

# 2014-2015

PROGRAMS AND SERVICES

*Education is the most powerful weapon which you can use to change the world.*

—Nelson Mandela

## 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



Best wishes from CREC for a great start to the 2014-2015 school year.

This is an exciting time to be an educator in Connecticut. For the past few years, schools have been undertaking the major educational reform efforts initiated by the Governor and Connecticut State Department of Education. Schools are engaged in the hard work of developing and implementing major changes to curriculum, instruction, assessment, and evaluation. New initiatives such as the Connecticut Core Standards, the Connecticut Educator Evaluation and Support System, the Smarter Balanced Assessments, and

the Early Learning and Development Standards have implications for almost every area of school operations and instructional practice.

We are proud that CREC, along with our partner Regional Education Service Centers (RESCs), were asked to coordinate these efforts and deliver professional development, in-district training, and mentoring support to teachers, schools, and districts.

The hard work that teachers and schools invested during those years is paying off; Connecticut is leading the way in many areas of school reform. Schools in Connecticut are ahead of the curve in terms of resources, knowledge, and implementation of the major national initiatives that other states are just beginning to tackle.

As always, we recognize that there is still much more work to be done. At CREC, our goal is to assist you in navigating the complexities of these new programs and initiatives. We are committed to helping you make sense of all the new requirements, while helping you to hold on to what is working. We also know that as educators, you are always looking for new ways to engage your students and open their minds to the joy of learning. Each year, we work to develop a catalog of learning opportunities and support services that will enable you to reach your goals and that will give you the confidence and tools to meet the challenges of a new school year head-on.

At CREC, our vision is a state where all students can and shall learn at high levels, and therefore, have access to all the resources available within the Capitol Region. For more than 45 years, CREC's mission has been rooted in providing regionalized services. We are working with school districts to provide access to a breadth of regionalized services that will allow them to focus on the important work of teaching and learning. If your school district is interested in adding value and saving money through regional collaboration, we are here to help.

We hope you find everything you are looking for in the 2014-2015 Programs and Services catalog. For a more detailed inventory of offerings, visit our website at [www.crec.org](http://www.crec.org).

Connecticut is lucky to be home to some of the most talented, dedicated, and creative educators in the nation. CREC is proud to be a resource to you and to support you in any way we can. Please contact us to tell us how we can serve you better.

We look forward to working with you again this year.

Sincerely,

A handwritten signature in black ink that reads "Bruce E. Douglas". The signature is written in a cursive, flowing style.

Bruce E. Douglas, Ph.D.  
Executive Director

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# AT A GLANCE

# A Tiered Approach to School Improvement

During the 2012 legislative session, the Connecticut General Assembly passed Senate Bill 458 (SB 458), *An Act Concerning Educational Reform*. The legislation established a framework for school improvement and rewards that includes a tiered classification of all schools in the state. Schools are placed in one of five classifications based on students' performance on the previous statewide assessments in reading, writing, and math. The classification recognizes that there are high performing schools in low performing districts and low performing schools in high performing districts. It is important to note that not all schools in the lowest two tiers will be in Alliance Districts (see definition below). The table below outlines the classification system.

## Schools of Distinction

Schools that achieve at high levels will be recognized as Schools of Distinction. These schools have either the highest level of performance in traditionally under-performing subgroups, student achievement that has increased significantly more than the state accountability system requires, or have achieved high levels of performance for all students. Schools of Distinction that sustain high performance or increased performance will be eligible for grant funding in return for sharing their best practices with lower-performing schools.

## Commissioner's Network

The lowest tiers, Review and Turnaround schools, are eligible to participate in the Commissioner's Network. These schools will receive additional funding, support, and intervention, and must participate in an instructional and operations audit. The Board of Education must establish a turnaround committee to develop a turnaround plan for the school. The turnaround committee may choose from several turnaround models, provided it addresses the deficiencies indicated in the instructional and operations audit.

## Alliance Districts

The Connecticut State Department of Education (CSDE) has identified 30 Alliance Districts whose performance, as measured by previous statewide assessments, was among the lowest in the state. These Alliance Districts are eligible for increased education cost sharing (ECS) funding pending submission and approval of their application to the CSDE. In 2014-2015 CSDE has identified four priority areas for Alliance Districts, including:

1. the transition to the Common Core State Standards and next-generation assessments
2. educator evaluation and support
3. interventions in low-performing schools
4. K-3 literacy

In addition to addressing district-specific needs and goals, all districts are expected to develop systems, processes, and infrastructure in these critical areas. Districts are considered Alliance Districts for a period of five years.

## Connecticut's School Improvement Classification System

Excelling	<ul style="list-style-type: none"> <li>• Achieved state target for achievement (SPI and % at advanced), met graduation rate and do not have significant gaps in subgroup performance.</li> </ul>
Progressing	<ul style="list-style-type: none"> <li>• Achieved state target for achievement; missed target for change in SPI or graduation rate; have significant gaps in subgroup performance.</li> <li>• Approaching state target but met target for change in SPI and graduation rate and do not have significant gaps in subgroup performance.</li> </ul>
Transition	<ul style="list-style-type: none"> <li>• Approaching the state target for achievement but do not make either the target for change in the SPI, the graduation rate, or have significant gaps in subgroup performance.</li> </ul>
Review	<ul style="list-style-type: none"> <li>• SPI is lower than 64; identified as a focus school (schools that have the lowest subgroup performance); participation rate under 95%.</li> <li>• Eligible to be in Commissioner's Network.</li> </ul>
Turnaround	<ul style="list-style-type: none"> <li>• Tier I and II SIG schools, lowest 5% in SPI, high schools with graduation rates below 60%.</li> <li>• Eligible to be in Commissioner's Network.</li> </ul>



## Office of School Transformation

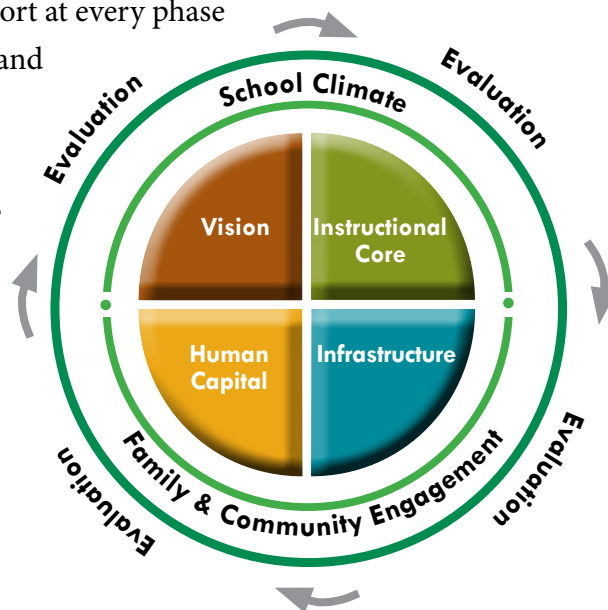
*The Office of School Transformation partners with communities to create transformational school change by:*

- Increasing the **Capacity** of district and school leadership and staff in order to leverage the potential of local human capital and maximize student outcomes.
- Increasing the **Efficacy** of systems, practices, and relationships by strengthening the design of the instructional core and the quality of the school environment.
- Increasing the **Sustainability** of outcomes by upgrading infrastructure, enhancing technological integration, and solidifying organizational management structures for reliable student results.

## Core Transformational Areas

CREC's Office of School Transformation provides *advanced support* and *professional development services* in four research-based transformational areas: vision, instructional core, human capital, and infrastructure. School climate and family and community engagement are integral to school transformation, and thus encircle 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 scaling-up of programs with demonstrated success.



## The Smarter Balanced Assessments

In June 2010, Connecticut joined 31 states to form the Smarter Balanced Assessment Consortium (Smarter Balanced) which submitted an application for the Race to the Top Assessment competition. Smarter Balanced was awarded a Comprehensive Assessment grant in September of 2010, along with an additional consortium, the Partnership for Assessment of Readiness for College and Careers (PARCC). Connecticut is a governing state in Smarter Balanced and is taking an active role in the consortium through representation on several workgroups.

Smarter Balanced is developing assessments that are aligned to the Common Core State Standards and measure student progress toward college and career readiness. This new assessment system utilizes computer adaptive tests (CATs) for the optional interim assessments and the mandatory summative assessment. CATs adjust the difficulty of the questions based on student responses; for example, a student that answers a question correctly will receive a more difficult question. Conversely, a student who answers an item incorrectly will be presented with an easier question.

Because of the adaptive nature of the assessments, the skills that students have mastered can be quickly and more precisely identified. CATs are typically shorter than the traditional paper and pencil standardized assessments because fewer questions are needed to determine a student's achievement level.

The questions on the new CATs will include more than just multiple choice questions. The Smarter Balanced CATs will incorporate constructed response and performance tasks to measure critical thinking and problem solving skills. In the end, the Smarter Balanced CATs will provide a more accurate way to assess student achievement, particularly as it relates to college and career readiness.

Many districts across the state participated in the Smarter Balanced Field Test in spring 2014. The field test is a practice run of the assessment system that helps ensure the test questions are accurate and fair for all students. It also gives schools a chance to evaluate their technology readiness for the first operational assessment in spring 2015.

### Timeline

- Spring 2014 – Field testing of summative assessment
- October 2014 – Setting of achievement levels
- Fall 2014 – Benchmark assessment system released
- Spring 2015 – Operational administration of the summative Smarter Balanced Assessment

## Preparing for the Smarter Balanced Assessments and 21st Century Learning

With the Smarter Balanced assessments occurring in the 2014-15 school year, districts across the nation are evaluating their technology infrastructure. For example, districts are determining whether they have enough devices to assess all students within the testing window and whether they have the bandwidth capacity to support simultaneous test administrations. In addition, students will need more exposure to technology during their typical instructional day to ensure the Smarter Balanced assessments are measuring their curricular knowledge and not reflecting a deficiency in technology skills.

### Technology Audit

Technology touches virtually every aspect of education in today's schools, and the task of gauging its impact on learning — and planning for future needs — can seem daunting. Fortunately, CREC's Technology Audit provides a thorough and unbiased assessment of current uses of technology and how schools can maximize the impact of digital learning. CREC performs surveys, data collection, and on-site interviews to draw directly on the needs and insights of students, teachers, administrators, and technology staff. The resulting analysis and report provide concrete steps that districts can take to maximize

the use of their technology resources — both digital and human — and take advantage of current instructional best practices, such as Bring Your Own Device (BYOD) and flipping the classroom. What sets the CREC Technology Audit apart from other assessments is that it comes from senior technology practitioners whose recommendations stem from real experience, not just theory.

## Curriculum Unit Revision Infusing Technology (CURIT)

The CURIT experience dramatically increases the overall capacity for teaching and learning with technology by preparing educators with the skills and resources necessary to support their students for success in the 21st century. CURIT fosters peer-to-peer collaboration, builds confidence in educators, sets reliable expectations, and systematically designs and upgrades processes to produce technology-infused unit plans and implementation strategies. Educators participating will:

- Develop units and lessons which are seamlessly infused with technology, differentiated, and aligned to standards;
- Build their confidence and proficiency level in incorporating technology, while simultaneously producing classroom-ready units for immediate use; and
- Be prepared with the level of knowledge necessary to transform educational practices, which will assist in preparing students for the 21st century.

## Connecticut Educator Evaluation and Support System

One of the most substantial components of the educational reform legislation passed in 2012 required significant changes to the previous system of teacher and administrator (educator) evaluation. Educators must be evaluated annually by the district using an evaluation plan that meets the criteria and guidelines set forth by the Connecticut State Department of Education. The requirements of the evaluation plan include:

- incorporation of four ratings to evaluate teacher performance (exemplary, proficient, developing, and below standard),
- scoring systems to determine the ratings,
- periodic training on the evaluation program both for teachers and administrators,
- professional development based on needs identified through evaluations,
- opportunities for career development and professional growth, and
- a validation procedure to audit ratings of below standard or exemplary.

The development of this evaluation plan was spearheaded by the Performance Evaluation Advisory Council (PEAC), which is comprised of educators throughout the state. PEAC's recommended framework was approved by the State Board of Education in February 2012, and state guidelines were adopted by the State Board of Education in June 2012 and revised in May 2014.

Teachers	Administrators
45% student growth and development	45% multiple student learning indicators
5% whole school student learning indicators or student feedback	5% teacher effectiveness outcomes
40% observations of teacher performance and practice	40% observations of principal performance and practice
10% peer or parent feedback	10% staff, community, and/or student feedback

# Universal Design for Learning

Universal Design for Learning (UDL) is a set of principles for curriculum development that provides equal opportunities for all individuals to learn. This research-based practice enables educators at all levels to improve their practice and enhance the systems in which they work.

UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone. Instead of a single, one-size-fits-all solution, UDL offers flexible approaches that can be customized and adjusted for individual needs.

UDL is based on three primary principles:

1. Multiple means of representation, to give diverse learners options for acquiring information and knowledge
2. Multiple means of action and expression, to provide learners options for demonstrating what they know
3. Multiple means of engagement, to tap into learners' interests, offer appropriate challenges, and increase motivation

These principles have been incorporated into the Smarter Balanced Assessment Consortium and are used nationally and within Connecticut. UDL is critical because individuals bring a huge variety of skills, needs, and interests to learning. Neuroscience reveals that these differences are as varied and unique as DNA or fingerprints regarding what, how, and why people learn.

UDL supports educators' efforts to meet the challenges of today's diverse classrooms by suggesting flexible instructional materials, methods, and assessments to meet these varied needs. For educator to implement UDL, they will need:

- A working knowledge of the theory and research basis of UDL, including how individual variability plays out in different educational environments
- Strategies for evaluating and improving lessons using the UDL framework to support high levels of engagement and achievement for all learners
- Techniques for applying UDL principles to the design of lessons and curriculum units aligned to the Common Core State Standards
- Strategies for using new technologies, to make the curriculum more effective

For additional information on UDL, visit <http://www.cast.org/udl/> or contact CREC.

## Common Core State Standards

The Common Core State Standards (CCSS) Initiative is a nationwide effort, coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers, to develop a consistent framework for states, districts, and schools to prepare students for college and career readiness. The CCSS, which were developed in collaboration with teachers, school leaders, and content area experts, using national and international best practices, have been adopted in 48 states across the United States, including Connecticut.

The Common Core State Standards align with the expectations that students will confront in college and the workplace to prepare them to compete in the global economy. Consisting of fewer, clearer, and higher-level standards, the CCSS include rigorous content and the application of knowledge through higher-order thinking skills.

English Language Arts (ELA) standards require that students develop literacy skills through reading, writing, speaking, and listening. At the secondary level (grades 6-12), the ELA standards include history/social studies, science, and technical subjects.

The major shifts in the ELA standards are:

- building knowledge through content-rich nonfiction;

# School Safety and Security

With the passage of the Connecticut *Act Concerning Gun Violence Prevention and Children's Safety*, a new era of providing for the safety and security of all children in school settings was born.

School districts are retooling and rethinking about how to handle crisis situations. A crisis can be defined as “any unplanned event, occurrence, or sequence of events that has a specific undesired resolved consequence” (Geary W. Sikich).

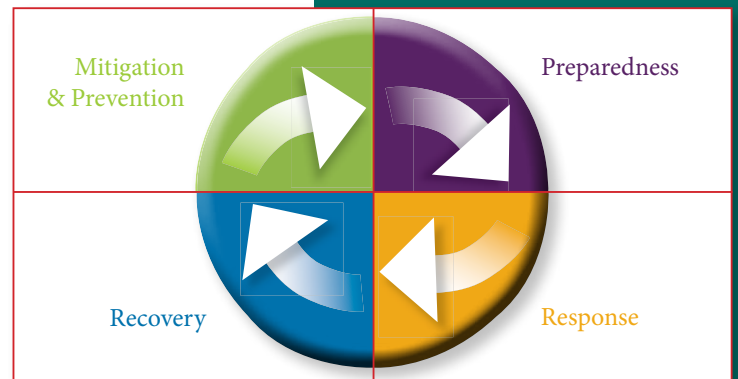
Learning from our colleagues in law enforcement, more school districts are adopting an “all hazards approach” to meet the increasingly loud call for safety in schools. The “all hazards approach” encourages districts to consider all conditions, environmental or man-made, that have the potential to cause injury, illness, or death, damage to or loss of equipment, infrastructure service, or property.

## Once identified, hazards are addressed using the four cornerstones of crisis management:

- **Mitigation & Prevention** addresses what schools can do to reduce or eliminate risk to life and property.
- **Preparedness** focuses on the process of planning for the worst-case scenario.
- **Response** is devoted to the steps taken during a crisis.
- **Recovery** deals with how to restore the learning and teaching environment after a crisis.

## Using this framework, districts are encouraged to:

- develop district-wide and school-specific crisis teams,
- provide training in the Incident Command Structure and National Incident Management System to appropriate staff,
- provide annual training to all school personnel,
- create appropriate emergency response plans,
- develop effective working relationships with local law enforcement,
- complete facility safety and security assessments and remediate deficiencies, and
- practice and drill on a regular basis.



Source: Readiness and Emergency Management for Schools

- reading, writing, and speaking grounded in evidence from the text (literary and informational); and
- regular practice with complex text and academic language.

In order to meet these standards, revisions to language arts curricula should incorporate an interdisciplinary approach to literacy and increasing rigor in reading and writing as students progress through each grade.

Mathematics standards focus on developing students' understanding of “mathematical practices” and developing their justifications in applying mathematical skills. The major shifts in the math standards are:

- a stronger instructional focus on critical concepts;
- coherence across grade levels, building on prior knowledge; and
- rigor in major topics, pursuing conceptual understanding, procedural skill and fluency, and application.

In order to meet these standards, revisions to mathematics curricula should include the elimination of “spiral curricula” or repetition of material across grade levels.

## Office of Early Childhood/ Early Learning and Development Standards

High-quality early childhood education experiences lead to better educational outcomes and improved chances in life, particularly for students from disadvantaged socioeconomic groups. One of the Governor's key reform efforts is to enhance families' access to early childhood education.

In 2011, legislation mandated the development of a comprehensive early childhood system. In 2014, the Office of Early Childhood (which covers birth to age 8) was formed, bringing together programs from five agencies – the State Department of Education, Department of Social Services, Board of Regents, Department of Developmental Services, and the Department of Public Health – to provide coordinated services, a focused agenda, a unified vision for early childhood, and higher standards for providers. Priority initiatives for the office include improving the quality of care, informing parents of early childhood services, integrating early child care and the education system, and designing universal screening and home visiting systems.

Recently, the State Department of Education adopted new comprehensive early learning and development standards called the Connecticut Early Learning and Development Standards (CTELDS). The standards reflect a progression of skills from birth to age 5 and are designed to promote equity and common goals for all children while valuing the role of the child, family, teacher, and learning environment. The new standards provide developmental continuums in the domains of: cognition, social and emotional development, physical development and health, language and literacy, creative arts, mathematics, science, and social studies. The standards are aligned to National Head Start and the Common Core State Standards and are validated by NAEYC.

In addition, the State Department of Education is implementing a system that consolidates agencies and encourages partnerships with non-profits to create early childhood policies and services that are aligned across the state. Service providers are encouraged to work together to provide a broad array of services for students, parents, and their families, including prenatal care, child health issues, family literacy, financial planning, and support to find and retain employment. The intent of the coordinated system is to reduce the academic achievement gap, increase participation in early childhood programs, increase parent engagement, increase oral language and social development, and to decrease special education placements.

The legislation also requires the development of an early childhood Tiered Quality Rating and Improvement System (TQRIS) to help improve services across all early care providers. The information from the system may be used to assist families when making child care decisions.



# PROGRAMS AND SERVICES

*“In Bristol, we have underscored with our staff that developing student literacy skills is a shared responsibility. With the training provided by Mary Clark, from CREC, and Sally Drew, from CCSU, our secondary school teachers are improving their instructional practices so they can help students access their respective content knowledge through reading, writing, speaking and research skills. We are moving past the ‘I’m-not-a-reading-teacher’ mentality to understanding how to teach students to read, write and think like historians, scientists, and other professionals.”*

**Pamela M. Brisson, Ed.D.**  
Bristol Supervisor of Humanities



### Applied Behavior Analysis Intensive Intervention Programs

CREC’s River Street Outreach staff, including board certified behavior analysts and 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 young children (ages 3-5) with autism. Services include student assessment (ASIEP-3, ABLLS, 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 Support Services to Preschoolers Exhibiting Severe Behavioral Challenges

CREC’s River Street Outreach 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/or 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.

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

### 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: Jennifer Parsons**  
jeparsons@crec.org 860-509-3665

### Cycle of Intentional Teaching

CREC offers preschool training and coaching through on-site, full-day targeted workshops to introduce staff to the key elements of the Cycle of Intentional Teaching, using the SDE Preschool Curriculum Frameworks (PCF) and the Preschool Assessment Framework (PAF). Specialized services include Bloom’s Taxonomy and Higher Order Thinking Skills applied across the curriculum, creating high-quality learning experience plans aligned to state early learning standards, and using PAF benchmarks to plan differentiated instruction in early childhood.

**Contact: Jennifer Parsons**  
jeparsons@crec.org 860-509-3665

### Early Childhood Classroom Audit

Developed with two well-respected and research-based tools – ELLCO and CLASS – the CREC Early Childhood Classroom Audit includes 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: Jennifer Parsons**  
jeparsons@crec.org 860-509-3665



## Early Childhood Classroom Design and Environment

Young children need the right environment in order 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, intentionality, embedding standards into content area lessons, and positive behavior management techniques, CREC can help develop a classroom that fosters student engagement.

Contact: Jennifer Parsons  
jeparsons@crec.org 860-509-3665

## Early Childhood Scientific Research-Based Interventions (SRBI)

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: Jennifer Parsons  
jeparsons@crec.org 860-509-3665

## Early Childhood SRBI Audit

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

Contact: Jennifer Parsons  
jeparsons@crec.org 860-509-3665

## 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, to teach vocabulary, and to foster oral language development and comprehension. CREC's experienced staff provide training and modeling for preschool and kindergarten teachers.

Contact: Jennifer Parsons  
jeparsons@crec.org 860-509-3665

## It Takes Two to Talk: The Hanen Program

The Hanen Program provides group training for early childhood staff working with preschool and kindergarten-aged children using individual consultation and/or videotaping sessions. Facilitated by a Hanen-trained speech language pathologist, 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, and
- explore how to incorporate the Hanen strategies into practice.

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

Contact: Jennifer Parsons  
jeparsons@crec.org 860-509-3665

## K-2 Literacy Support

CREC consultants guide K-2 teachers in planning effective lessons and/or 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

### Making the Transition to Full Day Kindergarten

In response to the increased rigor of the Connecticut Core Standards, many districts are opting to transition to a full day kindergarten program. CREC's early childhood experts can help plan and implement a full curricular day, aligned to the CT Core Standards. CREC also provides coaching and mentoring for staff, throughout the transition to a full day experience, that will benefit all students.

Contact: Jennifer Parsons  
jeparsons@crec.org 860-509-3665

### Montessori Teacher Training

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

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

### Phonological Awareness

The seven components of phonological awareness are the precursors to reading success. CREC's early childhood staff can customize Pre-K to Grade 2 phonological awareness training and support.

Contact: Jennifer Parsons  
jeparsons@crec.org 860-509-3665

### Professional Development Activities for Early Childhood Educators

CREC's River Street Outreach speaker's bureau 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, promoting social skills in the preschool environment, using behavioral techniques to solve individual and classroom problems, promoting a positive behavioral environment, and using visual supports.

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



## Assessment

### Assessment Data Collection and Analysis

CREC offers a wide range of support for analyzing assessment data, from answering research questions to helping 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 of Program Practices Tool (APT) Training

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

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

### Online Assessment Readiness

Students in Connecticut schools have begun taking adaptive, online assessments aligned 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

### Smarter Balanced Assessment Literacy

CREC's trained curriculum and assessment specialists can provide an overview of the Smarter Balanced Assessment and specific strategies to prepare students for success on this next generation of assessments. Whether developing an awareness of the organization of claims and targets in the Smarter Balanced Assessment or building knowledge of the interim, formative, and summative assessment model, CREC can provide technical assistance to foster assessment literacy.

Contact: Maryellen Manning  
mamanning@crec.org 860-509-3720

### State Assessment Data Analysis and Reporting

CREC can help determine how students perform over time, gauge their academic growth, and interpret vertical scale scores. CREC's research staff are knowledgeable about CMT and CAPT assessments and 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

*“Over the past year, teams of educators from East Hampton have been aligning our district’s curricula with the Common Core State Standards. The professional development services we have received from the Capitol Region Education Council have been instrumental in our progress to date. Our CREC consultants have played a significant role in our curriculum writing process, providing key technical support and sharing the rich perspectives they have gained while working with other school districts.”*

**Timothy M. Van Tassel**  
 Assistant Superintendent of Schools  
 East Hampton Public Schools

## Connecticut Core Standards Curriculum, Instruction, and Assessment

CREC can customize professional development workshops and district implementation plans to assist districts in introducing and establishing the CT Core Standards as the foundation for curriculum, assessment, and instruction.

Contact: Maryellen Manning  
 mamanning@crec.org 860-509-3720

## CREC 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, Physical Psychological Management Training (PMT), CPR and first aid training/certification, smoking cessation/prevention education for staff and parents, and weight management for students. CREC also has certified early childhood nurse consultants who specialize in the Pre-K-3 population.

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

## Curriculum

### Curriculum Unpacking

As curriculum teams complete revisions to district curriculum, CREC’s experienced curriculum specialists can support the critical step of rolling out curriculum to the larger teaching community. Template design and organization, standards integration, and assessment expectations can all be conveyed to ensure curriculum implementation with fidelity.

Contact: Maryellen Manning  
 mamanning@crec.org 860-509-3720

### Connecticut Core Standards Mathematics Curriculum Development

An understanding of the Connecticut Core Standards K-12 is crucial to effective mathematics curriculum design. CREC’s trainers provide customized instruction for districts to prioritize the standards and create rigorous mathematics curriculum units of instruction.

Contact: Peggy Neal  
 pneal@crec.org 860-509-3652

### Connecticut Core Standards Language Arts Curriculum Development

A CREC facilitator, trained in rigorous curriculum design and quality performance assessments, can lead school curriculum designers in the development of language arts units aligned with the Connecticut Core Standards. CREC also provides a unit template to assist in crafting quality language arts curriculum units of instruction.

Contact: Deborah Brennan  
 dbrennan@crec.org 860-509-3661

### Connecticut Core Standards Social Studies Curriculum Development

Effective social studies curriculum must include the integration of the Connecticut Core Standards and the National Council for the Social Studies newly published C3. CREC’s curriculum specialists will work with districts to audit existing curriculum for alignment or facilitate the development of new social studies units of instruction aligned to the CT Core Standards.

Contact: Mary Clark  
 meclark@crec.org 860-524-4070

## Curriculum Unit Revision Infusing Technology

CREC's trainers help align curriculum with state, national, and international student achievement and technology standards through the Curriculum Unit Revision Infusing Technology (CURIT) methodology. This process includes articulating objectives, reviewing units in their current form, defining connections between lessons and standards, using a unit plan template to describe and redesign each lesson, facilitating research to infuse technology into the unit, and implementing the plan.

Contact: Ratosha McBride  
rterry@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 understanding the dangers of cyberbullying, are critical. CREC's educational technology staff will work to design and/or implement a curriculum that exposes students to these important skills.

Contact: Ratosha McBride  
rterry@crec.org 860-524-4007

## 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 K-12 instruction. CREC's solutions will enable anytime, anywhere access to your 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  
jhills@crec.org 860-524-4047

## Science Curriculum Development

CREC's science education specialists are available to provide in-district support for science curriculum development, lesson design and modeling, as well as one-on-one classroom coaching. CREC can help prepare to implement the new science standards along with supporting instruction aligned with the CT Core Standards.

Contact: Eric Boehm  
eboehm@crec.org 860-240-6627

## Using the UbD™ 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 UbD™ framework is a thorough exploration of essential questions that help students achieve a deep understanding of ideas and concepts while utilizing the six facets of learning – explanation, interpretation, application, perspective, empathy, and self-knowledge.

Contact: Maryellen Manning  
mamanning@crec.org 860-509-3720





## World Language Curriculum Development

CREC's world language education specialists are available to provide in-district support for world language curriculum development, including K-12 articulation and the impact of the Connecticut Core Standards, lesson design, and modeling, as well as one-on-one classroom coaching.

Contact: Linda T. Darcy  
ldarcy@crec.org 860-509-3783



## Yoga 4 Classrooms®

CREC can provide a wide-range of services to help bring effective Yoga and Mindfulness strategies into schools. These techniques are being used successfully by educators to help students calm and clear their minds, increase their focus, and relieve tension and stress. The Yoga 4 Classrooms® professional development program is a low-cost, simple, and sustainable school program, grounded in mind-body practices which address children's physical and psychological well-being. In addition to the Yoga 4 Classrooms® professional development workshop, CREC offers ten-week classroom residency programs, parent education programs and before/after school student yoga classes appropriate for all ages.

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

## District/School Leadership

### 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 for aspiring and practicing leaders.

Contact: Margaret MacDonald, Ph.D.  
mmacdonald@crec.org 860-524-4037

### Mentoring for Administrators

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

Contact: Margaret MacDonald, Ph.D.  
mmacdonald@crec.org 860-524-4037

### Mini-Observations

CREC provides assistance in implementing the Kim Marshall-developed method of teacher evaluation and supervision. From organizing to coaching within the process, our experienced practitioners are available to help implement the "mini-observation" method.

Contact: Maryellen Manning  
mamanning@crec.org 860-509-3720

### Professional Development Design and Planning

CREC's trained staff developers provide technical assistance to district/building leadership, Connecticut Core Standards coaches, or internal professional development teams to plan coherent, sustainable, and appropriate professional development for a day or an entire year. CREC's experienced education specialists map professional development calendars, consult on content and resources, and support adult learning theory as district teams implement new initiatives.

Contact: Maryellen Manning  
mamanning@crec.org 860-509-3720

## Professional Development for Aspiring and Practicing Instructional Leaders

Aligned with the Connecticut Standards for School Leaders, these job-embedded learning opportunities address seven categories: clear and focused mission and high expectation for success, instructional leadership, frequent monitoring of student progress, time on task, safe and orderly environment, home/school relations, and special education issues.

Contact: Margaret MacDonald, Ph.D.  
mmacdonald@crec.org 860-524-4037

## School Improvement Planning

School and district improvement plans need to be specific, measurable, and easy to implement. Using an outside facilitator helps ensure that all stakeholders are involved. CREC offers a template, facilitation, and assistance with follow up to ensure effective plan implementation.

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

## 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 are used in the context of educator evaluation, school accountability, as well as data-driven improvement initiatives. This training explores how the practice of data teams/data-driven decision making and the setting of SMART goals for student performance intersects 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

## Energy Education Resources

### eesmarts™: K-12 Energy Education Initiative

As part of the Energize Connecticut initiative, *eesmarts*™ is an energy-efficient, clean energy educational program designed to facilitate students' understanding of science, math, and technology related to energy efficiency, clean energy sources, and electricity. All *eesmarts*™ workshops and lessons are fully aligned with CMTs, Connecticut science and mathematics frameworks, and national science standards. These interactive, cross-disciplinary workshops feature inquiry-based, hands-on activities and are available free of charge to Connecticut K-12 formal and informal educators.

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

### eesmarts™ Summer Institute

Held annually in June and July, the *eesmarts*™ Summer Institute features intensive one-or three-day workshops for educators on various energy-related topics.

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

### SmartLiving™ Center: Look, Touch, Learn, Save

Part science museum, part hands-on activity center, and part adult energy efficiency source, the SmartLiving Center is an interactive, professionally-staffed facility that provides seminars, special events, and student tours. Aligned with the Connecticut Science Framework, 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.

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

*“CREC consultants have enabled Old Saybrook Public Schools to navigate the turbulent waters of the Common Core transition. Their positive and flexible approach assisted teachers and administrators to set realistic long and short term expectations for Common Core implementation. Their guidance has nurtured an environment of collegiality and professionalism.”*

Heston J. Sutman  
Director of Curriculum, Instruction  
and Assessment  
Old Saybrook Public Schools



## 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 27 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

## Hartford Region Open Choice Book Club

This five-part book discussion series is a free program that provides all district and school staff with the opportunity to participate in valuable conversations related to creating high achieving schools that address the needs of diverse learners.

**Contact: Kara Gavin**  
kgavin@crec.org 860-509-3687

## Inclusive Education

### Co-Teaching Practices: Basic and Advanced

Workshops, technical assistance, and coaching services are available to develop and advance co-teaching practices. CREC provides co-teaching audits, program development, and professional coaching, and assists with staff/student scheduling to maximize co-teaching resources and increase student achievement and inclusion.

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

### IEP Implementation and Collaboration with Parents for all Certified Teachers

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

**Contact: Margaret MacDonald, Ph.D.**  
mmacdonald@crec.org 860-524-4037

### Inclusion Framework for Systemic Improvement

CREC assists districts in reviewing current inclusion practices and utilizing a framework to inform processes, professional development, and instruction.

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

### Inclusion Strategy

CREC provides workshops and technical assistance for identifying, planning, and working effectively with children with special needs in regular education classrooms. These workshops include the implementation of student individualized education programs. [Public Act 12-173]

**Contact: Margaret MacDonald, Ph.D.**  
mmacdonald@crec.org 860-524-4037





## Instructional Methods for Exceptional Learners

CREC offers a variety of customized workshops to assist districts in developing and refining academic, social, and behavioral inclusion practices for PreK-12 and transition classrooms. The workshops include: 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 - A 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 All Staff/Parents

CREC's education specialists provide training to staff and/or parents to raise awareness of disabilities that adversely affect educational performance. This workshop features an overview of specific disabilities and provides participants with the opportunity to participate in activities that allow them to experience what students with disabilities may experience in their classroom. This experience is then connected to best practice for instruction, behavior management, connectivity to lesson planning, IEP Development, and collaboration with parents/teachers. [Public Act 12-2, 12-173]

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

## Learning Laboratories

Unique job-embedded professional development opportunities are available for staff to visit classrooms, schools, and transition training demonstration sites. Learning laboratories help new and experienced teachers alike gain a greater understanding of specific 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, 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

## The Blueprint: Building Powerful IEPs to Increase Student Achievement

This series of professional development modules helps raise the achievement of students with disabilities by matching specially designed instruction with well written, meaningful, measureable IEP goals and objectives aligned with the Connecticut Core Standards. The modules address academic achievement and functional performance, standards-based goals and objectives, instructional planning, data collection, and progress monitoring. They can be tailored to specific district or school needs. Job-embedded technical assistance is also available to ensure sustainable change in teacher practice. Districts can build their own capacity to provide this training through CREC's certification program.

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

*"Each time I attend a workshop I walk away with helpful information that I share with my colleagues and tools (e.g. apps, websites, and graphic organizers) that may be useful for my students. I have used the Lending Library to borrow an iPad to try with a student. I really liked how easy it was to borrow and it didn't involve a ton of paperwork."*

**Shannon Anderson,  
MS, CCC-SLP  
Windsor Public Schools**

*“The Canton Public Schools’ partnership with CREC’s Division of Teaching and Learning has assisted us greatly in guiding our work as we face the many new opportunities that education reform brings. We have found the educational consultants to be well-versed in the research and very approachable to our staff.”*

**Dr. Jordan E. Grossman**  
Assistant Superintendent of Schools  
Canton Public Schools

## Instruction

### Connecticut Invention Convention™ Workshops

The Connecticut Invention Convention™ (CIC) is the nation’s oldest continuously operating K-8 invention competition. The invention process provides all students with access to the STEM processes and Next Generation Science Standards practices. All CIC workshops are aligned to the Next Generation Science Standards, Connecticut Science Standards, and Mathematics and English Language Arts CT Core Standards. These interactive workshops are designed for all K-8 educators and administrators to facilitate the creation of or sustain the CIC within their own schools. The workshops focus on the process of invention, how the process is cross-disciplinary, and how all students can excel at inventing.

**Contacts: Eric Boehm**  
eboehm@crec.org 860-240-6627

### CREC K-12 Regional Communities of Practice

CREC’s K-12 Communities of Practice is a regional partnership of member districts working to create rigorous teacher-designed resources, which are aligned to five critical themes (determined annually) across the curriculum: student engagement and feedback, inquiry, differentiation, close reading, and assessment. Participants develop and build capacity in curriculum, assessment, and instruction, aligned to the Connecticut Core Standards. Membership provides an opportunity to participate in a collaborative professional learning community, thereby facilitating a labor-intensive process.

**Contact: Leanne Jones**  
ljones@crec.org 860-509-3676

### Data-Driven Decision Making and Data Team Facilitation

Data-Driven Decision Making is a systematic process educators use to make decisions in order to improve student achievement. Data teams (district, school, and instructional) provide a structure for analyzing data in order to impact instruction at each level. CREC’s knowledgeable staff provides training, coaching, and facilitation for data teams. Data teams create quality collaborative time that yields student improvement through the monitoring of teaching strategies and student success indicators. CREC’s staff also provide support and facilitation with the data team process at the school and district level.

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

### 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: Deborah Brennan**  
dbrennan@crec.org 860-509-3661

### Effective Teaching Strategies

Explore Robert Marzano’s research and learn how to apply it to everyday teaching practices. This workshop helps teachers learn the basis for each strategy and review practical examples in the classroom. Participants will also create personal applications for each strategy in their content area(s). This workshop can be adjusted for any content area.

**Contact: Peggy Neal**  
pneal@crec.org 860-509-3652

## 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
- 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 classrooms.

Contact: Marta Diez  
mdiez@crec.org 860-509-3613

## Facilitated Book Groups

A CREC facilitator can help develop a professional learning community through a book study group that addresses identified school or district needs. Facilitators lead book club discussion groups and assist with the implementation of practice.

Contact: Maryellen Manning  
mamanning@crec.org 860-509-3720

## Looking at Student Work

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 Looking at Student Work protocols. They also provide support during the data team process.

Contact: Maryellen Manning  
mamanning@crec.org 860-509-3720

## Love and Logic®

Love and Logic® is designed to give teachers at all grade levels strategies to create positive and productive relationships with their students. Used by the Bureau of Educational Research as a basis for a series of classroom management videos, this approach is designed to prevent small disruptions from escalating into confrontation. It does not replace discipline codes or PBIS programs, but rather is designed to complement them by providing faculty and staff with a variety of consistent strategies to use when dealing with classroom disruptions.

Contact: Cindy Lang  
clang@crec.org 860-509-3687

## Paraeducator Professional Development

The COMPASS is a comprehensive, job-embedded development curriculum aligned with national and state paraeducator standards, with five basic and 16 advanced modules. Session topics include roles and responsibilities, connecting instruction to Connecticut Core Standards, and School Climate: Creating Safe Environments for All. CREC staff are available to present in districts or can certify staff members to teach The COMPASS, enabling capacity building within an organization.

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



*“CREC was instrumental in providing quality leadership training for our aspiring leaders. CREC developed a program which was tailored to meet the unique needs of our district. The training encouraged teachers to become leaders both inside and outside of their classrooms and really empowered the participants to get involved within their schools. Our aspiring leaders left the professional development workshop with great ideas and left feeling reenergized. As evidenced by the actions of our participants following the CREC training, this training really made a difference. Some of the participants have developed leadership teams within their schools which have resulted in positive changes in their schools. CREC’s training and expertise was definitely money well spent!”*

**Kim Holley**  
Acting Superintendent  
Unified School District #1

## Quality Afterschool Programming

Research shows that quality afterschool 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 will provide an overview of best practices in afterschool 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

## Readers and Writers Workshop

CREC’s staff developers, trained at Teacher’s College at Columbia University Graduate School of Education, support districts or schools with the implementation of the Readers and Writers Workshop. CREC provides an introduction to workshop instruction, training in grade-level implementation, and demonstration lessons. CREC also provides support in aligning mini-lessons to the Connecticut Core Standards. Trainers are available in grades K-8.

Contact: Deborah Brennan  
dbrennan@crec.org 860-509-3661

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

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

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

## Secondary Special Education Issues

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

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

## Strategic Instruction Model™ (SIM): Learning Strategies

Learning strategies are research-based, student-focused interventions that facilitate independent management of the Connecticut Core Standards content through learning skills. The learning strategies curriculum encompasses strategies for acquiring information from printed text, organizing and memorizing information, solving math problems, and expressing information in writing (especially for intervention groups in grades 3-12). CREC’s certified professional developers are available to customize a program for schools or intervention teams.

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

## Targeted Teacher Development Academy

The Targeted Teacher Development Academy creates individual and/or 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/modeling, and self-paced study. The Academy also allows skill refinement to maximize practices or retraining for redeployment and reallocation.

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

## 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 will 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.

Contact: Anne Raymond  
araymond@crec.org 860-524-4018

## Understanding and Defining Rigor

Rigor is more than just asking students the right type of 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.

Contact: Maryellen Manning  
mamanning@crec.org 860-509-3720

## Universal Design for Learning (UDL)

Universal Design for Learning (UDL) is an educational framework based on research that guides the development of flexible learning environments to accommodate individual learning differences. 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. CREC's education specialists support school and district staff in building capacity for the implementation of differentiated instruction through a blend of structures (UDL, gradual release, differentiation) so that every student can learn at high levels.

Contacts: Deborah Brennan  
dbrennan@crec.org 860-509-3661

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

## Using Data Teams to Improve Student Achievement

Data teams create quality collaborative time that yields student improvement through the monitoring of teaching strategies and student success indicators. CREC's trained staff provide support and facilitation with the data team process at the school and district level.

Contact: Maryellen Manning  
mamanning@crec.org 860-509-3720

## Instructional Coaching Training Center

### Instructional Coaching

Participants of this workshop learn proven coaching models and apply the knowledge to develop high-quality, job-embedded professional development. Using resources, such as video clips, case studies, and research articles, participants work with colleagues and CREC's on-site professional development trainer to design action plans intended to increase student achievement through teacher effectiveness and quality instruction.

Contact: Maryellen Manning  
mamanning@crec.org 860-509-3720

### Literacy and Math Coaching Academies

Certified coaching specialists identify the essential elements of an effective, professional learning community and how to develop or refine it for schools, in collaboration with administrators. Participants utilize newly acquired strategies in a K-5 lab school setting, and acquire the tools required to balance the multiple roles of a literacy coach and to support colleagues.

Contacts: Deborah Brennan (ELA) dbrennan@crec.org 860-509-3661  
Tamara Gloster (Math) tgloster@crec.org 860-509-3786

### Lesson Studies and Demonstrations

Under the guidance of a trained facilitator, teachers work collaboratively to develop targeted lesson planning and implementation skills. These job-embedded lesson studies or demonstration lessons have three essential components: preconference lesson planning, demonstration lesson, and debriefing and next steps. This work is based on the Japanese model of lesson study and is tailored to the needs of districts.

Contact: Maryellen Manning  
mamanning@crec.org 860-509-3720

### 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 their instructional practice, thus 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: Deborah Brennan  
dbrennan@crec.org 860-509-3661

## Instructional Technology

### 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 team of educational technology experts offers 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



## 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 has chosen 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

## Bring Your Own Device (BYOD) 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" (BYOD) 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

## Mental Health Support and Services

### 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 (TCIS).

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

## Office of School Transformation

CREC's Office of School Transformation 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 scaling-up of programs with demonstrated success.

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

*"VHS has been invaluable for our growing school, particularly as we process remaining enrollments at the start of a semester. Students access quality courses taught by certified highly trained teachers. VHS provides online and blended learning experiences, while supporting educators with professional development and services needed to provide an effective 21st-century education."*

Elissa Brauman  
High School Team Leader  
Hartford Magnet Trinity College  
Academy

## School Climate

### Culturally Responsive Teaching

Students perform their best in a culturally responsive classroom. The three Rs – Relevance, Relationships, and Rigor – are explored through workshops, developing school improvement plans, and curriculum audits.

Contact: Mary Clark  
meclark@crec.org 860-524-4070

### How Welcoming is Your School? A CT 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 on-site technical assistance with facilitation and documentation.

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

### 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. CREC’s consultants provide staff support and help build capacity for the development and maintenance of a positive and respectful school climate. Participants gain an understanding of the impact school climate has on student achievement. CREC consultants also explore practical structures and strategies to address the quality of relationships in schools and help prevent bullying and school violence. Through CREC’s collaboration with the National School Climate Center (NSCC), CREC also provides districts with the Comprehensive School Climate Inventory (CSCI), a valuable tool for surveying parents, staff, and students on aspects of school climate.

Contact: Mary Clark  
meclark@crec.org 860-524-4070

### Positive Behavioral Interventions and Supports

Positive Behavioral Interventions and Supports (PBIS) is a proactive, comprehensive, and systemic support continuum designed to help students of all ages achieve social, behavioral, and learning success that emphasize school-wide support systems. PBIS 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 concerns.

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

### Safe School Climate: Preventing Bully Behaviors

CREC provides training and technical assistance that address bullying behaviors with appropriate and effective responses. Using these techniques, administrators, teachers, school staff, parents, and students address bullying in school. CREC helps schools prevent bullying behavior and effectively investigate bullying when it occurs. Participants will gain an understanding of the state laws, legislation, and mandates required by all schools and districts in Connecticut. CREC consultants will provide models and examples of policy, procedures, and processes for investigation and plans for improvement.

Contact: Mary Clark  
meclark@crec.org 860-524-4070





## Student Consultation and Support

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: Donna Morelli  
dmorelli@crec.org 860-371-1226

## Supporting Positive School Climate

CREC's experts in school climate can assess educational organizations' school climate, develop programs and services aligned with the SRBI framework, and provide professional learning opportunities on important subjects, such as bullying, PBIS, restraint, rules and routines, and discipline.

Contact: Donna Morelli  
dmorelli@crec.org 860-371-1226

## Therapeutic Crisis Intervention

CREC's professionally certified trainers (Cornell University) provide initial Therapeutic Crisis Intervention (TCI) 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.

Contact: Mary Clark  
meclark@crec.org 860-524-4070

## Secondary Education

### All Students are Motivated

This training enables teachers to explore research-based theories behind human motivation and how it applies to education. CREC's staff work with teachers to identify what motivates individual students and assist in the development of concrete strategies to use in the classroom.

Contact: Linda T. Darcy  
ldarcy@crec.org 860-509-3783

### 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.

Contact: Anne Raymond  
araymond@crec.org 860-524-4018

### 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: Anne Raymond  
araymond@crec.org 860-524-4018

*“For the past three years, our district has used VLA for credit recovery, for students that wish to pursue a course not available in our high school and for students with health issues. We have found that VLA provides a teaching staff that is dedicated to helping students succeed in a variety of ways. The material is presented in a variety of formats, both print and visual to meet almost all students’ needs.”*

Elizabeth Hosmer  
Library Media Specialist  
Southington High School

*“These workshops helped me to increase my background knowledge in order to utilize this information across the curriculum and engage my students with high-interest topics that they can apply to real world conditions. I proposed this idea to my colleagues and they were enthusiastic to participate. We felt this was an excellent way to increase the students’ awareness about energy efficiency in their everyday lives and determine how they can make a difference. The students seem to be eager to discover new vocabulary and explore energy usage.”*

Angela Coughlin, Special  
Education Teacher  
Prendergast School  
Ansonia Public Schools

## 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 IEP requirements with standards-based practices.

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

## Student Success Plans

Student Success Plans (SSPs) are an essential element of Connecticut’s Secondary School Reform. SSPs facilitate the development of goal-oriented plans for students in grades 6-12, with a focus on academic, career and social, and emotional and physical development. CREC consultants worked with the state on the development of SSPs and are available to support districts or schools in developing, implementing, and enhancing a district-wide SSP framework. Services include SSP inventory audit, implementation consultation, faculty SSP overview presentation, facilitated roll out, and ongoing support.

Contact: Mary Clark  
meclark@crec.org 860-524-4070

## The Capstone Project

The Capstone Project, an essential element of Connecticut’s Secondary School Reform, is the culminating activity of a student’s secondary school career. CREC’s staff supports districts in Capstone implementation. Services include implementation consultation, faculty Capstone project overview presentation, facilitated roll out, and ongoing support.

Contact: Maryellen Manning  
mamanning@crec.org 860-509-3720

## Youth @ Work: Talking Safety

Developed for high school students by the National Institute for Occupational Safety and Health (OSHA) and its partners, this curriculum on workplace safety and health is customized for Connecticut schools and uses games and other interactive activities to offer teens the knowledge and skills they need to stay safe at work.

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

## Special Education/ Student Support Services

### Assistive Technology Services

CREC’s assistive technology team provides a variety of assistive technology (AT) services for students with disabilities. Services include AT and augmentative and alternative communication (AAC) evaluations and AT/AAC implementation services, on-site and job-embedded technical assistance to build capacity within districts, and professional development tailored to district needs. Cutting-edge technology workshops are offered throughout the year. AT program reviews are available to aid school districts in streamlining AT 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 AT Lending Library.

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

## 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 IEPs through the development of specially designed instruction. Professional development strategies for the communication of IEP 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

## Connecticut Core Standards for Pupil Services Staff

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

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

## Language Disorders and the English Language Learner: Improving Instructional Practices

This workshop provides educator teams with the opportunity to learn about practices and resources to improve services and instruction to ELL students with language disorders. Topics include L1 and L2 development in English Language Learners, effective Tier I instruction for ELLs, a primer for special education teachers and related services specialists, examining the difference between language acquisition and language disorder, and specially designed instruction for English Language Learners with language disorders.

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

## Maximizing Medicaid Reimbursement Revenue

CREC and CompuClaim have formed a partnership that 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  
mmacdonald@crec.org 860-524-4037

## Meeting the Needs of Students with Autism

CREC's education specialists provide training and technical assistance on developing appropriate instructional or behavioral management strategies for students with autism. This allows students with autism to be in the least restrictive environment. Training and technical assistance includes accommodations and modifications, assistive technology, communication, social skills instruction, specialized instruction, and trans-disciplinary teaming.

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

## Parent Training on Working Collaboratively with the IEP Team

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

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

### School Counseling Services

The role of the school counselor has expanded with the implementation of student success plans, emphasis on common core, and 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: 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; college essay writing (students and teachers) and college letters of recommendations; access to community resources; and assistance in developing connections with college admissions offices.

Contact: Margaret MacDonald, Ph.D.  
mmacdonald@crec.org 860-524-4037

### Specialized Audit and Program Assessment Services

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 860-524-4037

### Specialized Instruction/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 IEP 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 Reading Services

Students with special needs may require programs that provide a multisensory approach to reading and writing. CREC provides reading assessments, tutors, and staff training in specially designed programs, such as Wilson Reading and Language Systems, Lindamood Bell Reading and Comprehension Program, and the Strategic Instruction Model (SIM).

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

### Strategies to Improve Executive Functioning

In partnership with C8 Sciences of New Haven, CREC is working to address challenges related to attention deficit. Based on breakthrough neuroscience and data analytics developed at Yale Medical School, C8 Sciences' research has resulted in new strategies and techniques to support students struggling with attention deficit. C8 Sciences is the only company offering ground breaking brain training with integrated computer and physical exercise, also known as "cognition cross-training." The partnership between C8 Sciences and CREC allows districts to access this tool with training from CREC.

Contact: Margaret MacDonald, Ph.D.  
mmacdonald@crec.org 860-524-4037



## Student and Program Consultation for Students with Disabilities

### Assessment

CREC River Street's outreach behavior analysts provide comprehensive behavioral assessment, including direct observation, interviews with staff, records review, consultation with other professionals (e.g., treating physicians), functional behavior assessment, and ecological assessments. They also provide proactive and reactive strategies to treat behavior problems, with a focus on teaching pro-social and functional communication skills.

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

### Behavioral Support Services for Students Exhibiting Severe Behavior Challenges

CREC River Street's outreach behavior analysts assist districts in providing elementary and secondary services for 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/or 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.

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

### Classroom Supports for Teachers

CREC River Street School's outreach staff provide assistance to teachers in need of classroom strategies for building positive relationships between students and the teacher. Services include an assessment of current patterns of interaction, functional assessment, and specific strategy development and implementation.

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

### Community-Based Support

CREC River Street outreach staff can assist districts and families in building community-based skills (e.g., riding the school bus, eating at a restaurant, field trips, sports teams, scouting). The purpose is to generalize skills learned in the school environment to the community setting.

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

### Consultation and Workshops

CREC offers consultation, resources, training, and workshops on students with significant disabilities for children, parents, educators, therapists, schools, and communities. Educators, physical therapists, occupational therapists, and speech-language pathologists offer Birth to Three, clinical, and school-system training and technical assistance. Topics include autism, sensory strategies, transition services, handwriting, lifting/back care, feeding and swallowing, and meeting the needs of complex students. Training can be customized to the unique population of students.

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

*“Since switching to CompuClaim, we have experienced outstanding service. They have gone to great lengths to provide us with as much assistance as we need. CompuClaim always provides up-to-date correspondence regarding any changes in regulations, procedures, and other issues that may affect us in a manner that is easily comprehended. From day one, CompuClaim has been very responsive to our needs and their assistance is greatly appreciated. They have exceeded our expectations.”*

James Gaskins  
Business Manager  
Ansonia Public Schools

## District School Leadership: Program Assessment for Serving Students with Autism

The Autism Program Quality Indicators (APQI) is an excellent district assessment tool for determining the service needs of students on the autism spectrum. The goal of the APQI 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. The CREC River Street outreach staff work with districts in completing the APQI, 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

## Evaluation Services

CREC offers on-site educational, occupational therapy, physical therapy, speech-language pathology, and/or 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

## Extended School Year Services

CREC River Street's outreach staff provide behavioral consultation to extended 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 River Street's outreach staff are available to develop programs designed to generalize behavior programs 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

## John J. Allison, Jr. Polaris Center

CREC's John J. Allison, Jr. Polaris Center provides special education programs to meet the needs of students in grades 6-12 who struggle with social, emotional, behavioral, and/or psychiatric challenges that impact their ability to succeed in regular classroom settings.

Contact: Tim Carroll  
tcarroll@crec.org 860-289-8131 x 3408

## Polaris Center Adventure Therapy Program

CREC Polaris's Adventure Therapy program offers a series of high and low ropes course challenges that are offered by a certified Adventure Therapist. This program is available to community, agency, and educational groups.

Contact: Tim Carroll  
tcarroll@crec.org 860-289-8131 x 3408

## Polaris Center Evaluation Services

CREC's Polaris Center 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 both clinical and educational assessments and recommendations.

Contact: Tim Carroll  
tcarroll@crec.org 860-289-8131 x 3408



### Polaris Center Lincoln Academy

CREC's Polaris Center Lincoln Academy provides special education programming for students who have demonstrated an episode of extremely poor judgment or are struggling with stressors that are impacting their ability to succeed in a public school setting. Staff work with the student, family, sending school and district representatives to foster the student's academic and social success with the goal of transitioning back to the public school setting.

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

### Polaris Center Outpatient Mental Health Clinic

The CREC Polaris Outpatient Mental Health Clinic serves the mental health needs of CREC students, families, and others throughout the Greater Hartford community. The clinic offers individual, family, and group therapy and medication management for children, adolescents, and adults.

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

### River Street School

CREC's River Street School provides evaluation, consultation, and program development for students on the autism spectrum and for students with developmental disabilities. River Street School provides a comprehensive offering of academic and life skills curricula designed to deliver successful learning experiences commensurate with each student's developmental and cognitive level. This programming is offered during a traditional school year and during our six-week summer school program.

Contact: Tom Parvenski  
tparvenski@crec.org 860-298-9079

### River Street School Children's Therapy Specialists

CREC River Street's Children's Therapy Specialists offer outpatient OT, PT, and SLP services for children with sensory integrative dysfunction and similar challenges. CREC therapists are certified in the Sensory Integration Praxis Test (SIPT) and Therapeutic Listening Program. They also specialize in sensory motor, fine motor, handwriting, social thinking, oral motor/feeding, visual perception, speech-language, and communication disorders. Children can benefit from school system therapy services, outpatient therapy services, or a carefully coordinated combination of both services.

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

### River Street School Integrated Program Models (IPM)

#### – Homebound Instruction

The CREC River Street School's IPM staff is available to provide comprehensive homebound instruction and related services, as needed, for students with multiple disabilities and/or medical needs. This instruction is provided by certified special education teachers.

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

*"I want to let you know that PBIS has been one of the best things to happen to Wolcott. It has been a powerful and transformational tool. Kids are now beginning to internalize what it means to be 'respectful responsible, and ready to learn'. It is so much easier to relate to and manage a child when they have that understanding and look at the world through those lenses. So, thank you for sharing this gift with us."*

Plato Karafelis  
Principal, Wolcott Elementary  
School  
Wolcott Public Schools

*“For the past six years, CREC has worked closely with the Connecticut State Department of Education (CSDE) to support the statewide initiative to provide quality comprehensive paraprofessional training. The feedback on the modules has been consistently excellent. Participants enjoy the hands-on activities and the opportunity to share their thoughts, ideas and strategies with their peers. Demand for the training has grown as districts have come to see The COMPASS as an outstanding option for professional development for their paraprofessionals. CREC is always forward thinking in determining how to improve the services they provide to their customers. I am grateful to CREC for their leadership in developing quality professional development materials and look forward to our continued collaboration.”*

**Iris White**

**Education Consultant**

**Connecticut State Department of  
Education**

## River Street School Integrated Program Models – Programs

CREC River Street School’s IPM staff are available to develop programs/classrooms within the CREC region for students from ages 3 to 21 with multiple disabilities and/or medical needs. Classrooms are staffed with a special education teacher, registered nurse, and paraprofessionals. Collaborative services, such as OT, PT, SLP, and music therapy are also available. The curriculum is aligned with Connecticut Frameworks and Common Core State Standards, and the educational program incorporates opportunities for inclusion, the use of technology, community experiences, and blended services. The IPM staff can also assist districts in establishing programs for students with multiple disabilities in a public school setting.

Contact: Joyce West

jwest@crec.org 860-298-9079 x2070

## River Street School Integrated Program Models – School System Therapies

CREC River Street School’s IPM 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 servicing.

Contact: Joyce Rioux

jrioux@crec.org 860-298-9079 x2256

## 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 centers on school system services and evidenced-based practices. Participants share their expertise on topics, engage in discussions, examine evidence-based articles, and consider therapeutic strategies and interventions to make a difference in student programming.

Contact: Joyce Rioux

jrioux@crec.org 860-298-9079 x2256

## Secondary Education Assessment

CREC River Street’s outreach 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

## Social Skills Training for Students with Autism

CREC River Street’s outreach 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 the student into existing general education social groups.

Contact: Cathy Madore

cmadore@crec.org 860-298-9079 x2101



## Soundbridge

CREC Soundbridge provides comprehensive educational and audiological support services to students who are deaf or hard of hearing and use spoken language as their communication mode.

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

## Soundbridge Audiological Support Services

CREC Soundbridge provides educational audiological services for students with identified listening needs, including evaluations to monitor the student's 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, bone-anchored hearing aids (BAHAs), and for students who have or may have auditory processing disorders.

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

## Soundbridge Educational Consulting Services

Soundbridge 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 focuses on developing spoken language abilities through listening, modifying curricula to accommodate student linguistic abilities, and promoting a student's ability to advocate for his or her 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

## Soundbridge Intensive Instructional Support

Students in the Soundbridge Academy (preschool through secondary school) are included in the public school general education setting according to each student's abilities and needs. Intensive individual and/or small group instruction is aimed at improving the student's auditory, language, speech, reading, writing, and academic knowledge and abilities.

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

## Soundbridge Professional Development

CREC Soundbridge 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

## STRIVE (Southern Transition Real-world and Independent Vocational Education Program)

Located in Clinton, CT, this community-based program for students with disabilities ages 18 to 21 years old is a collaboration between Guilford, Madison, and Clinton Public Schools. STRIVE students develop employment skills through community-based work experiences four days a week. The students also develop functional academic and independent living skills at the STRIVE center and in the community. Every Friday, students participate in community and recreational activities.

Contact: Elizabeth Battaglia, Ed.D.  
ebattaglia@crec.org 203-668-2074

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

CREC River Street's outreach staff coordinate with the student's home school and the outplacement provider to ensure a smooth transition back to the school district. During the outplacement process, the 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, and provide staff training as needed. The outreach staff also complete an ecological assessment of the home school classroom to determine skills and supports required for the transition. If needed, they arrange for ongoing participation on the child's team and ongoing behavioral support.

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

## Student Online Learning

### Student Online Learning Services

CREC provides a variety of online learning programs 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

### 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 anytime. 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

Virtual Learning Academy (VLA) is an online alternative for achieving graduation requirements and credit recovery. VLA offers 90 self-paced courses to students in grades 2-12. The annual student license allows students to take multiple courses. VLA 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 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: Elizabeth Battaglia, Ed.D.  
ebattaglia@crec.org 203-668-2074

### 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 Individual Education Programs (IEP) aligned with Indicator 13. CREC's experienced transition coordinators also assess transition in programs for students 18-21 years old and provide program improvement assistance.

Contact: Elizabeth Battaglia, Ed.D.  
ebattaglia@crec.org 203-668-2074

### 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.

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 programs are aligned with the Fair Labor Standards Act. Additionally, CREC supports the completion of work evaluations, situational assessments, and functional vocational evaluations.

Contact: Elizabeth Battaglia, Ed.D.  
ebattaglia@crec.org 203-668-2074



*“The Raising Reader Parent Club made me more aware of how children develop, learn to read. I’ve made it my duty to make time for reading. The library visit was great. We did not go before, now we go every week. The Parent Reading Club was wonderful.”*

**Parent  
Green Hill Elementary School  
Bristol Public Schools**

## School/Family/Community Partnerships

### Afterschool Program Quality Advising

Utilizing the research-based Assessment of Afterschool Program Practices Tool (APT), CREC quality advisors provide objective feedback on the design and implementation of afterschool programming. The advisors have worked with programs across Connecticut and Western Massachusetts to ensure the finest quality afterschool 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 APT as a self-evaluation tool for afterschool program staff.

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

### Annual Conference on Serving Adults with Disabilities

Join CREC in 2015 for the 23rd 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

### 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 exploring strategies that are proven to extend home learning to support children's achievements.

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

### ELL/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 receiving six college credits. The course features ELL 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 – along with an internship to practice classroom knowledge in a medical office setting.

Contact: Donna Heim  
dheim@crec.org 860-509-3643

### 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: Donna Heim  
dheim@crec.org 860-509-3643

### 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 to build on students' current knowledge to improve reading, writing, listening, and oral communication skills. This class is designed to encourage conversation and prepare for the transition to college.

Contact: Donna Heim  
dheim@crec.org 860-509-3643

### General Education Development (GED)

The GED exam certifies that the individual has developed high school-level academic skills. Most employers and colleges require that those without proof of a high school diploma must 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: Donna Heim  
dheim@crec.org 860-509-3643

### GED/ABE with Microsoft Technology Associate Certification

This 12-week IBEST course prepares adult learners for careers in information technology while attending GED classes or updating their math and language arts skills. The course features classroom and internship experiences and includes training on Windows Operating System Fundamentals (Course 349) certification, which consists of operating system configurations, installing and upgrading client systems, managing applications, managing files and folders, managing devices, and operating system maintenance.

Contact: Donna Heim  
dheim@crec.org 860-509-3643

### GED with Construction Training

This 16-week course provides GED instruction, including language arts, mathematics, social studies, and science, along with coursework of principles in construction. Participants receive certifications in blueprint reading, OSHA 10, forklift operation, CPR, and first aid. In addition, participants complete a 180-hour internship at local construction sites.

Contact: Donna Heim  
dheim@crec.org 860-509-3643

### Raising Readers Parent Club Facilitator Training

This two-day training program is designed for family engagement specialists, librarians, teachers, or anyone interested in programming to advance home learning in families with young children (birth to grade 3). 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 LeBorious  
bleborious@crec.org 860-509-3615



## School Governance Councils

From drafting initial bylaws and guidelines to implementation and evaluation, CREC has been operating school governance councils for many years. CREC's advisors assist schools to ensure the councils are efficient and achieving their goals.

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

## Serving Adults with Disabilities

Available workshop topics include:

- Accommodations for Adult Education Students with Disabilities
- Functional Implications for Students with Hidden and/or Apparent Disabilities
- Transition for Adult Students with Disabilities
- Boundaries: Ethical Work in Adult Education
- Learning to Achieve-Research Based Training Serving Adults with Learning Disabilities

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

## Workforce Training Solutions

CREC's Workforce Training Solutions team is committed to providing access to the best possible knowledge, skills, and practices to achieve goals. CREC's Workforce Training Solutions offers high-quality, cost-effective professional development and services, 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 has the resources to meet any company's needs and can develop and deliver customized, cost-effective 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, or district instructional leaders. It meets monthly and features pertinent guest speakers related to teaching and learning.

Contact: Maryellen Manning  
mamanning@crec.org 860-509-3720

### 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: Jennifer Parsons  
jeparsons@crec.org 860-509-3665

### Instructional Coaching Forum

Instructional coaches in CREC districts meet quarterly to share best practices and new thinking about teaching and learning. Literacy and numeracy coaches at all grade levels are encouraged to attend quarterly meetings. Topics and speaker lists are developed by the group.

Contact: Deborah Brennan  
dbrennan@crec.org 860-509-3661

### Language Arts Council

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

Contact: Deborah Brennan  
dbrennan@crec.org 860-509-3661

### 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 grades K - 12 are encouraged to attend. Topics and speaker lists are developed by the group.

Contact: Deborah Brennan  
dbrennan@crec.org 860-509-3661

### Math Council

Math educators teaching grades K-12 in CREC districts meet five times annually to discuss topics of interest. Math educators are encouraged to attend these meetings. Topic lists are developed by the group.

Contact: Peggy Neal  
pneal@crec.org 860-509-3652

### Science Council

Science educators in CREC districts meet throughout the year to receive professional development, state updates, and share resources related to science curriculum and instruction.

Contact: Eric Boehm  
eboehm@crec.org 860-240-6627

*“During my tenure as Director of Pupil Personnel Services for the Norwalk Public Schools, I had the opportunity to work very closely with CREC staff with regard to a follow-up Special Education Program Review. CREC paid close attention to the input of staff and parents, and made sure that the report was truly reflective of the work being done by faculty and staff with children and their families. At all times, I felt that there was clear and constructive dialogue, something that was extremely helpful as the final report was developed and presented to the Board of Education.”*

Pauline Smith, Director of Pupil  
Personnel Services  
Trumbull Public Schools

## 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: Mary Clark  
meclark@crec.org 860-524-4070

## Connecticut System for Educator Evaluation and Development

### Administrator Evaluation Orientation

This one-day professional development opportunity provides administrators with an orientation on the new administrator evaluation model and process.

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

### Administrator Evaluation Training

This three-day 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 skills to work with principal evaluators on setting strong professional goals and student learning objectives, become familiar with the content of the leadership practice rubric, and identify sources of evidence for rubric components.

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

### Educator Evaluation

CREC assists with training and implementation of Connecticut’s new educator evaluation plans and provides support and training on all components of evaluation for teachers and administrators. CREC staff are well-versed in multiple rubrics for teacher observation and the CT Standards for School Leaders and provide administrators with the tools needed to help their staff maximize the knowledge gained in the supervision process. CREC addresses the process for including peer reviewers and CREC’s outside evaluators can provide an extra set of “expert eyes” when needed.

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

### Educator Evaluation Audit

CREC helps assure that time spent on district evaluation plans is being put to the best use to improve instruction and student outcomes. CREC specialists assist in district reviews of completed evaluations and the examination of trends and needs across teacher and administrative groups. The CREC team also reviews data and written observations to provide feedback and make recommendations for strengthening evaluation plans and systems.

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

### Teacher Evaluation Training

This three-day training provides an overview of the new Connecticut System for Educator Evaluation and Development for administrators who evaluate certified teachers. The training includes the design of the evaluation system, the teacher evaluation process, the framework for teaching, the observation process, student learning objectives, indicators of academic growth and development, and support and development for teachers. Additional days can be added for district training on observational rubrics, proficiency, and calibration.

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



## Teacher Evaluation Orientation

This one-day professional development opportunity provides certified teachers with an orientation to the new teacher evaluation model and process

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

## Leadership Network

### Increasing Engagement and Achievement of Struggling Learners

National and local speakers provide key information for raising student achievement through a variety of speaking engagements. Participants have the opportunity to learn and collaborate on strategies and techniques being used nationally and locally, apply the knowledge in schools, report successes to the network, and overcome barriers. Teams in the areas of SRBI, special education, early intervention, problem solving, and behaviors, and other interested individuals are encouraged to attend to share best practices and develop potential solutions to district problems.

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

## Other Networks and Consortia

### Assistive Technology Consortium

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

Visit [www.crec.org/ConnECT](http://www.crec.org/ConnECT) to learn more.

Contact: Doug Casey  
dcasey@crec.org 860-524-4092



## Promoting Access and Achievement for Students With Hearing Loss

CREC Soundbridge offers professional development 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
- iPad apps to support language and literacy
- Karen Anderson - Strategies for Academic Success for Students with Hearing Loss in the General Curriculum
- Transition - preparing for career and college readiness

Participants will earn up to 12 hours of professional development credit or Listening and Spoken Language Specialist (LSLS) hours. On-site technical assistance or consultation is also available.

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

## 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 and Community Climate Network

Community teams are invited to attend a series of networking sessions highlighting strategies to increase school and community collaboration. Two full-day sessions and two half-day sessions will be offered to address critical aspects of the development of comprehensive school and community services for children and youth. The sessions will feature a national speaker, best practices, and specific strategies that teams can apply. All teams will assess their resources and develop plans to enhance their community services.

Contact: Donna Morelli  
dmorelli@crec.org 860-371-1226

## Smarter Balanced Formative Assessment Consortium

In mid-2014, the Smarter Balanced Assessment Consortium will release its digital resources library. This online bank of resources includes professional development materials and instructional resources that are aligned to the Connecticut Core Standards and the Smarter Balanced assessment system. The digital resources library also includes formative assessment item banks and web-based data and reporting tools for the Smarter Balanced summative and interim assessments. CREC is seeking districts interested in developing a regional consortium to learn collaboratively about these tools once they are released. CREC facilitators will lead the vetting of online resources, including reviews of formative assessment items. CREC experts will also offer districts assistance in generating and reviewing data reports on student performance for both formative and summative Smarter Balanced assessments.

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



## Data Analysis and Research

### Program Evaluation

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

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 the 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, tailored to the specific 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

### 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 have to define measurable objectives for student learning. Ensuring these objectives result in a fair and valid evaluation of student performance and teacher efficacy is critical. CREC staff is available to assist districts in reviewing student learning objectives, including constructive critiques and suggestions for improvement.

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



## Financial Services

### Cooperative Purchasing

CREC offers cost-saving opportunities to schools through locally and nationally bid contracts, capitalizing on the benefit of local support and the strength of national purchasing volume. CREC can help save money on anything from multipurpose paper to roofing through a variety of programs, such as the CT Consortium, PEPPM Technology, the Association of Educational Purchasing Agencies (AEPA), and through regional bidding at the request of CREC districts.

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 duplication of tasks within accounting departments.

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

## Career Development

### Advanced Alternate Route to Certification for Special Education Cross Endorsement (AARC)

This 14-month program (approved by the Department of Higher Education, State Department of Education, and NCATE) is designed for working, certified teachers 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 summer, weekends, and evenings to accommodate work schedules.

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

## Paraeducator Educator 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 associate's or bachelor's degrees.

Contact: Margaret MacDonald, Ph.D.  
mmacdonald@crec.org 860-524-4037

## Speech and Language Pathology Assistant Certificate

CREC and Charter Oak State College have collaborated to offer this online program of study for aspiring and/or practicing Speech and Language Pathology Assistants (SLPAs). 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 associate's or bachelor's degrees.

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

## Substitute Teacher Training

Too often, substitute teachers are thrown into classrooms with insufficient training. CREC's substitute teacher training modules provide aspiring and practicing substitute teachers information about instruction, classroom management, and substitute teacher roles and responsibilities.

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

## 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 develops career-readiness programs that help ensure students have the job readiness skills and the credentials they need for future success.

Contact: Doug Casey  
dcasey@crec.org 860-524-4092

## 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

### Employee Assistance Program

CREC's Employee Assistance Program (EAP) aids district and town employees experiencing personal problems. This counseling and referral service serves district and town employees and their families who are experiencing individual or family difficulties. CREC has offered this confidential service for more than 30 years.

Contact: Rosemary Nichols  
ronichols@crec.org 860-524-4040



## Interim Staffing Solutions and Evaluation Services

CREC's staffing specialists provide highly-qualified professionals for short- and long-term assignments, including comprehensive student assessments. CREC provides time and cost savings by managing recruitment, credentialing, and placement/scheduling of interim staff. CREC also provides payroll and timekeeping services, liability insurance, staff supervision, and administration and performance evaluations. CREC specializes in hard to find personnel, including speech/language pathologists and special education teachers.

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

## 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.

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

## 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

## Staffing Solutions: Substitute Teachers and Paraeducators

CREC's staffing specialists will help find qualified substitute teachers and paraeducators. CREC recruits, trains, credentials, supports, and manages substitute personnel to help school districts refocus their resources and time, and to provide cost savings so they can concentrate on providing quality education for students.

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

## Translation and Interpreter Services

Whether from English to another language or from another language to English, CREC understands the need for accurate translation and knows how important words are, in any language. CREC's team of translators and interpreters is available to assist in a variety of meetings.

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

## 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: Doug Casey  
dcasey@crec.org 860-524-4092

## 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 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: Doug Casey  
dcasey@crec.org 860-524-4092

## 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: Doug Casey  
dcasey@crec.org 860-524-4092

## 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: Doug Casey  
dcasey@crec.org 860-524-4092

## Technology Budgeting and Fulfillment

CREC can help curriculum and operations teams to 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: Doug Casey  
dcasey@crec.org 860-524-4092

## Operations

### Building Operations Services

#### Business and Operations Services to Districts

CREC helps districts share non-educational services in order 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

#### Outsourcing Custodial and Maintenance Staff

CREC's Facilities Management team has expertise in managing contracted custodial and maintenance personnel to support facility management values, including cleaning methodologies, energy efficiencies, and cost-savings goals. The contracted employees successfully assimilate into their assigned facilities and embrace the charge of providing clean, safe, and healthy buildings. CREC Facilities Management staff are available to discuss needs and manage a successful transition to contracted facility management services.

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

#### Energy 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:

- Energy conservation
- Facility assessment and efficiency audits
- Coordination and monitoring of program development
- Renewable energy and onsite distributed energy, such as solar photovoltaic
- Innovative energy commodities
- Real-time metering and verification services

CREC and DBS also help districts access zero 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: Douglas Rogers  
drogers@crec.org 860-719-9959





## Safety/Security Services

To assist districts with the challenging task of school safety and security, CREC offers security services, from a full comprehensive review of schools' current safety/security structure, to consultation on best practices. CREC's Security Manager 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/or development of emergency plans
- School security audits
- Coordination with local first responders
- Customized emergency flipcharts
- Consultation on best practices:
  - Access control, panic buttons, video surveillance, and more
  - National Incident Management System, Incident Command Structure (NIMS/ICS)
  - School climate and culture
  - Crime Prevention Through Environmental Design (CPTED)

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

## 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 CT Department of Construction Services 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:

- Capital project development and planning services
- Management of pre-construction phase and related services
- Management of construction phase and administration 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: Douglas Rogers  
drogers@crec.org 860-719-9959



## Food Services

### Planning and Consultation Services

CREC has many years of experience in planning, coordinating, and operating efficiently run food service programs in many sites in the Hartford region. CREC's professional staff provide a wide array of services to districts, including regulatory compliance review, accountability systems, and operations consulting. With a broad understanding of the National School Meal Program regulatory requirements and the educational environment in Connecticut, CREC staff assist and provide guidance in a number of areas that may not be within a district's area of expertise or resources.

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

## Grants Services

### Grant Writing and Research

CREC's Grants Office offers school districts and non-profit organizations a variety of grant 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

### Regional Resource Collaborative

The newly-created Regional Resource Collaborative harnesses the power of regional collaboration to reach common goals. Collaborative members gain access to a variety of resources to support common initiatives, grants, and other funding activities. Utilizing the opportunity to work collectively with other organizations in the region will allow for a greater impact on issues.

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

## Transportation Management and Consultation

### Consulting

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

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

### Fleet Management

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

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

*"I have found working with CREC staffing services a most positive experience. They are helpful and address district needs in a timely manner. Staffing services personnel are supportive, and once my request has been filled, they monitor to make certain that the placement meets the needs of the district. The administrators that have been placed in my district have been experienced and extremely qualified."*

Janet Tyler, Superintendent  
Lebanon Public Schools

## 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/or 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, routing, and more.

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

## Safety Programs and Training

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

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

## Staff Brokering

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

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

## Van Transportation

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



## 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/district reorganization.

Contact: Margaret MacDonald, Ph.D.  
mmacdonald@crec.org 860-524-4037

### Audit and Program Assessment

CREC's audit and program assessment services save money and increase efficiency. Key assessment areas include adult education, business and financial services, curriculum instruction and assessment, early childhood, English Language Learners, grants and development, health services, human resources, operations, school reorganization, transportation, special education, long range school planning, and technology.

Contact: Margaret MacDonald, Ph.D.  
mmacdonald@crec.org 860-524-4037

### 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, menus, catering, and venue logistics.

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

### Health and Wellness

CREC provides webinars, professional development, and peer education programs about topics affecting students' well-being. Topics include school climate, internet safety (including cyber-bullying), youth gambling prevention, teen dating violence, tobacco cessation, stress management, and conflict resolution.

Contact: Rosemary Nichols  
ronichols@crec.org 860-524-4040

### 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, and 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 860-524-4037

### Survey Development and Analysis

CREC staff help develop surveys (in electronic and hard copy formats), and analyzes and interprets the data to save time and resources.

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

*“The AARC program has positively enhanced my career as a teacher in countless ways. The program’s instructional and clinical design enables educators, who wish to expand their teaching credentials, to gain knowledge and direct experience working with students in various classroom settings. As a special education AARC candidate, I have acquired the ability to experience specific academic and real life situations just as my students would. I’ve learned to adapt my instruction so it becomes meaningful and useful for them. Perhaps, this is the most instrumental tool for successful student-teacher relationships that ultimately leads to educational success.”*

Christina Smith

2010-2011 AARC Graduate

CREC provides school and district staff 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 860-524-4037

### 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

### The COMPASS: Helping Paraeducators Navigate the Profession

The COMPASS is a nationally recognized, comprehensive, job-embedded professional development curriculum aligned with national paraeducator standards. Professionals can become certified to train paraeducators in more than twenty COMPASS modules such as School Climate, Instructional Strategies, Managing Behaviors, and Common Core Standards.

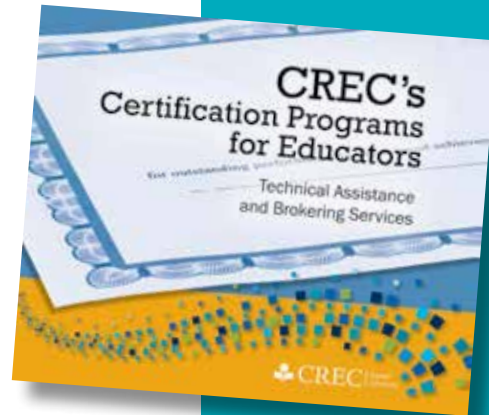
Contact: Margaret MacDonald, Ph.D.  
mmacdonald@crec.org 860-524-4037

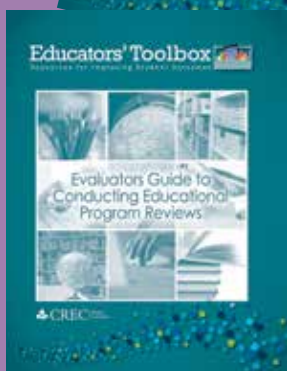
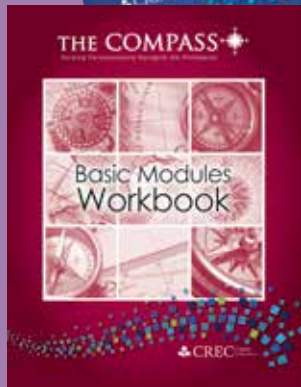
### The Blueprint: Building Powerful Special Education Practices

The Blueprint training curriculum provides a variety of products and services to help maximize student educational benefit. The program emphasizes aligning well-developed IEPs to the Common Core State Standards, specially designed instruction, inclusion, and collaboration.

**Building Powerful IEPs to Increase Student Achievement** is a certification program that provides professional developers with materials for training staff to construct standards-based IEPs for maximum student educational benefit. The focus is on linking well developed IEPs to the Common Core State Standards, data, specially designed instruction, and related services. CREC offers twelve hours of curriculum in four modules: Determining Power IEPs to Increase Student Achievement, Writing Standards-Based IEPs, Instructional Implications of the Common Core State Standards for Special Education, and Data Collection and Progress Monitoring of the IEP. Additional strands in development are: Building Powerful Instruction, Building Powerful Inclusion and Collaboration, and Building Powerful Transition Plans.

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





Supporting educators with quality professional learning experiences has never been easier or more flexible. CREC offers expert solutions to support a single educator or an entire staff through direct training sessions, online training, webinars, products, and a variety of certification programs to build capacity to deliver training to staff.

## Educational Resources

### The Blueprint Series: Building Powerful Special Education Practices

**Building Powerful IEPs to Increase Student Achievement** is a comprehensive workbook for aspiring or practicing special education and related services staff. Packed with easy-to-implement strategies and ideas, the workbook contains information on four relevant topics: defining present levels of academic achievement and functional performance, writing standards-based IEPs, creating instruction from the Common Core State Standards for special education and related services, and collecting data and monitoring the IEP progress.

### The COMPASS Series: Helping Paraeducators Navigate the Profession

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

### The Educators' Toolbox Series: Resources for Improving Student Outcomes

**Assistive Technology Guide to Maximize Learning for Students with Autism** focuses on the use of assistive technology for students with autism spectrum disorder and is a valuable resource for all aspiring or practicing special education or regular education teachers, paraprofessionals, therapists, and families. It contains information on twelve relevant topics, including overview and consideration of assistive technology, assistive technology for communication, visual supports as assistive technology, assistive technology for reading, writing and math, assistive technology for computer access, assistive technology for executive function, and implementation strategies. Paper and electronic versions are available.

**Response to Intervention: A Planning and Implementation Guide for School Practitioners** provides a school-wide approach, with real-world examples and practical solutions to implementing Response to Intervention. It covers the RTI 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 roadmap to assist school educators in developing RTI models for their school or district. Paper and electronic versions are available.

**The Evaluators Guide to Conducting Educational Program Reviews** 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 workbook gives the rationale, standards, and step-by-step instructions on how and when to use evaluation tools. The guide includes evaluation methods and practices with case studies, as well as the tools needed to perform a specialized program evaluation or to work with other evaluators. Paper and electronic versions are available.

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

## Webinars

One- to two-hour online informational sessions will be available to educators throughout the year covering a variety topics, including Common Core State Standards, IEPs, Universal Design, Curriculum Planning and Implementation, Interventions, and more. Participants attend virtually, from any convenient location, via a reliable internet connection. The sessions are offered live, but will also be recorded and made available for download. An updated list of available webinars is available on the CREC website: [www.crec.org](http://www.crec.org).

Contact: Tom Sullivan  
[tosullivan@crec.org](mailto:tosullivan@crec.org) 860-240-6625

## Online Programs

CREC's interactive, online training courses provide professional development opportunities through interactive lessons, assignments, and assessments. For example, the topic of school climate is available, in which participants will learn strategies and procedures to combat bullying. An updated list of available courses is available on the CREC website: [www.crec.org](http://www.crec.org).

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Citations: Title IX; 34 CFR § 106.9 and Section 504; 34 CFR § 104.8