora General	Shelly Babler, Directora	Brielle Glatzel, Defensora del Pueblo del Departamento de Educación Pública de Wisconsin (DPI)
Dirección	5225 W. Vliet	1250 N. 113th Street, Suite 300	17035 W. Wisconsin Ave, Suite 120	125 S. Webs ter St,	110 E Main St
Código postal	Milwaukee, WI 53208	Wauwatosa, WI 53226	Brookfield, WI 53005	Madison, WI 53707	Madison, WI 53703
Teléfono	414-777-7802	(414) 899-2208	(414) 779-0691	(608) 267- 9136	(608) 287-1224
Correo electrónico	hillj@milwaukee.k12.wi.us	jessica.zoch@catapultlearning.com	sbiehn@lext1.com		essaombudsman@dpi.wi.gov
Sitio web	https://tinyurl.com/MPSTitle	http://www.catapultlearning.com/	http://learningexchange.net	http://www.dpi.state.wi.us/	http://www.dpi.state.wi.us/

2026-2027

Title IVA Social Emotional Counseling Parent Consent Form

Date:_____

Student:_____

School:_____

Dear Parent/Guardian,

Your child's school has elected to use Title IVA funds to provide Social-Emotional Counseling services to students. _____ is the licensed agency that will be delivering these services at your child's school during the 2026-27 school year. Your child has been recommended for this service. Please sign, date, and return the bottom part of this letter to let us know you have received this information and that you consent to have your child participate in the Social-Emotional Counseling services provided by _____on behalf of _____ and MPS at your child's school.

Sincerely,

Supervisor Name,
Phone Number/email

School Name: _____
My Child, _____

Check one:

- ❑ May participate in the Social-Emotional Counseling program.
- ❑ May <u>not</u> participate in the Social-Emotional Counseling program.

Parent/Guardian Signature:_____**Date**:_____

MILWAUKEE PUBLIC SCHOOLS

ESEA Elementary and Secondary Education Act

Every Student Succeeds

2026-2027 TITLE I ALLOWABLE EXPENDITURE GUIDELINES

The purpose of Title I is to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Federal law directs that Title I funds are to be used for the purpose of student achievement, professional development and to build parent capacity to better support their child's educational attainment.

In general, Title I funds are to be used to enhance the regular school program and should be consistent with the School Improvement Plan. When determining if expenditures are appropriate, ask the following questions:

- How is this expenditure helping improve student's academic achievement in core subject areas, especially reading and mathematics?
- How is this expenditure providing supplemental support to students most at risk of failing?
- Does the expenditure support student instruction, professional development or parent involvement related to the high-need, core student achievement areas identified in the annual school improvement plan?
- How does this expenditure increase the participation of parents in educating their child or assist parents to support student achievement? MPS recognizes the importance of regular, consistent two-way communication with parents.

The Milwaukee Public Schools follows expenditure guidelines for federal programs as set forth in the Office of Management and Budget's Uniform Grant Guidance. The district adheres to a standard that all expenditures charged to federal grants must be reasonable, ordinary and necessary in order for a cost to be reimbursed. Some expenses not reimbursable with federal funding may be supported with other local or school resources. In all instances, whether or not a specific expenditure is allowable under a grant, district policies must be followed.

The attached chart provides a partial listing of expenditure purposes for which schools have requested guidance in the past under Title I guidelines. **All expenditure requests must provide documentation, such as explanations, fliers, agendas, etc. showing the appropriateness (see bullets above) and alignment to the purpose of Title I (see above).**

If you are unsure whether a proposed expenditure is allowable or meets program guidelines, please contact the appropriate staff member based on school type: for public schools, contact Joseph Hill, ESEA Compliance Manager, at hilljj@milwaukeepublicschools.org or Tatiana Chaplin, Grant Budget Coordinator, at chaplit@milwaukeepublicschools.org; for non-instrumentality charter schools and partnership schools, contact Joseph Hill at hilljj@milwaukeepublicschools.org; and for non-public schools, contact Mora Anderson at andersm3@milwaukeepublicschools.org.

REFERENCE GUIDE TO ALLOWABLE TITLE I EXPENDITURES					
Expenditure Type	**Allowable**	**Allowable with Conditions**	**Limited Allowability Prior Approval Required**	**Not Allowable**	**Reasonable and Necessary**
Advertising - brochures informing parents of school achievement, rules, regulations, date of Title I parent meeting, etc. are allowable. Billboards or other strategies promoting enrollment opportunities are not allowable.		X			X
Alcoholic beverages				X	
Appliances (stoves, refrigerators, microwaves, etc.)				X	
Athletics/athletic awards/yearbooks				X	
Banquets/award programs/carnivals/ fairs/luncheons/brunches/parties/picnics				X	
Bereavement or congratulatory cards, flowers or gifts.				X	
Building supplies/repairs/modifications				X	
Childcare for parents while attending school-sponsored events (Contact your budget analyst/the ESEA Division)		X			X
Computers – classroom, student use only **see below*		X			X
Copiers, postage meters, other office equipment				X	
Decorations/flowers				X	
Employee incentive or recognition gifts				X	
Equipment (non-capital)			X		X
Family engagement: Activities to promote family engagement are allowable and include strategies such as student/parent reading nights, support for lending library on parenting skills or other materials for parents development	X				
Field trips - educational in nature only. No overnight trips. No amusement or water parks. Trips taken during non-school periods require the approval of Risk Management. **Documentation demonstrating the trip's educational purpose, along with an attendance/participant list, must be submitted as part of the reimbursement process.**		X			X
Flat Screen TVs/home theater systems				X	
Food for staff activities or trainings				X	
Food for parent activities – Only if the training or activity is at least two hours in length and runs over a normal mealtime. Title I allows light snacks/light meals to be served to enhance parent participation. The amount of food purchased must be based on the number of RSVPs received. **An agenda showing parent activities that support the academic achievement of students must be submitted along with the sign-in sheet, RSVPs received and itemized receipts must be submitted as part of the reimbursement process.**		X			X
Fund raisers - No food, door prizes, equipment or other fundraiser support				X	

**The definition of computers now includes additional interactive devices such as an iPad or iPod touch, laptop, interactive whiteboard, interactive TV, Mimio, kindle and chrome books. As a reminder, all materials, equipment, and property purchased with ESEA funding remain the property of Milwaukee Public Schools.*

REFERENCE GUIDE TO ALLOWABLE TITLE I EXPENDITURES					
Expenditure Type	**Allowable**	**Allowable with Conditions**	**Limited Allowability Prior Approval Required**	**Not Allowable**	**Reasonable and Necessary**
Gift certificates/gift cards				X	
Furniture – usually not allowed (supplanting) since the district provides general classroom and administrative furniture and fixtures. Contact the Title I office/your budget analyst before purchasing. Non-classroom furniture will not be allowed.			X		X
Graduation activities/materials				X	
Homeless student supplies, educational fieldtrip admissions, air mattress (for student only), emergency clothing, including uniforms, if uniforms are required. Schools should budget at minimum $25 per homeless student in K5 through grade 11(more if you require uniforms or expensive supplies such as graphing calculators) and $100 per homeless student in 12th grade to cover graduation fees.	X				
Incentives or rewards for students, parents or staff. Monetary incentives or rewards are never allowable. Kindles, iPads, apps, etc. are not allowable as giveaways for students, parents or staff				X	
Instructional materials (additional or supplemental textbooks and workbooks, **not** adopted textbooks)	X				
Licenses for software or curriculum used by school (Examples: Plato software license and Upward Bound membership)	X				
Leases for copiers, postage meters				X	
Lodging and per-diem - follow district guidelines. No hotels for conferences or trainings held within 100 miles of Milwaukee. Pre-approvals must be submitted 30 days prior to travel		X			X
Mailings – informational to parents, mailings on ESSA Identifications schools, testing dates, newsletters, mailing school newspapers, etc.	X				
Parent training or educational services: Workshops or other trainings around school high-need areas such as tutoring skills for math and/or English, attendance, monitoring student performance through on-line grade book, understanding student planners, the special education IEP process, child advocacy, etc.	X				
Parent recognition luncheon or other recognition events				X	
Parent-student dinner/Parent-staff dinners				X	

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REFERENCE GUIDE TO ALLOWABLE TITLE I EXPENDITURES					
Expenditure Type	**Allowable**	**Allowable with Conditions**	**Limited Allowability Prior Approval Required**	**Not Allowable**	**Reasonable and Necessary**
Professional development –including coursework costs for an individual teacher of Title I students if the coursework meets the following criteria: 1) is directly related to the teacher's assignment, 2) is related to instructional strategies to meet the needs of struggling students, and 3) aligns with the professional development needs identified in the need assessment process. Title I funds may **not** be used to pay for any technology items required/needed for course.	X				
Raffles/door prizes/gift cards				X	
Salaries/fringes for: core instructional staff at public Title I schoolwide schools only; Title I instructional staff serving Title I students only at Title I Targeted Assistance schools.	X				
Student Fees - annual student activity fees (homeless children only)				X	
Student incentives - cash or gifts				X	
School supplies - educational supplies including replacement and special program textbooks and teacher guides	X				X
Substitute teachers for core academic program at Title I schoolwide schools and substitute teachers for Title I teachers at Title I targeted assistance schools	X				
Translation Services: Translation of school notices for parent notifications and parent-student conference translation services	X				
Theater systems/auditorium installations				X	
Transportation for parents (Contact your budget analyst/Title I office)	X				X
Transportation for students from after-school programming that includes an academic component	X				
Travel: MPS staff or parents only following district guidelines. Only costs directly associated with permissible travel within the continental United States will be reimbursed. No costs for tours/souvenirs offered by the event will be reimbursed.		X	X		X
Tutoring: MPS hired or contracted teachers may be paid to provide before or after-school tutoring for students.	X				
T-shirts, book bags, baseball caps, water bottles, athletic uniforms, letter sweaters or other school "Spirit" apparel or marketing items with school, vendor or district logos				X	

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Uniforms - staff or student (schools that require uniforms may purchase uniforms for homeless children)				X	
Water coolers/Water systems				X	

**The definition of computers now includes additional interactive devices such as an iPad or iPod touch, laptop, interactive whiteboard, interactive TV, Mimio, kindle and chrome books. As a reminder, all materials, equipment, and property purchased with ESEA funding remain the property of Milwaukee Public Schools.*

ESSA — Title II, Part A — Private Schools Quick Reference Guide

Eligible/Non-Eligible Expenditures

Please note:

- Title II, Part A eligible expenditures MUST BE aligned with the district Needs Assessment and MUST BE reasonable and necessary.
- **Providing professional development in well-rounded education.****
- Developing or improving a rigorous, transparent and fair evaluation and support system for teachers, principals and other school leaders.
- Providing high-quality, personalized professional development that is evidence-based.
- Providing programs and activities to increase the knowledge base of teachers, principals or other school leaders on instruction and measurement of learning in the early grades; the ability of principals and other school leaders to support teachers, teacher leaders, early childhood educators and others to meet the needs of students through age 8.
- Providing training, preparation, technical assistance and capacity-building in private schools to help teachers, principals and other school leaders select and implement formative assessments, design classroom based assessments, and use data to improve instruction and achievement
- Providing preparation to identify students who are gifted and talented and adopting instructional practices that support these students
- Developing and providing professional development and other support to promote high-quality instruction and instructional leadership in STEM subjects.
- Developing feedback mechanisms to improve school working conditions
- Title IIA Funds may not be used to develop/align/design/map/revise curriculum, assessments or DDMs (District-determined measures); Title IIA funds may be used to provide professional development/training/resources to teach/train on *how to* develop/align/design/map curriculum, assessments or DDMs.

Line Item	Eligible Activities	Non-Eligible Activities
1. **Instructional/ Professional Staff**	• Academic/Instructional coaches • Development and support for district based preparation programs for administrators • Development and support for district based teacher preparation programs for initial and/or professional licenses	• Develop/align/design/map/revise curriculum, assessments or DDMs • Salary for unlicensed teachers/Private School teachers for class-size reduction • Salaries for Private School teachers • Retention/signing bonuses for Private School teachers • Incentives/gifts for Private School staff
2. **Stipends**	• Teacher stipends to present workshops, trainings that improve content knowledge and/or classroom practice after regular school hours and/or during the summer. • Teacher stipends for participation in Title II, Part A PD after regular school hours and/or during the summer.	• Salaries for paraprofessionals/aides • Stipends for tutors
3. **Contractual Services**	• Consultants for evidence based PD to improve content knowledge and/or classroom practice • Consultants to provide training to enable educators to involve parents in their children's education • Consultants to improve classroom management • Consultants to provide training to improve content knowledge and/or classroom practice of paraprofessionals • Consultants for Private School allocation	• Substitutes for teachers not attending TIIA eligible PD or not CSR teacher • Substitutes for Private School teachers • Consultants for well-rounded education areas • Consultants for first aid training

Line Item	Eligible Activities	Non-Eligible Activities
4. Supplies and Materials	• Supplies to be used strictly for PD such as books, software, instructional technology • Evidence based PD Meeting supplies such as chart paper, pens, binders, easels	• Supplies to be used in the classroom or by students • Anything not directly connected to educators' PD • Evaluation system-related data systems to manage linking student-teacher data
5. Travel (Registration)	• Conference registration for evidence based PD • Course reimbursement for evidence based PD • Private school allocation for evidence based PD • Expenses for transportation, per diem, and lodging if the costs are reasonable and necessary	• Meals unless included in registration fee for conference • Meals for school/district PD meetings
6. Other Costs	• Memberships/Subscriptions for evidence based PD • Printing/Copying for evidence based PD • Space rental (no food) for evidence based PD	
7. Equipment		• Equipment

Must be linked to measureable increases in student academic achievement produced by the efforts of that teacher or principal

Additional Information:

All purchases, events, workshops, conferences, etc. must happen prior to June 30th to be budgeted within the current school year. However, if registration fees need to be purchased prior to June 30th that can be budgeted in the current school year, but the actual conference fees, travel, etc. have to go in the next year's budget.

Example:

5 teachers want to attend a conference in December 2018. Registration needs to be in by June 1, 2018 to receive a discount. You can budget the registration fees in the 2017-18 budget. The rest of the conference expenses such as their travel, the hotel, food, etc. would be added to the 2018-19 budget.

No Title II-A funds are paid to the Private School directly.

All full time students attending a private school, no matter what district they come from, are counted in the enrollment of the private school they attend.

School District's Private Schools Checklist

- ☑ For TIIA, equitable participation applies to all private schools within district boundaries
- ☑ Contact at least twice and document it
- ☑ Consult with representative from private schools to determine PD needs
- ☑ Districts cannot simply offer private school educators to attend district PD sessions
- ☑ Districts remain in control of the funds (no money goes to the private schools)
- ☑ Charter and Vocational districts are exempt from consulting private school

**Well-Rounded Education:

- English
- Reading or Language Arts
- Writing
- Science
- Technology
- Engineering
- Mathematics
- World Languages
- Civics
- Government
- Political Science
- Economics
- Dance
- Media Arts
- Music
- Theater
- Visual Arts
- History
- Geography
- Driver's Education
- Computer Science
- Career and Technical Education
- Psychology
- Agriculture
- Food and Natural Resources
- Personal Financial Literacy
- Business and Information Technology
- Information and Technology Literacy
- School Counseling
- Early Learning
- Marketing
- Management and Entrepreneurship
- Family and Consumer Sciences
- Nutrition Education
- Environmental Education
- Health Education
- Physical Education
- Special Education

2026-2027 TITLE IIIA
EXPENDITURE GUIDELINES: NON-PUBLICS

A guide to spending Title IIIA funds for sites enrolling English Learners:
Title IIIA cannot be used for the core program that is mandated by the state of Wisconsin or to supplant costs for which the district is funding with local funds.

Required uses of Title IIIA funds are:

- To develop high-quality language instruction educational programs for ELs.
- To provide professional development designed to develop and enhance the capacity to provide high-quality language instruction educational programs for ELs.
- To promote parental and community participation in language instruction educational programs for ELs.

The Milwaukee Public Schools follows expenditure guidelines for the Title IIIA formula subgrant as set forth in the **Non-Regulatory Guidance: English Learners and Title IIIA of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.** For a cost to be reimbursed, the district adheres to a standard that all expenditures charged to federal grants must be:

Reasonable: A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost.

Allocable: A cost is allocable to a cost objective if the goods or services involved are chargeable or assignable to the cost objective in accordance with the relative benefits received.

Allowable: A cost is allowable if it is necessary and reasonable for proper and efficient performance of the award and allocable to the award.

See the Title VIII, Part F of the Elementary and Secondary Education Act Equitable Services Non-Regulatory Guidance 2023 for additional information.

The following pages provide a partial listing of expenditure purposes for which schools have requested guidance in the past under Title IIIA guidelines.

Expenditure Type	Allowable	Allowable with Conditions	Not Allowable
Advertising – brochures informing parents of school achievement, rules, regulations, etc. are allowable. Example: The school is hosting a parent night for ELs and families. Title IIIA could be used to compensate teachers to stay beyond their contractual hours to create the brochure and/or Title IIIA could be used for duplicating expenses. **Billboards or other large-scale strategies to promote enrollment opportunities are not allowable.**		X	
Childcare for parents while attending parental involvement activities under Title IIIA. Childcare for required school wide events (e.g., parent teacher conferences, open house) **is not allowable**.	X		
Conferences (workshops, seminars) – Must follow LEA guidelines for professional leave/absence and travel. For local and out-of-town conferences (not including webinars) Title IIIA may be allowable for registration and lodging. The remaining costs which include travel and per diem cannot be covered under Title IIIA.		X	
Coursework – may be allowable for an individual teacher of Title IIIA students if the coursework meets the following criteria: ● is directly related to ESL endorsement and/or bilingual endorsement ● is related to instructional strategies to meet the needs of ELs ● aligns with the professional development needs identified in the needs assessment process (minimum of 3 sequential sessions). Title IIIA funds may **not** be used to pay for any technology items needed for a course. **It may not be used to cover licensing fees with state agencies.**		X	
Decorations, flowers, bereavement, graduation activities and supplies			X
Family literacy – activities to **promote English language acquisition** and include strategies such as student/parent reading nights, parenting skills, or other materials and classes for parent development.		X	
Field trips – educational in nature only and the appropriate grade level academic and language standards are included in the Needs Assessment. **For ELs only. Must not be used to cover the cost of a trip for ELs when other students are going on the same field trip.**		X	
Food – for parent participation, such as light snacks (e.g., cookies and punch). Only if the training or activity is at least two hours in length and runs over a normal mealtime. The anticipated amount for a snack must not exceed $3.00 per family attendee. **Food is not allowed for staff activities or trainings.**		X	
Furniture, appliances, copy machine leases, postage meters, building repairs, theater systems, flat screen TVs			X

Expenditure Type	Allowable	Allowable with Conditions	Not Allowable
Instructional resources – must be supplemental to what the private school would be required to provide in the absence of the Title III services. Must be clearly labeled and identified as the LEA's property, and must be secular, neutral, and non-ideological. Examples include: ● textbooks and workbooks that were not included in the school's adopted textbook process ● leveled readers to support all content areas within reasonable guidelines ● graphics and visuals to aid in subject material teaching/learning ● professional texts related to language acquisition theory and instruction of ELs ● resources in other languages with justification in the Needs Assessment ● headsets for online listening and speaking programs (not allowable for testing) Instructional materials for K4 students can be acquired through Title III, however, Title III funds are generated beginning in K5.		X	
Intervention – Instructional materials to support ELs during intervention time are not allowable.			X
Licenses for software or curriculum used by the school that **are not** part of the school's acquired resources or core programming (must be in name of the service provider)		X	
Mailings – only if supplementary in nature; must not be utilized to conduct mailings for the core educational program		X	
Professional development – can be conducted at school sites, however, must be contracted by the service provider. Title IIIA may be allowable for compensation and/or training materials for professional development that occurs at a school site. Must meet the following criteria: ● Designed to improve instruction and assessment of ELs ● Designed to enhance the ability to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs ● Effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers ● Of sufficient intensity and duration which shall not include activities such as one-day or short-term workshops and conferences.		X	
Raffles, door prizes, gift cards/certificates, fundraisers, student, staff, or parent incentives			X
School supplies – tape, notebooks, pencils, paper, whiteboards, whiteboard markers, ink, bins/baskets, replacement and special program textbooks and teacher guides			X
Storage – locked file cabinets may be allowable only if used to house materials purchased using Title IIIA funds.		X	
Technology – technology (e.g., Smartboards/touch panels, iPads, document cameras, printers, Chromebooks, and laptops) **is not** an allowable use of Title IIIA funds.			X

Expenditure Type	Allowable	Allowable with Conditions	Not Allowable
Technology – If a student needs access to translation material on a device or a family uses a supplemental device (e.g., Chromebook, iPad, and laptop) to access first language support materials from home that they would not otherwise be able to access this would be an allowable use of Title IIIA.		X	
Translation & interpretation services for parents of ELs for Title IIIA sponsored events	X		
Transportation – for ELs from after-school programming that includes an academic component and for parents of ELs for Title IIIA sponsored events	X		
Tutoring - Any afterschool services/extended services for ELs using Title IIIA allocations need to be offered by a certified teacher.	X		
T-shirts, uniforms, book bags, baseball caps, athletic gear, water bottles, letter sweaters or other 'school spirit' apparel or marketing items with school logos			X
WIDA certifications – compensation for WIDA certification processes for ACCESS for ELs assessment and WIDA Screener are allowable. While certification is allowable, **it is not allowable to compensate staff for the actual administration of ACCESS/Screener.**			X

Allowable Activities

Allowable Activities



Title IVA funds may be used to provide supplemental services and/or supports that address one or more of the priorities of this grant. Funds may be used for, but not limited to the following: direct services, professional development, salaries, and materials/supplies. Districts should coordinate the use of Title IVA funds with other federal, state, and local funds while ensuring that all Title IVA funds are only used to support activities that are in addition to those that the district would otherwise support through the state or local sources.

There are three areas supported under Title IV, Part A, including

- Well Rounded Educational Opportunities (4107),
- Safe and Healthy Students (4108), and
- Effective Use of Technology (4109).

Well-Rounded Educational Opportunities (ESEA section 4107)



- Improving access to foreign language instruction, arts, and music education
- Supporting college and career counseling, including providing information on opportunities for financial aid through the early FAFSA
- Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM), including computer science, and increasing access to these subjects for underrepresented groups
- Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent enrollment programs and early college high schools
- Strengthening instruction in American history, civics, economics, geography, government education, and environmental education

Safe and Healthy Students (ESEA section 4108)



- Trauma-sensitive schools
- SBIRT
- Youth Mental Health First Aid
- Academic and Career Planning
- AODA and tobacco prevention
- Restorative Practices
- School safety and preparedness
- Promoting community and parent involvement in schools
- Providing school-based mental health services and counseling
- Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline
- Establishing or improving dropout prevention
- Supporting re-entry programs and transition services for justice-involved youth
- Implementing programs that support a healthy, active lifestyle (nutritional and physical education)
- Implementing policies and practices to prevent bullying and harassment
- Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse
- Establishing community partnerships

Effective Use of Technology (ESEA section 4109)



- Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement
- Building technological capacity and infrastructure
- Carrying out innovative blended learning projects
- Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities
- Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology

MILWAUKEE
PUBLIC SCHOOLS



Travel Guidelines and Procedures Manual

Wednesday, May 27, 2026

MILWAUKEE PUBLIC SCHOOLS

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MILWAUKEE PUBLIC SCHOOLS

Overview of Travel Guidelines and Procedures

Travel is a normal part of business. The purpose of these guidelines is to establish standards and procedures to reduce travel costs while complying with Federal regulations regarding reimbursement for business expenses. The guidelines are designed to ensure consistency and fair treatment for members of the MPS community whose travel will be reimbursed or paid for by the district and for visitors (speakers, candidates) whose travel is at District expense. These procedures apply to all travel regardless of the source of funds and assistance in:

- Identifying reimbursable versus non-reimbursable expenditures.
- Clarifying responsibility for controlling and reporting travel costs.
- Identifying required documentation.

Travel expenses incurred while on MPS business will be paid for by the district if the expenses are reasonable, properly approved and documented. This statement covers reimbursement for transportation, auto mileage, auto rentals, hotel lodging, meals, gratuities, tolls and parking, telephone calls, and other miscellaneous expenses. Staff development that falls on a non-work day, MPS will not pay staff wages. In this case, only the approved travel expenses will be paid. The guidelines further detail the documentation required, as well as describing travel advance procedures and the authorizations needed for reimbursement.

Note: If travel expenses are to be charged to a grant or contract sponsored by an outside agency, the requirements of the outside agency will prevail if they are more restrictive than the district's travel guidelines. In general, travelers should make necessary travel arrangements (air travel, ground travel, accommodation). Air Travel must be arranged through the district's designated travel agency.

Pre-approval Considerations

In all cases, requests for subsidized travel, including requests for virtual staff development, require substantial justification, **prior** notification, approval and documentation that will withstand any subsequent audit. All requests for reimbursement of travel expenses shall be reasonable, customary and ordinary for the type of trip taken. The greatest possible economy shall be obtained by the avoidance of unnecessary travel and joint travel by authorized travelers

in a single vehicle whenever possible.

Professional Leave and Travel LMS Course

The Department of Finance offers an LMS course titled "Professional Leave and Travel". It is required that all principals and bookkeepers complete the course at least once per school year. The course is also recommended for Department Administrators and Administrative Assistants who review/approve and process Professional Leave and Travel forms.

This course can be found in LMS at:

Professional Leave and Travel for Principals and Bookkeepers –
LMS - Travel for School Principals and School Bookkeepers

Professional Leave and Travel for Departments and Administrative Assistants –
LMS - Travel for Departments and Administrative Assistants

I. Eligible Personnel

The following classifications of personnel shall be eligible for reimbursement for travel expenses:

A. Board Members.

B. MPS Employees.

C. Authorized designees, such as parents.

D. Authorized candidates for MPS employment required to travel to an MPS location as part of the recruiting and hiring processes. Note: Reimbursement in this situation should be processed through an Electronic Direct Payment (EDP).

II. Non-Eligible Personnel

The following classifications of personnel are not eligible for reimbursement for travel expenses:

A. Travel by non-staff members will NOT be approved, except for travel related to District programs such as Title I.

B. Consultants or contractors traveling on MPS business are expected to include the cost of their travel in their contract as part of the fixed fee.

III. Eligible Travel

Travel expenses will be approved for the following kinds of travel:

A. Travel necessary for training required for staff in schools.

B. Travel for training mandated by the state or federal government or program funders.

C. Travel for training related to areas of responsibility.

D. Travel to support the district's legislative agenda and lobbying efforts.

E. Travel to represent the district at state or national association meetings or conferences.

IV. Funding for Travel

Travel expenses can be paid for by the following funds:

A. Categorical (grant) funded travel will be allowable ONLY if a travel budget is approved by the grantor.

B. Travel funded through trust accounts will be allowable ONLY if it is directly related to the purpose of the trust.

C. School Operations funded (Board funded) travel will only be allowed when necessary or required for the educational or business operations or programs of the district and the supervisor(s) approving the form is ensuring that the travel being approved is necessary or required for the educational programs or business operations of the district.

D. Staff development that falls on a non-work day, MPS will not pay staff wages. In this case, only the approved travel expenses will be paid.

V. Expenses for Travel inside Milwaukee County

All employees and authorized individuals whose official duties for the district require them to travel from their official headquarters to other locations in Milwaukee County shall be reimbursed for travel in their privately owned vehicle at the published Internal Revenue Service (IRS) standard mileage rate for business. *IRS Mileage Reimbursement Rates* (Mileage Reimbursement for travel in Milwaukee County is processed by Payroll using a Car Allowance Timesheet and NOT a BP Travel Record.) Necessary parking fees while on business travel inside Milwaukee County are reimbursable when other non-fee-based parking options are not available. Taxi charges are non-reimbursable for business travel inside Milwaukee County.

Please note: The *Request for Professional Leave & Travel* form is needed for staff development within Milwaukee County signed as directed in Chart A (schools) and Chart C (departments) below.

VI. Expenses for Travel outside Milwaukee County

The most effective and efficient means of transportation should be used for travel outside Milwaukee County. All requests for reimbursement of travel expenses must be reasonable, customary and ordinary for the type of trip taken. The greatest possible economy shall be obtained by the avoidance of unnecessary travel and joint travel by authorized travelers in a

single vehicle whenever feasible.

A. Transportation by Common Carrier

It is expected that most individuals will use common carriers (airline, railroad or bus) for trips greater than 100 miles. Travel arrangements will be made by the employee directly, or with the assistance of the department or school's designated travel coordinator. Reimbursement will be provided in the amount of coach fare. Airport, rail or bus station parking for up to five (5) days is reimbursable.

When using commercial air travel, consider the following cost-saving strategies:

- Travel with Carry-On Only
- Consult airline website for baggage fees before traveling
    - Reimbursement of baggage fees is allowed for the first checked bag
    - Excess baggage charges (overweight and second/subsequent checked bags) are only allowable when the district determines the baggage was needed for official business reasons
- Be flexible in selection of airlines and flight time

B. Transportation by Privately Owned Vehicles

Individuals using their automobiles for out of county business shall be reimbursed at the mileage rate allowable by the IRS (see IRS Mileage Reimbursement Rates) at the time of travel, using the most direct route between the work station, destination, and return as determined by the state highway department maps. In no event shall the total reimbursed cost exceed the equivalent cost of one round trip coach airfare purchased at least thirty (30) days prior to the date of travel commenced.

C. Reimbursements

Reimbursements are set as per *IRS Guidelines*. Reimbursements for per diem and lodging shall not exceed what would have been required if the most practical common carrier had been used. Travel time in excess of that by common carrier shall be charged to personal vacation.

Parking fees and tolls are reimbursable, provided proper receipts are submitted.

In addition to meals, the per diem covers the cost of incidental expenses such as

laundry, cleaning and gratuities to airport and hotel personnel.

Individuals attending the same event shall travel together in as few automobiles as possible.

D. Car Rental/Taxis

Car rental **must** be approved before the travel occurs. The car rental must be an economy-sized vehicle. If other than an economy-sized vehicle is needed, detailed written justification as to why a different sized rental car is being requested must be submitted.

The employee's supervisor should consider the following guidelines before approving the use of a rental car:

1. A rental car is more cost-effective than other means of ground transportation.
2. The amount of materials/equipment transported precludes use of other ground transportation.
3. No other transportation is reasonably available at the time(s)/location(s) required.
4. Car rentals at the destination should be avoided and should only occur if absolutely necessary. In many cases, hotels and other shuttle services provide free or economical transportation from the airport, train, or bus station.
5. **Use of a rental car must be identified when the *Request for Professional Leave and Travel-Schools* form or *Request for Professional Leave and Travel-Central Services* is submitted and its use must be approved.** Costs of a rental car at the destination, when adequately documented, are reimbursable. Collision Damage Waiver (Physical Damage Coverage), Liability Coverage, Personal Accident Insurance (death and dismemberment), often offered by car rental companies, are not reimbursable.
6. Charges for taxis and air limousines (including a reasonable tip) and shuttle service costs are reimbursable. An explanation should accompany any claim in excess of $25.00 per taxi trip.

E. Lodging

1. Individuals should seek accommodation that is in line with the average cost of a single room rate in the community at the motel or hotel where the meeting is held. Lodging expenses must be supported by an itemized hotel bill. Charges for

late departures will not be reimbursed. ***NOTE: Airbnb and house rentals are not allowable.***

2. Lodging will not be authorized for single-day conferences unless the distance to the conference location exceeds the IRS guidance of 50 miles. Lodging will be limited to the night immediately preceding the conference.

F. Meals

1. The per diem is intended to cover the costs of meals, including taxes and tips.
2. If meals are included in the cost of the event registration fee, the per diem rate will be reduced accordingly: **15% for breakfast, 35% for lunch, and 50% for the per diem rate for dinner.**
3. A traveler's total per diem will be calculated by the BP system. Travelers with departure times before 12:00 noon on the day of departure will receive the full allowable per diem.
4. Travelers with departure times after 12:00 noon will receive one-half the allowable per diem.
5. Travelers with arrival times before 12:00 noon on the return date will receive one-half the allowable per diem.
6. Travelers with arrival times after 12:00 noon on the return date will receive the full allowable per-diem.
7. There will be no per diem for 1-day trips.
8. There will be no per-dem or meals for staff development within Milwaukee County.

G. Miscellaneous Expenses

1. Never assume that an item will be covered under the "Miscellaneous" category. Be sure to check with your supervisor if an item you need is not outlined specifically in the guidelines and procedures manual.
2. Expenses that do not fit into any of the previous categories, yet are directly business related, must be reasonable and necessary for the business purpose of the trip.
3. The following expenses are ***not*** reimbursable:
    - Avoidable "No-Show" charges for hotel or car service
    - Additional charges for late checkout
    - Cancellation charges (unless fully justified)
    - Flight insurance
    - Non-compulsory insurance coverage
    - Car Rental upgrades
    - Loss/theft of personal funds or property/lost baggage
    - Traffic citations, parking tickets and other fines
    - Towing service, repairs due to accidents, etc. for personal vehicle
    - Personal items (e.g., toiletries, luggage, clothing, etc.)
    - Pay-Per-View movies in hotel/motel room, personal entertainment

- Spouse or family members' travel costs
- Expenses related to vacation or personal days while on a business trip
- Childcare costs and kennel costs
- Delinquency fees/finance charges for personal credit cards
- Alcoholic Beverages

VII. Travel Expenses of Other (Non-Employees)

A single *Travel Record* in the BP/IFAS system should apply to one person. If a non-employee (such as a parent) will be attending a conference, the non-employee's trip information must be included in BP/IFAS under an employee's name. The name of the non-employee and his/her status (parent, etc.) should be indicated in the description of the *Travel Record* in BP/IFAS.

Spousal travel is permitted, but expenses are ***NOT*** reimbursable. The lodging clerk should be asked to write the single-room rate on the receipt.

VIII. Travel Authorizations and Authorization Forms

All travel must be supported by completed and approved *Request for Professional Leave and Travel- Central Services* form or a *Request for Professional Leave and Travel-Schools* (See Exhibits 1 and 2). These approvals for schools and departments **MUST OCCUR BEFORE** any BP entry or financial commitment is undertaken by the school or Central Services office. Forms are to be completed, approved, and returned to the originator at least forty-five (45) days before the travel dates.

Travel must be approved prior to the trip unless impractical due to timing and urgency of trip. As required by *Board procedures*, the Board President shall approve travel of Board members. All travel needs to be appropriately approved and signed by the Superintendent's Office if the trip is outside of Wisconsin.

Management of the Office of Accountability and Efficiency shall approve travel for employees with the Office of Accountability and Efficiency.

Trips for a school or office may decline if that school or department has any trips that have not been reconciled in BP/IFAS. All trips must be reconciled within fifteen (15) days of the completion of the trip.

A. Authorization of Travel for Schools

For out-of-state travel, all school employees and parents **must** have prior approval from

the approver as listed below. This requirement applies regardless of the cost or funding source of the trip. Included with the form must be written rationale of how travel relates to the day-to-day work of the employee, and how the employee will utilize and disseminate what he/she has learned.

Below is a chart for School travel

Location	Signatures Required	Second Signature	Third Required Signature	Fourth Required Signature
Virtual Trainings	Building Administrator	NA	NA	NA
Inside Milwaukee County	Building Administrator	NA	NA	NA
Outside Milwaukee County	Building Administrator	Academic Superintendent or Designee	Chief of Schools	NA
Outside of the State	Building Administrator	Academic Superintendent or Designee	Chief of Schools	Superintendent/Designee

B. Authorization of Travel for Charter Schools

The MPS Travel Policies and Procedures apply to Instrumentality Charter Schools, but not to Non- Instrumentality Charter Schools. Non-instrumentality Charter Schools will follow their own authorization guidelines and procedures.

C. Authorization of Travel for Offices

Travel for Central Services staff must be approved by the appropriate approver as per the chart listed in C (Authorization of Travel for Offices). Central Service employees seeking to travel must obtain the appropriate signature(s), on a *Request for Professional Leave and Travel-Central Services* form. The Superintendent's/Designee approval is mandatory for all Senior Leadership for out of state travel. Included with the form must be written rationale of how travel relates to the day-to-day work of the employee, and how the employee will utilize and disseminate what he/she has learned.

Below is a chart for Department travel

Location	First Signature Required	Second Signature Required	Third Signature Required
Virtual Trainings	Director/Manager	Chief of the Office	NA
Inside Milwaukee County	Director/Manager	Chief of the Office	NA
Outside Milwaukee County	Director/Manager	Chief of the Office	NA
Outside of the State	Director/Manager	Chief of the Office	Superintendent/Designee

Senior Leadership out of state travel – Superintendent/Designee

D. Authorization of Virtual Professional Development

All virtual staff development and conferences must be supported by a complete and approved Request for Professional Leave and Travel form. For schools, the Building Administrator's approval is acceptable for virtual staff development, refers to the chart in Section A (Authorization of Travel for Schools) . For departments, refer to the chart in Section C (Authorization of Travel for Offices). These approvals for schools and departments **MUST OCCUR BEFORE** any BP entry or financial commitment is undertaken by the school or Central Services office. Forms are to be completed, approved, and returned to the originator at least forty-five (45) days before the staff development dates.

Do not enter a travel record for virtual staff development. Payment via Business Plus Electronic Direct Payment or Purchase Order is acceptable.

IX. Trip Reporting in Business Plus/IFAS

Trips are to be entered into Business Plus only after proper approval for the trip has been granted by the approver as listed in section A (schools) or C (departments). Please see the *Business Plus Dashboard "Travel"* tab for step-by-step instructions.

MPS will make every attempt to issue payments to vendors before the travel occurs, i.e. lodging and registration. If payments are not submitted to vendors prior to departure, it is

the employee's responsibility to pay for approved expenses and seek reimbursement after the trip ends. Schools must **never** use their school checking accounts to make any payments related to employee travel. All expenditures for employee travel are processed through BP. Following the schedule in Exhibit 1 and the checklist in Exhibit 2 are extremely helpful in ensuring that payments are processed on time.

The agenda for the conference must be included when submitting the Request for Professional Leave and Travel form and when submitting the BP trip reconciliation so that the approving authority and the Finance staff can determine whether meals were served at the conference and authorize the per diem accordingly. Failure to submit agendas with the Request for Professional Leave and Travel form may result in the denial of per diem.

Absolutely **NO** reimbursement will be allowed to any traveler for the cost of alcoholic beverages.

A copy of the *Request for Professional Leave and Travel-Schools* or *Request for Professional Leave and Travel-Central Services* form, along with the agenda must be attached to the travel record in Business Plus, as well as to all requests for vendor prepayments, employee advance payments, expense and mileage reimbursements, and all travel reconciliations submitted to the Office of Finance.

EXCEPTION (Board Members only): It is not necessary to create a trip record if a member of the Board of School Directors attends a conference that requires payment for registration only.

X. General Information

A. Advances

If advanced payment for travel expenses is required, a check will be advanced to an individual who forwards a completed *Direct Payment* request, along with a copy of the approved and signed Request for Professional Leave and Travel form and an agenda for the conference, to the Office of Finance ten (10) days prior to departure. Advances will only be provided in the amount of the travelers per diem, and only if the advance is $100.00 or greater. Reconciliation of actual expenses with the advance must be made within fifteen (15) days after the trip has been completed.

Settlement for additional funds due to MPS are to be made within fifteen (15) days after the conclusion of the trip. By accepting an advance, the traveler authorizes a payroll deduction if advanced per diem is more than the travel expenses incurred.

B. Honorariums

All honorariums must be turned over to the District unless the employee has taken vacation. No travel expenses may be charged for any meeting for which an honorarium is received.

C. Responsibility

The certification of all information included on the Request for Professional Leave and Travel form and/or Business Plus trip record is the responsibility of the individual and his/her supervisor.

XI. Travel Protocol – Internal Best Practice

All *Request for Professional Leave and Travel-Schools* or *Request for Professional Leave and Travel-Central Services* forms must be completed and approved at least 45 days before the travel dates. Communication with the person traveling is a must. Please make sure you are using the correct and most updated *Request for Professional Leave & Travel form*. This is located in the Travel tab in BP Forms.

Please note: The *Request for Professional Leave & Travel* form is not needed for travel within Milwaukee County.

XII. Exhibit 1 – Travel Procedure

Recommended Schedule	Information to gather in order to enter in Business Plus/IFAS:
45 days or more prior	Traveler completes an MPS *Request for Professional Leave and Travel* Form and submits the form to their supervisor/s for approval. If traveling outside of Wisconsin, the *Request Leave and Travel* Form must be signed first by the applicant and signed by the appropriate approver as per Section A (schools) or Section C (departments)
45 days or more prior	Supervisor/s review *Request for Professional Leave and Travel* Form. If request is denied the form is returned to the traveler. If approved, the signed form is sent by the supervisor to the school or department support staff person responsible for entering the trip in BP/IFAS.
30 days prior	Designated school or department support staff person enters trip into BP/IFAS by creating a **Travel System number** (TS#) in Travel tab→Data Entry→Click here to create a travel record. The TS# should be written on top of the *Request Leave and Travel* Form. A copy of the completed and approved MPS *Request for Professional Leave and Travel* Form, as well as the agenda must be attached to the travel records in Business Plus.

30 days prior	Registration – contact the conference provider for conference availability and what the registration cost covers. Request an invoice and submit a direct pay. Fill in the description field the following way: ***Registration: Invoice#/Full Name*** The TS# goes in the 2nd reference field. Attach a copy of the signed approved *Request for Professional Leave and Travel* form along with the direct pay.
30 days prior	Communicate with the applicant for flight arrangements and information needed before contacting Omega (Central Service and Schools). a. Full name on license b. Date of Birth c. Home Address and contact information d. TS# e. Information needed: Time, (morning, afternoon, evening) destination and departure/return dates f. Budget code to be used
30 days prior	Contact the hotel to make reservations and request a confirmation/invoice sent to you. Submit a direct payment, fill in the description field the following way: ***Hotel: Confirmation or Invoice#/Full Name*** The TS# goes in the 2nd reference field. Attach a copy of the signed approved *Request for Professional Leave and Travel* form. For online reservation same steps should be followed.

20 days prior	Per Diem – Meals only for overnight stays. If the conference covers their meals, there should be no per diem given or if it covers only some meals a partial per diem is given (see per diem section for more details). If no meals are covered and the conference is more than 2 days, check with the "Per Diem" travel list that is located in the Travel tab in BP/IFAS. If the per diem is over $100.00 submit an advance for the applicant attending on a direct pay. Please communicate with the traveler that their address is updated in PeopleSoft. Conference agenda and a copy of signed approved *Request for Professional Leave and Travel* form should be submitted along with the direct pay for advance payment. Fill in the description field the following way: ***Per Diem: Full Name*** The TS# goes in the 2nd reference field.
20 days prior	Conduct follow up phone call to confirm payment is received for the applicant's registration and hotel reservations after 5-7 days of date of mailing from finance. Make sure you write down the date you called and the person you spoke with.

5 days prior	Two travel folders should be made – one for your record and the second for the traveler. Each folder should contain the following: a. Copy of registration along with proof of payment and confirmation of payment received b. Copy of hotel registration along with proof of payment and confirmation of payment received c. Agenda/Schedule if possible d. Map of hotel e. Advance payment of their per diem if over $100.00 and more than 2 days overnight f. Memo reminder to traveler of all documentation and receipts that should be returned to reconcile trip within the 15 days of their return (see list a-g below).
Recommended 1-3 days after return	Once traveler returns, print out the travel reconciliation report and gather all receipts needed to close out the trip for example: a. Agenda/Schedule b. Name Badge for proof of attendance c. Airline tickets/flight information d. Baggage claim receipts if charged e. Taxi receipts to and from airport f. Parking lot receipt if car was kept at the airport g. Hotel zero balance receipt
Recommended 4-6 days after return	If applicant is receiving a reimbursement this must be filled out on the reconciliation report and signed off by applicant→approver as per Section A (schools) or Section C (departments). A Direct payment must be submitted along with the signed reconciliation report and a copy of the signed approved *Request for Professional Leave and Travel* form and submitted to Accounts Payable, Finance room 154 or accountspayable@milwaukee.k12.wi.us.

XIII. Exhibit 2 – Travel Checklist

Name of Applicant

Name: Event date:

Conference: Location:

Travel Checklist

	Professional Leave and Travel Form Approved/Denied		Date Completed:
	If travel is approved, enter in BP/IFAS Creating TS# - Write on top of Request Leave & Travel Form; attach a copy of the approved form, along with the agenda to the travel record in Business Plus		Date Completed:
	Registration arrangements		Date Completed:
	Direct pay for registration submitted along w/copy of approved travel form		Date Completed:
	Flight Arrangements: Omega (Central Service and Schools) • Full name on license • Date of Birth • Home Address and contact information • TS# • Information needed: Time, (morning, afternoon, evening) destination and departure/return dates • Budget code		Date Completed:
	Hotel reservation		Date Completed:
	Direct pay for hotel submitted along w/copy of approved travel form		Date Completed:
	Per diem or mileage request – submit agenda w/copy of approved travel form		Date Completed:
	Travel packets		Date Completed:

Reconciliation Checklist

	Conference agenda/schedule		Received		Missing		Date:
	Name badge for proof of attendance		Received		Missing		Date:
	Hotel (zero balance) receipt at checkout		Received		Missing		Date:
	Airline-flight information		Received		Missing		Date:
	Baggage claim receipts if charged		Received		Missing		Date:
	Taxi receipts to and from airport		Received		Missing		Date:
	Parking lot receipts if car was kept at airport		Received		Missing		Date:
	Any other allowable receipts that employee has paid		Received		Missing		Date:
	Reconciliation report signed by employee, principal or supervisor		Received		Missing		Date:
	Submit signed reconciliation report w/direct pay for reimbursement to employee and the signed approved Professional Leave and Travel Form		Received		Missing		Date:

Name of School/Office:

Completed by: Date submitted to Finance:

XIV. Exhibit 3 – Request for Professional Leave and Travel - Schools

REQUEST FOR PROFESSIONAL LEAVE AND TRAVEL

Initiate this form at least forty-five (45) days before the event

Submit this form and submit to the building principal. Required signatures must be obtained prior to processing by the school bookkeeper. Refer to MPS Travel Guidelines and Procedures Manual (Section A).

Attach a copy of official information about this event, including agenda and itinerary.

Directions: Type or use pen.

Applicant: _____

Position: _____

□P □AP □APIC □Teacher □Parent

School: _____

Date: _____

Event: _____

Location: _____

Date(s) of Event: _____

Travel Dates/Times – Must be completed (required to calculate per diem)

Departure Date: _____ ***Departure Time:*** _____

Return Date _____ ***:Return Time*** _____

LOCATION: _____

DATE(S) OF EVENT: _____

1. STATE HOW THIS ACTIVITY ALIGNS TO THE SCHOOL'S IMPROVEMENT PLAN:

_____

_____

_____

_____

_____

2. HOW WILL YOU UTILIZE AND DISSEMINATE WHAT YOU LEARN FROM PARTICIPATING IN THIS PROFESSIONAL DEVELOPMENT EXPERIENCE?

_____

_____

_____

_____

_____

3. HOW WILL YOU PAY FOR THE EVENT?

□ I am attending this event at my own expense.

□ I am using funds from a budgetary account. *(Please list account.)*

_____-ETRV

□ I am using funds from a Central Services account. *(Please list account.)*

_____-ETRV

4. WILL YOU RECEIVE AN HONORARIUM?

□ YES □ NO

Submit Honorarium to Finance.

_____

Signature of Applicant Date

_____

Signature of School Administrator Date

Complete the information in this box:

Estimated Costs

Registration $_____

Transportation $_____
(Bus, Train, Air)

Mileage $_____
(Personal Auto)

Lodging $_____

Per Diem $_____
(Meals – Only for overnight stays)

Miscellaneous $_____
(Taxi, Car Rental, Shuttle, Etc.)

Total $_____

Membership fee is not an authorized expense.

My signature above acknowledges that the MPS Travel Guidelines and Procedures Manual is available to me on the MPS Portal and that I understand and am responsible for all content and materials therein. I also understand that MPS will make every attempt to issue payments to vendors, i.e., lodging and registration before the staff development occurs. However, if payment is not made prior to departure, it is the employee's responsibility to pay for approved expenses and seek reimbursement after the travel ends. School checks or other methods of payment will not be made. Lastly, rental cars must be approved with the original submission of this form per the guidance in the Travel Manual. If a rental car is obtained without approval, reimbursement will not be made.

Note: Once approved and entered into the Business Plus/IFAS system, a copy of this form must be attached to the Travel record in Business Plus, as well as to all requests for vendor prepayments, employee advance payments, reimbursements and ALL travel reconciliations. ALL trips must be reconciled within 15 days after the completion of the trip or future trips may be denied.

For use by the Office of School Administration

Required Signatures:

□ **Virtual Trainings and Inside of Milwaukee County**

Building Administrator: _____ Date: _____

□ **Outside of Milwaukee County and Outside of State (all required)**

Building Administrator: _____ Date: _____

Academic Superintendent/Designee: _____ Date: _____

Chief of Schools: _____ Date: _____

□ **ESEA Funds Used:**

ESEA Coordination & Compliance Manager: _____Date: _____

- □ Approved, Salary Only
- □ Approved, Expenses Only
- □ Approved, Salary and Expenses Paid
- □ Restrictions: _____
- □ Denied

XV. Exhibit 4 – Request for Professional Leave and Travel – Central Services

REQUEST FOR PROFESSIONAL LEAVE AND TRAVEL

Initiate this form at least forty-five (45) days before the event

Directions: ***Type or use pen.***

Submit a completed copy of this form to the
Required signatures must be obtained prior to processing by the school bookkeeper. Refer to MPS Travel Guidelines and Procedures Manual (Section C) *approval before any BP entry or financial commitment.* **Attach a copy of official information about the event, including agenda and itinerary.**

Applicant: _____
I. D. Number _____
Position: _____
Department: _____

Date: _____

EVENT: _____

LOCATION: _____

DATE(S) OF EVENT: _____

Travel Dates/Times – Must be completed (required to calculate per diem)

Departure Date: _____ ***Departure Time:*** _____

Return Date: _____ ***Return Time:*** _____

1. **STATE HOW THIS ACTIVITY ALIGNS TO YOUR OFFICE'S GOALS FOR THIS FISCAL YEAR:**

_____
_____
_____
_____
_____

2. **HOW WILL YOU UTILIZE AND DISSEMINATE WHAT YOU LEARN FROM PARTICIPATING IN THIS PROFESSIONAL DEVELOPMENT EXPERIENCE?**

_____
_____
_____
_____
_____

MILWAUKEE PUBLIC SCHOOLS

CENTRAL SERVICES

3. HOW WILL YOU PAY FOR THE EVENT?

□ I am attending this event at my own expense.
□ I am using funds from a budgetary account. *(Please list account.)*

_____

□ I am using funds from a Central Services account. *(Please list account.)*
_____-ETRV

4. WILL YOU RECEIVE AN HONORARIUM?

□ YES □ NO
Submit Honorarium to Finance.

_____
Signature of Applicant Date

_____
Signature of Department Head Date

Complete the information in this box:
Estimated Costs

Registration $_____

Transportation $_____
(Bus, Train, Air)

Mileage $_____
(Personal Auto)

Lodging $_____

Per Diem $_____
(Meals – Only for overnight stays)

Miscellaneous $_____
(Taxi, Car Rental, Shuttle, Etc.)

Total $_____

Membership fee is not an authorized expense.

My signature above acknowledges that the MPS Travel Guidelines and Procedures Manual is available to me on the MPS Portal and that I understand and am responsible for all content and materials therein. I also understand that MPS will make every attempt to issue payments to vendors, i.e., lodging and registration before the staff development occurs. However, if payment is not made prior to departure, it is the employee's responsibility to pay for approved expenses and seek reimbursement after the travel ends. School checks or other methods of payment will not be made. Lastly, rental cars must be approved with the original submission of this form per the guidance in the Travel Manual. If a rental car is obtained without approval, reimbursement will not be made.

Note: Once approved and entered into the Business Plus/IFAS system, a copy of this form must be attached to the Travel record in Business Plus, as well as to all requests for vendor prepayments, employee advance payments, reimbursements and ALL travel reconciliations. ALL trips must be reconciled within 15 days after the completion of the trip or future trips may be denied.

For use by the Office of School Administration

Required Signatures:

□ **Virtual Trainings, Inside of Milwaukee County, Outside of Milwaukee County**

Director/Manager: _____ Date: _____

Chief of Schools: _____ Date: _____

□ **Outside of the State**

Director/Manager: _____ Date: _____

Chief of the Office: _____ Date: _____

Superintendent/Designee: _____ Date: _____

□ **ESEA Funds Used:**
ESEA Coordination & Compliance Manager: _____Date: _____

□ Approved, Salary Only
□ Approved, Expenses Only
□ Approved, Salary and Expenses Paid
□ Restrictions:
_____
□ Denied

Catapult Learning



2026-2027
Family Engagement Catalog

Family Engagement Workshops

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

Adapted for Virtual Facilitation

Catapult Learning can adapt Family Engagement workshops featured in our FE catalog for delivery in a virtual learning environment. Our virtual Family Engagement solutions offer customized, collaborative, and relevant learning experiences that:

- Are grounded in best practice and models of learning
- Encourage active participation
- Align with student outcome, family engagement/support, and organizational learning goals

Are designed by Catapult Learning and presented by experienced educators

2026–2027 Pricing:

Title IA, IIIA and IVA – Family Engagement	**$440.00 hourly**

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

Table of Contents

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

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

Catalog Number: CLPI-01

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

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

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Catalog Number: CLPI-02

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

Provider	Catapult Learning Instructional Staff
Subject	**Organization & Motivation**
Grade Level(s)	K-12
Description	Families are encouraged to actively participate in the life of the school. In this workshop, families learn how to meet the challenges of the beginning-of-the-school-year demands with tips to get to know their child's teacher(s), school community, and strategies to help develop habits for success early in the school year. Discussion will focus on building a relationship with the teacher to stay engaged in their child's learning goals for the year.
Materials	**Additional Expenses could include:** ● Handouts and PowerPoint presentations will be provided at the workshop if applicable. ● Shared materials/manipulatives, if needed, will be used from the Title I room. ● Pre-approval is required for all reading and math materials.
Objectives	● Support your child to develop habits for success early in the school year. ● Develop a relationship with your child's teacher(s) and build an open line of communication. ● Apply strategies to help your child stay engaged and organized throughout the school year. ● Create a plan to help you get to know your child's teacher(s) and stay involved with your child's learning.
Number of Participants	1-50
Session Number Within Series	As Needed
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Feedback Summary
Targeted Semester	Fall
Contact Information	For more information, please contact Catapult Learning at 414-672-1089.

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Catalog Number: CLPI-03

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

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

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Catalog Number: CLPI-04

Keeping Your Child Motivated (Titles IA, IVA S&H)

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

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Catalog Number: CLPI-05

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

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

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Catalog Number: CLPI-06

Dealing with Anxiety (Title IVA S&H)

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

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Catalog Number: CLPI-07

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

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

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Catalog Number: CLPI-08

Bullying: Recognizing the Signs (Titles IVA WRE/S&H)

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

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Catalog Number: CLPI-09

Understanding Standards (Titles IA, IVA WRE)

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

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Catalog Number: CLPI-10

College and Career Readiness (Titles IA, IVA WRE)

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

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Catalog Number: CLPI-11

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

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

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Catalog Number: CLPI-12

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

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

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Catalog Number: CLPI-13

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

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

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Catalog Number: CLPI-14

Choosing Just Right Books (Titles IA, IVA WRE)

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

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Catalog Number: CLPI-15

Family Reading Night (Titles IA, IVA WRE)

Provider	Catapult Learning Instructional Staff
Subject	**Literacy**
Grade Level(s)	K-12
Description	These family learning events provide an opportunity for students and families to practice and implement strategies taught in reading and strategies for choosing reading texts. An author or expert will come and discuss skills with families and children. Then families and children will be involved in breakout sessions in which developmentally appropriate teaching strategies for reading with children will be modeled and implemented. These events are tied to resources of books that families can take home with their children to implement the strategies learned in this workshop.
Materials	**Additional Expenses could include:** ● Handouts and PowerPoint presentations will be provided at the workshop if applicable. ● Shared materials/manipulatives, if needed, will be used from the Title I room. ● Pre-approval is required for all reading and math materials.
Objectives	● Understand the importance of being a role model for reading in your child's reading development. ● Understand the importance of using "just right" books and the ideal characteristics of books for beginning and struggling readers. ● Learn strategies for selecting and helping your child select books that are "just right." ● Identify ways in which reading at home can support literacy and comprehension at school.
Number of Participants	1-50
Session Number Within Series	As Needed
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Feedback Summary
Targeted Semester	All
Contact Information	For more information, please contact Catapult Learning at 414-672-1089.

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Catalog Number: CLPI-16

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

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

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Catalog Number: CLPI-17

Real World Math (Titles IA, IVA WRE)

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

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Catalog Number: CLPI-18

Family Math Night (Titles IA, IVA WRE)

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

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Catalog Number: CLPI-19

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

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

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Catalog Number: CLPI-20

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

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

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Catalog Number: CLPI-21

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

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

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Catalog Number: CLPI-22

Screen Time: Maximizing the Benefits of Technology (Titles IA, IVA WRE; Effective Use of Technology)

Provider	Catapult Learning Instructional Staff
Subject	**Technology as a Learning Tool**
Grade Level(s)	K-12
Description	This workshop offers realistic, research-supported guidance on setting limits for your child's screen time and provides the most up-to-date information and recommendations regarding educational reading and math applications that can be utilized for a variety of age ranges.
Materials	**Additional Expenses could include:** ● Handouts and PowerPoint presentations will be provided at the workshop if applicable. ● Shared materials/manipulatives, if needed, will be used from the Title I room. ● Pre-approval is required for all reading and math materials.
Objectives	● Understand the importance of limiting screen time. ● Learn strategies to engage your child while they look at a screen. ● Learn tips for relating on-screen information to your child's past experiences, classroom learning, and knowledge. ● Develop a schedule that limits your child's screen time and helps them meaningfully engage with the real world.
Number of Participants	1-50
Session Number Within Series	As Needed
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Introductory Workshop
Assessment of Success	Feedback Summary
Targeted Semester	All
Contact Information	For more information, please contact Catapult Learning at 414-672-1089.

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Catalog Number: CLPI-23

Understanding the ACCESS Test (Title III)

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

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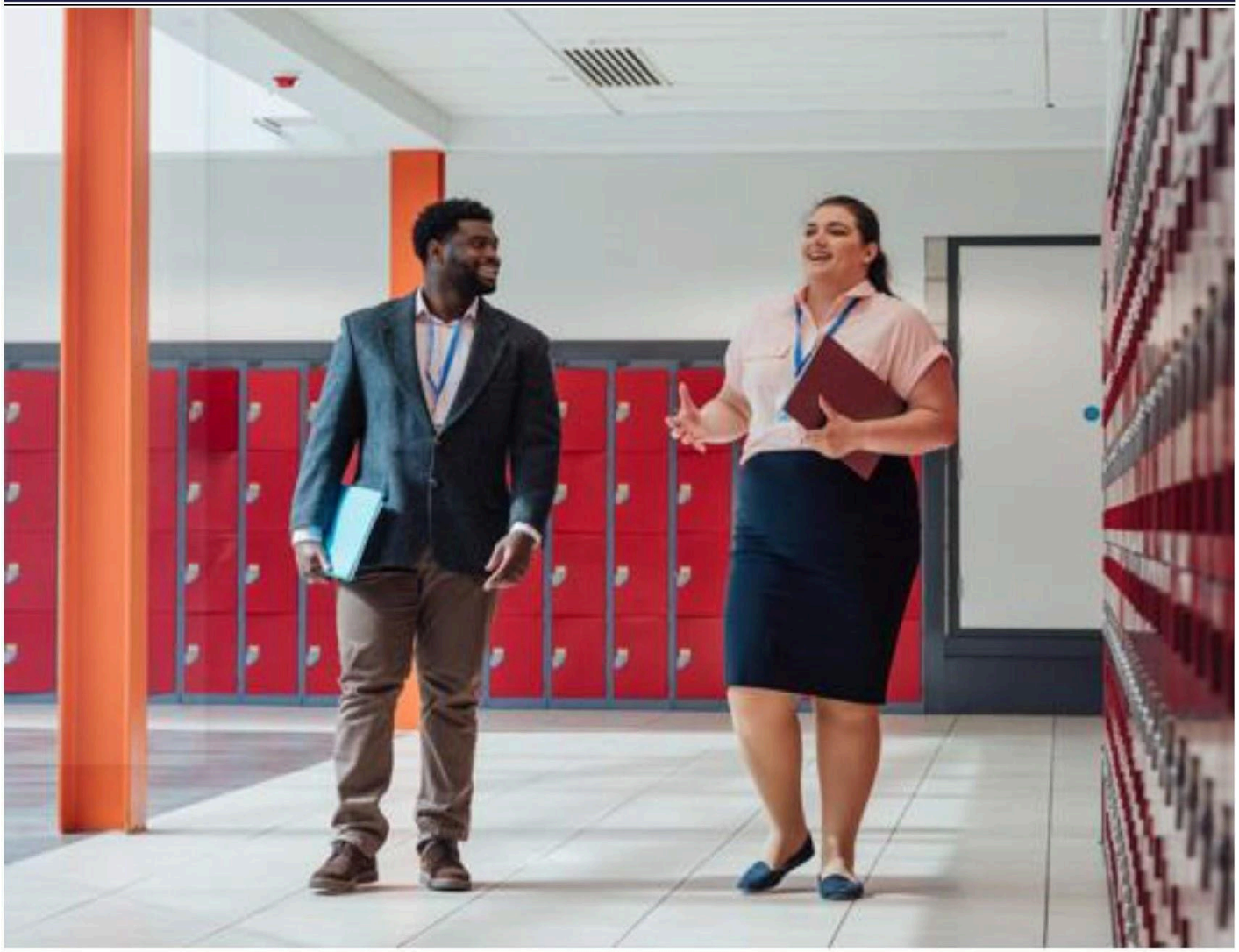
Catalog Number: CLPI-24

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

Provider	Catapult Learning Instructional Staff
Subject	**Helping Parents Advocate for Their Learners**
Grade Level(s)	K-8
Description	The purpose of this session is to share ideas and practices that parents of English learners can use at home to help their children. Examples include reading to their children at home in their own language, asking their children to think aloud, having their children do some writing at home, completing easy and safe science activities using household supplies, and creating a schedule of activities. Handouts available on Title III will be used.
Materials	**Additional Expenses could include:** ● Additional expenses could include: a translator.
Objectives	● Assist parents of English learners with ways they can participate in their child's learning.
Number of Participants	20
Session Number Within Series	As Needed
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Introductory
Assessment of Success	Feedback Summary
Targeted Semester	All
Contact Information	For more information, please contact Catapult Learning at 414-672-1089.

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Catapult Learning



2026-2027
Professional Development Catalog

Catapult Learning Professional Development

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

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

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

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

Our Delivery Methods:

WORKSHOPS

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

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

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

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

- Grounded in best practices and models of learning
- Encourage active participation
- Align with student outcome, support, and organizational learning goals
- Designed by Catapult Learning and presented by experienced educators

MONTHLY PROFESSIONAL DEVELOPMENT INSTITUTES

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

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

COACHING

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

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

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

PDNow- ASYNCHRONOUS PROFESSIONAL DEVELOPMENT

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

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

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

EMPOWERU

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

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

2026-2027 Pricing:

TITLE IA - Professional Development Rates	**$440.00 hourly**
TITLE IIA - Professional Development Rates	**$440.00 hourly**
TITLE IIIA - Professional Development Rates	**$440.00 hourly**
TITLE IVA - Professional Development Rates	**$440.00 hourly**
TITLE IA, IIA, IVA Coaching Rates	**$440.00 per 2 hours of coaching**
PD Now	**$440.00 per 5 user licenses**
EmpowerU Educator Resilience Training and Self-Care (12 Hours)	**$299 per user licenses (1-49)** **$249 per user license (50-100)** **$199 per user license (100+)**
EmpowerU Educator Resilience Training and Self-Care (6 Hours)	**$199 per user licenses (1-49)** **$149 per user license (50-100)** **$129 per user license (100+)**

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

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

Pedagogy & Curriculum	Enhancing Oral Language and Vocabulary Development	CLPC15	X	X		X
Pedagogy & Curriculum	Close Reading	CLPC16	X	X		X
Pedagogy & Curriculum	Exploring Text Complexity	CLPC17	X	X		X
Pedagogy & Curriculum	How to Incorporate Text-Dependent Questions	CLPC18	X	X		X
Pedagogy & Curriculum	Guided Reading K-8	CLPC19	X	X		X
Pedagogy & Curriculum	Developing Academic Vocabulary	CLPC20	X	X		X

Writing Workshops						
Pedagogy & Curriculum	Developing Rubrics for Writing	CLPC21		X		X
Pedagogy & Curriculum	Supporting Informative Writing	CLPC22		X		X
Pedagogy & Curriculum	Using the Writing Process to Support Argumentative Writing	CLPC23		X		X
Pedagogy & Curriculum	Writing from Sources	CLPC24		X		X
Pedagogy & Curriculum	Teaching Strategies: Opinion Writing	CLPC25		X		X
Pedagogy & Curriculum	Teaching Strategies: Argumentative Writing	CLPC26		X		X
Pedagogy & Curriculum	Supporting Emergent Writers	CLPC27		X		X
Pedagogy & Curriculum	Supporting Developing Writers	CLPC28		X		X
Pedagogy & Curriculum	Writing Across the Curriculum	CLPC29		X		X
ELA & Literacy Workshops						
Pedagogy & Curriculum	Teaching the Art of Speaking & Listening	CLPC30		X		X
Pedagogy & Curriculum	Disciplinary Literacy in the Science Classroom	CLPC31		X		X
Pedagogy & Curriculum	Disciplinary Literacy in the Social Studies Classroom	CLPC32		X		X
Math: Instructional Practice Workshops						
Pedagogy & Curriculum	Strengthening Math Instruction: The Math Teaching Practices	CLPC33		X		X
Pedagogy & Curriculum	Facilitating Meaningful Mathematical Discourse	CLPC34		X		X
Pedagogy & Curriculum	Developing Lifelong Mathematicians: The Mathematical Practices	CLPC35	X	X		X
Math: Deep Understanding Workshops						
Pedagogy & Curriculum	Teaching Math for Deep Understanding	CLPC36	X	X		X

Pedagogy & Curriculum	Digging into Key Math Topics □ A Fresh Look at Numbers & Operations in Base 10 □ Foundations of Addition & Subtraction □ Measurement vs. the Properties of Operations Addition & Subtraction □ Comparing, Adding & Subtracting Fractions □ The Properties of Operations and Base 10 Computation □ Rate, Ratios, Percentages, & Proportions □ Solving Linear Equations & Linear Systems of Equations □ Statistics, Probability, & Simulation □ Transformations: A New Emphasis in Geometry Learning □ The Algebra of Polynomials □ Coordinate Geometry □ (Re)Building Computational Fluency on Deep Understanding of the Operations	CLPC37		X		X
Math: Problem Solving & Numeracy Workshops						
Pedagogy & Curriculum	Guiding the Process of Problem Solving	CLPC38	X	X		X
Pedagogy & Curriculum	Representing Math Problems with Pictures, Tables, & Actions	CLPC39	X	X		X

Pedagogy & Curriculum	Problem Solving Workshop	CLPC40	X	X		X
Pedagogy & Curriculum	Math Vocabulary	CLPC41	X	X		X
STEM Workshops						
Pedagogy & Curriculum	Introduction to STEM & Inquiry-Based Learning	CLPC42		X		X
Pedagogy & Curriculum	Making Inquiry the Focus of Instruction	CLPC43		X		X
Pedagogy & Curriculum	Creating Inquiry-Based Labs	CLPC44		X		X
Pedagogy & Curriculum	Fostering Critical Thinking with Inquiry Based Labs	CLPC45		X		X
Pedagogy & Curriculum	Project-Based Learning	CLPC46		X		X
Pedagogy & Curriculum	Transforming Assessments into Authentic Performance Tasks	CLPC47		X		X
Pedagogy & Curriculum	Building STEM Lessons to Align with NGSS Principles	CLPC48		X		X
Pedagogy & Curriculum	Designing STEM Unit Plans for 21st- Century Learning Environments	CLPC49		X		X
Differentiation						
Pedagogy & Curriculum	Differentiated Instruction in the Early Childhood Classroom	CLPC50		X		X
Pedagogy & Curriculum	Differentiation to Enhance Learning	CLPC51	X	X		X
Pedagogy & Curriculum	The Differentiated Classroom: Planning for Struggling Learners	CLPC52	X	X		X
Pedagogy & Curriculum	The Differentiated Classroom: Instructional Strategies	CLPC53	X	X		X
Pedagogy & Curriculum	The Differentiated Classroom: Learning Environment	CLPC54	X	X		X
Technology Workshops						
Pedagogy & Curriculum	Using Technology to Differentiate Instruction	CLPC55		X		X
Pedagogy & Curriculum	Working with Google: Google Classroom #1	CLPC56		X		X
Pedagogy & Curriculum	Working with Google: G-Suite and Google Apps Introduction #2	CLPC57		X		X
Pedagogy & Curriculum	Working with Google: Instructional Tools #3	CLPC58		X		X
Pedagogy & Curriculum	Working with Google: Assessment and Feedback #4	CLPC59		X		X
Pedagogy & Curriculum	Google Classroom for School Leaders	CLPC60		X		X
Pedagogy & Curriculum	Transforming Teaching and Learning Through AI	CLPC61		X		X
Pedagogy & Curriculum	AI Literacy and Efficacy in Education	CLPC62		X		X
General Assessment for Learning Workshops						
Assessment for Learning	Assessment Techniques	CLAL01		X		X
Assessment for Learning	Assessment Techniques — A Closer Look	CLAL02		X		X

Assessment for Learning	Formative Assessment & Adjusting Instruction	CLAL03		X		X
Assessment for Learning	Giving Effective Feedback	CLAL04		X		X
Assessment for Learning	Introduction to Data Analysis	CLAL05		X		X
Assessment for Learning	Data-Driven Instruction & Data Walls	CLAL06		X		X

Data-Driven Culture Workshops

Assessment for Learning	Change Management & the Data Analysis Cycle	CLAL07		X		X
Assessment for Learning	Effective Achievement Teams	CLAL08		X		X
Assessment for Learning	Designing Data Displays & Instructional Interventions	CLAL09		X		X
Assessment for Learning	Data-Driven Observations and Coaching Conversations	CLAL10		X		X
Assessment for Learning	Assessment for School Leaders	CLAL11		X		X
Assessment for Learning	Analyzing Student & Teacher Growth	CLAL12		X		X
Assessment for Learning	Using Data to Tell Your Story	CLAL13		X		X

Learning Environment Workshops

Learning Environment	Spaces Organized for Learning	CLLE01		X		X
Learning Environment	Effective Classroom Management	CLLE02		X		X
Learning Environment	Developing Learner Voice	CLLE03		X		X
Learning Environment	Developing Core Values	CLLE04		X		X
Learning Environment	Cooperative Learning & Teamwork	CLLE05		X		X
Learning Environment	Interactive & Engaging Teaching Strategies	CLLE06		X		X

Social-Emotional Learning Workshops

Learning Environment	Promoting Teacher Self-Care & Wellness	CLLE07		X		X
Learning Environment	Introduction to Social-Emotional Learning	CLLE08		X		X
Learning Environment	Supporting Executive Function and Self-Regulation	CLLE09		X		X
Learning Environment	Helping Students Cope with Anxiety	CLLE10		X		X
Learning Environment	Modeling and Teaching Social Emotional Skill Building	CLLE11		X		X
Learning Environment	Promoting a Safe and Positive School Climate	CLLE12		X		X
Learning Environment	Introduction to Mental Health Literacy	CLLE13		X		X
Learning Environment	Mental Health and Social-Emotional Learning	CLLE14		X		X
Learning Environment	Mental Health and Mental Illness in Young People	CLLE15		X		X
Learning Environment	Fostering Growth Mindset in the Classroom	CLLE16		X		X
Learning Environment	Trauma-Informed Educational Practices	CLLE17		X		X

General Family & Student Support Workshops

Student & Family Support	Identifying & Understanding the Needs of Students with Learning Differences	CLSS01		X		X

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

	TIII					
Student & Family Support	Effective Strategies for Engaging English Learners TIII	CLSS27			X	
Student & Family Support	Vocabulary Development for English Learners	CLSS28	X	X	X	X
Student & Family Support	Reading for English Learners	CLSS29	X	X	X	X
Student & Family Support	Writing for English Learners	CLSS30	X	X	X	X
Student & Family Support	Designing English Development Lessons TIII	CLSS31		X	X	X
Student & Family Support	Working with Grade 4–12 English Learners: Promoting Rigor Through Close Reading	CLSS32	X	X	X	X
Student & Family Support	Teaching Content-Specific Literacy to English Learners TIII	CLSS33		X	X	X
Student & Family Support	Linguistically Responsive Practices: Using Assessment to Meet the Needs of English Learners	CLSS34	X	X	X	X
High-Impact Coaching						
Coaching	Job-embedded Coaching for Teachers	CLCOACHI	X			
Coaching	Job-embedded Coaching for Teachers & Instructional Leaders	CLCOACHII		X		X
Coaching	Job-embedded Coaching for Teachers of Students Identified as English Learners	CLCOACHIII			X	
Coaching	Technology Coaching	CLCOACHT		X		X
Collaborative Quality Analysis						
Collaborative Quality Analysis	Collaborative Quality Analysis (CQA)	CLCQA		X		X
EmpowerU						
EmpowerU	Educator Resilience Training and Self-Care PD	CLEMPWRU		X		X

Catalog Number: ***CLL01***

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

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

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

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Catalog Number: ***CLL02***

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

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

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

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Catalog Number: ***CLL03***

Event Title: Differentiation to Enhance Learning for Instructional Leaders

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

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

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Catalog Number: ***CLL04***

Event Title: Building a Professional Learning Community

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

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

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Catalog Number: ***CLL05***

Event Title: Developing Effective Teams

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

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

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Catalog Number: ***CLL06***

Event Title: Setting the Stage: Developing Your Leadership Team

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

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

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Catalog Number: ***CLL07***

Event Title: Building a Culture of Achievement

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

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

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Catalog Number: *CLPC01*

Event Title: Introduction to a Core Instructional Model

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

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

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Catalog Number: ***CLPC02***

Event Title: Concept-Based Teaching

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

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

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Catalog Number: ***CLPC03***

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

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

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

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Catalog Number: ***CLPC04***

Event Title: Webb's Depth of Knowledge: Overview

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

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

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Catalog Number: ***CLPC05***

Event Title: Marzano's High-Yield Instructional Strategies

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

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

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Catalog Number: *CLPC06*

Event Title: Crafting Learning Objectives

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

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

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Catalog Number: ***CLPC07***

Event Title: Introduction to Curriculum Mapping

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

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

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Catalog Number: ***CLPC08***

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

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

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

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Catalog Number: ***CLPC09***

Event Title: Phonological Awareness K-5

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

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

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Catalog Number: *CLPC10*

Event Title: Phonemic Awareness

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

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

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Catalog Number: *CLPC11*

Event Title: Phonics K-5

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

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

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Catalog Number: *CLPC12*

Event Title: Reading Comprehension K-8

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

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

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Catalog Number: *CLPC13*

Event Title: Word Study K-8

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

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

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Catalog Number: *CLPC14*

Event Title: Reading Intervention K-8

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

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

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Catalog Number: *CLPC15*

Event Title: Enhancing Oral Language and Vocabulary Development

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

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

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Catalog Number: *CLPC16*

Event Title: Close Reading for Struggling Readers

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

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

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Catalog Number: *CLPC17*

Event Title: Exploring Text Complexity

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

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

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Catalog Number: ***CLPC18***

Event Title: How to Incorporate Text-Dependent Questions

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

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

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Catalog Number: ***CLPC19***

Event Title: Guided Reading K-8

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

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

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Catalog Number: *CLPC20*

Event Title: Developing Academic Vocabulary

FOR: K–12 TEACHERS; INSTRUCTIONAL LEADERS

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

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

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Catalog Number: *CLPC21*

Event Title: Developing Rubrics for Writing

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

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

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Catalog Number: ***CLPC22***

Event Title: Supporting Informative Writing

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

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

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Catalog Number: *CLPC23*

Event Title: Using the Writing Process to Support Argumentative Writing

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

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

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Catalog Number: *CLPC24*

Event Title: Writing from Sources

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

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

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Catalog Number: *CLPC25*

Event Title: Teaching Strategies: Opinion Writing

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

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

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Catalog Number: *CLPC26*

Event Title: Teaching Strategies: Argumentative Writing

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

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

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Catalog Number: *CLPC27*

Event Title: Supporting Emergent Writers

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

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

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Catalog Number: *CLPC28*

Event Title: Supporting Developing Writers

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

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

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Catalog Number: *CLPC29*

Event Title: Writing Across the Curriculum

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

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

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Catalog Number: *CLPC30*

Event Title: Teaching the Art of Speaking & Listening

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

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

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Catalog Number: *CLPC31*

Event Title: Disciplinary Literacy in the Science Classroom

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

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

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Catalog Number: *CLPC32*

Event Title: Disciplinary Literacy in the Social Studies Classroom

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

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

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Catalog Number: *CLPC33*

Event Title: Strengthening Math Instruction: The Math Teaching Practices

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

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

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Catalog Number: *CLPC34*

Event Title: Facilitating Meaningful Mathematical Discourse

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

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

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Catalog Number: *CLPC35*

Event Title: Developing Young Mathematicians: The Mathematical Practices

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

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

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Catalog Number: ***CLPC36***

Event Title: Teaching Math for Deep Understanding

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

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

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

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Catalog Number: *CLPC37*

Event Title: Digging into Key Math Topics

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

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

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

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Catalog Number: *CLPC38*

Event Title: Guiding the Process of Problem Solving

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

Also available as a 6-hour workshop

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

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Catalog Number: *CLPC39*

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

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

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

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Catalog Number: *CLPC40*

Event Title: Problem Solving Workshop

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

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

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Catalog Number: *CLPC41*

Event Title: Math Vocabulary

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

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

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Catalog Number: *CLPC42*

Event Title: Introduction to STEM & Inquiry-Based Learning

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

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

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Catalog Number: *CLPC43*

Event Title: Making Inquiry the Focus of Instruction

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

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

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

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Catalog Number: *CLPC44*

Event Title: Creating Inquiry-Based Labs

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

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

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Catalog Number: *CLPC45*

Event Title: Fostering Critical Thinking with Inquiry-Based Labs

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

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

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

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Catalog Number: *CLPC46*

Event Title: Project-Based Learning

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

Also available as a 6-hour workshop.

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

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Catalog Number: *CLPC47*

Event Title: Transforming Assessments into Authentic Performance Tasks

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

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

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Catalog Number: ***CLPC48***

Event Title: Building STEM Lessons to Align with NGSS Principles

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

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

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Catalog Number: *CLPC49*

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

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

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

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Catalog Number: *CLPC50*

Event Title: Differentiated Instruction in the Early Childhood Classroom

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

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

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Catalog Number: *CLPC51*

Event Title: Differentiation to Enhance Learning

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

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

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Catalog Number: *CLPC52*

Event Title: The Differentiated Classroom: Planning for Struggling Learners

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

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

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Catalog Number: *CLPC53*

Event Title: The Differentiated Classroom: Instructional Strategies

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

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

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Catalog Number: *CLPC54*

Event Title: The Differentiated Classroom: Learning Environment

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

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

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Catalog Number: ***CLPC55***

Event Title: Using Technology to Differentiate Instruction

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

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

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Catalog Number: *CLPC56*

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

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

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

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Catalog Number: *CLPC57*

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

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

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

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Catalog Number: *CLPC58*

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

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

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

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Catalog Number: *CLPC59*

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

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

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

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Catalog Number: ***CLPC60***

Event Title: The Google Classroom for School Leaders

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

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

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Catalog Number: *CLPC61*

Event Title: Transforming Teaching and Learning Through AI

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

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Technology***
Grade Level(s)	K-12
Description	This workshop introduces education leaders to core Artificial Intelligence (AI) concepts and the evolving role of AI in K–12 schools. Participants will examine how AI is transforming teaching and learning, reflect on assumptions and mindsets that shape effective leadership, and explore practical, human-centered strategies for responsible implementation. Through discussion, ethical scenario analysis, and collaborative activities, leaders will build clarity and confidence to guide AI adoption in ways that align with school values and enhance - not replace - the professional expertise of educators.
Materials	Handouts and power point presentation will be provided at the workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Define key AI concepts and describe AI's transformative impact on education • Explore the benefits and pedagogical shifts AI creates for teachers and students • Understand ethical, human-centered leadership strategies for safe and equitable AI use in schools
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	· Teacher Feedback Summary · Transfer of New Knowledge & Skills to Instructional Practice · Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

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Catalog Number: ***CLPC62***

Event Title: AI Literacy and Efficacy in Education

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

Provider	Catapult Learning
Subject	***Pedagogy & Curriculum: Technology***
Grade Level(s)	K-12
Description	This workshop strengthens education leaders' ability to use Artificial Intelligence (AI) effectively, ethically, and confidently in K-12 settings. Participants will learn how to craft purposeful AI prompts, understand why AI literacy is essential for students and staff, and explore the guardrails needed to protect data and ensure responsible implementation. Through hands-on practice with the PREP and SHIFT frameworks and guided planning activities, participants will develop practical strategies for integrating AI in ways that enhance teaching, leadership, and schoolwide communication.
Materials	Handouts and power point presentation will be provided at workshop if applicable. Any purchase of materials for reading and math requires pre-approval.
Objectives	Participants will: • Practice writing effective AI prompts using the PREP framework to support leadership and instructional needs • Understand the purpose and urgency of building AI literacy in K–12 schools • Develop an implementation plan that includes ethical guardrails for safe and transparent AI use across the school community
Number of Participants	5-50
Session Number Within Series	NA
Prerequisites – if applicable	NA
Scaffolding/Revisiting	Follow-up coaching available
Assessment of Success	· Teacher Feedback Summary · Transfer of New Knowledge & Skills to Instructional Practice · Student Growth Aligned to Workshop Outcomes
Targeted Semester	All
Contact Information	Catapult Learning at 414-672-1089

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Catalog Number: *CLAL01*

Event Title: Assessment Techniques

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

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

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Catalog Number: *CLAL02*

Event Title: Assessment Techniques — A Closer Look

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

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

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Catalog Number: *CLAL03*

Event Title: Formative Assessment & Adjusting Instruction

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

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

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Catalog Number: *CLAL04*

Event Title: Giving Effective Feedback

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

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

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Catalog Number: *CLAL05*

Event Title: Introduction to Data Analysis

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

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

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Catalog Number: *CLAL06*

Event Title: Data-Driven Instruction & Data Walls

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

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

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Catalog Number: *CLAL07*

Event Title: Change Management and the Data Analysis Cycle

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

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

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Catalog Number: ***CLAL08***

Event Title: Effective Achievement Teams

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

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

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Catalog Number: *CLAL09*

Event Title: Designing Data Displays and Instructional Interventions

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

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

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Catalog Number: *CLAL10*

Event Title: Data-Driven Observations and Coaching Conversations

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

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

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Catalog Number: *CLAL11*

Event Title: Assessment for School Leaders

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

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

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Catalog Number: *CLAL12*

Event Title: Analyzing Student and Teacher Growth

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

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

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Catalog Number: *CLAL13*

Event Title: Using Data to Tell Your Story

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

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

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Catalog Number: *CLLE01*

Event Title: Spaces Organized for Learning

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

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

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Catalog Number: *CLLE02*

Event Title: Effective Classroom Management

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

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

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Catalog Number: *CLLE03*

Event Title: Developing Learner Voice

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

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

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Catalog Number: *CLLE04*

Event Title: Developing Core Values

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

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

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Catalog Number: *CLLE05*

Event Title: Cooperative Learning & Teamwork

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

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

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Catalog Number: *CLLE06*

Event Title: Interactive & Engaging Teaching Strategies

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

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

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Catalog Number: *CLLE07*

Event Title: Promoting Teacher Self-Care & Wellness

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

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

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Catalog Number: *CLLE08*

Event Title: Introduction to Social-Emotional Learning

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

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

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Catalog Number: *CLLE09*

Event Title: Supporting Executive Functions and Self-Regulation

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

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

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Catalog Number: *CLLE10*

Event Title: Helping Students Cope with Anxiety

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

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

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Catalog Number: *CLLE11*

Event Title: Modeling and Teaching Social-Emotional Skill Building

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

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

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Catalog Number: *CLLE12*

Event Title: Promoting a Safe and Positive School Climate

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

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

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Catalog Number: *CLLE13*

Event Title: Introduction to Mental Health Literacy

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

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

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Catalog Number: *CLLE14*

Event Title: Mental Health and Social-Emotional Learning

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

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

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Catalog Number: *CLLE15*

Event Title: Mental Health and Mental Illness in Young People

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

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

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Catalog Number: *CLLE16*

Event Title: Fostering Growth Mindset in the Classroom

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

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

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Catalog Number: *CLLE17*

Event Title: Trauma-Informed Educational Practices

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

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

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Catalog Number: *CLSS01*

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

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

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

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Catalog Number: *CLSS02*

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

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

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

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Catalog Number: *CLSS03*

Event Title: Foundations of IDEA and Section 504

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

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

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Catalog Number: *CLSS04*

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

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

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

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Catalog Number: *CLSS05*

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

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

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

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Catalog Number: *CLSS06*

Event Title: Universal Design for Learning

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

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

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Catalog Number: *CLSS07*

Event Title: Specially Designed Instruction in Math

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

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

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Catalog Number: *CLSS08*

Event Title: Specially Designed Instruction in Reading

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

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

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Catalog Number: *CLSS09*

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

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

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

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Catalog Number: *CLSS10*

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

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

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

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Catalog Number: *CLSS11*

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

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

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

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Catalog Number: *CLSS12*

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

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

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

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Catalog Number: *CLSS13*

Event Title: Prioritizing Standards to Accelerate Learning

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

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

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Catalog Number: *CLSS14*

Event Title: Exploring Models for Accelerate Learning

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

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

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Catalog Number: *CLSS15*

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

For: K-12 Teachers and Instructional Leaders | TITLES: IIA, IVA (Well-rounded) FUNDING

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

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Catalog Number: *CLSS16*

Event Title: Introduction to Positive Behavioral Interventions & Supports

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

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

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Catalog Number: *CLSS17*

Event Title: Tiered Academic Interventions

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

Also available as a 6-hour workshop

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

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Catalog Number: *CLSS18*

Event Title: Tiered Behavioral Interventions

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

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

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Catalog Number: *CLSS19*

Event Title: Data-Based Individualization (DBI)

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

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

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Catalog Number: *CLSS20*

Event Title: Intensive Academic Interventions

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

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

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Catalog Number: *CLSS21*

Event Title: Advanced Exploration of Intensive Academic Interventions

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

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

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Catalog Number: *CLSS22*

Event Title: Intensive Behavioral Interventions

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

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

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Catalog Number: *CLSS23*

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

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

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

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Catalog Number: *CLSS24*

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

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

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

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Catalog Number: *CLSS25*

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

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

This is a 6-hour workshop

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

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

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Catalog Number: *CLSS26*

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

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

This is a 6-hour workshop

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

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

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Catalog Number: *CLSS27*

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

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

This is a 6-hour workshop

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

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

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Catalog Number: *CLSS28*

Event Title: Vocabulary Development for English Learners (TIII)

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

This is a 6-hour workshop

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

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

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Catalog Number: *CLSS29*

Event Title: Reading for English Learners (TIII)

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

This is a 6-hour workshop

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

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

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Catalog Number: *CLSS30*

Event Title: Writing for English Learners (TIII)

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

This is a 6-hour workshop

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

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

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Catalog Number: *CLSS31*

Event Title: Designing English Development Lessons (TIII)

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

This is a 6-hour workshop

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

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Catalog Number: *CLSS32*

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

For: 4–12 Teachers; Instructional Leaders IA, IIA, IIIA or IVA (Well-rounded) FUNDING

This is a 6-hour workshop

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

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Catalog Number: *CLSS33*

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

For: K–12 Teachers; Instructional Leaders | IA, IIA, IIIA or IVA (Well-rounded) FUNDING This is a 6-hour workshop

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

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Catalog Number: *CLSS34*

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

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

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

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Catalog Number: *CLCOACHI*

Event Title: Job-Embedded Coaching for Teachers

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

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

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

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Catalog Number: *CLCOACHII*

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

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

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

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Catalog Number: *CLCOACHIII*

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

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

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

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Catalog Number: *CLCOACHT*

Event Title: Technology Coaching

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

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

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Catalog Number: *CLCQA*

Event Title: Collaborative Quality Analysis (CQA)

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

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

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Catalog Number: *CLEMPWRU*

Event Title: Educator Resilience Training and Self Care

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

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

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LEARNING EXCHANGE

LEARNING EXCHANGE 2026-2027
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This Learning Exchange FE catalog was developed in partnership with Wisconsin Education Innovations (WEI). WEI has presenters for all entries listed in this catalog.

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LEARNING EXCHANGE

LEARNING EXCHANGE 2026-2027
FAMILY ENGAGEMENT CATALOG

Family Engagement Catalog Pricing Summary:

Workshops	Price Per Hour
Categories	**2026-2027**
Title IA Family Engagement	$550.00
Title IIIA Family Engagement	$550.00

LEARNING EXCHANGE

TITLE III
Catalog Number: 2-001

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

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

LEARNING EXCHANGE

TITLE III
Catalog Number: 2-002

Explanation of Title III Services

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

LEARNING EXCHANGE

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

Study Skills and Test Taking Tips

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

LEARNING EXCHANGE

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

Build a Stronger Reader and Writer at Home

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

LEARNING EXCHANGE

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

Reading Roundup! Tips to Remember What You Read

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

LEARNING EXCHANGE

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

Think Fast! Stories to Solve

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

LEARNING EXCHANGE

Title I and Title IV WRE
Catalog Number: 2-007

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

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

LEARNING EXCHANGE

Title I and Title IV WRE
Catalog Number: 2-008

Family Math Games

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

LEARNING EXCHANGE

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

"Edu-tainment"

Provider	**Learning Exchange**
Subject	Reading
Grade Level(s)	K-8
Description	"Edu-tainment" Marlin Hill within this presentation will use drama techniques to develop literacy. Drama enables oral rehearsal of sentence structure & new vocabulary. It can improve reading fluency & comprehension as well as creative writing ideas and key oracy skills for public speaking. Using the method of storytelling, Mr. Hill will present reading and literature in an entertaining manner. Students and parents will dig deeper into the importance of reading for success in school and in all aspects of life. Mr. Hill will share his story and perform skits highlighting easy ways to motivate students. Join us for this interactive session! This workshop will help parents/guardians focus on and gain strategies in whole family engagement and interactive involvement of students and parents/guardians.
Materials	All materials provided.
Objectives	➢ Parents/guardians will learn strategies for motivating student interest in reading at home. ➢ The Edu-tainer will engage the whole family in storytelling to focus on the importance of reading for success in school and for the rest of their lives. ➢ The Edu-tainer will share his/her story, read a children's book, and perform a skit—all of which will highlight easy ways to motivate a child to discover the wonders of reading. ➢ Q & A.
Number of Participants	5-120
Session Number Within Series	1 This session can be in-person or virtual.
Assessment of Success	Parent/guardian feedback summary
Targeted Semester	Fall and Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

Title I
Catalog Number: 2-010

Introduction to and Overview of Title I Services

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

LEARNING EXCHANGE

Title I and Title IV WRE
Catalog Number: 2-011

Keeping Kids Safe Online

Provider	**Learning Exchange**
Subject	Keeping Kids Safe Online
Grade Level(s)	K-12
Description	"Keeping Kids Safe Online" Navigating the digital world can be challenging for families. Join us for an insightful session designed to help parents support their children in using technology safely and responsibly. We'll explore critical topics, including managing screen time, understanding social media pressures, identifying fake news, and fostering a positive social media presence.This session will provide practical tools and strategies to help families thrive in today's fast-paced, tech-driven world. Learn how to strike a balance between technology for learning and entertainment while keeping your kids safe online. Don't miss this opportunity to empower your family for success in the digital age! During this course parents will learn: ➢ What are the critical topics ➢ How to manage screen time ➢ Understand social media pressures ➢ Identify what is fake new
Materials	Access to computer lab/devices will be necessary.
Objectives	Parents/guardians and students will learn strategies on: ➢ Using basic computer skills. ➢ How to search for and access good/safe websites where they can find free reading and math activities to aid the student at home. ➢ How to use free resources in reading and math with their children to help with reading and math homework and generally review reading and math skills. ➢ How to optimize resources to create valuable communication situations with their children to support their learning success.
Number of Participants	5-50 *depends on computer lab space/devices
Session Number Within Series	1 This session can be in-person or virtual.
Assessment of Success	Parent/guardian feedback survey
Targeted Semester	Fall or Spring
Contact Information	For more information, please contact Sue Biehn at sbiehn@lext1.com 414-779-0691

LEARNING EXCHANGE

Title I and Title IV WRE
Catalog Number: 2-012

Google Classroom for Parents

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

LEARNING EXCHANGE

TI and TIV WRE
Catalog Number: 2-013

Tech Tips & Tools:
Using Technology to Increase Achievement

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

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.



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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



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	➢ 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

First name	Last name	Email	Duration	Time joined	Time exited
Courtney	Albright	calb*****@***.org	1 hr 16 min	8:31 AM	9:52 AM
Rukiya	Alexander	ruki**********@***.com	2 hr 7 min	8:30 AM	10:37 AM
Mora	Anderson	andersm3@milwaukeepublicschools.org	7 min	8:25 AM	8:32 AM
Khawla	Asmar	kasm**@***.org	2 hr 6 min	8:30 AM	10:36 AM
Cheryl	Belott	cher*********@***.org	54 min	9:43 AM	10:37 AM
Saruccia	Benedetto	benedesm@milwaukeepublicschools.org	2 hr 39 min	8:03 AM	10:43 AM
Joel	Bennett	joel********@***.org	2 hr 7 min	8:30 AM	10:37 AM
Brandy	Boeckeler	boec******@***.org	2 hr 2 min	8:35 AM	10:36 AM
Jo Ann	Buhr	buhrjc@milwaukeepublicschools.org	38 min	8:45 AM	9:23 AM
Rob	Dusseau	rdus****@***.org	46 min	8:30 AM	9:15 AM
Cherise	Easley	cbro********@***.com	2 hr 5 min	8:31 AM	10:37 AM
Laura	Fischer	fisc*****@***.org	17 min	8:48 AM	9:05 AM
Morgan	Fleming	mofl******@***.com	1 hr 42 min	8:55 AM	10:37 AM
Chana	Friedman	chan*********@***.com	52 min	9:45 AM	10:37 AM
Lisa	Gebhard	lgeb****@***.org	2 hr 7 min	8:30 AM	10:36 AM
Brielle	Glatzel	brie**********@***.gov	1 hr 58 min	8:39 AM	10:37 AM
Jocelyn	Hall	jhal*@***.org	2 hr 2 min	8:34 AM	10:37 AM
Carolina	Heenan	caro**********@***.com	2 hr 7 min	8:30 AM	10:37 AM
Joseph	Hill	hilljj@milwaukeepublicschools.org	36 min	8:23 AM	8:59 AM
Nicole	Horsley	nico**********@***.gov	58 min	9:32 AM	10:31 AM
Naila	khreis	nkhr***@***.org	2 hr 7 min	8:30 AM	10:37 AM
Lynn	Klipstine	lynn@***.org	2 hr 7 min	8:30 AM	10:37 AM
Randi	Kramer	rkra***@***.org	2 hr 7 min	8:30 AM	10:37 AM
Beth-Marie	Kurtz	kurtzbl@milwaukeepublicschools.org	2 hr 4 min	8:35 AM	10:38 AM
TJ	Larkin	tjla****@***.com	1 hr 31 min	9:06 AM	10:37 AM
Mark	Lawrence	lawrenma@milwaukeepublicschools.org	2 hr 20 min	8:24 AM	10:43 AM
Shaun	Luehring	lueh****@***.org	25 min	10:12 AM	10:37 AM
Michelle	Lukacs	luka****@***.net	2 hr 7 min	8:30 AM	10:37 AM
Amy	Maciolek	amy.********@***.gov	39 min	9:57 AM	10:37 AM
Alyssa	Marshall	amar*****@***.org	1 hr 22 min	9:14 AM	10:36 AM
Kallie	Molitor	kall**********@***.com	2 hr 6 min	8:31 AM	10:37 AM
Renee	Morrow	rene*@***.org	1 hr 8 min	8:46 AM	10:38 AM
Kawanis	Moss	kmos*@***.us	2 hr 4 min	8:31 AM	10:37 AM
Shelley	Perkins	perkinss@milwaukeepublicschools.org	2 hr 27 min	8:14 AM	10:43 AM
Tammy	Rasco	tras**@***.org	2 hr 7 min	8:30 AM	10:37 AM
Teresa	Reilly	trei***@***.org	1 hr 33 min	8:31 AM	10:04 AM
Norb	Smurawa	smur*****@***.net	1 hr 58 min	8:37 AM	10:35 AM
Kim	Vega	kveg*@***.com	1 hr 17 min	9:20 AM	10:37 AM
Jessica	Zoch	cl.w***@***.com	1 hr 49 min	8:47 AM	10:37 AM
Joey	Zocher	Joey@***.org	2 hr 4 min	8:31 AM	10:37 AM
Brandy's Notetaker			32 min	8:32 AM	9:04 AM
CS 206/208			2 hr 12 min	8:27 AM	10:39 AM
Lori Suarez			2 hr 5 min	8:31 AM	10:37 AM
morgan fleming klaus and eliza klunk			13 min	8:31 AM	8:43 AM
Sue Biehn			1 hr 35 min	9:02 AM	10:37 AM

MILWAUKEE PUBLIC SCHOOLS
ESEA Elementary and Secondary Education Act
Every Student Succeeds

Dr. Mora Anderson, ESEA Nonpublic Supervisor
5225 W. Vliet Street; Room 160
Milwaukee, Wisconsin 53208
Phone: (414) 475-8114
E-mail: andersm3@milwaukee.k12.wi.us

Quarterly ESEA Title Program Consultation Meeting Agenda

September 8, 2026; 8:30-10:30 A.M.

Name of School	School Leader Name, Role	Email Address	Arrival	Departure
Universal Scholar Academy	Chandra Alston, Adminstrator	calstone@universalscholarsacademy	8:23	
Milwaukee Lutheran HS	School Katie Bonner	kBonner@milwaukeeLutheran.org	8:24	
Saint Lucas	Carrie Meyer, Student Services	cmeyer@saintlucas.org.	8:24	
LUMIN SCHOOLS	SHAVN LUEHRING	LUEHRING@LUMINschools.org	8:25	10:35
LUMIN Schools	Mona Zignego	Zignego@Luminschools.org	8:25	
Milwaukee Recreation	Beth-marie Kurtz	kurtzbt@milwaukeepublicschools	8:28 AM	
Joseph Hill	Joseph Hill		7:50AM	
MPS ESEA	Mark Lawrence coordinator		7:50am	
MPS ESEA	Mora Anderson, ESEA Supervisor	Non-Public	8:00am	

The next large consultation meeting is scheduled for January 19, 2027; 8:30-10:30 A.M.
Google Meet joining info: Video call link: https://meet.google.com/woz-kesu-eep