

2016-2017

Programs and Services



 **CREC**
Expert Solutions

Our Vision

Every student can and shall learn at high levels and, therefore, must have access to all educational resources of the region through the system of public schools served by CREC.

Our Mission

To work with boards of education of the Capitol Region to improve the quality of public education for all learners.

In order to achieve its mission, CREC will:

- Promote cooperation and collaboration with local school districts and other organizations committed to the improved quality of public education
- Provide cost-effective services to member districts and clients
- Listen and respond to client needs for the improved quality of public education
- Provide leadership in the region through the quality of its services and its ability to identify and share quality services of its member districts and other organizations committed to public education

Welcome from the Executive Director



For 50 years, CREC has helped our partner districts—from students and families to teachers and municipalities. We’ve helped children learn and grow at our 18 award-winning magnet schools, and we’ve worked with adults, helping them to gain the skills they need for employment. We’ve also provided countless professional development opportunities for Connecticut’s teachers and are working with school districts and municipalities to find ways they can work together to save money.

At CREC, we’re busy. We are motivated. We want to make a difference.

We use the tagline “Expert Solutions,” and there is absolute truth in the message.

CREC’s more than 2,000 dedicated and passionate employees have a tremendous amount of experience and knowledge. Whether they work in our 18 magnet schools, or whether they work

directly with local schools, communities, and businesses, they tackle situations, craft responses, and implement solutions. They are innovative problem solvers, and they care about your success.

In this catalog, you will learn about the great programs and services that CREC has to offer, and many of them can be tailored to fit your specific needs. We offer an array of professional development opportunities for educators, including workshops on curriculum and special education topics. We help with data collection and analysis, help school districts meet the unique needs of special education students, and we provide a variety of evaluations and audits.

And there’s more.

We help members of the Greater Hartford community earn their GEDs, giving them a chance to better their lives. We offer training on school security, and our construction team helps build or renovate schools and other facilities.

CREC’s offerings are extensive. There are too many to mention in this short letter, and that’s why we created this catalog. We want you to know that we are ready and willing to help you meet whatever challenges you might face.

Know you are not alone. CREC has always and will always stand with you in your quest to make a difference in the lives of others. It starts with collaboration. It starts by building relationships.

To those who have worked with us before, thank you for your continued support. For those learning about our services for the first time, ask questions, get the information you need, and know that your success is our success.

Together, we can be the change that we envision. Together, we can change lives and solve problems.

Sincerely,

A handwritten signature in black ink that reads "Greg J. Florio". The signature is fluid and cursive, with the first name "Greg" being the most prominent part.

Dr. Greg J. Florio
Executive Director

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Applied Behavior Analysis Intensive Intervention Programs

CREC's board certified behavior analysts and board-certified assistant behavior analysts assist school districts in creating an on-site intensive intervention program using the principles of applied behavior analysis to meet the needs of children ages 3 to 5 with autism. Services include student assessment (ASIEP-3, ABLIS, VB-MAPP), curriculum development, coordination with the regular education curriculum, staff training, development of data collection systems, and ongoing program supervision. In addition, inclusion planning takes place to maximize the student's introduction into the inclusive setting, working on social and behavioral skills.

Contact: Cathy Madore
cmadore@crec.org 860-298-9079 x2101

Behavioral Services to Preschoolers Exhibiting Severe Behavioral Challenges

CREC's outreach board certified behavior analysts assist districts in providing services to preschool students who are struggling due to behavioral and social skills deficits. CREC's services are highly individualized based on student need. Support includes direct observation, interviews with staff, functional assessment and functional analysis, and the development of a behavior intervention plan. Staff also provide training for district staff in program implementation, development of data collection systems, and ongoing supervision of the program. Positive strategies are always used with an emphasis on skill development.

Contact: Cathy Madore
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Early Childhood Classroom Rituals and Routines

Effective classroom management requires teachers to address expectations for student learning, routines, transitions, effective use of space, and standards for student behavior. CREC provides workshops and coaching to help create an environment that promotes learning.

Contact: Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

Early Childhood Cycle of Intentional Teaching

CREC offers preschool training and coaching through on-site, targeted workshops to introduce staff to the key elements of the Cycle of Intentional Teaching. Specialized services include Bloom's taxonomy and higher order thinking skills, and they are applied across the curriculum, creating high-quality learning experience plans that align with the Connecticut Early Learning and Development Standards and meet Preschool Assessment Framework benchmarks to plan differentiated instruction in early childhood.

Contact: Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

Early Childhood Classroom Audit

Developed with two well-respected and research-based tools – ELLCO and CLASS, CREC early childhood classroom audit services include early childhood classroom observations, a review of classroom and school documentation, and interviews with early childhood staff to ensure high-quality learning environments for young learners. CREC's experienced staff conduct the audit and support developmentally appropriate and intentional instruction that ensures active student engagement and positive classroom environments.

Contact: Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

Early Childhood Classroom Design and Environment

Young children need the right environment to flourish. CREC's early childhood experts help create a nurturing atmosphere of successful early childhood programs in which children naturally work and play with interest and focus and develop habits of concentration and a love of learning that will last a lifetime. With a focus on differentiated instruction and intentionality, and by embedding standards into content area lessons and using positive behavior management techniques, CREC can help develop a classroom that fosters student engagement.

Contact: Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

Early Childhood Integrating Play Throughout the Day

What does "developmentally appropriate practice" look like in preschool, kindergarten, and grade one, and how can we integrate play-based learning to enhance the Connecticut Early Learning and Development Standards and Connecticut Core Standards? Explore best practices, and discover how learning can be both rigorous and playful.

Contact: Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

Early Childhood Scientific Research-Based Interventions

CREC assists districts and community agencies in improving their delivery of services to young children. Working collaboratively, CREC provides assistance with the Cycle of Intentional Teaching, recognition and response, preschool assessment, action plan development, and facilitation.

Contact: Julie Giaccone
jgiaccone@crec.org 860-748-8001

Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

Early Childhood Scientific Research-Based Interventions Audit

CREC's early childhood Scientific Research-Based Interventions audit team examines preschool and kindergarten programs based on the four domains of evidence: evidence-based practices and protocols; screening, assessment, and progress monitoring; collaborative problem solving; and parent and family partnerships.

Contact: Julie Giaccone
jgiaccone@crec.org 860-748-8001

Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

The Hanen Program Oral Language Development: Teacher Talk, Learning Language and Loving it, and ABC and Beyond

The Hanen Program provides group training for early childhood staff working with preschool and kindergarten-aged children using individual consultation and videotaping sessions. Facilitated by a Hanen-trained speech language pathologist or educator, participants will:

- Develop an understanding of adult learning principles and effective learning experiences
- Learn how to become a primary language facilitator, and provide coaching and feedback during one-on-one video feedback consultations
- Explore how to incorporate the Hanen strategies into practice

This program may be customized to meet the needs of a district, school, or center.

Contact: Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

Inclusive and Co-Teaching Practices for Early Childhood Programs

Collaboration, parity, and planning are key skills. CREC's expert educators can help create and extend your inclusive practices to offer the least restrictive environment.

Contact: Sonya Kunkel
skunkel@crec.org 860-509-3763

Interactive Read Alouds in Preschool and Kindergarten

Repeated interactive read alouds is a systematic method that allows teachers to increase children's understanding of stories, teach vocabulary, and foster oral language development and comprehension. CREC's experienced staff provide training and modeling for preschool and kindergarten teachers.

Contact: Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

Making the Transition to Full-Day Preschool

Many districts are opting to transition to a full-day preschool program. CREC's early childhood experts can help plan and implement a full curricular day that aligns to Connecticut Early Learning and Development Standards. CREC also provides coaching and mentoring for staff and leaders throughout the transition process.

Contact: Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

Montessori Teacher Training

The CREC-operated and managed Montessori Training Center Northeast, affiliated with Association Montessori Internationale, provides teacher training, workshops, and consultation for those who are interested or involved in Montessori education.

Contact: Tim Nee
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National Association for the Education of Young Children Accreditation Support

Connecticut's Office of Early Childhood believes National Association for the Education of Young Children accreditation is an indicator of a high-quality early childhood program. CREC's accreditation experts will support your program and staff through the accreditation process—from establishing a timeline and understanding criteria to coaching your program through self-study and self-assessment. CREC's consultants can help simplify and demystify the accreditation process, and they will provide targeted support to improve teaching and learning practices.

Contact: Ellen Retelle, Ph.D.
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Phonological Awareness

The seven components of phonological awareness are the precursors to reading success. CREC's early childhood staff can customize preschool to grade two phonological awareness training and support.

Contact: Ellen Retelle, Ph.D.
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Professional Development for Educators Working with Children with Disabilities

CREC is available to provide training to district staff on a variety of topics, including, but not limited to, autism spectrum disorders; attention deficit hyperactivity disorders; anxiety disorders; data collection systems; discrete trial training and direct instruction; toilet training; and promoting social skills in the preschool environment. Behavioral techniques are used to solve individual and classroom problems, promote a positive behavioral environment, and to provide visual supports.

Contact: Cathy Madore
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Julie Giaccone
jgiaccone@crec.org 860-748-8001

Program Review and Strategic Planning for District Early Childhood Special Education Services

CREC provides program and services review and coordinates strategic planning on early childhood special education and related services.

Contact: Julie Giaccone
jgiaccone@crec.org 860-748-8001

Raising Readers Parent Club Facilitator Training

This two-day training program is designed for family engagement specialists, librarians, teachers, and anyone interested in programming. It is designed to advance home learning in families with children birth to grade three. Participants are engaged through hands-on activities and role playing, gain a deeper understanding of family learning, and become certified to facilitate Raising Readers parent clubs.

Contact: Betsy LeBoriorous
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Curriculum

Connecticut Core Standards Mathematics Curriculum Development and Implementation

A CREC staff developer trained in rigorous curriculum design and performance assessments can lead school curriculum developers, designers, and teachers in the development of math units that align with the Connecticut Core Standards. CREC also provides a unit template to assist in crafting quality math curriculum units of instruction. Template design and organization, standards integration, and assessment expectations can all be conveyed to ensure fidelity of curriculum implementation.

Contact: Tamara Gloster
tgloster@crec.org 860-509-3786

Connecticut Core Standards Language Arts Curriculum Development and Implementation

A CREC staff developer trained in rigorous curriculum design and performance assessments can lead school curriculum developers, designers, and teachers in the development of language arts units that align with the Connecticut Core Standards. CREC also provides a unit template to assist in crafting quality language arts curriculum units of instruction. Template design and organization, standards integration, and assessment expectations can all be conveyed to ensure fidelity of curriculum implementation.

Contact: Tamara Gloster
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Connecticut Core Standards for Pupil Services Staff

Customized workshops and technical assistance provide an in-depth examination of the Connecticut Core Standards, connecting them to the role of pupil services staff members. Services include examination of Connecticut Core Standards framework, alignment of framework and Individualized Education Program services, identifying personnel roles, applying best practices to progress monitoring, assessment, and specially designed instruction methods.

Contact: Julie Giaccone
jgiaccone@crec.org 860-748-8001

Connecticut Elementary and Secondary Social Studies Framework: Curriculum Development and Implementation

Effective kindergarten through grade 12 social studies curriculum integrates the Connecticut Core Standards and the Connecticut Elementary and Secondary Framework for Social Studies. A CREC staff developer trained in rigorous curriculum design and performance assessments can lead school curriculum developers, designers, and teachers in the development of Connecticut elementary and secondary framework for social studies units that align with the Connecticut Core Standards. CREC also provides a unit template to assist in crafting quality social studies curriculum units of instruction. Template design and organization, standards integration, and assessment expectations can all be conveyed to ensure fidelity of curriculum implementation.

Contact: Sara Slogesky
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Curriculum Unit Revision Infusing Technology

CREC's trainers will help align curriculum with state, national, and international student achievement and technology standards through the Curriculum Unit Revision Infusing Technology methodology. This process includes articulating objectives, reviewing units in their current form, defining connections between lessons and standards, and using a learning management system to redesign and infuse technology within the lessons for immediate use in the classroom.

Contact: Ratoshia McBride
rmcbride@crec.org 860-524-4007

Digital Literacy

With the next generation of online assessments and the emphasis on 21st Century skills, students' proficiency with technology is becoming increasingly important. Skills ranging from efficiently using a computer to responsibly and effectively searching the Internet to understand the dangers of cyberbullying are critical. CREC's educational technology staff will work to design and implement a curriculum that exposes students to these important skills, and it will provide options for immediate implementation.

Contact: Ratoshia McBride
rmcbride@crec.org 860-524-4007

Matching Classroom Instructional Strategies to Connecticut Core Standards

CREC consultants provide independent, objective, and comprehensive audits of a school or district's implementation of the Connecticut Core Standards for instructional practices and curriculum in various subject areas and grade levels. The audit includes a survey of instructional practices used in classrooms, class observations, lesson plans, and review of curricula. The audit will provide an evaluation, insights, commendations, and recommendations for a school or district's implementation of the Connecticut Core Standards and its alignment with all subject areas.

Contact: Tamara Gloster
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Next Generation Science Standards: Curriculum Development and Implementation

Effective kindergarten through grade 12 science curriculum integrates the Connecticut Core Standards and the Next Generation Science Standards. A CREC staff developer trained in rigorous curriculum design and performance assessments can lead school curriculum developers, designers, and teachers in the development of Next Generation Science Standards units that align with the Connecticut Core Standards. CREC also provides a unit template to assist in crafting quality science curriculum units of instruction. Template design and organization, standards integration, and assessment expectations can all be conveyed to ensure fidelity of curriculum implementation.

Contact: Jaime Rechenberg, Ed.D.
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Online and Blended Course Design for “Flipping the Classroom”

CREC’s team of expert online curriculum developers can help schools and organizations build courses for online or blended delivery. CREC can support courses for professional development and training or for the delivery of kindergarten through grade 12 instruction. CREC’s solutions will enable anytime, anywhere access to learners. Learn how to use these tools to “flip” the classroom, and recapture class time for personalized, hands-on instruction.

Contact: Josiah Hills
jhills@crec.org 860-524-4047

Schoology to Support Digital Learning

Schoology is a powerful, yet user-friendly, cloud-based learning management system that supports digital assignments, flipped learning, and provides educators with a robust assessment engine. Whether using the free or paid option, CREC supports and trains teachers to use Schoology and other tools to transform the learning environment. CREC can help with implementation planning and deployment, as well as secure consortium pricing.

Contact: Josiah Hills
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Using the Understanding by Design™ Framework to Address the Learning Goals of the Connecticut Core Standards

CREC facilitators lead curriculum leaders through the three-stage process of the Understanding by Design™ framework for curriculum design. This “backward design” model begins with the identification of the Connecticut Core Standards for each unit and progresses to the design of performance assessment tasks that address priority standards. The premise of the Understanding by Design™ framework is a thorough exploration of essential questions that help students achieve a deep understanding of ideas and concepts, while also utilizing the six facets of learning: explanation, interpretation, application, perspective, empathy, and self-knowledge.

Contact: Tamara Gloster
tgloster@crec.org 860-509-3786

Yoga and Mindfulness

Yoga and mindfulness practices have been integrated successfully in a wide variety of educational settings. Benefits include increased student focus and concentration; raised self-awareness and understanding of others; decreased stress for students and teachers; improved school-wide culture and climate; stronger impulse control; and a reduction in violence. CREC offers a broad range of customizable services to help bring effective yoga and mindfulness strategies into your district, school, or program.

Yoga 4 Classrooms®

Yoga 4 Classrooms® is a professional development program that teaches educators how to bring these helpful practices to their students. No prior yoga experience or mats are required.

This professional development offering is appropriate for classroom teachers, administrators, social workers, guidance counselors, occupational therapists, and other educators who want to foster a more peaceful and productive learning environment.

Contact: Emily Rosen
erosen@crec.org 860-509-3610

Mindful Schools

The Mindful Schools curriculum has reached more than 300,000 young people in more than 60 countries. CREC staff, certified by Mindful Schools, can bring these beneficial practices to students, teachers, administrators, and parent communities.

The lessons, which can be adapted for any age group or setting, include mindful breathing, mindful listening, gratitude, body awareness, generosity, and mindful test taking.

Contact: Emily Rosen
erosen@crec.org 860-509-3610

District and School Leadership

District and School Leaders: Diversity, Cultural Proficiency, and Multicultural Education Initiative

This includes district and school-wide professional learning workshops about understanding diverse schools and culturally relevant education, being culturally proficient educators, and creating and implementing multicultural curriculum in all content areas. The program, policies, instructional practices, and assessments will be evaluated to meet the needs of diverse learners.

Contact: Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

Evaluation of District Professional Learning Plans

CREC consultants will use Connecticut's Professional Learning Standards, the Learning Forward Standards, and Guskey's five levels of the professional development evaluation system to assess the quality of both embedded and off-site professional development workshops that a district offers to its teachers, teacher associates, guidance counselors, administrators, and other personnel. The report will include data to support the evaluation, recommendations, and commendations.

Contact: Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

Executive Coaching for Administrators

CREC's experienced administrators mentor and support building and central office administrators who are dealing with challenging issues or specific areas of growth.

Contact: Margaret MacDonald, Ph.D.
mmacdonald@crec.org 860-509-3619

Facilitation and Support for Strategic Planning for Schools and Districts

CREC's educational specialists provide organization, assistance, and support to schools and districts that are engaged in creating strategic plans, district coherence plans, or responding to state and local initiatives. Skilled educational specialists ensure that all stakeholders are involved in the decision-making process and with strategic planning. CREC offers a template, facilitation, and assistance with follow-up meetings to ensure effective plan implementation, monitoring, and modification and revision.

Contact: Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658



Leadership Challenge® Workshop

Developed by Jim Kouzes and Barry Posner, authors of the best-selling book, "The Leadership Challenge," this nationally recognized, award-winning program is based on extensive research of the "Five Practices of Exemplary Leadership." This interactive and engaging workshop approaches leadership as a learnable, measurable, and teachable set of behaviors, using a 360-degree assessment. It includes the leadership practices inventory, video cases, experiential learning, and leaders' personal stories, and it is for aspiring and practicing leaders.

Contact: Margaret MacDonald, Ph.D.
mmacdonald@crec.org 860-509-3619

Leadership Guild

The Leadership Guild offers mini professional learning opportunities on a variety of topics, including Next Generation Science Standards and transformative leadership. It is for school and district leaders, assistant superintendents, principals, assistant principals, special education and pupil services directors, and special education supervisors. Membership in the Leadership Guild is required to attend the mini professional learning sessions.

Contact: Margaret MacDonald, Ph.D.
mmacdonald@crec.org 860-509-3619

Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

Mindfulness Conference

CREC's second annual Mindfulness Conference will be held October 21, 2016. It will focus on the health, wellness, and emotional well-being of children, youth, and families, and the purpose of the conference is to share best practices, research, theories, and ideas, which will deepen and expand the understanding of how mindfulness can be used in schools and universities. The conference will also help participants use mindfulness as they work with children, youth, adults, and families.

Contact: Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

Professional Learning Communities – Leadership Teams and the Achievement Gap

This two-day retreat is designed for schools that participate in the Hartford Region Open Choice Program. It will help them create a community that develops the trust, awareness, and skills needed to address the personal attitudes, practices, and policies that impact the racial and ethnic achievement gap in schools. After the retreat, there are six follow-up sessions, which will help with implementation and action.

Contact: Gloria Francesca Mengual
gmengual@crec.org 860-509-3678

Scientific Research-Based Interventions and Special Education

This professional development series tackles some of the most challenging Scientific Research-Based Interventions and special education topics that school building teams encounter. Sessions will be led by experienced practitioners, including building administrators, attorneys, and parents, who have the skills needed to facilitate discussions and provide practical ideas. The series will begin with discussion about legal issues and interventions for students with behavior issues on November 9, 2016.

Contact: Sonya Kunkel
skunkel@crec.org 860-509-3763

Social Justice and Equity Consortium

The 2016-2017 Social Justice and Equity Consortium is a professional development opportunity for teachers, school and district leaders, and stakeholders interested in evaluating, reviewing, and developing policies, practices, structures, and systems that support an equitable and socially just education for minority students.

Contact: Gerald Hairston
ghairston@crec.org 860-509-3661

Teacher Leadership Institute

CREC's Teacher Leadership Institute provides a professional learning opportunity for exemplary teachers who already display the potential to become teacher leaders, or for teachers who are leaders and want to develop their leadership skills and expertise. During this institute, teachers will develop critical leadership proficiencies, including coaching skills and practices, supporting and cultivating less experienced colleagues, and building staff capacity, facilitation skills, instructional coaching and instructional leadership skills, and culturally responsive pedagogy and practices.

Contact: Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

Things to Know About Being a Superintendent

Administrators interested in learning more about being a superintendent will receive information on topics, such as being a career superintendent; educational and financial leadership; superintendent and school board relationships; resumes; necessary credentials; and the interview process.

Contact: Margaret MacDonald, Ph.D.
mmacdonald@crec.org 860-509-3619

Using Data in a Changing Landscape

The educational landscape in Connecticut is changing rapidly with respect to assessment, accountability, and performance evaluation. Connecticut school leaders need to understand how data on student performance is used in the context of educator evaluation, school accountability, and data-driven improvement initiatives. This training explores how the practice of data teams and data-driven decision making and the setting of SMART goals for student performance intersect with the requirements of the new teacher evaluation model and the new state accountability system.

Contact: Heather Levitt-Doucette
hldoucette@crec.org 860-509-3794

"I was impressed on many levels. It was organized, insightful, informative, and interactive—this combination is rarely used. Kept everyone involved talking about the topic—also a rare occurrence. Thank you for making me look past myself."

— Social Justice and Equity in Action Symposium Participant

Energy Education Resources

eemarks™: K-12 Energy Education Initiative

As part of the Energize Connecticut initiative, eemarks™ is an educational program designed to facilitate students' understanding of science, math, and technology as it relates to energy efficiency, clean energy sources, and electricity. All eemarks™ workshops and lessons are fully aligned with Next Generation Science Standards and Connecticut Core Standards for math and English language arts. These interactive, cross-disciplinary workshops feature inquiry-based, hands-on activities and are available for free to Connecticut kindergarten through grade 12 formal and informal educators.

Contact: Gio Koch
gkoch@crec.org 860-509-3686

eemarks™ Summer Institute

Held annually in July and August, the eemarks™ Summer Institute features intensive one-day or three-day workshops for educators on various energy, weather, and recycling topics.

Contact: Gio Koch
gkoch@crec.org 860-509-3686

Energize Connecticut Center: Look, Touch, Learn, Save

Part science museum, part hands-on activity center, and part adult energy efficiency source, the Energize Connecticut Center is an interactive, professionally-staffed facility that provides seminars, special events, and student tours. Aligned with content standards and grade-level expectations, the tours help students learn about energy, electricity, electrical safety, nonrenewable resources versus renewable resources, conservation, and energy efficiency.

The center is free to visit and provides school groups with a bus reimbursement of up to \$250.

Contact: Gio Koch
gkoch@crec.org 860-509-3686

Hartford Region Open Choice Program

CREC manages the Hartford Region Open Choice Program, an interdistrict public school program that helps improve academic achievement; reduces racial, ethnic, and economic isolation; and provides a choice of educational programs for public school students. The program allows Hartford residents to attend public schools in 26 suburban towns and allows suburban residents to attend designated Hartford public schools. Enrollment is offered by school districts, and students are selected by a lottery conducted by the State Department of Education's Regional School Choice Office. CREC works closely with districts and families to provide academic and behavioral support to students. In addition, CREC offers a variety of professional development opportunities for Open Choice districts to enhance the educational environment for students in the Open Choice program and to increase student success.

Contact: Debra M. Borrero
dborrero@crec.org 860-524-4033

CREC Family Engagement Series

The CREC Family Engagement Series provides Hartford Region Open Choice Program and CREC Magnet School parents with learning opportunities that are designed to empower parents in their role as co-educators. These opportunities also connect parents in a meaningful way to their child's school, and they motivate parents to remain continually engaged in their child's education. The curriculum is based on a parent interest survey. Previous topics include, "Navigating the Special Education Process," "Tips and Tools for Making College Preparation Easier," and "Practical Solutions for Positive Parenting."

Contacts: Callie Bostic-Gardner
familyengagement@crec.org 860-713-6988

Laura Lyon
familyengagement@crec.org 860-524-4079

Hartford Region Open Choice Book Club

This five-part book discussion series is a free program for CREC area districts that enroll Open Choice students. It provides the opportunity to participate in valuable conversations that relate to creating high-achieving schools that address the needs of diverse learners.

Contact: Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

Open Choice Leadership Institute

This three-day, interactive workshop is designed specifically for school and district teams that work with students enrolled in the Hartford Region Open Choice Program. Cohorts will learn more about the Open Choice program and culturally relevant best practices, while also discussing elements of emotional intelligence and its impact on student success. Participants will engage in dialogue with alumni, parents, and students across multiple school districts throughout the school year.

Contact: Gloria Francesca Mengual
gmengual@crec.org 860-509-3678

Inclusive Education

The Blueprint: Building Powerful Achievement

This series offers educators practical information for teaching students with disabilities. Modules offer specific methods for educating the following student populations: students with significant disabilities in general classrooms; English learners with disabilities; and students with significant attendance issues who need dropout prevention. See the Educational Resources section for Blueprint participant workbooks.

Contact: Julie Giaccone
jgiaccone@crec.org 860-748-8001

The Blueprint: Building Powerful Individualized Education Programs

This series of professional development modules raises the achievement of students with disabilities by matching specially designed instruction with well written, meaningful, measureable Individualized Education Program goals and objectives that align with the Connecticut Core Standards. Modules address academic achievement and functional performance, standards-based goals and objectives, instructional planning, data collection, and progress monitoring, and they are tailored to specific district or school needs. Job-embedded technical assistance is also available to ensure sustainable change in teacher practice. See the Educational Resources section for Blueprint participation workbooks.

Contact: Lisa Fiano
lfiano@crec.org 860-712-3897

Co-Teaching Practices: Basic and Advanced

Workshops, technical assistance, webinars, and coaching services are available to develop and advance co-teaching practices. CREC provides co-teaching audits, program development, professional coaching, and assists with staff and student scheduling to maximize co-teaching resources and increase student achievement and inclusion. See the Educational Resources section for products related to co-teaching professional development.

Contact: Sonya Kunkel
skunkel@crec.org 860-509-3763



Individualized Education Program Implementation and Collaboration with Parents

CREC provides workshops and technical assistance for identifying and planning for the implementation of student Individualized Education Programs. Many professional development opportunities focus on how to create accommodations, modifications, and specially designed instruction in the general education setting. [Public Act 12-173]

Contact: Sonya Kunkel
skunkel@crec.org 860-509-3763

Inclusion Practices

CREC provides workshops and technical assistance for identifying, planning, and working effectively with children who have special needs in general education classrooms. These workshops include the implementation of student Individualized Education Programs. [Public Act 12-173]

Contact: Sonya Kunkel
skunkel@crec.org 860-509-3763

Instructional Methods for Exceptional Learners

A variety of professional development services are available to districts for developing and refining academic, social, and behavioral inclusion practices for preschool through grade 12 and transition classrooms. The following customized workshops, onsite coaching, and electronic coaching can be provided: “Grading Students with Disabilities;” “Accommodating and Modifying Academic Work;” “Co-Teaching: Creating Specially Designed Instruction;” “Proactive and Research Behavior Management;” “Social Skills Development;” “School to Career-Transition Process;” and “Understanding the Common Core for Special Educators and Related Staff.”

Contact: Mary Jo Terranova
mterranova@crec.org 203-233-1940

Introduction to Disabilities: Training for Staff and Parents

CREC provides training to staff and parents to raise awareness of disabilities that adversely affect educational performance. Experiential activities are then connected to best practice for instruction, behavior management, lesson planning, Individualized Education Program development, and collaboration with parents and teachers.

[Public Act 12-2, 12-173]

Contact: Kerri Brown, Ph.D.
kbrown@crec.org 518-955-0940

Learning Laboratories

Unique opportunities are available for staff to visit classrooms, schools, and transition training demonstration sites. Learning laboratories help both new and experienced teachers gain a greater understanding of specific teaching practices. Learning laboratories are also useful for educators in need of skill development for professional improvement plans.

Contact: Sonya Kunkel
skunkel@crec.org 860-509-3763

Maximize Student Engagement for the "At Risk" Learner in the General Education Classroom

Coaching, in-class modeling, virtual coaching, and professional development trainings offer teachers live demonstrations of strategies and techniques to engage students in a variety of academic settings.

Contact: Sonya Kunkel
skunkel@crec.org 860-509-3763

Instruction

Classroom Digitization

CREC partners with Modern Teacher, an educational technology company that provides research-based methodology for digital convergence in education.

This partnership offers Connecticut school districts support as they transition from traditional classrooms to modern learning environments and will ensure the successful adoption of technology to support both the design and delivery of instruction.

Contact: Margaret MacDonald, Ph.D.
mmacdonald@crec.org 860-509-3619

Collaborative Consultation Models and Practices

CREC's education specialists will facilitate a district's use of collaborative practices through the development of infrastructures, redeployment of human resources, and professional development. This helps to create transdisciplinary teaming for successful inclusion.

Contact: Cathy Forker
cforker@crec.org 860-869-1488

Common Core of Teaching Rubric for Effective Teaching

CREC education specialists will provide professional learning workshops on all aspects and indicators in Domain 1-Classroom Environment, Student Engagement, and Commitment to Learning; Domain 2-Planning for Active Learning; Domain 3-Instruction for Active Learning; and Domain 4-Professional Responsibilities and Teacher Leadership. Professional learning will be tailored to teacher, grade level, subject area, and school and district priorities.

Contact: Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

Differentiated Instruction

Differentiated instruction is based on the belief that all students can learn and learn best when they make connections between the curriculum and their diverse interests and experiences. The greatest learning occurs when students are pushed slightly beyond the point where they can work without assistance. CREC's education specialists support staff in building capacity for implementation of differentiated instruction in all subject areas.

Contact: Sara Slogesky
sslogesky@crec.org 860-509-3678

Effective Teaching and Instructional Strategies

Gain knowledge, develop skills, and learn to implement Jim Knight's high impact instructional strategies and John Hattie's visible learning. Participants will also create personal applications for each strategy in their content areas. This workshop can be adjusted for any content area.

Contact: Tamara Gloster
tgloster@crec.org 860-509-3786

Effective Teaching Strategies for English Learners

Effective instruction for English learners includes rigorous differentiated instruction that utilizes research-based instructional strategies and is based on linguistic and academic data. CREC can assist teachers by providing training in:

- Instruction of English learners
- Effective instructional strategies for English learners
- Differentiation strategies for English learners in the math classroom
- Differentiating performance-based tasks for English learners in the classroom
- Using multicultural literature to create rich and diverse classrooms

CREC can also customize support and professional development based on staff needs and targeted assistance in data team facilitation for English learners, co-planning, co-teaching, and modeling in the classroom.

Contact: Teresa Lopez-Lebron
tlopezlebron@crec.org 860-509-3773

English Learner Program Audit

CREC consultants will conduct an audit using research-based logic module methodology for the following: English learner student outcomes and performance; push in and pull out programs; teacher pedagogical knowledge; instructional strategies that support English Learner students; monitoring systems that track student progress; curriculum; and policies. The audit may include demographic and data analyses; interviews with various stakeholders; classroom observations; and review of lessons and units. The audit will provide an evaluation, insights, commendations, and recommendations of a school or district's professional learning workshops and school and district plans.

Contact: Teresa Lopez-Lebron
tlopezlebron@crec.org 860-509-3773

Evaluation and Application of Research to Inform Student Learning

CREC consultants provide workshops for teachers and leaders to review, evaluate, and apply research to instruction, curriculum, literacy, math, policy, and planning.

Contact: Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

Instruction and Intervention Protocols for "At Risk" and Struggling Learners

CREC consultants will support the development and integration of accommodations, modifications, and intervention protocols for Tier 1, 2, and 3 instruction, including assessment routines, data collection, multi-sensory instructional techniques, and data analysis. Support is also available for strategic planning and infrastructure development.

Contact: Sonya Kunkel
skunkel@crec.org 860-509-3763

Instructional Rounds™ Facilitation

CREC's experienced Instructional Rounds™ facilitators provide support, guidance, and facilitation for Instructional Rounds™, a Harvard Graduate School of Education process, to districts. CREC's consultants will provide professional learning workshops to district teams and will facilitate Instructional Rounds™ in the district. Instructional Rounds™ is a network, school, and district-wide approach to improving teaching and learning. It focuses on the core of teaching: instruction, curriculum and content, and student learning.

Contact: Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

Interventions and Protocol Development: Comprehensive Skill Curriculum for Intervention Services

Once the Scientific Research-Based Interventions framework is established, districts often need research-based protocols for interventions in key areas. CREC intervention specialists will help districts develop and implement a scope and sequence of protocols and assessments.

Contact: Sonya Kunkel
skunkel@crec.org 860-509-3763

Kindergarten - Grade 2 Literacy Support

CREC consultants guide kindergarten through grade two teachers in planning effective lessons and developing literacy centers that align with standards, research-based strategies, and differentiated instruction. CREC consultants provide a balanced delivery of professional development support by including research, modeling, and practice.

Contact: Teresa Lopez-Lebron
tlopezlebron@crec.org 860-509-3773

Knowledge and Skills for Presenting to Adult Learners

This workshop is for all educators who want to sharpen their presentation skills when presenting to colleagues, parents, and community groups. CREC staff developers will provide professional learning workshops on the six principles of adult learning: adults are internally motivated and self-directed; adults bring life experiences and knowledge to learning experiences; adults are goal oriented; adults are relevancy oriented; adults are practical; and adult learners like to be respected.

Contact: Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

Looking at Student Work Protocols

Looking at student work protocols allow grade level teams to identify and implement targeted instructional strategies, ultimately improving teaching and learning. CREC's trained facilitators assist data teams in learning and modifying student work protocols. They also provide support during the data team process.

Contact: Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

"The COMPASS training that CREC provided to Amity Regional District No. 5 throughout this year was exceptional. The paraprofessionals who participated in the ongoing trainings were excited to try new strategies with their students. This training is top notch, and as a director of curriculum and staff development, I strongly recommend The COMPASS training as meaningful professional learning!"

— E. Marie McPadden
Director of Curriculum and Staff Development
Amity Regional School District No. 5

Paraeducator Professional Development

The COMPASS is a comprehensive, job-embedded development curriculum that aligns with national and state paraeducator standards, and it has five basic and 16 advanced modules. Topics include roles and responsibilities, connecting instruction to the Connecticut Core Standards, and school climate. All modules are available to be presented in districts, or CREC can certify staff members to teach The COMPASS, enabling capacity building within an organization. See the Educational Resources section to learn more about The COMPASS participation workbooks.

Contact: Alison Cianciolo
acianciolo@crec.org 860-478-6404

Positive Youth Development

Positive youth development is a policy perspective that emphasizes the services and opportunities that are needed to support all young people in developing a sense of competence, usefulness, and belonging. Positive youth development works best when families, schools, and the community work together to create the conditions and opportunities for young people to thrive. The positive youth model focuses on “youth as resources” and their positive assets. This training will examine the conditions and practices that promote positive youth development programming in schools, afterschool programs, and community agencies.

Contact: Kim Brewer
kbrewer@crec.org 860-509-3629

Professional Learning Communities, Instructional Core, and Student Learning

CREC educational consultants provide facilitated, guided, and directed professional learning communities for improving and enhancing instructional strategies, teacher pedagogy, curriculum, and content selection. These communities also help educators engage students to improve student performance.

Contact: Tamara Gloster
tgloster@crec.org 860-509-3786

Professional Online Learning Portal

This portal offers online learning for educators, helping districts offer a wide variety of cost-effective options to meet professional development needs and enhance curriculum standards. With offerings from CREC, as well as a variety of other renowned providers, self-paced online courses, webinars, and videos provide flexible options for accessible professional development.

Contact: Kathy Randall
krandall@crec.org 860-509-3655

Program Evaluation

For schools or districts that have questions about the impact of an instructional program or strategy, or on outcomes for students, CREC staff can work to develop evaluation questions, to identify appropriate sources of data, and to design an evaluation protocol to support programmatic decisions.

Contact: Heather Levitt-Doucette
hldoucette@crec.org 860-509-3794

Quality After-School Programming

Research shows that quality after-school programming helps students increase school attendance, improve grades and test scores, and stay safe, healthy, and on track for success. In this workshop, CREC’s quality advisors provide an overview of best practices in after-school settings. Topics include leadership, program planning and professional development, family engagement, youth voice, connections to schools and communities, and aligning learning with school day competencies.

Contact: Kim Brewer
kbrewer@crec.org 860-509-3629

“The CREC Technical Assistance and Brokering Services consultant was instrumental in supporting the Silver Lane School staff with training and support to develop a successful Scientific Research-Based Interventions model for our school. Our Scientific Research-Based Interventions model was shared with our district team to design the Scientific Research-Based Interventions model for the district.”

— Cathie Ciccomascolo
Principal
Silver Lane School
East Hartford Public Schools

Readers and Writers Workshop

CREC’s staff developers, trained at the Teacher’s College at Columbia University Graduate School of Education, help districts and schools with the implementation of reading and writing workshops. Staff developers provide an introduction to workshop instruction, training in grade-level implementation, demonstration lessons, learning progressions, rubrics, checklists, conferring, and many other services. The CREC Institute of Teaching and Learning also provides support in aligning mini-lessons to the Connecticut Core Standards. Trainers are available in kindergarten through grade eight.

Contact: Najla Staggers
nstaggers@crec.org 860-240-6602

Scientific Research-Based Interventions Framework: How to Develop, Maintain, and Extend Comprehensive Practices

CREC develops and enhances Scientific Research-Based Interventions structures through assessment, technical assistance, and professional development in a single school or in a district. CREC provides staff training in practices to promote the integration of the Scientific Research-Based Interventions framework and the learning disability guidelines. State-anchor trainers can support the assessment, evaluation, creation, and monitoring of tiered behavioral and academic interventions, and Scientific Research-Based Interventions program audits can be conducted in a district.

Contact: Sonya Kunkel
skunkel@crec.org 860-509-3763

Smarter Balanced Assessment and Classroom Instruction

CREC educational specialists can provide professional learning workshops to teachers and staff at the school and district level, which will deepen their understanding of how instructional practices link to Smarter Balanced Assessments to support and enhance student learning and performance.

Contact: Tamara Gloster
tgloster@crec.org 860-509-3786

Strategic Instruction Model™: Learning Strategies

Learning strategies are research-based interventions from the University of Kansas that facilitate independent management of Connecticut Core Standards content through the instruction of learning skills. The learning strategies curriculum encompasses strategies for acquiring information to improve students' skills in reading, writing, math, and social skills up to 40 percent, especially for intervention groups for struggling students in grades three through 12. CREC's certified professional developers are available to customize a program for schools or intervention teams.

Contact: Mary Jo Terranova
mterranova@crec.org 203-233-1940

Targeted Teacher Development Academy

The Targeted Teacher Development Academy creates individual and group professional development structures. Master educators and administrators provide a variety of professional learning opportunities, including small or large group training, professional teaching communities, book studies, job-embedded technical assistance, coaching and modeling, and self-paced study. The Academy also allows skill refinement to maximize practices or retraining for redeployment and reallocation of staff. The academy is tailored to meet individual teacher needs.

Contacts: Sonya Kunkel
skunkel@crec.org 860-509-3763

Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

Teacher Leadership Institute

CREC's Teacher Leadership Institute provides a professional learning opportunity for exemplary teachers who already display the potential to become teacher leaders, or for teachers who are leaders and want to develop their leadership skills and expertise. During this institute, teachers will develop critical leadership proficiencies, including coaching skills and practices; supporting and cultivating less experienced colleagues and building staff capacity; facilitation skills; instructional coaching and instructional leadership skills; and culturally responsive pedagogy and practices.

Contact: Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

Teaching Financial Literacy

With the impact of our nation's recent financial crisis, school districts in Connecticut and across the country are helping students develop the skills they need to make key financial decisions throughout their lifetime. CREC's educational specialists can help districts develop a personal finance course, add personal finance activities to existing courses, or provide professional development sessions for teachers. CREC's annual personal finance conference will be held in the spring of 2017, and it will address many of these topics.

Contact: Mary Lou Molloy
mmolloy@crec.org 860-509-3649

Transition Services

A variety of school-to-career and school-to-post-secondary education services are available to support district transition efforts. Expert consultation is available for school program development, and integrated community programming services are available for future planning and for Individualized Education Program planning for students ages 18 to 21.

Contact: Cathy Forker
cforker@crec.org 860-869-1488

Understanding and Defining Rigor: Using Depth of Knowledge

Rigor is more than just asking students the right questions. It's about the depth of thinking that teachers are able to elicit from students. Using the Karen Hess Cognitive Rigor Matrix, CREC consultants work with staff to develop rigorous questions, lesson plans, assessments, and activities that develop critical thinking skills.

Contact: Tamara Gloster
tgloster@crec.org 860-509-3786



Universal Design for Learning

Universal Design for Learning is an educational framework based on research that guides the development of flexible learning environments to accommodate individual learning differences. Based on the belief that all students can learn—and learn best when they make connections between the curriculum and their diverse interests and experiences, CREC's education specialists support school and district staff in building capacity of differentiated instruction so that every student can learn at high levels.

Contacts: Lisa Fiano
lfiano@crec.org 860-712-3897

Tamara Gloster
tgloster@crec.org 860-509-3786

Using Data Teams to Inform Instruction and to Improve Student Learning and Performance

CREC's educational specialists provide professional learning workshops, support, and facilitation to data teams at the school level and to leaders at the district level. Data teams collaborate to yield student improvement through the monitoring of teaching strategies and student success indicators. Looking at student work protocols allows grade-level teams to identify and implement targeted instructional strategies. This ultimately improves teaching and learning. CREC's trained facilitators assist data teams in learning and modifying student work protocols.

Contact: Tamara Gloster
tgloster@crec.org 860-509-3786

Using Multicultural Literature and Math in the Classroom

CREC staff developers offer workshops on how to create rich and diverse classrooms by integrating and implementing multicultural literature and math into curriculum and instruction to support student learning and performance.

CREC can also customize support and professional development based on staff needs and targeted assistance in data team facilitation for English learners, co-planning, co-teaching, and modeling in classrooms.

Contact: Teresa Lopez-Lebron
tlopezlebron@crec.org 860-509-3773

Instructional Coaching

E-Coaching and Virtual Consultation for Pupil Services Personnel

A cost-savings measure, electronic coaching offers flexibility and targeted support for pupil services personnel. Topics include collaboration, family engagement, early intervention, special education, 504 plans, behavior interventions, speech and language, school counselors support, specialized instructions, and specialized assessment services. Virtual consultation and planning and placement team attendance options are also available.

Contact: Sonya Kunkel
skunkel@crec.org 860-509-3763

Grades Six to 12 Instructional Coaching Institutes for Novice Coaches: Math and English Language Arts

**This three-day institute is for beginning and novice middle and high school coaches, or for coaches who want to attend formal training on instructional coaching.*

The Instructional Coaching Institute is for coaching specialists, coordinators, and department leaders in secondary education. The institute emphasizes building collaboration, cohesion, and content area instructional practices that are unique to teachers in secondary school education.

Participants will learn about current thinking on topics of instructional coaching, including the essential elements of effective instructional coaching; the coaching cycle; connecting with teachers; analyzing teacher needs; observing classes; collaborating on interventions; modeling; providing feedback; and supporting a professional learning community.

Participants will learn in CREC Magnet School lab-site classrooms, or at partnership schools in the Greater Hartford region that utilize newly-acquired strategies in a secondary school setting. Participants will acquire the tools required to balance the multiple roles of a coach and to support colleagues in the classrooms.

Contact: Sue Renehan
srenehan@crec.org 860-509-3760

Instructional Coaching Overview

Participants will learn about current thinking on instructional coaching and the role coaches play with teachers, school leadership, data, and assessment when supporting the implementation of the Connecticut Core Standards and the Connecticut Core of Teaching Rubric for Effective Teaching (2014) in the classroom. A primary purpose of this session is to ensure that CREC colleagues benefit from theory, research, and practice. Participants will benefit from the instructional coaching research and clinical knowledge work of Jim Knight, Charlotte Danielson, Michael Fullan, Norman Webb, and others.

Contact: Sue Renahan
srenahan@crec.org 860-509-3760

Japanese Lesson Studies, Facilitation, and Demonstrations

CREC consultants provide professional learning workshops, guidance, and facilitation for Japanese lesson studies. Under the guidance of a trained facilitator, teachers work collaboratively to develop targeted lesson plans and implementation skills. These job-embedded lesson studies or demonstration lessons have three essential components: pre-conference lesson planning, a demonstration lesson, and debriefing and next steps. This work is tailored to the needs of districts.

Contact: Sue Renahan
srenahan@crec.org 860-509-3760

Kindergarten Through Grade Five Instructional Coaching Institutes for Novice Coaches

**This three-day institute is for beginning and novice elementary school instructional coaches, or for coaches who want to attend formal training on instructional coaching.*

Participants will learn about current thinking on topics of instructional coaching, including the essential elements of effective instructional coaching; the coaching cycle; connecting with teachers; analyzing teacher needs; observing classes; collaborating on interventions; modeling; providing feedback; and supporting a professional learning community.

Participants will learn in CREC's Magnet School lab-site classrooms, or at partnership schools in the Greater Hartford region that utilize newly-acquired strategies in a kindergarten through grade five lab school setting. Participants will acquire the tools required to balance the multiple roles of a coach and to support colleagues in the classroom.

Contact: Sue Renahan
srenahan@crec.org 860-509-3760

Kindergarten to Grade 12 Instructional Coaching Institute for Master Coaches

**This institute is for experienced instructional coaches at all levels of schooling who have either attended instructional coaching training or who have at least four to five years of coaching experience.*

The Master Coaching Institute is for experienced instructional coaches, coaching specialists, coordinators, and department leaders who are working to advance their coaching knowledge, technique, and strategies.

The institute looks to hone a deeper understanding of various coaching frameworks, theory, research, current perspectives, and practices, and it explores the unique perspective of the "coaching mindset."

This institute will focus on the following: working in lab-site classrooms; assessing student work; peer feedback; videotaping; building networks for change; and identifying ways to improve teacher reflection to improve student learning.

Contact: Sue Renahan
srenahan@crec.org 860-509-3760

School and District Leaders Working with Instructional Coaches: Making the Connections to Teaching and Learning

The purpose of this workshop is to expand school leaders' understanding of the roles and responsibilities of instructional coaches, the coaching cycle, the relationship between the instructional coach and teachers, and the challenges that instructional coaches encounter. The workshop will focus on how school principals build an effective and supportive relationship with instructional coaches and support teachers to improve student learning.

This workshop is for school leadership teams, principals, assistant principals, department chairpersons, and instructional coaches.

Contact: Sue Renahan
srenahan@crec.org 860-509-3760



Video Coaching

Video coaching offers teachers the opportunity to gain a third-person perspective on their practice. Instructional coaching is an invaluable means of building teacher capacity in instructional practice, addressing the 40 percent component of the teacher evaluation and support process. CREC can assist schools or districts in creating a video coaching protocol, including the information and templates to begin crafting a video coaching program. This workshop also explains the research behind the efficacy of using a video coaching protocol for instructional coaching.

Contact: Sue Renehan
srenehan@crec.org 860-509-3760

Instructional Technology

Bring Your Own Device Services

Schools and districts can benefit from the insights and hands-on experience of CREC's technology team to design and deploy a "Bring Your Own Device" program. CREC's needs assessment and implementation services cover key issues, such as wireless network security, usage policies, curriculum integration, instructional strategies, and device management.

Contact: Josiah Hills
jhills@crec.org 860-524-4047

iPads in the Classroom

The CREC technology team leads schools or districts in the safe adoption of processes and procedures to weave mobile computing into the curriculum, supporting the development of 21st Century skills. Apple chose CREC as its regional partner to support the rollout of iPads and iPods in the classroom. CREC provides in-district training and curriculum infusion to maximize the instructional capability of these devices.

Contact: Josiah Hills
jhills@crec.org 860-524-4047

Managing Digital Learning Environments

This workshop covers how to leverage free and low-cost, web-based tools to support district curriculum, instruction, and operations. CREC's educational technology experts offer custom training to schools or districts in the implementation of learning management, blogging, social networking, and collaborative tools. CREC also provides guidance in planning and policy to improve implementation.

Contact: Josiah Hills
jhills@crec.org 860-524-4047

Behavioral Health Support and Services

CREC's John J. Allison, Jr. Polaris Center Outpatient Mental Health Clinic

The CREC John J. Allison, Jr. Polaris Center's outpatient mental health clinic is for children, adolescents, adults, and families, and it is licensed by the Connecticut Department of Public Health and the Connecticut Department of Children and Families. It provides high-quality mental health services to children in preschool through adolescence and to adults and families in the community. Utilizing a strength-based approach, clinic staff establish a treatment plan of care.

Contact: Timothy Carroll
tcarroll@crec.org 860-289-8131, x3408

Diagnostic and Therapeutic Program

Responding to the increased need for specialized programming for students, CREC is ready to assist districts in developing their own diagnostic and therapeutic program. Programming is designed to help students who are struggling with behavior that restricts their ability to access academics and develop appropriate relationships with peers and adults. The program's goal is to transition outplaced students back into a public school setting with new skills sets that enable them to reach their highest social, behavioral, and academic levels.

Contact: Carole Kerkin
ckerkin@crec.org 860-509-3745

Intensive Intervention Team

CREC can assist districts in establishing an intensive intervention team model that support schools in addressing the social, emotional, and behavioral needs of the most challenging students. Designed to work with school staff, families, and students, this model provides direct services to students, professional development, parenting support, and the development of a comprehensive plan for students in need.

Contact: Carole Kerkin
ckerkin@crec.org 860-509-3745

Mental Health and Creating Safer Schools

CREC provides a series of professional development training opportunities and school-specific technical assistance to help school leaders, faculty, and staff understand how to increase safety and enhance social, emotional, and academic achievement for all students. Topics include a comprehensive school-based mental health approach; trauma-sensitive schools to improve learning; addressing student attendance; adjustment issues and dropout; working with students with mental health concerns; and therapeutic crisis intervention for schools.

Contact: Kerri Brown, Ph.D.
kbrown@crec.org 518-955-0940

Mental Health First Aid

CREC can provide mental health first aid training to all educators. This program was developed and copyrighted by the Department of Health and Mental Hygiene, the Missouri Department of Mental Health, and the National Council for Community Behavioral Healthcare. This program provides educators with information on common mental health disorders in youth and provides first aid strategies and community resources to those working in the field.

Contact: Carole Kerkin
ckerkin@crec.org 860-509-3745

Prevention to Escalation

CREC has developed a prevention to escalation training program for all educators. It will inform their work and help them to better manage students who demonstrate significant behavioral challenges. Preventing the escalation of problem behaviors leads to the development of a safe learning environment for all and reduces the loss of instructional time. This training provides information on the causes of dysregulation in students, the stages of behavioral escalation, and successful prevention strategies to be utilized in each phase.

Contact: Carole Kerkin
ckerkin@crec.org 860-509-3745

School Climate

Balanced and Restorative Discipline

CREC provides comprehensive training to schools on the use of the balanced and restorative discipline model. This model addresses discipline issues in a way that works to assist with establishing regional or district therapeutic programs. This model, currently being utilized extensively in both juvenile justice and educational facilities, provides a more effective way to encourage pro-social behaviors on the part of students, and it builds communities.

Contact: Carole Kerkin
ckerkin@crec.org 860-509-3745

Culturally Responsive Education and Educators

Students perform their best in a culturally responsive classroom. CREC education specialists will provide workshops on instructional strategies and models that support student engagement and enhance cultural understandings of all students. The three R's – relevance, relationships, and rigor – are explored through the workshops. Additionally, CREC education specialists will support teachers in eliminating biases in curriculum and subject area content.

Contact: Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

Diversity, Cultural Proficiency, and Culturally Relevant Education Audit for Schools and Districts

CREC consultants will conduct an audit using National Center for Culturally Responsive Educational Systems tools. CREC will audit a school or district's level of cultural proficiency and culturally responsive pedagogy in the following areas: subject area curriculum; instructional practices; policies; school climate and culture; student-teacher relations; and parent-school relationships. The audit informs school districts' strategic and continuous improvement plans. The cultural proficiency audit will provide an evaluation, insights, commendations, and recommendations for how a successful school or district integrates cultural proficiency and culturally responsive teaching to support student learning and performance.

Contact: Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

How Welcoming is Your School? A Connecticut Welcoming Schools Initiative

The key to engaging parents is to make their schools "feel like family." Schools that extend a genuine welcome and are inviting to families have strong partners in education. This half-day workshop incorporates hands-on activities, using the Welcoming Tool Guide to understand the assessment process. Participants receive a Welcoming Schools manual, promotional DVD, and an implementation plan. CREC also provides follow-up professional development workshops and on-site technical assistance with facilitation and documentation.

Contact: Gerald Barrett
gbarrett@crec.org 860-524-4034

National School Climate Center Survey: Improving School Climate to Improve Student Achievement

The need to build a positive school climate is based upon the belief that students learn best when they feel physically, emotionally, and intellectually safe. Through CREC's collaboration with the National School Climate Center, CREC provides districts with the comprehensive school climate inventory, a valuable tool for surveying parents, staff, and students on aspects of school climate. After districts receive the results, CREC consultants provide staff support and help build capacity for the development and maintenance of a positive and respectful school climate.

CREC consultants offer school climate workshops on creating and sustaining a welcoming school climate for all students. Participants gain an understanding of the impact school climate has on student achievement. CREC consultants explore practical structures and strategies to address the quality of relationships in schools to both support positive interactions among students and between youth and adults and to prevent bullying and school violence.

Contact: Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

Positive Behavioral Interventions and Supports

Positive Behavioral Interventions and Supports is a proactive, comprehensive, and systemic support continuum designed to help students of all ages achieve social, behavioral, and learning success, and it emphasizes school-wide support systems. Positive Behavioral Interventions and Supports improves overall school climate, decreases reactive management, maximizes student academic achievement, integrates academic and behavioral initiatives, and addresses the needs of students who have severe emotional and behavioral challenges.

Contact: Cynthia Zingler
czingler@crec.org 860-916-3291

Restorative Conferencing

Restorative conferencing, the second part of the balanced and restorative discipline model, allows participants to acquire the skills and confidence necessary to facilitate conferencing sessions with youth and adults. This training allows for the understanding of the evolution and goals of conferencing and helps identify when conferencing is an appropriate strategy. Participants will also learn the logistics of conference preparation and facilitation, including agreement development, and they will have the opportunity to role play the skills and techniques acquired.

Contact: Carole Kerkin
ckerkin@crec.org 860-509-3745

Student Consultation, Evaluation, and Support Services

CREC school climate experts can conduct a risk assessment, assess programs and services, and meet with students, parents, and staff to ensure program success.

Contact: Cynthia Zingler
czingler@crec.org 860-916-3291

Student Engagement

These three dialogue sessions are designed to help educators understand student experience and perception regarding race and ethnicity, especially how they impact the educational experience of students participating in the Hartford Region Open Choice Program. Each session is three hours. All students, staff, and administrators participate, and the sessions include discussions about cultural lenses, racial barriers, and student achievement. (Note: the length and frequency of these sessions may be tailored.)

Contact: Gloria Francesca Mengual
gmengual@crec.org 860-509-3678



Supporting Positive School Climate

CREC's experts in school climate can assess educational organizations' school climate, and develop programs and services that align with the Scientific Research-Based Interventions framework. They can also provide professional learning opportunities on important subjects, such as bullying, Positive Behavioral Interventions and Supports, restraint, rules and routines, and discipline.

Contact: Cynthia Zingler
czingler@crec.org 860-916-3291

Therapeutic Crisis Intervention

CREC's trainers certified by Cornell University provide initial therapeutic crisis intervention training, as well as mandated update training. Services include initial training with and without physical interventions, refresher training, planning and assessment, and embedded support.

Contact: Kerri Brown, Ph.D.
kbrown@crec.org 518-955-0940

Unity Teams

Inspired by the work of Stephen Wessler, author of “The Respectful School,” Unity Teams are school-based teams of student leaders committed to the mission of creating a safe culture in schools. Through student-designed and student-led projects, Unity Teams help schools bring attention to, and deal with, bullying, teasing, harassment, and the use of degrading language. Unity Team members serve as peer leaders in promoting a positive school climate for all.

Contacts: Gloria Francesca Mengual
gmengual@crec.org 860-509-3678

School, Family, and Community Partnerships

After-school Program Quality Advising

Utilizing the research-based Assessment of Program Practices Tool, CREC quality advisors provide objective feedback on the design and implementation of after-school programming. The advisors have worked with programs throughout Connecticut and western Massachusetts to ensure the finest quality after-school programs. CREC facilitates team meetings; conducts site visits to collect observational information; writes reports on areas of strength and recommendations for improvement; and works with staff to develop plans for program improvement. CREC also provides training on the use of the Assessment of Program Practices Tool as a self-evaluation tool for after-school program staff.

Contact: Betsy LeBoriorous
bleboriorous@crec.org 860-509-3615

Family Engagement and School Partnerships Conference

CREC’s Family Engagement Conference focuses on Karen Mapp’s Dual Capacity Building Framework for Family School Partnerships, which is endorsed by the U.S. Department of Education. The framework is designed to build capacity among educators, families, and community providers to support student success, and it is a map to develop strategies, policies, and programs. It also helps to build the skills, knowledge, and dispositions that all family, school, and community stakeholders need.

Contact: Betsy LeBoriorous
bleboriorous@crec.org 860-509-3615

Partnering with Parents

These six, two-hour dialogue sessions aim to build a unified group of diverse parents, teachers, administrators, and school staff who understand both the challenges and benefits of a diverse school. The first two dialogues enable participants to develop trust and begin to understand one another’s experiences. Building on that trust, people in subsequent sessions explore different racial and ethnic experiences and viewpoints, examine school culture and policies, and identify and begin to work toward desired changes. The goals are to create personal and group action steps that address racial and ethnic barriers to student achievement and parental involvement in schools and to develop an environment where racial and ethnic issues can continue to be discussed openly and productively.

Contact: Gloria Francesca Mengual
gmengual@crec.org 860-509-3678

School Transformation

CREC provides advanced support and professional development services in four research-based transformational areas: vision, instructional core, human capital, and infrastructure. School climate, family, and community engagement are integral to school transformation and encompass the core transformational areas. Sustainable school transformation demands a commitment to data review, strategic planning, aggressive intervention, and ongoing evaluation. CREC provides guidance and support at every phase of transformational change and builds local capacity for continuous improvement, monitoring and adjustment, and the scaling-up of programs with demonstrated success.

Contacts: Tim Nee
tnee@crec.org 860-509-3650

Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

Secondary Education

Career Technical Education

CREC offers a wide variety of instructional support and professional development that provides districts with customized training to meet the needs of career technical education teachers. CREC’s annual Career Technical Education Conference will be held in the fall of 2016, and it will offer teachers the opportunity to learn about the newest advances in career technical education.

Contact: Mary Lou Molloy
mmolloy@crec.org 860-509-3649

Connecticut’s Career Pathways Initiative

Connecticut’s career pathways initiative helps students connect their classroom learning to decisions regarding secondary academic and elective course enrollment, postsecondary plans, and careers. It also integrates rigorous academic courses and career-related electives with hands-on learning and comprehensive school counseling.

Contact: Mary Lou Molloy
mmolloy@crec.org 860-509-3649

Engaging and Challenging High School Students

This professional learning workshop enables teachers to explore research-based theories behind human motivation and how it applies to education. CREC's education specialists work with teachers to identify what motivates individual students, and they assist in the development of concrete strategies to use in the high school classroom.

Contact: Sara Slogesky
sslogesky@crec.org 860-509-3678

Personalized Learning

Personalized learning comes in many forms. Key factors may include student-centered learning; student voice and choice; multiple paths of study; pace of learning; focus on competencies; collaborative school community; community-based learning and meaningful assessment; and accountability. CREC education specialists provide professional learning workshops on the varied conceptualizations of personalized learning, and they support and facilitate the integration of personalized learning into schools and districts.

Contact: Tamara Gloster
tgloster@crec.org 860-509-3786

Problem-based Learning

CREC education specialists provide professional learning workshops on problem-based learning and provide guidance to teachers on implementing problem-based learning in a school or classroom.

Problem-based learning is a student-centered pedagogy in which students learn about a subject through the experience of creating a problem. Students learn both thinking strategies and domain knowledge. Working in groups, students identify what they already know, what they need to know, and how and where to access new information that may lead to the resolution of a problem. The role of the instructor is to facilitate learning by supporting, guiding, and monitoring the learning process.

Contact: Tamara Gloster
tgloster@crec.org 860-509-3786

Secondary Special Education Issues

Secondary programs for students with disabilities teach independent management of everyday expectations through specialized strategies and targeted, direct instruction. CREC provides professional development, technical assistance, and instructional coaching to maximize resources, redefine staff roles, and align Individualized Education Program requirements with standards-based practices.

Contact: Sonya Kunkel
skunkel@crec.org 860-509-3763

Student Success Plans

Student success plans are an essential element of Connecticut's secondary school reform. Student success plans facilitate the development of goal-oriented plans for students in grades six through 12. CREC consultants will support districts or schools in developing, implementing, and enhancing a district-wide student success plan framework. Services include a student success plan inventory audit, implementation consultation, a faculty student success plan overview presentation, facilitated roll out, and ongoing support.

Contact: Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

"CREC's assistive technology services have given us the support and training needed to continue to build capacity in our district. We have reviewed the assistive technology consideration process and established our assistive technology procedures and processes through consultation and collaboration. The assistive technology consortium and the lending library are great resources for building capacity as well."

— Susan K. Nicholas
Tech Champion and Assistive Tech Coach
Regional School District 12

Special Education

Assistive Technology Services

CREC's assistive technology team provides a variety of assistive technology services for students with disabilities. Services include assistive technology and augmentative and alternative communication evaluations and assistive technology and augmentative and alternative communication implementation services; on-site and job-embedded technical assistance to build capacity within districts; and professional development tailored to district needs. Augmentative and alternative communication services are available to districts by experienced consultants to assist districts with evaluations, trainings, implementation strategies, and access to the curriculum. Cutting-edge technology workshops are offered throughout the year. Assistive technology program reviews are available to aid school districts in streamlining assistive technology processes and prioritizing staff training and supports. Additionally, CREC offers a series of consortium packages that include any of the above services, a variety of workshops, and access to an Assistive technology lending library.

Contacts: Nicole Natale
nnatale@crec.org 860-866-6946
Carolann Cormier
ccormier@crec.org 860-301-3030



Audiological Support Services

CREC provides educational audiological services for students with identified listening needs, including evaluations to monitor students' auditory abilities and auditory access to the curriculum, as well as consultation and recommendations regarding personal audiological assistive technology and classroom sound distribution systems. Educational audiology services are available for students who wear hearing aids, cochlear implants, or bone-anchored hearing aids and students who have, or may have, auditory processing disorders.

Contact: Elizabeth Cole, Ed.D.
ecole@crec.org 860-529-4260

Behavioral Support Services for Students Exhibiting Severe Behavior Challenges

CREC outreach behavior analysts assist districts in providing services to students who are struggling due to behavioral and social skills deficits. CREC services are highly individualized and based on student need. Support includes direct observation, interviews with staff, functional assessment and functional analysis, and the development of a behavior intervention plan. Staff members also provide training for district staff in program implementation, development of data collection systems, and ongoing supervision of the program.

Contact: Cathy Madore
cmadore@crec.org 860-298-9079 x2101

Classroom Supports for Teachers

CREC staff members provide assistance to teachers in need of classroom strategies for building positive relationships between students with autism and students who have significant behavior challenges and the teacher. Services include an assessment of current patterns of interaction, a functional assessment, and specific strategy development and implementation support.

Contact: Cathy Madore
cmadore@crec.org 860-298-9079 x2101

Collaboration and Specially Designed Instruction for Special Educators

CREC offers special educators customized workshops, technical assistance, and coaching sessions designed to meet new professional development requirements. These services focus on methods for implementing Individualized Education Programs through the development of specially designed instruction. Professional development strategies for the communication of Individualized Education Program procedures to parents or guardians, as well as a variety of collaborative training options, are available to facilitate professional and parent communication. [Public Act 12-2]

Contact: Sonya Kunkel
skunkel@crec.org 860-509-3763

Community-Based Support

CREC board-certified behavior analysts assist districts and families in building community-based skills, such as riding the school bus, eating at a restaurant, going on field trips, and participating on sports teams. The purpose is to generalize the skills learned in the school environment to the community setting.

Contact: Cathy Madore
cmadore@crec.org 860-298-9079 x2101

Comprehensive Literacy Services for Teachers of Struggling Students and Students with Disabilities

Using research-based coaching methods, certified instructional coaches provide job-embedded and facilitated skill development for related services staff. Support is available for special educators, speech and language pathologists, school counselors, school psychologists, interventionists, paraeducators, and administrators of specialized programs.

Contact: Lisa Fiano
lfiano@crec.org 860-712-3897

"CREC has provided us with literacy services that have enabled us to refine our interventions in regular and special education to improve academic success for students with disabilities in reading and writing. The Technical Assistance and Brokering Services consultant has been dependable and flexible in providing for the multiple needs of a small school district. She is currently working with staff and has become a valuable resource tool for us."

— Steven J. Jackopsic

Union School Principal and Special Education Director
Union Public Schools

Educational Consulting Services for Students with Hearing Impairment

Teachers of the hearing impaired and audiologists work with district staff to ensure students have appropriate auditory access to the curriculum and to provide direct instructional services. The instructional services focus on developing spoken language abilities through listening, modifying curricula to accommodate student linguistic abilities, and by promoting a student's ability to advocate for their needs as an individual with hearing loss. All educational and audiological services are designed to increase student independence and connectedness in the educational setting as real-life preparation for future college or career pursuits.

Contact: Elizabeth Cole, Ed.D.
ecole@crec.org 860-529-4260

Electronic Special Education Management System

CREC and LUMEN SPEDEX™ have partnered to offer school districts an electronic Individualized Education Program management system that produces customized IEP documents that mirror state forms. Key features of this flexible system include compliance monitoring, customizable goal building, progress reporting, state-of-the-art data tracking, and access from any device, including tablets and smartphones.

Contact: Sonya Kunkel
skunkel@crec.org 860-509-3763

English Learners with Language Disorders and Disabilities: Improving Instructional Practices

This workshop series provides educator teams with the opportunity to learn about practices and resources that will improve services and instruction to English learners with language disorders. Topics include L1 and L2 development in English learners, effective Tier I instruction for English learners, and a primer for special education teachers and related services specialists. It examines the difference between language acquisition and language disorder, and it is specially designed instruction for English learners with disabilities.

Contact: Julie Giaccone
jgiaccone@crec.org 860-748-8001

Extended School Year Services

CREC provides behavioral consultation to extended-year summer programs and camps for students with behavioral and social skills challenges.

Contact: Cathy Madore
cmadore@crec.org 860-298-9079 x2101

Family-Based Support

CREC staff are available to develop programs designed to generalize behavioral plans for students from school into the home environment. Parent training and modeling of behavioral strategies are available.

Contact: Cathy Madore
cmadore@crec.org 860-298-9079 x2101

Homebound Instruction

CREC Integrated Program Models staff are available to provide comprehensive homebound instruction and related services as needed for students with multiple disabilities or medical needs. This instruction is provided by certified special education teachers.

Contact: Joyce West
jwest@crec.org 860-298-9079 x2070

Least Restrictive Environment Practices for Students with Autism Spectrum Disorders

A variety of tools and practices are available to support least restrictive environment placement of students with autism spectrum disorder, including staff training, curriculum services, and parent collaboration opportunities.

Contact: Alison Cianciolo
acianciolo@crec.org 860-478-6404

Maximizing Medicaid Reimbursement Revenue

The CREC and CompuClaim partnership provides support and expertise to help Connecticut school districts maximize their Medicaid revenue and comply with Medicaid requirements. In addition to ongoing support, CREC and CompuClaim will equip districts with web-based software and billing tools that will integrate with any student information system or Individualized Education Program system.

Contact: Margaret MacDonald, Ph.D.
mmacdonald@crec.org 860-509-3619

Meeting the Needs of Students with Autism in a General Education Setting

CREC's education specialists provide training and technical assistance on developing standards-based instructional materials and behavioral strategies for students who spend some, or most, of their time in the general education setting. Training and technical assistance includes lesson planning for general education teachers, the use of appropriate accommodations and modifications, the infusion of assistive technology, embedded communication and social skills development, and transdisciplinary teaming for the included student. To support these efforts, CREC has partnered with Rethink to offer dynamic, web-based curriculum and training and a data-tracking platform. This technology uses evidence-based practices to help special education staff better support students with autism and related disabilities.

Contacts: Sonya Kunkel
skunkel@crec.org 860-509-3763

Caroline Redpath
credpath@crec.org 860-298-9079

Multi-Tiered Approaches Supporting Student Behavioral Needs

CREC offers an array of comprehensive services to reengage struggling students, such as student and district program audits, professional development, and family engagement services. CREC provides support for behavior management, Positive Behavioral Interventions and Supports, and comprehensive wraparound services. A consortium of professionals meet several times each year to network and explore strategies that focus on engaging the disenfranchised learner.

Contact: Cynthia Zingler
czingler@crec.org 860-916-3291

Parent Training on Working Collaboratively with the Individualized Education Program Team

This training provides parents and parent groups with information on Individualized Education Program requirements, processes, collaboration techniques, and positive strategies for negotiating conflict. A variety of opportunities can be provided in collaboration with district personnel, including seminars, strategies for building communication, and facilitated collaboration sessions.

Contact: Mary Jo Terranova
mterranova@crec.org 203-233-1940

Program Evaluation for Serving Students with Autism

The Autism Program Quality Indicators is a district assessment tool for determining the service needs of students on the autism spectrum. The goal of the Autism Program Quality Indicators is for all students to receive special education that meets high standards through the use of benchmarks of quality programs, resulting in successful outcomes for students on the autism spectrum. CREC River Street School outreach staff work with districts in completing the Autism Program Quality Indicators, identifying sources of strength and need in service delivery and assessing how districts can bolster supports to keep a child in the district.

Contact: Cathy Madore
cmadore@crec.org 860-298-9079 x2101

“The final CREC program review report provided to the board of education was thorough and clearly mapped out necessary goals and related activities, allowing us to develop a comprehensive action plan for the next three years. The board, administrative team, and parents were pleased with the comprehensiveness of the review and report. As a result of the review, we have a committee of various stakeholders who have committed to help in the implementation of the action plan, and there is a positive culture of change in the district.”

— Steven Adamowski
Superintendent
Norwalk Public Schools

Program for Students with Multiple Disabilities and Medical Needs

Staff are available to develop programs and classrooms within the CREC region for students ages 3 to 21 who have multiple disabilities and medical needs. Classrooms are staffed with a special education teacher, registered nurse, and paraeducators. Collaborative services, such as occupational therapy, physical therapy, speech-language pathology, and music therapy are also available. The curriculum is aligned with the Common Core State Standards, and the educational program incorporates opportunities for inclusion, the use of technology, community experiences, and blended services. CREC Integrated Program Models staff can also assist districts in establishing programs for students with multiple disabilities in a public school setting and extended school year.

Contact: Joyce West
jwest@crec.org 860-298-9079 x2070

Professional Development to Support Students with Hearing Impairment Needs

CREC staff provide technical assistance and training to general and special education teachers, support staff, speech and language pathologists, and in-district teachers of the hearing impaired. This can occur through on-site workshops, professional development workshops, or through CREC's four-part professional development series. The series is designed to bring together multiple disciplines from districts to network and learn about the newest developments in technology and intervention for students who are deaf or hard of hearing.

Contact: Elizabeth Cole, Ed.D.
ecole@crec.org 860-529-4260

Promoting Access and Achievement for Students With Hearing Loss

Professional development is offered throughout the school year for speech language pathologists, special education teachers, and teachers of students who are deaf or hard of hearing. Topics include audiological updates to support access for listening, language, and literacy; technology to support language and literacy development; strategies for academic success for students with hearing loss in the general curriculum; help with the transition to career and college readiness.

Participants will earn a maximum of 12 hours of professional development credit or listening and spoken language specialist hours. On-site technical assistance or consultation is also available.

Contact: Elizabeth Cole, Ed.D.
ecole@crec.org 860-529-4260

Reading Services for Students

Tutoring by certified Wilson Reading System® teachers and coaching of tutors and interventionists is available. Comprehensive, independent evaluations are available for reading, assistive technology, education batteries, and diagnostic placements.

Contact: Lisa Fiano
lfiano@crec.org 860-712-3897

Retaining and Recruiting Special Education Teachers and Speech and Language Pathologists

CREC will develop and support “best practice” cohorts for districts that want to maintain crisis shortage personnel. Services include career ladders for district development, talent development, and customized support for underperforming staff.

Contact: Sonya Kunkel
skunkel@crec.org 860-509-3763

School Counseling Services

The role of the school counselor has expanded with the implementation of student success plans, emphasis on Common Core State Standards, and the focus on school safety. CREC supports efforts to provide quality school counseling services through professional development and technical assistance from experienced school counselors. CREC also provides the following: college preparation workshops for students, parents, and faculty; student success planning; career lessons via Naviance; school counseling program evaluation and development; new counselor mentoring; freshman transition planning; school counselor curriculum writing; program planning for underachieving students and students with 504 plans; college essay writing for students and teachers; college letters of recommendation; access to community resources; and assistance in developing connections with college admissions offices.

Contact: Sonya Kunkel
skunkel@crec.org 860-509-3763

Social Skills Training for Students with Autism

CREC behavior analysts provide assistance to students with autism spectrum disorders in navigating the social world of the classroom and school. Social skills training includes self-management strategies, friend building, desensitization to social situations, and troubleshooting specific settings, such as field trips. CREC staff can assist in developing social skills groups or in successfully integrating students into existing general education social groups.

Contact: Cathy Madore
cmadore@crec.org 860-298-9079 x2101

Special Education Program Review

CREC’s program review experts analyze and assess specialized program efficiency and effectiveness. Program reviews for special education, alternative education, and assistive technology provide useful recommendations that address challenges, including curriculum and academic rigor, educational benefit, effective processes, organizational structure, professional development, and resource allocation.

Contact: Margaret MacDonald, Ph.D.
mmacdonald@crec.org 860-509-3619

Speech and Language Services

CREC offers a full array of speech and language services, including direct service delivery, training for speech pathologists on writing standards-based Individualized Education Programs, and integrating services into the classroom. CREC consultants provide technical assistance to teams to help guide student programming, including training and support for conducting comprehensive speech and languages evaluations. Expert assistance and services are also available for speech and language program reviews. This helps to examine the effectiveness of speech and language services in districts. Specialized training and supervision of speech and language assistants is also available.

Contact: Julie Giaccone
jgiaccone@crec.org 860-748-8001

Transition Support Services for Students with Autism Returning to their Home Schools from Out-of-District Placements

CREC River Street School’s outreach staff members coordinate with a student’s home school and the outplacement provider to ensure a smooth transition back into the school district. During the outplacement process, outreach staff conduct direct observation and staff interviews. They develop behavior support plans and data collection systems to assist the home school in mirroring the structure of the out-of-district placement. Staff training is provided as needed. Outreach staff complete an ecological assessment of the home school classroom to determine skills and supports required for the transition. Proactive teaching about the home school environment is conducted. If needed, there is ongoing participation on the child’s team and ongoing behavioral support can be arranged.

Contact: Cathy Madore
cmadore@crec.org 860-298-9079 x2101

Student Assessment

Assessment Data Collection and Analysis

CREC offers a wide range of support for analyzing assessment data—from answering research questions to helping to organize the many sources of data on student performance. CREC uses a variety of technological platforms and data analysis techniques to help schools and districts make better sense of their data in ways that inform decision-making and strategic improvement initiatives.

Contact: Heather Levitt-Doucette
hldoucette@crec.org 860-509-3794

Assessment and Data Literacy Workshop

Today's educators face continuous pressure to administer, interpret, and apply the results from a variety of assessments of student achievement. The purpose of this workshop is to assist educators in understanding the value and the makeup of the assessment instruments that may be used in the schools where they work. Teachers and administrators are encouraged to think critically about the assessment infrastructure in their own systems and to evaluate the cost-benefit of assessment practices with respect to student learning. Participants will leave with information to inform adjustments to their local assessment practices.

Contact: Heather Levitt-Doucette
hldoucette@crec.org 860-509-3794

Assessment of Program Practices Tool Training

Developed by the National Institute on Out of School Time, the Assessment of Program Practices Tool is designed to assist staff in evaluating after-school and extended school hour programming. The Assessment of Program Practices Tool combines two comprehensive tools, self-assessment and observation components, to analyze programs. Participants will gain confidence using the tool and will gain a deeper understanding of how the Assessment of Program Practices Tool can guide continual program improvement.

Contact: Betsy LeBorjous
bleborjous@crec.org 860-509-3615

Audit of Student Assessments

CREC staff have the capacity to conduct a comprehensive review of districts' local assessment tools and practices. Using a process developed by Achieve[®], CREC experts will review existing assessment tools, develop surveys, and conduct focus groups to obtain information about the status of assessment tools and practices from key stakeholders. CREC will also use the information to generate a report of findings and recommendations. The goal is to support districts in making critical decisions regarding which assessment tools to retain, replace, modify, develop, and adopt.

Contacts: Heather Levitt-Doucette
hldoucette@crec.org 860-509-3794

Evaluating Alignment of Assessments

Do you know if your benchmark assessment tools are aligned with, and predictive of, student performance on the Smarter Balanced Assessments? CREC data analysts are equipped to analyze local assessment data to determine the alignment and predictive validity of local assessments to this new summative test. Using your students' results from the 2015 Smarter Balanced tests, CREC can assist you in determining if you have the right local assessment tools in place to support your students in achieving Common Core State Standards.

Contacts: Heather Levitt-Doucette
hldoucette@crec.org 860-509-3794

Online Assessment Readiness

Students in Connecticut schools are taking adaptive, online assessments that align with the Common Core State Standards. CREC has developed a set of consulting services to address critical needs in technology readiness, including district and building-level infrastructure audits, student preparation, teacher and proctor supports, and digital assessment design.

Contact: Heather Levitt-Doucette
hldoucette@crec.org 860-509-3794

Rubric Development for Performance-Based Assessments

The new Smarter Balanced Assessment includes performance tasks to assess students' knowledge and skills as they respond to complex, real-world problems. These multi-step activities measure a range of capacities, such as depth of understanding, writing and research skills, and complex analysis, which cannot be adequately assessed with traditional multiple choice or closed-response assessment questions. CREC staff are knowledgeable in educational measurement and assessment development and are able to support educators in developing reliable and valid performance-based measures of student achievement.

Contact: Heather Levitt-Doucette
hldoucette@crec.org 860-509-3794

State Assessment Data Analysis and Reporting

CREC can help determine how students perform over time, gauge their academic growth, and interpret performance in a way that is meaningful for educators. CREC's research staff members are knowledgeable about state-level assessments, including the CMT, CAPT, Smarter Balanced Assessment, and other Common Core State Standards-aligned benchmark measures. CREC can provide analyses and technical assistance to interpret assessment data in new and informative ways.

Contact: Heather Levitt-Doucette
hldoucette@crec.org 860-509-3794

Student Evaluation

Behavior Assessment

Behavior analysts provide comprehensive behavioral assessment, including direct observation; interviews with staff; records review; and consultation with other professionals, such as treating physicians, functional behavior assessment, and ecological assessments. From these assessments, school districts are provided with proactive and reactive strategies to treat behavior problems. The focus is on teaching pro-social and functional communication skills.

Contact: Cathy Madore
cmadore@crec.org 860-298-9079 x2101

Independent Evaluations for Students with Disabilities

CREC offers a variety of independent education evaluation services and professional development for developing comprehensive evaluations. Through the use of formative, summative, and standardized assessments, reports and consultation will help guide teams in determining appropriate instruction and least restrictive environment decisions.

Contact: Sonya Kunkel
skunkel@crec.org 860-509-3763

Professional Evaluation Services for Students with Social and Emotional Issues

CREC offers comprehensive psychological evaluations conducted by a licensed clinical psychologist. Psychological evaluations can include intellectual testing, projective testing, behavior rating scales, trauma assessments, and risk assessments. Comprehensive psychiatric evaluations are conducted by board certified child psychiatrists and can include clinical and educational assessments, risk assessments, and recommendations.

Contacts: Tim Carroll
tcarroll@crec.org 860-289-8131

Janet Scialdone
jscialdone@crec.org 860-509-3681

Secondary Student Assessment for Students with Autism and Severe Developmental Disabilities

CREC behavior analysts provide a comprehensive behavioral assessment, including direct observation, interviews with staff, and full records review. They also provide consultation with other professionals, including treating physicians; functional behavior assessments; and ecological assessments. From these assessments, CREC helps school districts develop proactive and reactive strategies to treat behavior problems. The focus is on teaching missing pro-social and functional communication skills.

Contact: Cathy Madore
cmadore@crec.org 860-298-9079 x2101

Specialized Instruction and Child Specific Consultation

Comprehensive evaluation and on-site observation with technical assistance is available to support teachers and administrators in selecting the most appropriate instructional and behavior management strategies for individual students. Through education benefit analysis, CREC's team of education specialists work with teachers and teams to ensure comprehensive Individualized Education Program development, implementation, and effective data collection. CREC specialists provide a full range of services for futures planning, transition programming, communication, assistive technology, and assessment.

Contact: Nicole Natale
nnatale@crec.org 860-866-6946

Specialized Literacy Evaluation Services

Students with special needs may require programs that provide a multi-sensory approach to reading and writing. CREC education specialists can provide comprehensive diagnostic assessments for students with suspected disabilities and can create program recommendations for students with disabilities, such as specific learning disabilities/dyslexia.

Contact: Lisa Fiano
lfiano@crec.org 860-712-3897

Related Service Evaluations

CREC offers on-site educational, occupational therapy, physical therapy, speech-language pathology, and music therapy evaluations. Independent evaluations are based on referral questions. A comprehensive written report and feedback sessions are available.

Contacts: Joyce Rioux
jrioux@crec.org 860-298-9079 x2256

Joyce West
jwest@crec.org 860-298-9079 x2070

Student Health Services

CREC's Health Services nurse consultants provide a wide range of consultation services to school districts, including: annual, mandated health-related training for districts; CPR and first aid training and certification; smoking cessation and prevention education for staff and parents; and weight management for students. CREC also has certified early childhood nurse consultants who specialize in the preschool through grade three population.

Contact: Tim Carroll
tcarroll@crec.org 860-289-8131



Student Online Learning

Student Online Learning Portal

CREC hosts a variety of online learning providers that expand learning opportunities. General education, advanced placement and honors courses, credit recovery or credit completion options, and college online programs are available at discounted rates.

Contact: Kathy Randall
krandall@crec.org 860-509-3655
www.crec.gennet.us
www.crec.org/student-online

Virtual High School

Virtual High School provides middle and high school students with course offerings that may not be available in local schools. Cohort-based, semester-long courses ease scheduling conflicts by enabling students to take courses at any time. Students employ 21st Century communications technology to collaborate with and learn from classmates around the world.

Contact: Kathy Randall
krandall@crec.org 860-509-3655

Virtual Learning Academy

The Virtual Learning Academy is an online alternative for achieving graduation requirements and credit recovery. The Virtual Learning Academy offers 90 self-paced courses to students in grades two through 12. The annual student license allows students to take multiple courses. The Virtual Learning Academy is an excellent option for homebound and special education students, as well as students in alternative programs.

Contact: Kathy Randall
krandall@crec.org 860-509-3655

Transition Services

Conducting Age Appropriate Transition Assessments

CREC provides resources and teaches educators about various transition assessments and how to complete comprehensive, age-appropriate transition assessments in a variety of areas, including the following: interests, abilities, preferences, strengths, independent living skills, community skills, self-determination, situational assessments, and organization and study skills. CREC's education specialists also provide appropriate, assessment-based transition planning for secondary students.

Contact: Cathy Forker
cforker@crec.org 860-869-1488

Developing and Implementing Secondary Transition Planning

CREC provides technical assistance and professional development for transition planning by working with staff to complete a secondary transition planning spreadsheet that connects all annual goals, objectives, and transition activities. CREC can help develop Individualized Education Programs that align with Indicator 13. CREC's experienced transition coordinators also assess transition in programs for students ages 18 to 21 and provide program improvement assistance.

Contact: Cathy Forker
cforker@crec.org 860-869-1488

Facilitating Futures Planning

Futures planning is a collaborative approach that provides opportunities to view a person's future positively. This training teaches participants to prepare and facilitate futures planning sessions that assist parents, school personnel, and other interested parties in developing a positive futures plan. CREC is also available to facilitate a futures planning session at your school.

Contact: Mary Jo Terranova
mterranova@crec.org 203-233-1940

Providing Community-Based Work Experiences

CREC provides technical assistance for schools to create and expand community-based work experience programs. CREC assists school districts in ensuring that programs are aligned with the Fair Labor Standards Act. Additionally, CREC supports the completion of work evaluations, situational assessments, and functional vocational evaluations.

Contact: Sonya Kunkel
skunkel@crec.org 860-509-3763

"Attending CREC's futures planning workshop provided me with the opportunity to learn all of the different elements that one must consider when facilitating a transition meeting for a student. The workshop included collaborating with other attendees to practice a mock transition meeting. The leader of our workshop was upbeat, personable, extremely knowledgeable, and helpful. We were given online resources to help us in the future. I strongly recommend attending this workshop, and it is quite beneficial to bring other employees from your school to help create the positive changes upon returning to your district."

— Catherine Robacker
Health Teacher
Ridgefield High School

Annual Conference on Serving Adults with Disabilities

Join CREC in 2017 for the 25th annual Conference on Serving Adults with Disabilities. Don't miss this tremendous opportunity to meet with a wide representation of experts and professionals to discuss strategies and exchange knowledge on the broad spectrum of disabilities.

Contact: Carol Boin
cboin@crec.org 860-524-4048

English Language Learners and Medical Office Assistant

This 12-week IBEST course, offered in conjunction with Manchester Community College, helps adult learners prepare to obtain medical office assistant certification while also receiving six college credits. The course features English language learner classes that are designed to improve reading, writing, listening, and oral communication skills. The training consists of three components: communication skills, computer skills, and medical office terminology. There is also an internship that allows students to practice classroom knowledge in a medical office setting.

Contact: Sixmaritt Pagan-Pena
spagan@crec.org 860-509-3638

English Language Learner (Basic and Intermediate)

CREC's Transition to Employment Services provides English classes for speakers of other languages. Instruction is individualized to achieve progress and maximize ability in reading, writing, listening, and oral communication skills. Intermediate-level students participate in a volunteer internship to practice their English skills in a professional work environment.

Contact: Sixmaritt Pagan-Pena
spagan@crec.org 860-509-3638

English Language Learner (Advanced)

This is the most advanced level of English for speakers of other languages offered by CREC's Transition to Employment Services. For a nominal class fee, students participate in a small class setting where instructors take a customized approach, building on students' current knowledge to improve reading, writing, listening, and oral communication skills. This class is designed to encourage conversation and helps prepare students for the transition to college.

Contact: Sixmaritt Pagan-Pena
spagan@crec.org 860-509-3638

Family Learning

Literacy in the home and parent involvement in school-related activities has a significant impact on the academic success of children. In homes where reading materials are plentiful and children are read to, children are more likely to stay in school and go on to higher education and higher earning careers. This workshop helps promote a love of reading and learning in students and their families, while also exploring strategies that are proven to extend home learning to support children's achievements.

Contact: Betsy LeBoriosis
bleborious@crec.org 860-509-3615

GED

The GED exam certifies that an individual has developed high school-level academic skills. Most employers and colleges require those without proof of a high school diploma to obtain their GED prior to employment or enrollment in college. CREC's Transition to Employment Services provides instruction of general education skills including language arts, mathematics, social studies, and science in both classroom and individualized tutoring sessions. Successful completion of this program prepares students to take the GED exam.

Contact: Sixmaritt Pagan-Pena
spagan@crec.org 860-509-3638

"Working with a community-based resource, such as CREC, who understands the value of delivering what they say they will on time, and in a well-thought out way that is in tune with where you are and where you are trying to grow, is invaluable!"

— Saint Francis Hospital and Medical Center

Serving Adults with Disabilities

Available workshop topics include accommodations for adults with disabilities; functional implications for adults with hidden or apparent disabilities; transition for adult students with disabilities; boundaries: ethical work in service provision; learning to achieve: research-based training serving adults with learning disabilities; and Americans with Disabilities Act training as it applies to education and employment

Contact: Laura DiGalbo
ldgalbo@aol.com 860-841-7212

Testing Services

CREC's Community Education Division provides online testing for Pearson Vue and Educational Testing Service assessments. Testing is provided at a CREC facility located at 34 Sequassen Street in Hartford. CREC is a testing site for the Educational Testing Service's ParaPro and Praxis assessments and several Pearson Vue exams, including the GED examination.

Contact: Elizabeth Kaflik
ekaflik@crec.org 860-524-4046

Workforce Training Solutions

CREC's Workforce Training Solutions offers high-quality, cost-effective professional development services that are customized to meet the unique needs of each client. CREC understands the challenge of balancing limited resources with the need to offer continuous workforce professional growth and development. CREC can develop and deliver customized, on-site skill development and enhancement training. A description of available workshops is available.

Contacts: Carol Boin
cboin@crec.org 860-524-4048

Maryanne Pascone
mpascone@crec.org 860-509-3645

Regional Councils

CREC Curriculum Council

The CREC Curriculum Council is designed for assistant superintendents, directors, curriculum coordinators, and district instructional leaders. It meets monthly and features pertinent guest speakers related to teaching and learning.

Contact: Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

CREC's Office for Regional Efficiencies Advisory Committee

CREC's Office for Regional Efficiencies advisory committee is designed for superintendents, chief elected officials, school business managers, and finance directors to help them identify areas of opportunity for regional collaboration or sharing and to identify barriers to cooperation.

Contact: Mary Glassman
mglassman@crec.org 860-240-6619

Early Childhood Council

Early childhood educators from CREC districts meet quarterly to share the latest information about federal, state, and local early childhood initiatives. CREC staff are available to assist districts or communities in the creation of their own local early childhood councils as well.

Contact: Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

Language Arts Council

Language arts educators in CREC districts meet monthly to share best practices and new thinking about literacy instruction, and preschool to grade 12 language arts educators are encouraged to attend. Topics and speaker lists are developed by the group.

Contact: Jessica Kazigian
jkazigian@crec.org 860-240-6627

Library Media Specialist Council

Library media specialists in CREC districts meet quarterly to share best practices and new thinking about digital literacy for the 21st Century. Library media specialists in kindergarten through grades 12 are encouraged to attend. Topics and speaker lists are developed by the group.

Contact: Najla Staggers
nstaggers@crec.org 860-240-6602

Math Council

Math educators teaching kindergarten through grade 12 in CREC districts meet throughout the year to discuss topics of interest. Math educators are encouraged to attend these meetings. Topic lists are developed by the group.

Contact: Sue Renehan
srenehan@crec.org 860-509-3760

Science Council

Science educators in CREC districts meet throughout the year to share best practices and new thinking about science instruction, to share content and instructional resources, and to analyze the impact of the Connecticut Core Standards and the Next Generation Science Standards on science instruction. Topics and speaker lists are developed by the group.

Contact: Jaime Rechenberg, Ed.D.
jrechenberg@crec.org 860-524-4070

Social Studies Council

Social studies educators in CREC districts meet throughout the year to share best practices and new thinking about social studies instruction, share content and instructional resources, and analyze the impact of the Connecticut Core Standards on social studies instruction. Topics and speaker lists are developed by the group.

Contact: Sara Slogesky
sslogesky@crec.org 860-509-3678

Connecticut System for Educator Evaluation and Development

Administrator Evaluation Orientation

This professional development opportunity provides administrators with an orientation on the new administrator evaluation model, process, and procedures. This session can be tailored to reflect district-specific needs for existing and new administrators. Effective goal setting, plan development, and plan implementation for administrators are central topics of the workshop.

Contact: Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

Evaluation of Administrators Training

This training provides an overview of the Connecticut System for Educator Evaluation and Development for administrators who evaluate other administrators. Participants receive intensive training on all aspects of the new Connecticut State Model Administrator Evaluation System. Participants also have the opportunity to develop and practice the skills needed to work with principal evaluators on setting strong professional goals and student learning objectives, to become familiar with the content of the leadership practice rubric, and to identify sources of evidence for rubric components.

Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

Evaluation of Related Services Staff

CREC provides technical assistance and training on the Connecticut State Department of Education's System for Educator Evaluation and Development rubric for effective service delivery and related student and educator support specialists' white papers and evidence guides. Training is available on the use of these tools and how they support the evaluation of related services staff.

Contact: Carole Kerkin
ckerkin@crec.org 860-509-3745

Student Learning Objectives Audit

The State of Connecticut's new requirements for educator evaluation calls for "Forty-five percent (45%) of a teacher's evaluation to be based on attainment of goals and/or objectives for student growth." Every teacher in Connecticut will need to define measurable objectives for student learning. Ensuring these objectives result in a fair and valid evaluation of student performance. Teacher efficacy is critical. CREC is available to assist districts in reviewing student learning objectives, including offering constructive critiques and suggestions for improvement.

Contact: Heather Levitt-Doucette
hldoucette@crec.org 860-509-3794

Teacher Evaluation and Student Learning Objective Orientation for Novice and Experienced Teachers

This professional development opportunity provides certified teachers with an orientation to the new teacher evaluation model and process. The session can be tailored to reflect district-specific plans for teacher evaluation; observational rubrics; and the development of ambitious, but attainable, student learning objectives.

Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

Other Networks and Consortia

Assistive Technology Consortium

CREC's Assistive Technology Consortium provides district members with evaluation, consultation and implementation services, training regarding specific assistive technology devices, and other assistive technology-related services. The primary focus of the consortium is to build capacity for assistive technology within member school districts. Membership includes: customized services; quarterly professional development workshops at CREC; a quarterly assistive technology newsletter written in partnership with the RESC Alliance; and access to an assistive technology lending library that includes iPads and iPods loaded with apps, laptops with assistive technology software, and various assistive technology devices.

Contacts: Nicole Natale
nnatale@crec.org 860-866-6946

Carolann Cormier
ccormier@crec.org 860-301-3030

ConnECT: The Connecticut Educational Consortium for Technology

ConnECT serves members through collaboration, research, professional development, and cost-saving initiatives. Hosted and facilitated by CREC, the consortium provides access to a host of proprietary resources and intelligence within a robust professional learning community that assists schools in bolstering the efficient use of technology to benefit students and staff. Member benefits include cooperative purchasing, regional technology training, bring your own device and other user groups, and advocacy. Visit www.crec.org/ConnECT to learn more.

Contact: Sarah Vocca, Ph.D.
svocca@crec.org 860-509-3792

Reengagement of Disenfranchised Students Consortium

This consortium provides districts with networking and strategy sessions, which help to reach "at risk" students. Special guest speakers, in-depth topic exploration, and district sharing will enable participants to work in a smarter and more efficient manner in this challenging area. The consortium dovetails with a national virtual convention that features best practices in engaging the disenfranchised learner.

Contact: Cynthia Zingler
czingler@crec.org 860-916-3291

Research and Data Analysis Consortium

CREC's Division of Data Analysis, Research, and Technology brings together school district personnel involved with various aspects of collecting, managing, and analyzing school district data. The purpose of the consortium is to exchange techniques, tools, and strategies in the management and analysis of school data, as well as to receive updates and information regarding new technologies and legislative data reporting mandates.

Contact: Sarah Vocca, Ph.D.
svocca@crec.org 860-509-3792

School System Therapy Roundtable

CREC's School System Therapy Roundtable provides a monthly opportunity for district therapists to meet and engage in focused discussions. Although topics vary throughout the year, the general focus of discussions is on school system services and evidenced-based practices. Participants share their expertise on topics, engage in discussions, examine articles on evidence-based practices, and consider therapeutic strategies and interventions to make a difference in student programming.

Contact: Joyce Rioux
jrioux@crec.org 860-298-9079 x2256

Specific Learning Disability/ Dyslexia Consortium

CREC provides districts with the opportunity to collaborate on important issues related to the identification and instruction of students with specific learning disability/dyslexia. Topics will be customized based on consortium member input and will address assessment tools for screening and identifying specific learning disability/dyslexia. It will also offer best practices for progress monitoring of targeted interventions; systematic and structured intervention strategies for literacy and numeracy skills; and dynamic assistive technology tools for literacy, numeracy, study skills, and organization.

Contact: Lisa Fiano
lfiano@crec.org 860-712-3897

Building Operations Services

Custodial and Facilities Management Services

CREC's facilities management team can provide regional facility management and consulting services, including requests for proposals and contracts for outsourcing. The team can also provide school districts with the development and implementation of a detailed school facility management department assessment, including an analysis of custodial and maintenance staff, cleaning methodologies, facility standards, and cost-savings goals. CREC is available to discuss your needs and can help you manage a successful transition to contracted facility management services.

Contact: Douglas Henley, II
dhenley@crec.org 860-509-3659

Energy and Management and Conservation

CREC helps schools and towns reduce energy costs and save money. Working with energy consultant DBS Energy, CREC provides assistance in participating in new state and utility programs and assists in procuring funding as it becomes available. CREC's technical, engineering, and trades experts are available to design, engineer, install, operate, and maintain a variety of cost-effective solutions, including energy conservation; facility assessment and efficiency audits; coordination and monitoring of program development; renewable energy and on-site distributed energy, such as solar photovoltaic; innovative energy commodities; and real-time metering and verification services.

CREC and DBS Energy also help districts access 0 percent financing for turn-key design and installation services. This allows towns to make valuable capital improvements to buildings with no up-front investment, no impact on their operating budget, and no capital improvement costs.

Contact: Gregg Blackstone
gblackstone@crec.org 860-524-4073



Safety and Security Services

To assist districts with the challenging task of school safety and security, CREC offers security services, from a comprehensive review of a school's current safety and security structure to consultation on best practices. CREC's director of security has an extensive background in crisis management, including work experience with the unified command structure under the National Incident Management System model. Services include compliance with Public Act 13-3; school-based crisis training for staff; review and development of emergency plans; school security audits; coordination with local first responders; and customized emergency flipcharts. Consultation is also offered on best practices, including access control, panic buttons, and video surveillance; National Incident Management System and Incident Command Structure; school climate and culture; and prime prevention through environmental design. New web-based crisis response training for school staff focuses on crisis response procedures for elementary, middle, and high school employees. This training includes an employee assessment module that allows administrators to track and archive training sessions.

Contact: Chris Nolan
cnolan@crec.org 860-240-6609

Use of CREC Facilities

CREC has many facilities available for use in the Greater Hartford region. You can rent conference rooms, classrooms, gymnasiums, athletic fields, courtyards, auditoriums, or a pool for your next meeting or event.

CREC's goal is to provide clients with a spacious, clean, and safe environment to hold workshops, business meetings, baby showers, receptions, and other events.

Contact: Rebecca Gonzalez
rgonzalez@crec.org 860-757-6444

Career Development

Advanced Alternate Route to Certification for Special Education Cross Endorsement

This 14-month program, which is approved by the Connecticut State Department of Higher Education, the Connecticut State Department of Education, and the National Council for Accreditation of Teacher Education, is designed for working, certified teachers who are seeking cross endorsement in special education. The program allows candidates to apply for a Comprehensive Special Education Certification (#165) K-12 endorsement. A new cohort is offered annually in late June. Classes are held during the summer, on weekends, and in the evening to accommodate work schedules. Contact CREC to learn how a customized district cohort can be developed.

Contact: Mary Jo Terranova
mterranova@crec.org 203-233-1940

Leadership Development for Non-Certified Staff

CREC offers a variety of high-quality professional development sessions designed to strengthen district staff members' leadership skills. Topics include communication skills, conflict resolution, effective presentation skills, stress management, supervising and coaching staff, and team building.

Contact: Margaret MacDonald, Ph.D.
mmacdonald@crec.org 860-509-3619

Paraeducator Certificate Program

This online, five-course program of study, provided in conjunction with Charter Oak State College, is designed for aspiring or practicing paraeducators interested in obtaining college credit. Learning outcomes, based on the National Paraeducators Standards, include behavior techniques, communication, legal issues, instructional strategies, and roles and responsibilities. Upon completion, participants will receive a certificate from Charter Oak State College and may apply these credits toward other programs, including an associate's or a bachelor's degree.

Contact: Margaret MacDonald, Ph.D.
mmacdonald@crec.org 860-509-3619

Registered Behavior Technician Training Program

CREC's registered behavior technician training program will certify paraeducators on the registered behavior technician task list, and it is designed to meet the 40-hour requirement for the registered behavior technician credential. The program provides a combination of online and experiential learning opportunities supervised by a board certified behavior analyst. CREC also offers supervision services for this popular and growing field.

Contact: Sonya Kunkel
skunkel@crec.org 860-509-3763

Speech and Language Pathology Assistant Certificate

CREC and Charter Oak State College have collaborated to offer this online program of study for aspiring or practicing speech and language pathology assistants. Participants master skills required to address the language, communication, social, emotional, and creative needs of school children. Upon completion of seven three-credit courses, participants receive a certificate from Charter Oak State College and may apply these credits toward other programs, including an associate's or bachelor's degree.

Contact: Julie Giaccone
jgiaccone@crec.org 860-748-8001

Substitute Teacher and Tutor Training

Too often, substitute teachers are thrown into classrooms without sufficient training. CREC's substitute teacher training modules provide aspiring and practicing substitute teachers with information about instruction, classroom management, and substitute teacher roles and responsibilities.

Contact: Sonya Kunkel
skunkel@crec.org 860-509-3763

Technology Professional Training and Certification

The CREC IT Academy provides training and certification across a wide range of technology disciplines. As a Microsoft Partner, CREC can bolster a school or district's technology staff skills through courses that lead to highly valued professional certifications, such as A+, MCSE, and Microsoft Office Specialist. CREC offers in-person and online learning in hundreds of subjects, and it develops career-readiness programs that help to ensure that students have the job readiness skills and the credentials they need for future success.

Contact: Sarah Vocca, Ph.D.
svocca@crec.org 860-509-3792

"It is common knowledge across the state that special education teachers are at a premium. Traditional recruitment efforts are no longer effective in yielding a pool of qualified candidates. The Advanced Alternate Route to Certification program provides an opportunity for Norwalk Public Schools teachers—already committed to the district—to earn their special education certification within a relatively short period of time. Ongoing participation in the program will allow the district over time to provide students with exceptional teachers."

— Michael T. Cicchetti
Interim Chief Operations Officer
Norwalk Public Schools

Construction Services

Owner Project and Program Management Services

CREC Construction Services provides a diverse range of experience and value-added construction consulting services to clients, including owner's project management and owner's representation services, in accordance with the Connecticut Office of School Construction Grants school construction process. From the initial planning stages through construction and closeout, CREC Construction helps municipalities, boards of education, and building committees through the entire process. As experts in facility and energy efficiency analysis, planning and feasibility studies, design, construction, and operation, CREC provides the information needed to make informed decisions and achieve success with any construction project. In addition, CREC Construction Services provides quality services efficiently and competitively and can cover every facet of building projects, including:

- Development of master plans and capital project plans
- Management of pre-construction phase and related services
- Management of construction phase and administrative services
- Project financial management, including state reimbursement process management
- Closeout and audit services
- FF&E coordination and management
- Move management
- Commissioning and operational services management
- School security upgrade grant management and project oversight

Contact: Gregg Blackstone
gblackstone@crec.org 860-524-4073

Data Analysis and Research

Data Management and Data Literacy

Schools collect a vast amount of data on students to inform strategic decision-making, but making sense of student performance data can be overwhelming for teachers and administrators. CREC's knowledgeable staff can provide guidance and support for developing systems to manage, analyze, and interpret student performance data. This includes identifying computer-based platforms for data management, interpreting scores from various assessment types, and supporting best practices for tracking student performance over time. CREC's trained staff can provide support in mining and analyzing data at the school and district level.

Contact: Heather Levitt-Doucette
hldoucette@crec.org 860-509-3794

Literature Reviews

For schools or districts that are considering adopting a new instructional program, assessment system, or improvement strategy, CREC can provide a review of the research literature on a wide range of topics. Before making decisions that have significant implications for staff and students, find out what existing research says.

Contact: Heather Levitt-Doucette
hldoucette@crec.org 860-509-3794

Research and Data Analysis

Allocating time and resources for mining and analyzing the considerable amount of educational data at the local and state level can be challenging. CREC's research staff can help develop research questions, conduct analyses, and create a final report that is tailored to stakeholders' needs.

Contact: Sarah Vocca, Ph.D.
svocca@crec.org 860-509-3792

Survey Design

At times, a research or policy question cannot be answered with existing data. CREC staff are trained in survey design and validation methodologies and can create a custom survey for all respondent types, including students, parents, and teachers. CREC staff can also determine if an existing survey has the technical qualities needed for the stated purpose. CREC will administer the survey, collect and analyze the results, and prepare a final report.

Contact: Sarah Vocca, Ph.D.
svocca@crec.org 860-509-3792

Financial Services

Cooperative Purchasing

While not a new concept, a new law authorizes municipalities to purchase from entities that have a contract with a regional educational service center. CREC leverages the power of purchasing through successful cooperative purchasing programs, resulting in an annual cost savings of \$3 million for towns and districts. More than \$30 million is spent annually through these programs for a wide range of products and services. Local and national bid contracts capitalize on the benefit of local support, and the strength of national purchasing volume leads to cost-saving opportunities for schools, districts, municipalities, and nonprofit organizations.

Contact: Cara Hart
chart@crec.org 860-524-4021

Comparative Analysis of Expenditures

CREC offers a comparative analysis of expenditures based on other school districts in the region, including CREC schools. This review can be used to assess the reasonableness of school district costs.

Contact: Jeff Ivory
jivory@crec.org 860-524-4068

Financial Operating System and Reporting Process Reviews

CREC offers a review of the Munis financial system and advice on best practices for its efficient use. CREC business personnel are able to provide information and other options for optimal utilization of Munis in accounting departments.

Contact: Jeff Ivory
jivory@crec.org 860-524-4068

Internal Controls Assessment

CREC provides districts with internal controls assessments through a review of current business practices with a special emphasis on reviewing the segregation of duties and the duplication of tasks within accounting departments.

Contact: Jeff Ivory
jivory@crec.org 860-524-4068

Food Services

CREC John J. Allison, Jr. Polaris Center Catering

The CREC John J. Allison, Jr. Polaris Center's catering service provides food services to local school districts, community agencies, and organizations for events, such as meetings, orientations, employee luncheons, workshops, seminars, and open houses. Offering breakfast, lunch, dinner, appetizers, and snacks, CREC John J. Allison, Jr. Center Polaris catering offers a menu that will satisfy any appetite.

Contact: Jorge Rodriguez
jrodriguez@crec.org 860-289-8131 x3454

Planning and Consultation Services

CREC has many years of experience in planning, coordinating, and operating efficiently run food service programs at many sites in the Hartford region. CREC's professional staff provide a wide array of services to districts, including assistance with preparation for Connecticut State Department of Education administrative reviews, accountability system reviews, staff training, professional development programs, and other operations consulting. With a broad understanding of the National School Meal Program's regulatory requirements and the educational environment in Connecticut, CREC staff can assist and provide guidance in a number of areas.

Contact: Jeff Sidewater
jsidewater@crec.org 860-509-3774

Funding Services

Funding Procurement, Proposal Writing, and Funding Assessment

CREC offers school districts and nonprofit organizations a variety of proposal writing and research services, including evaluating federal, state, and privately funded grants; fundraising assessment; grant administration and research; grant writing workshops; state, federal, private, and corporate foundation grants; and strategic planning for funding priorities.

Contact: Kathy Randall
krandall@crec.org 860-509-3655

Human Resources Services

Analysis of Recruitment and Selection Process

CREC Human Resources staff can review current recruitment and selection processes and provide recommendations that help focus on the key elements of the hiring process. CREC has the expertise to assist districts in the areas of developing documents; creating recruitment plans; defining advertising resources; screening; interviewing and selecting candidates; and hiring qualified staff.

Contact: Regina Terrell
rterrell@crec.org 860-509-3605

"You provided important insight to the process, helped us through the myriad of required paperwork, and guided us through a very time-consuming process in likely record-breaking time."

— Chris Murray, Chief Financial Officer
Our Piece of the Pie

Minority Teacher Recruitment

As a member of the RESC Minority Teacher Recruiting Alliance, which assists districts in hiring and retaining a diverse workforce, CREC provides assistance to districts in creating a Pathways to Teaching program in high schools. Visit www.rescalliance.org/rescmtr.

Contact: Ellen Retelle, Ph.D.
eretelle@crec.org 860-240-6658

Review of Diversity and Equal Opportunity

CREC Human Resources assists districts in providing effective leadership through the review of recruitment policies and procedures, legal compliance in advertising, promotion and transfer procedures of internal candidates, and applicant screening efforts. The overview of employment practices enhances the commitment to multiplicity for all staff and prospective employees and emphasizes the importance of maintaining diversity and equal employment opportunities.

Contact: Regina Terrell
rterrell@crec.org 860-509-3605

Information Technology Services

Data Management

CREC Technology Services helps districts comply with state requirements for data collection, analysis, and reporting. CREC aids districts in collecting, managing, and making the best use of data. CREC also deploys, trains, hosts, and provides support for systems, including PowerSchool, School Messenger, Munis, ProTraxx, Performance Tracker, and Naviance.

Contact: Sarah Vocca, Ph.D.
svocca@crec.org 860-509-3792

Desktop Computer and Server Support

CREC's team of desktop and server experts help maximize investment in technology. The CREC technology services team manages more than 6,000 computers in more than 40 locations and provides access to a team of local professionals with expertise in educational technology. Contract options include hourly, monthly, or full-time engagements.

Contact: David Wu
dwu@crec.org 860-509-3688

Infrastructure Planning and Support

CREC's rapid development and expansion of school technology infrastructure in recent years has enabled CREC to develop and offer a host of cost-effective school buildout and consulting services. Obtain assistance with school design, budget, and expansion implementation that includes network, hardware, server, security, and software components.

Contact: David Wu
dwu@crec.org 860-509-3688

PowerSchool Hosting Consortium

Districts can appreciate substantial, year-over-year savings by hosting PowerSchool in Pearson's state-of-the-art data center. Through CREC's statewide purchasing consortium, schools receive premium hosting services with no co-mingling of data among districts.

In addition to saving up to \$2 per student each year, benefits of hosting through CREC include the elimination of district information technology support time and hardware costs; the highest levels of data security; and assurance of availability, regardless of school technology outages.

Contact: Sarah Vocca, Ph.D.
svocca@crec.org 860-509-3792

PowerSchool System Support

CREC's PowerSchool support team is available to support districts in the implementation, use, and customization of PowerSchool. Whether the need is scheduling, data integrity and validation, training for office staff and teachers, custom pages, or reports, CREC's highly skilled team provides support for individual and ongoing projects.

Contact: Sarah Vocca, Ph.D.
svocca@crec.org 860-509-3792

Protecting Student Data in the Cloud

With the advent of learning tools hosted offsite (in the cloud), school districts can support online learning with little or no direct cost. However, districts need to consider local, state, and federal data protection legislation and best practices to ensure that student information remains private and secure. CREC can help sift through the pros and cons of different online tools and can guide schools on how to craft vendor terms of service that protect student data. CREC can also address the policy and communications aspects of using cloud services.

Contact: Sarah Vocca, Ph.D.
svocca@crec.org 860-509-3792

Software and Application Hosting

CREC provides low-cost hosting for a range of software applications to districts, including Moodle, PowerSchool, and SharePoint. CREC's redundant data center offers 24/7 access through a direct feed to the Connecticut Education Network. CREC's team of software specialists can design a hosting solution that takes the worry out of software delivery.

Contact: Sarah Vocca, Ph.D.
svocca@crec.org 860-509-3792

Technology Audit

The CREC audit process identifies ways in which schools can minimize the total cost of ownership associated with purchasing and maintaining computer networks and hardware. CREC technicians provide best practice insights into improving the use of technology to support curriculum standards. The audit's data and analysis gauges readiness for online assessments, helps drive decisions made by school boards and district leaders, and helps schools secure technology grant funding.

Contact: Sarah Vocca, Ph.D.
svocca@crec.org 860-509-3792

Technology Budgeting and Fulfillment

CREC can help curriculum and operations teams plan for technology purchases, introduce lease options, and offer cost-saving opportunities through cooperative purchasing agreements. CREC's expertise helps while planning, budgeting, and ensuring delivery of technology investments.

Contact: David Wu
dwu@crec.org 860-509-3688

Technology Policy and Practice Development

Harnessing new technologies while maintaining a safe, positive school climate, both on and off campus, can be a challenge. CREC can provide an audit of current policies, from acceptable use of policies to cyberbullying, with recommendations for improvement and compliance. With experience operating schools, CREC can also help translate policy into practice and procedure within the classroom.

Contact: Sarah Vocca, Ph.D.
svocca@crec.org 860-509-3792

Other Services

Administrative Services

CREC provides a wide range of management consulting and business advisory services for schools, town governments, public agencies, and other nonprofit organizations. CREC's qualified executive consultants focus on business issues and address challenges, such as strengthening operations, enhancing organizational effectiveness, and school and district reorganization.

Contact: Margaret MacDonald, Ph.D.
mmacdonald@crec.org 860-509-3619

Conference and Event Management

CREC consults with districts, municipalities, state agencies, and other organizations to manage on-site professional development seminars, statewide conferences, and other events. CREC's event planners assist with event publicity, participant registration, scheduling and logistics, contracting speakers, preparing exhibits and menus, catering, and venue logistics.

Contact: Tricia Silva
tsilva@crec.org 860-524-4085

Meeting Facilitation

CREC's nationally certified facilitators assist schools, districts, and organizations in effectively and efficiently facilitating meetings for strategic planning, program development, and improvement of board of education or administrative retreats.

Contact: Tricia Silva
tsilva@crec.org 860-524-4085

New Business Development

CREC develops and assists in the implementation of new programs and services that provide cost-effective solutions to private, public, and educational organizations.

Contact: Margaret MacDonald, Ph.D.
mmacdonald@crec.org 860-509-3619

Regional Efficiencies

CREC provides highly-qualified personnel who help communities support public education by finding efficiencies in non-educational areas and focusing on promoting cooperation and collaboration with local school districts and other organizations as a way to cut costs. The results of this approach are increased savings and efficiencies for partners. This allows for valuable resources to be allocated to the classroom without increasing the bottom line.

Contact: Mary Glassman
mglassman@crec.org 860-240-6619

"Thank you so much for allowing Ridgefield Academy to be part of the CREC consortium again in 2015-2016. The CREC consortium membership allows us to help improve our student's education from the significant savings we receive through CREC's purchasing power. We have been able to add new technologies in the classrooms and enhance curriculum for our students. We are a nonprofit school from preschool to eighth grade and any extra savings can be used to further our students' education."

— Larry McDowell
Ridgefield Academy

Business and Operations Services to Districts

CREC helps districts share non-educational services to reduce costs and maintain quality through a wide range of services, including transportation, energy savings, technology services, facility management, and food management. Through one central point of contact, CREC can help develop new business programs and models that fit the needs of the schools and towns throughout the state.

Contact: Cara Hart
chart@crec.org 860-524-4021

Collaborative Partnerships

CREC can assist in the formation of a multi-town, voluntary collaboration to build partnerships for the delivery of non-educational services, to share transportation services, or to purchase equipment.

Contact: Mary Glassman
mglassman@crec.org 860-240-6619

Cooperative Purchasing

While not a new concept, recently enacted legislation authorizes municipalities to purchase from entities that have a contract with a regional educational service center. CREC leverages the power of purchasing through successful cooperative purchasing programs, resulting in an annual cost savings of \$3 million for towns and districts. More than \$30 million is spent through these programs annually for a wide range of products and services. Local and national bid contracts capitalize on the benefit of local support, and the strength of national purchasing volume leads to cost-saving opportunities for schools, districts, municipalities, and non-profit organizations.

Contact: Cara Hart
chart@crec.org 860-524-4021

Facilities Management

CREC can provide facilities management assessments to help schools and school districts save money by analyzing staffing, practices, and purchasing. CREC can make recommendations to ensure facilities are safe, clean, well managed, and that they meet industry standards. CREC can organize regional custodial and facilities management services for school districts and municipalities.

Contact: Mary Glassman
mglassman@crec.org 860-240-6619

Funding Procurement Assistance

CREC's expertise in finding funding, writing proposals, and launching fundraising activities can help communities identify additional resources for programs and services.

Contact: Kathy Randall
krandall@crec.org 860-509-3655

Program Assessment Services

CREC works with school and town officials to assess non-educational functions, and to facilitate discussions and agreements to share services and save money in key areas, such as financial services; construction project oversight; energy management and conservation; facilities management; safety and security; and transportation management.

Contact: Mary Glassman
mglassman@crec.org 860-240-6619

Regional Health and Wellness Programs

CREC's Employee Assistance Program provides district and town employees with confidential support services to help deal with personal difficulties. Professional counseling and referral services are offered to employees by trained professionals. CREC also provides the opportunity to offer workshops and seminars on physical well-being, nutrition programs, and mental health topics. The creation of health and wellness programs includes the creation of employee wellness committees, workshops, and seminars that are meant to improve employee health and welfare and to reduce insurance costs.

Contact: Mary Glassman
mglassman@crec.org 860-240-6619

Regional Performance Incentive Program Grant Assistance

Recent legislation was enacted to make regional educational service centers eligible for Regional Performance Incentive Program grants. The legislation also allows regional boards of education that serve a population of 100,000 or more to apply for these grants for a regional special education initiative. Regional Performance Incentive Program grants provide funds to municipalities and regional entities for jointly performing a service that they have been performing separately. The grants also fund a planning study on joint service provisions, or shared information technology services. CREC can assist districts that wish to apply for Regional Performance Incentive Program grants.

Contact: Mary Glassman
mglassman@crec.org 860-240-6619

Strategic Planning and Facilitation Assistance

CREC staff can help with strategic planning and data analysis to assist in operational reviews and can provide nationally-certified facilitators to assist in meetings, newly-elected official orientations, and staff retreats.

Contact: Margaret MacDonald, Ph.D.
mmacdonald@crec.org 860-509-3619

Stop Loss Insurance Captive - CT PRIME, Inc.

CREC has a new program that is designed to improve the financial management of employee medical benefit plans. CT PRIME, Inc. was established in response to increasing costs associated with medical stop loss insurance and is a way to stabilize costs and to improve risk management. This program will provide self-insured towns and schools with an alternative method of purchasing medical stop loss insurance. The CREC Office for Regional Efficiencies can also help fully insured entities transition to this self-insured model.

Contact: Mary Glassman
mglassman@crec.org 860-240-6619

Town Visits

CREC staff are available to meet with key municipal staff to discuss opportunities to achieve cost savings while providing high-quality services.

Contact: Mary Glassman
mglassman@crec.org 860-240-6619

Staffing Solutions

Interim Staffing

CREC provides highly-qualified personnel who specialize in filling hard-to-find positions, which include speech and language pathologists, school psychologists, social workers, tutors, and administrators. CREC saves districts money by reducing administrative work, general liability, credentialing, supervision, payroll, and timekeeping services and by eliminating recruitment expenses. CREC pays attention to every detail to ensure that expectations are exceeded.

Contact: Janet Scialdone
jscialdone@crec.org 860-509-3681

School System Therapies

CREC staff offer school system occupational therapy, physical therapy, and speech-language pathology services on a contractual basis. Schools in the CREC region can contract for short- or long-term therapy services. CREC also provides educationally relevant evaluations, intervention, consultation, supervision, and training as needed. Therapy practitioners maintain competency in school system service delivery.

Contact: Joyce Rioux
jrioux@crec.org 860-298-9079 x2256

Student Assessments and Evaluations

CREC provides a variety of assessments and evaluations in different languages. These assessments and evaluations are in the areas of psychology, speech and language, academics, literacy, vocational education, assistive technology, occupational therapy, physical therapy, and behavioral therapy. CREC also provides student program reviews.

Contact: Janet Scialdone
jscialdone@crec.org 860-509-3681

Substitute Teachers and Paraeducators

CREC has partnered with Source4Teachers, a company that has supported school districts for 15 years. It delivers highly-qualified and dedicated substitute teachers and support staff. With an exclusive focus on preschool through grade 12, Source4Teachers recruits, credentials, trains, hires, places, and manages thousands of qualified substitutes to meet its partner districts' daily needs.

Contact: Janet Scialdone
jscialdone@crec.org 860-509-3681

Translation and Interpreter Services

CREC understands the need to provide accurate translation, and the agency provides premium language services in more than 105 languages.

Contact: Janet Scialdone
jscialdone@crec.org 860-509-3681

Transportation Management and Consultation

Consulting

CREC's transportation specialists assist in contract renewal negotiations and the development of requests for proposals and contracts and provide recommendations for increased efficiencies.

Contact: Nakisha Strickland
nstrickland@crec.org 860-509-3608

Fleet Management

CREC's experienced fleet manager maintains all vehicle records for board vehicles, authorizes and audits service to the vehicles, and ensures compliance of the fleet. The fleet manager can also audit vendors' vehicles and files.

Contact: Mason Thrall
mthrall@crec.org 860-524-4056

Management

CREC's transportation specialists provide management for all phases of a district's transportation system to ensure bus companies meet contractual requirements, provide support for local management, and coordinate required reporting.

Contact: Nakisha Strickland
nstrickland@crec.org 860-509-3608

Regionalization Planning

CREC's transportation specialists work with neighboring school districts to design and implement regional transportation systems, creating efficiencies through shared services. CREC also provides system management and support for the local management team.

Contact: Nakisha Strickland
nstrickland@crec.org 860-509-3608

Reporting and Analysis

CREC analyzes contracts and prepares reports on transportation costs, ride time, vehicle usage, customer satisfaction, vehicle maintenance, safety, and routing.

Contact: Nakisha Strickland
nstrickland@crec.org 860-509-3608

Safety Programs and Training

CREC provides school bus safety training for drivers and students, as well as training for transportation coordinators, dispatchers, and other transportation staff.

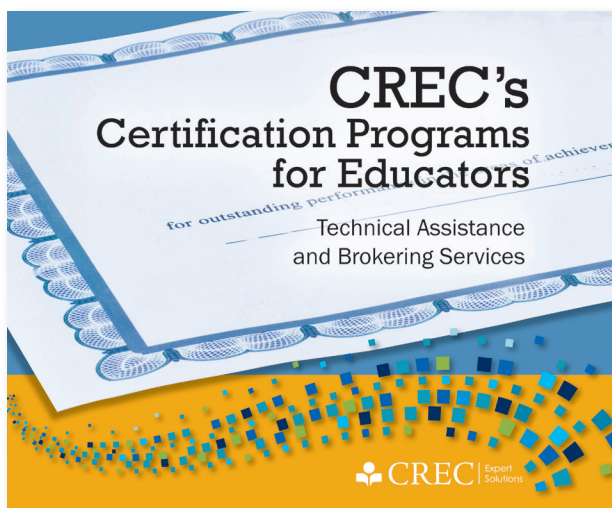
Contact: Nakisha Strickland
nstrickland@crec.org 860-509-3608

Transportation Staff

CREC provides experienced transportation management staff and well-trained bus monitors on a temporary or permanent basis.

CREC provides experienced, well-trained drivers with newer model vans. Monitors and other special accommodations are also available.

Contact: Nakisha Strickland
nstrickland@crec.org 860-509-3608



CREC provides schools and districts with the tools to offer exciting learning opportunities to special and general education teachers, paraeducators, related staff, and administrators.

Conducting Educational Program Reviews

Participants learn techniques for conducting program reviews, including the use of protocols for gathering data. Examples of forms used to report results and a detailed online resource manual are provided.

Contact: Margaret MacDonald, Ph.D.
mmacdonald@crec.org 860-509-3619

Facilitation and Presentation Certification

This two-day workshop focuses on facilitation and presentation skills, techniques for delivering powerful training, and the effective use of technology. It includes an introduction to the planning guide adapted from Jim Knight, Ph.D.

Contact: Sonya Kunkel
skunkel@crec.org 860-509-3763

Certification Training for The COMPASS: Helping Paraeducators Navigate the Profession

The COMPASS is a nationally recognized, comprehensive and job-embedded professional development curriculum that aligns with national paraeducator standards. Professionals can become certified to train paraeducators in more than 20 COMPASS modules, such as school climate, instructional strategies, managing behaviors, and Common Core State Standards.

Contact: Sonya Kunkel
skunkel@crec.org 860-509-3763

Certification Training for The Blueprint: Building Powerful Special Education Practices

The Blueprint training curriculum provides a variety of products and services to help maximize student educational benefit. The program emphasizes aligning well-developed Individualized Education Programs to the Connecticut Core Standards and specifically-designed instruction, inclusion, and collaboration.

Building Powerful IEPs to Increase Student Achievement

This is a certification program that provides professional developers with materials for training staff to construct standards-based Individualized Education Programs for maximum student educational benefit. The focus is on linking well-developed Individualized Education Programs to Connecticut Core Standards data, specially-designed instruction, and related services. CREC offers 12 hours of curriculum in four modules: "Determining Power IEPs to Increase Student Achievement," "Writing Standards-Based IEPs," "Instructional Implications of the Connecticut Core Standards for Special Education," and "Data Collection and Progress Monitoring of the IEP." Additional strands are available, including instruction for "English Learners with Disabilities" and "Building Powerful Instruction for Included Students with Significant Disabilities."

Contact: Lisa Fiano
lfiano@crec.org 860-712-3897

Educational Resources

Supporting educators with quality professional learning experiences has never been easier or more flexible. Direct training sessions, online learning, workbooks, guides, webinars, and a variety of certification programs will build your organization's capacity to deliver training. All CREC products are available online at www.crec.org/store.

Contact: Tom Sullivan
tosullivan@crec.org 860-240-6625



Children's Resources

"Goodnight Becky"

A delightful paperback picture book, or interactive e-book, that teaches children ages 2 to 5 basic positional words, while describing the entertaining escapades that Becky has one night before going to bed. This story aligns directly with Common Core kindergarten geometry standard G.K.1.

"5, 4, 3, 2, 1, Ka-Boom"

This book is about a boy who explores outer space in a cardboard box rocket ship. He is looking for a new home because he's afraid to go swimming on earth. It's an awesome lesson about the order of planets in the solar system, and it is for early readers.

"Matt the Cat"

This book by Sarah Stevenson is about a clever cat named Matt. The cat moves letters around to create new words as he makes his way through his day, and the book teaches children ages 2 to 5 how to rhyme by creating "at" words. "Matt the Cat" meets Connecticut Core Standards, highlights kindergarten reading foundational skills standard RF.K.2: "Demonstrate understanding of spoken words, syllables, and sounds (phonemes)."



The Plato Series

Sarah Stevenson has six more standards-based books about Plato the rabbit and his bunny pals. The books are available as interactive and animated e-books. Topics of the books include the numbers five and 10, animal habitats, telling time, social and emotional expression, and behavior.

"Plato Goes to School"

Follow Plato's antics on his first day of school when he's introduced to his new teacher and new friends. Plato has to adapt to his new environment by learning the rules and behaving politely. This book teaches many of the social and emotional early learning and development standards that relate to behaviors.

"Plato Expresses His Feelings"

Aligned with several early learning and development standards that relate to emotions, students will observe Plato's emotions as he expresses his feelings, and they will be prompted to express their emotions when they feel the same way.



"Plato Goes On Safari"

Take a trip around the world with Plato and his uncle as they try to locate their friends, the penguins. Children will learn about many kinds of animals and their habitats. Early learning and development science standards are covered in this story.

"Plato Turns Five"

This book focuses on adding and subtracting the number five. It is Plato's fifth birthday party, and there are many things to count, add, and subtract.

"Plato's Big Game"

The rabbits' basketball team has a big game against the penguins' team, and Plato is the rabbits' starting center. The number 10 is the focus of this book, which is aligned with Connecticut Core Standards in math.

"Plato's New Watch"

Telling time, a critical first grade Connecticut Core Standard, is a new challenge for Plato as he learns what time he does most of his daily activities. Readers will help Plato identify the time by looking at the analog face of his watch.

"The Entirely True Story of the Unbelievable Fib"

In this story, perfect for students in grades four through seven, author Adam Shaughnessy draws from classic lore to create a tale rich in puzzles, plot twists, charming characters, and sly humor. Uncertainty opens the door to magic for 11-year-old Prudence Potts.

"The Snowman's Nose"

This wordless book emphasizes three key skills for early childhood learners: sequencing, knowing that pictures tell a story, and understanding stories. This book can be used in the classroom or at home and can help develop a child's pre-reading skills. This book can be used to support the Common Core kindergarten reading foundational skills standard RL.K.3: "With prompting and support, identify character, setting, and major events in a story."



Indicates resource is online or has a digital option

Leadership Resources

“Caffeinated Learning: How to Design and Conduct Rich, Robust Professional Training”

This book describes the buzz an adult learner experiences when a knowledgeable facilitator integrates best teaching practices into their workshops or classes. With thoughtful design and skilled conducting, all employees can experience rich, robust professional learning. This user-friendly book has ideas for both first time presenters and seasoned pros, and it will turn training sessions into interactive learning experiences that engage all participants.

“Cognitive Growth Targets: Questioning Flip Book”

This book is a quick reference guide, which will help teachers plan the types of questions they will use during their lessons. Sample questions are aligned to higher-order thinking skills, giving users concrete examples of lower and higher-level questions.

“Co-Teaching for Administrators”

This book is co-authored by CREC’s Sonya Kunkel and University of Scranton’s Dona Bauman, Ph.D. It is a simple primer for administrators on the benefits of co-teaching and how to implement it.



“The Evaluators’ Guide to Conducting Educational Program Reviews”

This is an easy-to-use guide designed to assist administrators and practitioners in finding the necessary tools to meet their needs in a quick and precise manner. This comprehensive electronic workbook gives rationale, standard, and step-by-step instructions on how and when to use various evaluation tools. It includes evaluation methods and practices with case studies and the tools you will need to either perform your own specialized program evaluation or work with other evaluators. Electronic links to protocols are provided.

“Practice Case Studies for the Connecticut Administrator Test”

This book is a critical tool for candidates studying school leadership and who want to obtain their CT 092 intermediate certification and need to pass the Connecticut Administrator Test. All candidates must pass four tests: two school improvement case studies and two instructional analysis case studies. The four case studies in this book are designed to mirror the Connecticut Administrator Test and will help candidates prepare for the exam.

“The Power of Conviction: My Wrongful Conviction, 18 Years in Prison and the Freedom Earned Through Forgiveness and Faith”

This is an inspirational story about the wrongful conviction that sent James Calvin Tillman to prison for more than 18 years and how the power of his own conviction helped him persevere, offer forgiveness, and earn a redemption that he values. Tillman remarkably calls his experience in prison “a gift.” This book is for people who are facing tough times. You will understand that you’re not alone, that things can be brutally bad, and that we all can react poorly at times. However, where there is love; there is always hope.

“Teacher as Architect,” a Second Edition

The second edition of “Teacher as Architect” is co-published by Modern Teacher and the International Society for Technology in Education. Authors Smith, Chavez, and Seaman expand the blueprint for blended learning and curriculum design to include a more focused and seamless integration of 21st Century technologies, which better serves learners of the conceptual age. The book takes you on an engaging and enriching journey that will allow you to reflect on and improve your teaching practice.

“Response to Intervention (RTI): Planning and Implementing a Multi-Tiered System of Support”

This provides a school-wide approach with real-world examples and practical solutions to implementing Response to Intervention. Topics include Response to Intervention primer; Tier 1—the foundation of the school; implementation of Tiers 2 and 3; Tier 1 action planning tools; and Tiers 2 and 3 action planning tools. This guide is an effective tool and road map that will help school educators develop Responsive to Intervention models for their school or district.

“I had recently learned that I needed to take the CAT exam in order to finish up my administration certification, and I had no idea what to expect. I googled CAT exam and found that CREC was offering a prep session that same week. The course was great! It provided a comprehensive overview of the exam and also had a book that you could purchase that had case study samples for each module that you could practice on for the exam. Also, both women teaching the course are scorers for the exam. So, they were able to answer many questions and were very generous on sharing strategies for successful testing. It was totally worthwhile, and I highly recommend it for anyone preparing to sit for the CAT exam.”

— Jill Tallberg

Special Education Teacher and Numeracy Coach
Manchester Public Schools

Literacy Resources



“Online Professional Development - Understanding Dyslexia”

These webinars are enhanced by assessments to confirm comprehension on four topics. The webinars will provide information to practitioners on reading development for students with disabilities. Topics include the definition of dyslexia; educational determination of dyslexia; evidence-based instruction and assistive technology; and barriers in curriculum. The modules are delivered together in a learning management environment to allow users to participate at their convenience. These webinars are available to individuals, groups, or districts. Visit www.crec.org/dyslexia-webinars for more information.

Paraeducator Resources



Online Professional Development – COMPASS Modules

Self-paced online options are available for several COMPASS modules: school climate, exceptional learners, autism, instructional strategies, and behavioral strategies. These basic and advanced modules provide a flexible, open opportunity for paraeducator professional development.

The COMPASS Series

The “COMPASS Basic Modules Workbook” is packed with easy-to-implement strategies and ideas for aspiring or practicing paraeducators, and it is aligned with the National Paraprofessional Standards. It gives a paraeducator tools and sample forms to have that first conversation with their teacher at the beginning of the year, and it will help them maintain communication. This basic workbook covers five areas: roles and responsibilities, communication, managing behaviors, ethics and legal issues, and instructional strategies.

The “COMPASS School Climate Workbook” is an advanced module workbook that covers “School Climate: Creating Environments that are Safe for All.” Paraeducators will acquire the skills to deal with bullying behaviors, and they will learn how a paraeducator can support a positive school climate.

The “COMPASS Advanced Instructional Strategies Workbook” features research-based strategies for providing accommodations and modifications to help students achieve independent reading, writing, and studying skills. Paraeducators will be able to apply critical instructional behaviors during all stages of a lesson.

The “COMPASS Advanced Behavioral Strategies Workbook” includes strategies for managing challenging student behaviors. Paraeducators will utilize a collaborative approach and the Response to Intervention model to prevent the development of new behavioral problems and to keep existing problems from worsening.

The “COMPASS Connecting Instruction to the Common Core Standards Workbook” features ways paraeducators can learn the Connecticut Core Standards. Paraeducators will help students improve language arts and math skills by attending to the standards. More information is available at www.crec.org/compass.

The “COMPASS Job Coaching Strategies Workbook” is an advanced module that covers the roles, responsibilities, and skills required of a paraeducator who works with students in a vocational setting. Readers learn to apply data collection techniques to improve student success at the work site.

School Climate Resources



Online Professional Development – Balanced and Restorative Discipline: An Overview

A growing number of districts are using restorative practices as a new model of student discipline to help strengthen school communities, prevent bullying, and reduce student conflicts. This online balanced and restorative discipline primer is an informative professional development tool that will you introduce the topic to your staff.



Online Professional Development – School Safety and Security Training

Using video examples of common scenarios that may compromise security in a school environment, CREC’s security expert, retired State Police Lieutenant Chris Nolan, offers tips and guidelines for each scenario. This online learning environment allows staff to communicate with one another about how to develop plans to handle scenarios in their specific school environments. The training is available with scenarios specific to elementary and secondary schools and typical business offices.

“The Path to Positive Classroom Management” is packed with easy-to-implement strategies and ideas for maintaining a positive classroom environment and culture. The text can be used for self-study, professional learning communities, and as professional development in the college classroom. Written for the busy professional, the contents offer instructional ideas in a continuum format—from simple interventions to complex ideas for creating positive communication. It provides proactive strategies by using reactive strategies, implementing positive reductive techniques, and by creating plans for out-of-control and excessive behaviors.



Indicates resource is online or has a digital option

"I found the co-teaching online professional development extremely useful, as did our intermediate and middle school student support staff. We shared it with our middle school principal, and he plans on showing it to the entire middle school staff at a future staff meeting. It would be a fantastic resource to share with the entire district on a professional development day."

— Melissa Nahas
Special Education Teacher
Carmen Arace Middle School
Bloomfield Public Schools

The "Positive Behavioral Interventions and Supports (PBIS) Tier 1 Reference Guide" is an easy-to-use resource meant to ensure that Positive Behavioral Interventions and Supports teams have the necessary components in place for an effective Tier 1. The reference guide format will allow teams to quickly assess the development of core features.

The "PBIS Tier 2 Reference Guide" is structured like the Tier 1 reference guide, but it builds upon the core components of Tier 1. An effective Tier 2 is easy to achieve by sticking to the material in this guide.

"Implementing an Intensive Intervention Team: A Centralized Model of Support for Serving At-Risk Students"

At CREC, an intensive intervention team was developed three years ago in response to increasing demand for intervention with the most challenging students. This book provides information to help districts develop their own team that is tailored specifically to meet the needs of a unique student population. Topics explored in this text include fluid student population, foundational understandings, students' needs, selection of team members, model overview, implementation, supervision and structuring the team, developing and maintaining community partnerships, and evaluating success.



"Online Professional Development - School Climate: A Proactive Approach"

This tool is a self-paced, online professional development opportunity, and it is the perfect tool to use when training new and non-certified staff on the basic elements of a positive school climate. Staff can complete the course in two to three hours, and it is packed with multimedia enhancements and interactive assessments. Participants will be able to evaluate their performance immediately after completing the course to make sure that they are ready to begin supporting a positive school climate.

"A Year of Looking In"

Jonathan Gillman, director of the Looking in Theatre at CREC's Greater Hartford Academy of the Arts High School, chronicles a year of his acclaimed Looking In Theatre program. This book demonstrates the impact the program has on its participants and audiences. For more than 30 years, Looking In Theatre, comprised of teenagers from Greater Hartford, has presented dramatic scenes that highlight important social, family, and personal issues, such as drugs; alcohol; sexuality; AIDS; depression; suicide; and physical, mental, and sexual abuse, and how they affect adolescents.

Special Education Resources

"Advancing Co-Teaching Practices: Strategies for Success"

Maximize your co-teaching resources. During tough economic times, it is essential to take full advantage of each co-teacher's skill set to ensure success for all students. This text will show you how to work together to improve student test scores, reduce teacher stress, enhance student participation, and make teaching fun again. Discover dozens of ideas that can be fully customized to fit the unique requirements of your classroom.

"Inclusion: The Common Core Curriculum and the High-Stakes Tests"

Inclusion is a philosophical belief that all students can be educated together regardless of their range of academic diversity. The key is in the accommodations and modifications that unlock content for students with disabilities. This collection of strategies has been tested in the secondary classroom and has proven effective at boosting outcomes for struggling learners. Discover dozens of ideas that can be fully customized for your classroom's unique requirements.



The "Assistive Technology Guide to Maximize Learning for Students with Autism"

focuses on the use of assistive technology by students with autism spectrum disorder, and it is a valuable resource for all aspiring or practicing special education or regular education teachers, paraeducators, therapists, and families. It contains information on relevant topics, including communication; visual supports; computer access; and executive function and implementation strategies. The online version of this book includes links to resources.

“Children with Hearing Loss: Developing Listening and Talking - Birth to Six”

This book is a dynamic compilation of important information for the facilitation of auditory-based spoken language to infants and young children with hearing loss. This text is intended for graduate level professionals who work with children who have hearing loss and their families, such as teachers, therapists, speech-language pathologists, and audiologists. In addition, the book will be of interest to undergraduate speech-language-hearing programs, early childhood education and intervention programs, and parents of children who have hearing loss. Responding to the crucial need for a comprehensive text, this book provides a framework to help children obtain the skills and knowledge necessary to help parents promote listening and spoken language development.



Co-Teaching Basics for Special Education and Regular Education Teams

This is a two-part, interactive online series for professionals looking for an overview on how to implement co-teaching in their schools. Users will progress through the different sections of this webinar, while also completing activities and assessments. The first part of the series covers basic principles, roles in co-teaching, parity, accommodations, modifications, specially designed instruction, communication, and classroom arrangement. The second part provides an overview on how to configure group instruction, an increase intensity of instruction, opportunities to respond, and time-on-task to promote student success.

The Blueprint Series

The “Building Powerful IEPs to Increase Student Achievement Workbook” is for aspiring or practicing special education and related services staff. It contains information on four relevant topics, including: defining present levels of academic achievement and functional performance; writing standards-based Individualized Education Programs; creating instruction from the Connecticut Core Standards for special education and related services; and collecting data and monitoring Individualized Education Program progress.

The “Building Powerful Instruction for English Learners with Disabilities Workbook” provides a map to guide professionals through the topics of defining language acquisition and culturally and linguistically-responsive environments using authentic identification of a disability in English learners. It helps to craft appropriate instruction for English learners from an Individualized Education Program.

The “Building Powerful Instruction for Students with Significant Disabilities Workbook” outlines a variety of strategies that focus on inclusion and collaboration for students with disabilities. Readers will learn how to make decisions to support inclusive instruction, implement collaborative practices and environments, and maximize student learning potential.

Websites and Applications

CREC’s Studio 111 specializes in the development of custom websites and applications for the education sector. Studio 111 uses CREC’s resources and network to develop, test, and fine tune technology-based solutions. For information on apps or custom web development, visit www.studio111apps.com.

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PBandMath

Login and build a bank of word problems that align with Common Core State Standards in minutes. PBandMath allows teachers to generate hundreds of unique word problems for grades one through five. Teachers can project and print the problems to provide students with both instruction and practice opportunities. Discover PBandMath at www.pbandmath.com.

Contact: Rob Steller
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Indicates resource is online or has a digital option

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