#### **SUMMARY OF ALE TRAINING**

#### College Board

The ALE Department provided three College Board trainings to different stakeholder groups during the 2013-2014 SY. Two trainings covered the PSAT, including effectively preparing students to take the test and then accurately analyzing the results. These two sessions were presented to high school counselors. The third session, which was for high school and middle school principals, was entitled "Fostering Equity and Access" and covered issues relating to the open access philosophy and policy of the College Board. These sessions were advertised and promoted by the ALE Department. All three College Board sessions were full and all received excellent ratings from participants, according the post-surveys done routinely by College Board at the end of each session.

#### Advanced Placement/GATE:

The District held its fourth annual Desert Summer Institute over four days in order to provide free professional development for TUSD AP teachers in three different Strands: Advanced Placement: training in fifteen different AP courses was offered; 2) Strategies for Advanced English/Math: courses were offered for teachers of Advanced Academic Courses in English and math; 3) Gifted Strategies: classes were offered on gifted education strategies and curriculum for both K-5 and 6-8 (middle school). All teachers received thirty hours of professional development that could be used towards an endorsement or towards the District's requirement that all AP teachers receive College-Board approved training at least once every three years. A spreadsheet of teachers and courses is included in Appendix 66.

#### **GATE** Department

The GATE Department provided on-going professional development to itinerant GATE teachers on a weekly basis, in addition to other additional trainings and presentation throughout the schools year. All information about these training are included in Appendix 66; a brief overview is included below of some of the trainings is listed below. Trainings that involved district-level information, such as the Danielson evaluation model, are not included. The GATE department's trainings this year were extensive and were well-received by the participating teachers. The

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trainings covered multiple topics including higher-order thinking skills, high engagement for students, and assessments. The topic of cultural proficiency and its importance in a GATE curriculum was embedded throughout each training.

	GATE Professional Development
	2013-2014 SY
Wed., Aug. 14	Common Core Standards – Mental Math & Context Problems I
	(Cavett, Rm. 103)
Wed., Aug. 21	Common Core Standards – Mental Math & Context Problems II
	(Rm. 103)
Wed., Aug. 28	Az Standards for College and Careers
Wed., Oct. 16	Questioning Strategies for Critical Thinking in Math
April 15	Gifted Strategies that work for all Students
Wed., April 16	Universal Understandings - Rigor
Wed., April 23	Rigor – Part 2
Wed., April 30	Rigor – Part 3
Wed., May 14	Brain-based Learning - Rigor
Fri., May 16	Brain-based Learning and Academic Rigor
Mon., May 19	Brain-based Learning and Academic Rigor
Wed., May 21	Book study-Depth and Complexity/Depth of Knowledge
Thur., May 22	Framing the Learning

# A L E Department: SY 2013 - 2014 Professional Development Courses College Board

Type of Training	DATE	Location of Training	# of Personnel who Attended by Position	Presenter	Training Outline/Presentatio n
PSAT Administration Readiness Workshop	September 18, 2013	Mansfeld Middle School	42 Attendees:	David Moniz, College Board Representat ive	See attachment: ALE Dept Annual Rpt - PD Course - PSAT Administration Readiness Workshop 091813
Fostering Equity & Access	November 5, 2013	Catalina Magnet High School	25 Attendees:	David Moniz, College Board Representat ive	See attachment: ALE Dept Annual Rpt - PD Course - Pre-AP Instructional Strategies - Fostering Equity and Access 110513
PSAT Summary of Answers & Skills (SOAS) Workshop	February 4, 2014	Palo Verde Magnet High School	22 Attendees:	David Moniz, College Board Representat ive	See attachment: ALE Dept Annual Rpt - PD Course - PSAT Summary of Answers and Skills 020414

# Course Approval Workflow

Course Approval	Section Roster			
Home	#:	11612		
Search Courses	Title:	Pre-AP INstructional Strategies:	Fostering Equity and A	Access
Course Projects	Clock Hours:		Hours	General
		Staff Development	3.0	\$0.00
Approved Courses	Section #:	24486		
Submitted Courses	Section Title:	Pre-AP INstructional Strategies:	Fostering Equity and A	Access
Denied Courses	Start Date:	11/05/2013		
Instructor Summary	End Date:	11/05/2013		
Evaluation Summary	Maximum Number of Participants:	0		

#	Name		District / School	Registration Status	Registration Details	Clock Hours
1.	Bacalia, Joel ID: 032420 Joel.Bacalia@tusd1.org Phone: 520-664-7402 Demographics: Administrator: Union: AD1 Admin E.L.I. Educ Leaders Inc.		Tucson, Pueblo Magnet High School	Registered	Enrolled On: June 19, 2014 01:04 PM Last Status Change: June 19, 2014 01:04 PM	3.0 Hours Staff Development
2.	Bailey-Jones, Tsuru ID: 007500 tsuru.baileyjones@tusd1.org Phone: 520/747-3402 Demographics: Administrator: Union: AD1 Admin E.L.I. Educ Leaders Inc.	<b></b>	Tucson, Asian Pacific American Student Services	Registered	Enrolled On: June 19, 2014 12:55 PM Last Status Change: June 19, 2014 12:55 PM	3.0 Hours Statt Development
3.	Begay, Roxanne ID: 010419 roxanne.begay@tusd1.org Phone: 520/748-9230 Demographics: Administrator: Union: AD1 Admin		Tucson, Native American Studies	Registered	Enrolled On: June 19, 2014 12:55 PM	3.0 Hours Staff Developmen

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	E.L.I, Educ Leaders Inc.				Last Status Change: June 19, 2014 12:55 PM	
4.	Butler Jr, Eugene ID: 030436 Eugene.Butler.Jr@TUSD1.ORG Phone: 305-331-6823 Demographics: Administrator: Union: ADE Exempt Administrators	6	Tucson, Academic Excellence Tucson, Exceptional Education	Registered	Enrolled On: June 19, 2014 12:56 PM Last Status Change: June 19, 2014 12:56 PM	3.0 Hours Staff Development
5,	Comstock, Catherine ID: 003528 catherine.comstock@tusd1.org Phone: 5202909487 <u>Demographics:</u> Administrator: Union: AD1 Admin E.L.I. Educ Leaders Inc.	E	Tucson, Rincon High School	Registered	Enrolled On: June 19, 2014 12:56 PM Last Status Change: June 19, 2014 12:56 PM	3.0 Hours Staff Development
6.	Eldridge, Carolyn ID: 003278 carolyn.eldridge@tusd1.org Phone: 520-795-5672 Demographics: Retired: Union: ACR ACR ASRS Working Retirees		Tucson, Cavett Elementary School Tucson, Lineweaver Elementary School	Registered	Enrolled On: June 19, 2014 12:56 PM Last Status Change: June 19, 2014 12:56 PM	3.0 Hours Staff Development
7.	Erickson, Daniel ID: 021129 daniel.erickson@tusd1.org Phone: 520/760-8947 Demographics. Administrator: Union: AD1 Admin E.L.I. Educ Leaders Inc.	6	Tucson, Magee Middle School	Registered	Enrolled On: June 19, 2014 12:56 PM Last Status	3,0 Hours Staff Development

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					Change: June 19, 2014 12:56 PM	
8.	Figueroa, Maria ID: 009405 maria.figueroa@tusdl_org Phone: 520/514-2845 <u>Demographics:</u> Administrator: Union: AD1 Admin E.L.I. Educ Leaders Inc.	€"	Tucson, Hispanic Studies Tucson, Tolson Elementary School	Registered	Enrolled On: June 19, 2014 12:56 PM Last Status Change: June 19, 2014 12:56 PM	3.0 Hours Staff Development
9, -	Hart, Jimmy ID: 021114 jimmy.hart@tusd1.org Phone: 520-247-9963 Demographics: Administrator: Union: AD1 Admin E.L.I. Educ Leaders Inc.	<b></b>	Tucson, African American Studies	Registered	Enrolled On: June 19, 2014 12:57 PM Last Status Change: June 19, 2014 12:57 PM	3.0 Hours Staff Development
10.	Leal-Holmes, Theresa ID: 030990 Theresa.LealHolmes@tusd1.org Phone: 520-297-4003 Demographics: Retired: Union: ACR ACR ASRS Working Retirees	ď	Tucson, Vail Middle School	Registered	Enrolled On: June 19, 2014 12:57 PM Last Status Change: June 19, 2014 12:57 PM	3.0 Hours Staff Development
11.	Lynch, Thomas ID: 017903 thomas.lynch@tusd1.org Phone: 520/797-6672 Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5	■ B	Tucson, Language Acquistion Tucson, School Improvement	Registered	Enrolled On: June 19, 2014 12:57 PM Last Status Change: June 19,	3.0 Hours Staff Development

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					2014 12:57 PM	
12.	Morales, Venessa ID: 032240	Ð,	Tucson, Doolen	Registered	Enrolled On:	3.0 Hours Staff
	Venessa.Morales@tusd1.org. Phone: 520-429-5631  Demographics: Administrator: Union: AD1 Admin E.L.I. Educ Leaders Inc.		Middle School		June 19, 2014 01:00 PM Last Status Change: June 19, 2014 01:00 PM	Development
13.	Munger, Matthew ID: 013276 matthew.munger@tusdl.org Phone: 520/730-6059 Demographics: Administrator: Union: AD1 Admin E.L.I. Educ Leaders Inc.		Tucson, Dodge Middle School Tucson, Sabino High School	Registered	Enrolled On: June 19, 2014 01:00 PM Last Status Change: June 19, 2014 01:00 PM	3.0 Hours Staff Development
14.	Packard, Richard ID: 017873 richard.packard@tusd1.org Phone: 520-248-8599 Demographics: Administrator: Union: AD1 Admin E.L.I. Educ Leaders Inc.		Tucson, University High School	Registered	Enrolled On: June 19, 2014 01:00 PM Last Status Change: June 19, 2014 01:00 PM	3.0 Hours Staff Development
15.	Patterson, Charlotte ID: 001362 charlotte.patterson@tusd1.org Phone: 520/886-0221 Demographics: Administrator: Union: AD1 Admin E.L.I. Educ Leaders Inc.	£	Tucson, Broadway Bridge Alt. H.S. Tucson, PACE High School Tucson, PASS Alternative High School Tucson, Project	Registered	Enrolled On: June 19, 2014 01:00 PM Last Status Change: June 19, 2014 01:00	3.0 Hours Staff Development

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			M.O.R.E.		PM	
16.	Romero, Augustine ID: 006355 augustine.romero@tusd1 org Phone: 520/622-8901 Demographics: Administrator: Union: AD1 Admin E.L.I. Educ Leaders Inc.		Tucson, Academic Excellence Tucson, Curriculum, Instruction and Professional Learning Tucson, Student Services	Registered	Enrolled On: June 19, 2014 01:02 PM Last Status Change: June 19, 2014 01:02 PM	3.0 Hours Staff Development
17.	Ruiz Jr, Ignacio ID: 026969 ignacio.ruiz@tusd1.org Demographics: Administrator: Union: ADE Exempt Administrators		Tucson, Language Acquistion Tucson, School Improvement	Registered	Enrolled On: June 19, 2014 01:02 PM Last Status Change: June 19, 2014 01:02 PM	3.0 Hours Staff Development
18.	Sanchez, Richard ID: 011175 richard.sanchez@tusd1.org <u>Demographics:</u> Administrator: Union: AD1 Admin E.L.I. Educ Leaders Inc.		Tucson, Mansfeld Middle School	Registered	Enrolled On: June 19, 2014 01:02 PM Last Status Change: June 19, 2014 01:02 PM	3.0 Hours Staff Development
19.	Scheppe, Kathleen ID: 001226 kathleen.scheppe@tusd1.org Phone: 520/760-8485 Demographics: Administrator: Union: AD1 Admin E.L.I. Educ Leaders Inc.	<b>S</b>	Tucson, Gridley Middle School	Registered	Enrolled On: June 19, 2014 01:03 PM Last Status Change: June 19, 2014 01:03 PM	3.0 Hours Staff Development

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20.	Schulter, Daniel ID: 014122 daniel.schulter@tusd1.org Phone: 520/749-4267		Tucson, Dodge Middle School	Registered	Enrolled On: June 19, 2014	3.0 Hours Staff Development
	<u>Dernographics:</u> Administrator: Union: AD1 Admin E.L.I. Educ Leaders Inc.				D1:03 PM Last Status Change: June 19, 2014 01:03 PM	
21.	Shepard-Mady, Cindy ID: 029697 Cindy.ShepardMady@tusd1.org Demographics:	E)	Tucson, Utterback Magnet School	Registered	Enrolled On: June 19, 2014	3.0 Hours Staff Development
	Administrator: Union: ADI Admin E.L.I. Educ Leaders Inc.		341001		O1:03 PM Last Status Change: June 19, 2014 01:03 PM	
22.	Suarez, Zulema ID: 020438 zulema.suarez@tusd1.org Phone: 520-437-3327 Demographics: Administrator: Union: AD1 Admin E.L.I. Educ Leaders Inc.	<b>S</b>	Tucson, Santa Rita High School	Registered	Enrolled On: June 19, 2014 O1:03 PM Last Status Change: June 19, 2014 O1:03 PM	3.0 Hours Staff Development
24.	Watt, Vivi ID: 012362 vivi.watt@tusd1.org Phone: 520/299-7713 Demographics: Administrator: Union: AD1 Admin E.L.I. Educ Leaders Inc.		Tucson, Pueblo Magnet High School Tucson, Tucson Magnet High School	Registered	Enrolled On: June 19, 2014 01:04 PM Last Status Change: June 19, 2014 01:04 PM	3.0 Hours Staff Development
25.	Zepeda, Concepcion ID: 031047	9	Tucson, Naylor	Registered	Enrolled On:	3.0 Hours Staff

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Concepcion.Zepeda@tusd1.org	Middle	June 19,	Developmen
Phone: 928-580-1387	School	2014	
Demographics:		01:04	
Administrator: Union: AD1 Admin		PM	
E.L.I. Educ Leaders Inc.		Last	
		Status	
		Change:	
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# Vertical Teams: Building the Foundation

#### Vertical Teams

I. Mission and Purpose: "The College Board believes that the answer to how to achieve academic equity and excellence lies in expanding the number of students introduced, in an early and consistent fashion, to essential academic skills associated with the College Board's Advanced Placement Program."

Setting the Cornerstones: Building the Foundation of AP Vertical Teams

Access to this program of academic excellence is through the Development of PreAP programs and the development of Vertical Teams.

#### II. Goals

- To improve academic performance for all students in earlier grades by introducing skills and concepts needed for success in AP courses.
- To improve performance and participation in the Advanced Placement Program.

#### III. Benefits:

- Aligns curriculum, instruction, and assessment with the standards and expectations of the College Board Advanced Placement Program, a nationally recognized program of excellence.
- Provides greater access to rigorous academics for students willing to accept the rigor and challenges of college-level work during high school.
- Incorporates research-based, innovative instructional strategies that develop high-level thinking and communication skills.
- Develops educational community and collegiality that foster a continuum of learning across grade levels.

#### strategies for intervention.

#### What An AP Vertical Team Can Do

- Increase enrollment, diversity, and successful participation in rigorous classes like honors, Advanced Placement, IB, etc.
- Promote the development of well-aligned, "seamless" curriculum, thereby avoiding redundancies, gaps, and difficult transitions.
- More actively engage students in courses and course work.
- Improve scores and success on AP exams.
- Facilitate/ease transition from middle to high school.
- Increase student attendance rates.
- Improve and strengthen students' commitment to school and their course work.
- Prepare a wider range of students for success in postsecondary education.
- Improve communication and collaboration among students, teachers, administrators, counselors, and parents.
- Raise stakeholder awareness of long-term impact of student choices.
- Create a cohesive teacher community with greater teacher involvement in curriculum and assessment.





Pre-AP Instructional Strategies: Fostering Equity and Access

Learn strategies for expanding access to AP programs

#### Workshop description

As part of its mission, the College Board "strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP." This half-day workshop gives local and district-based school leaders concrete strategies for expanding access to AP programs for underrepresented students. Participants will review the national data, examine their own challenges, and explore strategies for decreasing the achievement gap in their schools and districts.

#### Workshop goal

Participants will learn strategies for implementing and sustaining a school culture that fosters equity and access to AP and advanced course work for underrepresented students.

#### Learning outcomes

After attending this workshop, participants will be able to:

- Develop a working definition of "equity"
- Use national data to develop targeted strategies that engage staff and the larger school community in addressing obstacles to student learning
- Implement practices for guiding and supporting school personnel as they develop an equitable educational opportunity for all students
- Plan for fostering equity and access in their school or district

#### Agenda

- 1. Welcome and Introductions
- 2. Workshop Guiding Question
- 3. AP Equity Policy Statement
- 4. Defining "Equity"
- 5. Current Data and Research
- 6. Working with School/District Personnel to Create an Equitable Learning Environment
- 7. The Importance of Pre-Academic Skill Development
- 8. Supporting Rigorous Education
- 9. School/District Applications
- 10. Workshop Summary and Closing

#### Gissart, Sonia

Fostering Equity & Access in AP Programs Subject:

Catalina Magnet HS Library, 3645 E. Pima Street Location:

Tue 11/5/2013 1:00 PM Start: Tue 11/5/2013 4:00 PM End:

(none) Recurrence:

Meeting organizer Meeting Status:

Taylor, Martha Organizer:

Holmes, Steven (Steven.Holmes@tusd1.org); Morado, Abel (Abel.Morado@tusd1.org); Required Attendees:

Melendez, Teri; Fish, James; McCollum, Charles; House, Herman; Butler Jr, Eugene; Figueroa, Maria; Hart, Jimmy; Ruiz Jr, Ignacio; Begay-James, Roxanne; Romero, Augustine; Bailey-Jones, Tsuru; McPherson, Lorrane; Scott, Rex; Armenta, Frank; Acevedo, Janna; Patterson, Charlotte; Watt, Vivi; Comstock, Catherine; Munger, Matthew; Estrella, Roberto; St Clair, Jeff; Clash, Clarice; Packard, R. Dean; Morales, Venessa; Konrad, Michael; Turner, Sunshine; Zepeda, Concepcion; Leal-Holmes, Theresa;

Manley-Crockett, Kathryn; Acosta, Patricia

#### Good Morning,

Please, if you have not already done so, take a moment now to accept or decline this invitation. If we do not receive your response by the end of the day today that will be considered a decline of the invitation and it will be forwarded to another TUSD Administrator. Thank you for your swift response.

Sonia/Advanced Learning 225-6426

#### **UPCOMING WORKSHOP**

Good Morning Selected Central Administrators, Middle School and High School Principals,

If you are receiving this message, you are invited to attend a College Board sponsored half-day workshop specifically for TUSD.

Pre-AP Instructional Strategies: Fostering Equity & Access: This half-day workshop gives District and Site Administrators concrete strategies for expanding access to AP programs for underrepresented students. See attachment below for more details.

Tuesday, November 5, 2013 DATE: TIME: 1:00 p.m. to 4:00 p.m.

Catalina Magnet High School Library (3645 E. Pima Street). LOCATION:

Accept/Decline (above) - required on or before Friday, 10/18/13 at 4:00 p.m. RSVP:

There are only 30 seats available for this workshop; if we do not receive your response by the date and time listed above, your slot will be given to someone else.

1

Thank you and we look forward to seeing you at the workshop.

Sonia Gissart, Administrative Assistant

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#### Additional Resources:

## Greater Expectations by Robin Turner (Stenhouse publication)

"While the population of Hispanic/Latino and African American students in the United States continues to grow, the rate at which they attend college remains alarmingly small. These students, who are often defined as "educationally underrepresented," are a bellwether of a shortcoming in our nation's educational system that has serious implications for the future. In *Greater Expectations*, Robin Turner, a high school English teacher from Anaheim, California, offers pragmatic, proven methods for better preparing underrepresented students for higher education.

The book is grounded in Robin's experience as a leader in the Puente Project, a college preparation program started in California high schools over twenty years ago. Since 1981, Puente has proven highly effective in producing positive change by improving academic performance, standardized test scores, and college admission rates for underrepresented students.

Forming the book's foundations are the ideas of família and cariño, or family and caring. The first, família, asserts the importance of establishing a sense of community among adolescents and tapping into student culture—ethnicity, music, sports, neighborhood and so on in the language arts classroom. The second concept, a pedagogy of cariño, contends that too often, underrepresented students possess attributes that are overlooked and are viewed with a deficit-model paradigm. Building on this foundation, *Greater Expectations* shows how to effectively teach different modes of academic discourse—literary analysis, autobiographical/biographical, persuasive research, and community-based writing. Offering a combination of personal narrative, how-to lesson plans, and student samples, Robin Turner challenges readers to approach their underrepresented students with greater expectations and be equipped with specific lesson plans to enable their classes to meet them. "

### Habits of Mind by Art Costa and Bena Kallick

- 1. Persisting
- 2. Managing Impulsivity
- 3. Listening to Others with Understanding and Empathy
- 4. Thinking Flexibly
- 5. Thinking About Our Thinking (Metacognition)
- 6. Striving for Accuracy and Precision
- 7. Questioning and Posing Problems
- 8. Applying Past Knowledge to New Situations
- 9. Thinking and Communicating with Clarity and Precision
- 10. Gathering Data Through All Senses
- 11. Creating, Imagining, and Innovating
- 12. Responding With Wonderment and Awe
- 13. Taking Responsible Risks
- 14. Finding Humor
- 15. Thinking Interdependently
- 16. Learning Continuously

http://www.artcostacentre.com/html/habits.htm

http://www.edutopia.org/blog/habits-of-mind-terrell-heick

# Andre Agassi College Preparatory Academy Las Vegas, NV Mission Statement:

"We believe every child has the potential to succeed; therefore, we strive to help each child reach his/her goals by providing the resources and support necessary for success."

"When children are given the proper support and encouragement, they dare to dream. And when children are given all of the resources necessary for a quality education, they have the ability to make their dreams a reality."

http://www.agassiprep.org/about-the-school/

## nConnect Mentoring for AP Students

http://www.nconnectnw.org/about-us/nconnect-history

#### Research on Student Resilience

"Schools must provide all of our youth, but especially those most at risk, with experiences that will build their reservoir of resilience.

Why do some youths overcome seemingly insurmountable odds during childhood to become productive and happy adults? With dozens of strikes against them, how do they manage not only to survive but to thrive? Increasingly, the term used to describe the critical factor that some youths possess is *resilience*. Resilience can be thought of as an antibody that enables them to ward off attackers that might stop even the most formidable among us. Clearly, no one could question the value of giving children, especially those most at risk, such an antibody. But can we realistically do so? In my visits to effective schools throughout the United States, I have seen ample evidence that we can. More important, these visits have convinced me that all schools should commit themselves to building resiliency in their students."

http://www.ascd.org/publications/educationalleadership/sept96/vol54/num01/Building-Resiliency-in-Students.aspx

"Educational Leadership Resilience & Learning." September 2013, VOL.71 NO.1, ASCD.

http://inservice.ascd.org/whole-child/building-resiliency-in-struggling-students-7-key-ideas-from-research/

http://www.cal.org/crede/pdfs/rr11.pdf

http://resilnet.uiuc.edu/library/dig126.html

http://www.aft.org/pdfs/tools4teachers/vday/resilience.pdf

Compiled by Carol Hailey McLean NCM Consulting Inc. nc.hailey@att.net

# Growing Capable Kids

Affirmation
without
opportunity for
success has a
short shelf life.

onventional wisdom has it that creativity exists on a continuum. Some people, like Albert Einstein or William Shakespeare, appear to be born with a great cache of it in tow and are sometimes called "Big-C" creative. Although it appears that most of us exist further downstream on the continuum than Big-C creative types, the good news is that little-c creative people can learn to develop their creative capacities—and be the better for it.

My theory is that it's the same with resilience. Some people seem to have been born

with bounce in their genes. Whenever the moment or the day or life knocks them down, they rebound to higher than where they were when they fell. But many of us have to learn to bounce back. Powerful teachers help students grow their capacity to be resilient by mindfully providing students with three elements: affirmation, opportunity, and support.

from giving up so

Delighted because the expression I saw on the child's face conveyed a different message from her first one. It said, "Hmmm. I guess so. Let me try this again."

That's not to suggest that there's no place for teachers to assist students who are stalled

used to teachers—myself included—bending

down to do some of the work with the learner.

That's not to suggest that there's no place for teachers to assist students who are stalled in their work. But this incident reminded me that a teacher's affirmation of a student's capacity to do impressive things is powerful. In this instance, a little girl who was moments from giving up soldiered on because an

important adult in her life believed she could.

# Opportunities to Stretch

As an adolescent, I was near the bottom of the scale of self-confidence. I could have generated a long list of areas in which I was deficient but would've had great difficulty naming anything I could do well. One of my teachers had gotten my attention by suggesting

he thought I might have it in me to be a writer. Although I didn't believe him, I liked the sound of it and trusted Mr. Simms as a result.

One day, Mr. Simms said, "I need your help." He gestured for me to follow him, walked to a conference room, put a stack of poster board and some markers on the table, and said as he turned to leave the room, "We need signs to advertise the newspaper our class is producing." Then he looked over his shoulder and said, "You should be able to get at least six done in the next 40 minutes."

He left, and I stood immobilized. On my extensive list of nontalents, anything artistic would have been near the top. Mr. Simms must've meant someone else, but how could I

O GREG WALLY

#### You Have What It Takes

I was in an elementary classroom in which the teacher presented students with a problem that had no ready answer. She walked around the room as they tried to figure out how to move ahead with the problem. One girl had her head cocked to the side, lips pursed, and eyebrows furrowed in a pose that shouted frustration. As the teacher passed, the student intensified her look, sighed heavily, and whined, "This is hard!" Taking a step closer to the girl, the teacher raised her eyebrows and responded, "Well of course it is. And you can do hard things."

I was surprised and delighted with the teacher's comment. Surprised because I'm so

School of Education, University of Virginia in Charlottesville. She is the author, with Marcia B. Imbeau, of Leading and Managing

Carol Ann Tomlinson

(cat3y@virginia.edu)

is William Clay Parrish

Jr. Professor and Chair

and Policy at the Curry

of Educational Lead-

ership, Foundation,

Leading and Managii a Differentiated Classroom (ASCD,

2010).

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## 2009 AP® WORLD HISTORY FREE-RESPONSE QUESTIONS

#### WORLD HISTORY SECTION II

Part C

(Suggested planning and writing time—40 minutes)
Percent of Section II score—33 1/3

Directions: You are to answer the following question. You should spend 5 minutes organizing or outlining your essay.

Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence.
- · Addresses all parts of the question.
- · Makes direct, relevant comparisons.
- · Analyzes relevant reasons for similarities and differences.
  - For the period from 1500 to 1830, compare North American racial ideologies and their effects on society with Latin American/Caribbean racial ideologies and their effects on society.

STOP

**END OF EXAM** 

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Your Notes

#### 2002 AP® CALCULUS AB FREE-RESPONSE QUESTIONS

The rate at which people enter an amusement park on a given day is modeled by the function E defined by

$$E(t) = \frac{15600}{\left(t^2 - 24t + 160\right)}.$$

The rate at which people leave the same amusement park on the same day is modeled by the function  ${\cal L}$  defined by

$$L(t) = \frac{9890}{\left(t^2 - 38t + 370\right)}$$

Both E(t) and L(t) are measured in people per hour and time t is measured in hours after midnight. These functions are valid for  $9 \le t \le 23$ , the hours during which the park is open. At time t = 9, there are no people in the park.

- (a) How many people have entered the park by 5:00 P.M. (t = 17)? Round your answer to the nearest whole
- (b) The price of admission to the park is \$15 until 5:00 P.M. (t = 17). After 5:00 P.M., the price of admission to the park is \$11. How many dollars are collected from admissions to the park on the given day? Round your answer to the nearest whole number.
- (c) Let  $H(t) = \int_{0}^{t} (E(x) L(x)) dx$  for  $9 \le t \le 23$ . The value of H(17) to the nearest whole number is 3725. Find the value of H'(17), and explain the meaning of H(17) and H'(17) in the context of the amusement park.
- (d) At what time t, for  $9 \le t \le 23$ , does the model predict that the number of people in the park is a maximum?

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PROFESSIONAL DEVELOPMENT

Pre-AP® Instructional Leadership: Fostering Equity and Access

Workshop Handbook



USP V.F.1.t

PM Session rescheduled for Thursday, 9/19/13 from 9:00 am to 11:00 am

CollegeBoard

# PSAT Administration Readiness Workshop Wednesday, September 18, 2013

Training Location

#### MANSFELD MS LIBRARY

1300 E. 6th Street Corner of 6th Street and Highland Avenue

Morning Session 8:00 to 11:00 a.m.

Who should attend:

Administrator Testing Coordinator Counselors (up to 4 people per school)

Afternoon Session

Who should attend:

Math Department Chairs ELA Department Chairs



PSAT preparation workshop ("Nuts and Bolts"). College Board staff will review the benefits of the PSAT, discuss preadministration logistics, and help school staff identify goals related to student participation & performance. School-specific data will be provided. This is a <u>required training</u> for all schools who will administer the PSAT. Every one attending <u>must register</u> in advance by calling or emailing Sonia Gissart (see below)

To register or for more information contact:

# Office of Advanced Learning Experiences

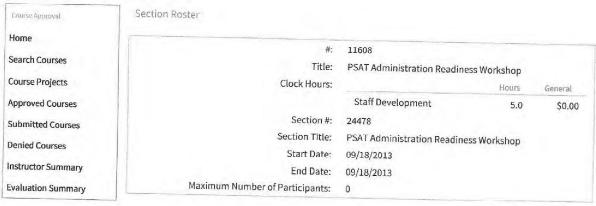
Martha Taylor, Director Sonia Gissart, Admin. Assistant Sonia.gissart@tusd1.org 225-6422

PM Session rescheduled for Thursday, 9/19/13 from 9:00 am to 11:00 am

Advanced Learning Experiences Department will provide funding for a 1/2 day sub or 2 hours LOP

USP V.F.1.t

# Course Approval Workflow



#	Name		District / School	Registration Status	Registration Details	Clock Hours
1.	Allen, Christine ID: 021150 christine.allen@tusd1.org Phone: 520/325-0257 Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5		Tucson, Sabino High School	Registered	Enrolled On: June 19, 2014 12:34 PM Last Status Change: June 19, 2014 12:34 PM	5.0 Hours Staff Development
2.	Allen, Treya ID: 023648 Treya.Allen2@tusd1.org Demographics: Classified Staff: Union: CSF Conf/Conf/Supv/Full Time	<b>5</b>	Tucson, University High School	Registered	Enrolled On: June 19, 2014 12:39 PM Last Status Change: June 19, 2014 12:39 PM	5.0 Hours Staff Development
	Amundson, Cindy ID: 003204 cindy.amundson@tusd1.org Phone: 520/881-0959 Demographics:	ď	Tucson, Project M.O.R.E.	Registered	Enrolled On:	5.0 Hours Staff Development

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77.00	Retired: Union: ACR ACR ASRS Working Retirees	Commence of the Commence of th			PM Last Status Change: June 19, 2014 12:28 PM	14
4.	Bacal, Victoria ID: 021679 Victoria.Bacal@tusd1.org Phone: 520/322-6402 Demographics: Classified Staff: Union: CSF Conf/Conf/Supv/Full Time		Tucson, Howenstine High School Tucson, Rincon High School	Registered	Enrolled On: June 19, 2014 12:31 PM Last Status Change: June 19, 2014 12:31 PM	5.0 Hours Staff Development
5.	Brock, Eric ID: 012030 eric.brock@tusd1.org Phone: 520/749-2152 Demographics: Administrator: Union: AD1 Admin E.L.I. Educ Leaders Inc.	6	Tucson, Palo Verde Magnet High School	Registered	Enrolled On: June 19, 2014 10:33 AM Last Status Change: June 19, 2014 10:33 AM	5.0 Hours Staff Development
6.	Brooks, Rhiannon ID: 026903 rhiannon.brooks@tusd1.org Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5	Í	Tucson, Santa Rita High School	Registered	Enrolled On: June 19, 2014 12:38 PM Last Status Change: June 19, 2014 12:38 PM	5.0 Hours Staff Development
7.	Cabral, Maria ID: 007484 Maria.Cabral@tusd1.org Phone: 520-306-7027 Demographics:	S.	Tucson, Cholla Magnet High School	Registered	Enrolled On: June 19, 2014 10;32	5.0 Hours Staff Development

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8,	Damon, Robert ID: 030399 Robert.Damon@tusdl.org Phone: 520-881-9282 Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5	€	Tucson, Palo Verde Magnet High School	Registered	AM Enrolled On: June 19, 2014 12:28 PM	5.0 Hours Staff Development
And the state of t	Teacher Education Assoc 5/5	A STATE OF THE PERSON OF THE P		The state of the s	Last Status Change: June 19, 2014 12:28 PM	
9.	Dumes, Jennifer ID: 025677 jennifer.dumes@tusdl.org <u>Demographics:</u> Certified Teacher: Union: T55 Teacher Education Assoc 5/5	6	Tucson, Sahuaro High School	Registered	Enrolled On: June 19, 2014 12:36 PM Last Status Change: June 19, 2014 12:36 PM	5.0 Hours Staff Development
10.	Ecelbarger, Paul ID: 010699 paul.ecelbarger@tusd1.org Phone: 520/733-2262 Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5	<b>a</b>	Tucson, Rincon High School	Registered	Enrolled On: June 19, 2014 12:32 PM Last Status Change: June 19, 2014 12:32 PM	5.0 Hours Staff Development
11.	Garcia, Karla ID: 029179 Karla.Garcia@tusd1.org Phone: 520-807-1699 Demographics:	6	Tucson, Mail Sort Tucson, Tucson Magnet	Registered	Enrolled On: June 19, 2014 12:39	5.0 Hours Staff Development

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	Classified Staff: Union: CSF Conf/Conf/Supv/Full Time	111111111111111111111111111111111111111	High School	II The Control of the	PM Last Status Change: June 19, 2014 12:39 PM	
12.	Glass, Jennifer ID: 023783 Jennifer.Glass@tusd1.org <u>Demographics:</u> Certified Teacher: Union: T55 Teacher Education Assoc 5/5	<b>a</b>	Tucson, University High School	Registered	Enrolled On: June 19, 2014 12:40 PM Last Status Change: June 19, 2014 12:40 PM	5.0 Hours Staff Development
13.	Hall, Melissa ID: 003680 Melissa.Hall@tusd1.org Phone: 520/318-1982 Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5	£	Tucson, Cholla Magnet High School	Registered	Enrolled On: June 19, 2014 10:32 AM Last Status Change: June 19, 2014 10:32 AM	5.0 Hours Staff Development
14.	Hanna, Mark ID: 021509 Mark.Hanna@tusd1.org Phone: 520/733-0389 Demographics: Classified Staff: Union: CSF Conf/Conf/Supv/Full Time		Tucson, Catalina Magnet High School	Registered	Enrolled On: June 19, 2014 10:10 AM Last Status Change: June 19, 2014 10:10 AM	5.0 Hours Staff Development
15.	Irwin, Tom ID: 010175 tom.irwin@tusd1.org Phone: 520/885-8794 Demographics:	Ę	Tucson, Howenstine High School Tucson,	Registered	Enrolled On: June 19, 2014 12:35	5.0 Hours Staff Development

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	Certified Teacher: Union: T55 Teacher Education Assoc 5/5		Sahuaro High School		PM Last Status Change: June 19, 2014 12:35 PM	
16.	Jefferson, Theresa ID: 019730 Theresa. Jefferson@tusd1.org Phone: 201-788-9171 Demographics: Classified Staff: Union: CSF Conf/Conf/Supv/Full Time	<b>6</b>	Tucson, Sahuaro High School	Registered	Enrolled On: June 19, 2014 12:35 PM Last Status Change: June 19, 2014 12:35 PM	5.0 Hours Staff Development
17.	Jeffery, Rashida ID: 022828 Rashida.Jeffery@tusd1.org Phone: 520/867-8226 Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5		Tucson, Cholla Magnet High School	Registered	Enrolled On: June 19, 2014 10:31 AM Last Status Change: June 19, 2014 10:31 AM	5.0 Hours Staff Development
18.	Kazen, Brenda ID: 012815 brenda.kazen@tusd1.org Phone: 520/360-5977 Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5		Tucson, Rincon High School	Registered	Enrolled On: June 19, 2014 12:32 PM Last Status Change: June 19, 2014 12:32 PM	5.0 Hours Staff Development
19.	Kim, Sarah ID: 020464 sarah.kim@tusd1.org Phone: 520/751-6382 Demographics:	<u> B</u>	Tucson, Rincon High School	Registered	Enrolled On: June 19, 2014 12:32	5.0 Hours Staff Development

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	Certified Teacher: Union: T55 Teacher Education Assoc 5/5	distribution of the state of th			PM Last Status Change: June 19, 2014 12:32 PM	1
20.	Krause, Shelley ID: 016777 shelley.krause@tusd1.org Phone: 520/731-0533 Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5	3	Tucson, Sahuaro High School	Registered	On:     June 19,     2014     12:36     PM     Last     Status     Change:     June 19,     2014     12:36	5,0 Hours Staff Development
21	Kukla, David ID: 000484 david.kukla@tusd1.org Phone: 520/745-1929 Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5		Tucson, Sabino High School	Registered	PM Enrolled On: June 19, 2014 12:34 PM Last Status Change: June 19, 2014 12:34 PM	5.0 Hours Staff Development
22.	Larson, Robin ID: 010672 robin.larson@tusd1.org Phone: 520/731-2064 Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5		Tucson, Palo Verde Magnet High School	Registered	Enrolled On: June 19, 2014 10:33 AM Last Status Change: June 19, 2014 10:33 AM	5.0 Hours Staff Development
23.	Lopez, Steven ID: 008326 steven.lopez@tusdl.org Phone: 520/790-1576 Demographics:	E C	Tucson, Pueblo Magnet High School	Registered	Enrolled On: June 19, 2014 12:31	5.0 Hours Staff Development

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	Certified Teacher: Union: T55 Teacher Education Assoc 5/5	111111111111111111111111111111111111111	A Proposition of the Proposition		PM Last Status Change: June 19, 2014 12:31 PM	1
24.	Manuel Jr, Wade ID: 006915 Wade.Manuel@tusd1.org Phone: 520/298-4702 Demographics: Retired: Union: ACR ACR ASRS Working Retirees	THE STATE OF THE S	Tucson, Carson Middle School Tucson, Mail Sort Tucson, Santa Rita High School	Registered	Enrolled On: June 19, 2014 12:36 PM Last Status Change: June 19, 2014 12:36 PM	5.0 Hours Staff Development
25.	Mathews, Michelle ID: 031779 Michelle.Mathews@tusd1.org Phone: 520-885-1365 Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5		Tucson, Santa Rita High School	Registered	Enrolled On: June 19, 2014 12:38 PM Last Status Change: June 19, 2014 12:38 PM	5.0 Hours Staff Development
26.	McGlynn, Michael ID: 007473 michael.mcglynn@tusd1.org Phone: 520-326-5649 Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5	1	Tucson, Catalina Magnet High School	Registered	Enrolled On: June 19, 2014 10:14 AM Last Status Change: June 19, 2014 10:14 AM	5.0 Hours Staff Development
27.	McTavish, Mandy ID: 029323 Mandy.McTavish@tusd1.org Phone: 814-404-1547 Demographics:	E)	Tucson, Banks Elementary School Tucson,	Registered	Enrolled On: June 19, 2014 12:34	5.0 Hours Staff Development

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31.	Pohlmann Reilly, Heather ID: 016266	ď	Tucson, Catalina	Registered	Enrolled On:	5.0 Hours Staff
	ID: 016132 cheryl.norwood@tusd1.org Phone: 520/760-1047 <u>Demographics:</u> Certificd Teacher: Union: T55 Teacher Education Assoc 5/5	A STATE OF THE STA	Tucson, Sabino High School Tucson, Secrist Middle School	Registered	Enrolled On: June 19, 2014 12:35 PM Last Status Change: June 19, 2014 12:35 PM	5.0 Hours Staff Development
30.	Phone: 520/546-9330  Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5  Norwood, Cheryl		High School		2014 10:34 AM Last Status Change: June 19, 2014 10:34 AM	
29.	Newman, Arwen ID: 010763 arwen.newman@tusd1.org		Tucson, Palo Verde Magnet	Registered	Change: June 19, 2014 12:29 PM Enrolled On: June 19,	5.0 Hours Staff Development
28.	Mulvaney, Jean ID: 007708 jean.mulvaney@tusd1.org Phone: 520/791-7856 Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5	ď	Tucson, Pueblo Magnet High School	Registered	On: June 19, 2014 12:29 PM Last Status	5.0 Hours Staff Development
2 to 10 major market and 1	Certified Teacher: Union: T55 Teacher Education Assoc 5/5		Johnson Elementary School Tucson, Sabino High School Tucson, Van Buskirk Elementary School		PM Last Status Change: June 19, 2014 12:34 PM	

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	heather.reilly@tusd1.org Phone: 520/325-0414		Magnet High		June 19, 2014	Development
HE HE CONTRACTOR OF THE CONTRA	Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5	The state of the s	School		AM Last Status Change: June 19, 2014 10:14	Term (per 1928) i minima sessona filmati mata — deposa sona
32.	Ranjel III, Alberto ID: 011865	1	Tucson,	Registered	Enrolled	5.0 Hours
	alberto,ranjel@tusd1.org		Tucson Magnet		On: June 19,	Staff Development
	Demographics:		High		2014	bevelopment
	Certified Teacher: Union: T55	E	School		12:38	
	Teacher Education Assoc 5/5	date mental by beauties) in the many continues of			PM Last Status Change: June 19, 2014 12:38 PM	
33.	Schuneman, Leiba		Tucson,	Registered	Enrolled	5.0 Hours
	ID: 014598 leiba.schuneman@tusd1.org Phone: 520/722-4619 Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5	The state of the s	University High School		On: June 19, 2014 12:40 PM Last Status Change: June 19, 2014 12:40 PM	Staff Development
34.	Semko, Mariaelena	1	Tucson,	Registered	Enrolled	5.0 Hours
	ID: 003037 nena.semko@tusd1.org Phone: 520/623-3960 Demographics: Certified Teacher: Union: TH1 Temporary Hourly		Sabino High School		On: June 19, 2014 12:34 PM Last Status Change: June 19, 2014 12:34 PM	Staff Development
35.	Sotelo, Yolanda ID: 006993	Ð	Tucson, Pueblo	Registered	Enrolled On:	5.0 Hours Staff

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	ID: 011032		Tucson, Pueblo	Registered	Enrolled On:	5.0 Hours Staff
39.	Thomas, Elizabeth ID: 029248 Elizabeth.Thomas@tusd1.org Phone: 520-820-4832 Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5  Toro, Teresa		Tucson, Rincon High School	Registered	Enrolled On: June 19, 2014 12:33 PM Last Status Change: June 19, 2014 12:33 PM	5.0 Hours Staff Development
38.	Demographics: Administrator: Union: AD1 Admin E.L.I. Fduc Leaders Inc. Thomas Elizabeth	_n	-		12:38 PM Last Status Change: June 19, 2014 12:38 PM	
37.	Suarez, Zuloma ID: 020438 zulema.suarez@tusd1.org Phone: 520-437-3327	Ę,	Tucson, Santa Rita High School	Registered	Enrolled On: June 19, 2014	5.0 Hours Staff Development
PER ANTENNA DE LA CALLANDA DEL CALLANDA DEL CALLANDA DE LA CALLAND	Teacher Education Assoc 5/5	Commence of the control of the contr		And the second s	Last Status Change: June 19, 2014 12:40 PM	
30,	Stewart, Christine ID: 015269 christine.stewart@tusd1.org Phone: 520/797-0843 Demographics: Certified Teacher: Union: T55	Ē	Tucson, Safford K-8 Tucson, University High School	Registered	Enrolled On: June 19, 2014 12:40 PM	5.0 Hours Staff Development
36,	Phone: 520/882-7843  Demographics: Certified Teacher: Union: TH1 Temporary Hourly		High School	The state of the s	2014 12:30 PM Last Status Change: June 19, 2014 12:30 PM	
	yolanda.sotelo@tusd1.org		Magnet		June 19,	Development

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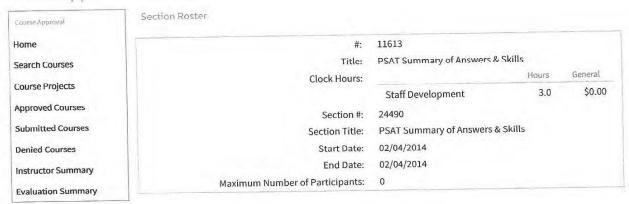
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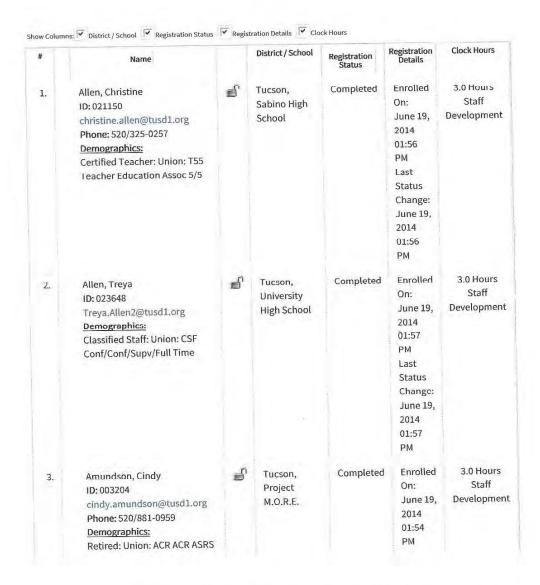
Page 11 of 12

	teresa.toro@tusd1.org Phone: 520/908 0383  Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5		Magnet High School		June 19, 2014 12:30 PM Last Status Change: June 19, 2014 12:30 PM	
40.	Tsosie, Alexandra ID: 025395 alexandra.tsosie@tusd1.org Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5	6	Tucson, Cholla Magnet High School Tucson, Hohokam Middle School	Registered	Enrolled On: June 19, 2014 10:32 AM Last Status Change: June 19, 2014 10:32 AM	5.0 Hours Staff Development
41.	Valdez, Ricardo ID: 027319 Ricardo.Valdez2@tusd1.org Phone: 520/327-1394 Demographics: Retired: Union: ACR ACR ASRS Working Retirees		Tucson, Cholla Magnet High School Tucson, Tucson Magnet High School	Registered	Enrolled On: June 19, 2014 10:32 AM Last Status Change: June 19, 2014 10:32 AM	5.0 Hours Staff Development
42.	Walanski, Andrew ID: 025943 Andrew.Walanski@tusdl.org Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5	ð	Tucson, Cholla Magnet High School	Registered	Enrolled On: June 19, 2014 10:33 AM Last Status Change: June 19, 2014 10:33 AM	5.0 Hours Staff Development

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# Course Approval Workflow





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	Working Retirees				Last Status Change: June 19, 2014 01:54 PM	
4.	Brooks, Rhiannon ID: 026903 rhiannon.brooks@tusd1.org Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5		Tucson, Santa Rita High School	Completed	Enrolled On: June 19, 2014 01:57 PM Last Status Change: June 19, 2014 01:57 PM	3.0 Hours Staff Development
5.	Cabral, Maria ID: 007484 Maria.Cabral@tusd1.org Phone: 520-306-7027 Demographics: Classified Staff: Union: CSF Conf/Conf/Supv/Full Time	4	Tucson, Cholla Magnet High School Tucson, Office of Prevention Education	Completed	Enrolled On: June 19, 2014 01:50 PM Last Status Change: June 19, 2014 01:50 PM	3.0 Hours Staff Development
6.	Damon, Robert ID: 030399 Robert.Damon@tusd1.org Phone: 520-881-9282 Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5		Tucson, Palo Verde Magnet High School	Completed	Enrolled On: June 19, 2014 01:53 PM Last Status Change: June 19, 2014 01:53 PM	3.0 Hours Staff Development
7:	Dumes, Jennifer 1D: 025677 jennifer.dumes@tusd1.org <u>Demographics:</u> Certified Teacher: Union: T55 Teacher Education Assoc 5/5	<b>a</b> )	Tucson, Sahuaro High School	Completed	Enrolled On: June 19, 2014 01:56 PM Last	3.0 Hours Staff Development

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					Status Change: June 19, 2014 01:56 PM	
8.	Ecelbarger, Paul ID: 010699 paul.ecelbarger@tusdl.org Phone: 520/733-2262 Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5	5	Tucson, Rincon High School	Completed	Enrolled On: June 19, 2014 O1:55 PM Last Status Change: June 19, 2014 O1:55 PM	3.0 Hours Staff Development
9.	Jeffery, Rashida ID: 022828 Rashida.Jeffery@tusd1.org Phone: 520/867-8226 Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5		Tucson, Cholla Magnet High School	Completed	Enrolled On: June 19, 2014 01:50 PM Last Status Change: June 19, 2014 01:50 PM	3.0 Hours Staff Development
10.	Kazen, Brenda ID; 012815 brenda.kazen@tusdl.org Phone: 520/360-5977 Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5	6	Tucson, Kincon High School	Completed	Enrolled Oii: June 19, 2014 01:54 PM Last Status Change: June 19, 2014 01:54 PM	3.0 Hours Staff Development
11.	Kim, Sarah ID: 020464 sarah.kim@tusd1.org Phone: 520/751-6382 Demographics: Certified Teacher: Union: T55. Teacher Education Assoc 5/5	1	Tucson, Rincon High School	Completed	Enrolled On: June 19, 2014 01:55 PM Last Status	3.0 Hours Staff Development

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					Change: June 19, 2014 01:55 PM	
12.	Krause, Shelley ID: 016777 shelley.krause@tusd1.org Phone: 520/731-0533 Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5	ð	Tucson, Sahuaro High School	Completed	Enrolled On: June 19, 2014 01:56 PM Last Status Change: June 19, 2014 01:56 PM	3.0 Hours Staff Development
13.	Kukla, David ID: 000484 david.kukla@tusd1.org Phone: 520/745-1929 Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5	<b>a</b>	Tucson, Sabīno High School	Completed	Enrolled On: June 19, 2014 01:55 PM Last Status Change: June 19, 2014 01:55 PM	3.0 Hours Staff Development
14.	Manuel Jr, Wade ID: 006915 Wade.Manuel@tusd1.org Phone: 520/298-4702 Demographics: Retired: Union: ACR ACR ASRS Working Retirees	đ	Tucson, Carson Middle School Tucson, Mail Sort Tucson, Santa Rita High School	Completed	Enrolled On: June 19, 2014 01:56 PM Last Status Change: June 19, 2014 01:56 PM	3.0 Hours Staff Development
15.	Mathews, Michelle (D: 031779 Michelle.Mathews@tusdl.org Phone: 520-885-1365 Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5		Tucson, Santa Rita High School	Completed	Enrolled On: June 19, 2014 01:57 PM Last Status Change:	

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10000					June 19, 2014 01:57 PM	
16.	McGlory, Dinah ID: 021449 dinah.mcglory@tusd1.org Phone: 520/721-2001 Demographics: Classified Staff: Union: CSF Conf/Conf/Supv/Full Time	S.	Tucson, Booth/Fickett Magnet Scool Tucson, Santa Rita High School Tucson, Utterback Magnet School	Completed	Enrolled On: June 19, 2014 01:57 PM Last Status Change: June 19, 2014 01:57 PM	3.0 Hours Staff Development
17.	McGlynn, Michael ID: 007473 michael.mcglynn@tusd1.org Phone: 520-326-5649 Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5		Tucson, Catalina Magnet High School	Completed	Enrolled On: June 19, 2014 O1:50 PM Last Status Change: June 19, 2014 O1:50 PM	3.0 Hours Staff Development
18.	Mulvaney, Jean ID: 007708 jean.mulvaney@tusd1.org Phone: 520/791-7856 Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5	<b>S</b>	Tucson, Pueblo Magnet High School	Completed	Enrolled On: June 19, 2014 01:54 PM Last Status Change: June 19, 2014 01:54 PM	3.0 Hours Staff Development
19,	Pohlmann Reilly, Heather ID: 016266 heather.reilly@tusd1.org Phone: 520/325-0414 Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5	ď	Tucson, Catalina Magnet High School	Completed	Enrolled On: June 19, 2014 01:50 PM Last Status Change: June 19,	Staff Development

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Page 6 of 6

				2014 01.50 PM	
20.	Sotelo, Yolanda ID: 006993 yolanda.sotelo@tusd1.org Phone: 520/882-7843 Demographics: Certified Teacher: Union: TH1 Temporary Hourly	Tucson, Pueblo Magnet High School	Completed	Enrolled On: June 19, 2014 01:54 PM Last Status Change: June 19, 2014 01:54 PM	3.0 Hours Staff Development
21	Stewart, Christine ID: 015269 christine.stewart@tusd1.org Phone: 520/797-0843 Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5	Tucson, Safford K-8 Tucson, University High School	Completed	Enrolled On: June 19, 2014 01:57 PM Last Status Change: June 19, 2014 01:57 PM	3.0 Hours Staff Development
22.	Thomas, Elizabeth ID: 029248 Elizabeth. Thomas@tusd1.org Phone: 520-820-4832 Demographics: Certified Teacher: Union: T55 Teacher Education Assoc 5/5	Tucson, Rincon High School	Completed	Enrolled On: June 19, 2014 01:55 PM Last Status Change: June 19, 2014 01:55 PM	3.0 Hours Staff Development

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Pala Verde Magnet HS Cyber Cafe

1302 S. Avenida Vega (22nd St., west at Kolb Rd.

# PSAT Summary of Answers & Skills (SOAS) Workshop

This half-day workshop, given by College Board, is a follow up to the PSAT Administration Training held in September. Teams from each high school will participate in SOAS training to review PSAT academic skills performance, comparison to state and national data, and alignment to CCSS

Seating for this workshop is limited and by invitation; you have until 5:00 pm Wednesday, January 22nd to confirm yours. If you do not RSVP, your place may be given to someone else.

The Advanced Learning Experiences Department will pay for a Substitute or up to 4 hours LOP if needed.

DATE

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1:00 p.m. - 4:00 p.m.

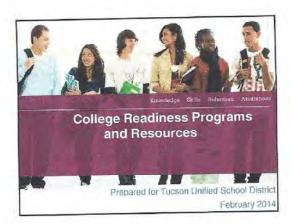
Tuesday, 02/04/2014



Sonia Gissart - 225-6426 or Sonia.gissart@tusd1.org



USP V.F.1.t



#### **PSAT Summary of Answers & Skills**

Agenda

- Assessment of College & Career Readiness
- Accessing Your Item Analysis
- Analyzing Your Data
- Preparing for Classroom Activities
- Data in Action

PSAT/NMSQT

#### PSAT/NMSQT® Helps Students

- Prepare for the SAT®
- + Enter scholarship and recognition competitions
- + Improve academic skills
- Plan for college and careers
- Connect with colleges

PSAT/NMSQT

#### **PSAT Summary of Answers & Skills**

Share questions with students to debrief them on their performance, and prepare them for future PSAT/NMSOT and SAT exems.

- Improve the academic skills and behaviors that are necessary for college and careers
- Improve academic content knowledge (vocabulary, grammar, math formulas)
- Create awareness of specific skills and knowledge that have been targeted for improvement at the school level

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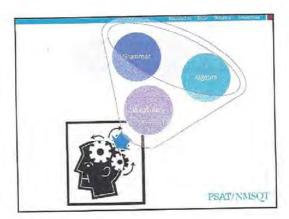
PSAT/NMSQT

#### The 4 Components of College and Career Readiness

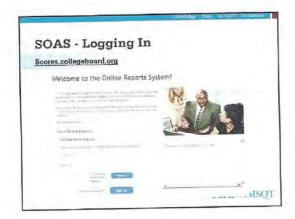
- Key Cognitive Strategies
- 2. Key Content Knowledge
- 3 Academic Behaviors
- 4 Contextual Skills

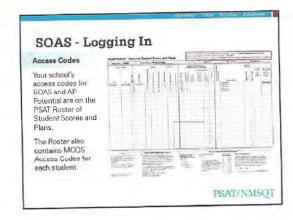
College and Career Ready, David T. Conley

PSAT/NMSQT





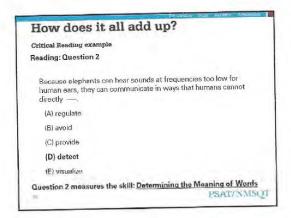


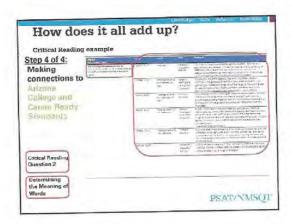


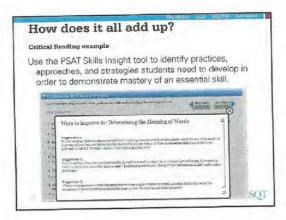
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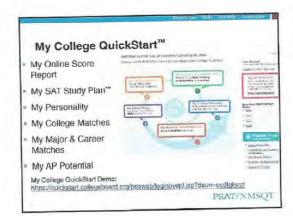
Cor	OAS Workshop Activity nparable Group Analysis (pages 5, 10, and 14)
Inst	tructions
1	Work within your own school group/academic area, using your school's SOAS report to identify "outlier" questions:
2.	Things to look for:  Questions that fall into the dark blue area, where your students performed below expectation.
	Questions that fall into the light blue area, where your students performed higher than expectation.
200	Review specific questions using your copy of the PSAT test booklet, or the SOAS PDF Builder, or the My College QuickStart demo.

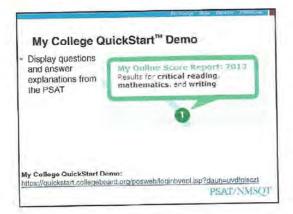
How does it all add up?
Now that you're familiar with the data the
SOAS report provides, we'll walk through
an example of how to use SOAS reports
using a Critical Reading test question.
PSAT/NMSOT





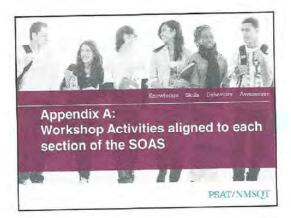






Short Ac	tivities - Multiple Standard
Brief classroom	activities can address multiple standards.
Spend 5 to 15 m	inutes reviewing test items in small groups:
your response	particular answer choice is the worst choice? Record is, then vote as a group.
was incorrect	ou explain to another student that his answer choice? Decide which group member's advice was the most crite down that advice.
> Can you gain i	information that helps you solve the problem by looking choices?
> Each group w	ill present it's findings back to the class.





	OAS Workshop Activity view Skills Analysis (pages 2, 6, and 11)
Ins	tructions
	Work within your own school group/academic area, using your school's SOAS report.
	Identify the skill that your students performed the worst on.
	Using the Test Question and Answer Explanations, look at each question aligned to that skill.
	Things to fook for: Skills furthest below the state/national-average, Skills that are furthest to the left file, those that are the weakest for the group? Skills that came to your attention after review of Question Analysis.

Con	AS Workshop Activity parable Group Analysis (pages 5, 10, and 14)	) <del>(</del>	
Inst	uctions		
1.	Work within your own school group/academic area, using your school's SOAS report to identify "outlier" questions:		
2.	Things to look for:  Questions that fall into the dark blue area, where your students performed below expectation.  Questions that foll into the light blue area, where your students performed higher than expectation.	-	
1	Review specific questions using your copy of the PSAT test booklet, or the SOAS PDF Builder, or the My College QuickStart demo.		
	PSATYNMSOT		
S	DAS Workshop Activity  nparable Group Analysis (pages 5, 10, and 14)		
Qu	nparable Group Analysis (pages 5, 10, and 14) estions for Consideration		
Qu	nparable Group Analysis (pages 5, 10, and 14) estions for Consideration hin your group, please answer the following questions:	_	
Qu	nparable Group Analysis (pages 5, 10, and 14) estions for Consideration hin your group, please answer the following questions:  Is there a pattern in the skills aligned with the test questions on which your students performed below expectation?		
Qu	nparable Group Analysis (pages 5, 10, and 14) estions for Consideration hin your group, please answer the following questions:		
Qu Wi	estions for Consideration  hin your group, please answer the following questions:  Is there a pattern in the skills aligned with the test questions on which your students performed below expectation?		
Qu Wi	parable Group Analysis (pages 5, 10, and 14) estions for Consideration hin your group, please answer the following questions:  Is there a pattern in the skills aligned with the test questions on which your students performed below expectation?  Is there a pattern in the skills aligned with the test questions on which your students performed above expectation?  What new information, if any, have you learned from this analysis? Hes this changed your thoughts about anything that your group		

# PSAT/NMSQT List of Academic Skills

#### Critical Reading Skills

#### **Determining the Meaning of Words**

Use vocabulary skills, context, roots, prefixes and suffixes to determine the meaning of words.

#### **Author's Craft**

Understand how authors use tone, style and writing devices such as metaphor or symbolism.

#### Reasoning and Inference

Understand assumptions, suggestions and implications in reading passages and draw informed conclusions.

#### Organization and Ideas

Understand the organization of a reading passage, and identify the main and supporting ideas.

#### **Understanding Literary Elements**

Understand literary elements such as plot, setting and characterization.

#### Mathematics

#### **Number and Operations**

Understand types of numbers (integers, fractions, decimals), their properties and the correct order of operations (addition, multiplication, division). Perform computations correctly.

#### Algebra and Functions

Solve problems using algebraic expressions and symbols to represent relationships, patterns and functions of different types.

#### Geometry and Measurement

Solve problems based on understanding the properties of shapes, such as triangles and circles, and the spatial relationships between angles and lines.

#### **Data, Statistics and Probability**

Analyze data, understand descriptive statistics, make inferences and determine the likelihood that certain events will occur.

#### **Problem Solving**

Solve abstract and practical problems by applying and adapting a variety of strategies. Monitor progress and evaluate answers in terms of questions asked.

#### Representation

Use and translate among representations including verbal, numerical, symbolic and graphical to communicate mathematical ideas and solve problems.

#### Reasoning

Develop and use mathematical arguments and proofs to explore the truth of conjectures and justify conclusions.

#### Connections

Connect ideas from different areas of mathematics (particularly geometry and algebra) to state or solve abstract or applied problems,

#### Communication

Express mathematical ideas precisely and communicate them coherently and clearly in the language and notation of mathematics.

#### Writing Skills

#### Manage Word Choice and Grammatical Relationships Between Words

Understand relationships between and among words, including subject—verb agreement, pronoun reference, and verb form and tense.

#### Manage Grammatical Structures Used to Modify or Compare

Understand correct use of adjectives or adverbs, comparative structures (such as neither and nor) and phrases used to modify or compare.

#### Manage Phrases and Clauses in a Sentence

Use well-formed sentence structures (e.g., parallelism, connectives, and relative clauses) to indicate relationships between and among sentence elements.

#### Recognize Correctly Formed Sentences

Recognize correct sentence structure.

#### Manage Order and Relationships of Sentences and Paragraphs

Identify how to order the elements of a sentence or paragraph to improve clarity, meaning and the progression of ideas.

Case 4:74-cv-00090-DCB

#### 1 Wine the Data





3. Planning for Change

Use this section to link the test questions and skills you identified on the previous page with your state's standards. The goal is to find curriculum weaknesses or strengths and to discover ideas for making improvements.

e questions from your previous review for deeper investig	Notes
Skill (you can find the skill on the skills Analysis table)	110103
	ports from the College Board website)
	Notes
State Standards	140,622
	-
>	
e curriculum are these skills taught/or where should they	be taught?
	d student success?
nmendations would you make to your school for hisproves	a state in saveses.
	Skill (you can find the skill on the Skills Analysis table)  e standards aligned to these skills (use skills-alignment reports)  State Standards



## **2013-14** SOAS

Summary of Answers and Skills Report

Wednesday Form: Sophomores, Class of 2016

**Tucson Unified School District (AZ)** 



PSAT/NMSQT results for your students are enclosed. Use this information to adjust curricula and instructional practice to improve student learning.

Download this report, state alignments, test questions and answer explanations at:

scores.collegeboard.org

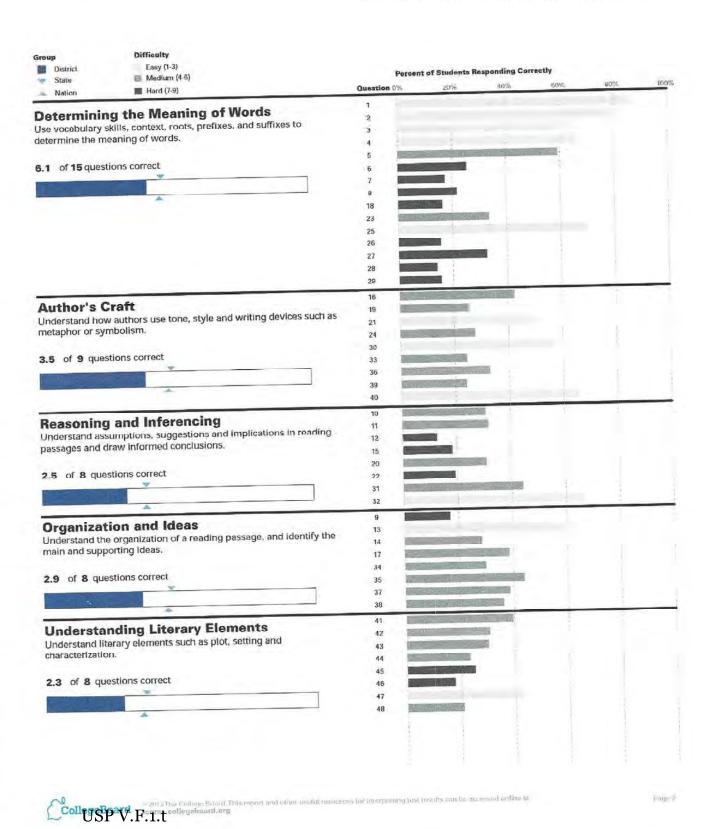


PSAT/NMSOT Summary of Answers and Skills 2013-14

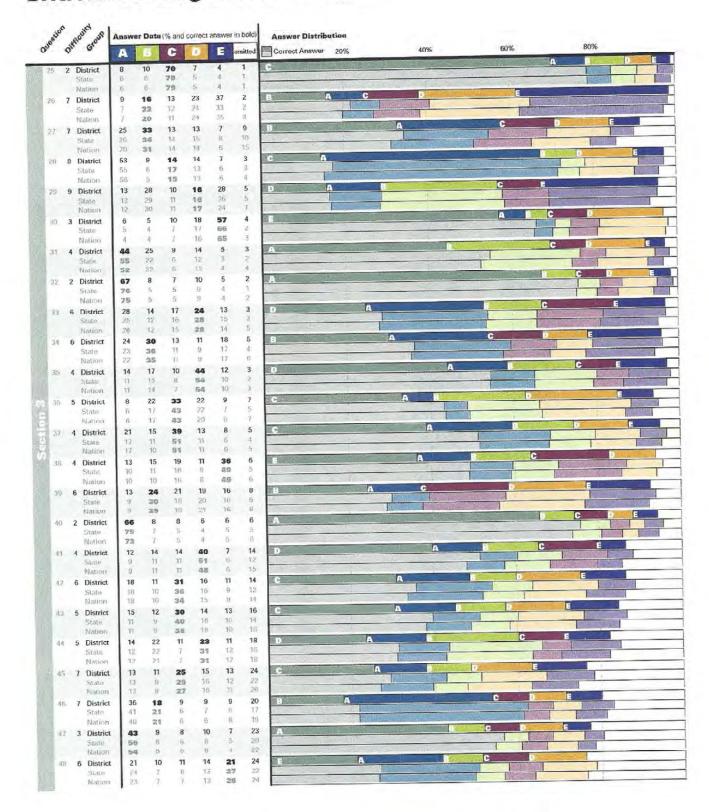
TUCSON UNIFIED SCHOOL DISTRICT (AZI

#### Critical Reading Skill Analysis

The left column indicates how many questions your students answered correctly. The right column shows your students' performance on each question by skill category. Interpret this information with standards alignments and test questions and answer explanations available at **scores.collegeboard.org** 



#### Critical Reading Question Analysis





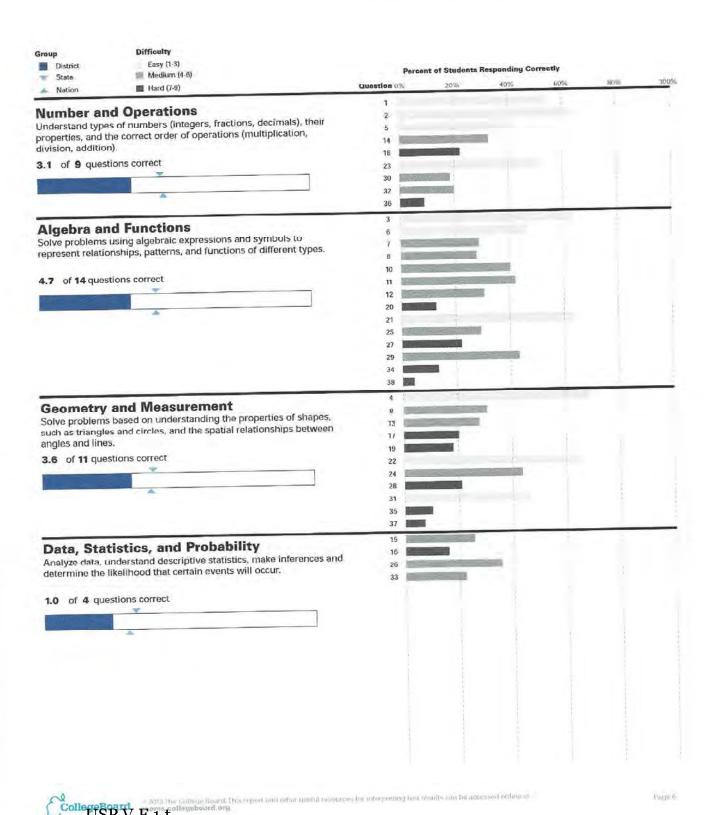
Page L

PSAT/MMSQT Summary of Answers and Skills 2013-14

TUCSON UNIFIED SCHOOL DISTRICT (AZ)
WEDNESDAY FORM: SOPHOMORES, CLASS OF 2016

#### Mathematics Skill Analysis

The left column indicates how many questions your students answered correctly. The right column shows your students' performance on each question by skill category. Interpret this information with standards alignments and test questions and answer explanations available at scores.collegeboard.org

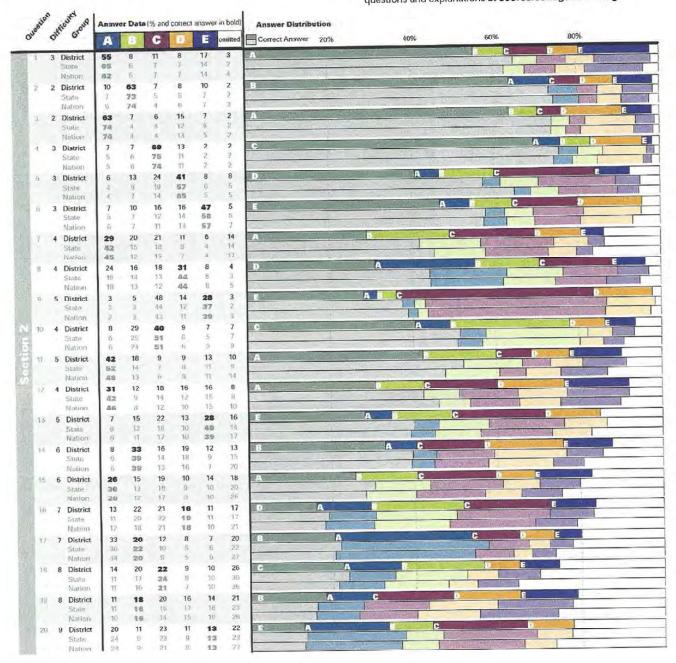


PSAT/NMSOT Summary of Answers and Skills 2013-14

TUCSON UNIFIED SCHOOL DISTRICT (AZ)
WEDNESDAY FORM: SOPHOMORES, CLASS OF 2016

#### **Mathematics** Question Analysis

This section shows the distribution of correct and incorrect answers for your students, state and nation. Take the next step and develop instructional remediation plans by reviewing questions and explanations at scores.collegeboard.org



#### Mathematics Comparable Group Analysis

#### What is a comparable group?

A comparable group is a statistically generated group that allows you to identify questions where your students' performance diverges from what might be expected based on their overall performance. It is a sample of students whose overall performance was similar to the performance of your student population. This group is compiled based on performance only, and does not account for attributes like student demographics, geographic region or school size.

O Page	S. S	District	Group	Difference between District and Comparable Grou					
0	0	(% correct)	(% correct)			% 09		5% 4	
1	3	55	52	1			•	1	-
2	2	63	61				•	1	-
3	2	63	60				•		-
4	3	69	63						-
5	3	41	52	•					-
6	3	47	42	1				+	-
7	4	29	37	-	•			!	-
B	4	31	29				•	-	-
9	5	28	28	1					
10	4	40	41	1					-
11	5	42	39	-				-	-
12	4	31	33	1			1		-
13	5	28	28			1	•		-
14	6	33	34						1
15	6	26	25				•	-	
16	7	16	14					1	1
17	7	20	17			1			-
18	8	22	22	1			•		1
19	8	18	17	- 1					1
20	9	13	12	4		1		-	1

#### How is this information useful?

Focusing on questions where your students' performance is significantly lower than the comparable group performance can reveal opportunities where you might realistically expect to improve student learning. Similarly, when your students' performance is significantly higher than the comparable group performance, you can identify strengths in your curriculum and instruction, and work to ensure that those strengths are recognized and maintained.

Out of the last	Child I	District	Comp Group (% correct)	Distr	ict a	nd Co	mpa	+5%	e Gr
	A (8	(correct)	(% correct)	10%	-5	% O	%	+5%	+10
21	1	63	66	1		•	-	1	-
22	2	66	61					+	
23	3	51	47	-				•	-
24	4	44	42	1				-	
25	5	29	27						i
26	5	36	32	1			-	•	
27	7	22	23	1		•		-	
28	8	21	18				1		
29	4	43	50	1			-	1	
30	5	19	22				1		
31	3	46	48	1			-		
32	5	20	26	1	•		1	-	
33	5	22	24					-	
34	7	13	12						
35	7	10	9	100					
36	7	9	7					•	
37	8	7	8	1			•	-	
38	9	4	4			1	•	-	
						-	-	1	
				3		1	1	1	

Your students performed significantly worse on questions that fall in the dark blue column to the left,

and significantly better on questions that fall in the light blue column to the right.



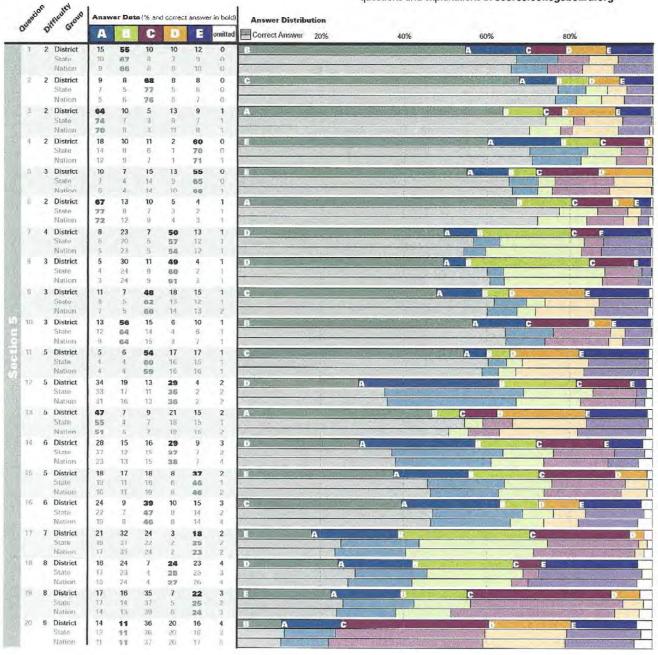
Page 16

PSAT/NMSQT Summary of Answers and Skills 2013-14

TUCSON UNIFIED SCHOOL DISTRICT (AZ) WEDNESDAY FORMUSOPHUMORES CLASSICE 2016

#### Writing Skills Question Analysis

This section shows the distribution of correct and incorrect answers for your students, state and nation. Take the next step and develop instructional remediation plans by reviewing questions and explanations at scores.collegeboard.org





PSAT/NMSOT Summary of Answers and Skills 2013-14

#### Writing Skills Comparable Group Analysis

#### What is a comparable group?

A comparable group is a statistically generated group that allows you to identify questions where your students' performance diverges from what might be expected based on their overall performance. It is a sample of students whose overall performance was similar to the performance of your student population. This group is compiled based on performance only, and does not account for attributes like student demographics, geographic region or school size.

6	No.	District	Group	Difference between District and Comparable Grou					
On the last	Officers.	% correct	(% correct)				% +		
1	2	55	57		1			-	1
2	2	68	67				•		-
3	2	64	60	1					1
4	2	60	61	1		•			1
5	3	55	55				•		1
6	2	67	63	1				•	1
7	4	50	44						-
R	3	49	54						1
9	3	48	52						
10	3	56	57					-	1
11	5	54	50			1	1	•	1
12	5	29	29			1	•	1	
13	5	47	42						
14	6	29	32	1			1	-	1
15	5	37	36					-	-
16	6	39	39				•		1
17	7	18	16	-				-	-
18	8	24	21	-			1		1
19	8	22	19	17.4				•	
20	9	11	9	-		-		1	

#### How is this information useful?

Focusing on questions where your students' performance is significantly lower than the comparable group performance can reveal opportunities where you might realistically expect to improve student learning. Similarly, when your students' performance is significantly higher than the comparable group performance, you can identify strengths in your curriculum and instruction, and work to ensure that those strengths are recognized and maintained.

Oran de	District	Comp Group (% correct)	District and C		
	(% correct)	1	-70% 5%	1 1	*10
21 1	63	64			1
22 2	50	54	•		
23 3	53	53		+	1
24 3	53	55			
25 3	45	45		•	
26 4	42	49	•		
27	62	59			
28	31	33			
29	21	21		•	
30	21	23			
31	8 19	20		•	
32	8 18	17		•	
33	9 20	17		•	
34	9 10	9		•	
35	1 41	46			
36	5 23	26			
37	8 22	20		•	
38	5 31	34	•		
39	7 18	17		•	

Your students performed **significantly worse** on questions that fall in the dark blue column to the left,

and significantly better on questions that fall in the light blue column to the right.



Page 14



The Phoenix Desert APSI\* is proud to announce the dates for our summer institutes for 2014. This is our eleventh year serving Arizona schools, and we are proud to partner in Tucson with the Tucson Unified School District to bring you the following outstanding institutes. For more information please call our office at 602-992-2375, check our website at <a href="www.phoenixdesertsi.com">www.phoenixdesertsi.com</a>, or contact our Director, Vicki Musen at <a href="www.pmusen@cox.net">wmusen@cox.net</a>

#### **STRAND 1 - Advanced Placement (AP)**

Our presenters are trained and endorsed by the College Board\*. Last year our institutes were attended by teachers across Arizona as well as sixteen other states and ten countries. We invite you to join us this summer, and updated information may be found on our website.

Advanced Placement Program\* classes will be offered in: Biology, Calculus AB, Chemistry, English Language, English Literature, Economics, Environmental Science (Yuma Institute Only), French Language & Culture (Phoenix Institute Only), Government – U.S., Human Geography, Physics 1 & 2 (Phoenix Institute Only), Spanish Language and Culture, Spanish Literature & Culture, Studio Art, U.S. History, and World History.

#### STRAND 2 - Gifted Strategies

#### Gifted Strategies K- 5 and Gifted Strategies 6-8

These four day workshops are designed for gifted teachers who want to add new tools to their instructional skill set for working with gifted students and for classroom teacher who has the responsibility to "differentiate instruction" for the gifted learner in their classroom. In either case, the participants will learn about the specific and unique needs of gifted students, strategies for working with these students, teaching methods, and specific classroom activities with proven effectiveness.

#### STRAND 3 - Honors (HS)/Advanced(MS) Classes

#### English Strategies: Connecting Arizona College and Career Ready Standards with Academic Excellence

This four day workshop will offer teachers hands on activities, group discussions and strategies to prepare their 7<sup>th</sup> though 10<sup>th</sup> grade students for the rigorous course work expected of students with the Arizona College and Career Ready English Standards. In addition, the participants will also connect the ACCR standards to the advanced curricular topics such as advanced placement, honors, IB and Cambridge Learning. The workshops focus on helping participants explore and articulate middle school and high school curriculums anchored in the skills, knowledge and habits of the mind needed for achieving the English ACCR and for success in advanced coursework. Both middle and high school teachers will find activities that can benefit their students immediately.

#### Math Strategies: Connecting the Arizona College and Career Ready Standards with Academic Excellence

This four-day workshop will offer teachers hands-on activities, group discussions and strategies to prepare their 7<sup>th</sup> through 10<sup>th</sup> grade students for dramatic changes in pedagogy, content and process expected of students with the Arizona College and Career Ready Math Standards. In addition, the participants will connect the ACCR Math standards to curricular topics such as advanced placement, honors, IB and Cambridge Learning. The workshops will focus on helping participants explore and articulate middle school and high school curricula anchored in the skills, knowledge and habits of the mind needed for achieving the Math ACCR standards and for success in advanced coursework. Both middle and high school teachers will find activities that will benefit their students immediately.

#### USP V.F.1.t

The Yuma Institute will be held June 23-26, 2014 at Gila Ridge High School, 7150 E 24th Street, Yuma, AZ 85365
The Phoenix Institute will be held July 14-17, 2014 at Pinnacle High School, 3535 E Mayo Blvd, Phoenix. AZ 85050

<sup>\*</sup>College Board, AP, Advanced Placement program and the acorn Logo are registered trademarks of the College Board. Used with permission



#### **REGISTRATION INFORMATION: 2014**

**PRIORITY REGISTRATION** – Priority registration runs from Monday, January  $27^{th}$  through February  $19^{th}$  only. After February  $19^{th}$ , all registrations will be on a first come, first served basis. Registration closes on Wednesday, June  $4^{th}$ . Only teachers who fit into one of the priority categories listed below may register during this time period.

**REGULAR REGISTRATION** – Regular registration will open to all TUSD teachers on Monday, February 24, 2014. At that time, slots will be filled on a first-come, first-served basis.

#### **Priority Registration** is offered to TUSD teachers who have:

- 1. STRAND 1 ADVANCED PLACEMEN: The information below only applies to Priority Registration.
  - a. been assigned to teach an AP course in SY 14-15 and have not had AP training in that class within three years. (If you had training the summer of 2011 or before, you must take new training in summer of 2014).
  - b. been assigned to teach a <u>newly required AP course</u> at their site and have not had AP training in that class within three years. (if you had training the summer of 2011 or before, you must take new training in Summer of 2014).

#### 2. STRAND 2 – GIFTED STRATEGIES: Priority Registration: The information below only applies to Priority Registration.

- a. currently assigned to a GATE class and do not have a <u>provisional</u> Gifted endorsement on their teaching certificate.
- b. Currently assigned to a GATE class and do not have a <u>permanent</u> Gifted endorsement on their teaching certificate.

#### 3. <u>STRAND 3 – HONORS (HS)/ADVANCED(MS) CLASSES: The information below only applies to Priority Registration.</u>

- a. been assigned to an Honors (HS) or Advanced (MS) class for SY 2014-15.
- b. Currently teaching an Honors (HS) or Advanced (MS) class.

Participants will receive a certificate upon completion of the institute for 30 hours continuing education credit. College credit (2 credits) may be arranged through San Diego State University for an additional \$144. More information on college credit will be in the registration packet you will receive before the institute.

Classes are held from 8:00 AM till 4:00 PM daily except the first morning when we begin at 7:30 AM.

The cost for the four-day workshops is \$625.00 per person, which will be paid for by the TUSD Advanced Learning Experiences Department. Lunch and materials are included as well as breakfast the first morning.

#### USP V.F.1.t

The Yuma Institute will be held June 23-26, 2014 at Gila Ridge High School, 7150 E 24th Street, Yuma, AZ 85365
The Phoenix Institute will be held July 14-17, 2014 at Pinnacle High School, 3535 E Mayo Blvd, Phoenix. AZ 85050

<sup>\*</sup>College Board, AP, Advanced Placement program and the acorn Logo are registered trademarks of the College Board. Used with permission



PLEASE NOTE: Although this workshop is free for all TUSD teachers who attend, you may be charged a cancellation fee of \$125.00, if you cancel less than two weeks prior to the workshop or for the FULL \$625.00 tuition if you are a "no call, no show" on the date of the workshop.

Registration closes on Wednesday, June 4th



### PHOENIX DESERT AP\* SUMMER INSTITUTE TUSD PROGRAMS

Tucson High Magnet School 400 N. 2<sup>nd</sup> Avenue, Tucson, AZ, 85705 June 18 - 21, 2014

#### **REGISTRATION FORM**

Name:	
Home Addres	ss:City/State/Zip:
<b>Home Phone</b>	#: Summer Email Address:
TUSD Dept/Se	chool:
<u>STRA</u>	ND 1: AP* SESSIONS
	Priority Registration:Yes No Reason:2a2b (from Pg. 2 Registration Info.)
	BIOLOGYHUMAN GEOGRAPHY
	CALCULUS ABSPANISH LANGUAGE & CULTURE
	CHEMISTRYSPANISH LITERATURE & CULTURE
	ECONOMICSSTUDIO ART
	ENGLISH LANGUAGEU.S. HISTORY
	ENGLISH LITERATUREWORLD HISTORY
	GOVERNMENT - U.S.
	YUMA AP* SESSION (June 23-26, 2014) PHOENIX AP* SESSION ( JULY 14-18,2014)
	ENVIRONMENTAL SCIENCEFRENCH LANGUAGE & CULTURE
	PHYSICS 1 & 2
<b>STRA</b>	ND 2: GIFTED STRATEGIES
	Priority Registration:Yes No Reason:2a2b (from Pg. 2 Registration Info.)
	Gifted Strategies K - 6Gifted Strategies 6 - 8
<b>STRA</b>	ND 3: HONORS (HS)/ADVANCED (MS) STRATEGIES
	Priority Registration:Yes No _ Reason:2a2b _ (from Pg. 2 Registration Info.)
	English Strategies (Grades 7 - 12): Connecting the AZ College & Career Ready Standards with
	Academic Excellence
	Math Strategies (Grades 7 - 12): Connecting the AZ College & Career Ready Standards with
	Academic Excellence

#### Registration closes on Wednesday, June 4th

#### USP V.F.1.t

The Yuma Institute will be held June 23-26, 2014 at Gila Ridge High School, 7150 E 24th Street, Yuma, AZ 85365
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You may register via email: <u>Sonia.gissart@tusd1.org</u>; Fax: 520.225.6186; or by mail at: Advanced Learning Experiences Dept., ATTN: Sonia Gissart, 1010 E. 10<sup>th</sup> Street, Bldg. A, Rm. 118, Tucson, AZ 85719

#### PHOENIX DESERT APSI

2014 Registration	115	PHOENIX L	DESERT APSI	TUCSON UNIFIE	
	TUSD	2014 AP SUMMEI	R INSTITUTE Attendees		
Last Name	First Name	Course	Subject	School	
Aguayo	Nallely	AP	Studio Art	Pueblo Magnet HS	
Badalov	Roman	AP	Calculus AB	Pueblo Magnet HS	
Bates	Heather	AP	English Literature - AP	Tucson High Magnet Schoo	
Burk	Andrea	AP	English Literature - AP	Tucson High Magnet Schoo	
Chavira	Angelica	AP	Spanish Language	Tucson High Magnet	
Chumbley	Janet	AP	English Language	Santa Rita HS	
Cilano	Kelly	AP	English Language	Tucson High Magnet	
Cordero	Mariela	AP	Spanish Language	Tucson High Magnet School	
Crane	Kelly	AP	English Literature - AP	Pueblo Magnet High School	
Donegan	Daniel	AP	Chemistry	Sahuaro High School	
Farmer	Joseph	AP	Chemistry - AP	Rincon High School	
Gould	Kristin	AP	English Literature - AP	Project More	
Grasso		AP	Chemistry - AP	Sabino High School	
	Cara	AP	Calculus AB		
Gungor	Tolga			Cholla High School	
Gunnels	Kathryn	AP	English Language	Rincon HS	
Hamilton	Lindsay	AP	English Language	Palo Verde HS	
Hurley	Barbara	AP	Biology	Catalina Magnet HS	
Jackson	Kacie	AP	English Language	Palo Verde HS	
Kijewski	Amy	AP	World History - AP	Pueblo Magnet High School	
Krause	Shelley	AP	English Literature - AP	Sahuaro High School	
Levine	Lolita	AP	Biology	Pueblo Magnet HS	
Martin	Joseph	AP	U.S. History - AP	Rincon High School	
Oliver	Regina	AP	French Language & Culture		
Pichardo	Kevin Nieves	AP	Chemistry - AP	Tucson High Magnet	
Ramos	Melina	AP	Spanish Language	Magee Middle School	
Rothstein	Dana	AP	World History - AP	Palo Verde HS	
Rutherford	Mitchell	AP	Biology	Sahuaro High School	
Scott	John (Jack)	AP	English Literature - AP	Tucson High Magnet School	
Smith	Sara	AP	U.S. History - AP	Sabino High School	
Speir	Michael	AP	Studio Art	Sabino High School	
Stensel	Jacquline	AP	U.S. History - AP	Alice Vail Middle - GATE	
Stuart	Sarah	AP	Human Geography - AP	University High School	
Vuturo	Steven	AP	Biology	Sahuaro High School	
Weaver	Robert	AP	English Literature - AP	Agave Learning Center	
Arrieta	Tawnee	AP	English Literature		
Bennett	Saba	AP	English Literature	University HS	
Cromer	Kim	AP	English Language	Tucson HMS	
Dickason	Carl	AP	Chemistry - AP	Sabino HS	
Dickinson	Don	AP	Human Geography	University HS	
Hall	Thomas	AP	English Literature - AP	Tucson HMS	
Hartman	Laura	AP	U.S. History - AP	Santa Rita HS	
Kornmuler	David	AP	World History	Sahuaro HS	
Kredich	Nicole	AP	Biology	Tucson High Magnet	
Mirchell	Ann	AP	English Language	University HS	
Riddick	Joshua R	AP	Biology	Santa Rita HS	
Rodriguez	Rhianna	AP	English Literature - AP	Agave Learing center	
Ryden	Patrick	AP	U.S. History - AP	Tucson HMS	
Sargus	Bryan	AP	Chemistry - AP	University High	
Sherry	Ashley	AP	English Language	University HS	
Tranquair	Hannah	AP	Human Geography	University HS	
Wasson	Marietta	AP	English Literature - AP	Santa Rita HS	
Benites	Liz	G6-8	Gifted Strategies 6-8	Alice Vail Middle	
Brumagin	Margie V	G6-8	Gifted Strategies 6-8	Valencia Middle School	
Castro	Luisana	G6-8	Gifted Strategies 6-8	Pistor Middle	
Crouch	Mollie	G6-8	Gifted Strategies 6-8	Alice Vail Middle	
Davis	Mary	G6-8	Gifted Strategies 6-8	Magee Middle	
Espinosa	Rosalie	G6-8	Gifted Strategies 6-8	Pistor Middle	
Flannery	Joan	G6-8	Gifted Strategies 6-8	Magee Middle	

#### PHOENIX DESERT APSI

TUSD 2014 AP SUMMER INSTITUTE Attendees				
Last Name	First Name	Course	Subject	School
Freund	Suzanne J	G6-8	Gifted Strategies 6-8	Doolen Middle

#### PHOENIX DESERT APSI

2014 Registration			PLSEKT APSI	TOCSON ONLI IL
		_	R INSTITUTE Attendees	
Last Name	First Name	Course	Subject	School
Gildersleeve	Carol Crandell	G6-8	Gifted Strategies 6-8	Magee Middle School
Gonzalez	April	G6-8	Gifted Strategies 6-8	Alice Vail Middle
Grijalva	Denise	G6-8	Gifted Strategies 6-8	Alice Vail Middle
Haley	James F	G6-8	Gifted Strategies 6-8	Doolen Middle
McCracken	Abbigail	G6-8	Gifted Strategies 6-8	Gridley Middle
Meserve	Julie	G6-8	Gifted Strategies 6-8	Pistor Middle
Smith	Andrea	G6-8	Gifted Strategies 6-8	Mansfeld MS
Turner	Joseph "Budd"	G6-8	Gifted Strategies 6-8	Mansfeld Magnet Middle
Ure	Rachel	G6-8	Gifted Strategies 6-8	Mansfeld MS
Brown	Pamela	G6-8	Gifted Strategies6-8	Erickson elementary
Cannon	Amy	G6-8	Gifted Strategies6-8	Lineweaver
Dean	Diane	G6-8	Gifted Strategies6-8	Safford MS
Edwards	Carlotta	G6-8	Gifted Strategies6-8	Pistor MS
Mazon	Maritza Rendon	G6-8	Gifted Strategies6-8	Utterback Magnet
Ahumada	Karla	GK-5	Gifted Strategies K-5	Kellond GATE
Boatner	Debra	GK-5	Gifted Strategies K-5	Henry Elementary
Bowman	Nancy	GK-5	Gifted Strategies K-5	John White Elementary
Broussard	Lizbeth	GK-5	Gifted Strategies K-5	Warren Elementary
Brown	Kimberly	GK-5	Gifted Strategies K-5	Lineweaver Elementary
Castillo-Ketterer	Victoria G	GK-5	Gifted Strategies K-5	White Elementary
Chai	Gabriela	GK-5	Gifted Strategies K-5	Lynn Urquides Elementary
Collins	Erin	GK-5		Utterback Magnet Middle
			Gifted Strategies K-5	
Conrad	Cinnamon	GK-5	Gifted Strategies K-5	Kellond GATE
Dessen	Kimberly	GK-5	Gifted Strategies K-5	Cragin Elementary
Dobbin	Glenn	GK-5	Gifted Strategies K-5	GATE-Cavett Elementary
Fernandez	Dionne	GK-5	Gifted Strategies K-5	Warren Elementary
Gallus	Brigette	GK-5	Gifted Strategies K-5	Utterback Middle School
Kalish	Toni	GK-5	Gifted Strategies K-5	Cavett
Klein	Melissa	GK-5	Gifted Strategies K-5	Lineweaver Elementary
Malkin	Janine	GK-5	Gifted Strategies K-5	Lineweaver Elementary
Martan	Martha P	GK-5	Gifted Strategies K-5	Hollinger Elementary
Miners	Sandra K	GK-5	Gifted Strategies K-5	Dunham Elementary
Noriega	Sandra R	GK-5	Gifted Strategies K-5	John White Elementary
Nunez	Clarence	GK-5	Gifted Strategies K-5	Ford Elementary
O'Brien	Barbara J	GK-5	Gifted Strategies K-5	GATE-Cavett Elementary
Pearse	Sandie	GK-5	Gifted Strategies K-5	Warren Elementary
Perales	Rosalie	GK-5	Gifted Strategies K-5	Miles Elementary
Pos	Yvonne	GK-5	Gifted Strategies K-5	no school listed
Rumney	Catherine	GK-5	Gifted Strategies K-5	Hughes Elementary
Samples	Margarite	GK-5	K-6 Gifted	<b>Dunham Elementary Schoo</b>
Saraceni	Dr. Mary	GK-5	Gifted Strategies K-5	Erickson Elementary
Schickling	Michelle	GK-5	Gifted Strategies K-5	Kellond GATE
Valdez	Andriana	GK-5	Gifted Strategies K-5	Hudlow Elementary
Winsberg	Judy	GK-5	Gifted Strategies K-5	Hudlow Elementary
Boldt	Melissa	GK-5	Gifted Strategies K-5	Fruchthendler Elem
Conrad	Cinnamon	GK-5	Gifted Strategies K-5	Dropped then reregistered
DeLeon	Lourdes	GK-5	Gifted Strategies K-5	Lineweaver
Gonzales	Elizabeth S	GK-5	Gifted Strategies K-5	White Elem
Platt	Susan	GK-5	Gifted Strategies K-5	Wright Elementary
Teece	Debbbie	GK-5	Gifted Strategies K-5	Lineweaver Elem
Beam	Erika	ST-Engl	English Strategies 7-10	Palo Verde HS
Higgins	Rachel	ST-Engl	English Strategies 7-10	Substitute Dept.
Onsae	Constance	ST-Engl	English Strategies 7-10	Pueblo Magnet High School
Salcido	Debrana		English Strategies 7-10	Utterback Middle School
Schierer	Brad	ST-Engl		
		ST-Engl	English Strategies 7-10	Tucson High Magnet Schoo
Sheehan	Margaret	ST-Engl	English Strategies 7-10	Tucson High Magnet
Kartchner	Kandice	ST-Engl	English Strategies 7-10	Santa Rita HS
Marlow	Jennifer	ST-Engl	English Strategies 7-10	Vail Middle School

#### PHOENIX DESERT APSI

TUSD 2014 AP SUMMER INSTITUTE Attendees					
Last Name First Name Course Subject School				School	
Sainz	Christy	ST-Engl	English Strategies 7-10	Tucson HMS	
Wilband	Sheighlin	ST-Engl	English Strategies 7-10	Palo Verde HS	



## GATE Professional Development

Wednesday, August 14, 2013



## (Long term)

## **Session Outcomes**

- Examine the math Common Core Standards and Mathematical Practices
- ➤ Focus on strategies for context problems, strategic questioning, and fractions. (Crosswalk with Math Quest)
- ➤ Review and work with sample PARCC assessment problems



# GATE Professional Development

Wednesday, August 21, 2013



## **Session Outcomes**

- ➤ Bell Work "Grapes of Math"

  Mental Math "Where is the math?"
- ➤ Discuss PD Calendar
- Examine grade level math Common Core Standards & Mathematical Practices – context problems
- ➤ Focus on strategies for context problems

# GATE Professional Development Az. Standards for College and Careers: Math

Wednesday, August 28, 2013

Appendix V-8 p. 7



## Session Objectives

- ➤ Bell Work Solve the context problem with a partner and share the **strategy** used to solve it.
- Examine grade level math Common Core Standards & Mathematical Practices – context problems
- ➤ Focus on strategies for context problems

# GATE Professional Development Questioning Strategies for Critical Thinking in Math

Wednesday, October 16, 2013

By the end of this session you will:

Discuss and practice using high level questioning strategies to elicit critical thinking during math instruction

# GATE Professional Development Monday, Jan. 6 GATE Testing

- I. Testing Schedule and Timelines
- II. CogAT 7/ OLSAT Testing
- III. School assignments/Numbers of Students to Be Tested
- IV. Testing Materials
- V. Testing Students With IEP's
- VI. Make-Up Testing

# GATE Professional Development Agenda GATE Cluster Model February 12, 2014

- I. Cluster Model Schools for '14-'15
- II. Vote/Gifted Endorsed Teachers at Cluster Schools

Collier - No/ All endorsed? - No

Cragin - Yes - All endorsed? - No (3 w/90hrs 1 w/only 43)

Dietz – No – All endorsed? - No

Drachman - No - All endorsed? -No

Erickson - Yes - All endorsed? - No (all but 1 w/90)

Dunham - Yes - All endorsed? -No (all but 1 w/90hrs)

Ford - No - All endorsed? - No

Fruchthendler – No – All endorsed? - No

Gale - No (preliminary) - All endorsed? - No

Hudlow - No - All endorsed? - No

Miller - No - All endorsed? - No

Robbins - Yes - All endorsed? - No (1 w/enough for permanent, 1 w/enough for provisional)

Warren – Yes – All endorsed? – No (1 w/ 90; one 3.5 hrs short)

- III. Communication of Vote to Parents
- IV. Resources for all Cluster and Former Cluster Schools

#### **GATE Professional Development**

#### February 26, 2014

#### Agenda

- I. Cluster Model/Pull-Out Services
  - -Changes to Cluster Model
  - -Time allocations for pull-out services
- II. Services for Middle Grades (K-8 Schools)
  - -GATE Enrichment Class
- III. Curriculum/Professional Development Plan
  - -Infusing the Teaching of Critical and Creative Thinking
    Into Content Instruction by Robert J. Swartz/Sandra Parks
- IV. Roles and Responsibilities
  - -Planning
  - -Assignments

### **GATE Testing Planning Session**

(M. Taylor, ALE Director, H. LePage, GATE Interim Coordinator, D. Orinski, GATE Administrative Assistant)

## GATE Office Wednesday, May 21, 2014

- I. Tests to be Administered 2014-2015
- II. Recruitment: Postcard
- III. Consideration of District TestingDates Possible Conflicts
- IV. Testing Timelines
- V. Modifications/Considerations
- VI. Testing Windows
- VII. Next Steps

## GATE Professional Development Wednesday, Oct. 30 GATE Testing

- I. Testing Schedule and Timelines
- II. Raven Testing
- III. School assignments/Numbers of Students to Be Tested
- IV. Testing Materials
- V. Testing Students With IEP's
- VI. Make-Up Testing

# TUSD GATE SERVICES

### **AND**

# GIFTED STRATEGIES THAT WORK FOR ALL STUDENTS APRIL 15, 2014

Advanced Learning Experiences (ALE)

Gifted and Talented Education (GATE)

Martha Taylor: ALE Director

Appendix V-8 p. 80

Helen LePage: Interim Gifted Coordinator

# **OBJECTIVES**

# By the end of this session you will:

- Be informed about GATE instructional models in TUSD
- Recognize how research about brainbased learning impacts academic rigor



# **Session Objectives:**

By the end of the session(s) you will...

- Gain greater understanding of what academic rigor is and is not
- Read about and discuss information regarding rigor that should be in place for high level learners
- Read about and discuss the characteristics of a rigorous learning environment.
- Reflect on learning for this session

## GATE PROFESSIONAL REVELOPMENT

WEDNESDAY, MAY 14 & FRIDAY, MAY 16

Brain-Based Learning and Academic Rigor

# **OBJECTIVES**

## By the end of this session you will ...

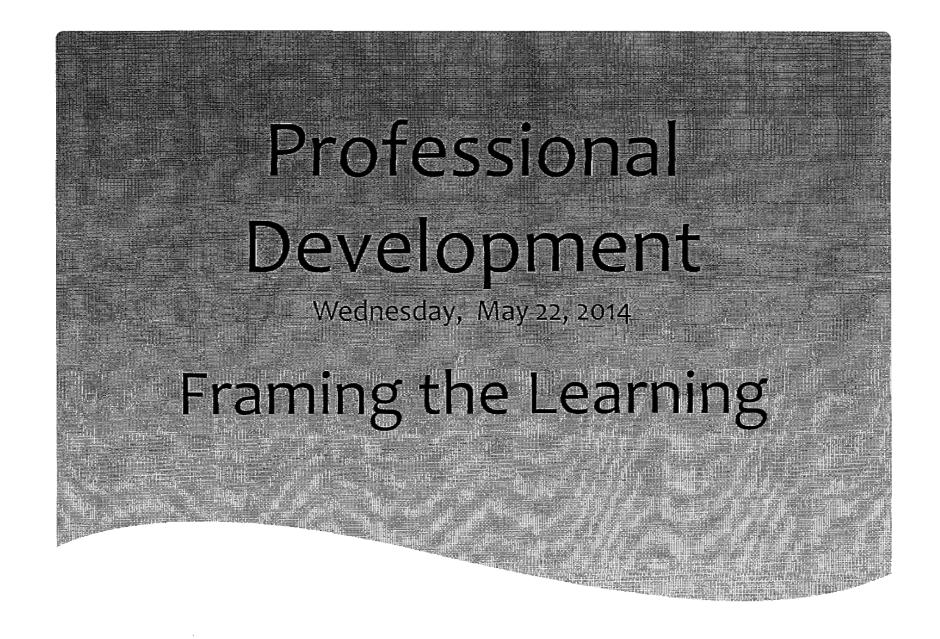
- Recognize components of theories of brainbased learning and how they impact academic rigor.
- Reflect on ways of implementing Best Practices in your classroom to create a rigorous environment.

# DEPTHAID COMPLEXITY

# SESSION OBJECTIVES

# By the end of this session you will:

- Have an understanding of how depth and complexity impact academic rigor.
- Be prepared to implement strategies that add depth and complexity to your instruction.



# Session Objectives

Participants will:

- ➤ Acquire knowledge about the essential components of framing learning for students
- ➤ Participate in activities to practice application of components to writing a mastery objective

#### USP / ALE Professional Development Plan SYs 2013-2014 & 2014-2015

10/7/13

#### **FALL 2013 AND Fall 2015**

1. PSAT Training (College Board)
Lead: David Moniz

**Audience:** High school counselors, LSCs, coaches, ELA and math chairs

September 18: benefits of the PSAT to all students; identify goals related to student participation & performance;

engaging classroom strategies

2. Fostering Equity and Access (College Board)

**Lead: David Moniz** 

Audience: TUSD school and district leaders

November 5: Participants will learn strategies for implementing and sustaining a school culture that fosters equity and access to AP and advanced course work for underrepresented students.

#### SPRING 2014 AND Spring 2015

1. PSAT Training (College Board)
Lead: David Moniz

**Audience:** High school counselors, LSCs, coaches, ELA and math chairs

February 4: Review PSAT academic skills performance, comparison to state and national data, and alignment to CCSS.

#### FALL & SPRING 2014-2015

#### 1. "AP for All" - Identification of Highly-Capable Students

Lead: John Stollar (Phoenix Desert Institute)

Audience: TUSD principals

#### 1. Recognizing and Eliminating Unconscious Teacher Bias

Lead: Desiree Cueto
Audience: TUSD teachers

#### 2. Motivating Students Through Engaging Teaching Strategies

Lead: Gloria Carrington
Audience: TUSD Teacher

#### 3. Culturally Responsive Teaching Practices

Lead: Tsuru Baily-Jones
Audience: TUSD Teachers

- Teaching strategies that are inclusive of the African American and Latino experience
- Recognizing and eliminating classroom culture of low expectations and the resultant lack of rigor