Professional Development Offerings
2018-2019

REGISTRATION OPENS on Monday, March 12, 2018
Go to www.luc.edu/gcce
Dear School Leader,

Included in this booklet are our professional development offerings for the 2018-2019 school year. We are excited to work with you on your school’s professional development goals.

- Please review the offerings in this packet and choose the professional development that meets your school’s goal(s).
- Then be sure to reserve those days on your school calendar.

**PD Offerings for 2018-2019 School Year:**
*(see subsequent pages for more information)*

### Elementary Offerings

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<thead>
<tr>
<th>Whole Faculty</th>
<th>Leadership Teams</th>
<th>Individual Teachers</th>
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<td><em>Meeting the Needs of All Learners: From Assessment to Instruction</em></td>
<td><em>Developing a Teacher Assistance Team (TAT)</em></td>
<td><em>Math Boot Camp K-8</em></td>
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<tr>
<td>* Tier 1 Essential Instructional Practices*</td>
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<td><em>ELA Boot Camp K-3</em></td>
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<td><em>Backward Design Curriculum Planning</em></td>
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<td><em>ELA Boot Camp 4-8</em></td>
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<td><em>Positive Behavioral Interventions and Supports (PBIS)</em></td>
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<td><em>Supporting Positive Student Behavior</em></td>
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<tr>
<td><em>Professional Learning Communities</em></td>
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*The Mustard Seed Conference can be attended by whole faculty, the leadership team or a team of teachers, or individual teachers.*

### High School Offerings

<table>
<thead>
<tr>
<th>Whole Faculty</th>
<th>Leadership Team</th>
<th>Individuals</th>
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<tr>
<td><em>Meeting the Needs of Diverse Learners</em> <strong>this PD is cancelled</strong></td>
<td><em>Department Chair Conference</em></td>
<td><em>Reading in All Content Areas</em> <strong>this PD is cancelled</strong></td>
</tr>
<tr>
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<td><em>Developing a Teacher Assistance Team (TAT)</em></td>
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*The Mustard Seed Conference can be attended by whole faculty, the leadership team or a team of teachers, or individual teachers.*

We look forward to working with you and your teachers as you continue to improve and progress in your professional learning.

Sincerely,

Michelle P. Lia, EdD
Assistant Director of Professional Development
Andrew M. Greeley Center for Catholic Education
Loyola University Chicago
mlia@luc.edu
312-915-6925
Our Approach to Professional Development

The Greeley Center for Catholic Education (GCCE) has planned professional development that is aligned to the Learning Forward Standards. Learning Forward is a national organization devoted to professional development for educators. These standards focus on...

1. **Learning Communities**
   Professional learning – and student learning - increases when educators collaborate.

2. **Resources**
   Like all schools, Catholic schools must prioritize, monitor, and coordinate resources for educator learning.

3. **Learning Designs**
   Theories, research, and models of human learning must be used to impact educator learning and effectiveness.

4. **Outcomes**
   Outcomes for educator performance and student learning must be aligned.

5. **Data**
   A variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning are needed for effective professional learning.

6. **Provide Ongoing Support**
   For long-term change to occur, sustained support for implementation of professional learning is required.

Retrieved on January 17, 2018 from [https://learningforward.org/standards-for-professional-learning](https://learningforward.org/standards-for-professional-learning)
Response to Intervention (RtI)/Multi-tiered Systems of Support (MTSS): A Framework for School Success

The RtI/MTSS is an effective framework to ensure a high-quality educational program for all students in a Catholic school. A strong foundation of Tier 1 provides universal supports for all students, and can prevent many challenges with academics or behavior before they occur. There are four pillars that comprise a strong Tier 1 program:

- **Pillar 1: Assessment Literacy** – The school uses a data system that provides on-going academic and behavioral data. Teachers collaboratively analyze data and make decisions to support students’ academic and behavioral growth.

- **Pillar 2: Curriculum** – Schools have a high-quality written curriculum that is standards-aligned.

- **Pillar 3: Instruction** – Teachers routinely implement effective, research-based instructional strategies.

- **Pillar 4: Behavior** – There are defined, school-wide behavioral expectations and a positive system in place to support student success.

Most schools are at some point in development of Tier 1, therefore, many of our professional development sequences focus on the pillars of Tier 1. Beneath each session description, you will find the corresponding RtI/MTSS Tier and Pillar.

Tiers 2 and 3 provide additional support for students who do not immediately respond to Tier 1. This includes implementing interventions and tracking progress of students, developing a Teacher Assistance Team (TAT) or school-based problem-solving team, and using Professional Learning Communities (PLCs) to support data-based decision-making. Professional development sequences correspond with these Tier 2 and 3 topics.


Sample Session Schedules

### Whole Day Conference

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 a.m.</td>
<td>Doors open</td>
</tr>
<tr>
<td>8:30 a.m.</td>
<td>Registration/Continental Breakfast</td>
</tr>
<tr>
<td>9:00 a.m.</td>
<td>Prayer</td>
</tr>
<tr>
<td>9:00 a.m. - 12:00 p.m.</td>
<td>Work Sessions (15 min break)</td>
</tr>
<tr>
<td>12:00 p.m. - 12:45 p.m.</td>
<td>Lunch provided</td>
</tr>
<tr>
<td>12:45 p.m. - 2:45 p.m.</td>
<td>Work Sessions</td>
</tr>
<tr>
<td>3:00 p.m.</td>
<td>Wrap Up/Evaluations</td>
</tr>
</tbody>
</table>

*6 (Six) ISBE clock hours earned*

### Half-Day Conference

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<tr>
<td>8:00 a.m.</td>
<td>Doors open</td>
</tr>
<tr>
<td>8:30 a.m.</td>
<td>Registration/Breakfast</td>
</tr>
<tr>
<td>9:00 a.m.</td>
<td>Prayer</td>
</tr>
<tr>
<td>9:05 a.m. - 11:55 a.m.</td>
<td>Work Sessions with breaks</td>
</tr>
<tr>
<td>11:55 a.m.</td>
<td>Wrap Up/Evaluations</td>
</tr>
<tr>
<td>12:00 p.m.</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

*3 (Three) ISBE clock hours earned*

### Session Locations

All sessions will be held at Loyola University Chicago’s Water Tower Campus unless otherwise indicated. Exact rooms and buildings will be communicated to participants via email prior to the session. The Greeley Center reserves the right to change the location of the sessions, and we will contact you as soon as this information is determined. (Please see “Frequently Asked Questions” on page 29 for more information.)

### Cost and Payment

Costs are listed under each session. To inquire about whole staff discounts, please contact Michelle Lia, mlia@luc.edu.

We accept payment in the following ways:

- credit card
- check
- federal funding through Title IIA.

### Cost and Payment using Title IIA

Schools are responsible for completing the Title IIA paperwork and working with the affiliate in order to secure the funding. Should the paperwork not be completed, the school will be billed for and expected to pay the full cost of the professional development session/s.
Breakfast and Lunch – PLEASE NOTE!
If the professional development session will occur at your school (e.g., Days 2 and 3 of Backward Design), your school will be responsible for ordering and paying for breakfast and lunch for your faculty and the PD presenters.

If you are attending professional development at Loyola or if the professional development is provided at a host school for a group of schools in the grant, your breakfast and lunch is included in your registration fee.

Registration Information

FYI: Two of our conferences sold out the day of registration last year. So please be sure to register as soon as it opens to ensure that you/your teachers register for the session you want.

Registration Confirmation
You will be sent a confirmation email explaining the location of the PD sessions and other logistics. If you don’t get a confirmation of registration email, that means you are not registered. Do not make travel plans until you receive the confirmation email. Contact Michelle Lia at mlia@luc.edu with any questions.

Participant Lists
Principals, please respond promptly to requests for participant lists. We will need the name, email address, and grade assignment/position of each teacher attending. We understand that staff assignments change. If you know of a change but don’t know the new teacher, please write “New Teacher” and return the participant list promptly. (Also see “Substitutions” below.)

Substitutions
We know that staff assignments change over the summer. We are happy to substitute another teacher for someone who registered and is no longer on your staff/serving in the same position.

Contact Information
Contact Michelle Lia, mlia@luc.edu, with any questions.

PLEASE NOTE that the Greeley Center reserves the right to cancel a professional development series or conferences due to low registration. You will be notified via email 30 days prior to the first session.
# PD Offerings at a Glance

## Elementary Offerings

<table>
<thead>
<tr>
<th>MTSS Tiers Addressed</th>
<th>Audience</th>
<th>Date(s)</th>
<th>Page #</th>
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| Tiers 1, 2, 3        | Whole Faculty | August 15, 2018  
                      |          | November 2, 2018  
                      |          | February 8, 2019 | 10 |
| Tier 1               | Whole Faculty | August 16, 2018 | 11 |
| Tiers 1, 2, 3        | Whole Faculty | August 17, 2018  
                      |          | plus two more dates you set to be held at your school | 12 |
| Tiers 1, 2, 3        | Whole Faculty | August 16, 2018  
                      |          | November 5, 2018  
                      |          | February 4, 2019 | 13 |
| Tiers 1, 2, 3        | Whole Faculty | August 17, 2018  
                      |          | plus consulting at your school | 14 |
| Tiers 2, 3           | Leadership Team | Date to be scheduled by school and GCCE | 15 |
| Tiers 1, 2, 3        | Individual Teachers K-8 | August 10, 2018  
                      |          | February 15, 2019 9-12 | 16 |
| Tiers 1, 2           | Individual Teachers K-3 | August 4, 2018  
                      |          | February 14, 2019 8:30-11:30 | 17 |
| Tiers 1             | Individual Teachers 4th-8th | August 9, 2018  
                      |          | February 14, 2019 12:30-3:30 | 18 |
| Tiers 1, 2, 3        | Individual Teachers K-8 | August 13, 2018  
                      |          | February 1, 2019 9-12 | 19 |
| Tiers 1, 2, 3        | Whole Faculty/Leadership Team/Individual Teachers | October 8, 9, 10, 2018 | 20 |

## High School Offerings

<table>
<thead>
<tr>
<th>MTSS Tiers Addressed</th>
<th>Audience</th>
<th>Date(s)</th>
<th>Page</th>
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</table>
| Tiers 1, 2, 3        | Leadership Team | June 4, 5, 6, 2018  
                      |          | (9-12 only on June 6th) | 23 |
| Tiers 1, 2, 3        | Whole Faculty | August 14, 2018 | 24 |
| Tiers 1             | Leadership Team | Date to be scheduled by school and GCCE | 25 |
| Tiers 1 and 2        | Individual Teachers, all content areas | September 14, 2018 | 26 |
| Tiers 1, 2, 3        | Whole Faculty/Leadership Team/Individual Teachers | October 8, 9, 10, 2018 | 27 |
Elementary Offerings
Meeting the Needs of All Learners Year 2: From Assessment to Instruction

DATES: August 15, 2018; November 2, 2018; February 8, 2019 (3 days)

Cost: Early Bird $450/participant after May 15th $500/participant
* To receive the full benefit of this sequence, it is critically important for the entire faculty to attend.

LOCATION: Loyola’s Water Tower Campus

Description: In year 2 of Meeting the Needs of All Learners, the focus will be on improving Tier 1 and using assessments and other data to provide instruction and intervention at all tiers.

Outcomes:
First-eighth grade teachers will...
- improve essential instructional practices including using universal screeners, integrating social-emotional learning, and increasing student engagement
- identify ways to develop and use summative and formative assessments to impact student learning. Topics will include grading practices and differentiation.
- Plan ways to meaningfully integrate technology and instruction.

Preschool and Kindergarten teachers will ...
- Learn new methods for teaching social-emotional learning including positive behavior.
- Refine essential practices of early literacy and numeracy.

Audience: All PK-8 Teachers, Teacher Aides, Specials Teachers, Special Education Teachers, and Administrators

RtI/MTSS Level: Tier 1, 2, and 3

Pillars: Instruction, Curriculum, Assessment Literacy, Behavior

Teachers will earn 6 (six) clock hours (CPDUs) at the end of each full-day session when they sign the sign-in sheet and submit a completed evaluation.
Essential Practices in Tier 1 Instruction

DATES: August 16, 2018 (1 day)

Cost: Early Bird $150/participant after May 15th $175/participant
- To receive the full benefit of this sequence, it is critically important for the entire faculty to attend.

LOCATION: Loyola’s Water Tower Campus

Description: While focusing on RtI/MTSS, it can be easy to forget the critical nature of Tier 1 instruction. This PD will focus on essential practices in the K-8 classroom.

Outcomes:
K-8th grade teachers will...
- Learn strategies for building relationships with students to create a positive learning atmosphere.
- Refine essential practices of instruction including the Gradual Release of Responsibility and providing scaffolds.
- Explore how to use formative assessment and other data/information to make instructional decisions.
- Use the backward design framework to identify, plan and teach the most important learning.

Audience: All K-8 Teachers, Specials Teachers, Special Education Teachers, and Administrators

RtI/MTSS Level: Tier 1

Pillars: Instruction, Curriculum, Assessment Literacy, Behavior

Teachers will earn 6 (six) clock hours (CPDUs) at the end of each full-day session when they sign the sign-in sheet and submit a completed evaluation.
Backward Design Curriculum Planning - PK-8

DATES: August 17, 2018 plus two more dates set by the school*
(*days 2 and 3 will take place at your school)

Cost: Early Bird $450/participant after May 15th $475/participant
*To receive the full benefit of this sequence, it is critically important for the
entire faculty to attend. Individual registrations are appropriate in cases where
teachers are new to the school and the faculty has been previously trained in
backward design.

LOCATION: Loyola’s Water Tower Campus

Description:
A written curriculum is essential for good instruction to occur for all students.
PreK-8 teachers will write year-long plans for subjects/courses taught aligned to
standards. Once year-long plans are complete, teachers will write instructional
unit plans. Other topics will include assessment, differentiated instruction,
and Universal Design for Learning (UDL).

Outcomes:
Teachers will...
- Learn the benefits of Backward Design.
- Write a year-long plan for at least one subject/course taught.
- Write an instructional unit including an assessment plan.
- Collaborate with colleagues to ensure curriculum alignment based on
  school goals.

Audience: PK-8 Teachers

RtI/MTSS Level: Tier 1

Pillars: Curriculum

*Teachers will earn 6 (six) clock hours (CPDUs) at the end of each session when
they sign the sign-in sheet and submit a completed evaluation.*
Positive Behavioral Interventions and Supports (PBIS)

DATES: August 16, 2018: **November 5, 2018**: February 4, 2019 (3 days)
(3 days plus one hour of consultation at your school)

Cost: Early bird $500/participant after May 15th $525/participant
*The cost includes the one hour consultation at your school.*

LOCATION: Loyola’s Water Tower Campus

Description:
This ongoing professional development is designed for schools that intend to roll-out PBIS as a school-wide behavior program beginning as soon as January 2019.

Outcomes:
Teachers will...
- Collaboratively develop a matrix of common school-wide behavioral expectations.
- Develop and implement a school-wide positive incentive system.
- Plan and implement a Teach Day to teach behavior expectations to all students.
- Plan how you will celebrate success.
- Track, analyze, and respond to behavioral data.
- Problem solve and discuss how to implement Tier 2 interventions.

Audience: All PK-8 Teachers and Administrators

RtI/MTSS Level: Tier 1 and 2

Pillars: Behavior

*Teachers will earn 6 (six) clock hours (CPDUs) at the end of each full-day session when they sign the sign-in sheet and submit a completed evaluation.*
Professional Learning Communities

DATE: August 17, 2018 plus on-site consultation at your school

Cost: $200/participant* after May 15th $225/participant
* To receive the full benefit of this sequence, it is critically important for the entire faculty to attend.

LOCATION: Loyola’s Water Tower Campus

Description:
This session is useful for schools that would like to establish Professional Learning Communities (PLCs) for the first time or schools that would like to increase the effectiveness of current teams/departments within their school.

Outcomes:
Teachers will...
✓ Reflect on your school’s mission and goals to determine what areas should be the main focus of your PLCs.
✓ Establish structures to support PLCs.
✓ Define ways to plan your work, reflect on it, and make adjustments for the benefit of the school.

Audience: All PK-8 Teachers and Administrators

RtI/MTSS Level: Tier 1, 2 or 3

Pillars: Instruction, Curriculum, Assessment Literacy, Behavior

Teachers will earn 6 (six) clock hours (CPDUs) at the end of each full-day session when they sign the sign-in sheet and submit a completed evaluation.

Elementary Professional Development: LEADERSHIP TEAM
Developing a Teacher Assistance Team (TAT)

DATE: Schedule one day and consulting on site with GCCE (1 day plus two hours of consulting with your TAT)

Cost: $1000 for a team of up to 6 people*

* To receive the full benefit of this PD, it is critically important for the entire team to attend.

LOCATION: Loyola’s Water Tower Campus

Description:
This full-day training is for members of a newly formed Teacher Assistance Team (TAT). It will provide an overview of the role of the TAT in developing and executing a problem-solving process to support teachers as they work with students in Tier 2 and Tier 3. Specific routines and practices of effective TATs will be shared and participants will be able to spend time developing norms, protocols, and systems for their own teams.

Outcomes:
Team members will...
- develop a shared understanding of the purpose of a TAT.
- develop group norms, protocols, and systems for their own teams.

Audience: Members of a TAT, Special Educators, Administrators.

RtI/MTSS Level: Tier 2 and 3

Pillars: Instruction, Curriculum, Assessment Literacy, Behavior

Teachers will earn 6 (six) clock hours (CPDUs) at the end of each full-day session when they sign the sign-in sheet and submit a completed evaluation.
Math Instruction for Grades K-8

THIS CONFERENCE IS CANCELLED.

Outcomes:
Teachers will...
- Understand essential practices of mathematics instruction.
- Explore the Archdiocese of Chicago Curriculum Benchmarks in Math and the content expectations for student learning.
- Learn methods to incorporate the Standards for Mathematical Practice into classroom lessons.

Audience: Teachers of grades K-8 mathematics who are new to mathematics teaching, who have questions about existing standards and expectations, or who want to brush up on essential practices

RtI/MTSS Level: Tier 1

Pillars: Instruction, Curriculum, Assessment Literacy

Teachers will earn 6 (six) clock hours (CPDUs) at the end of each full-day session and 3 (three) clock hours (CPDUs) at the end of each half-day when they sign the sign-in sheet and submit a completed evaluation.
ELA Boot Camp for Grades K-3

DATES: August 8, 2018; February 14, 2019 *8:30-11:30* (1 day)

Cost: $225/participant after August 1st $250/participant

LOCATION: Loyola’s Water Tower Campus

Description:
Reading and writing are so important, and not just in the reading and writing block but in all parts of the school day. This makes it crucial for teachers to have solid instructional practices that are engaging and differentiated. Teachers of reading in grades 4-8 will learn structures and strategies for efficient reading and writing instruction that is differentiated using data.

Outcomes:
Teachers will…

- Understand essential practices of reading and writing instruction.
- Analyze structures to use in a K-3rd grade classroom that provide differentiated instruction for students, which also allow the teacher to provide instruction in small groups or individually, including providing interventions.
- Learn methods for providing interventions to students who are reading below grade level.
- Discuss assessments that classroom teachers can administer and analyze.

Audience: Teachers in grades K-3

RtI/MTSS Level: Tiers 1 and 2

Pillars: Instruction, Curriculum, Assessment Literacy

Teachers will earn 6 (six) clock hours (CPDUs) at the end of each full-day session and 3 (three) clock hours (CPDUs) at the end of each half-day when they sign the sign-in sheet and submit a completed evaluation.
ELA Boot Camp for Grades 4-8

DATES: August 9, 2018; February 14, 2019 *12:30-3:30* [(1 day]

Cost: $225/participant after August 1st $250/participant

LOCATION: Loyola’s Water Tower Campus

Description:
Reading and writing are so important, and not just in reading and writing but in all content areas. This makes it crucial for teachers to have solid instructional practices that are engaging and differentiated. Teachers of reading in grades 4-8 will learn structures and strategies for efficient reading and writing instruction that is differentiated using data.

Outcomes:
Teachers will...
- Understand essential practices of reading and writing instruction.
- Analyze structures to use in a 4th-8th grade classroom that will provide differentiated instruction for students working in small groups and independently.
- Learn methods for providing interventions to students who are reading below grade level.
- Discuss assessments that classroom teachers can administer and analyze.

Audience: Teachers in grades 4-8

RtI/MTSS Level: Tiers 1 and 2

Pillars: Instruction, Curriculum, Assessment Literacy

Teachers will earn 6 (six) clock hours (CPDUs) at the end of each full-day session and 3 (three) clock hours (CPDUs) at the end of each half-day when they sign the sign-in sheet and submit a completed evaluation.
Supporting Positive Behavior Grades K-8

DATES: August 13, 2018; February 1, 2019 @9:00-12:00 (1.5 days)

Cost: $225/participant* after August 1st $250/participant

LOCATION: Loyola’s Water Tower Campus

Description:
Behavior can interfere with the instruction of the best teachers. Teachers will learn how to effectively establish, teach, and reinforce positive behaviors in their classroom. They will also learn how to identify causes of misbehavior and implement and track behavioral interventions.

Outcomes:
Teachers will...
- Understand the crucial importance of building rapport and relationships with students for mutual trust.
- Establish classroom-based systems and routines to support positive behavior.
- Learn root cause analysis to determine the underlying reason for student behavior.
- Learn how to administer a Functional Behavior Assessment (FBA) and take and keep anecdotal notes on student behaviors.

Audience: Teachers of grades K-8

RtI/MTSS Level: Tier 1

Pillars: Behavior, Instruction, Curriculum, Assessment Literacy

 Teachers will earn 6 (six) clock hours (CPDUs) at the end of each full-day session and 3 (three) clock hours (CPDUs) at the end of each half-day when they sign the sign-in sheet and submit a completed evaluation.
The Mustard Seed Conference: 
Moving from Inclusion to Belonging

DATES: October 8, 9, 10, 2018

Cost: $450 per person   $495 after August 1, 2018

LOCATION: Doubletree Hotel, OAK BROOK, IL

Description:
The Mustard Seed Project is a conference that explores the important topic of serving students with disabilities within the Catholic school setting. This year’s theme, Moving from Inclusion to Belonging: A celebration of the 40th Anniversary of the Pastoral letter on persons with disabilities.

The Pastoral Statement of the U.S. Catholic Bishops on Persons with Disabilities (November 16, 1978) has been referred to as one of the most important documents of the American Church regarding persons with disabilities. It sets forth a vision of Church where all are truly welcomed. The Pastoral Statement has as much relevance for Catholic organizations today as it did 40 years ago, at its publication. Increasingly, Catholic schools are responding to this call to open their doors to students with disabilities, yet they are in need of supports and guidance in order to effectively build more inclusive environments.

The Mustard Seed Project 2018 will celebrate the 40th anniversary of this landmark document set forth by the U.S. Catholic bishops. The Mustard Seed Project 2018 will explore this urgent call for inclusion, explore the necessary supports needed to enhance the response to this call and provide an important opportunity for Catholic school professionals to network and share best practices.

Outcomes:

Conference participants will...

- Formulate a school-based response to the Bishops’ Call for Inclusion, as articulated in the Pastoral Statement
- Create a plan to move from simply including students with disabilities to supporting meaningful belongingness
- Articulate next steps for creating school systems that facilitate the inclusion of students with disabilities.

Please go to www.luc.edu/gcce for more information. Registration is open now!
Elementary Schools:

*Didn’t find what you were looking for?*

Contact Michelle Lia, mlia@luc.edu, at the Greeley Center. She will help you to find the right fit for PD for 2018-2019.
High School Professional Development Sessions
Department Chairs Conference:  
Instructional Leaders

DATE: June 4, 5, 6, 2018 (9-12 only on June 6th) (2.5 days)
It is highly recommended that you attend with at least one person from your school, either another department chair or a Principal or Dean.

Cost: $375 per person after May 1st $400/participant

LOCATION: Loyola’s Water Tower Campus

Description:
Work with your fellow department chairs to identify ways in which your departments can work more efficiently with increased teacher collaboration and ownership to facilitate school improvement. Throughout the conference you will explore topics such as root cause analysis, having difficult conversation, mission and root beliefs as a department chair, and how to be an instructional leader through coaching.

Outcomes:
Teachers will...
- Learn to identify the greatest needs in a department using root cause analysis.
- Develop strategies for coaching and supporting colleagues without evaluating.
- Learn how to have difficult conversations with colleagues.
- Reflect on what your mission/beliefs are as a department chair at a Catholic school.

Audience: High School Administrators and Department Chairs

RtI/MTSS Level: Tiers 1, 2 or 3

Pillars: Instruction, Curriculum, Assessment Literacy

Teachers will earn 6 (six) clock hours (CPDUs) at the end of each full-day session and 3 (three) clock hours (CPDUs) at the end of each half-day when they sign the sign-in sheet and submit a completed evaluation.
Meeting the Needs of Diverse Learners

DATE: August 14, 2018 (1 day)

Cost: $150/participant
* To receive the full benefit of this workshop, it is critically important for the entire faculty to attend.

LOCATION: TBD

Description:
During this one-day session, teachers will choose break-out sessions based on the content that they teach. Each session will focus on essential instructional practices and differentiation in that content area.

Outcomes:
Teachers will...
- Determine what instructional strategies meet the needs of diverse learners in each content area.
- Identify ways to assess, use data, and differentiate in each content area.
- Reflect on current Tier 1 practices: are they meeting all students’ needs? If not, what are my next steps?
- Reflect on methods of instruction and engagement in each content area.

Audience: High School Teachers and Administrators

RtI/MTSS Level: Tier 1 and 2

Pillars: Instruction, Curriculum, Assessment Literacy, Behavior

Teachers will earn 6 (six) clock hours (CPDUs) at the end of each full-day session when they sign the sign-in sheet and submit a completed evaluation.
Developing a Teacher Assistance Team (TAT)

DATE: Date to be determined by school and GCCE (1 day)

Cost: $1000 for a team of up to 6 people*
* To receive the full benefit of this sequence, it is critically important for the entire team to attend.

LOCATION: Loyola’s Water Tower Campus

Description:
This full-day training is for members of a newly formed Teacher Assistance Team (TAT). It will provide an overview of the role of the TAT in developing and executing a problem-solving process to support teachers as they work with students in Tier II and Tier III. Specific routines and practices of effective TATs will be shared and participants will be able to spend time developing norms, protocols, and systems for their own teams.

Outcomes:
Teachers will...
- Develop a shared understanding of the purpose of a TAT.
- Create group norms, protocols, and systems for their own teams.

Audience: High School Members of a TAT, Special Educators, Administrators.

RtI/MTSS Level: Tier 2 and 3

Pillars: Instruction, Curriculum, Assessment Literacy, Behavior

Certified teachers will earn 6 (six) clock hours (CPDUs) at the end of each full-day session when they sign the sign-in sheet and submit a completed evaluation.
Reading in All Content Areas

DATE: September 14, 2018 (1 day)

Cost: $150 per participant  After August 1st $175 per participant

LOCATION: Loyola’s Water Tower Campus

Description:
Some students seem to struggle in content-area classes not because of their lack of knowledge but because of their struggles with reading successfully. This day will be dedicated to sharing strategies, methods, and tips for students who need support to be more successful in the reading of content-area materials.

Outcomes:
Teachers will:

- Learn strategies and methods to support students who struggle to read content-area material.

Audience: High School teachers

RtI/MTSS Level: Tier 1 and 2

Pillars: Instruction, Curriculum, Assessment Literacy, Behavior

Certified teachers will earn 6 (six) clock hours (CPDUs) at the end of each full-day session when they sign the sign-in sheet and submit a completed evaluation.

THIS CONFERENCE IS CANCELLED.
The Mustard Seed Conference:  
Moving from Inclusion to Belonging

DATES: October 8, 9, 10, 2018

Cost: $450 per person  $495 after August 1, 2018

LOCATION: Doubletree Hotel, OAK BROOK, IL

Description:
The Mustard Seed Project is a conference that explores the important topic of serving students with disabilities within the Catholic school setting. This year’s theme, Moving from Inclusion to Belonging: A celebration of the 40th Anniversary of the Pastoral letter on persons with disabilities.

The Pastoral Statement of the U.S. Catholic Bishops on Persons with Disabilities (November 16, 1978) has been referred to as one of the most important documents of the American Church regarding persons with disabilities. It sets forth a vision of Church where all are truly welcomed. The Pastoral Statement has as much relevance for Catholic organizations today as it did 40 years ago, at its publication. Increasingly, Catholic schools are responding to this call to open their doors to students with disabilities, yet they are in need of supports and guidance in order to effectively build more inclusive environments.

The Mustard Seed Project 2018 will celebrate the 40th anniversary of this landmark document set forth by the U.S. Catholic bishops. The Mustard Seed Project 2018 will explore this urgent call for inclusion, explore the necessary supports needed to enhance the response to this call and provide an important opportunity for Catholic school professionals to network and share best practices.

Outcomes:

Conference participants will...

- Formulate a school-based response to the Bishops’ Call for Inclusion, as articulated in the Pastoral Statement
- Create a plan to move from simply including students with disabilities to supporting meaningful belongingness
- Articulate next steps for creating school systems that facilitate the inclusion of students with disabilities.

Please go to www.luc.edu/gcce for more information. Registration is open now!
High Schools:

*Didn’t find what you were looking for?*

**Customized Professional Development Sessions for High Schools**
Understanding that high schools typically have fewer full-day professional development days built into the school year, the Greeley Center can develop tailored professional development to meet your needs on the days you have available. High schools are encouraged to plan PD days in conjunction with another high school if needs align to encourage collaboration.
FREQUENTLY ASKED QUESTIONS (FAQs)

1. Why does the location say “Loyola’s Water Tower Campus” with no building name or room number?
   Loyola University Chicago has a system for assigning classrooms. They do this only after the semester has begun to ensure that classrooms are assigned to their classes first, and then to others in the university after that. The earliest we will know about the room assignment can be one week before.

2. Why does the location say “TBD” (To Be Determined)?
   We know that the Meeting the Needs of Diverse Learners conference for high schools will likely have at least three high schools attending. (Last year we had four high schools.) Loyola’s Water Tower Campus does not have a space that holds more than 125 people, so we will have to hold this conference at one of the participating high schools.

3. Why aren’t any of the conferences held at Loyola’s Lake Shore Campus up north?
   The Greeley Center is located at the Water Tower Campus, so with 30 days of PD (not including the other work we do in schools) it is helpful to have a familiar setting close to our offices in case we need to run back for something!

4. Why are the dates so spread out in August?
   The Greeley Center had a limited staff, so we cannot be in two places at once.

5. Why aren’t their more PDs offered on the Archdiocese of Chicago’s preferred dates?
   The Greeley Center had a limited staff, so we cannot be in two places at once.