Registration Information

How to Register:
Please register online at www.edadvance.org. Hover over "Schools & Districts" and click on "Professional Learning and School Services." Then, click on "Register for Courses/Workshops."

Registration Deadline:
The registration deadline is two (2) weeks prior to the scheduled event.

Confirmation:
Your registration will be confirmed by email.

Questions:
Please contact Joyce DeAngelo at 860-567-0863 ext. 130.

Participant Cancellation/Refund Policy:
Refunds to participants will be honored when EdAdvance is notified in writing two (2) weeks prior to the date of the workshop.

Inclement Weather:
You will be notified by email of cancellations due to inclement weather or you can call the Litchfield office at 860-567-0863 and follow the prompt for class cancellations. Should a workshop be postponed for inclement weather, it will be held on the scheduled snowdate. Registrants who cannot attend the snowdate are welcome to send a replacement or substitute, but participation fees will not be refunded.

Our School Services Team offers training, facilitation, and support in:

Leadership/Instructional Coaching and Support
- Administrator Coaching and Support
- Approaches to Instructional Coaching and Instructional Coaching Support
- Topical Leadership Seminars
- Understanding and Working with CT Accountability Metrics

Improving and Supporting Curriculum, Instruction & Assessment Practices
- Assessment Literacy
  ◊ Formative Assessment Practices
- Connecticut Standards
  ◊ CT Social Studies Framework
  ◊ Next Generation Science Standards
  ◊ CT English Language Proficiency Standards
  ◊ CT Core Standards
  ◊ CT Professional Learning Standards
- Curriculum Development
- Digital Learning and 21st Century Skills
- Providing Effective Feedback
- English Learners Support
- Inquiry-Based Instruction
- Mastery Learning
- Personalized Learning
- Professional Learning Communities
- Project/Problem-Based Learning
- Science, Technology, Engineering, & Mathematics (STEM) Initiatives
- SRBI (Scientific Researched Based Interventions)
- Student-Centered Learning
- Teacher and Student Portfolios
- Universal Design for Learning
- Workshop Model of Instruction

Improving/Sustaining Positive School Climate
- Diversity/Cultural Competence Training and Support
- PBIS (Positive Behavioral Interventions and Supports)

Educator Talent, Evaluation and Support
- Administrative/Educator Evaluation and Support
- Aspiring Administrators Academy
- Foundational Skills for Evaluators of Teachers
- PDEC Services and Support
- Teacher Leadership Academy
- TEAM (Teacher Education and Mentoring) and TEAM Review of Practice (ROP)

Professional Councils and Learning Communities

Strategic Coherence Planning
- NEASC Accreditation Preparation and Support
- School Improvement Planning

Data, Management and Learning Software Solutions

Customized Professional Learning

EdAdvance does not discriminate in any of its programs, activities or employment practices on the basis of race, color, national origin, sex, religion, age, disability, political beliefs, sexual orientation or marital or familial status. To file a complaint of discrimination, write: USDA Director, Office of Civil Rights, Washington, DC 20250-8410.
Councils and Networks

Curriculum Council
- September 17, 2018 - 8:30 am - 10:30 am
- October 22, 2018 - 8:30 am - 10:30 am
- December 3, 2018 - 8:30 am - 10:30 am
- January 14, 2019 - 8:30 am - 10:30 am
- February 25, 2019 - 8:30 am - 10:30 am
- April 8, 2019 - 8:30 am - 10:30 am
- May 20, 2019 - 8:30 am - 10:30 am
  Curriculum Council is held at Region 15 Central Office, 286 Whittemore Road, Middlebury

Small District/School Collaborative
- November 5, 2018 - 8:30 am - 10:30 am
- March 4, 2019 - 8:30 am - 10:30 am
  Small District/School Collaborative is held at EdAdvance, Litchfield

Digital Learning Council
- November 5, 2018 - 1:00 pm - 3:00 pm
- March 4, 2019 - 1:00 pm - 3:00 pm
  Digital Learning Council is held at EdAdvance, Litchfield

Language Arts Council
- October 15, 2018 - 1:00 pm - 3:00 pm
- Spring date to be determined
  Language Arts Council is held at EdAdvance, Litchfield

Math Council
- October 17, 2018 - 1:00 pm - 3:00 pm
  EdAdvance, Danbury
- March 15, 2019 - 1:00 pm - 3:00 pm
  EdAdvance, Litchfield

Science Council
- November 16, 2018 - 8:30 am - 11:30 am
- March 6, 2019 - 1:00 pm - 3:00 pm
  Science Council is held at EdAdvance, Litchfield

Social Studies Council
- October 19, 2018 - 1:00 pm - 3:00 pm
  Social Studies Council is held at EdAdvance, Litchfield

English Learners Council
- October 24, 2018 - 1:00 pm - 3:00 pm
- April 24, 2019 - 1:00 pm - 3:00 pm
  English Learners Council is held at EdAdvance, Litchfield

Preschool Network
Dates & Times: October 18, 2018
8:30 am - 11:30 am
Consolidated School, New Fairfield
January, 2019 (Date to be determined)*
8:30 am - 11:30 am
March, 2019 (Date to be determined)*
8:30 am - 11:30 am
May, 2019 (Date to be determined)*
8:30 am - 11:30 am
Location: October 18, 2018 Consolidated School, New Fairfield
* The three additional network dates in January, March and May, as well as locations will be determined by the network group. It is the vision of the group to rotate meeting locations in the buildings where participants preschools are housed. This will provide an opportunity for the group to explore our colleagues programs.
Facilitators: Carrie Kilian Sirois and Andrienne Longobucco
Fee: $99 for all four sessions - $79 per person for schools/districts with more than one person attending.
Audience: Calling all pre-k teachers and directors, public and private!
Description: The goal of these sessions is to provide participants with an opportunity to network with other preschool teachers and directors on a variety of preschool related topics while providing a collaborative place where colleagues can share ideas and brainstorm solutions together. Topics may include but are not exclusive to implementing the pre-k standards into a developmentally appropriate, play based environment curriculum, integration of support services, developmentally appropriate assessment, communicating with parents, and pre-k screenings. The agenda for each networking session will be driven by the needs of the participants.

Register online @www.edadvance.org
Math Coach Professional Learning Community

Dates, Times & Locations: October 17, 2018
9:00 am - 3:00 pm includes Math Council
EdAdvance, Danbury
November 28, 2018 - 9:00 am - 2:00 pm
EdAdvance, Litchfield
January 30, 2019 - 9:00 am - 2:00 pm
EdAdvance, Danbury
March 15, 2019
9:00 am - 3:00 pm includes Math Council
EdAdvance, Litchfield

Facilitator: Susan Palma
Fee: One time fee to attend all meetings
Coaches: $79 per person
Three or more coaches: $225

Audience: Math Instructional Coaches
Description: The purpose of the PLC is to share and exchange resources and expertise, work collaboratively to improve coaching skills, identify successful practices in coaching, and problem solve challenges occurring in the process of coaching educators.

English/Language Arts (ELA) Coach Professional Learning Community

Dates, Times & Locations: October 15, 2018
9:00 am - 3:00 pm includes ELA Council
EdAdvance, Litchfield
November 28, 2018 - 9:00 am - 2:00 pm
EdAdvance, Litchfield
Spring date to be determined
9:00 am - 3:00 pm includes ELA Council
EdAdvance, Litchfield
May 3, 2019 - 9:00 am - 2:00 pm
EdAdvance, Danbury

Facilitator: Carly Weiland Quiros
Fee: One time fee to attend all meetings
Coaches: $79 per person
Three or more coaches: $225

Audience: ELA Instructional Coaches
Description: The purpose of the PLC is to share and exchange resources and expertise, work collaboratively to improve coaching skills, identify successful practices in coaching, and problem solve challenges occurring in the process of coaching educators.

Early Career Educator Network

Dates & Time: November 1, 2018
January 10, 2019
March 7, 2019
May 9, 2019
3:45 pm - 5:15 pm

Location: EdAdvance, Litchfield and TBD
Facilitator: Carly Weiland Quiros
Fee: $169 per teacher (includes a copy of Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College by Doug Lemov)

Audience: Educators in their first four years of teaching
Description: Research shows that nearly 50% of new teachers leave the profession within the first five years of teaching, and we want to ensure that thoughtful novice educators remain inspired and committed to the field of education! The Early Career Educator Network, designed for teachers in their first four years of teaching, provides a collegial and collaborative environment as a context for problem solving, reflecting, and combating isolation. Participants will share resources and consider a core text: Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College by Doug Lemov. The first meeting will take place at EdAdvance's Litchfield facility, and remaining dates/locations of in-person meetings will be determined based on the membership's preference.
NGSS Professional Learning Community/Support Network

Dates, Time & Location: November 16, 2018 and March 6, 2019, 8:30 am - 3:00 pm includes Science Council and 1 hour lunch on your own. EdAdvance, Litchfield.

Facilitator: Susan Palma

Fee: One time fee to attend all meetings $49 per person. Three or more from a district: $135.

Audience: Anyone charged with leading and supporting the implementation of NGSS.

Description: The purpose of the PLC is to share and exchange resources and expertise, work collaboratively to support curriculum development, identify successful practices for instruction, and problem solve challenges occurring in the process of transitioning and implementing NGSS.

EL Professional Learning Community

Dates & Time: October 24, 2018 and April 24, 2019, 9:00 am - 3:00 pm includes EL Council.

Location: EdAdvance, Litchfield.

Facilitator: Nancy Tracy

Fee: One time fee to attend all meetings $49 per person. Three or more EL professionals/paraprofessionals from a district: $135.

Audience: District leaders, team leaders/department heads, and content-area teachers.

Description: EL PLCs and council meetings provide an opportunity for sharing best practices, collaborating with other districts about universal challenges/successes of TESOL Praxis, interacting with CSDE representatives, networking, and professional scholarship.
## Beginning Teacher Induction Training & Support - Fall 2018

We remain prepared to support your district in any legislation-aligned induction pathway you choose. We can provide in-district training or customize any of the trainings below to support the unique induction needs in your district.

<table>
<thead>
<tr>
<th>Pathway 1: TEAM</th>
<th>Pathway 2: TEAM Review of Practice (ROP)</th>
<th>Pathway 3: District-created Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mentors</strong></td>
<td><strong>Initial Support Teacher Training</strong></td>
<td><strong>We have the capacity to customize any training based on district request.</strong></td>
</tr>
<tr>
<td></td>
<td><em>This two-day training is for teachers who have been selected by their districts to become mentors or cooperating teachers.</em></td>
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<tr>
<td></td>
<td><em>October 9 and 11 (Litchfield); 8:30 am – 3:30 pm; $165 per person for both days</em></td>
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<tr>
<td><strong>Reviewers</strong></td>
<td><strong>TEAM ROP In-Person Mentor Update Training</strong></td>
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<tr>
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<td><em>This one-day training is for previously TEAM trained mentors looking to understand their role in ROP.</em></td>
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<tr>
<td></td>
<td><em>October 3 (Litchfield); 8:30 am – 3:30 pm</em></td>
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<td></td>
<td><em>$75 per person</em></td>
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<tr>
<td><strong>Beginning Teachers</strong></td>
<td><strong>Initial Reviewer Training</strong></td>
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<tr>
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<td><em>This one-day training is for teachers who have been selected by their districts to review reflection papers/projects.</em></td>
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<tr>
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<td><em>October 30 (Litchfield); 8:30 am – 3:30 pm; $75 per person</em></td>
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<tr>
<td></td>
<td><strong>In-Person Reviewer Update Training</strong></td>
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<td><em>Previously trained reviewers will identify evidence in papers/projects aligned to the success criteria (New Learning, Impact on Practice, Impact on Students) and calibrate scoring practices.</em></td>
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<td><em>November 13 (Litchfield); 8:30 am – 11:30 am; $49 per person</em></td>
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**Beginning Teacher Induction Orientation**

*This introductory session provides an overview of the Teacher Education and Mentoring program legislation and includes opportunities to differentiate learning for TEAM and TEAM ROP participants.*

*October 1 (Danbury); 3:45 pm - 5:15 pm; $45 per teacher OR*  
*October 2 (Litchfield); 3:45 pm - 5:15 pm; $45 per teacher*
Early Career Educator Network

Dates & Time:  November 1, 2018  
January 10, 2019  
March 7, 2019  
May 9, 2019  
3:45 pm - 5:15 pm

Location:  EdAdvance, Litchfield and TBD

Facilitator:  Carly Weiland Quiros

Fee:  $169 per teacher (includes a copy of *Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College* by Doug Lemov)

Audience:  Educators in their first four years of teaching

Description:  Research shows that nearly 50% of new teachers leave the profession within the first five years of teaching, and we want to ensure that thoughtful novice educators remain inspired and committed to the field of education! The Early Career Educator Network, designed for teachers in their first four years of teaching, provides a collegial and collaborative environment as a context for problem solving, reflecting, and combating isolation. Participants will share resources and consider a core text: *Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College* by Doug Lemov. The first meeting will take place at EdAdvance’s Litchfield facility, and remaining dates/locations of in-person meetings will be determined based on the membership’s preference.

TEAM ROP Webinar Subscription: On-Demand Learning to Support Beginning Teachers, Mentors and Reviewers

Dates:  A new pre-recorded webinar will be available for a district’s on-demand use in the months of October, November, December/January, February, March, and April/May

Location:  Digital access will be provided to the District Facilitator for online use and sharing

Facilitator:  Carly Weiland Quiros

Fee:  $499 per district membership for district facilitator to access all 6 pre-recorded webinars

Audience:  District facilitators, mentors, reviewers and beginning teachers

Description:  Each month district facilitators will receive access to a new recorded webinar on important induction topics to support beginning teachers, mentors, and reviewers in TEAM Review of Practice (ROP). District facilitators may use webinars in a group setting or share directly with individuals to enhance teaching and learning. Webinar topics include: overview of TEAM ROP, success criteria for module completion, Module 2: Planning, capturing specific evidence, coaching for reflection, and other topics suggested by district facilitators based on need.
Leadership Development

Foundational Skills for Evaluators

Dates & Time: September 18, 2018
September 25, 2018
October 2, 2018
8:30 am - 3:30 pm
Location: EdAdvance, Litchfield
Facilitators: Susan Palma and Carly Weiland Quiros
Fee: $450 per person
Audience: New Administrators that evaluate teachers, or those who want to refresh their skills with observation and providing feedback
Description: The RESC Alliance has updated this professional learning, increasing the focus on high-impact components of the process. The interactive session concentrates on the evaluator’s capacity to observe and analyze teacher performance through the lens of the CT Common Core of Teaching (CCT) and to provide supportive, high quality feedback to teachers. Participants will learn how to use a feedback cycle to collect evidence, analyze the connection to CCT indicators, and help teachers plan for appropriate instructional improvements. They will have multiple opportunities to apply their learning and receive personalized feedback to improve in the effective evaluation of teachers, as well as the opportunity to engage in a summative demonstration of proficiency.

Please Note: Participants must bring a laptop with Microsoft Word (version 8 or later), earbuds, and a copy (electronic or paper) of your district’s Teacher Evaluation Plan.
Food and beverage are not provided.

Evaluator Calibration: A Refresher for Demonstrating Proficient Practices in Educator Evaluation

Dates & Time: November 2, 2018
8:30 am - 3:30 pm
Location: EdAdvance, Litchfield
Facilitators: Susan Palma and Carly Weiland Quiros
Fee: $119 includes continental breakfast and lunch
Audience: Administrators that evaluate teachers, complimentary observers, or those who want to refresh their skills with observation and providing feedback
Description: In this one day training, evaluators of teachers will use the new CCT Rubric for Effective Teaching 2017 to examine teacher practice, including a classroom observation, lesson/unit planning, and a review of practice. Participants will also refine their use of a feedback cycle to collect evidence, analyze the connection to the CCT indicators and help teachers plan for appropriate instructional improvements. This refresher is for evaluators who have attended a previous 3- or 5-day training and is highly recommended for evaluators in districts which have adopted the new rubric.

Introduction to the CCT Rubric for Effective Teaching 2017

Dates & Time: November 30, 2018
8:30 am - 11:30 am
Location: EdAdvance, Litchfield
Facilitators: Carly Weiland Quiros and Susan Palma
Fee: $65 includes continental breakfast
Audience: K-12 teachers, administrators and complimentary observers
Description: In this half day training, educators will have the opportunity to review, understand, and apply the four domains and 12 indicators of the new CCT Rubric for Effective Teaching 2017.
Leadership Development

EdAdvance can provide on-site support for your evaluators and teacher practices with the following options:

1. **Technical assistance for internally updating and calibrating proficiency of existing evaluators**
   Our experienced staff will customize professional learning that will meet district needs for updating and calibrating proficiency of existing evaluators.
   Fee: Price dependent on the number of days a district has contracted with EdAdvance for services.

2. **Complementary Observers**
   Our fully trained evaluators that have demonstrated proficiency in conducting standards-based observations can assist primary evaluators by conducting observations, including pre-and post-conferences, collecting additional evidence, reviewing SLOs, and providing additional feedback. The complementary observer would share his/her feedback with the primary evaluator as it is collected and shared with teachers. Primary evaluators will retain sole responsibility for assigning final summative ratings.
   Fee: Price dependent on the number of days a district has contracted with EdAdvance for services.

3. **Third party evaluations**
   EdAdvance can provide a fully trained evaluator to a district as a neutral third party for contentious and/or disputed teacher evaluations.
   Fee: Price dependent on the number of days a district has contracted with EdAdvance for services.

4. **Third party intensive assistance support**
   EdAdvance can provide neutral third party coaching support and feedback to educators who for whatever reason have been placed on an intensive assistance or immediate remediation plan.
Leadership Development

Principal and Administrator Mentoring and Coaching

**Goal:** To provide building principals training and support opportunities which are tailored to the specific needs of the principal and are consistent with professional standards and expectations. The mentoring opportunity can be customized to the needs of the principal with information sessions, onsite visits, and online resources.

Choose from the following options:

**Information/support** -- 4, 3, 2, or 1 session(s) per year facilitated by EdAdvance for building principals to get together.

**Onsite support** -- 1 day per week, 2 x per month, 1 x per month, 1 x per quarter, or as needed.

Fee: Price dependent on the number of days a district has contracted with EdAdvance for services.

Optional access to online resources

Some possible mentoring areas:

- Supervision and Evaluation
- Developing instructional leadership skills to promote student achievement
- Curriculum and standards
- Special Education
- School safety
- Using student data to ensure student success
- Classroom visitations, focus walks
- Creating and tracking budgets
- Working with Central Office
- Political aspects of the position
- Prioritizing tasks and effective use of time
- School culture/climate
- Conflict resolution with staff, parents, Central Office, Board of Education
- Media and public relations
- Parent and community relations
- Personnel and hiring
- Working with the school board and the public
- Understanding and being successful with the demands of the job
- Any other needs of the principal

The Focus Fix

Dates & Time: October 19, 2018
8:30 am - 3:00 pm

Location: EdAdvance, Litchfield

Facilitator: Jonathan Costa

Fee: $89

Audience: Administrators, Board Members, all educators in positions of responsibility

Description: There are few certainties in education, but there are two we can count on: the first is that our work and the world in which we do it is growing more complicated. The second is that an ability to focus on the things that matter most remains the best strategy for dealing with the first. This session will share tools and processes to enable leaders to maintain their focus on the high leverage items that are most critical to their own success. Dealing with distractions, aligning goals with focus, ensuring the main thing remains the main thing - all of this will be central to the goal of this leadership development seminar.

What to do When the Facts Don’t Matter

Dates & Time: November 2, 2018
1:00 pm - 3:30 pm

Location: EdAdvance, Litchfield

Facilitator: Jonathan Costa

Fee: $89

Audience: Administrators, Board Members, all educators in positions of responsibility

Description: One of the hardest things for an educational leader to face is the realization that there are times when being right is not an effective leadership strategy. The unfortunate truth is that there are times when being factually correct will not help resolve a situation where sides and opinions have hardened. This session will explore strategies for administrators and leaders to help unravel situations that have become difficult to manage with one side opposed to another. Participants will explore actual examples, strategies for moving forward, and have the opportunity to work through a situation that they are currently engaged in.
Leadership Development

Board of Education Roles and Responsibilities

Date & Time: By arrangement with Jonathan Costa
Location: On your campus or at location of your choice
Facilitator: Jonathan Costa
Fee: Free to member districts
Audience: Superintendents and Boards of Education
Description: Productive boards of education can have a profound impact on the quality of education in a local district. Unproductive boards can sow chaos and be disheartening to staff and families, ultimately dragging the entire system down. Training on how to frame board roles and responsibilities that are effective can help set a board of education on a path to becoming a positive district influence. Jonathan Costa has served on a board of education and has worked to help them be more productive for the last 25 years. This workshop content is based on the lessons learned from these experiences and is so critical that EdAdvance has decided to offer it our member districts for free during the 2018-2019 school year. Please contact Jonathan to set up your district’s session soon.

Alternative Learning Day Support

Date & Time: January 17, 2019
3:00 pm - 5:00 pm
Location: EdAdvance, Litchfield
Facilitator: Jonathan Costa
Fee: Free
Audience: Any interested educator
Description: During the difficult winter/early spring of 2018, a number of area educators began discussing the possibility of implementing a “digital snow day” or “alternative learning day” strategy to reduce the number of missed days that need to be made-up at the end of the school year. With the support of CAPSS and the Digital Learning Advisory Council, a working document of policy recommendations for implementing this type of plan in Connecticut has been developed. This session will answer questions about how this type of plan might work in Connecticut, collect suggestions for improving it, explore which districts are hoping to implement it, and also provide information about what kind of progress is being made on clearing the administrative or legislative barriers to moving forward.
Thriving and Not Just Surviving: Building Resilience to Support Teaching and Learning

Dates, Times & Location:
- November 27, 2018 - 1:00 pm - 3:00 pm, EdAdvance, Litchfield
- January 22, 2019 - 1:00 pm - 3:00 pm, EdAdvance, Danbury
- March 26, 2019 - 1:00 pm - 3:00 pm, EdAdvance, Litchfield
- May 21, 2019 - 1:00 pm - 3:00 pm, EdAdvance, Danbury

Facilitator: Carly Weiland Quiros

Fee: $189 per person (includes a copy of Onward: Cultivating Emotional Resilience in Educators by Elena Aguilar)

Audience: K-12 Educators, Early Career Teachers, Mentors, Instructional Coaches

Description: Working in schools is challenging and this can lead educators to feel burned out. What role does stress play in your work as an educator? How does stress impact learning? In this professional study group, participants will explore these essential questions during in-person meetings and on a shared digital learning platform. Learning opportunities include reflection, discussion, sharing of resources, and consideration of a core text: Onward: Cultivating Emotional Resilience in Educators by Elena Aguilar. Participants will plan to apply new ideas and strategies to their own teaching practice, as well as to their work supporting others in leadership roles, such as mentor or coach.

Curriculum Writing Bootcamp

Date & Time: June 3, 2019 and June 10, 2019 8:30 am - 3:30 pm*

Location: EdAdvance, Litchfield

Facilitator: Our Experienced Staff

Fee: $599 teams of 3-5 educators

Audience: Teams of educators who are tasked with writing curriculum

Description: Curriculum writing is one of the most expensive processes that a district can go through. The content of this session will help ensure that these curriculum investments result in a high quality sustainable product. Feedback for newly completed units following this training can also be built into the process to ensure fidelity of continued curriculum development. Build your capacity to develop high quality, standards-based curricula by:

- Developing an understanding of the essential elements of high quality curriculum documents aligned to EQuIP Rubric for High Quality Units of Instruction;
- Completing metacognitive deconstruction of the essential elements of a model unit; and
- Developing a deep understanding of standards and practices, including unwrapping standards to identify priority standards in each unit and actualizing the standards through instructional practice.

*Curriculum Writing Bootcamp may also be customized based on curriculum audits to best meet the needs of your school/district and facilitated on site. For more information, attend one of our Curriculum Audit and Writing Overview information sessions.

Curriculum Audits

Facilitator: Our Experienced Staff

Fee: To be determined as a result of the number of units and the content areas requested

Audience: School/District

Description: Our staff will use the same process it used on behalf of the CT Department of Education’s Turnaround Office for close support of priority districts in the analysis, audit, and delivery of feedback on existing curricula, Pre-K-12. This work has led to improved performance in several priority districts. We utilize the EQuIP quality review process with a focus on the effectiveness and usability of individual units and lessons to deepen student understanding. Audit results will be communicated in a detailed report outlining areas of strength and alignment to the EQuIP quality review standards as well as areas for improvement. We remain prepared to support with any desired next steps for continuous updates and implementation.

Curriculum Revision or Writing (Regionally or In-District)

Facilitator: Our Experienced Staff

Fee: To be determined as a result of the number of units and the content areas requested

Audience: School/District

Description: Our staff will use the same process it used on behalf of the CT Department of Education’s Turnaround Office to revise and/or write curriculum/units for your district that align with the expectations of the EQuIP quality rubric and build from strengths identified in existing curriculum. This work has led to improved performance in several priority districts. We remain prepared to support any desired next steps for curriculum development and implementation.
Utilizing Smarter Balanced Interim Assessments for Instruction and Assessment

Date & Time: October 23, 2018
8:30 am - 11:30 am
Location: EdAdvance, Litchfield
Facilitators: Susan Palma and Carrie Kilian Sirois
Fee: $65 includes continental breakfast
Audience: Grade 3-8 Teachers, Administrators, Test Coordinators, Instructional Coaches
Description: The Smarter Balanced Interim assessments can serve a variety of educator needs. They can be used to assess students’ progress and as an effective instructional tool. They provide educators the flexibility to access the test questions and their students’ responses to the questions as part of educators’ instructional process to address students’ relative strengths and needs for improvement.

Embedding SBAC-aligned Items Formatively to Support Learning

Date & Time: October 23, 2018
12:30 pm - 3:00 pm
Location: EdAdvance, Litchfield
Facilitators: Carrie Kilian Sirois and Susan Palma
Fee: $65 includes afternoon snack
Audience: Grade K - 8 Teachers, Administrators, Instructional Coaches, Test Coordinators
Description: In this session, participants learn how to effectively utilize the SBAC interim assessment blocks and embed like items at any grade to monitor student learning. Discussions will center around how to use the results of the assessment to improve instruction and student learning. Participants explore providing feedback and engaging students in the process of identifying their strengths and weaknesses in order to set goals and improve learning.

What is a Balanced Assessment System?

Date & Time: November 14, 2018
8:30 am - 3:30 pm
Location: EdAdvance, Litchfield
Facilitator: Susan Palma
Fee: $119 includes continental breakfast and lunch
Audience: Any educator involved with assessing students
Description: The purpose of this workshop is to recognize and understand the components of a school and district assessment system that is effectively balanced between formative and summative assessments. Areas of focus during the workshop are to:

- Identify connections between standards, curriculum, assessment purpose, and assessment practices.
- Identify the most effective use of current assessments
- Develop an assessment vision that can be communicated across the district and community to all stakeholders.
- Formulate an action plan to improve the capacity of the district, school and classroom to engage in assessment practices that support understanding of student achievement and promote high quality instruction and learning.
- Determine best assessment practices and policies that will result in improvements in student achievement.
- Understand how to complete an audit of existing assessments.
Assessment in the Trenches

Date & Time: January 8, 2019 (snowdate: January 15, 2019)
8:30 am - 3:30 pm
Location: EdAdvance, Danbury
Facilitator: Susan Palma
Fee: $129 includes continental breakfast and lunch
Audience: Any educator who wants to learn more about best practices in assessment
Description: Have your past learning experiences developed your assessment literacy? If not, considering attending this workshop. Participants will receive a dose of assessment literacy in this session to increase their knowledge of effective assessment practices. Reflecting on the work of various experts in assessment such as: Stiggins, Haladyna, Popham etc., participants will engage in activities focused on:

- Identifying clear and appropriate purposes for each assessment
- Creating or selecting quality learning targets that are to be assessed
- Understanding how to create and/or select high-quality assessments aligned to learning targets
- Employing a variety of assessments that are appropriate for the students and learning targets
- Using formative assessment to support student learning and aid students in the use of their own assessment results to take charge of their own learning success

Providing Effective Feedback to Improve Performance

Date & Time: March 12, 2019 (snowdate: March 14, 2019)
8:30 am - 3:30 pm
Location: EdAdvance, Litchfield
Facilitators: Carly Weiland Quiros and Susan Palma
Fee: $119 includes continental breakfast and lunch
Audience: Teachers, Instructional Coaches, Administrators
Description: Feedback that is individualized, descriptive and actionable helps improve performance. In this session, participants will learn how to use a universal feedback cycle (CAPA) - to Collect evidence, Analyze it, align it to the standard, and Process and Act on feedback leading to improved student/teacher performance achievement.

Teaching, Measuring, and Observing Critical Thinking - 21st Century Survival Skills

Date & Time: April 5, 2019
8:30 am - 3:30 pm
Location: EdAdvance, Litchfield
Facilitator: Our experienced staff
Fee: $119 includes continental breakfast and lunch
Audience: Teachers, Instructional Coaches, Administrators
Description: This session will focus on the use of a standards aligned critical thinking rubric to provide a coherent framework for setting expectations and providing consistent communication, evaluation, and effective feedback for teachers and students. This work has supported districts in measuring the high-leverage skill of critical thinking in K-12 students. The implementation of a critical thinking rubric through a process of social construction has contributed to a common understanding and an increase in the reliability of skill-based assessments throughout a school/district. Building a coherent framework for student assessment and effective feedback moves student achievement forward in a consistent manner aligned to teacher student learning objectives/goals.
Using Math Running Records to Assess Basic Fact Fluency

Date & Time: December 10, 2018
8:30 am - 3:30 pm
Location: EdAdvance, Litchfield
Facilitator: Susan Palma
Fee: $139 includes continental breakfast, lunch, and book - *Math Running Records in Action*
Audience: K-12 Math Educators and Instructional Coaches
Description: Participants will become neutral observers and learn to observe evidence of student learning in systemic and repeatable ways “using a research-based framework that tests the full scope of basic fluency - beyond quick answers” (Newton 2016). The use of math running records gives the necessary information to support the strategic planning of activities to support student computational thinking and the development of automaticity, flexibility, and efficiency in basic facts.

Strategies for Reliable Measurement of Critical Thinking and Higher Order Thinking Skills

Date & Time: October 16, 2018
8:30 am - 11:30 am
Location: EdAdvance, Litchfield
Facilitators: Elizabeth Radday, Ed.D and Kevin Glass
Fee: $59
Audience: Teachers, Instructional Coaches, Administrators
Description: Teachers and administrators are increasingly interested in measuring improvement in critical thinking skills in their students. Learn about the Critical Thinking Assessment Test (CAT) developed by Tennessee Tech and other reliable externally evaluated assessment tools that can be used with students to measure growth in critical thinking skills over time.

Building Principal and Coach Partnerships to Improve Learning for All

Date & Time: November 28, 2018
9:00 am - 2:00 pm
Location: EdAdvance, Litchfield
Facilitators: Carly Weiland Quiros and Susan Palma
Fee: $59 includes a copy of *Leading Student-Centered Coaching* by Diane Sweeney and Ann Mausback; Members of the ELA Coach PLC or Math Coach PLC participate at no cost
Audience: Building-based Principal and Coach Teams
Description: This purpose of this session, designed for administrators and their instructional coach(es) to attend together, is to support the development of a common vision and understanding of a school-based coaching model. Participants work collaboratively in district/school-based teams to consider the unique roles of coaches and principals, connect school improvement goals to coaching, and distinguish coaching from supervision. *Leading Student-Centered Coaching* by Diane Sweeney and Ann Mausback, will be used as a core text to support learning. By the end of the session, district/school-based teams will develop an action plan to implement and share work.

Increasing Student Ownership of Learning

Date & Time: October 17, 2018
8:30 am - 3:30 pm
Location: EdAdvance, Litchfield
Facilitator: Matt Mervis
Fee: $119 includes continental breakfast and lunch
Audience: Middle / HS Teachers, Instructional Coaches, Administrators
Description: The Skills21 program at EdAdvance works with schools, students, and teachers on the development of cutting edge STEM, New Media and Entrepreneurship student projects (both Capstone and team projects). This workshop will explore the Skills21 challenge-based learning model and help educators apply proven practices to increase both student ownership of learning and personalization of the learning process.
**Effective Pedagogy for English Learners - Theory vs. Practice**

**Date & Time:** September 19, 2018
8:30 am - 3:00 pm

**Location:** EdAdvance, Litchfield

**Facilitator:** Nancy Tracy, Regional EL Coordinator

**Fee:** $119.00 including continental breakfast and lunch

**Audience:** ESL/bilingual teachers, instructional coaches, K-12 teachers of ELs, coordinators, administrators

**Description:** In this professional learning experience, participants will explore theoretical frameworks for effective instruction for ELs to increase the capacity of teachers to meet the diverse needs of English learners in K-12 classrooms. By examining research-based practices and principles of best practice for English learners, CELP Standards, and second language acquisition theories, participants will understand how intentional decision-making about ELs can positively impact student performance. This workshop will support teachers of ELs in making instructional decisions about access for English learners, such as goal setting and language objectives, accessing texts and course content using technology tools, and constructing oral and written explanations or arguments, while focusing on meeting the course expectations.

**Systems and Structures to Support English Learners in the SRBI Process**

**Date & Time:** September 25, 2018
8:30 am - 3:00 pm

**Location:** EdAdvance, Litchfield

**Facilitator:** Nancy Tracy, Regional EL Coordinator

**Fee:** Free for participants. This professional learning opportunity is funded through Title III statewide activities funds.

**Audience:** Classroom teachers, instructional coaches, interventionists, TESOL/bilingual teachers, SRBI coordinators and team members, and administrators. Participants are encouraged to come in teams (e.g., secondary classroom teacher, coach/department chair, ESL teacher, administrator).

**Description:** In this session, participants will learn how to support English learners (ELs) in the Scientifically Research-Based Intervention (SRBI) process and analyze pedagogical approaches to meet the needs of the diverse population of English learners in both Tier I instruction and tiered interventions. By examining student cases, district data, and effective strategies, participants will utilize their new learning to outline best practices and decisions through the lens of second language acquisition, CELP standards, and state and federal policies. Participants will increase their capacity to use data effectively, advocate for needs of specific ELs, and develop appropriate goals and a plan for supports and accommodations for ELs. Learning Outcomes: Participants will understand how language development impacts success, and participants will engage in interactive learning experiences that examine factors for success for ELs, SRBI policies and procedures, and Second Language Acquisition. Participants will develop an advocacy toolkit to bring back to their districts and schools.

*Please Note: Participants should bring a laptop to access participant resources.*

**Accessing Inquiry for English Learners through Primary Sources**

**Date & Time:** October 10, 2018
8:00 am - 3:00 pm

**Location:** EdAdvance, Danbury

**Facilitator:** Nancy Tracy, EdAdvance EL Coordinator, together with Emerging America Director, Rich Cairn

**Fee:** $119.00 including continental breakfast and lunch

**Audience:** Teachers in History, Social Studies, English Language Arts, and the Humanities as well as Teachers of English as a Second Language. Also Librarians, Special Education Teachers, and other Specialists, Grades 4 - 12

**Description:** The Library of Congress Teaching with Primary Sources (TPS) Program at the Collaborative for Educational Services is making accessible to all learners – including English Learners – the best of inquiry-based instruction in social studies and humanities, using primary sources. Facilitators will guide teachers through effective strategies to support all learners. The course arose from a decade of work by history and humanities educators, historians, experts in teaching English Learners, and on research and classroom practices that support ALL learners. Course will feature exemplars of best practice based on the history of immigration and of foreign language communities in the U.S., using primary sources and analysis tools.

*Please Note: Participants should bring a laptop to access participant resources.*
Supports for Exceptional Learners

Teaching Oral Language Development and Foundational Reading Skills for English Learners

Date & Time: November 8, 2018 - 8:30 am - 3:00 pm
Location: EdAdvance, Litchfield
Facilitator: Nancy Tracy, Regional EL Coordinator
Fee: $119.00 including continental breakfast and lunch
Audience: PreK-3 elementary classroom teachers, instructional coaches, coordinators, TESOL/bilingual teachers, administrators.
Participants are encouraged to come in teams (e.g., classroom teacher, coach/department chair, ESL teacher, administrator).

Description: Participants in this professional learning experience will learn about the stages of second language acquisition and language proficiency levels in order to build capacity to make better instructional decisions about English learners (ELs) in their classrooms in oral language development and reading. Through interactive experiences, participants will see the importance of oral language development to build comprehension as reading proficiency and overall English proficiency develops in ELs. Participants will engage in research-based strategies that incorporate the five components of reading and address the needs of ELs. By the end of the workshop, participants will be able to utilize basic strategies and research new resources that will engage ELs in reading and reflect on this new learning in their classrooms/schools.

Please Note: Participants should bring a laptop to access participant resources.

Designing Accessible Learning Experiences for English Learners in Secondary Classrooms

Date & Time: December 12, 2018 - 8:30 am - 3:00 pm
Location: EdAdvance, Litchfield
Facilitator: Nancy Tracy, Regional EL Coordinator
Fee: $119.00 including continental breakfast and lunch
Audience: 6-12 secondary classroom teachers, instructional coaches, coordinators, TESOL/bilingual teachers, administrators.
Participants are encouraged to come in teams (e.g., secondary classroom teacher, coach/department chair, ESL teacher, administrator).

Description: Participants in this professional learning experience will learn about the impacts of second language acquisition on student performance and instructional strategies aligned to the principles of effective pedagogy for English learners to better meet the needs of all learners in secondary classrooms. By examining research-based practices for English learners and the principles of Universal Design for Learning (UDL), participants will understand how effective instruction for English learners is shaped by the students' strengths and abilities, not deficits, engage learners, and provide pathways to accessing the course content. This workshop will focus on critical points of access for English learners in planning, instruction, and assessment, such as goal setting and language objectives, accessing texts and courses content using technology tools, and constructing oral and written explanations or arguments, while focusing on meeting the course expectations.

Please Note: Participants should bring a laptop to access participant resources.

Digging to the Core: Respectful Tasks and Texts for English Learners in Secondary Classrooms

Date & Time: January 30, 2019 - 8:30 am - 3:00 pm
Location: EdAdvance, Litchfield
Facilitator: Nancy Tracy, Regional EL Coordinator
Fee: $119.00 including continental breakfast and lunch
Audience: 6-12 secondary classroom teachers, instructional coaches, coordinators, TESOL/bilingual teachers, administrators.
Participants are encouraged to come in teams (e.g., secondary classroom teacher, coach/department chair, ESL teacher, administrator).

Description: In this session, participants will learn how to engage English learners (ELs) at all proficiency levels in learning experiences in secondary classrooms. Participants will learn about the impacts of second language acquisition on student performance and what approaches teachers can use to meet the diverse needs of ELs and course goals, including using the CT English Language Proficiency (CELP) Standards. Participants will learn how to analyze tasks and texts for complexity and depth of knowledge with a focus on access points for ELs at all ability and proficiency levels. This workshop will focus on strategies for determining and designing critical points of access for English learners to complex texts and tasks in secondary courses and on creating a framework for effective lesson design to meet the diverse needs of ELs.

Please Note: Participants should bring a laptop to access participant resources.
Unpacking the Coaching and Self-Reflection Tool for Competency in Teaching English Learners

Date & Time: April 4, 2019
8:30 am - 3:00 pm
Location: EdAdvance, Litchfield
Facilitator: Nancy Tracy, Regional EL Coordinator
Fee: Free for participants. This professional learning opportunity is funded through Title III statewide activities funds.

Audience: While not intended for evaluative purposes, the tool will assist principals, coaches, and educators in collaborative conversations regarding the instructional shifts and rigor inherent in the Connecticut English Language Proficiency (CELP) Standards and best practices in teaching to the diverse cultural and linguistic needs of ELs.

Description: The Coaching and Self-Reflection Tool for Competency in Teaching English Learners is an interactive learning tool designed to support educators’ understanding of The Common Core of Teaching through the lens of effective practice for English learners (ELs). This resource was designed by the CT Strategic English Learner Partnership, a collaboration between the Connecticut State Department of Education (CSDE) and the Regional Educational Service Centers (RESCs) to support all educators in their work with ELs.

The tool is organized by the domains and indicators from the CCT Rubric for Effective Teaching 2016 and provides:

- A research base relevant to ELs
- Examples of highly effective practices with hyperlinks to examples, resources, and videos
- Sample “might sees” describing diverse classroom scenarios of best practices in action; and
- Sample questions for coaching and self-reflection

Please Note: Participants should bring a laptop to access participant resources.

Scaffolding to Support English Language Development (Elementary)

Date & Time: May 1, 2019
8:30 am - 3:00 pm
Location: EdAdvance, Litchfield
Facilitator: Nancy Tracy, Regional EL Coordinator
Fee: $119.00 including continental breakfast and lunch

Audience: K-5 Elementary classroom teachers, instructional coaches, coordinators, TESOL/Bilingual teachers, administrators. Participants are encouraged to come in teams (e.g. elementary classroom teacher, instructional coach/ department chair, ESL Teacher, administrator.

Description: Participants will learn about the benefits of effective, thoughtful strategies for English Learners as well as discover eight specific, high-yielding scaffolding practices to support their students in processing new learning and achieving learning goals in elementary classrooms. By examining research-based scaffolding techniques for ELs, participants will understand how scaffolds enable all students to experience, rather than avoid, the complexity of texts required by the Common Core State Standards. Participants will learn to scaffold literacy instruction and will be given opportunities to best determine what conscientious decisions to make when planning instruction and designing lessons to help students access complex text, to accelerate more ready learners, and to ensure their success in the classroom.

Please Note: Participants should bring a laptop to access participant resources.
Supports for Exceptional Learners

Title III Services

EdAdvance can provide the following customizable Title III reimbursable services.

Assessment
- Administer identification/screening/placement tests for new students - LAS Placement, Pre-LAS
- Administer state required annual assessments (i.e. LAS Links Form C/D)
- Assist with diagnostic testing for SRBI, Special Education identification

Instruction
- Consultation with district staff on different models for delivery of service (Sheltered Instruction Observation Protocol/SIOP, pull-out, push-in, structured English Immersion)
- Modeling best practices in classes
- Direct tutoring of students
- Identify/recommend appropriate instructional resources, including digital tools to assist in language proficiency and accessing the curriculum
- Assist in modifying assignments

Consulting
- Work with district staff to develop procedures and protocols for student identification, determination and monitoring of services for academic support and language proficiency, determining responsibility for service delivery and monitoring (district handbook)
- Assist districts in designing an entry plan and toolkit to welcome and orient new students and families
- Assist districts in required state reporting and family notification
- Co-planning with teachers
- Advise districts on changes in legislative or CSDE requirements

Professional Learning
- Language acquisition
- Linguistic supports
- CT English Language Proficiency Standards
- LAS Links and other assessment tools
- Culturally relevant/responsive instruction

Contact Nancy Tracy, Regional EL Coordinator for information on any or all of these Title III Services, 860-567-0863, tracy@edadvance.org
Support for Improved Social and Emotional Learning

Date & Time: November 2, 2018
9:00 am - 11:00 am
Location: EdAdvance, Litchfield
Facilitator: Jonathan Costa and other EdAdvance staff
Fee: Free
Audience: All educational leaders and decision makers

Description: It is generally acknowledged that today’s school-age youth are showing increasing signs of a variety of different dysfunctional social and emotional behaviors. Caused by stresses in their lives and amplified by social media, these issues pose a threat to the long-term health safety of our students. Area districts, supported by staff and resources at EdAdvance, have begun forming coalitions and accessing resources designed to help districts respond to this growing need. This session will provide participants with information on the training and intervention resources that are available to local school districts as each one seeks an appropriate local response on behalf its students.

Positive Behavioral Interventions and Supports (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is a comprehensive framework that guides school and district teams on implementing support systems to enhance academic and social success for all students. The multi-tiered systems approach promotes adopting a continuum of evidence-based effective practices, emphasizing the use of information and data to make decisions, and using a team-based instructional approach to prevent behavioral problems.

EdAdvance offers training for school-based teams following the National Technical Assistance Center on PBIS model that supports the development of sustainable systems over a three-year training period. The three-year training process, a reflection of research of systemic change, offers the opportunity for schools to build lasting, flexible structures to address changing needs over time. As a result of participation, school-based teams increase their capacity to select and monitor practices, effectively use data as a guide for decision-making and build multi-tiered systems of support for all students, staff and families in the school community.

Contact Susan Palma, Certified PBIS trainer, for information about training and implementation of PBIS in your school/district 860-567-0863 or palma@edadvance.org.

Software and Instructional Tools

EdAdvance has developed unique relationships with software and content partners that we believe serve our district’s interests in either unique or superior ways. Each of the following products has demonstrated its ability to improve practice and support student success in a way that is market-leading and high-value.

- **Countability** - Countability© is an easy-to-use mobile app that bridges the current information and communication gaps in school emergencies. Designed to be an integral part of a school’s emergency procedures, Countability© sets a new standard for emergency preparedness, integrating with PowerSchool and other SMS products to manage student locations and procedures in real time.

- **Odysseyware** - Odysseyware® is an innovative, multimedia-enriched online curriculum company. Odysseyware® personalized instructional tools provide 21st-century educational solutions by offering courses in core subjects along with enriching electives, CTE, and professional development. Used by schools across the country for both credit recovery and enrichment purposes, Odysseyware® can support your instructional program in a cost effective fashion.

- **Thoughtexchange** - Thoughtexchange® is an online collaboration tool that helps leaders and teams communicate so they can turn everyday challenges into opportunities to engage their team and constituents and make progress. Thoughtexchange® makes it easy to understand what agreements and ideas exist within your organization, which have the most support, and how they might benefit everyone and does it all through any available device in real-time.

- **LiveBook** - LiveBook© allows district administrators and teachers to organize, analyze, and display all of the public and local data they need to make productive continuous improvement decisions and to understand how their actions impact student performance.

Contact Jonathan Costa, Assistant Executive Director for information on any or all of these special tools. 860-567-0863, costa@edadvance.org
Special and Unique Services

K-12 Academic/Therapeutic Outplacement Programs
ACCESS provides full academic year (180 day) Outplacement Programs at its Danbury and Torrington locations for K-12 students who experience challenges in a mainstream school setting. The program supports each student’s individual needs for personal and academic success.

Short-term Diagnostic & Learning Center Services
The Diagnostic & Learning Center provides comprehensive evaluations to identify and plan for each student’s academic and social development needs.

Expelled Student Educational Programs
This program provides full or partial year academic services for expelled students, customized to district needs. Students receive 5-10 hours of direct academic instruction at ACCESS each week, as well as therapeutic and other required services (including drug testing as indicated). For the remaining time each week, students receive blended learning instruction using Odysseyware®, supervised by our certified teachers.

Summer Credit Recovery Programs
Certified teaching staff at ACCESS provide tutoring in core academic areas and personalized instruction for credit recovery. Flexible scheduling is available based on the needs of the student and district.

Our program options include academic year, summer, and short term programs. Pricing and scheduling are based on district and student requirements for success.
Preschool Development: What to Expect and How to Respond to Our Youngest Students

Date, Time & Location: To be determined by the district
Facilitator: Kristen Kennen, M.S., Early Childhood Specialist/EdAdvance
Fee: $250 for 2-hour training, up to as many participants as needed per district
Audience: Paraprofessionals working in a PreK classroom

Description: Designed specifically for paraprofessionals with limited or no preschool experience, this workshop will address the Connecticut Core Knowledge and Competency Framework domain of Promoting Child Development and Learning. Participants will understand general principles of development including domains, stages, and milestones and recognize the unique learning needs of children during this time of development. Time will be provided for participants to reflect on how their current practices are aligned to preschoolers' needs and to develop goals to ensure classrooms are meeting expectations of developmentally appropriate practice.

Promoting Children’s Success: Social Emotional Development within the Context of Relationships and Supportive Environments

Date, Time & Location: November 6, 2018
8:30 am - 3:30 pm
EdAdvance, Danbury

Facilitators: Donna Delohery, Early Childhood Specialist and Lori Borysewicz, Coordinator, Plymouth Family Resource Center

Fee: $40 per person, lunch on your own
Audience: PreK Teachers, Kindergarten Teachers, Administrators, school social workers, and other staff that work with younger children in schools

Description: Young children’s social/emotional development has a significant impact on learning and growth in all domains of their development. This interactive and reflective session was created by the CT Office of Early Childhood using materials from the Center on the Social and Emotional Foundations for Early Learning- CSEFEL (Vanderbilt University). It will allow participants to define what social and emotional development is for young children, learn strategies that foster positive relationships with children and families, reflect on how culture influences our approaches to children, and recognize that young children’s behavior and communication are meaningful when used to meet their individual needs. The Pyramid Model is a tiered model of supporting young children and the content of this session will increase teachers’ capacities to improve the social and emotional outcomes for children aged birth through five.

McKinney-Vento Homeless Assistance Act Overview; Understanding the Law, Implications for Districts, and the Effects of Trauma on Children and Families Experiencing Homelessness

Date, Time & Location: October 17, 2018
8:30 am - 11:30 am
EdAdvance, Litchfield

October 18, 2018
8:30 am - 11:30 am
EdAdvance, Danbury

Facilitators: Michelle Anderson, MSW (EdAdvance’s McKinney-Vento Liaison) and Anne Giordano, M.A. (Early Childhood Specialist EdAdvance)

Fee: No cost - light breakfast included
Audience: This workshop is appropriate for administrators, school social workers, homeless liaisons, and other staff who interface with families experiencing homelessness or housing instability.

Description: There are an estimated 2 million children that are homeless annually in our nation’s schools. The Federal McKinney-Vento Homeless Assistance Act provides numerous rights and services for children and youth experiencing homelessness. Every school district in our country must adhere to this legislation and have an assigned point person to serve as the McKinney-Vento Liaison. The legislation is focused on improving PreK-12 educational access and success for students experiencing homelessness. This workshop will explore identification, eligibility and enrollment of homeless students, the role of the liaisons, school selection, transportation, dispute resolutions, and more. It can serve as a refresher course or for school personnel new to the law. There will be discussion on the significant impact homelessness has on the social and emotional health and well-being of young children, students, and families.
Preschool Network

Dates & Times: October 18, 2018
8:30 am - 11:30 am
Consolidated School, New Fairfield

January, 2019 (Date to be determined)*
8:30 am - 11:30 am

March, 2019 (Date to be determined)*
8:30 am - 11:30 am

May, 2019 (Date to be determined)*
8:30 am - 11:30 am

Location: October 18, Consolidated School, New Fairfield
*The three additional network dates in January, March and May, as well as, locations will be determined by the network group. It is the vision of the group to rotate meeting locations in the buildings where participants preschools are housed. This will provide an opportunity for the group to explore our colleagues programs.

Facilitators: Carrie Kilian Sirois and Andrienne Longobucco

Fee: $99 for all four sessions - $79 per person for schools/districts with more than one person attending.

Audience: Calling all pre-k teachers and directors, public and private!

Description: The goal of these sessions is to provide participants with an opportunity to network with other preschool teachers and directors on a variety of preschool related topics while providing a collaborative place where colleagues can share ideas and brainstorm solutions together. Topics may include but are not exclusive to implementing the pre-k standards into a developmentally appropriate, play based environment curriculum, integration of support services, developmentally appropriate assessment, communicating with parents, and pre-k screenings. The agenda for each networking session will be driven by the needs of the participants.