Seeing Is Believing: Touting the Power of Strategies to Make Thinking Visible

By Raymond C. Jones

At a recent follow-up session for a Level I training I was conducting, I started the day asking for reports of triumphs and tragedies in using CRiSS ideas since our training. A hand immediately shot up from a high school advanced mathematics teacher. “I tried your Think-Pair-Share,” she said, as I mentally noted that it’s always my strategy when it doesn’t work, “and it was a disaster.” I prompted her to tell us more.

At the beginning of the lesson, it seems, this teacher wanted to activate prior knowledge, and she asked her students to think about what they knew about relational functions. “The strategy didn’t work because they...”

Save the Date!

You are invited to attend the 12th CRiSS Trainers National Conference taking place December 4-7, 2008, in the greater Orlando, Florida area, at Disney’s Coronado Springs Resort.

Please note the conference will be in December instead of our regular July date, so make plans accordingly.

This conference is for all who have completed a Level II Workshop (the training of trainers): apprentices, facilitators, and certified trainers.

Look for more information in future e-mails and upcoming CRiSS® Crafter newsletters.
couldn’t tell me anything about them!” she wailed. She had opened the door; we had to let this one play out.

“Was this a topic you had previously taught them?” I asked.

“Oh yes,” she said. “We’d already covered this.”

A beat—a short pause. “And they couldn’t tell you anything about it?” I prompted.

“Oh . . .” she sighed.

Oh, but what a great thing, I told her: didn’t she feel much better knowing that content she thought they knew was revealed as uncertain and inadequate? Now she has a better idea of what they know and don’t know.

This also gave us a chance to revisit Concept of Definition maps. Relational Function is a concept; next time, she might consider using that strategy to support the ways of thinking the students needed to engage in so the learning she had intended might actually be achieved. Or she could use the CD map or a basic word map as a means to activate prior knowledge, turning the Think-Pair-Share into a Think-WRITE-Pair-Share. Perhaps students should have been using a word map along with the “think” portion so they had focus and organization to the retrieval of earlier learning. And if she’d been strolling up and down the aisles while students were in the “think-write” part of the strategy, she would have known that students were struggling long before the “share” time. The reality of their struggles would have been obvious on the word maps . . . she needed only to have looked over a few of her students’ shoulders.

Maybe the students weren’t sure about relational functions; maybe they weren’t sure what she wanted them to say about them, and they feigned ignorance. Either way, the students were signaling loud and clear that they needed additional support and scaffolding from their teacher, either in how she helps them to learn important concepts, or in how she guides them in the activation of prior knowledge once those concepts have been acquired. Her students were telling her they needed her to be strategic in her teaching: the very malady that makes CRISS such an appealing antidote.

Most classrooms I visit (from early elementary through high school) are marked by a consistent tendency of teachers to “check” students’ thinking and understanding by standing in front of the room and calling on individual children. They do it much more gently than the infamous Professor Kingsfield of The Paper Chase, but it feels very much like recitation nonetheless. What a missed opportunity, for one of the great selling points of the strategies in CRISS is how they make thinking visible across ALL the students in a classroom. Consider the example of the advanced mathematics teacher with which I began this article: she wanted to activate background knowledge . . . she employed a CRISS strategy . . . but she missed the opportunity to monitor students while they were thinking to see if they were on track. Their lack of prior knowledge should not have appeared suddenly and shockingly. Had she made it a Think-Write-Pair-Share, she could have stooped and offered nudging advice to any who were struggling while the others were working away, or she could have taken stock of the errant direction she was finding on most word maps to revise her directions or provide more helpful prompting for their thinking.

As much as possible during a CRISS training, I try to keep drawing my participants’ attention back to this very powerful aspect of many of our strategies. When the group is completing a word map on the term “comprehension” near the start of the session, I might tell them, “I know what you’re thinking!” Not only have I given them a way to form and structure their thinking about this key term, but they are making it overt and visible. I can see that they’re thinking about a key term in the way I want them thinking about it. When they go to their Cheat Sheet to summarize a strategy, I might ask, “Who’s being metacognitive right now?”

“Everybody!” they’ll respond. The thinking is made visible. The teacher can see it in her classroom, as can any observer or evaluator. Whenever possible, add this selling point to your training sessions, given the ample opportunities to drive it home. “Who’s thinking right now?” “How do I know?” Let them see it, and I bet they’ll believe it.

About the Author: Ray Jones is a teacher educator and an adjunct faculty member for the University of Virginia. A former middle and high school social studies teacher, he has been a CRISS trainer since 1993 and a National Trainer since 1999. He has published several articles and presented extensively at state and national conferences. Ray served as the content area reading consultant for the recently-published TIMELINKS K-6 Social Studies program from Macmillan/ McGraw-Hill. He lives in Winston-Salem, North Carolina.
Editor’s note: The upcoming themed winter issue of Comments from CRISS focuses on the connection between CRISS and mathematics. Numerous CRISS-trained educators wrote articles for the newsletter depicting ways math teachers can use CRISS in their classrooms. As trainers, you know CRISS is applicable to all content areas. But how do you convince your audience of that, especially if it isn’t your area of expertise and you don’t have first hand experience teaching that subject? We asked two CRISS trainers to share ways they help the math teachers in their audience see the connection between CRISS and math. Both Guy Todnem, new National Trainer (see page 9), and Joseph Harvey, District Trainer, have extensive experience in the mathematics classroom, and both educators do numerous CRISS trainings throughout the year. Be sure to read Comments coming in February for specific strategies you can share with the math participants in your Level I trainings.

The Field of Mathematics
Contributed the Venn Diagram
By Guy Todnem

After I open a CRISS session and move past introductions, housekeeping announcements, and an overview of CRISS philosophy, mission, and goals, I have the group look at page 1 in the Materials Packet. I ask them this question, “In what decade was the Venn Diagram first used as an instructional tool?” After they consult with their table partners and I discover their predictions, I tell them the Venn Diagram came to us from the field of mathematics in 1881! That’s right—the Venn was created by Dr. John Venn in 1881! It is probably one of the oldest learning strategies in the entire CRISS manual, which is interesting trivia in itself.

Dr. John Venn (1834-1923) was a noted mathematician, philosopher, logician, author, and eventual President of Caius College at Cambridge University, Cambridge, England. If you have any mathematics teachers in your group, some of them may be interested in the detailed information in the section below.

Dr. Venn was not so vain as to name the visual organizer after himself. Actually, he wrote that his diagram was “a visual depiction of membership in sets according to binary properties, using overlapping ovals to divide the plane into regions.” The reason I like to share this information with CRISS groups is to illustrate that we must use student friendly language if we are to help students remember and use learning strategies. Hence, calling it a “Venn” is far better than to call it “a visual depiction . . .” every time we want to use it.

One further comment, I find it very interesting to note that the Venn is a “compare-contrast” strategy, which is the number one strategy for learning impact as reported in Dr. Robert Marzano’s well known book

Two Ways to Help Participants
Connect CRISS to Math
Ideas from Joseph Harvey

When conducting a Level I training, Certified Trainer Joseph Harvey uses a number of tailor-made strategies to help the math participants see connections between CRISS and math.

He suggests trainers present an actual mathematics problem from a standardized math test and then go over it with the participants using CRISS strategies to show how CRISS can help teach the problem. In this way, the participants are the students as they use the strategies to help them make sense of the problem. Once they’ve personally experienced how helpful the strategies are to their understanding, they can make the connection to using the strategies with their students. Plus, Joseph’s choice of using a problem from a standardized test, rather than out of a random math book, adds importance to the problem. As a final step, the group has an academic discussion about the problem—what background is needed to approach the problem, which strategies from CRISS are the most useful, and what can be done to maximize metacognition.

Another strategy Joseph suggests is modeling a CRISS Strategic Learning Plan using a math topic. Be sure to include original student samples to illustrate the strategies you’ve incorporated into the CSLP.

While both of the above ideas will require extra preparation on your part to pull from your existing files, to borrow a classroom, or to consult with a peer who currently teaches math, the results will be worth it.

Note: In this winter’s Comments from CRISS, Joseph lists specific strategies and how he uses them in his math classrooms. Also, one of the features on the new Project CRISS Web site is a stockpile of CSLPs for educators to use. This will be an important resource for trainers to find examples of CSLPs to share with...
Classroom Instruction That Works, (2001, ASCD)

Dr. John Venn lamented that his students (in 1881 remember!) were not as interested in thinking mathematically as they were in plugging numbers into formulas to get correct answers. (Note—aren’t you happy those days are behind us!) So he proposed that a Venn Diagram could even be used to help students sort information after a brainstorming session. Dr. Venn recommended that students brainstorm what they knew about topics A and B to collect information. Then he directed them to sort the ideas into those that were similar (region 3) and those that were different (regions 2 and 4). He recognized that some of the brainstormed information did not fit into areas 2-4, so those ideas were placed in region 1 (traits that neither A nor B possessed).

![Venn Diagram]

Caius College, Cambridge, recognizes the special contributions of Dr. John Venn and his role as College President from 1903-1923, with a stained glass window in the Church of Caius College, on the Cambridge campus. What’s special about this stained glass window is that it portrays a Venn Diagram!

For more information, consult http://www-history.mcs.st-and.ac.uk/history/Mathematicians/Venn.html

---

Two Ways to Help Participants from page 3

participants at Level I trainings. The hope is for this resource to continually grow. If you have a great CSLP, please download this form and fill it out. When you’re done, e-mail it to Jenny at jmartin@projectcriss.com. Once the new Web site is available for use, we will send all CRISS-trained educators an e-mail announcement.
As of the first of the year, the cost of both Level I and Level II training materials increased. Complete orders received prior to January 1, 2008, were billed according to our former price list. To be considered “complete,” the order form needed to be accompanied by a PO. The dates of the training, along with the name(s) of the trainer(s), needed to be on the order form and PO. Here are the new prices:

- For trainings conducted by in-district CRISS trainers, the cost of the Level I manual, along with a 3-year subscription to our e-newsletter, is $50.00. This is the price districts will pay if they have a district employee who is a certified CRISS trainer.
- The cost for the manual and subscription for Level I trainings facilitated by National or Master level trainers is $65.00 per person. (Note: This is the first increase for the Level I training manual since the 3rd edition was introduced in April 2004.)
- The cost for the Level II materials is now $250.00 per person. With the new price, trainer candidates will receive two additional items: (1) the Classroom Presentation Materials booklet and CD that contain PowerPoint® slides for all principles and strategies in the 3rd edition training manual, as well as Word and PDF blackline masters for all strategies and (2) a DVD containing a full Level I training facilitated by the three authors of the training manual, Dr. Carol Santa, Lynn Havens, and Bonnie Valdes. This DVD will be available soon to all certified trainers. Look for an e-mail notice in February.

If you need more information about prices and/or about ordering training materials, please contact the CRISS office for answers to your specific questions, 1-877-502-7477 (toll free).

A lot has changed at CRISS since January 1, 2008—some items have increased in price and new items have been added to the forms over the past year. With these changes come new order forms. Please download and print all of the forms listed below so you have the updated forms on file.

Click on the titles below to download the most current version.

- Training Materials Level I and Level II Order Form
- Support Materials Order Form
- Promotional Materials Order Form
- Sole Source Letter for CRISS Materials
- Replacements and Upgrades for Trainers

Please contact the CRISS office, info@projectcriss.com, or 1-877-502-7477, if you have any questions.
Getting off on the right foot leads to a more relaxed and comfortable training for you as the presenter and for your audience. Starting off well means specifics are in place and you feel that you are in control of the session. Here are a few suggestions to assist you in being ready and comfortable:

• Arrive in plenty of time to have the room completely set up at least fifteen minutes before your scheduled start time.

• Greet each participant as they arrive. Introduce yourself and find out something specific about each of them. For instance, where they teach, what they teach, or how long they have been teaching.

• Have participants wear stick-on nametags with their name, school, grade, and subject on it. With these you can identify them, even if they are not at their seats. Don’t forget to wear one yourself. Have them write out a new one each day.

• Have an assigned seating chart. Mixing up participants so they cross grade levels and subject areas is a great way to start. They are less likely to have off-topic conversations if they are not seated with their friends. They also get to know, and gain appreciation for, staff members in other schools and subject areas. A new seating chart each day provides them with new acquaintances and a different view of the room.

• Add a little humor at the beginning of your training. Laughter is good medicine and a great icebreaker.

• When you share the day’s time schedule tell them you will stick to it closely. Then be true to your word. Start and end breaks on time, even if several participants have not yet returned. Having drawings for small prizes, right at the appointed return time, encourages them to be back when you have requested.

• Be yourself and smile . . . even when it’s a tough audience!

---

**Project CRISS for Students: It’s a Brain Thing ~ Learning How to Learn!**

*Project CRISS for Students: It’s a Brain Thing ~ Learning How to Learn!* is a semester-long learning strategies class for students. The semester class guides students through a series of CRISS Strategic Learning Plans, some based on the content in *Tough Terminators* by Sneed B. Collard III (a trade book about predators) and some based on a DVD from the *Critterman’s World* series (informational videos about animals in northwest Montana). Other learning plans are based on the CRISS principles of learning. As students progress through the book, they are exposed to more and more of the CRISS strategies.

For more information about the *CRISS for Students* program and a look at one of the chapters in the student workbook, click [here](#), or visit the “Publications” area of the CRISS Web site.
**HELPFUL HINTS**

**Using the Pen Tool During your PowerPoint Presentation**

While you present the Level I Training, do you ever wish you could write on the slides to highlight important points and keywords? Follow the steps below to do exactly that—during your presentation!

1. Be sure you are in “slide show” mode.
2. For newer versions of PowerPoint
   - choose [Ctrl]P ([command]P on the Mac) to change your pointer into a pen
3. For older versions of PowerPoint
   - right click on your mouse
   - scroll down to the “Pointer Options”
   - choose “pen” or “pen color” (if you want to customize your color)
4. To make **straight horizontal or vertical lines**, hold down the [shift] button while making a line with the pen tool.
5. When you are finished with the pen tool, simply choose [Ctrl] A and your arrow will return.
6. Be sure to choose “don’t save” when you are finished with your PowerPoint Presentation.

Please practice this technique prior to your presentation. When we tried the above steps on our office computers, we had differing levels of success, depending on which version of PowerPoint was installed on the computer. You may need to play around with it to find the process that works with your version.


---

**CRISS for Administrators**

*CRISS for Administrators* provides guidance to administrators and their CRISS planning teams on how to obtain effective implementation of Project CRISS at the school or district level. We created this administrator’s guide in two versions, elementary and secondary. Both versions work in conjunction with the CRISS training manual and parts 1-3 of the Video Journal of Education’s video set “Reading in the Content Areas with Research-based CRISS Strategies.”

For more information about the *CRISS for Administrators* program and a look at the table of contents and introduction, click here, or visit the “Publications” area of the CRISS Web site.
Ken Miller ~ Ken joins the National Trainer team from the Lake Central Freshmen Center in St. John, Indiana, where he is the principal. The Freshmen Center has 900 ninth-grade students and serves as the “gateway” to Lake Central High School. Ken attended his first Project CRISS workshop with the purpose of helping his Freshmen Center teachers develop a more active approach to learning.

As the sole certified CRISS Trainer in his district, Ken manages to conduct a Level I training every few months. To date, he has trained over 200 teachers in his district. In his “free” time, Ken has taught a CRISS-infused class for at-risk students at his school, contributed to our two newsletters, and transformed his school into a CRISS Demonstration Site.

Ken is a graduate of Indiana University, and he teaches education classes at Purdue University Calumet. Over the past 34 years, Ken has also been a high school teacher and a building principal at the elementary and middle school levels.

Ken and his wife Shirley live in Crown Point, Indiana, and have two children. Lauren is a graduate of Purdue University Calumet, and Dustin is a sophomore at Indiana University in Bloomington, Indiana. Ken is an avid jogger and active with youth-related activities in his community.

Guy Todnem ~ Guy recently retired from the DuPage County Regional Office of Education Professional Development Center in Lombard, Illinois, located just outside Chicago. He has over 30 years experience in the teaching profession, using his math/science background in elementary, middle level, and high school classrooms, as well as in school district roles as an elementary principal, director of professional development, and later as coordinator of professional development and research for the Illinois Mathematics and Science Academy.

Guy’s quick wit and ease in front of a crowd make him a natural speaker. He has presented at numerous state, national, and international conventions. Staff development is Guy’s passion, an interest that has placed him on state and national boards, relocated him in Europe for two years, and has been the focus of multiple professional articles devoted to the subject.

A Chicago sports fan in general, and Cub fan in particular, Guy has concentrated his recent work on the instructional and leadership issues of low achieving schools. We’re excited to hear where that takes him!
### Project CRISS Regional Conferences

#### Project CRISS Regional Conference—Illinois

*A conference for CRISS Trainers, Facilitators, and anyone who has completed a Level II Workshop (training for trainers)*

**Saturday, February 2, 2008**  
At the University of St. Francis extension  
3033 West Jefferson Street  
Joliet, Illinois  
8:00 a.m. - 3:00 p.m.

The focus is to provide current and future trainers with updates, new information, and new ways of presenting Project CRISS principles and strategies.

Cost: $50.00 per person

**Pre-Registration Notification**  
Please contact j.kobliska@comcast.net prior to registering so the organizers can plan appropriately for food and materials. Thank you!

**Registration:** Please click here, print and fill out the form. Include a registration check made payable to Charles Kobliska. Mail both to:  
Charles Kobliska  
15933 LeWood Drive  
Plainfield, IL 60586  
Registration deadline is January 24, 2008

---

#### Project CRISS in Texas — A Second Look

*A Conference for CRISS Teachers and Trainers*

**Tuesday, August 5, 2008**  
At the Leonard E. Merrell Center  
6301 South Stadium Lane  
Katy, TX (Houston area)  
8:00 a.m. - 5:00 p.m.

**Highlights:**
- Keynote by CRISS developer, Dr. Carol Santa
- Sessions by CRISS teachers—K-12, differentiation, second language learners, and more . . .
- New CRISS materials, research, and Web site overview
- Information on CRISS and high stakes tests

**To request information, send an email to:**  
Judy Bramlett, jgbram@sbcglobal.com,  
Carol Avery, averb47@aol.com,  
Madalyn Cooke, madalyn.cooke@gmail.com.

**Look in our spring 2008 CRISS Crafter for additional details, including cost.**
Last spring Liz McCollum submitted her paperwork to become a CRISS District Trainer. In her reflection about her apprenticeship experience was the following quote:

“As a CRISS trainer, I have been provided a wonderful opportunity to grow as an educator. The participants have so many wonderful ideas to share. I have learned it is very important to let the audience know that you think their thoughts are important enough to be heard. It is very valuable to meet educators like myself who refuse to be stagnant in our professional lives. Project CRISS helps me to continue my quest to be a lifelong learner. It has helped me with reflective evaluations of my teaching. I now look at lessons and strategies with a careful eye always on the target; helping students to help themselves become successful learners.”

Liz, keep up the good work! Your passion is inspiring.

**CRISS® Cornerstones** provides a strong follow-up component to the CRISS Level I Training.

Created in two versions, elementary and secondary, this support is self-directed by pairs or small groups of teachers. The *Cornerstones* booklet comes with a CD-ROM video based on Project CRISS.

For more information about these support pieces and for a look at the table of contents and one of the mini-lessons, click [here](#), or visit the “Publications” area of the CRISS Web site.
Come learn more about CRISS, see the new products, and support the project by attending one of the several conferences at which CRISS will be exhibiting and/or trainers will be presenting.

33rd Annual Texas Middle School Association Conference and Exhibit
February 21-23, 2008
Austin Convention Center in Austin, Texas
Presenter: Carol Avery, National Trainer
Title: Learning How To Learn: It’s a Brain Thing
Time/Location: Saturday, February 23, from 8:00 a.m.-9:00 a.m. in room 17B (session number 2016)

15th Annual California Charter Schools Conference
March 4-7, 2008
Sacramento Convention Center in Sacramento, California
Presenter: Carol Avery, National Trainer
Title: Project CRISS: Learning How To Learn in Science and Social Studies
Time/Location: Wednesday, March 5, at 3:45 p.m.-5:15 p.m. in room 305 in the Sacramento Convention Center
Exhibitor: The Project CRISS booth is #830 in the Sacramento Convention Center.

Association for Supervision and Curriculum Development (ASCD) Conference
March 15-17, 2008
Ernest N. Morial Convention Center, New Orleans, Louisiana
Presenter: Guy Todnem, National Trainer
Title: Project CRISS: Research-based Practices To Improve Student Learning
Time/Location: Saturday, March 15, from 1:00 p.m.-2:00 p.m. in the Morial Convention Center
Exhibitor: The Project CRISS booth is #428 in the Morial Convention Center.

International Reading Association’s (IRA) 53rd Annual Convention
May 4-8, 2008
Georgia World Congress Center, Atlanta, Georgia
Presenters: Carol Santa (CRISS developer); Donna Alvermann; Governor Bob Wise; Jeff Means (Master Trainer); Peggy Clark (Master Trainer); Andrew Huddleston; Doug Buehl; Jeffrey Wilhelm; Bonnie Valdes (Master Trainer); Lynn Dougherty-Underwood (National Trainer); Cindy Chiapetta (District Trainer); Victoria Ridgeway Gillis
Title: Literacy: Policy Into Practices and Practices Into Policy (Strategies for Teaching Adolescent Learners)
Time: Sunday, May 4, from 9:00 a.m.- 5:00 p.m.
Presenter: Carol Santa (CRISS developer)
Title: Helping Struggling Teens Reinvent Themselves as Learners
Time/Location: Tuesday, May 6, from 4:00 p.m.-5:00 p.m.
in the Georgia World Congress Center-Thomas Murphy Ballroom 4
Exhibitor: Project CRISS will have an exhibitor’s booth at the IRA conference.
At the time of print, the specific booth number is unknown.
Welcome CRISS® National Trainers. This section is for you!

As a New Year begins, it signifies new beginnings. This year our focus is marketing CRISS and finding strong footholds in new districts and regions. We’re hopeful the new Web site, along with presenting at various conferences around the country, will attract new districts. If you have any marketing ideas, please contact the CRISS office. I hope the year 2008 proves to be a wonderful year for all of you!

The new Project CRISS Web site will list all of the National and Master Trainers by state, just like the current site does (see http://www.projectcriss.com click on Trainer Login.) However, the new Web site will be much more state-of-the-art. Currently, Stacy manually updates the Web site if any changes are needed. The new site will pull the contact information directly from the CRISS database, based on what you’ve marked as your “preferred” contact information. Included will be your name, address, phone number, and e-mail address. The new Web site will also list your current and previous work experience.

If you haven’t already done so, please take a moment to log on to the database at https://www.projectcriss.com/trainers/index.php to ensure:

• your information in the database is current.
• the items you have marked as “preferred” are what you want listed on the Web site.
• you’ve noted all of your current and past teaching experiences.

If you have any questions, or have difficulty logging in, please contact Dorothy Huff at support@projectcriss.com or (406) 758-6442.

The National Trainer Activity sheets aren’t due for another five months, but it’s never too early to start accumulating the necessary 30 points. Here are two new ways to earn points.

1. The new Web site will contain a section for educators to search for sample CRISS Strategic Learning Plans by about 50 different key words including content areas, CRISS principles, strategies, research areas, etc. If you have some great CSLPs, please download this form, fill it out, and e-mail it to me at jmartin@projectcriss.com. You will receive 1 point for every CSLP you submit (maximum 5 points per year). The more CSLPs we receive, the better this resource will be for CRISS-trained teachers.

2. You can earn 2 points each year by submitting an article for one of the CRISS newsletters. Crafter is just for educators who have completed a Level II training, so we try to focus on the Level I training by sharing training tips, follow-up ideas, mentoring tips, etc. Comments is sent out to anyone who has ever attended a Level I training. In it we give support (CSLPs, strategy ideas, etc.), keep the teachers motivated with CRISS, and share new products. Comments is themed with fall always being dedicated to research, winter focuses on a content area, and spring is a principle or strategy. Spring 2008 focuses on Author’s Craft and Fall 2008 will focus on research. I’m always looking for new people to submit articles to either newsletter, and I invite you to share your knowledge with our new trainers and CRISS-trained educators.

Beginning in February, I’ll be sending out a monthly e-mail to all of the CRISS National and Master Trainers. It will come at the first of each month and be just a paragraph in length. Topics will range in theme from Demonstration Sites, to new products, to tips for marketing yourself in other districts. Look for “1st Monday Memos” next month!
CRISS Crafter  
Winter 2008 Issue  

For your convenience, we have listed the complete URL addresses used in this newsletter. You may want to print this page for future reference.

**Save the Date!** (page 1) 
Disney’s Coronado Spring Resort  
http://www.disney.ca/vacations/disneyworld/II/B/5/

**The Field of Mathematics Contributed the Venn Diagram** (page 3)  
Classroom Instruction That Works  

**Two Ways to Help Participants Connect CRISS to Math** (page 4)  

**New Order Forms** (page 5)  
Training Materials Level I and Level II Order Form  
Support Materials Order Form  
Promotional Materials Order Form  
http://www.projectcriss.com/prc/pdf_order_forms/Promotional_Items.pdf  
Sole Source Letter for CRISS Materials  
http://www.projectcriss.com/prc/pdf_order_forms/SoleSource.PDF  
Replacements and Upgrades for Trainers  

**Project CRISS for Students: It’s a Brain Thing ~ Learning How to Learn!** (page 6)  
http://projectcriss.com/prc/pages/general_info/CrissForStudents.html

**CRISS for Administrators** (page 7)  
Additional information  

**CRISS Cornerstones** (page 10)  
Additional Information  

**CRISS Hits the Road** (page 11)  
Texas Middle School Association Conference and Exhibit  
http://www.tmsanet.org/  
California Charter Schools Conference  
http://www.charterconference.org/  
Association for Supervision and Curriculum Development (ASCD) Conference  
http://www.ascd.org/portal/site/ascd/menuitem.9f45bc8553f12b1abfb3ffdb62108a0c/  
International Reading Association’s (IRA) 53rd Annual Convention  
http://www.reading.org/association/meetings/annual.html

NOTES: