

Connecticut Online Professional Learning Modules

Supporting Success for ALL Students with the Connecticut Core Standards



Supporting Success for ALL Students

The *Supporting Success for ALL Students with the Connecticut Core Standards* course provides guidance for building and maintaining inclusive learning environments that meet the challenge and the promise of the Connecticut Core Standards for every student. While it focuses on the role of school leaders and coaches, the information is pertinent and recommended for all educators. Topics addressed include strategies for building a culture of academic optimism and a growth mindset to establish high expectations for all students, and the importance of supporting ongoing professional learning for all staff. [Course CTMTC1]

Learn More: <https://www.pepperpd.com/courses/CTCS/CTMTC1/SU2016/about>



Mathematics Success for Students with Disabilities

The *Connecticut Core Standards Mathematics Success for Students with Disabilities* course explores several instructional supports teachers can use to help students with disabilities master grade-level mathematics standards. Educators begin by considering the instructional implications and application of the CCS Mathematics Standards for students with disabilities. Participants learn how to create a supportive learning environment. They are introduced to strategies for scaffolding mathematics instruction by providing job aids, representations, and differentiating problems using friendlier numbers and alternative tasks. [Course CTMTC2]

Learn More: <https://www.pepperpd.com/courses/CTCS/CTMTC2/SU2015/about>



ELA & Literacy Success for Students with Disabilities

The *Connecticut Core Standards ELA & Literacy Success for Students with Disabilities* course explores the Universal Design for Learning (UDL) framework and how it can be applied to provide appropriate scaffolds and supports to create rigorous learning environments where all students are encouraged to achieve goals that represent high expectations. Educators begin by considering the value of recognizing that all learners, including students with disabilities, are diverse learners. Participants will learn about UDL, its definition, and how the UDL principles and guidelines support and inform classroom practices. [Course CTMTC3]

Learn More: <https://www.pepperpd.com/courses/CTCS/CTMTC3/SU2016/about>

Connecticut Online Professional Learning Modules



Mathematics Success for English Learners

The *Connecticut Core Standards Mathematics Success for English Learners* course explores the challenges and opportunities for English Learners and the instructional supports teachers can use to help ELs at different proficiency levels master grade-level standards. The module begins with an overview of the structure of the standards and the three key instructional shifts. Then, a definition of the “language of math” is provided. This definition focuses on the idea that math language is more than math vocabulary terms and definitions – it includes all communicative processes students must use to be successful in the math classroom. [Course CTMTC4]

Learn More: <https://www.pepperpd.com/courses/CTCS/CTMTC4/SU2016/cabout>



ELA & Literacy Success for English Learners

The *Connecticut Core Standards ELA & Literacy Success for English Learners* explores the Universal Design for Learning (UDL) framework and how it can be applied to provide appropriate scaffolds and supports to create rigorous learning environments where all students, including English Learners, may achieve high expectations. The module begins with background information on English language proficiency standards and English language proficiency levels for English Learners. The definition of academic language, its role as the foundation for ELs’ success with the content standards, and the difference between academic and social language are explored. [Course CTMTC5]

Learn More: <https://www.pepperpd.com/courses/CTCS/CTMTC5/SU2016/cabout>



ELA & Literacy Module 1 (Grades K-5): Focus on Instructional Shifts

In Module 1, Connecticut educators deepen their understanding of the *Connecticut Core Standards for English Language Arts and Literacy (CCS-ELA & Literacy)* and the implications of the standards for shifts in instruction. During the module, participants will trace the vertical progression of a standard, explore key instructional practices, and view videos of aligned lessons. They will also reflect on rigor as it relates to the Connecticut Core Standards. [Course ELAM1K5]

Learn More: <https://www.pepperpd.com/courses/PCG/ELAM1K5/2014-15/cabout>



ELA & Literacy Module 2 (Grades K-5): Focus on ELA Instruction

In Module 2, Connecticut educators deepen their understanding of instructional practices that align with the *Connecticut Core Standards for English Language Arts & Literacy (CCS-ELA & Literacy)* and the three instructional shifts. They become familiar with basic principles of lesson and unit design to know how instruction in close reading, academic language, text-based discussion, and related formative assessment are incorporated in a CCS-aligned lesson or unit. Participants will examine an exemplar lesson plan and annotate for elements of design aligned with Connecticut Core Standards. [Course ELAM2K5]

Learn More: <https://www.pepperpd.com/courses/PCG/ELAM2K5/2015-16/cabout>

Connecticut Online Professional Learning Modules



ELA & Literacy Module 1 (Grades 6-12): Focus on Instructional Shifts

In Module 1, Connecticut educators deepen their understanding of the *Connecticut Core Standards for English Language Arts and Literacy (CCS-ELA & Literacy)* and the implications of the standards for shifts in instruction. During the module, participants will trace the vertical progression of a standard, explore key instructional practices, and view videos of aligned lessons. They will also reflect on rigor as it relates to the Connecticut Core Standards. [Course ELA1-612]

Learn More: <https://www.pepperpd.com/courses/CTCS/ELA1-612/2015-16/cabout>



ELA & Literacy Module 2 (Grades 6-12): Focus on ELA Instruction

In Module 2, Connecticut educators deepen their understanding of instructional practices that align with the *Connecticut Core Standards for English Language Arts & Literacy (CCS-ELA & Literacy)* and the three instructional shifts. They become familiar with basic principles of lesson and unit design to know how instruction in close reading, academic language, text-based discussion, and related formative assessment are incorporated in a CCS-aligned lesson or unit. Participants will examine an exemplar lesson plan and annotate for elements of design aligned with Connecticut Core Standards. [Course ELA2-612]

Learn More: <https://www.pepperpd.com/courses/CTCS/ELA2-612/2015-16/cabout>



Mathematics Module 1 (K-5): Focus on Practice Standards

In Module 1, Connecticut educators will explore the Standards for Mathematical Practice to gain a deeper understanding of the instructional shifts needed to implement the *Connecticut Core Standards for Mathematics (CCS-Math)*. The course will introduce all eight practices after which participants will focus on effective teaching strategies associated with Practice 1: Make sense of problems and persevere in solving them and Practice 6: Attend to precision. [Course MATH1K5]

Learn More: <https://www.pepperpd.com/courses/PCG/MATH1K5/2015-16/cabout>



Mathematics Module 2 (K-5): Focus on Content Standards

In Module 2, Connecticut educators explore the Standards for Mathematical Content and their implications for curriculum and instruction. Participants will become familiar with the structure, language, and intention of the content standards and will analyze problems and lessons and learn to create tasks that exemplify faithful implementation of the *Connecticut Core Standards for Mathematics (CCS-Math)*. Participants will consider strategies for making necessary changes in what and how mathematics is taught. [Course MATH2K5]

Learn More: <https://www.pepperpd.com/courses/PCG/MATH2K5/2015-16/cabout>

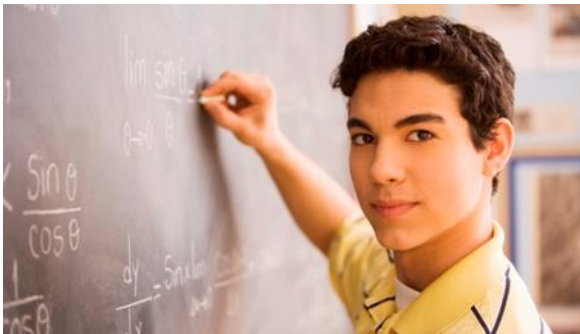
Connecticut Online Professional Learning Modules



Mathematics Module 1 (Grades 6-12): Focus on Practice Standards

In Module 1, Connecticut educators will explore the Standards for Mathematical Practice to gain a deeper understanding of the instructional shifts needed to implement the *Connecticut Core Standards for Mathematics (CCS-Math)*. The course will introduce all eight practices after which participants will focus on effective teaching strategies associated with Practice 1: Make sense of problems and persevere in solving them and Practice 6: Attend to precision. [Course MA1-612]

Learn More: <https://www.pepperpd.com/courses/CTCS/MA1-612/2015-16/cabout>



Mathematics Module 2 (Grades 6-12): Focus on Content Standards

In Module 2, Connecticut educators explore the Standards for Mathematical Content and their implications for curriculum and instruction. Participants will become familiar with the structure, language, and intention of the content standards and will analyze problems and lessons and learn to create tasks that exemplify faithful implementation of the *Connecticut Core Standards for Mathematics (CCS-Math)*. Participants will consider strategies for making necessary changes in what and how mathematics is taught. [Course MA2-612]

Learn More: <https://www.pepperpd.com/courses/CTCS/MA2-612/2015-16/cabout>

These online learning modules were created for the Connecticut State Department of Education by Public Consulting Group and are available for free to educators in Connecticut.

To enroll your entire school or district today, please email ctcorestandards@pcgus.com