

Case Partner Training: Building Collaborative Partnerships with Colleagues

In this era of accountability — including the requirements of the *No Child Left Behind Act* (NCLB) and the reauthorization of the *Individuals with Disabilities Education Act* (IDEA) — it is essential to develop a collaborative and supportive climate in schools. The *Early Intervention Project* (EIP) advocates the use of collegial support to assist classroom teachers to improve the academic and behavioral progress of all students. Schools implementing EIP have found the utilization of case partners to support colleagues as a crucial feature in the efficiency of the early intervention process. Case partners can be classroom teachers (including general education, special education, and special area teachers), student support services professionals, or administrators.

This two-part session will address the essential skills that are needed to build a collaborative school culture and become an effective case partner in the early intervention process. It will examine levels of support that can be provided in order to address a variety of needs, including defining a focus area of improvement, implementing interventions, and monitoring student progress.

Participants in this professional development activity will:

- develop effective communication skills, including questioning techniques, in order to enhance strategic decision making for student learning;
- identify levels/types of support used to enhance collaboration and support student growth;
- examine how indicators of strategic decision making can foster the development of effective action plans for addressing specific student needs; and
- determine what assessment information can be utilized to identify a student's focus area for improvement, as well as how it can be utilized to define specific benchmarks for monitoring student growth.

Dates, Time, Location:

Friday, October 26, 2007

and

Thursday, January 10, 2008

9:00 a.m. to 3:30 p.m.

Hilton Garden Inn, Glastonbury

Snow Date:

Friday, February 1, 2008

Presenters:

Rochelle Abraitis

David R. Grice

Consultants, SERC

Audience: PreK-Grade 12

Fifty (50) participants in teams of two or more per session. Teams are required for participation. Teams may consist of district and building-level administrators, general and special educators, and student support services professionals.

Attendance by building principals is strongly encouraged.

CEUs: 1.5

Includes:

Full Attendance (Both Sessions)
Intersession Application of Learning

Registration Fee:

\$50.00 per person

Payable to Rensselaer at Hartford
Payment is due prior to the session upon confirmation of participation.

Questions/Special Needs:

Contact: **Ildiko S. Reno**

Senior Project Assistant

(860) 632-1485, ext. 241

Register By:

October 16, 2007

Please return application to SERC, EIP, 25 Industrial Park Road, Middletown, CT 06457-1520. Participants will be selected on a first come, first served basis with regional consideration. Applicants will receive written confirmation regarding participation shortly after the registration closing date. The registration fee is payable upon notice of acceptance.

APPLICATION FORM: **Case Partner Training**

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(Please print clearly.)

District/Region _____ School/Program _____ Work Phone () _____

Team Member #1 _____ Home Phone () _____

Home Address _____ City _____ Zip Code _____

Position/Role _____ Grade Level _____ Email (Please Print.) _____

Team Member #2 _____ Home Phone () _____

Home Address _____ City _____ Zip Code _____

Position/Role _____ Grade Level _____ Email (Please Print.) _____

Release time is approved for educators: Administrator's Signature is required _____

In which region do you receive/provide services? ___ ACES // ___ CES // ___ CREC // ___ EASTCONN // ___ ED CONNECTION // ___ LEARN

(The application form may be duplicated for a maximum of two additional team members.)



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Early Intervention Project