

APPENDIX V – 166

Multicultural District Wide Professional Development 2016 - 2017

In addition to MC curriculum development, multiculturalism as both an ideology and a practice were introduced to classroom teachers, staff and site administrators through multiple district wide professional development, and web based training opportunities, as outlined in the table below:

PD TITLES/DATES	AUDIENCE	OUTCOMES	EVIDENCE
Introduction to Multicultural and Global Literature August 25th – October 2016	Certified Teachers	Participants were invited to engage in multicultural and international book kits from the University of Arizona's Worlds of Words and TUSD's Multicultural Curriculum Department. <ul style="list-style-type: none"> • Participants developed an understanding of the current body of multicultural and global literature and how to critically evaluate new practices for teaching these books. • Participates engaged in literature engagements, read professional literature, and held classroom discussions on how to use multicultural and global literature effectively and authentically in the classroom. • The benefits related to using MC literature in the current political and social environment, was explored. 	Appendix VI: Agenda Sign in Sheet
Embracing Equity Literacy August 30 th 2016	Peter Howell Staff	Through several engagements and professional texts participants learnt to: <ul style="list-style-type: none"> • Recognize subtle forms of bias, discrimination, and inequity. • Respond to bias, discrimination, and inequity in a thoughtful and equitable manner. • Redress bias, discrimination, and inequity, not only by responding to interpersonal bias, but also by studying the ways in which bigger social change happens. 	Appendix VII: Sign in Sheet

PD TITLE/DATES	AUDIENCE	OUTCOMES	EVIDENCE
Inquiry through Multicultural Literature September 7 th 2016	K-12 Certified ELA/Social Studies Teachers	Teachers: <ul style="list-style-type: none"> • Explored multicultural literature; the authors, illustrators, and poets, and the resources available on multicultural literature. These experiences provided a foundation for using multicultural literature in the classroom. • Analyzed issues involved in using multicultural literature and creating multicultural curriculum across content areas. • Teachers explored the use of new MC literature to facilitate intercultural awareness, through inquiry. • Examined multiple critical theories and how they apply to book selections, and their use in classrooms. • Developed a common understanding of how to pair books, develop engagements, and use this information to create 	Appendix VIII: Agenda Sign In Sheet
Equity and Diversity Training November 30 th - December 14 th 2016	22 teachers from Pueblo/Santa Rita High School	<ul style="list-style-type: none"> • Participants examined the issues, biases, prejudices, and assumptions that are brought into the classroom and how these inform the curriculum. • MC staff engaged participants in building new levels of consciousness regarding concepts like racial, class, and gender equity, through discussions and an analysis of professional texts. • Teachers and administrators developed practical strategies toward organizational or school transformation, after engaging in critical examination of workplace and school contextualized in a larger framework of equity and inequity, privilege and oppression, and power and disempowerment. 	Appendix IX: Agenda

PD TITLES/DATES	AUDIENCE	OUTCOMES	EVIDENCE
<p>Multicultural Secondary Book Study</p> <p>September 6th – December 6th 2016</p>	<p>6-12 ELA/Social Studies Teachers</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Examined issues relevant to the reading and teaching of multicultural/global adolescent literature. • Identified various approaches to reading culture in literature, including contemporary critical theories; issues of multiculturalism, globalism, and diverse audiences and subject matter. • The relation of multicultural literature to “classic” adult literature; and adolescent literature as an incentive to extracurricular reading. • The relevance and need for incorporating multicultural and global adolescent literature in the middle/secondary classroom, and the benefits related to using this literature in the current political and social environment. 	<p>Appendix X:</p> <p>Sign in Sheet</p>
<p>Multicultural Elementary Book Study</p> <p>February 29th – May 23rd 2017</p>	<p>K-8 ELA/ Social Studies Teachers</p>	<p>Participants:</p> <ul style="list-style-type: none"> • Explored multicultural literature; the authors, illustrators, and poets who write multicultural stories; and the resources available on multicultural literature. • Developed a foundation for using multicultural literature in the classroom. gained a better understanding of themselves as readers and of how to engage in personal and critical response to literature. • Developed a broad knowledge of the various genres and themes of multicultural literature. • Trained teachers on how to use multicultural practices. 	<p>Appendix XI:</p> <p>Agenda Sign In Sheets Handouts</p>

PD TITLES/DATES	AUDIENCE	OUTCOMES	EVIDENCE
District Wide Librarian/ Librarian Assistant Training February – May 2017	Schools: Drachman K-8 Van Buskirk Secrist Carrillo	Participants were trained on how to develop: <ul style="list-style-type: none"> • Culturally responsive libraries, that embody the diversity of their school communities and larger world • Multicultural literature classification systems • Engagements on exploring identity, diversity, justice and social action MC Staff evaluated libraries, and gave assistance in developing paired and text sets, for teacher use.	Appendix XII: Evaluation Rubric Pictures of library and resource rooms
Multicultural Curriculum Training K-5 Social Studies Teachers 2017 - 2018	K-5 Social Studies Teachers April – May 2017	Teachers will define culture and its implications for teaching and learning, through an exploration of: <ul style="list-style-type: none"> • Banks 5 Dimensions of Multicultural Education, • Anti-bias Framework • Inquiry cycle Teachers will develop draft samples of multicultural Social Studies curriculum maps and units.	
Multicultural Elementary/ Secondary Summer PD 2017	June 12 th – June 22 nd 2017	<ul style="list-style-type: none"> • Identify, select, and discuss a broad range of adolescent literature representing a variety of time periods, diverse cultures, and types of authors. • Better support students in responding critically, analytically and aesthetically to multicultural literature. • Apply current critical theory, discussion strategies, and reading strategies to the teaching of multicultural literature. 	