

June 19-21 Science - NGSS

Teaching and Learning with the Next Generation Science Standards

3-day Cost: \$345

The Next Generation Science Standards (NGSS) use three dimensions—disciplinary core ideas, cross-cutting concepts, and science and engineering practices—to engage students in science and teach them to transfer learning and problem solving skills to the real world. The NGSS vision for science education requires modification to current practices in curriculum writing, pedagogy, and assessment practices. Participants will receive hands-on experience exploring the key shifts in science curriculum, instruction, and assessment in order to cultivate the Next Generation Science Standards' three dimensions in their classrooms.

Teachers, Administrators

Christopher Shepard, cshepard@crec.org

CREC Central Rm. 101/102

IT&L

June 22 Science - NGSS

Three-Dimensional Lesson Planning for the Next Generation Science Standards

The Next Generation Science Standards (NGSS) engage students in science and engineering practices and help them understand core ideas with cross-cutting concepts that will enable them to explain phenomena and solve problems. This workshop will explore how the three dimensions of the NGSS impact classrooms and how the BSCS 5E Instructional Model can support shifting instruction and assessment practices. Participants develop an understanding of the BSCS 5E Instructional Model through hands-on experience with sample instructional strategies. Participants receive a lesson planning template and learn to write three-dimensional lesson objectives, identify lesson level phenomena, and evaluate assessment practices.

Teachers, Curriculum Coordinators

Christopher Shepard, cshepard@crec.org

CREC Central Rm. 102

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June 23 Literacy - High School

Disciplinary Literacy

The Common Core State Standards include guidelines for disciplinary literacy, which involves the use of reading, reasoning, investigating, speaking, and writing to learn and form complex content knowledge appropriate to a particular discipline. Through this blended learning

experience, participants engage in activities to understand disciplinary literacy and its implications for teaching and learning. They will be guided to resources that will help them better understand specific disciplinary practices and strategies to support them. Participants will identify strategies they can bring back to their schools and classrooms. The course reviews distinctions between literacy, content area literacy, and disciplinary literacy. Participants explore ways of making expert practices in the disciplines accessible to students, and engage in a blended learning model to both understand key concepts and personalize learning for each participant. They also learn and identify strategies for embedding literacy in all content areas and schools.

Administrators, Instructional Coaches, and Teachers

Sara Slogesky, sslogesky@crec.org

CREC Central Rm. 101

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June 26 Gamification

Gamification and Games for Learning

Gamification is the use of gaming mechanics and elements—such as points, rewards, narrative, competition or cooperation—in non-game situations. Gamification is commonly used in education; however, it is not always identified as such. Well-known implementations of gamification in educational settings include the point and leaderboard system represented by the HogwartsHourglasses in the Harry Potter series and even the PBIS ticketing system, but that's just the start. Participants explore the core elements of gamification and learn how it can motivate students and faculty alike. Participants also plan and develop lessons for implementation.

Administrators, All Educators

Josiah Hills, jhills@crec.org

CREC Central Council Room

DART





June 27-30

Literacy - Special Education

Structured Language Series: Level One Dyslexia Specialist Certificate Four-Day Workshop

4-day Cost: \$545

8:30a.m.-3:30p.m.

Participants learn systematic, structured methods for teaching decoding, encoding, and oral and written expression to students with learning disorders and specific language disabilities. Participants will have the opportunity to apply new skills in practice simulations and receive implementation coaching by experts. Participants will receive the books "Speech to Print: Language Essentials for Teachers" by Louisa Moats Ph.D. and "Multisensory Teaching of Basic Language Skills" by Beverly J. Wolf M.Ed. and Judith Birsh Ed.D. Participants define and model strategies to teach reading and spelling to students who have specific learning disabilities in reading; and identify skills needed to develop basic proficiency in reading and spelling.

Administration, Inclusive General Education Teachers, Reading Specialists, Special Education Teachers, Transition Specialists

Lisa Fiano, lfiano@crec.org

CREC Central Rm. 202

TABS

June 28

Cultural Proficiency

Foundations of Culturally Responsive Instruction

At the heart of effective and equitable instruction is the ability of educators to connect with students and to use these connections to inform instruction and practice. This interactive, one-day workshop provides participants with the opportunity to explore the fundamentals of culturally responsive instruction, including: analyzing tools and strategies for instruction, building a common vocabulary, examining bias, engaging in critical self-reflection, and enhancing relationships with students and families. Participants learn strategies and tools to better teach and connect with all students, regardless of their cultural background, ethnicity, language, ability, gender, socioeconomic background, and sexual orientation and identity.

Grades K-12 Teachers, Central Office and Building Administrators

Kara Gavin, kgavin@crec.org

CREC Central Council Room

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August 2

Assessment - SBA

Using Smarter Balanced Interim Assessments to Inform Instruction

AM Session: 9:00-11:30

PM Session: 12:30-3:00

In addition to summative

assessments in ELA and Math for grades 3-8, the Smarter Balanced Assessment System uses interim assessments to support teaching and learning throughout the year. This workshop shows educators how to navigate the new AIR Ways reporting tool to view student responses to test items, generate item-level data, and inform collaborative, data-driven conversations among teachers. Participants will use the reporting platform to analyze student performance and follow Data Wise framework for collaborative-inquiry as they practice strategies for using assessment results to improve teaching and learning in their settings. Understanding how to administer, interpret the results from and make use of the data for the Smarter Balanced Interim Assessments.

Teachers, Directors of Curriculum/Instruction, Building Administrators

Heather Doucette, hldoucette@crec.org

CREC Central Rm. 101

DART

August 3

PowerSchool - Standards

Implementing Standards in PowerSchool

Is your school or district considering implementing standards-based grading? Walk through the process of setting up grade conversion scales and standards in PowerSchool. Learn how to export and import standards using Excel, and how to enable standards entry for teachers. We will also look at some of the codes used for standards-based report cards.

Administration, Data Analysis, Information Technology Services, Technology

Joe Fromme, jfromme@crec.org

Colt Armory Rm. 319

DART



August 3 Assessment - Data Wise Framework
Applying the Data Wise Framework for Collaborative Inquiry to State Summative Assessment Results

AM Session: 9:00-11:30 PM Session: 12:30-3:00

As Connecticut educators work to decipher student performance on statewide summative assessments, including Smarter Balanced, CMT/CAPT Science and SAT, it is imperative that they be able to turn the data into actionable information. The Data Wise framework for collaborative inquiry, designed by educators and researchers from the Harvard School of Education, provides educators with tools and protocols for turning test results into information to drive improvement. Learn about the basic principles and tenants of the Data Wise Framework for collaborative inquiry, thus being able to apply some of the practices and principles to their own data.

Teachers, Directors of Curriculum/Instruction, Building Administrators

Heather Doucette, hldoucette@crec.org

DART

CREC Central Rm. 202

August 7-11 Science - NGSS

CSDE-NGSS Curriculum Unit Development Institute

5-day Cost: \$500

The State of Connecticut Department of Education has collaborated with the Connecticut Science Center, CREC, and LEARN to create: Next Generation Science Standards (NGSS) Curriculum Unit Development Institute (CUDI). Participants will deepen their understanding of the NGSS and learn how to create NGSS units.

Grades K-12 Teachers, Building Administrators

Jaime Rechenberg, jrechenberg@crec.org

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CREC ASI

Lecture Hall

August 8, 9 & 11 Blended Learning

Blended Learning in Plain English

3-day Cost: \$345

Learning how to incorporate technology into instruction is a critical skill for educators to have. With such a wide variety of options available today, this is often an overwhelming task. This workshop series will focus on the infusion of technology to enhance the effectiveness of instruction and content, using easy to understand methods. Participants will learn best practices for selecting and using the appropriate mix of tools, resources, and strategies to design effective blended learning experiences for students. There will be an opportunity to explore, identify, and develop blended lessons that are ready for immediate use in the classroom.

All Educators

Ratosha McBride, rmcbride@crec.org

DART

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Rm. 101

August 10 PowerSchool - Reports

Creating Object Reports in PowerSchool Using VisualPST

Come and explore expanded reporting options using PowerSchool's Object Reports. VisualPST is a visual editor for object reports that greatly simplifies the process of building reports. In this workshop we will look at how to layout a report and how to insert data tags in order to pull the data needed. Time is available to work on reports for your school.

Administration, Data Analysis, Information Technology Services, Technology

Joe Fromme, jfromme@crec.org

DART

Colt Armory

Rm. 319



August 14 Mindfulness - SEL

Social and Emotional Learning through Mindfulness and Yoga

The Collaborative for Academic, Social, and Emotional Learning (CASEL) identifies self-awareness and self-management as important competencies on the social and emotional learning wheel, but how can we teach these important skills?

We can do that through mindfulness and yoga. Mindfulness is the awareness of the present moment with acceptance, and yoga is a mindful movement. Both can help students become aware of and understand their emotions, thoughts, and bodily sensations. This can have a positive impact on behavior, stress levels, relationships, and the ability to focus and concentrate.

- Discuss how integrating yoga and mindfulness aligns with CASEL's social and emotional learning competencies.

- Review case studies and research supporting the benefits of mindfulness and yoga.
- Learn basic yoga and mindfulness techniques that are appropriate for a school or classroom environment.

All Teachers, Administrators, Special Educators, School Counselors, School Social Workers, Occupational Therapists, SLPs, Physical Therapists, Health Educators, and Paraprofessionals.

Emily Rosen, erosen@crec.org

CREC Central Rm. 202

DART

August 14 Literacy - Writing Workshop

Launching the Writing Workshop Boot Camp (Grades K-2)

This is a fast-paced overview of the different components of writing workshops. This workshop will provide strategies and ways to start a writing workshop at the beginning of the school year. Participants can expect to explore components of a writing workshop, mini lesson structures, genres and units of study, and assessment. Participants will also learn to explore the various components of writing workshops.

Grades K-2 Teachers, Elementary Building Administrators

Jessica Kazigian, jkazigian@crec.org

CREC Central Rm. 101/102

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August 14 Cultural Proficiency - Unconscious Bias

Unconscious Bias: We Have to Talk About It

Learn about the hidden biases that all humans carry and examine the implications for our students. Reflect on a number of strategies designed to help educators understand that as we become aware of our unconscious biases, we can better align our behavior with our intentions for justice and equity for all students, particularly for students who are underserved in schools. Participants will grapple with hidden biases and how they affect students.

Teachers, Central Office and Building Administrators

Sue Renehan, srenehan@crec.org

CREC Central Council Room

IT&L

August 15 Balanced Literacy - Elementary

Balanced Literacy in the Elementary Classroom

This one-day workshop offers an overview of the different components of balanced literacy in the K-5 classroom. Participants will learn how to support content and differentiation to meet the needs of diverse learners using the balanced literacy approach. We will address various components, different structures, routines and rituals, collecting data and connect to state standards. Participants will learn how balanced literacy can be implemented in the classroom.

Grades K-5 Teachers, Building Administrators

Jessica Kazigian, jkazigian@crec.org

CREC Central Rm. 101

IT&L

August 15 Humanities - SAT High School

Best Practices to Promote SAT Success in the Humanities Classroom

The College Board states that, “The redesigned SAT asks students to apply their reading, writing, language, and math knowledge and skills to answer questions in a range of contexts.” Additionally, “the goal (of the new SAT) is to inspire a close reading of these rich, meaningful, often profound texts.” This workshop provides teachers with an overview of the shifts in the new SAT, reviews close reading strategies and other best practices to support students in preparing for the SAT. During this professional learning opportunity, teachers work together to identify instructional strategies and develop test items that align to their content area curriculum while addressing the skills students need to answer the redesigned test questions. Participants learn about the shifts in the new SAT assessment and best practices to support students taking the SAT.

Grades 9-12 Teachers, Building Administrators

Sara Slogesky, sslogesky@crec.org

CREC Central 102

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August 16 Yoga

Yoga 4 Classrooms®

NO PRIOR YOGA EXPERIENCE, OR YOGA MAT, REQUIRED!

Yoga 4 Classrooms is an evidence-based, low-cost, simple, effective and sustainable tool designed for classrooms that facilitates students’ physical, mental, emotional and social personal growth. A classroom-appropriate mix of yoga-based motor breaks, brain-boosting movements, breath exercises, visualizations, mindfulness activities, creative movement and community-building games will be shared. Teachers who implement Yoga 4 Classrooms traditionally report that taking as little as 30 seconds to 5 minutes to practice these simple tools throughout the day helps their class community learn to self-regulate, leading to a more positive, peaceful, productive school day, not to mention happier, more resilient students.

- Understand the neuroscience of stress, the symptoms, and how it affects learning and behavior.
- Learn 67 simple, classroom-friendly yoga and mindfulness techniques to support self-awareness, self-regulation, social and emotional learning, and resilience.
- Improve classroom management while supporting students’ individual needs, cultivating a positive, peaceful, productive classroom climate.
- Facilitate learning readiness which improves student achievement.

Grades PreK-12 Classroom Teachers, Administrators, Special Educators, School Counselors, School Social Workers, Occupational Therapists, SLPs, Physical Therapists, Physical Education Teachers, Health Educators, and Paraprofessionals

Emily Rosen, erosen@crec.org

55 Van Dyke Rm. 310

DART





August 16

Critical Literacy - Elementary

Critical Literacy in the Elementary Classroom: The Stories We Read and The Stories We Tell

The texts students read and the narratives students construct have a profound impact on how they define themselves and how they understand the world around them. In this interactive, one-day workshop, participants will explore how to effectively implement critical literacy at the elementary level. Participants will engage in analyzing texts to uncover underlying messages of power, privilege, and inequity. Participants will learn how to support students to identify texts that resonate with who they are. In addition, participants will examine multiple means of responding to literature that affirm the knowledge and experiences students bring to the classroom. Participants will learn how to analyze and interpret literary texts and how to bring all students' experiences into the classroom.

Grades K-5 Teachers, Building Administrators

Kara Gavin, kgavin@crec.org

CREC Central Council Room

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August 16-17 Project-Based Learning

Getting Started with Project-Based Learning

2-day Cost: \$230

Project-based learning puts students at the center of instruction. This teaching method asks students to work together to investigate and engage in inquiry when responding to an authentic situation or driving question. During this two-day workshop, participants are exposed to different project-based models. In addition, they learn about the key features of a project-based classroom. Participants explore the connection between project-based learning and inquiry-based and student-centered instruction. Ultimately, they will develop a project idea to take back to their schools and classrooms. Participants learn the various components and models of project-based learning and the connection between student-centered instruction and project-based learning.

Grades K-12 Teachers, Building Administrators

Sara Slogesky, sslogesky@crec.org

CREC Central Day 1: Rm. 102 / Day 2: Rm. 202

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August 16

Literacy - Reading Workshop

Launching the Reading Workshop Boot Camp (Grades K-2)

This fast-paced workshop provide strategies to start a reading workshop at the beginning of the school year. Participants can expect to explore components of reading workshops, mini lesson structures, genres and units of study, and assessment. Participants will learn to explore the various components of reading workshops.

Grades K-2 Teachers, Building Administrators

Jessica Kazigian, jkazigian@crec.org

CREC Central Rm. 101

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August 17

PowerSchool - Import/Export Data

Importing and Exporting Data in PowerSchool

Spend the morning sharpening your data management skills. Learn about the importing and exporting functions in PowerSchool and how to use them to quickly retrieve data. We will also look at how to update large numbers of records more easily. Discover how to work with your data using Direct Database Export to gather the information you and your school need to make informed decisions.

Administration, Data Analysis, Information Technology Services, Technology

Joe Fromme, jfromme@crec.org

Colt Armory Rm. 319

DART

August 17

Science - NGSS

Grade 9 NGSS Curriculum Launch

Ninth-grade teachers and curriculum coaches who have purchased access to CREC's ninth grade science curriculum are encouraged to attend this one-day Curriculum Launch session. Participants will be introduced to the unit phenomena and storylines. Pedagogical shifts associated with the curricular units will be a main focus of the day. Participants will be introduced to the CREC grade 9 units architecture and content; develop a deep understanding of the content related to the anchor phenomena; understand the conceptual shifts related to a Next Generation Science Standards (NGSS) classroom; and participate in select pedagogical strategies to meet the demands of the grade 9 curriculum and related NGSS conceptual shifts.

Classroom Teachers, STEM Coaches

Jaime Rechenberg, jrechenberg@crec.org

CREC Central Council Room

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August 21 Math K-8

K-8 Math: What Am I Supposed to Teach?

Participants will review key shifts in the CCS-M by examining the coherence and progressions intended by the authors. Everyone will leave with a clearer picture of what their students need to understand in their grade, and how that fits into the bigger picture of the K-8 continuum. Our instructional activities will be easy to replicate in your classroom right away. Participants will learn about the key shifts in the CCS-M and what their students need for the shifts.

Grades K-8 Teachers, Building Administrators

Sue Renehan, srenehana@crec.org

CREC Central Council Room

IT&L

August 21 Literacy - Writing Workshop

Launching Writing Workshop Boot Camp (Grades 3-5)

A fast-paced overview of the writing workshop components in a grades 3-5 classroom. The one-day session gives participants the nuts and bolts needed to get a writing workshop up and running. Participants can expect to explore components of a writing workshop, mini-lesson structures, genre/units of study and assessment. Participants will learn about the various components of writing workshops.

Grades 3-5 Teachers, Building Administrators

Najla Staggers, nstaggers@crec.org

CREC Central Rm. 101/102

IT&L

August 22 Math Workshop - Elementary

Implementation of Math Workshop in the Elementary Classroom K-5

Learn the steps to initiating, supporting, and sustaining a math workshop in the K-5 classroom. Participants will review how to support content and differentiation to meet the needs of diverse learners using the workshop model. We will address different structures, routines and rituals, and connect to state standards in the workshop model. Participants will learn how content can be differentiated to meet the needs of all students.

Grades K-5 Teachers, Building Administrators

Jessica Kazigian, jkazigian@crec.org

CREC Central Rm. 101

IT&L

August 22

Literacy - Reading Workshop

Launching the Reading Workshop Boot Camp (Grades 3-5)

A fast-paced overview of the different components in reading workshops (Grades 3-5). The

one-day event will support participants with strategies and ways to start reading workshops at the beginning of the year. Participants can expect to explore components of reading workshops, mini-lesson structures, genre/units of study and assessment. Participants will leave with a backpack full of ways to support, build, and grow a reading workshop.

Grades 3-5 Teachers, Building Administrators

Najla Staggers, nstaggers@crec.org

CREC Central Rm. 102

IT&L

August 22 Math - SAT High School

Preparing Your Students for Success on the Math SAT

Student success on the Math SAT depends on the teacher's understanding of the structure and design of the assessment. In this session, participants will become more familiar with the rationale for SAT content, as well as format and question types. Teachers will leave with a variety of teaching strategies that can be brought back and shared with your district colleagues. Participants will become more familiar with the rationale for SAT content, format, and question types.

Grades 9-12 Teachers, Building Administrators

Peggy Neal, pneal@crec.org

CREC Central Council Room

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August 23 Math - Rigor

Building Math Rigor Grades 6-8

This workshop is designed to develop awareness about practices that build academic rigor and engage students; improve students' understanding of foundational concepts and conceptual instruction; provide experience with CCS activities/lessons using manipulatives; and create more rigorous activities and lessons. Participants will learn how to improve students' understanding of foundational concepts and build rigor in math classes.

Grades 6-8 Teachers, Building Administrators

Peggy Neal, pneal@crec.org

CREC Central Rm. 202

IT&L

August 23 Math - Workshop Elementary

Math Workshop Stations: The Next Step K-5

This one-day session offers elementary (K-5) math teachers the opportunity to explore common areas of concern when using a workshop model. We will explore math conferences, guided math groups, and strategies for raising the rigor of math work stations. Participants will explore various components of Math Workshop.

Grades K-5 Teachers, Building Administrators

Jessica Kazigian, jkazigian@crec.org

CREC Central Rm. 101/102

IT&L

August 24 Transition - Special Education

Job Coaching

1-day Cost: \$85

9a.m. - 2p.m.

Improve your Job Coaching skills with this training. Topics include: role of a job coach; employability skills checklist/task analysis; assessments; industry skills standards; social interaction skills/job-related behaviors; executive functional skills; transition law; student self-advocacy and independence; safety standards and 'scaffolding' versus 'fading out.' Participants are encouraged to bring an electronic device if possible. Through this training, you will learn best practices to work with students and gain unified job coaching methods. You will receive a training manual, a Certificate of Completion, and skills to help you blend school services with transition skills.

Job Coaches, Special Education Teachers, Transition Personnel, Agency Personnel Supporting Job Skill Development

Cathy Forker, cforker@crec.org

TABS

CREC Central Rm. 101/102

August 24 Math - Rigor

Building Rigor in Math Grades 3-5

This workshop is designed to develop awareness about practices that build academic rigor and engage students; improve students' understanding of foundational concepts and conceptual instruction; provide experience with CCS activities/lessons using manipulatives; and create more rigorous activities and lessons. Participants will learn how to improve students' understanding of foundational concepts and build rigor in math classes.

Grades 3-5 Teachers, Building Administrators

Peggy Neal, pneal@crec.org

CREC Central Council Room

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August 24 Math - Workshop Middle School

Implementing a Math Workshop Model in a Middle School Math Classroom

Participants will learn how math workshops in the grades 5-8 math classroom can support the Connecticut Core content and process standards, while meeting the needs of all learners. We will address different structures, routines, and rituals used to initiate and sustain this type of differentiated instruction. Participants will explore various components of Math Workshop.

Grades 6-8 Teachers, Building Administrators

Sue Renahan, srehan@crec.org

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