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Click on the Courses tab to browse the offered courses

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Administrative Academy: History of Diverse Learning in Schools and Strategies for Improving Outcomes for All Learners Course #AA1888

Monday, March 16, 2020 8:30 am - 3:30 pm

This session is geared toward administrators, and general education teachers in combination with special education teachers and support staff. If you are a special education teacher or support staff do NOT come alone. This session will only be valuable if your general education partners are in collaboration with you in the learning.

Our role in education is to prepare our students for success after their years in the educational system. The question arises what are the skills needed today to prepare them for their future? How do we foster those skills for all students in our educational community? In this session, Dr. Kurt Schneider will facilitate reflection on the history of American Schooling for all learners. Research will be provided to analyze how to evolve our classrooms and communities to embrace all students and improve the outcomes for all learners.

New Course!

A Culture of Equity: The WHY, WHAT, and HOW for lifelong success for all

Friday, February 7, 2020 8:30am – 3:30pm
Monday, April 20, 2020 8:30am – 3:30pm

Join us for an opportunity to define equity and equitable practices in our schools and communities. We will explore and reflect on research and the perspectives of leaders in the field of equity and inclusion. Participants will have the opportunity to connect, explore, and integrate ideas to bring back to their schools and communities. Participants will: Define equity and consider what an equitable school looks like, sounds like, and feels like. Explore barriers to equity and ways to shift thinking in order to enhance equity in my work. Identify actions I can take to enhance the culture of equity in my work.

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Adaptive Schools: Foundation

Day 1: Tuesday, February 4, 2020 8:30 am – 3:30 pm
Day 2: Wednesday, February 5, 2020 8:30 am – 3:30 pm
Day 3: Thursday, February 27, 2020 8:30 am – 3:30 pm
Day 4: Friday, February 28, 2020 8:30 am – 3:30 pm

The Adaptive Schools Foundation present a productive, practical set of ideas and tools for developing collaborative groups in becoming effective and better equipped to resolve complex issues around student learning. The work of the Adaptive Schools Seminars is to develop the resources and capacities of the organization and of individuals to cohesively respond to the changing needs of students and society. The training not only explores what makes teams effective, but how to develop skills as facilitators and informed group members in informal and formal settings, in small and large groups. It takes participants beyond the idea of professional learning communities to the actual implementation, describing specific ways to weave the collaborative fabric of a faculty, develop group member skills, and acquire the principles and understandings to engage in a continuous cycle of team and individual improvement. Adaptive Schools is the “how” of professional learning communities: how to behave in groups, how to lead them, and how to facilitate them for improved leading, teaching, and learning. This training is intended for anyone who has to facilitate groups, run meetings, or desires to develop collaboration will benefit. Come with as a team or with a partner. Participants are expected to attend all four days of the workshop, there is a prerequisite to attend Day 1 of the training.

Introduction to Data-Driven Dialogue

Thursday, February 27, 2020 3:45 pm – 4:30 pm

Data have no meaning on their own. Meaning is a result of human interaction with data. Adaptive groups develop the capacity to discern what data are worth paying attention to and what collaborative processes help people to engage with data in ways that increase their ownership and willingness to act on conclusions. The purpose of this brief session is to introduce you to the Data-Driven Dialogue process formulated by Bruce Wellman and Laura Lipton. You will experience the process, and have the opportunity to reflect upon its practical applications in your setting. The 40-minute session will be offered by Wellman and Lipton’s colleague, Michael Dolcemascolo.

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INSTRUCTIONAL STRATEGIES FOR ALL LEARNERS

Paula Kluth: Inclusion Series

Tuesday, November 12, 2019 9:00 am – 3:00 pm
Thursday, January 23, 2020 9:00 am – 3:00 pm
Wednesday, February 19, 2020 9:00 am – 3:00 pm

Come and learn about high-quality inclusive education today. In this three-day training, best practices and related research will be shared alongside useful resources and easy-to-implement classroom ideas. These sessions are intended to provide support to professionals who will, in turn, be able to educate both students with disabilities and their teachers. This workshop provides the foundation for those that follow. Topics include foundations of inclusive schools, best practices, inclusive schooling models, etc. SESSIONS 2 & 3 key strategies Over these two sessions, participants will learn strategies that are critical to the success of learners with disabilities (e.g. active learning, video modeling/visuals, use of communication supports, “radical” role sharing & paraprofessional collaboration). It is strongly recommended that schools/districts attend in teams with ideally an administrator or coach from your district or school. The material is geared toward elementary and middle school educators and administrators. Others are absolutely welcome to participate, but these individuals should keep in mind that most of the examples that will be provided will feature students in K-8 settings.

Framing Meaningful Conversations Around Autism Eligibility*

Tuesday, January 14, 2020 8:30 am - 3:30 pm

Participants will be provided a rationale for using the autism eligibility framework as well as an in depth understanding of the steps in the process and how they benefit parents, teams, and students. Participants will increase their familiarity of various assessment tools used to gather information to guide meaningful conversations around student needs. Lastly, participants will learn how to organize and effectively communicate assessment results with parents and fellow team members to continue framing meaningful conversations around student supports.

Best Practices in Math Instruction and Program Implementation*

Thursday, January 16, 2020 8:30 am - 11:30 am

The course will provide an overview of the Math Curriculum and best practices for well rounded math instruction across the school year. The group will review and generate instructional strategies for approaching instruction with number sense, operations, shapes and attributes, algebra, measurement with tools, measurement:time, measurement: money, and data analysis. A variety of math instructional programs will be reviewed. This training is intended for teachers, teaching assistants, any school staff member implementing math instruction for students.

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*Denotes that it can be presented within your district
Language for Learning, Thinking, & Writing*

Tuesday, January 28, 2020 8:30 am - 11:30 am

This session will explore each of the programs described below. Participants will engage in learning about Direct Instruction program design, components of each program, and mock lessons. This session is intended for classroom staff who facilitate Language for Learning, Thinking, and/or Writing with students. Staff may include teachers, teaching assistants, and related service staff.

Supporting Writing Tasks with an iPad*

Tuesday, February 18, 2020 8:00 am – 3:30 pm

Can an iPad provide support for students in completing writing tasks? Participants will have the opportunity to explore features built into an iPad and download and explore iPad apps that support some typical classroom setting demands. We will dig into the topic of speech recognition. We will look at a decision making process to help participants select appropriate tools and discuss how to incorporate these technologies into the classroom and how to assess their effectiveness. Resources will also be provided to help participants continue in their iPad journey. This training is intended for general education teachers, special education teachers, teaching assistants, related services staff, technology coaches, and instructional coaches.

Best Practices in Language and Reading Comprehension Strategies and Program Implementation*

Thursday, March 19, 2020 8:30 am - 11:30 am

The session will outline best practices to support language and reading comprehension skills. Programs such as Story Champs, Expanding Expressions Tool, Story Grammar Marker, and Reading Milestones will be reviewed as supports for comprehension skills. This session is appropriate for teachers, speech-language pathologists, and teaching assistants among other related service staff members who provide services to students with language and reading comprehension needs and/or implement programs to address the areas of language and reading comprehension.

To Register go to nssed.midaseducation.com
Click on the Courses tab to browse the offered courses
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Implementing UDL: Lesson Planning using the UDL Instructional Planning Process

Thursday, April 16, 2020 8:30am – 3:00pm

Students in our classrooms have become more and more diverse. They bring a wide variety of learning needs, interests and preferences. We no longer have (if we ever did have) an “average learner” that we can organize instruction around. The promise of a classroom that incorporates the principles of Universal Design for Learning (UDL) is to support the learning of all students by providing flexibility in the ways information is presented, knowledge is demonstrated and students are engaged. This session will discuss the need for and importance of UDL. We will explore the three principles of UDL and the UDL framework. Participants will learn how to use a backwards design process that incorporates the critical elements of UDL to improve instructional planning. We will explore a variety of (primarily free) tools and resources that can be made available to ALL students to help them become expert learners - purposeful, motivated, resourceful, knowledgeable, strategic and goal oriented - with a focus on offering options for students to demonstrate their understanding. Participants are asked to bring some lesson plans with them, as time will be provided to apply the UDL instructional planning process and tool/resource options to their own materials. Resources will be provided to help continue their UDL journey.

Enhancing LiterAACy Instruction for Students with Complex Communication Needs

Wednesday, April 15, 2020 8:30am – 3:30pm

Research has shown that the majority of individuals who have complex communication needs (CCN), and who may require AAC, do not have functional literacy skills. Furthermore, most of these individuals have not had the opportunity to participate in appropriate evidence-based literacy instruction (The Pennsylvania State University, 2006). Therefore, it is vital for professionals who work with those who have CCN to engage them in robust literacy instruction. This training will provide participants with an overview of the key components of literacy instruction as well as best practices in literacy instruction for these individuals. Participants will also be introduced to resources and strategies to assist with planning for literacy instruction for their students.
**Job-Alike Network Meetings**

Stay tuned for future Network meetings!

The purpose of Network Meetings is to allow groups of professionals with similar roles and responsibilities from different districts to come together to further their professional learning that is specific to their role. Facilitators use a variety of approaches to engage participants in case sharing and discussion to learn from each other about current topics in their field.

Job-Alike Networks are available for the following groups:

- School Psychologists
- Social Workers
- Special Education Teachers
- Speech-Language Pathologists

Additional Networks are available for the following topics:

- Social-Emotional Learning

**Speech-Language Pathology Networking Meeting**

Friday, January 31, 2020 1:00 – 3:00pm

This will be an opportunity for Speech-Language Pathologists in the area to connect and collaborate. This will be an open session— if there is something that you would like to connect with other SLPs in the area, this would be a great collaborate!

**TA Training***

This training is available to be presented in-district.

The purpose of this TA training series is to offer district administration and staff common language and understanding about the roles and responsibilities of teaching assistants. The first two trainings provide background knowledge and information to teaching assistants who might be new to the job and need to understand special education and basic professional expectations. The second two trainings in the series are more targeted in providing tips and strategies for working directly with students and implementing programming developed by the special education teacher or other team members.

The training covers the following topics:

- Special Education 101
- Professionalism
- Fostering Independence
- Implementing Teacher Designed Instruction

*Denotes that it can be presented within your district
CPI/ Nonviolent Crisis Intervention Initial Training*
Classes are held from 8:30 am to 4:00 pm
Please log on to Midas to see sessions held throughout the 2019 -2020 school year

Through participation in this program, you gain a practical, common-sense approach for identifying behaviors that can escalate into full-blown crises. Using these behaviors as a framework, the Nonviolent Crisis Intervention training program focuses on prevention, stepping you through a series of simple yet powerful nonverbal and verbal techniques that enable you to effectively defuse mounting hostility.

CPI/ Nonviolent Crisis Intervention Refresher Training*
Classes are held from 8:30 am to 12:30 pm
Please log on to Midas to see sessions held throughout the 2019 -2020 school year

Through participation in this program, you gain a practical, common-sense approach for identifying behaviors that can escalate into full-blown crises. Using these behaviors as a framework, the Nonviolent Crisis Intervention training program focuses on prevention, stepping you through a series of simple yet powerful nonverbal and verbal techniques that enable you to effectively defuse mounting hostility. **Only those who are currently certified in Nonviolent Crisis Intervention may attend this session.**

In District Training:

Initial: No more than 40 people with space to perform physical tests, requires a minimum of 7 hours for training

Refresher: No more than 40 people with space to perform physical tests, requires a minimum of 3-4 hours for training

De-Escalation: Team training, no more than 60 people, requires a minimum of 3 hours for training.

De-Escalation with an option for CPI re-certification for selected staff: No more than 40 people for the CPI certification, requires 3 hours for de-escalation and 1 hour for CPI re-certification, with space for movement.

**De-escalation portion will not provide CPI certification and will not include physical training.**
Safe and Civil Schools: Foundations Cohort

Foundations will walk your staff through the process of designing a proactive and positive school-wide discipline plan. The Foundations process effectively addresses how to establish a positive school climate and culture, school safety, student motivation, and academic engagement.

What is Required to Make Foundations Effective?

- Foundations is a multi-year school improvement staff development for a school
- Each building must have a Leadership Team (including a building administrator) with heavy representation of general education teachers
- Leadership Team must meet regularly (approx 1x/month)
- Leadership Team attends 2-4 SCS Foundations trainings each year
- Opportunities for Leadership Team to share training information and decision-making with entire staff
- Materials per building (Foundations, CHAMPS Classroom Management, Teacher’s Encyclopedia, Interventions)

Total Cost approximately $2,000 per school.

If your school/district is interested in joining a cohort, please contact NSSED Director of Professional Learning and Coaching. Cohorts begin when several school/districts indicate interest.

Behavior Intervention Series: Building your toolbox for the classroom*

Day 1: Monday, January 27, 2020 8:30 am – 3:30 pm
Day 2: Monday, February 10, 2020 8:30 am – 3:30 pm

This two-day training provides participants with a systematic approach to understand behavior and explore classroom-based interventions for mild to moderate misbehaviors. Facilitators will introduce five Tier 1 interventions from the book Interventions: Evidence-based Behavioral Strategies for Individual Students (Sprick and Garrison, 2019). Presenters will also introduce the Teacher’s Encyclopedia of Behavior Management and how to use a variety of interventions through an efficient problem-solving meeting process. The series is intended for general education teachers, related services team members and administrators. Teachers and support staff consistently address students’ mild and moderate misbehavior that commonly disrupts classroom instruction and impacts student performance. This training builds upon their toolbox of how to manage misbehavior through Tier 1 interventions and efficient problem-solving meeting structures. Facilitators will provide numerous examples and modeling of critical skills and interventions. Participants will have opportunities to collaborate with each other in order to practice skills. In addition, time will be given for each participant to reflect and plan for implementation of the interventions within their own settings. Attendance for both sessions is required.

This training is geared towards general education teachers, special education teachers, and support staff who address students’ mild and moderate problem behaviors throughout the day. Content is appropriate for educators working with grades kindergarten through high school.

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POSITIVE BEHAVIOR SUPPORTS

Collaborative & Proactive Solutions Moving From Power and Control to Collaboration and Problem-Solving with Ross W. Greene, Ph.D.

Wednesday, February 26, 2020 8:30 am – 3:30 pm

This is the empirically supported model Dr. Ross Greene described his influential books The Explosive Child, Lost at School, Lost & Found, and Raising Using Beings. The CPS model has transformed thinking and practices in countless families, schools, inpatient psychiatry units, and residential and juvenile detention facilities throughout the world, and has been associated with dramatic reductions in adult-child conflict, challenging behaviors, disciplinary referrals, detentions, suspensions, seclusions, and physical, chemical, and mechanical restraints. The model represents a significant departure from discipline-as-usual: it focuses on solving problems rather than on modifying behavior, emphasizes collaborative rather than unilateral solutions, encourages proactive rather than reactive intervention, de-emphasizes diagnostic categories, and provides practical, research-based tools for assessment and intervention. Participants in this workshop will leave with an understanding of the underpinnings of the model, its refinements over the past 8-10 years, and practical assessment and intervention tools that can be brought back to and used in these diverse settings.

De-Escalation Strategies*

Thursday, February 27, 2020 8:30 am – 11:30 am

We will discuss the different stages of emotional escalation and ways to identify each stage, as well as de-escalation strategies for the various stages of emotional escalation. This training focuses on prevention while providing you with techniques to help defuse student crisis. This training is intended for general education teachers, special education teachers, and any support staff.

New Course!

A Culture of Equity: The WHY, WHAT, and HOW for lifelong success for all

Friday, February 7, 2020 8:30am – 3:30pm
Monday, April 20, 2020 8:30am – 3:30pm

Join us for an opportunity to define equity and equitable practices in our schools and communities. We will explore and reflect on research and the perspectives of leaders in the field of equity and inclusion. Participants will have the opportunity to connect, explore, and integrate ideas to bring back to their schools and communities. Participants will: Define equity and consider what an equitable school looks like, sounds like, and feels like. Explore barriers to equity and ways to shift thinking in order to enhance equity in my work. Identify actions I can take to enhance the culture of equity in my work.
Coach Cohort Program

NSSED offers a professional learning program for coaches, whether instructional, technology, or other specialty. In this multi-year program, participants will develop a strong foundation in philosophy, knowledge, and skills of coaching, presenting, and facilitating teams. Our mission as coaches is “To collaborate with educators to enhance student outcomes through a partnership approach.” We embody this mission in our action and the work we do. This program will support coaches in their growth of those actions. The format is a job alike learning community: coaches from across the NSSED region learn collaboratively, forming a professional network that benefits them and their students. **Participants will be required to attend Student-Centered Coaching with Diane Sweeney as well as Thinking Collaborative: Cognitive Coaching.

Adaptive Schools: Foundation

Day 1: Tuesday, February 4, 2020 8:30 am – 3:30 pm
Day 2: Wednesday, February 5, 2020 8:30 am – 3:30 pm
Day 3: Thursday, February 27, 2020 8:30 am – 3:30 pm
Day 4: Friday, February 28, 2020 8:30 am – 3:30 pm

The Adaptive Schools Foundation present a productive, practical set of ideas and tools for developing collaborative groups in becoming effective and better equipped to resolve complex issues around student learning. The work of the Adaptive Schools Seminars is to develop the resources and capacities of the organization and of individuals to cohesively respond to the changing needs of students and society. The training not only explores what makes teams effective, but how to develop skills as facilitators and informed group members in informal and formal settings, in small and large groups. It takes participants beyond the idea of professional learning communities to the actual implementation, describing specific ways to weave the collaborative fabric of a faculty, develop group member skills, and acquire the principles and understandings to engage in a continuous cycle of team and individual improvement. Adaptive Schools is the “how” of professional learning communities: how to behave in groups, how to lead them, and how to facilitate them for improved leading, teaching, and learning. This training is intended for anyone who has to facilitate groups, run meetings, or desires to develop collaboration will benefit. Come with as a team or with a partner. Participants are expected to attend all four days of the workshop, there is a prerequisite to attend Day 1 of the training

Introduction to Data-Driven Dialogue

Thursday, February 27, 2020 3:45 pm – 4:30 pm

Data have no meaning on their own. Meaning is a result of human interaction with data. Adaptive groups develop the capacity to discern what data are worth paying attention to and what collaborative processes help people to engage with data in ways that increase their ownership and willingness to act on conclusions. The purpose of this brief session is to introduce you to the Data-Driven Dialogue process formulated by Bruce Wellman and Laura Lipton. You will experience the process, and have the opportunity to reflect upon its practical applications in your setting. The 40-minute session will be offered by Wellman and Lipton’s colleague, Michael Dolcemascolo.
Social Emotional Learning Series

Day 1: Tuesday, October 22, 2019 8:30 am – 3:30 pm
Day 2: Thursday, January 16, 2020 8:30 am – 3:30 pm ***NEW DATE*** Still open for registration!
Day 3: Tuesday, February 11, 2020 8:30 am – 3:30 pm

Join us for an exciting opportunity to connect, discover, create, and share! Our 3-part Social Emotional Learning (SEL) series will provide you with an opportunity to take a deeper dive into some of the critical concepts of SEL. Connect with colleagues and providers to develop a collaborative understanding of the current and valuable Social Emotional Learning concepts, teaching/thinking frameworks, strategies, and activities for engaging students. Engage in robust discussion around key concepts and hands-on application with takeaways for immediate application in the classroom. Opportunities will be provided to practice developing lessons that integrate both academic and SEL learning targets. Participation in all three sessions is required. This training is intended for general educators, co-teachers, special educators, related service staff, administrators and anyone who interacts with students who have an interest in building their knowledge and applied experience of Social Emotional Learning (SEL) supports for learners of all ages. Participants will explore concepts related to promoting social and emotional learning outcomes for students of all ages/grades.

Collaborative & Proactive Solutions Moving From Power and Control to Collaboration and Problem-Solving with Ross W. Greene, Ph.D.

Wednesday, February 26, 2020 8:30 am – 3:30 pm

This is the empirically supported model Dr. Ross Greene described in his influential books The Explosive Child, Lost at School, Lost & Found, and Raising Using Beings. The CPS model has transformed thinking and practices in countless families, schools, inpatient psychiatry units, and residential and juvenile detention facilities throughout the world, and has been associated with dramatic reductions in adult-child conflict, challenging behaviors, disciplinary referrals, detentions, suspensions, seclusions, and physical, chemical, and mechanical restraints. The model represents a significant departure from discipline-as-usual: it focuses on solving problems rather than on modifying behavior, emphasizes collaborative rather than unilateral solutions, encourages proactive rather than reactive intervention, de-emphasizes diagnostic categories, and provides practical, research-based tools for assessment and intervention. Participants in this workshop will leave with an understanding of the underpinnings of the model, its refinements over the past 8-10 years, and practical assessment and intervention tools that can be brought back to and used in these diverse settings.
TEAM BASED DATA DRIVEN ASSESSMENT

Framing Meaningful Conversations Around Autism Eligibility*
Tuesday, January 14, 2020 8:30 am – 3:30 pm
Participants will be provided a rationale for using the autism eligibility framework as well as an in depth understanding of the steps in the process and how they benefit parents, teams, and students. Participants will increase their familiarity of various assessment tools used to gather information to guide meaningful conversations around student needs. Lastly, participants will learn how to organize and effectively communicate assessment results with parents and fellow team members to continue framing meaningful conversations around student supports. This training is intended for Educators that participate in the evaluation process for determining eligibility for special education services in the school setting. This may include psychologists, social workers, speech-language pathologists, occupational therapists, and special education teachers. This training will address all student age ranges.

Dynamic Learning Maps (DLM) Refresher
Thursday, January 23, 2020 2:30 pm – 4:00 pm
Wednesday, January 29, 2020 2:30 pm – 4:00 pm
Attend one of these sessions where we will view videos related to the Dynamic Learning Maps (DLM) alternate assessment, discuss as a group suggestions for planning/giving the test, and complete the corresponding online tests. After completing these steps, participants will receive a certificate of completion from DLM-AA and will be able to administer the DLM-AA once it goes live. NOTE: bring with you a laptop and your login information for the testing model site. The DLM refresher course is for staff who have given the DLM alternate assessment before and have a login to the testing Moodle site. If you are new to DLM-AA please contact your district DLM-AA test coordinator as you will need to complete a more intensive training program online, not the refresher course.

Data Collection with Google Forms*
Wednesday, February 19, 2020 8:30 am – 2:30 pm
Overwhelmed with data collection? Collecting data, but having a difficult time making sense of all the information you are collecting? During this hands-on training, we will briefly discuss the legal requirements of data collection, writing S.M.A.R.T. goals and using data collection to monitor student learning and to inform instruction. We will explore how Google Forms can help meet data collection needs. This training is intended for teachers, teaching assistants, speech-language pathologists, occupational therapists, physical therapists, anyone else who wants (or needs) to collect data electronically.

A Team-Based Approach for Functional Behavior Assessment (FBA) Behavior Intervention Plan (BIP)*
This training is available to be presented in-district.
This practical look at the functional behavior assessment process will focus on the following steps: 1) Establish a team; 2) Identify problem behavior; 3) Collect data; 4) Develop a function-based hypothesis; and 5) Develop intervention plan. Application activities and resources will be provided. Participants are encouraged to have a student in mind for application exercises. This training is intended for general education and special education staff. Teams are encouraged to attend together.

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Apply to Present at the 2020 The Learning Forward Annual Conference in Chicago!

The Learning Forward Annual Conference is used to advance Learning Forward's vision: Equity and Excellence in teaching and learning. Proposals should align with the conference focus and Learning Forward's Standards for Professional Learning. To learn about Learning Forward's Standards for Professional Learning, visit their website: https://lfp.learningforward.org/

Proposals to Present are due by 11:59pm on Monday, February 3, 2020 EST. You will be notified of the status of your application by April 16, 2020.

December 5–9, 2020
Chicago, Illinois
Send inquiries to: conferenceinfo@learningforward.org