

## Professional Development Workshops for Grades K-8

Our **2017-2018 workshop series** is focused on acknowledging how diverse the needs are of districts preparing for success on **PARCC**. Given the nearly endless iterations of curriculum platforms and instructional norms that exist across schools and districts, our workshops offer individual opportunities to **better align curriculum and instruction with PARCC readiness**, at any level and with as much depth as necessary. Despite each workshop's ability to stand alone, the **workshop series** is designed to offer scaffolded layers of support, essentially allowing schools and districts to determine in advance, their level of need, and to plan to attend workshops accordingly. Where greater support and scaffolding might be necessary or desired, participant schools can decide to send representatives to attend multiple sessions that build on one another to ensure more aggressive intervention and support. Where only a less intensive layer of support is required, schools can select the session(s) best suited to sync to their specific needs and curricular and instructional realities. As in past years, the workshops are carefully sequenced and paced with the school year and schools would benefit most having participant teachers and/or coaches attend all four Grades 3-8 workshops.

At our first Grades 3-8 workshop on **October 26, 2017**, "**Mastering PARCC from Day One**," participants will very deliberately be trained in identifying the places where their current curriculum and/or instructional platform may be inadequate to prepare students for PARCC, and will set out to make revisions and adjustments in order to establish a systemic approach to ensuring stronger preparation moving forward. By adjusting prompts, questioning, adding *Depth of Knowledge Level 4* questions in the right places, and ensuring on-demand assessments strategically placed throughout an arc of intentional instruction, participants will learn how to customize their culture of PARCC-preparedness.

Our second Grades 3-8 workshop on **November 30, 2017**, "**PARCC-Aligned Curriculum**," will provide teachers with a clear and comprehensive list of **non-negotiable PARCC proficiencies** that students must master in order to succeed on that test. This list has been expanded and participants will drill down to uncover the best approaches for teaching students the skills they need to succeed. The emphasis will be placed on providing participants with a toolkit of process writing strategies, resources, and artifacts, all designed to emphasize the teaching and learning of core skills. Participants will depart as PARCC experts, understanding the architecture of the test completely. In addition, participants will understand the test specifications inside and out, and will have tools to address each one.

Our third Grades 3-8 workshop on **January 24, 2018**, "**Understanding PARCC Inside-and-Out**," will drill down further and explore the independent tasks PARCC uses for its testing. This exploration will provide participants the opportunity to better understand not only what PARCC has used in the past, but also how best to craft PARCC-reliable assessments and tasks in the present and the future. Attendees will be provided with exemplars and samples, and will be offered the chance for facilitated time to develop their own assessments with PARCC-fidelity. In addition, this workshop will provide participants with resources designed to support struggling students, allowing for a broader set of instruction to address diverse student populations and abilities. Attendees will depart with a blueprint for how best to ensure the implementation of a PARCC-prep approach with the greatest fidelity.

Our final Grades 3-8 workshop on **February 27, 2018, “Increasing PARCC Proficiency,”** will focus on providing participants with everything they need to implement *Speed Drills 2.0*, an updated and augmented set of instructional activities designed to be embedded within thoughtful and intentional teaching and assessment. Rather than “drop-everything-and-PARCC,” *Speed Drills 2.0* takes the approach of preparing students in the most authentic ways possible, infused in the existing curriculum. These drills will guarantee teacher collection of targeted data, and will further provide broad **and** deep skills-building and proficiency acquisition. The toolbox participants will receive at this workshop will include the drills themselves (dramatically expanded from years past), as well as updated assessments, and task-specific questions.

We are also pleased to present a stand-alone Grades K-2 workshop on **January 25, 2018, “Understanding PARCC in Grades K-2”** specifically for **Grades K-2 teachers and administrators.** This workshop will provide training in how to make Close Reading, writing to sources, text-dependent questions and crucial higher-order questioning relevant to the younger students in the primary grades. We will explore how best to “norm” instruction expectations related to Close Reading and PARCC-like tasks in developmentally appropriate ways to keep teaching and learning highly complex while ensuring that students can meet these intense expectations.

### **Workshop Series 2017-2018:**

#### **GRADES K-2:**

**Thursday, January 25, 2018**

UNDERSTANDING PARCC IN GRADES K-2;

*Norming Instruction to Set Students Up for Success with Complex Reading and Writing*

#### **GRADES 3-8:**

**Thursday, October 26, 2017**

MASTERING PARCC FROM DAY ONE;

*Increasing Student Achievement and Ensuring Testing Success*

**Thursday, November 30, 2017**

PARCC-ALIGNED CURRICULUM;

*Supporting Student Achievement by Aligning Instruction with Curricular Frameworks*

**Wednesday, January 24, 2018**

UNDERSTANDING PARCC INSIDE-AND-OUT;

*Matching Close Reading and Thoughtful Instruction to the PARCC Assessment*

**Tuesday, February 27, 2018**

INCREASING PARCC PROFICIENCY;

*A Shorter-Range Plan for Effective Test Preparation*

## ONE WORKSHOP FOR **GRADES K-2** EDUCATORS

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Thursday, January 25, 2018

### **UNDERSTANDING PARCC IN GRADES K-2**

Norming Instruction to Set Students Up for Success with  
Complex Reading and Writing

#### **Audience:**

Grades K-2 Teachers, Special Education Teachers, Teaching Aides, Teaching Assistants, Tutors, Literacy Coaches, Reading Specialists and Administrators

#### **Workshop Objectives:**

Now more than ever, K-2 teachers feel responsible for making sure that students are equipped with the foundational skills and competencies to be successful in the elementary grades, while also ensuring that students acquire the proficiencies related to high-stakes assessments such as the **PARCC**.

With **PARCC** having been administered for the past three years, Schillinger Educational Consultants is now able to identify the priority proficiencies that students must master in order to be successful on this assessment. In this workshop, participants will be trained in how to “**norm**” these **priority skills and strategies** so that students benefit from years of exposure to, and experience with, **core complex Reading and Writing** understandings. Participants will become well-versed in developing **Close Reading** lesson sequences to incorporate into their existing resources to ensure appropriate text complexity and questioning rigor. Participants will be trained in how to facilitate and scaffold “**writing to sources**,” blending existing strategies with close, analytical reading to prepare students for the challenges of **PARCC** and beyond.

#### **Take-Aways:**

Teachers will gain an understanding of how to provide day-to-day exemplary instruction that is research-based and appropriately complex, and also acquire methods for norming sets of crucial instructional expectations linked to the high-stakes testing students are already responsible for as early as third grade. To “get a jump” on ensuring that students are confident readers and writers of complex text, this workshop will strike a balance in order to provide “the best of both worlds” to participants.

*For information on workshop location, schedule and registration fee, see page 10.*

## 4 WORKSHOPS FOR GRADES 3-8 EDUCATORS



Thursday, October 26, 2017

### MASTERING PARCC FROM DAY ONE

Increasing Student Achievement and Ensuring Testing Success

#### Audience:

Grades 3-8 LAL Teachers, Tutors, Basic Skills Teachers. Special Education Teachers, Literacy Coaches, RTI Teachers or Administrators, Testing Coordinators and Administrators

#### Workshop Objectives:

This **first workshop** for educators in **Grades 3-8** is designed to create a PARCC-readiness culture in teachers' classrooms so that instruction can be focused like a laser on building PARCC proficiencies in students as comprehensively and completely as possible. **Participants will be trained in the culture of PARCC-preparedness which includes:**

- Creating a strategic classroom in which the instructional environment supports students with specific anchor charts, resources and scaffolds specifically linked to PARCC proficiencies,
- Making adjustments to student writing to address the kinds of prompts they will encounter on PARCC and linking them to existing classroom structures and reading and writing platforms such as Writing Workshop, Reading Workshop, Balanced Literacy, and Basal reading programs,
- Making adjustments to existing assessments to better align with PARCC requirements, allowing participants to teach key skills and strategies, as well as assess student proficiency continuously, thereby determining where students are, and how best to get them where they need to be, and
- Adjusting reading in the classroom to accommodate an increase in Close Reading of Complex Text across daily instruction, including inserting higher-order thinking questions and prompts into an existing curriculum, as well as including text-dependent tasks and prompts that students must respond to following their analysis of the text(s) being read.

The Schillinger Educational Consultants PARCC culture methodologies are designed work effectively in any curriculum and instructional framework, helping to focus on the core PARCC proficiencies without overwhelming daily instruction with endless “PARCC-practice.” Schools and school districts often use different curriculum platforms, leading to idiosyncratic, difficult-to-assess approaches to maximizing student achievement on assessments. At this workshop, **participants will be trained in methodologies to sync the various parts of a school's curriculum and approaches to universally accepted research-validated best practices to provide the most aggressive support possible to students' learning to succeed on PARCC.**

**Close Reading** methodologies provide an ideal platform from which to determine student proficiencies around “writing to sources” and offers teachers and students the opportunity to build these skills within existing reading and writing experiences. Schillinger Educational Consultants has developed multiple strategies to support students in their acquisition of analytical reading and writing skills, as well as to synthesize texts insightfully, and write about them analytically. Giving students months to practice these skills and strategies and by providing them with key learning artifacts early in the year, such as **Evidence Stems** bookmarks and **Elaboration Stems** bookmarks, will increase the likelihood that they will more permanently internalize these proficiencies.

Participants will also be introduced to the concept and practices related to **Speed Drills**, a unique set of instructional experiences developed to accelerate student PARCC-learning. When used closer to testing (see February 27, 2018 workshop offering on pages 8 and 9), these drills can increase proficiency quickly and effectively. When these short bursts of targeted instruction are embedded into the curriculum earlier

on, they help to lay the foundation for a long and productive ramp that supports student achievement on PARCC through foundational skills-building over time. In this workshop, these targeted testing skills have been adapted to be rolled out early in the school year to allow for student acquisition of skills over a longer period of time. Carefully sequenced, these strategies represent a set of activities and lessons designed to, as much as possible, **break down the PARCC assessment into its smallest, most elemental pieces**. They are designed to be used to provide brisk, consistent, exemplary instruction to students for short periods, but with greater frequency. Eventually, these targeted skills and strategies become so prevalent in the students' daily routines (even if it is just for a few minutes a day) that the students internalize the skill or strategy as a normed part of their learning, therewith making it a permanent part of their schema. Each PARCC proficiency has been converted into classroom activities that can be taught, practiced and assessed. Some proficiencies include;

- Determining character traits using text evidence
- Separating relevant from non-relevant information and the strongest evidence to support a claim
- Identifying theme and/or main idea in a text
- Identifying key details that make up a main idea
- Finding text evidence to support a theme
- Selecting a theme and tracking how it is developed
- Tracking characters' words, actions and thoughts, and establishing character traits from them
- Identifying elements of figurative language and literary devices
- Rewriting narrative text from alternative points of view
- Extending existing narrative writing

For participants who have attended our *Speed Drills* workshops closer to testing in the past, this workshop takes a significantly different approach, training teachers in how to implement targeted *Speed Drill*-like strategies consistently throughout the year and throughout the curriculum.

### **Take Aways:**

Participants will be provided with every resource necessary to develop their PARCC-readiness plan. This will include training and resources linked to revising assessments to better align with PARCC, adjusting prompts, tasks, and questioning to better align with standardized testing, and the insertion of Close Reading experiences for students to practice reading and analyzing complex texts and writing in response to those texts.

Participants will be provided with the resources to ensure daily PARCC-readiness skills through shorter bursts of targeted instruction carefully intertwined with the generalized best practices in daily use. Participants will receive a target skills resource packet with over 30 flexible activities and lesson parts to use continuously at their discretion to increase student achievement. Participants will be trained in how to embed these activities into daily instruction and into the curriculum platforms present in their schools.

*For information on workshop location, schedule and registration fee, see page 10.*

## 4 WORKSHOPS FOR GRADES 3-8 EDUCATORS

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Thursday, November 30, 2017

### PARCC-ALIGNED CURRICULUM

Supporting Student Achievement by Aligning Instruction with  
Curricular Frameworks

#### Audience:

Grades 3-8 LAL Teachers, Tutors, Basic Skills Teachers. Special Education Teachers, Literacy Coaches, RTI Teachers or Administrators, Testing Coordinators and Administrators

#### Workshop Objectives:

This **second workshop** for **Grades 3-8** educators will provide participants with a roadmap for how best to align the research-validated best practices in reading, writing, and word learning with any of the curriculum platforms currently being implemented in schools. Whether schools are adopting new curriculum frameworks, or hoping to augment and maximize the effectiveness of existing curricula, the bottom line is that no curriculum platform is perfect for preparing students for standardized testing. Basal reading programs often fail to address writing in any substantial or effective way, and writing and reading workshop frameworks, despite providing effective instructional opportunities at times, often fail to provide enough instruction and practice related to on-demand writing across multiple sources.

This workshop will focus on providing participants with the **non-negotiable instructional elements** that *must* be embedded into any curriculum in order for that curriculum to effectively support student achievement on PARCC. Specifically, participants will be provided with strategies and resources for ensuring a balance in any curriculum framework between **process writing** (which is critical for teaching students the skills, strategies and proficiencies necessary to be successful on PARCC) and the on-demand, **writing-to-sources** that PARCC requires. Participants will also be provided with specific resources designed to support student achievement in writing to process their reading, which is the most-tested proficiency on PARCC.

Critically, participants will be trained in the architecture, format and structure of sample PARCC tasks. They will be provided with exemplary samples of how best to embed PARCC-like tasks into any curriculum platform in order to ensure that students are continuously practicing the most PARCC-specific proficiencies, while teachers gather data to inform their subsequent remediation and follow-up teaching. Participants will leave this workshop with an articulated plan in place to implement either in their own classrooms, or more broadly at their schools or in their districts, designed to ensure that PARCC-preparation is thoughtful, intentional, continuous, and embedded “invisibly” in the curriculum platforms being implemented. **The key is to have students to prepare for the complexities of PARCC without having to set aside existing curricula** (which can happen when there is a lack of alignment between curriculum platforms and the requirements of PARCC), **and instead make the necessary “adjustments” to existing curricula to accommodate strategic, targeted, PARCC readiness.**

#### Take Aways:

Participants will leave this workshop with a **clear matrix of non-negotiable proficiencies** that students must master to succeed on PARCC. Participants will receive a **Teacher Toolkit** of strategies, resources, and additional instructional materials designed to scaffold and support student acquisition of these non-negotiable proficiencies.

*For information on workshop location, schedule and registration fee, see page 10.*

## 4 WORKSHOPS FOR GRADES 3-8 EDUCATORS

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Wednesday, January 24, 2018

### UNDERSTANDING PARCC INSIDE-AND-OUT

Matching Close Reading and Thoughtful Instruction to the PARCC Assessment

#### Audience:

Grades 3-8 LAL Teachers, Tutors, Basic Skills Teachers. Special Education Teachers, Literacy Coaches, RTI Teachers or Administrators, Testing Coordinators and Administrators

#### Workshop Objectives:

This **third Grades 3-8** workshop will offer participants a clear and comprehensive analysis of exactly what kinds of readings, questions, writing tasks, and proficiencies PARCC is “made of.” We now have data from numerous years of testing to analyze and interpret in order to grasp the patterns that have emerged related to the kinds of questions and tasks “privileged” and preferred by PARCC. The test has been consistently constructed, with question and task-types repeating themselves frequently and methodically.

This workshop will investigate these **PARCC patterns**. Participants will analyze the types of questions and tasks that show up most frequently, as well as explore the task sample in order to intuit instructional priorities from them. Each prioritized task will be linked back to the *Test Specifications* originally released prior to the initial implementation of PARCC, so that participants can understand why tasks are developed the way they are and how likely it is that such tasks will be repeated in future tests. Participants will also be led through an extensive investigation of **Close Reading**, and the role it plays in addressing PARCC-like tasks and the acquisition of core proficiencies.

Participants will be trained in a careful sequence of analysis that they will be able to replicate in their own classrooms and schools. This analysis is focused on the emphasis PARCC places on;

- Literary characterization and how authors use characters’ words and action to develop them
- Literary theme and how authors use literary devices and other methods to develop those themes
- Text structure
- Synthesis of multiple texts (reading across texts)
- Readers’ ability to analyze author’s craft

This workshop will also explore *subset* proficiencies such as identifying the central or main idea, and evaluating the strength of evidence being used to support a claim, for example. Participants will be trained in how to use this critical data to develop;

- Instructional sequences, including Close Reading
- Approaches for supporting struggling students, especially with complex tasks
- Assessments to ensure that teachers are always collecting relevant data to inform their teaching

#### Take Aways:

Participants will receive a **Teacher Toolkit** specifically aligned to the development of PARCC-authentic tasks, the creation of PARCC-specific assessments, and instructional materials to support struggling students with synthesizing complex texts, and writing responses across those texts. Participants will receive materials aligned with Close Reading lessons, as well as tools they can use to insert Close Reading routinely into their teaching. The critical take-away will be training in the **patterned, non-negotiable tasks PARCC** uses, as well as the instructional approaches best suited to ensure student mastery.

*For information on workshop location, schedule and registration fee, see page 10.*

## 4 WORKSHOPS FOR GRADES 3-8 EDUCATORS

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Tuesday, February 27, 2018

### INCREASING PARCC PROFICIENCY

A Shorter-Range Plan for Effective Test Preparation

#### Audience:

Grades 3-8 LAL Teachers, Tutors, Basic Skills Teachers. Special Education Teachers, Literacy Coaches, RTI Teachers or Administrators, Testing Coordinators and Administrators

#### Workshop Objectives:

This **fourth** and final **Grades 3-8** workshop is designed to achieve multiple core outcomes. There is no longer a great deal of time before PARCC testing, and despite year-long efforts to prepare students for the test, there are still students who are struggling to demonstrate proficiency. This workshop is designed to address the “short ramp” to testing by providing participants with training in a targeted approach, including the isolation of very specific PARCC tasks (*Literary Analysis Tasks, Research Simulation Tasks, Narrative Writing Tasks, as well as Evidence-Based Selected Response and Technology-Enhanced Constructed Responses*) and the training in methodologies and resources specifically designed to address those tasks. These methodologies and materials will include graphic organizers, writing frames, advanced organizers, and exemplars designed to provide students with the more specific, direct access to successful responses and approaches to these PARCC tasks. Participants will be provided with exemplars reverse-engineered from exemplary released responses, and provided with classroom-ready resources designed to provide the highest levels of scaffolded support. These supports will come with instruction designed to remove scaffolding over the short term allowing students – even struggling students – to be successful after relatively short instructional periods of teaching and learning.

Another critical tool developed by Schillinger Educational Consultants is an instructional approach called *Speed Drills*, a uniquely specific set of activities and lessons designed to, as much as possible, break down the PARCC assessment into its smallest, most discrete parts. Each *Speed Drill* is designed to be used to provide brisk, targeted, strategic instruction to students for relatively short periods, but with greater frequency, therewith increasing the number of “touches” students get on each proficiency. In a perfect world, *Speed Drill* skills and strategies become so prevalent in the student’s daily routines that the students internalize the skill or strategy as a matter of course, making it a permanent part of their learning.

This workshop builds substantially on the success that *Speed Drills* has experienced in many districts and many classrooms. Beyond simply providing more resources (more tasks, more prompts, more assessments), workshop participants will be introduced to a broader range of drills that can be used not only in Literacy and Language Arts classrooms, but also across the content areas, allowing teachers greater flexibility to prepare students as testing grows closer. New to this year’s workshop are *Speed Drills* linked to vocabulary and word learning, as well as several sets of *Speed Drills* specifically designed for immediate-impact success with analytical reading and writing.

We offer a full-year approach to *Speed Drills* in our first workshop on **October 26, 2017, Mastering PARCC from Day One** (see pages 4 and 5) that will provide opportunities for students to internalize the skills and strategies as a normed part of their learning over the course of the school year, thereby increasing its permanence and effectiveness. As we now get closer to testing, *Speed Drills 2.0* training offered in this fourth workshop is focused on short-term, immediate results.

Training in **Speed Drills 2.0** proficiencies six to eight weeks before testing include;

- Determining character traits using text evidence
- Separating relevant and non-relevant information
- Identifying the strongest evidence to support a claim
- Identifying theme and/or main idea in a text
- Finding text evidence to support a theme
- Selecting a theme and tracking how it is developed in literature
- Selecting a central/main idea and tracking how it is developed in non-fiction
- Tracking characters' words, actions and thoughts, and establishing character traits from them
- Identifying elements of figurative language and literary devices
- Writing across multiple texts that share a theme or central/main idea
- Analyzing the impact text structure has on the theme, plot or central/main idea in a literary or non-fiction text
- Rewriting narrative text from alternative points of view
- Extending existing narrative writing

### **Take Aways:**

Workshop participants will receive a substantial amount of instructional strategies designed not only to provide students with targeted and strategic teaching to build PARCC-specific proficiencies, but also to break these proficiencies down into their elemental parts, allowing teachers the flexibility to build instruction that is customized and based specifically on the assessment data that they are collecting. Participants will be provided with the assessments that link directly to the strategies they are being trained in, allowing them to “close the loop” and be assured the opportunity to assess what they are teaching, as well as teach to what the assessment data tells them.

Every individual and discrete PARCC proficiency has been converted into a **Speed Drill** – oftentimes more than once – which is designed to serve as a support to deepen student automaticity and depth of proficiency. Teachers will be provided with the resources to ensure implementation of PARCC-readiness skills through shorter, more frequent bursts of targeted instruction carefully intertwined with the generalized best practices in daily use. Teachers will be provided with a set of **Speed Drill** strategies in a resource packet with more than 50 flexible activities and lesson parts to use consistently and intentionally at their discretion to increase student achievement.

*For information on workshop location, schedule and registration fee, see page 10.*

## Registration Information

### Location for all Workshops:

Gran Centurions  
440 Madison Hill Road  
Clark, NJ 07066  
(Garden State Parkway, Exit 135)

### Registration Fee:

\$175 per workshop (If you plan to attend ALL workshops for Grades 3-8, please call our office at 845.626.1429 to receive a special discounted fee.)

Fee includes classroom-ready materials, continental breakfast, buffet lunch, and a certificate for 6 NJDOE PD hours per workshop.

### How To Register:

There are a number of options for registering, including (1) Online, (2) Fax, (3) Email, or (4) Phone.

- (1) **Online:** Go to [www.schillingereducationalconsultants.com/workshops/registration](http://www.schillingereducationalconsultants.com/workshops/registration) and complete the online registration form
- (2) **Fax:** Complete the registration form on pages 11 and 12 and fax completed form to our office at 1-845-684-0107
- (3) **Email:** Complete the registration form on pages 11 and 12, scan completed form and email it to [info@SchillingerEd.com](mailto:info@SchillingerEd.com)
- (4) **Phone:** Call us at 1-845-626-1429

We will confirm receipt of your registration via email within one business day.

### Presenter:

All workshops will be facilitated by Schillinger Educational Consultants' president, **Mr. Rene T. Schillinger**, a leader in Language Arts and Literacy training and standardized testing preparation for over fifteen years. Mr. Schillinger's experience with the PARCC assessment, as well as Close Reading and effective curriculum alignment makes him uniquely qualified to train teachers in all of the requirements being expected of educators today.

### Daily Schedule:

Registration: 8:30am – 9:00am  
Morning Session: 9:00am – 11:45am  
Lunch: 11:45am – 12:25pm  
Afternoon Session: 12:25pm – 2:45pm  
Q&A, Wrap-Up: 2:45pm – 3:00pm

### Contact Us:

Phone: 1-845-626-1429  
Fax: 1-845-684-0107  
Email: [info@SchillingerEd.com](mailto:info@SchillingerEd.com)  
Website: [www.SchillingerEducationalConsultants.com](http://www.SchillingerEducationalConsultants.com)  
Mailing Address: PO Box 228, Accord, NY 12404

**Contact person responsible for ALL registrations (this page needs to be completed by only one person)**

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Name (first, last) \_\_\_\_\_ Title \_\_\_\_\_

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School \_\_\_\_\_ School District \_\_\_\_\_

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Address \_\_\_\_\_

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City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

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Business Phone (include area code) \_\_\_\_\_ Extension \_\_\_\_\_ Fax \_\_\_\_\_

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Email \_\_\_\_\_

**REGISTRATION FEE:**

The fee is \$175 per workshop registration and includes all materials, breakfast, buffet lunch and a certificate for 6 NJDOE PD hours per workshop. Parking is free.

Please indicate number of registrations and complete an **Individual Participant Registration Form** for **each** attendee (see next page):

\$ 175 each x \_\_\_\_\_ number of registrations = \$ \_\_\_\_\_

Payment by Purchase Order/Voucher: P.O. Number (if available): \_\_\_\_\_

Payment by check: Make payable to Schillinger Educational Consultants

Please complete this page (if registering as a group, this page needs to be completed by only one representative person) and an **Individual Participant Registration Form** (for EVERY attendee in your group) and return with check or purchase order to:

Schillinger Educational Consultants  
PO Box 228  
Accord, NY 12404

Or FAX completed forms to 1-845-684-0107. Or EMAIL completed forms to info@SchillingerEd.com.

If you should have any questions, please feel free to contact us either by email at info@SchillingerEd.com or phone at 1-845-626-1429.

EVERY participant must complete this page

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Name (first, last)	Title or Grade (if teacher)
School	School District
Email	

I would like to register for the following workshops (please check boxes):

**GRADES K-2**

- Thursday, January 25, 2018: UNDERSTANDING PARCC IN GRADES K-2;**  
*Norming Instruction to Set Students Up for Success with Complex Reading and Writing*

**GRADES 3-8**

- Thursday, October 26, 2017: MASTERING PARCC FROM DAY ONE;**  
*Increasing Student Achievement and Ensuring Testing Success*
- Thursday, November 30, 2017: PARCC-ALIGNED CURRICULUM;**  
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