

# **Alliance<sup>®</sup>** **Professional** **Learning Solutions**

*for Leaders & Teachers*



Catapult Learning 

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## About Catapult Learning

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The 5,600 educators and healthcare professionals employed by Catapult Learning are driven by a common purpose: to positively impact the educational, behavioral, and social-emotional welfare of every child with whom we engage, no matter the student's individual circumstance. We dedicate our careers to improving outcomes for at-risk and struggling youth, including those with learning and emotional disabilities. In doing so, we play a truly crucial role in the lives of children, their families, and their communities.

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## OUR MISSION

is to create brighter futures for students regardless of the learning barriers or other challenges they face.

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**800.841.8730**

**catapultlearning.com**

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# Alliance<sup>®</sup> Professional Learning Solutions

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# The *Alliance* Approach

## Experience & Expertise to Deliver Capacity-Building Professional Development

Catapult Learning, celebrating more than 40 years of partnering with schools and districts, delivers proven-effective and personalized opportunities for professional growth. Our Alliance professional learning solutions build the capacity of teachers and leaders to raise and sustain student achievement. Delivered by our nationwide team of experienced PD Specialists, our Alliance solutions feature best practices directly informed by research and our long-standing involvement with schools and districts around the globe.

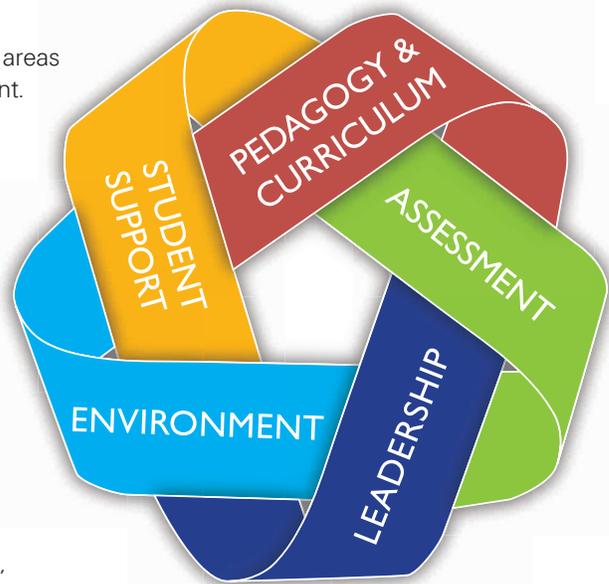
**Alliance**  
| noun | al·li·ance |  
ə- lī-ən(t)s : a  
relationship in  
which people  
agree to work  
together.

## Professional Development Built on a Research-Based Model of Achievement

Our holistic, research-based model is built upon five interrelated areas of focus that are integral to a learning organization's development. The five focus areas or "strands"—Leadership, Pedagogy & Curriculum, Assessment for Learning, Learning Environment, and Student & Family Support—serve as the foundation for our Alliance professional development solutions and are all essential to promoting behaviors intended to increase and successfully maintain student achievement.

## A Full Range of Consultative Professional Learning Solutions

Alliance professional learning solutions are both consultative and collaborative; they are designed to meet the needs of a school, district, or system to improve the quality of learning organizations and deliver successful results. As a trusted partner, our team of professional development experts engages teachers and leaders alike, building organizational capacity in order to accelerate student achievement.



## Collaborative Needs Assessment Identifies Strengths & Areas for Improvement

An important first step in an Alliance partnership is a holistic school needs assessment designed to identify strengths and opportunities for improvement. The Collaborative Quality Analysis (CQA) provides a prescriptive lens through which we can effectively recommend and apply professional development solutions. Five essential questions (listed to the right) guide our experts to areas of growth and necessary next steps.

## Professional Learning Solutions Based on What You Need

We offer flexible pathways for professional learning to address the varying needs of the schools and organizations that we support. Our solutions range from one-day (or less) workshops and institutes, to comprehensive consultative programs lasting up to one year, to intensive targeted or whole-school transformation initiatives that may last several years.

### 5 Essential Questions

#### Leadership

How well is the school set for leading and managing change?

#### Pedagogy & Curriculum

How good are opportunities for learning and developing learners?

#### Assessment for Learning

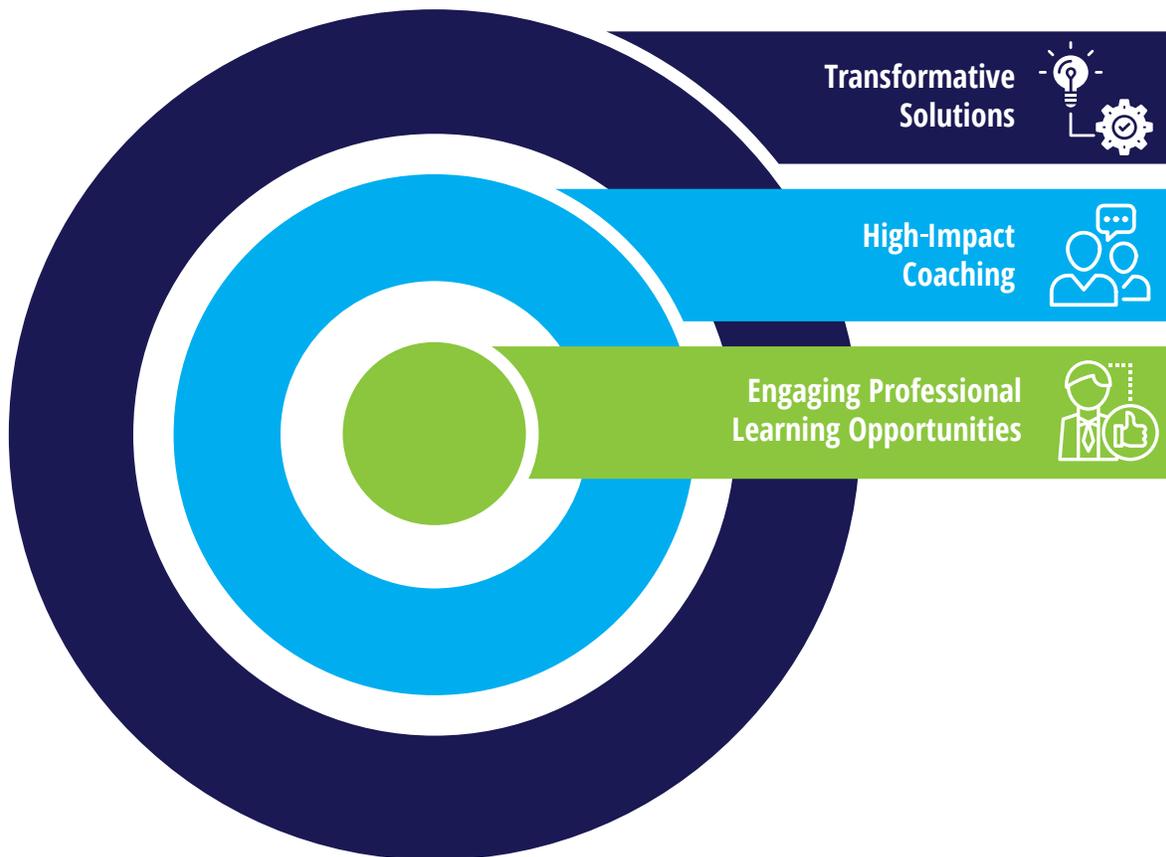
How well does the school use assessment, data, and feedback to promote learning?

#### Learning Environment

How well does the school promote and foster environments that support learning and motivation?

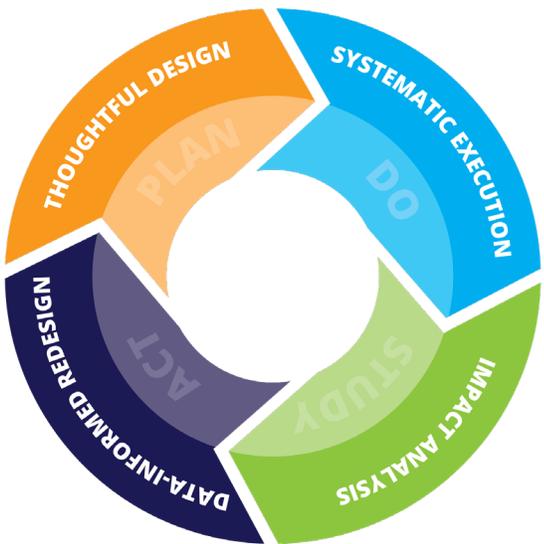
#### Student & Family Support

How well does the school use internal and external resources to meet the educational needs of all learners?



# High-Impact Coaching

## Building Capacity and Improving Student Outcomes



At Catapult Learning, coaching is at the heart of all our change and professional development efforts. High-impact coaching solutions provide flexible programming customized to meet your organization’s needs and focused on ensuring improved conditions for teaching and learning yield positive student outcomes.

Our comprehensive coaching platform is a capacity-building support system for leaders and teachers as they strive to implement or advance research-based best practices. The coaching partnership is characterized by trust—and transformational change—and is informed through a strengths-based perspective.

### We are the coaching people

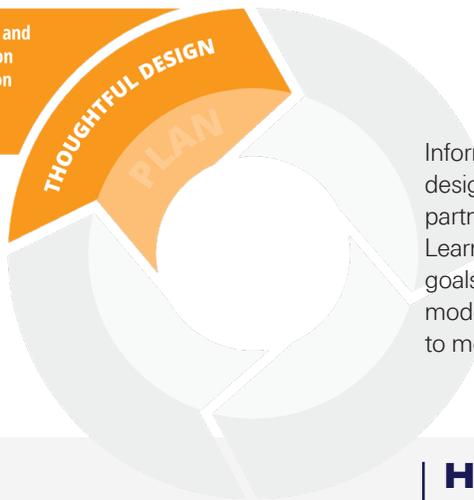
 **7,500+**  
Coaching  
Days

 **100+ Highly  
Qualified  
K-12 Coaches**

 **97%**  
Satisfaction  
Rating

### Thoughtful Design

 Align on goals and implementation model based on assessment insights



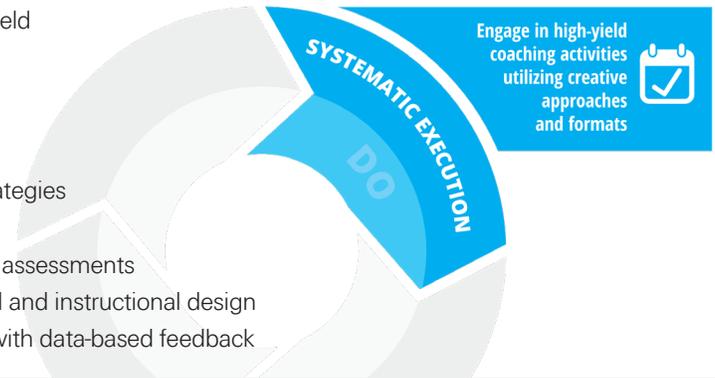
Informed by over 40 years of experience, our program designers know that the key to a successful coaching partnership is a thorough and thoughtful plan. Catapult Learning’s team will partner with you to define program goals, identify coaching participants, align on coaching models, and establish key performance indicators designed to measure program impact.

Who	How	Where
<ul style="list-style-type: none"> <li><b>Leaders</b> – Build capacity to successfully lead a learning organization and empower the leadership team to spearhead transformational efforts.</li> <li><b>Teachers</b> – Deliver job-embedded support to improve classroom practice and the quality of teaching and learning.</li> <li><b>Coaches</b> – Promote instructional leadership and equip coaches with the skills to develop others. (See page 17 for a complete review of Coaching Connections)</li> </ul>	<p><b>Developing Individuals:</b></p> <p> Personalized Professional Growth</p> <p><b>Developing Teams:</b></p> <p> Community-based Professional Growth Engagements</p>	<p><b>Engagement Can Be Conducted:</b></p> <p> Face to Face</p> <p> Virtual</p> <p> Blended</p>

## Systematic Execution

Catapult Learning coaches engage in a series of high-yield actions organized to respond to the needs and goals identified in your customized coaching plan.

- Model effective instruction
- Co-plan and co-teach lessons and implement new strategies
- Review student products
- Facilitate the design and implementation of formative assessments
- Analyze, interpret, and use data to drive organizational and instructional design
- Conduct targeted observations to provide educators with data-based feedback to inform reflective conversations
- Lead professional learning events

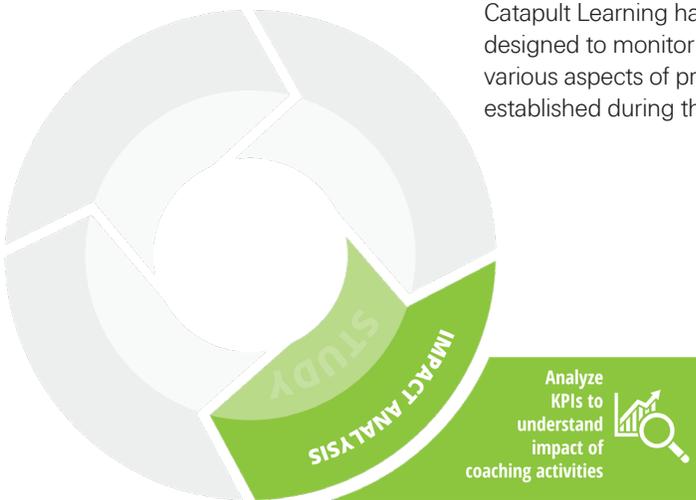


### Blend Your Coaching Initiative with Virtual Coaching

Virtual coaching sessions combine both synchronous and asynchronous engagement utilizing cutting-edge coaching tools to provide a means of collaborating in a shared digital workspace and enhance personalized professional learning.



## Impact Analysis

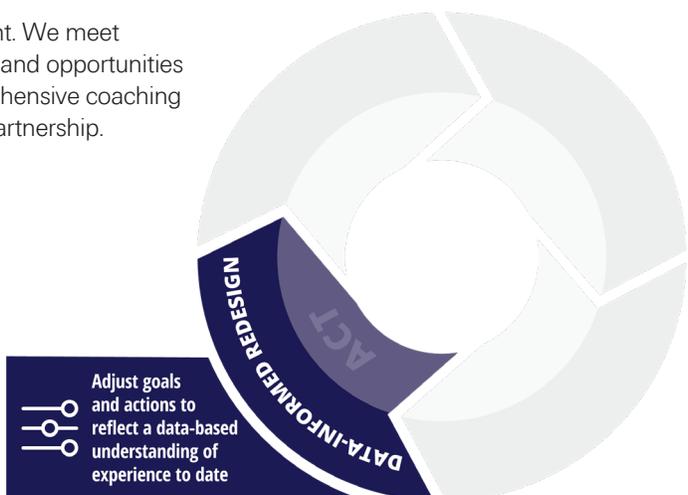


Catapult Learning has established reporting systems and dashboards designed to monitor program impact. The data collected are used to gauge various aspects of program success against key performance metrics established during the design phase.

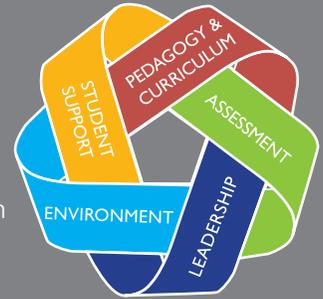


## Data-Informed Redesign

Catapult Learning is committed to continuous improvement. We meet regularly with key stakeholders to identify areas of success and opportunities for improvement, leveraging the full breadth of our comprehensive coaching platform to respond and adjust throughout the life of the partnership.



# Alliance School Transformation



**School transformation** initiatives, whether targeted or holistic, are designed to produce results. Since outcomes are paramount, the Catapult Learning Alliance team works with the school or district partner to identify a set of desired outcomes within some or all of the five strands of our design for exemplary schools.

An implementation plan then identifies a set of priorities and a clear road map for developing organizational capacity. Leading indicators are identified, observed, and measured as a means to monitor whether new knowledge and skills are being applied accordingly. If these actions are not producing the desired results, then the plan is adjusted as part of the Plan-Do-Check-Act cycle of continuous improvement.

## Whole-School Transformation

Our **whole-school transformation** solution builds site capacity in five essential areas of school design. Learning events are organized to ensure sustained improvement through leadership development, teacher professional development, coaching and mentoring, and implementation of an effective system for change management. The Alliance team works collaboratively with district and school teams to diagnose organizational needs and prescribe a customized plan that incorporates both targeted PD and coaching.

Our Alliance **School Development Rubric** measures a school's achievement of 21 Attributes of Exemplary Schools—the activities and processes seen in a well-run school that ensure success for all learners when they are well-implemented and sustained. This rubric is intended to help schools at all levels assess the strengths and challenges of their instructional practices and organizational conditions, thus serving as the starting point for the implementation planning and change management processes.



# Proven Results in Utah: School Transformation that Works

Beginning in the spring of 2015-2016, Catapult Learning partnered with the Utah State Board of Education to provide comprehensive turnaround service to select schools identified on their Targeted Support and Improvement list. The selected schools were the lowest-performing schools on the TSI list, reflecting the lowest 3% of schools in Utah based on high-stakes test results. By the beginning of the 2018-2019 school year, all four schools served by Catapult Learning achieved recognition that removed them from the TSI list, showed improvement in reading and math, and improved their letter grades.

Catapult Learning conducted a needs assessment and provided targeted services until the spring of 2018. Dedicated Catapult Learning teams at each site collaborated with school leadership to improve instructional practices and to create a data-driven improvement plan with high expectations for accountability. Coaches worked within school buildings to help educators implement and adopt instructional best practices. With a need to support a large population of English Learners with specific needs, speaking and listening routines were taught and emphasized, as well as strategies for English language development.

Catapult Learning partnership schools demonstrated growth throughout the course of the initiative in all three subjects assessed on the Utah state assessment: reading, math, and science. Catapult Learning partnership schools also had a greater percent increase for reading, math, and science proficiencies than comparison schools. These gains are especially significant given students enrolled in partnership schools scored lower at baseline than comparison schools and the overall district across all subjects, which demonstrates their elevated need for support as identified by the state.

## Teacher Satisfaction

"I appreciated how targeted the professional development was—just small changes we could make that had a big impact on my teaching."

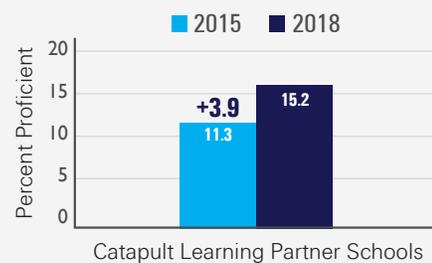
"The professional development that we received was directly related to what our leadership team had identified as our areas of need."

**Catapult Learning partnership schools had a greater percent increase for reading, math, and science proficiency than comparison schools.**

Subject	Percent Change Partnership Schools	Percent Change Comparison Schools
Reading	34.1%	6.5%
Math	17.4%	7.9%
Science	65.7%	26.9%

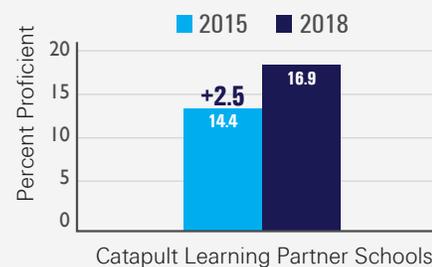
### READING

Proficiency Rates — Reading



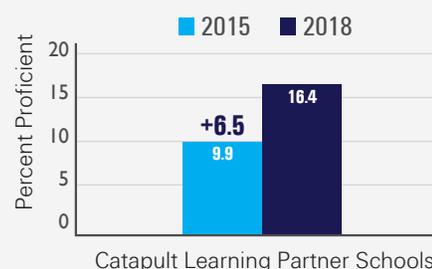
### MATH

Proficiency Rates — Math



### SCIENCE

Proficiency Rates — Science



# Targeted School Transformation

Targeted school transformation involves identifying areas of focus for improvement. These choices may be driven by the partner or by the results of our CQA. Based on this assessment, we can apply select elements of our education solutions in an effort to improve the school in key areas.

Catapult Learning provides two targeted school transformation frameworks: Literacy First™ and Building Instructional Coherence.

## Put Literacy First in Your Transformation Efforts

For schools focused on creating a language-rich environment and developing literacy in all subject areas, **Literacy First** is Catapult Learning's comprehensive, research-based reading reform process that supports the Academic Content Standards and the reading and comprehending of increasingly complex texts.

### Literacy First

*A three-year coaching and leadership training for grades Pre-K to 12*

- Creates a literacy-rich culture that motivates and engages students in their own learning
- Develops a student-centered approach to classroom instruction and classroom management that pinpoints and addresses specific skill gaps to ensure increased student achievement
- Establishes strong relationships among PD consultants, teachers, and administrators within each school

**Literacy First is a data-driven process with a proven record of improving student reading achievement by building teachers' instructional capacity in the area of literacy and knowledge of research-based best practices.**

## Building Instructional Coherence: A Blueprint for Success

For schools needing a consistent and cohesive instructional model, Alliance **Building Instructional Coherence (BIC)** is our targeted school transformation model that engages the entire school community in adopting our Blueprint for Success. Built upon a foundational research-based instructional model, this targeted transformation solution is **designed to maximize Academic Learning Time, cultivate greater student engagement, and improve student learning outcomes.**

Combining intensive professional development for leaders and teachers along

with job-embedded coaching, BIC

supports educators as they leverage best practices in planning, instruction, and assessment across all grade levels and content areas.

**BIC** builds administrator's capacity to serve as effective instructional leaders, creates opportunities for teachers to collaborate and share resources, and provides a consistent set of routines and structure for students as they move from classroom to classroom, and from year to year.



## Create Exceptional Environments for Your Students with Exceptionalities

Our Special Education Capacity Building programs combine job-embedded coaching with a sequence of trainings that enable the implementation of new ideas and effective, evidence-based practices to promote the achievement of students with special needs. Targeted Professional Learning Tracks include:

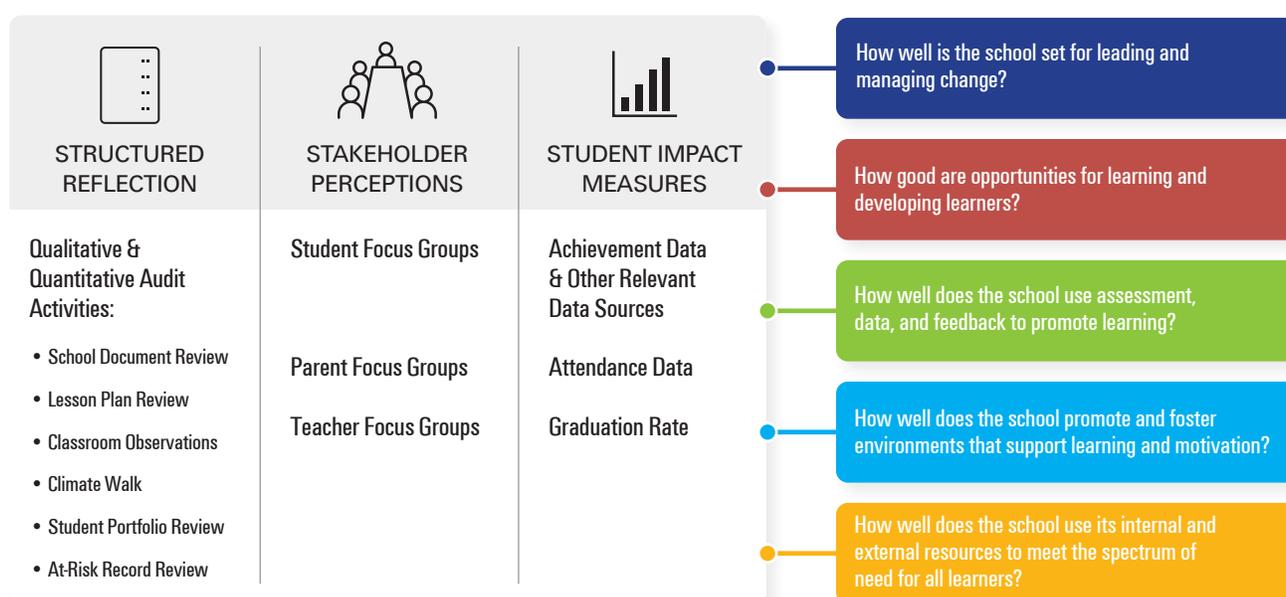
- Maximizing Tiered Intervention- Intensify Intervention to Accelerate Learning
- Behavior Support: Establishing Pro-Social Climate and Cultures for Learning
- The Role of General Educators in Special Education
- Instructional Design to Meet the Needs of Students with Disabilities
- Meeting the Needs of Students with Learning Differences in the Differentiated Classroom

Programs are tailored to the needs of your school community and target specific areas based on our mutual assessment to create the greatest impact. Our solutions are designed for both special and general education leaders and teachers.

# Collaborative Quality Analysis

Catapult Learning’s Collaborative Quality Analysis (COA) 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 COA 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.



## Essential Question:

# How well is the school set for leading and managing change?

## *Alliance* Leadership Development

Catapult Learning's collaborative approach to leadership development ensures that leaders at all levels will hone their skills to increase student achievement and organizational capacity. We meet the needs of school leaders by offering a continuum of professional development services aimed at increasing a learning organization's capacity to plan and deliver effective instruction and promote rigorous opportunities for student learning.

### Solutions for Developing Leaders

Catapult Learning supports the needs of a district, school, or group of schools with high-quality, research-based professional learning for principals, their supervisors, assistant principals, and emerging leaders through a suite of professional development offerings that includes:

- **Leadership Coaching** — Our Alliance leadership coaches provide one-on-one coaching to deepen the capacity of school leaders as instructional leaders—helping to develop leadership skills, build stronger instructional teams, transform school culture, and improve student achievement—and effectively integrate multiple forms of data at the school and system level to inform practice.
- **Leadership Symposiums** — Take a deep dive into developing the essential skills to ensure organizational success with two-day symposiums.
- **Leadership Workshops** — Typically three hours in length, these workshops are focused on a single or pedagogical topic, and one or more can be scheduled in a day. We can collaborate with the school or district to develop a customized professional development workshop series for principal supervisors, principals, assistant principals, and teacher leaders focused on instructional leadership. **For more information on our leadership workshops, see pages 13-15.**
- **Leadership Institutes** — To promote more sustained exploration and learning in timely topics and themes in education, we work with our school and district partners to design customized full-day or multi-day professional development institutes in which participants attend workshop sessions created to equip today's leaders in several essential areas.

Catapult Learning solutions provide school leaders and leadership teams with a set of essential knowledge and skills designed to ensure their long-term success, the success of the learning organizations they lead, and the success of the students they serve.



## ***Bloom's Taxonomy for Instructional Leaders: Aligning Objectives, Questions, & Assessments***

### **For: Instructional Leaders**

In order 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. Workshop 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



*Bloom's Taxonomy: Aligning Objectives, Questions, & Assessments (p. 19),  
Crafting Learning Objectives (p. 20), and Webb's Depth of Knowledge (p. 20)*

## ***Marzano's High-Yield Strategies for Instructional Leaders***

### **For: Instructional Leaders**

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. Additionally, 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



*Marzano's High-Yield Instructional Strategies (p. 20)*



## **Differentiation to Enhance Learning for Instructional Leaders**

### **For: Instructional Leaders**

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. In the workshop, 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



*Differentiation to Enhance Learning (p. 34), The Differentiated Classroom: Planning for Learning (p. 34), Using Technology to Differentiate Instruction (p. 35), The Differentiated Classroom: Instructional Strategies (p. 35), and The Differentiated Classroom: Learning Environment (p. 35)*

## **Building a Professional Learning Community**

### **For: K–12 Teachers; Instructional Leaders**

For schoolwide 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 the what, why, and how of establishing a successful, goals-oriented PLC. 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



*Developing Effective Teams (p.14)*

## **Developing Effective Teams**

### **For: K–12 Teachers; Instructional Leaders**

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. 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



*Building a Professional Learning Community (p.14)*

## Setting the Stage: Developing Your Leadership Team

**For: K–12 Teachers; Instructional Leaders**

The most effective organizations have leaders at all levels who are clear about their roles and know how their effectiveness contributes to the organization as a whole. In this session, participants will be introduced to a range of processes, skills, and tools that will help build capacity within the leadership team. Participants will:

- Shape and share a school vision
- Set clear, common goals
- Create a community code to guide student behavior
- Establish and communicate non-negotiable expectations
- Learn strategies for building a positive school culture and climate with a focus on learning



*Developing Effective Teams (p. 14), Building a Professional Learning Community (p. 14), and Developing Core Values (p. 46)*

## Building a Culture of Achievement

**For: Instructional Leaders**

Having a culture of achievement requires an intentional effort by 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. 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



*Building a Professional Learning Community (p. 14); Setting the Stage: Developing Your Leadership Team (p. 15); and Data-Driven Instruction & Data Walls (p. 38)*



## Establish a Data-Driven Culture to Positively Impact Student Achievement

Catapult Learning offers a targeted and sustained series of professional learning workshops to strengthen district and school leaders' capacity to collect, analyze, and plan with data to positively impact student achievement. *See pages 39-42.*

# Leadership Symposiums

## Enhance Leadership Capacity to Effectively Manage Change

**Catapult Learning’s Leadership Symposiums** provide school leaders with an understanding of how a relentless focus on school culture, communication, distributed leadership, and data analysis can affect student achievement.

Catapult Learning’s Leadership Symposiums are designed with flexibility in mind. Our Symposiums can be purchased one at a time, or all six modules can be engaged. Each two-day Symposium can be scheduled any day of the week—even weekends. This model enables principals across a district to work together to form a collaborative leadership team whose members can continue to support each other long after the PD work is done.

Our Leadership Symposiums—listed below with their descriptions and participant objectives—help school leaders develop the essential skills that ensure organizational success.

Symposium	Description
Developing a School Mission, Vision, Values, and Goals	Designed to prepare schools for success through the development of a shared vision and understanding with key leaders of the school.
Putting in Place Schoolwide Intentional and Open Communication Systems	Designed to help leaders understand the critical importance of a collaborative culture built on values, trust, mutual respect, and caring.
Leadership and Decision Making are Broadly Distributed Among School Leaders and Staff Members	Designed to help participants learn practical strategies for establishing and maintaining community partnerships.
Using Data to Manage Change and Continuously Improve	Designed to take participants through an intentional process of analyzing the structures, systems, and processes in place to make informed decisions about next steps related to continuous improvement.
Instituting a Shared Instructional Model	Designed to introduce participants to the components of Catapult Learning’s research-based instructional model, including how the key components of the gradual release model ensure learning.
Becoming an Effective School Manager	Designed to engage participants in the process of self-evaluation, gathering multiple sources of data from which to reflect and build their schedule for the next school year.

# COACHING CONNECTIONS



## Bring Teams Together, Develop Teacher Skills, & Transform School Culture

**Strands:** Leadership, Pedagogy & Curriculum

Instructional coaches are instrumental in developing teacher skills, building stronger instructional teams, transforming school culture, and ultimately, improving student achievement. With **Coaching Connections**, experienced PD Specialists will work with your school or district to effectively train and monitor coaches for success and build long-term capacity across schools and districts.

Beginning with a needs assessment, Coaching Connections Specialists work with district and building leaders to establish a customized plan. Throughout the year, custom professional development for coaches and job-embedded support allow coaches to collaborate, share information, reflect on their coaching approaches, and engage in reflective conversations.

### Support for District & Building Leaders

By providing both district and building leaders on-going support, the Coaching Connections consultant maximizes the ability to increase coordination and share resources among participating schools. PD Specialists provide valuable off-site support through phone and email communication so that coaches receive the just-in-time support they need to be successful.

- Grades K–12
- On-site needs assessment to establish individual goals and build partnerships
- Follow-up plan review visit to review needs assessment summary and determine course of professional development
- 2-day leadership session for principals to ensure successful program implementation
- Three 6hr professional development sessions for coaches
- 4 rounds of job-embedded coaching support visits
- Coaching notebook



Essential Question:

**How good are the opportunities for learning and developing learners?**

**Pedagogy & Curriculum Promotes...**

- the quality of learning and teaching through a shared framework for evaluating and monitoring;
- coherent instruction and curriculum;
- student engagement strategies;
- responsive and collaborative professional learning and coaching.





## Promote General Pedagogy and Curriculum

### **Introduction to a Core Instructional Model**

**For: K–12 Teachers; Instructional Leaders**

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 notion of “time on task” and the kinds of active learning strategies teachers can incorporate to ensure that classroom time is used productively. Participants will:

- Define academic learning time
- Understand the components of the “anatomy of a lesson”
- Learn a framework for planning instruction
- Explore ways to engage students with the content and reflect on their own learning



*Crafting Learning Objectives (p. 20), Formative Assessment & Adjusting Instruction (p. 37),  
Interactive & Engaging Teaching Strategies (p. 46)*

### **Concept-Based Teaching**

**For: K–12 Teachers; Instructional Leaders**

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. 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



*Bloom’s Taxonomy: Aligning Objectives, Questions, & Assessments (p. 19), Crafting Learning Objectives (p. 20), and Webb’s  
Depth of Knowledge (p. 20)*

### **Bloom’s Taxonomy: Aligning Objectives, Questions, & Assessments**

**For: K–12 Teachers; Instructional Leaders**

In order 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. Participants in the workshop 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



*Bloom’s Taxonomy for Instructional Leaders: Aligning Objectives, Questions, & Assessments (p. 13),  
Crafting Learning Objectives (p. 20), Webb’s Depth of Knowledge (p. 20), and Assessment Techniques — A Closer Look (p. 37)*

## Webb's Depth of Knowledge

### For: K–12 Teachers; Instructional Leaders

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 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. Participants will also:

- 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



*Bloom's Taxonomy: Aligning Objectives, Questions, & Assessments (p. 19) and How to Incorporate Text-Dependent Questions (p. 22)*

## Marzano's High-Yield Instructional Strategies

### For: K–12 Teachers; Instructional Leaders

Research-based instructional strategies maximize a teacher's ability to enhance student achievement in all grades and subject areas. 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. Educators will learn how to systematically and intentionally incorporate the strategies into planning and instruction. Participants will also:

- 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 classroom instruction



*Marzano's High-Yield Strategies for Instructional Leaders (p. 13)*

## Crafting Learning Objectives

### For: K–12 Teachers; Instructional Leaders

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. Participants will also:

- 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 setting learning objectives



*Bloom's Taxonomy: Aligning Objectives, Questions, & Assessments (p. 19)*

## Introduction to Curriculum Mapping

**For: K–12 Teachers; Instructional Leaders**

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. In this workshop, participants will:

- Understand the benefits of curriculum mapping
- Examine the curriculum mapping process
- Prepare to adopt the curriculum mapping process



*Concept-Based Teaching (p. 19) and Introduction to a Core Instructional Model (p. 19)*

## Reading

### Close Reading

**For: K–12 Teachers; Instructional Leaders**

 (K–5, 6–8, 9–12)

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 and is critical for college and career readiness. This workshop will explore the use of close reading at all grade levels as a way to build the knowledge that is essential for comprehension of complex texts.

Workshop participants will:

- Review the process for creating text-dependent questions
- Discuss the five steps of the close reading process
- Practice note-taking and text annotations
- Explore how discussion and writing support a deeper understanding of the text
- Create a close reading lesson



*Exploring Text Complexity (p. 21), How to Incorporate Text-Dependent Questions (p. 22), and Developing Academic Vocabulary (p. 23)*

### Exploring Text Complexity

**For: K–12 Teachers; Instructional Leaders**

 (K–5, 6–8, 9–12)

A variety of resources 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.

Workshop participants also 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 grapple with increasingly complex texts
- Design a "Reading for Meaning" strategy lesson to help students engage with and comprehend complex texts



*Close Reading (p. 21), How to Incorporate Text-Dependent Questions (p. 22), and Developing Academic Vocabulary (p. 23)*

## How to Incorporate Text-Dependent Questions

For: K–12 Teachers; Instructional Leaders

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. Workshop participants also:

- Explore the purpose of asking text-dependent questions
- Learn how asking complex text-dependent questions supports 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 scaffolds toward a culminating task



*Close Reading (p. 21), Writing from Sources (p. 24), Teaching Strategies: Opinion Writing (p. 24), and Teaching Strategies: Argumentative Writing (p. 25)*

## Guided Reading

For: K–8 Teachers; Instructional Leaders

Guided reading is a research-based instructional approach that enables teachers to flexibly group students to help them learn effective strategies for comprehending texts. The purpose is 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. They will:

- Understand the components of guided reading
- Explore the framework for guided reading lessons
- Know how to flexibly group students for effective instruction
- Select, introduce, and use leveled texts for guided reading lessons
- Plan a guided reading lesson



*Exploring Text Complexity (p. 21) and How to Incorporate Text-Dependent Questions (p. 22)*



## Developing Academic Vocabulary

For: K–12 Teachers; Instructional Leaders

Also available as a 6-hour workshop

 (K–5, 6–8, 9–12)

Complex literary and informational text often contains specialized vocabulary. In this session, participants will practice intentionally selecting vocabulary to explicitly teach and develop students' ability to access and use words that appear in everyday text, especially those that may be slightly out of reach. Workshop participants also will:

- Understand the connection between vocabulary knowledge and comprehension
- Identify a model that describes three tiers or categories of words
- Examine the criteria for identifying Tier II words
- Describe criteria for selecting which words to teach
- Explore specific vocabulary strategies to teach essential terms and increase student engagement with words
- Apply a six-step process for vocabulary instruction



*Close Reading (p. 21) and Exploring Text Complexity (p. 21)*

## Writing

### Developing Rubrics for Writing

6–12 Teachers and Instructional Leaders

 (6–8, 9–12)

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, participants will develop a standards-aligned writing rubric they can use in the classroom with students. Participants also 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



*Supporting Informative Writing (p. 23)*

### Supporting Informative Writing

6–12 Teachers and Instructional Leaders

 (6–8, 9–12)

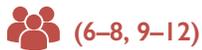
To be college- and career-ready, students at the secondary level must be able to produce informative, or explanatory, writing that examines and conveys complex ideas and information clearly and accurately. In this session, participants will examine how teachers across all content areas can support the development of writing skills in this genre. Participants also 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



*Developing Rubrics for Writing (p. 23)*

## Using the Writing Process to Support Argumentative Writing 6–12 Teachers and Instructional Leaders



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. Participants will also:

- 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



*Developing Rubrics for Writing (p. 23), Supporting Informative Writing (p. 23)*

## Writing from Sources

### For: 3–12 Teachers; Instructional Leaders

Real-world writing demands require the ability to write in response to written texts. To do so, writers must have 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. Workshop participants also will:

- Understand the components of an effective writing assignment
- Use close reading and text annotations as a strategy to engage with complex texts and 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



*Teaching Strategies: Opinion Writing (p. 24), Teaching Strategies: Argumentative Writing (p. 25), and Writing Across the Curriculum (p. 26)*

## Teaching Strategies: Opinion Writing

### For: K–6 Teachers; Instructional Leaders

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. Participants also 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



*Writing from Sources (p. 24) and Teaching Strategies: Argumentative Writing (p. 25)*

## Teaching Strategies: Argumentative Writing

### For: 6–12 Teachers; Instructional Leaders

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. Workshop 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



*Writing from Sources (p. 24) and Teaching Strategies: Opinion Writing (p. 24)*

## Supporting Emergent Writers

### For: K–3 Teachers; Instructional Leaders

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. Workshop 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



*Supporting Developing Writers (p. 25) and Writing Across the Curriculum (p. 26)*

## Supporting Developing Writers

### For: 4–8 Teachers; Instructional Leaders

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. Workshop participants also 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



*Supporting Emergent Writers (p. 25) and Writing Across the Curriculum (p. 26)*

## Writing Across the Curriculum

### For: K–12 Teachers; Instructional Leaders

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. Participants will explore content-area writing strategies that will enhance learning and help prepare students for the writing demands of college, careers, and beyond. Participants also 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



*Writing from Sources (p. 24), Supporting Emergent Writers (p. 25), and Supporting Developing Writers (p. 25)*

## ELA & Literacy

### Teaching the Art of Speaking & Listening

#### For: K–12 Teachers; Instructional Leaders

The ability to communicate effectively is necessary for success in 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. Participants also 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



*Developing Learner Voice (p. 45)*

### Disciplinary Literacy in the Science Classroom

#### For: 6–12 Teachers; Instructional Leaders

To ensure student success in the 21st century, teachers of all disciplines—including 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. 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, as a means to interpret scientific text
- Explore various scientific lenses scientists use to ask and answer questions about complex texts



*Close Reading (p. 21) and Exploring Text Complexity (p. 21)*

## ***Disciplinary Literacy in the Social Studies Classroom***

**For: 6–12 Teachers; Instructional Leaders**

To ensure student success in the 21st century, teachers of all disciplines—including 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. 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, as a means to interpret historical text
- Explore various questioning themes that frame historical thinking



*Close Reading (p. 21) and Exploring Text Complexity (p. 21)*

## **Math: Instructional Practice**

### ***Math Curriculum & Instruction Check-In***

**For: K–12 Teachers of Math (grouped flexibly)**

Every few years, it is helpful to evaluate the integrity and rigor of math instruction—particularly when state standards have changed. During this workshop, participants will:

- Confirm alignment to grade-level standards
- Identify and omit topics that are not on grade level to increase time for topics that are
- Ensure that all topics are being taught for depth of understanding and coherence with earlier learning
- Self-evaluate all dimensions of instructional practice to identify areas for future growth
- Try out key strategies for identifying and addressing gaps in memorized math facts



*Any other math offerings, based on needs identified during this workshop*

### ***Instructional Planning in Math***

**For: K–12 Teachers of Math (grouped flexibly)**

While textbooks and online materials can be wonderful resources, they also can pose a range of challenges, such as misalignment to standards, poor concept development, overwhelming scope, and lack of flexibility.

During this workshop, participants will:

- Eliminate nonessential content from textbooks and identify gaps that must be filled in
- Outline step-by-step processes for planning a well-sequenced year of coherent units of instruction
- Learn how to frame lessons and units with strong questions that increase the coherence in learning
- Use math-specific techniques to unpack standards into detailed objectives for upcoming units of study
- Create stronger unit and lesson plans using several exemplars as models

## ***Developing Young Mathematicians: The Mathematical Practices***

**For: K–12 Teachers of Math (grouped flexibly)**

Math standards have increasingly emphasized that students need to not only learn math topics, but also develop the core critical thinking skills that come with being a young mathematician. In this workshop, participants will:

- Distinguish eight “Math Practices” that describe the skills of mathematicians at all age levels
- Learn how to embed these skills in problem solving
- 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 tasks with varying levels of cognitive demands and differentiate tasks so that all students can grow

## **Math: Deep Understanding**

### ***Teaching Math for Deep Understanding***

**For: K–12 Teachers of Math (grouped flexibly)**

***Also available as a 6-hour workshop***

This introductory workshop addresses one of the most important components of effective math instruction, giving participants the opportunity to:

- Break down what “deep understanding of math” really means
- Describe what happens to students both with and without deep understanding
- Determine how to build new learning on basic understandings from earlier grades by leveraging the progression from concrete to abstract to symbolic
- Use manipulatives more effectively as a tool for exploring mathematical ideas and processes
- Self-assess and plan to improve the depth to which they teach each grade-level topic/standard



*Topical workshops, listed below*

### ***Teaching Math for Deep Understanding: Topical Workshops***

**For: K–12 Teachers of Math of Specific Grades**

***Also available as 6-hour workshops***

After completing the introductory workshop, teachers can continue this series with a line of workshops that address math topics of concern for each grade level, as shown in the table on page 29. In these workshops, participants will:

- Expand their own depth of understanding of the topic by digging into key vocabulary, common problem types, and multiple representations
- Compare multiple ways to solve key problem types
- Scrutinize the standards associated with the topic
- Identify new teaching strategies—or refine existing techniques—to help students build deeper understanding and computational fluency

Topic of Focus <i>(Additional custom topics by request)</i>	Core Grades
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, Algebra 1
Statistics, Probability, & Simulation	6–12
Transformations: A New Emphasis in Geometry Learning	8, Geometry
The Algebra of Polynomials	High School
Coordinate Geometry	High School
(Re)building Computational Fluency on Deep Understanding of the Operations <i>Special workshop for secondary teachers whose students have significant gaps</i>	6–12

## Math: Problem Solving & Numeracy

### *The Process of Problem Solving*

**For: K–12 Teachers of Math (grouped flexibly)**

*Also available as a 6-hour workshop*

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? In this workshop, participants will:

- Break down the process of problem solving into clear, manageable steps
- Self-assess the way teachers already practice this process
- Incorporate new, effective teaching strategies to help students grow as problem solvers
- Examine a wider range of problem-solving strategies
- Detect and address student errors better



*Getting More Out of Problem Solving (p. 29)*

### *Getting More Out of Problem Solving*

**For: K–12 Teachers of Math (grouped flexibly)**

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 workshop, participants will:

- Design problems that reveal new learning
- 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
- Remix problems (and have students remix them too)

## ***Math Vocabulary***

### **For: K–12 Math Teachers**

Learning vocabulary is a challenge in all academic areas, but teachers of math face additional challenges. In this workshop, participants will:

- Identify and address the major variables in vocabulary acquisition: exposure, time, and a variety of contexts
- Use root words and cognates to help students learn and remember vocabulary terms
- Try out a range of vocabulary instructional strategies, many of which are fun and practical, and all of which are customized to learning math vocabulary
- Alter problems from textbooks and other resources to increase both rigor and engagement

## ***Numeracy & Problem Solving Across Disciplines***

### **For: 6–12 Teachers**

Numeracy and problem-solving skills extend beyond the math classroom, into all disciplines and real life. All teachers, not just math teachers, have a role in helping students develop these skills. Workshop participants will:

- Define the concept of “numeracy” and articulate its broad importance as a parallel to literacy
- Identify the role of numeracy in teachers’ academic disciplines
- Outline the overarching process of problem solving
- Identify various types of problems that are a natural part of academic disciplines
- Compare strong readers to strong problem solvers

## ***The New SAT Math***

### **For: 7–12 Math Teachers**

In sync with college and career standards, the SAT has changed, and that brings new challenges to students and teachers. In this workshop, participants will:

- Detail the new SAT’s increased emphasis in the four math areas: the “heart” of algebra, problem solving, data analysis, and “passport” to advanced math
- Analyze a range of samples from the new SAT math test
- Assess the school’s curriculum to ensure that students will be prepared for the challenges of the new SAT
- Devise a test-readiness plan



## STEM

**Introduction to STEAM & Inquiry-Based Learning****For: K–12 Teachers; Instructional Leaders**

Twenty-first century careers demand that students develop STEAM (science, technology, engineering, art, and math) habits of mind. STEAM topics are addressed 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 ways to use inquiry-based methods to engage students in investigating the world around them. Workshop participants will:

- Articulate the importance and goals of STEAM 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
- Explore online resources for collaborative learning
- Use a 5E model for lesson planning to promote inquiry and problem solving



*Making Inquiry the Focus of Instruction (p. 31)*

**Making Inquiry the Focus of Instruction****For: K–12 Teachers; Instructional Leaders**

(K–2, 3–5, 6–8, 9–12)

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

STEAM 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 STEAM initiatives. Teachers will learn how to incorporate project-based learning strategies and challenge students to apply scientific principles to real-world problems. In the workshop, 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 STEAM and non-STEAM disciplines
- Make connections between STEAM and the school's curriculum and other programs
- Generate a plan for implementation and transfer to the classroom



*Introduction to STEAM & Inquiry-Based Learning (p. 31)*

**Creating Inquiry-Based Labs****For: K–12 Teachers; Instructional Leaders**

(K–5, 6–8, 9–12)

Inquiry-based labs use real-world problems to help students build the skills essential for the 21st-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. Participants will:

- Identify and use 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



*Introduction to STEAM & Inquiry-Based Learning (p. 31), Making Inquiry the Focus of Instruction (p. 31), and Fostering Critical Thinking with Inquiry-Based Labs (p. 32)*

## Fostering Critical Thinking with Inquiry-Based Labs

For: K–12 Science Teachers; Instructional Leaders

 (K–2, 3–5, 6–8, 9–12)

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

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. 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



*Introduction to STEAM & Inquiry-Based Learning (p. 31), Making Inquiry the Focus of Instruction (p. 31), and Creating Inquiry-Based Labs (p. 31)*

## Project-Based Learning

For: K–12 Teachers; Instructional Leaders

*Also available as a 6-hour workshop.*

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. Participants will also:

- Explore the components of project-based learning
- Understand how project-based learning helps to develop 21st-century skills
- Examine sample projects
- Design an interdisciplinary project



*Using Technology to Differentiate Instruction (p. 35), Developing Learner Voice (p. 45), and Cooperative Learning & Teamwork (p. 46)*

## Introduction to Blended Learning

For: K–12 Teachers; Instructional Leaders

Blended learning brings face-to-face and online learning together in an integrated learning experience that enables personalization, mastery-based progression, and use of real-time data to monitor and adjust instruction. During this workshop, educators will learn to distinguish blended learning from technology integration. They will also examine the different models of blended learning that can be implemented in the classroom and the roles of the student and teacher in a blended learning environment. Participants will:

- Assess their current practices as they relate to blended learning
- Transform a traditional lesson to a blended learning one
- Develop solutions to challenges they face in integrating blended learning in their classroom



*Project-Based Learning (p. 32) and Using Technology to Differentiate Instruction (p. 35)*

## Transforming Assessments into Authentic Performance Tasks

For: K–8 Teachers; Instructional Leaders

 (K–5, 6–8)

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 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.

- Identify formative and summative assessment techniques appropriate for authentic learning
- Examine performance tasks that integrate 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



*Building STEM Lessons to Align with NGSS Principles (p. 33) and Designing STEM Unit Plans for 21st-Century Learning Environments (p. 34)*

## Building STEM Lessons to Align with NGSS Principles

For: K–12 Teachers; Instructional Leaders

The Next Generation Science Standards (NGSS) encourages teachers to introduce students to a phenomenon and use that experience to build their knowledge around a concept. This is a more constructivist approach, and one that better emulates the processes scientists and engineers follow in their careers as they work in collaboration to ask questions, test hypotheses, and make discoveries. Workshop participants will:

- Use the Science and Engineering Practice standards as an anchor to lesson development
- Analyze an NGSS-aligned lesson based on observable phenomena
- Apply NGSS elements to cross-curricular lessons
- Explore the critical role of collaborative learning in support



*Transforming Assessments into Authentic Performance Tasks (p. 33) and Designing STEM Unit Plans for 21st-Century Learning Environments (p. 34)*



## Designing STEM Unit Plans for 21st-Century Learning Environments

For: K–8 Teachers; Instructional Leaders | **This is a six-hour workshop**



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. In this session, participants will learn to plan inquiry-based units designed for 21st-century learning environments that support the development of STEM skills students need to succeed beyond the classroom. Participants also 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



*Building STEM Lessons to Align with NGSS Principles (p. 33) and Transforming Assessments into Authentic Performance Tasks (p. 33)*

## Differentiated Instruction

### Differentiation to Enhance Learning

For: K–12 Teachers; Instructional Leaders

Appropriate for teachers  
of multi-age classrooms

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. Educators will learn how 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 all students. During this workshop, 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



*Instructional Leaders (p. 14), The Differentiated Classroom: Planning for Learning (p. 34), Using Technology to Differentiate Instruction (p. 35), The Differentiated Classroom: Instructional Strategies (p. 35), The Differentiated Classroom: Learning Environment (p. 35), and Formative Assessment & Adjusting Instruction (p. 37)*

### The Differentiated Classroom: Planning for Learning

For: K–12 Teachers; Instructional Leaders

Appropriate for teachers  
of multi-age classrooms

Planning for instruction in a mixed-ability setting takes special consideration. Educators in this session will explore tools and strategies for planning to address the needs of mixed-ability learners within the classroom. During this workshop, 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



*The Differentiated Classroom: Instructional Strategies (p. 35), The Differentiated Classroom: Learning Environment (p. 35), and Using Technology to Differentiate Instruction (p. 35)*

## **The Differentiated Classroom: Instructional Strategies**

**For: K–12 Teachers; Instructional Leaders**

Appropriate for teachers  
of multi-age classrooms

A mixed-ability classroom can present unique challenges for instruction and management. Educators 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. Workshop participants will also:

- Understand how differentiation of content, process, and product maximizes student growth 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



*The Differentiated Classroom: Planning for Learning (p. 34), The Differentiated Classroom: Learning Environment (p. 35), and Using Technology to Differentiate Instruction (p. 35)*

## **The Differentiated Classroom: Learning Environment**

**For: K–12 Teachers; Instructional Leaders**

Appropriate for teachers  
of multi-age classrooms

Addressing individual student needs within a mixed-ability classroom is essential to student success. Educators will focus on creating learning environments that honor and support the needs of students within mixed-ability classes and explore strategies for building successful partnerships with parents. During this workshop, participants will also:

- 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



*The Differentiated Classroom: Planning for Learning (p. 34), The Differentiated Classroom: Instructional Strategies (p. 35), Using Technology to Differentiate Instruction (p. 35), and Spaces Organized for Learning (p. 45)*

## **Using Technology to Differentiate Instruction**

**For: K–12 Teachers; Instructional Leaders**

Appropriate for teachers  
of multi-age classrooms

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. Educators will explore how to use technology to cultivate authentic learning experiences and to motivate and support students in the classroom with different learning styles, interests, and levels of readiness.

- 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



*Differentiation to Enhance Learning for Instructional Leaders (p. 14), Differentiation to Enhance Learning (p. 34), The Differentiated Classroom: Planning for Learning (p. 34), The Differentiated Classroom: Learning Environment (p. 35), and The Differentiated Classroom: Instructional Strategies (p. 35)*

Essential Question:

**How well does the school use assessment, data, and feedback to promote learning?**

Assessment for Learning Promotes...

- day-to-day classroom assessment practices;
- responsive and effective use of assessment data at every level within the school to drive improvement;
- a focus for teachers sharing learning strategies through data teams;
- assessment systems.





## Promote General Assessment for Learning

### Assessment Techniques

#### For: K–12 Teachers; Instructional Leaders

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. In this workshop, participants will learn to:

- 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, amplexness 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



*Assessment Techniques — A Closer Look (p. 37) and Formative Assessment & Adjusting Instruction (p. 37)*

### Assessment Techniques — A Closer Look

#### For: K–12 Teachers; Instructional Leaders

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. To improve their usage of these formats, participants will learn to:

- 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



*Assessment Techniques (p. 37) and Formative Assessment & Adjusting Instruction (p. 37)*

### Formative Assessment & Adjusting Instruction

#### For: K–12 Teachers; Instructional Leaders

Formative assessment is valuable only when teachers use it to adjust instruction and provide feedback to students. To get more out of their assessment practice, participants in this workshop 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
- Make other instructional adjustments to students’ learning tactics and classroom climate



*Differentiation to Enhance Learning (p. 34), Assessment Techniques (p. 37), Assessment Techniques — A Closer Look (p. 37), and Giving Effective Feedback (p. 38)*

## Giving Effective Feedback

### For: K–12 Teachers; Instructional Leaders

Research shows that feedback is one of the most significant strategies teachers can engage in to promote student learning. To reflect on and expand their practice of providing effective feedback, 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



*Formative Assessment & Adjusting Instruction (p. 37), Introduction to Data Analysis (p. 38), and Data-Driven Instruction & Data Walls (p. 38), and Refining Our RTI Systems & Practices (p. 54)*

## Introduction to Data Analysis

### For: K–12 Teachers; Instructional Leaders

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. Additionally, in this workshop, 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 schoolwide



*Developing Effective Teams (p. 14), Data-Driven Instruction & Data Walls (p. 38), and Introduction to RTI: A Framework for Instruction (p. 54)*

## Data-Driven Instruction & Data Walls

### For: K–12 Teachers; Instructional Leaders

Continue to practice the data analysis cycle with a focus on using the data to plan and adjust instruction. Participants will use assessment data to target skills and will explore the use of data walls to facilitate collaboration and focus instructional improvement. During this workshop, participants will also:

- 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



*Introduction to Data Analysis (p. 38) and Spaces Organized for Learning (p. 45)*

## Deeper Learning: A Professional Review of Assessment Practices

Combine two or more of these workshops to create an extended, comprehensive professional development course designed to strengthen assessment practices in every classroom:

- Assessment Techniques
- Assessment Techniques—A Closer Look
- Formative Assessment & Adjusting Instruction
- Giving Effective Feedback

## Establish a Data-Driven Culture to Positively Impact Student Achievement

Catapult Learning offers a targeted and sustained series of professional learning workshops to strengthen district and school leaders' capacity to collect, analyze, and plan with data to positively impact student achievement. The following workshops detail a recommended scope and sequence of professional learning that provides opportunities for leaders to collaborate with colleagues and apply their data-driven decision-making skills in meaningful and authentic ways. Support deeper organizational learning by including leadership and data team coaching with this engaging series of professional learning opportunities.



### Strengthen Your Organizational Capacity to Utilize Data

#### *Change Management and the Data Analysis Cycle*

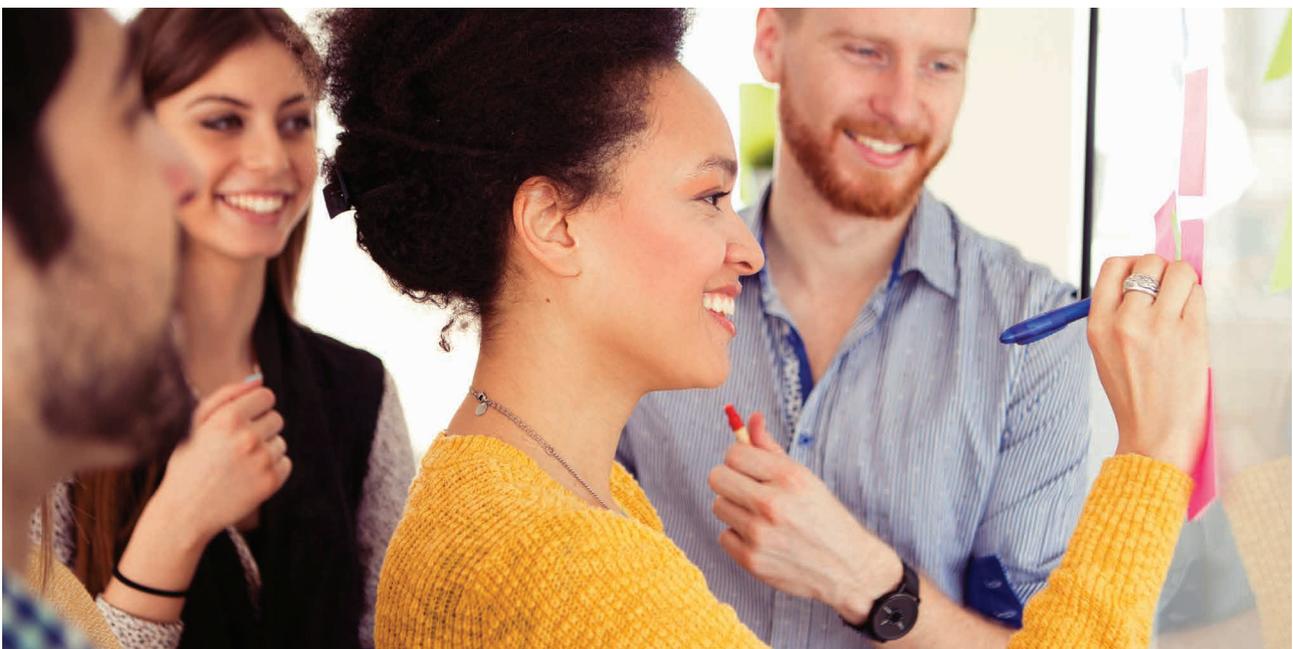
**For: K–12 Teachers; Instructional Leaders**

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 also will analyze benchmark data from their school and practice drafting SMART goals for students and classrooms that align to school and district targets. In addition, participants will:

- Describe the change management process, including implementation dips and the difference between first- and second-order change
- Use the data analysis cycle to analyze benchmark data and identify strengths and growth opportunities
- Develop SMART goals to improve performance on targeted skills



*Effective Achievement Teams (p. 40), Designing Data Displays and Instructional Interventions (p. 40), and Data-Driven Observations and Coaching Conversations (p. 41)*



## Effective Achievement Teams

### For: K–12 Instructional Leaders

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. *This workshop is designed as a follow-up to Change Management & the Data Analysis Cycle.*

- 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



*Change Management & the Data Analysis Cycle (p. 39), Designing Data Displays & Instructional Interventions (p. 39), and Data-Driven Observations & Coaching Conversations (p. 41)*

## Designing Data Displays & Instructional Interventions

### For: K–12 Instructional Leaders

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 also will learn how to visualize and plan “walls that talk” so that data displays become an integral part of the school’s learning environment. *This workshop is designed as a follow-up to Effective Achievement Teams.*

- 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 toward SMART goals



*Effective Achievement Teams (p. 40), Data-Driven Observations & Coaching Conversations (p. 41), and Assessment for School Leaders (p. 41)*



## Data-Driven Observations & Coaching Conversations

### For: K–12 Instructional Leaders

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 use data effectively to drive instruction. *This workshop is designed as a follow-up to Designing Data Displays & Instructional Interventions.*

- Identify ways to collect data-focused classroom evidence during observations
- Examine observation note exemplars and identify quality indicators
- Apply components of high-leverage, 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



*Designing Data Displays & Instructional Interventions (p. 40), Assessment for School Leaders (p. 41), and Analyzing Student & Teacher Growth (p. 41)*

## Assessment for School Leaders

### For: K–12 Instructional Leaders

At the start of this session, participants will reflect on recent observations and how to support teachers in more effectively collecting and using 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. *This session is designed as a follow-up to Data-Driven Observations & Coaching Conversations.*

- Assess the strengths and growth opportunities of teachers' data use in the classroom from recent observations
- Identify trends of assessment types currently in use
- Examine instructional planning approaches for designing high-quality performance tasks



*Designing Data Displays & Instructional Interventions (p. 40), Data-Driven Observations & Coaching Conversations (p. 41), and Analyzing Student & Teacher Growth (p. 41)*

## Analyzing Student & Teacher Growth

### For: K–12 Instructional Leaders

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 using end-of-year benchmark assessment data to drive improvement in the upcoming school year. *This session is designed as a follow-up to Assessment for Leaders.*

- Examine benchmark assessment and teacher observation data to highlight priority areas and inform professional learning
- Identify areas of growth for data team effectiveness
- Create and execute an action plan to use end-of-year benchmark assessment and observation data to drive improvement



*Designing Data Displays & Instructional Interventions (p. 40), Data-Driven Observations & Coaching Conversations (p. 41), and Assessment for School Leaders (p. 41)*

## Using Data to Tell Your Story

### For: K–12 Instructional Leaders

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 also will 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.

- 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



*Building a Culture of Achievement (p. 15), Change Management & the Data Analysis Cycle (p. 39),  
Setting the Stage: Developing Your Leadership Team (p. 15)*



# Powerful Formative Assessment Accelerates Growth

Online Assessments and Rich Reporting Super-charge Your Data-Informed Culture

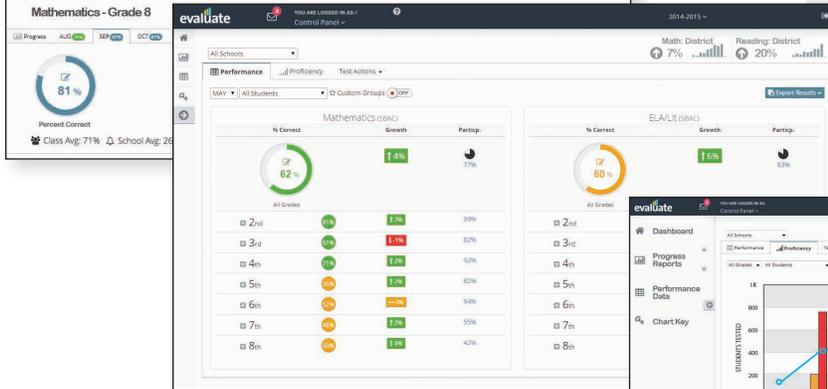
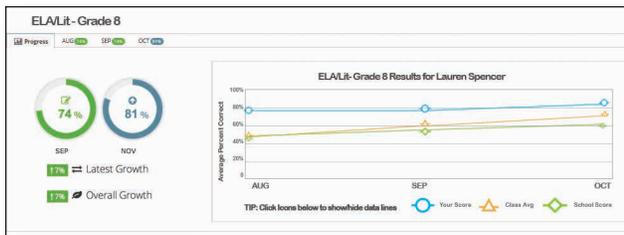
Catapult Learning's Evaluate™ online formative assessment and reporting system for grades K-11 allows schools to track student performance relative to college and career grade-level standards. Detailed reporting allows leaders to address instructional areas in need of additional support. Evaluate provides embedded resources to help teachers target instruction and accessibility tools to engage students as they complete their monthly formative assessments, including students with visual, auditory, linguistic, or physical needs. Evaluate gives teachers the power to engage students in the learning process so they can track their progress and set personalized learning goals.



Innovative features that set Evaluate apart include:

- Best-of-breed technology-enhanced question types take students beyond multiple-choice, challenging them with more rigor and authenticity.
- Frequent, fast, highly informative reporting yields immediate academic impact.
- The Evaluate reporting platform provides more than just scores and diagnostics; embedded teacher resources provide teachers with concrete support for teaching challenging concepts.

- Grades K-11
- Up to 10 assessments per grade level in math and reading aligned to National College and Career Ready Standards
- Skills-based teaching tools to help teachers take next steps for improving instruction
- Real-time reporting of results for instruction to be adjusted right away
- Customized on-site training for successful implementation
- Additional on-site and web-based support available as needed



## Essential Question:

**How well does the school promote and foster environments that support learning and motivation?**

## Learning Environment Promotes...

- spaces that support learning;
- student voice and participation in learning;
- mentoring for learning and effective student support;
- a value-based culture that underpins a community code, policies, relationships, and behavior across the school community.





## Promote Favorable Learning Environments

### *Spaces Organized for Learning*

**For: K–8 Teachers; Instructional Leaders**

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. Participants will also:

- 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



*Effective Classroom Management (p. 45)*

### *Effective Classroom Management*

**For: K–12 Teachers; Instructional Leaders**

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. 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



*Spaces Organized for Learning (p. 45), Interactive & Engaging Teaching Strategies (p. 46), Developing Core Values (p. 46), and Tiered Behavioral Interventions (p. 55)*

### *Developing Learner Voice*

**For: K–12 Teachers; Instructional Leaders**

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. Workshop 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



*Teaching the Art of Speaking & Listening (p. 26) and Cooperative Learning & Teamwork (p. 46)*

## Developing Core Values

### For: K–12 Teachers; Instructional Leaders

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. In this workshop, participants will:

- Understand the need for a schoolwide 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



*Effective Classroom Management (p. 45), and Cooperative Learning & Teamwork (p. 46)*

## Cooperative Learning & Teamwork

### For: K–12 Teachers; Instructional Leaders

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. By the conclusion, 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



*Developing Learner Voice (p. 45), and Interactive & Engaging Teaching Strategies (p. 46)*

## Interactive & Engaging Teaching Strategies

### For: K–12 Teachers; Instructional Leaders

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. 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



*Developing Learner Voice (p. 45), and Cooperative Learning & Teamwork (p. 46)*

## SEL+ Plus: Creating Safe and Supportive Learning Environments

These workshops ignite professional development efforts by providing a wraparound approach to meeting student social and emotional needs. They focus on culturally responsive teaching that is asset based; places students at the center of learning; honors language, culture, and backgrounds; and simultaneously challenges and supports students.

### Promote More Equitable, Supportive Learning Environments

#### *Introduction to Social-Emotional Learning*

##### **For: K–12 Teachers; Instructional Leaders**

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. 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



*Modeling & Teaching Social-Emotional Skill Building (p. 48), Promoting a Safe and Positive School Climate (p. 48), and Fostering Growth Mindset in the Classroom (p. 49)*



## Modeling & Teaching Social-Emotional Skill Building

**For: K–12 Teachers; Instructional Leaders**

Effective social-emotional learning requires teachers to model the five core competencies and deliberately teach skills within those competencies throughout the day, every day. During this session, participants will reflect on how to model self-awareness, self-management, social awareness, relationship management, and responsible decision making for students. Participants will also explore classroom practices that effectively incorporate social-emotional skill building into academic instruction and identify next steps for implementation.

- Model the core social-emotional competencies in their interactions with students, staff and families
- Design classroom rules, routines, procedures, and a teaching plan that promotes skill building in the core social-emotional competencies
- Integrate explicit strategies for building social-emotional skills with students throughout the school day



*Introduction to Social-Emotional Learning (p. 47), Promoting a Safe & Positive School Climate (p. 48), and Fostering a Growth Mindset in the Classroom (p. 49)*

## Promoting a Safe & Positive School Climate

**For: K–12 Teachers; Instructional Leaders**

Studies have found that schools can address the root causes of bullying and related forms of school violence by prioritizing the development of a positive school climate. In this session, participants will explore ways to increase trust, accountability, inclusivity, and a stronger sense of community within their school. Participants will also examine practices that promote student voice and leadership when creating a school climate in which they feel safe and supported.

- 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



*Introduction to Social-Emotional Learning (p. 47), Modeling & Teaching Social-Emotional Skill Building (p. 48), Advancing Equity in the Classroom (p. 49), and Cultural Competence (p. 48)*

## Cultural Competence

**For: K–12 Teachers; Instructional Leaders**

Educators can more appropriately meet the needs of the students and families they serve when they possess the ability to understand, communicate with, and effectively interact with people across cultures. In this workshop, participants will:

- Define what cultural competence is and what it is not
- Compare and contrast diversity and inclusivity and examine how implicit biases inform cultural views, attitudes, and beliefs, impacting the way educators interact with and respond to their students
- Identify the stages of cultural awareness and reflect on where they are in the process
- Apply strategies and approaches to become a more culturally competent educator



*Promoting a Safe & Positive School Climate (p. 48), Advancing Equity in the Classroom (p. 49), and Fostering Growth Mindset in the Classroom (p. 49)*

## Advancing Equity in the Classroom

**For: K–12 Teachers; Instructional Leaders**

One of the big goals of 21st-century education is to close the engagement and achievement gaps for students from historically marginalized groups. To do this, educators must make the shift from instructional strategies that treat all students as if they were the same to responsive practices designed to advance equity in the classroom. In this session, participants will learn how to foster meaningful teaching and learning that promotes equity by acknowledging, responding to, and celebrating students' experiences so that student voice and agency within the learning community are recognized and amplified. Participants will:

- Describe a vision of equity in the classroom that acknowledges and celebrates diversity, presents content from multiple perspectives, and allows students to see their own experiences honored in learning
- Incorporate an analysis of the dynamics of power and privilege in the classroom and its influence on the design of meaningful teaching and learning
- Identify and apply instructional approaches that amplify student voice and agency in teaching and learning
- Integrate responsive teaching practices that promote equity in the classroom based on students' experiences



*Culture Competence (p. 46), Promoting a Safe & Positive School Climate (p. 48), Fostering a Growth Mindset in the Classroom (p. 49), and Trauma-Informed Educational Practices (p. 49)*

## Fostering a Growth Mindset in the Classroom

**For: 4–12 Teachers; Instructional Leaders**

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.

- Describe the tenets of growth mindset and 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
- Examine strategies to slowly build opportunities for risk-taking, exploration, and challenges for students



*Introduction to Social-Emotional Learning (p. 47), Modeling & Teaching Social-Emotional Skill Building (p. 48), and Advancing Equity in the Classroom (p. 49)*

## Trauma-Informed Educational Practices

**For: K–12 Teachers; Instructional Leaders**

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. Participants will:

- Describe the impact of trauma on students' development, their learning experiences, and their classroom behaviors
- Identify the types of trauma students typically face and how best to support them and their families
- Apply effective strategies and approaches to mitigate the impact of trauma on students and improve their educational outcomes
- Incorporate self-care techniques for students and educators



*Introduction to Social-Emotional Learning (p. 47), Promoting a Safe & Positive School Climate (p. 48), and Advancing Equity in the Classroom (p. 49)*

Essential Question:

**How well does the school use internal and external resources to meet the educational needs of all learners?**

**Student and Family Support Promotes...**

- planning, systems, and resources for students with unique learning needs;
- partnerships with parents and caregivers;
- partnerships beyond the school.



# STUDENT & FAMILY SUPPORT WORKSHOPS



## Promote General Student & Family Support

### *Identifying & Understanding the Needs of Students with Learning Differences*

**For: K–12 Teachers; Instructional Leaders**

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 learn how to provide instructional support in general education classrooms. Workshop 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



*Exploring Modifications & Accommodations for Students with Learning Differences (p. 51)*

### *Exploring Modifications & Accommodations for Students with Learning Differences*

**For: K–12 Teachers; Instructional Leaders**

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. 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



*Identifying & Understanding the Needs of Students with Learning Differences (p. 51)*

### *Universal Design for Learning*

**K–12 Teachers and Instructional Leaders**

Universal Design for Learning (UDL) is a research-based educational framework that can guide the development of flexible learning environments designed to accommodate individual learning differences. UDL supports an approach to teaching aimed at meeting the needs of every student in a classroom. In this workshop, participants explore three principles of UDL: providing learners various ways of acquiring information and knowledge, encouraging multiple alternatives for demonstrating what students know, and tapping into learners' interests, offering appropriate challenges, and increasing motivation by varying methods of engagement. These principles of UDL can be leveraged to support the unique needs of students with special needs, while at the same time motivating and engaging all students within the classroom. Participants will:

- Demonstrate an understanding of the principles of Universal Design for Learning (UDL), including multiple means of representation, action and expression, and engagement
- Examine examples of the UDL principles in practice
- Plan learning experiences that integrate UDL principles



*Identifying & Understanding the Needs of Students with Learning Differences (p. 51), Exploring Modifications & Accommodations for Students with Learning Differences (p. 51), and Specially Designed Instruction (p. 53)*

## Foundations of IDEA & Section 504

### K–12 Teachers and Instructional Leaders

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. 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.



*Identifying & Understanding the Needs of Students with Learning Differences (p. 51), and Exploring Modifications & Accommodations for Students with Learning Differences (p. 51)*

## The IEP: Your Role as a General Educator

### K–12 Teachers and Instructional Leaders

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.

- 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



*Identifying & Understanding the Needs of Students with Learning Differences (p. 51), Exploring Modifications & Accommodations for Students with Learning Differences (p. 51), and Foundations of IDEA & Section 504 (p. 52)*

## The IEP: Develop, Implement, & Monitor Individualized Education Plans

### K–12 Teachers and Instructional Leaders

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. Participants will also explore tools and resources for implementing and monitoring progress on the IEP.

- 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



*Data-Based Individualization (DBI) (p. 55), Intensive Academic Interventions (p. 56), and Advanced Exploration of Intensive Academic Interventions (p. 56)*

## Specially Designed Instruction in Reading

**For: K–12 Teachers; Instructional Leaders**

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 plan (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. 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 SDI
- 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



*The Specially Designed Instruction workshops pair well with the following sessions found in the main catalog: Identifying & Understanding the Needs of Students with Learning Differences (p. 51) and Exploring Modifications & Accommodations for Students with Learning Differences (p. 51)*

## Specially Designed Instruction in Math

**For: K–12 Teachers; Instructional Leaders**

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 plan (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. 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 SDI
- 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



*The Specially Designed Instruction workshops pair well with the following sessions found in the main catalog: Identifying & Understanding the Needs of Students with Learning Differences (p. 51) and Exploring Modifications & Accommodations for Students with Learning Differences (p. 51)*

## Keys to Successful Inclusion: Co-Planning and Co-Teaching

**For: K–12 Teachers; Instructional Leaders**

There is remarkable power in partnerships. 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 refers to the practice of two teachers planning lessons, delivering instruction, and sharing the responsibility for student learning. 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



*Differentiation to Enhance Learning (p. 34), The Differentiated Classroom: Planning for Learning (p. 34), The Differentiated Classroom: Instructional Strategies (p. 35), and The Differentiated Classroom: Learning Environment (p. 35)*

# Design Schoolwide Tiered Systems for Student Success

## **Introduction to MTSS (RTI): A Framework for Instruction**

### **For: K–12 Teachers; Instructional Leaders**

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 the what, why, and how of RTI and plan to implement an RTI process in their schools. Participants will also:

- 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



*Refining Our MTSS (RTI) Systems & Practices (p. 54), Tiered Academic Interventions (p. 55), and Tiered Behavioral Interventions (p. 55)*

## **Refining Our MTSS (RTI) Systems & Practices**

### **For: K–12 Teachers; Instructional Leaders**

Once schools have laid the foundation for an RTI framework, they can work toward refining their systems and practices to better support the growth and success of all students. Participants in this session will take a deeper dive into the components of an RTI process, including potential assessments, a process for analyzing various sources of data to inform instruction, and classroom strategies for effective Tier I and Tier II literacy and numeracy instruction. Participants will also:

- Understand how mindset can affect the success of a school's RTI efforts
- Explore various types of assessments used to inform decision making
- Learn literacy and numeracy strategies for effective Tier I and Tier II instruction
- Practice a process for data-based decision making



*Introduction to RTI: A Framework for Instruction (p. 54), Tiered Academic Interventions (p. 55), and Tiered Behavioral Interventions (p. 55)*

## **Introduction to Positive Behavioral Interventions & Supports (PBIS)**

### **K–12 Teachers; Instructional Leaders**

Schools can take a systematic approach to promoting pro-social and pro-academic behaviors by implementing Positive Behavioral Intervention and Support 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. 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



*Tiered Behavioral Interventions (p. 55)*

### Tiered Academic Interventions

**For: K–12 Teachers; Instructional Leaders** | Also available as a 6-hour workshop

 (K–5, 6–12)

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. Workshop 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



*Tiered Behavioral Interventions (p. 55)*

### Tiered Behavioral Interventions

**For: K–12 Teachers; Instructional Leaders**

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 2 behavioral support and intervention. 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



*Introduction to Positive Behavioral Interventions & Supports (p. 54) and Intensive Behavioral Interventions (p. 55)*

### Data-Based Individualization (DBI)

**K–12 Teachers and Instructional Leaders**

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.

- 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



*The IEP: Develop, Implement, & Monitor Individualized Education Plans (p. 52), Intensive Academic Interventions (p. 56), and Advanced Exploration of Intensive Academic Interventions (p. 56)*

## Intensive Academic Interventions

### K–12 Teachers; Instructional Leaders

The FBA-BSP (Functional Behavioral Assessment and Behavioral Support 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. Participants will:

- Identify intensive behavioral interventions in a tiered system of antecedent-based management strategies
- Examine and select diagnostic assessment protocols to validate behavioral support effectiveness
- Apply classroom management interventions



*The IEP: Develop, Implement, & Monitor Individualized Education Plans (p. 52), Data-Based Individualization (DBI) (p. 55), and Advanced Exploration of Intensive Academic Interventions (p. 56)*

## Advanced Exploration of Intensive Academic Interventions

### K–12 Teachers; Instructional Leaders

*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. 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



*The IEP: Develop, Implement, & Monitor Individualized Education Plans (p. 52), Data-Based Individualization (DBI) (p. 55), and Intensive Academic Interventions (p. 56)*



## Providing Responsive Social-Emotional and Behavior Support

### **Intensive Behavioral Interventions**

#### **K–12 Teachers; Instructional Leaders**

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. Participants also 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



*Introduction to Positive Behavioral Interventions & Supports (p. 54) and Tiered Behavioral Interventions (p. 55)*

### **Creating a Positive Classroom Culture for Students with Significant Behavior Support Needs**

#### **K–12 Teachers; Instructional Leaders**

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. Workshop Participants will review importance of classroom structure, avoiding power struggles, maintaining consistency, setting limits, reinforcing appropriate choices, and motivating behavioral change. Participants also will:

- Identify the connections between intensive interventions and Tier I supports 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



*Supporting Students with Intensive Social-Emotional & Behavioral Challenges (p. 57)*

### **Supporting Students with Intensive Social-Emotional and Behavioral Challenges**

#### **K–12 Teachers; Instructional Leaders**

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. 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



*Creating Positive Classroom Culture for Students with Significant Behavior Support Needs (p. 57)*

## Improve Teaching and Learning for Your English Learners

Our English Learner Professional Development series is designed to equip K–12 school leaders, program coordinators, and teachers with the knowledge, skills, and resources to address the needs of English Learners in a general education setting. Our series involves 10 six-hour workshops that include research on language acquisition, language objectives, and vocabulary development; modeling and exploration of effective strategies for building oral language, reading, and writing skills; and time for action planning to ensure transfer of practice to the classroom. We recommend scheduling these workshops in the order presented below.

### Foster Supportive Learning Environments for English Learners

#### *Understanding the Needs of English Learners*

##### **For: K–12 Teachers; Instructional Leaders**

Understanding how English Learners acquire language is critical in responding to language and learning needs so that 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, participants will identify the characteristics of English Learners, learn how they acquire language, and begin to determine the best instructional context for their academic growth. 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



*Language Objectives & Oral Language Strategies (p. 59) and Effective Strategies for Engaging English Learners (p. 59)*



## Language Objectives & Oral Language Strategies

**For: K–12 Teachers; Instructional Leaders**

*This is a 6-hour workshop*

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, educators will 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. Participants will:

- Apply language acquisition principles
- Develop language objectives
- Design experiences to promote active listening and oral language
- Execute a well-informed action plan



*Understanding the Needs of English Learners (p. 58) and Effective Strategies for Engaging English Learners (p. 59)*

## Effective Strategies for Engaging English Learners

**For: K–12 Teachers; Instructional Leaders**

Engaging English Learners in a general education setting requires a language-rich and culturally responsive classroom. To be successful, educators need to be able to build language bridges and design English Language development lessons for active student participation. In this workshop, 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. 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 student active participation



*Understanding the Needs of English Learners (p. 58) and Language Objectives & Oral Language Strategies (p. 59)*

## Vocabulary Development for English Learners

**For: K–12 Teachers; Instructional Leaders**

How do we move English Learners' language proficiency by building academic vocabulary in the general education 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. 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



*Reading for English Learners (p. 60) and Writing for English Learners (p. 60)*

## Reading for English Learners

### For: K–12 Teachers; Instructional Leaders

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. By the end of the session, participants will develop a reading lesson aligned to college- and career-readiness standards that addresses the needs of English Learners in their classroom. 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



*Vocabulary Development for English Learners (p. 59) and Writing for English Learners (p. 60)*

## Writing for English Learners

### For: K–12 Teachers; Instructional Leaders

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 toward fluency by teaching authentic writing and writing from sources. Participants will explore what it means to create a learning environment that supports English Learners in writing and learn and practice strategies for more effective conferences with English Learners. 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



*Vocabulary Development for English Learners (p. 59) and Reading for English Learners (p. 60)*

## Co-Teaching English Learners

### For: K–12 Teachers; Instructional Leaders

How can we foster collaborative partnerships between general education and the English Learner teachers to support language proficiency growth? When teachers collaborate and form high-functioning teams, their collective efficacy is greatly increased. Participants will explore how to build professional partnerships that maintain the shared belief that together they can achieve success with English Learners. Participants will:

- Define the framework for co-teaching English Learners
- Develop strategies that build relationships between general education and English Learner teachers in the classroom
- Set expectations between school and co-teaching partners
- Reflect on the importance of planning



*Understanding the Needs of English Learners (p. 58) and Effective Strategies for Engaging English Learners (p. 59)*

## Designing English Development Lessons

**For: K–12 Teachers; Instructional Leaders**

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 all students. 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



*Language Objectives & Oral Language Strategies (p. 59) and Effective Strategies for Engaging English Learners (p. 59)*

## Working with Grade 4–12 English Learners: Promoting Rigor Through Close Reading

**For: 4–12 Teachers; Instructional Leaders**

How do we support grade 4–12 English Learners in a general education setting? In this session, participants will learn about the different types of English Learners and strategies for teaching background knowledge, close reading, and text-dependent questions. Participants will:

- Describe how to maintain rigor when students need to learn the basics in reading and vocabulary
- Develop strategies for social-emotional support and honoring language and experiences of students
- Identify and address how they will support grade 4–12 English Learners in their classrooms and schools



*Designing English Development Lessons (p. 61) and Teaching Content-Specific Literacy to English Learners (p. 61)*

## Teaching Content-Specific Literacy to English Learners

**For: K–12 Teachers; Instructional Leaders**

How do we help English Learners become successful in learning content and English language skills at the same time? 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. 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



*Designing English Development Lessons (p. 61), Working with Grade 4-12 English Learners: Promoting Rigor through Close Reading (p. 61)*



# Alliance

## Professional Development Workshops

### LEADERSHIP (pp. 13-15)

- Bloom's Taxonomy for Instructional Leaders: Aligning Objectives, Questions, & Assessments
- Marzano's High-Yield Strategies for Instructional Leaders
- Differentiation to Enhance Learning for Instructional Leaders
- Building a Professional Learning Community
- Developing Effective Teams
- Setting the Stage: Developing Your Leadership Team
- Building a Culture of Achievement

### PEDAGOGY & CURRICULUM (pp. 19-35)

#### PROMOTE GENERAL PEDAGOGY AND CURRICULUM (pp. 19-21)

- Introduction to a Core Instructional Model
- Concept-Based Teaching
- Bloom's Taxonomy: Aligning Objectives, Questions, & Assessments
- Webb's Depth of Knowledge
- Marzano's High-Yield Instructional Strategies
- Crafting Learning Objectives
- Introduction to Curriculum Mapping

#### READING (pp. 21-23)

- Close Reading
- Exploring Text Complexity
- How to Incorporate Text-Dependent Questions
- Guided Reading
- Developing Academic Vocabulary

#### WRITING (pp. 23-26)

- Developing Rubrics for Writing
- Supporting Informative Writing
- Using the Writing Process to Support Argumentative Writing
- Writing from Sources
- Teaching Strategies: Opinion Writing
- Teaching Strategies: Argumentative Writing
- Supporting Emergent Writers
- Supporting Developing Writers
- Writing Across the Curriculum

#### ELA & LITERACY (pp. 26-27)

- Teaching the Art of Speaking & Listening
- Disciplinary Literacy in the Science Classroom
- Disciplinary Literacy in the Social Studies Classroom

#### MATH: INSTRUCTIONAL PRACTICE (pp. 27-28)

- Math Curriculum & Instruction Check-In
- Instructional Planning in Math
- Developing Young Mathematicians: The Mathematical Practices

#### MATH: DEEP UNDERSTANDING (pp. 28-29)

- Teaching Math for Deep Understanding
- Topical Workshops
  - 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

#### MATH: PROBLEM SOLVING & NUMERACY (pp. 29-30)

- The Process of Problem Solving
- Getting More Out of Problem Solving
- Math Vocabulary
- Numeracy & Problem Solving Across Disciplines
- The New SAT Math

#### STEM (pp. 31-34)

- Introduction to STEAM & Inquiry-Based Learning
- Making Inquiry the Focus of Instruction
- Creating Inquiry-Based Labs
- Fostering Critical Thinking with Inquiry-Based Labs
- Project-Based Learning
- Introduction to Blended Learning
- Transforming Assessments into Authentic Performance Tasks
- Building STEM Lessons to Align with NGSS Principles
- Designing STEM Unit Plans for 21st-Century Learning Environments

#### DIFFERENTIATED INSTRUCTION (pp. 34-35)

- Differentiation to Enhance Learning
- The Differentiated Classroom: Planning for Learning
- The Differentiated Classroom: Instructional Strategies
- The Differentiated Classroom: Learning Environment
- Using Technology to Differentiate Instruction

## ASSESSMENT FOR LEARNING (pp. 37-42)

### PROMOTE GENERAL ASSESSMENT FOR LEARNING (pp.37-38)

- Assessment Techniques
- Assessment Techniques — A Closer Look
- Formative Assessment & Adjusting Instruction
- Giving Effective Feedback
- Introduction to Data Analysis
- Data-Driven Instruction & Data Walls

## LEARNING ENVIRONMENT (pp. 45-49)

### PROMOTE FAVORABLE LEARNING ENVIRONMENTS (pp.45-46)

- Spaces Organized for Learning
- Effective Classroom Management
- Developing Learner Voice
- Developing Core Values
- Cooperative Learning & Teamwork
- Interactive & Engaging Teaching Strategies

## STUDENT & FAMILY SUPPORT (pp. 51-61)

### PROMOTE GENERAL STUDENT & FAMILY SUPPORT (pp.51-53)

- Identifying & Understanding the Needs of Students with Learning Differences
- Exploring Modifications & Accommodations for Students with Learning Differences
- Universal Design for Learning
- Foundations of IDEA and Section 504
- The IEP: Your Role as a General Educator
- The IEP: Develop, Implement, & Monitor Individualized Education Plans
- Specially Designed Instruction in Reading
- Specially Designed Instruction in Math
- Keys to Successful Inclusion: Co-Planning and Co-Teaching

### DESIGN SCHOOLWIDE TIERED SYSTEMS FOR STUDENT SUCCESS (pp. 54-56)

- Introduction to MTSS (RTI): A Framework for Instruction
- Refining Our MTSS (RTI) Systems & Practices
- Introduction to Positive Behavioral Interventions & Supports (PBIS)
- Tiered Academic Interventions
- Tiered Behavioral Interventions
- Data-Based Individualization (DBI)

### ESTABLISH A DATA-DRIVEN CULTURE TO POSITIVELY IMPACT STUDENT ACHIEVEMENT (pp. 39-42)

- Change Management & the Data Analysis Cycle
- Effective Achievement Teams
- Designing Data Displays & Instructional Interventions
- Data-Driven Observations & Coaching Conversations
- Assessment for School Leaders
- Analyzing Student & Teacher Growth
- Using Data to Tell Your Story

### SEL+ PLUS: CREATING SAFE AND SUPPORTIVE LEARNING ENVIRONMENTS (pp. 47-49)

- Introduction to Social Emotional Learning
- Modeling & Teaching Social-Emotional Skill Building
- Promoting a Safe and Positive School Climate
- Cultural Competence
- Advancing Equity in the Classroom
- Fostering a Growth Mindset in the Classroom
- Trauma-Informed Educational Practices

- Intensive Academic Interventions
- Advanced Exploration of Intensive Academic Interventions

### PROVIDE RESPONSIVE SOCIAL-EMOTIONAL AND BEHAVIOR SUPPORT (p. 57)

- Intensive Behavioral Interventions
- Creating a Positive Classroom Culture for Students with Significant Behavior Support Needs
- Supporting Students with Intensive Social-Emotional and Behavioral Challenges

### IMPROVE TEACHING AND LEARNING FOR YOUR ENGLISH LEARNERS (pp. 58-61)

- Understanding the Needs of English Learners
- Language Objectives & Oral Language Strategies
- Effective Strategies for Engaging English Learners
- Vocabulary Development for English Learners
- Reading for English Learners
- Writing for English Learners
- Co-Teaching English Learners
- Designing English Development Lessons
- Working with Grade 4-12 English Learners: Promoting Rigor Through Close Reading
- Teaching Content-Specific Literacy to English Learners

# Alliance Institutes

To promote deeper learning on a topic, we suggest combining a series of workshops or presenting a full-day or multi-day institute. Through this more-sustained exploration, participants have the opportunity to acquire a broader range of knowledge and skills.

Our Professional Development Institutes provide schools and districts with customized, multi-day programs featuring nationally renowned educational experts and timely topics and themes in education. Institutes are aimed at increasing leaders' and teachers' capacity to develop their learning organization, plan and deliver effective instruction, and create rigorous opportunities for student learning leading to successful outcomes.



# Planning an Alliance Institute

Alliance Institutes are customized based on a school, district, or system’s needs, schedules, and number of participants. These day-long or multi-day institutes focus on a variety of topics across grade levels and content areas, include educational experts who provide keynote sessions, and can offer breakout sessions with workshops, including correlated teacher resources and activities. Our Institutes increase professional development opportunities and offer greater flexibility when schools pool their allocations for Professional Development Institute Days. Additionally, the Institutes are aimed at increasing leaders’ and teachers’ capacity to develop their learning organization(s), plan and deliver effective instruction, create rigorous opportunities for student learning leading to successful outcomes, and engage teachers and leaders in up-to-the-minute topics and themes in education.

Below is a sample single-day Institute that includes a keynote session as well as morning and afternoon breakout sessions.

## Sample Single-Day Institute

EVENT	TOPIC
<b>General Session: 8:30–10:00am</b>	
Keynote Address	Overview of College- and Career-Readiness Expectations for High School Content-Area Teachers
<b>Concurrent Breakout Sessions: 10:00am–12:00 noon</b>	
Breakout 1	Leadership & College- and Career-Readiness
Breakout 2	Developing Academic Vocabulary
<b>LUNCH</b>	
<b>Concurrent Breakout Sessions: 1:00–3:30pm</b>	
Breakout 3	Disciplinary Literacy in the Science Classroom
Breakout 4	Disciplinary Literacy in the Social Studies/History Classroom
Breakout 5	Inside the Math Instructional Shifts & the Math Practice Standards
Breakout 6	Inside the ELA Instructional Shifts & Close Reading

## Your Leaders & Teachers

Feature a keynote speaker in your next professional development event. Catapult Learning collaborates with several well-known and highly respected speakers who can help inspire and unify your team around a common goal.



# *Featured Speakers* **ENGAGE, FOCUS,** *and INSPIRE*

## Take Your Professional Development Event *to the Next Level*

### ***Looking for a High-Profile Keynote Speaker?***

Catapult Learning has developed relationships with many renowned national speakers, authors, and educational thought leaders. As a specialized service, we can secure the perfect keynote speaker for your next event to motivate teachers and inspire change in your schools.

#### **Past speakers have included:**

**Jennifer Abrams**  
**Elena Aguilar**  
**Doug Buehl**

**Ann Cunningham-Morris**  
**Doug Fisher**  
**Pete Hall**

**Robert Marzano**  
**Ray McNulty**  
**Pedro Noguera**

**Mike Schmoker**  
**Harry & Rosemary Wong**

# Our Featured Keynote Speakers

Catapult Learning's featured speakers present on a wide range of subjects, from leadership development to technology integration to support for English Learners. Below is a comprehensive list of suggested topics for keynote addresses.

## ***Suggested workshop topics:***

- Creating Positive School Culture & Celebrating Diversity
- Using Government Grants to Serve All Kinds of Kids in All Kinds of Schools
- Closing the Early Literacy Achievement Gap
- English Language Development – Research, Strategies, & Practical Tools
- Instructional Leadership That Makes a Difference
- Strategies & Practices for Meeting the Needs of Every Learner
- Teacher Leadership: The Lynchpin to School Improvement
- Making Math Meaningful
- A Professional Review of Assessment Practices
- Inquiry & Problem Solving Across the Curriculum
- Leadership Development
- School Transformation
- Partnering with Parents
- Fostering a Growth-Oriented School Culture
- Amplifying Teacher Leadership
- Leadership Succession Planning
- Nurturing Catholic Identity
- Spiritual Leadership
- Operational Vitality









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**Professional Learning Solutions**

Catapult Learning 

**800.841.8730**

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