

APPENDIX VI-42

Discipline PL Chart SY2019-20

CATEGORY		WHAT ARE PARTICIPANTS LEARNING?			WHY ARE THEY LEARNING IT?			HOW DO WE EXECUTE THE LEARNING? (WHO, WHERE, WHEN)					
[C]IVILITY [D]ISCIPLINE	PRACTICES & PROGRAMS	DESCRIPTION	STRATEGIES	PURPOSE	ASSESSMENT, OBSERVATION, AND EVALUATION			ADMINISTRATIVE					
Does the PD focus on Civility, Discipline, or Both?	Professional Learning Opportunity (PLO)	Description of PLO	Supporting Strategies Learned from the PLO	Does research or other evidence support implementation of the selected strategies?	Assessment (PD Rubric; post-PD quiz)	Observation and Outcomes Rubric (quantitative) or Narrative (qualitative) or Other (including data)	Evaluation improve future PLOs	Who? Lead Developer Provider Audience	Where will PD occur?	Duration	When will PD occur?	Method and Materials	Review/ New PD

CULTURES OF CIVILITY PD PLAN [Completion Plan 13]

PRACTICE: RESTORATIVE PRACTICES													
CD	Restorative Practices 1: Instructional Strategy (Basic)	Incorporating social, emotional, cultural and intellectual assets into the curriculum and teaching strategies to better engage students. This professional learning opportunity focuses on how to use restorative practices as a proactive, in-class approach to engaging students, engaging curriculum, enhancing inclusiveness, and conducting problem-solving. This approach moves away from restorative practices as a response to a particular harm, and focuses on the asset-based functions of restorative practices as an instructional strategy.	In this PD, administrators will review the following strategies: 1) Community Conferencing 2) Restorative Circles 3) Restorative Conferences 4) Restorative Conversations	Dignity, Disparity and Desistance: <i>Effective Restorative Justice Strategies to plug the "School to Prison Pipeline"</i> Maria Schiff, PhD; School of Criminology and Criminal Justice, Florida Atlantic University January 2013 Restorative Justice and Civil Society Edited by Heather Strang/John Braithwaite, Cambridge Press, 2001 Can Restorative Practices in a School Make a Difference? Educational Review, December 11, 2008 , Pgs. 405-417	PD Rubric	RP Implementation (RPI) Benchmark Questionnaire 1. Common Understanding 2. Foundational structures 3. Collecting and analyzing Data 4. PD 5. Restorative language and culture 6. Family and student buy-in 7. School climate	What is Evaluated?: PD Rubric, RPI Benchmark Questionnaire, Monthly/Quarterly Discipline Reports. Who Evaluates and How? Student Relations analyzes the rubric results to identify potential instructional delivery modifications (teaching style, engagement, activities, etc.) SR uses monthly/quarterly discipline data to find correlations between non-proficiency and discipline outcomes, in some cases resulting in supportive actions or supportive action plans.	L,D,P: RP Cmtee A: All new Principals/Aps as well as returning administrators	Santa Rita HS		New Admin meeting: 07/18/19 All Admin meeting: 07/23/19		R/N
CD	Restorative Practices 2: Instructional Strategy (Basic)	Incorporating social, emotional, cultural and intellectual assets into the curriculum and teaching strategies to better engage students. This professional learning opportunity focuses on how to use restorative practices as a proactive, in-class approach to engaging students, engaging curriculum, enhancing inclusiveness, and conducting problem-solving. This approach moves away from restorative practices as a response to a particular harm, and focuses on the asset-based functions of restorative practices as an instructional strategy.	In this PD, RPPF's will review the following strategies: 1) Community Conferencing 2) Restorative Circles 3) Restorative Conferences 4) Restorative Conversations	Dignity, Disparity and Desistance: <i>Effective Restorative Justice Strategies to plug the "School to Prison Pipeline"</i> Maria Schiff, PhD; School of Criminology and Criminal Justice, Florida Atlantic University January 2013 Restorative Justice and Civil Society Edited by Heather Strang/John Braithwaite, Cambridge Press, 2001 Can Restorative Practices in a School Make a Difference? Educational Review, December 11, 2008 , Pgs. 405-417	PD Rubric	Review of Monthly and Quarterly Discipline Reports	What is Evaluated?: PD Rubric, RPI Benchmark Questionnaire, Monthly/Quarterly Discipline Reports Who Evaluates and How? Student Relations analyzes the rubric results to identify potential instructional delivery modifications (teaching style, engagement, activities, etc.) SR uses monthly/quarterly discipline data to find correlations between non-proficiency and discipline outcomes, in some cases resulting in supportive actions or supportive action plans	L,D: RP Cmtee P: V Duran A: RPPF's	Dietz, Lawrence, Safford, Pistor, Secrist, Valencia, Tucson High, Booth-Fickett, Doolen, DAEP, Utterback.		Two RPPF Trainings: SY 2019-2020 07/25/19 08/13/19		R/N
CD	Restorative Practices 3: Targeted Restorative Practices	Restorative strategies to include: 1. Affective Statements 2. Nine Affects Compass of Shame 3. Social Window Discipline 4. Types of Circles 5. Conferences	In this PD, RPPF's will review how to direct students using the following strategies: 1) Affective Statements 2) Nine Affects/Compass of Shame 3) Social Window Discipline 4) Types of Circles	The Significance of Critical Theory for Restorative Justice in Education Review of Education, Pedagogy, and Cultural Studies, Dorothy Vaandering May 2010 Pgs.145-176 Denver Public Schools Restorative Justice and Disciplinary Reform Project, First and Second Year Reports, 2006-2008	PD Rubric		What is Evaluated?: PD Rubric, RPI Benchmark Questionnaire, Monthly/Quarterly Discipline Reports Who Evaluates and How? Student Relations analyzes the rubric results to identify potential instructional delivery modifications (teaching style, engagement, activities, etc.) SR uses monthly/quarterly discipline data to find correlations between non-proficiency and discipline outcomes, in some cases resulting in supportive actions or supportive action plans	L,D: IIRP P: V. Duran A: RPPF's	RPPF's: Pistor Valencia Secrist Doolen Booth-Fickett Dietz, DAEP, Lawrence, Safford, THMS		RPPF's will be trained at three monthly meetings: 10/15/19 01/07/20 *04/07/20 *Zoom		N

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[C]IVILITY [D]ISCIPLINE	PRACTICES & PROGRAMS	DESCRIPTION	STRATEGIES	PURPOSE				ADMINISTRATIVE					
Does the PD focus on Civility, Discipline, or Both?	Professional Learning Opportunity (PLO)	Description of PLO	Supporting Strategies Learned from the PLO	Does research or other evidence support implementation of the selected strategies?	Assessment (PD Rubric; post-PD quiz)	Observation and Outcomes Rubric (quantitative) or Narrative (qualitative) or Other (including data)	Evaluation improve future PLOs Identify Strengths and Deficiencies: Data Analysis, Evidence of Effectiveness, Implementation Review Address Deficiencies: Modify or Eliminate PLO; Identify New PLO and/or New Supporting Strategies	Who? Lead Developer Provider Audience	Where will PD occur?	Duration	When will PD occur?	Method and Materials	Review/ New PD
D	Restorative Practices 4: Drug, Alcohol, and Fighting Mediation	Social Workers and Counselors learned mediation strategies to resolve student conflict and skills and resources to provide drug and alcohol workshops to students. Drug Impairment Training will be presented by Tucson Police Department.	In this PD, staff will learn how to direct students using the following strategies: 1) Substance Abuse Training 2) Non-violent crisis Intervention 3) Drug Impairment Training	Can Restorative Practices Improve School Climate and Curb Suspensions? An Evaluation of the Impact of Restorative Practices in a Mid-Sized Urban School District. Augustine, Engberg, Grimm, Lee, Wang, Christanson, & Joseph, 2018 Implementing Restorative Justice: A Guide for Schools (available at www.sccgov.org/sites/pdo/ppw/SESAP/Documents/SCHOOL%20RJP%20GUIDEBOOK.pdf) Using Youth Courts as a Supportive School Discipline Practice, Dep't of Justice and U.S. Dep't of Education Webinar featuring Teen Court in Tucson Coordinator Kate Spaulding.	PD Rubric		What is Evaluated?: PD Rubric, Monthly/Quarterly Discipline Reports Who Evaluates and How? SR uses monthly/quarterly discipline data to find correlations between non-proficiency and discipline outcomes.	L,D,P: J. Titley-Rubio A: Site staff (counselors, social workers)	Duffy Library, Palo Verde Cyber Café, Cragin ES		09/04/19: Substance Abuse Training 10/25/19 and 11/23/19: Non-violent crisis intervention 04/16/20 thru 04/19/20: Drug Impairment Training using Tucson Police Department-Officer Honomichel**		R/N
D	Restorative Practices 5: De-Escalation Training 1	This workshop teaches teachers and staff the different phases of crisis escalation and the appropriate staff response to de-escalate a student who is losing emotional control. Participants will practice effective de-escalation and personal safety techniques, discuss and practice how to avoid triggering a student, and learn how to talk a student through an incident that has occurred to encourage self-management skills in the future.	In this PD, Teachers will learn the following: 1). Learn to recognize the stages of crisis behavior in order to respond appropriately. 2). Become conscious of our attitudes and professionalism when dealing with angry students. 3). Understand precipitating factors that lead to issues in the classroom. 4). Develop enhanced communication skills to deal with challenging behavior.	Restorative Interventions and School Discipline Sanctions in a Large Urban School District, Anyon, Gregory, Stone, Farrar, Jenson, McQueen, Downing, Greet, & Simmons, 2016 The Promise of Restorative Practices to Transform Teacher-Student Relationships and Achieve Equity in School Discipline, Gregory, Clawson, Davis, & Gerewitz, 2015 Dealing with Students of Concern: Using Verbal De-escalation; (available at http://www.sjcc.edu/PresidentOffice/Documents/De-Escalation%20GuidelinesMaster.pdf) How To: Calm the Agitated Student: Tools for Effective Behavior Management (available at https://www.interventioncentral.org/behavior_calm_agitated_student)	PD Rubric		What is Evaluated?: PD Rubric, RPI Benchmark Questionnaire, Monthly/Quarterly Discipline Reports Who Evaluates and How? Student Relations analyzes the rubric results to identify potential instructional delivery modifications (teaching style, engagement, activities, etc.) SR uses monthly/quarterly discipline data to find correlations between non-proficiency and discipline outcomes, in some cases resulting in supportive actions or supportive action plans	L,D: T. Hille/J. Hart P: MTSSF A: MS/K-8 Teachers	MS sites		Begin July, 2019: (Doolen, Utterback, Safford, Vail, Gridley) Utterback 07/30/19 Roberts-Naylor 10/02/19 Magee 09/18/19 and 03/04/20 Other sites not trained due to Covid 19.**		N

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D	Restorative Practices 6: De-Escalation Training 2	This workshop teaches teachers and staff the different phases of crisis escalation and the appropriate staff response to de-escalate a student who is losing emotional control. Participants will practice effective de-escalation and personal safety techniques, discuss and practice how to avoid triggering a student, and learn how to talk a student through an incident that has occurred to encourage self-management skills in the future.	In this PD, Teachers and staff will learn the following: 1). Learn to recognize the stages of crisis behavior in order to respond appropriately. 2). Become conscious of our attitudes and professionalism when dealing with angry students. 3). Understand precipitating factors that lead to issues in the classroom. 4). Develop enhanced communication skills to deal with challenging behavior.	Restorative Interventions and School Discipline Sanctions in a Large Urban School District, Anyon, Gregory, Stone, Farrar, Jenson, McQueen, Downing, Greet, & Simmons, 2016 The Promise of Restorative Practices to Transform Teacher-Student Relationships and Achieve Equity in School Discipline, Gregory, Clawson, Davis, & Gerewitz, 2015 Dealing with Students of Concern: Using Verbal De-escalation; (available at http://www.sjcc.edu/PresidentOffice/Documents/De-Escalation%20GuidelinesMaster.pdf) How To: Calm the Agitated Student: Tools for Effective Behavior Management (available at https://www.interventioncentral.org/behavior_calm_agitated_student)	PD Rubric	RP Questionnaire Seven RP Implementation Benchmarks [Student Relations] 1. Common Understanding 2. Foundational structures 3. Collecting and analyzing Data 4. PD 5. Restorative language and culture 6. Family and student buy-in 7. School climate	What is Evaluated?: PD Rubric, RPI Benchmark Questionnaire, Monthly/Quarterly Discipline Reports Who Evaluates and How? Student Relations analyzes the rubric results to identify potential instructional delivery modifications (teaching style, engagement, activities, etc.) SR uses monthly/quarterly discipline data to find correlations between non-proficiency and discipline outcomes, in some cases resulting in supportive actions or supportive action plans	L,D,P: D. Bailey A: Alt. Ed. Teachers and staff			DAEP Staff 05/06/20 ZOOM Mtg. TAPP/Project MORE scheduled for April 2020**		N
CD	Restorative Practices 7: Anti-Bullying	This professional learning opportunity will address supporting the victim and the bystander, addressing the bully directly, kindness, respect, and the painful effects of bullying on the victim and the entire school community.	In this PD, teachers/students will learn the following strategies: 1) identifying and addressing bullying behaviors, including interpersonal skills for determining underlying reasons and victim support 2) leading best instructional practices that maintain student engagement, and decrease opportunities for inappropriate student interaction. 3) accessing and documenting intervention strategies, and the district's referral process for available student support resources.	Nansel, T. R., Overpeck, M. D., Haynie, D. L., Ruan, W. J., & Scheidt, P. C. (2003). Relationships between bull+E18ying and violence among US youth. Archives of Pediatrics & Adolescent Medicine, 157(4), 348-353. Saylor, C. F., & Leach, J. B. (2009). Perceived bullying and social support in students accessing special inclusion programming. Journal of Developmental and Physical Disabilities, 21(1), 69-80. Orpinas, P., & Horne, A. M. (2006). Bullying prevention: Creating a positive school climate and developing social competence. American Psychological Association.	PD Rubric		What is Evaluated?: PD Rubric, RPI Benchmark Questionnaire, Monthly/Quarterly Discipline Reports Who Evaluates and How? Student Relations analyzes the rubric results to identify potential instructional delivery modifications (teaching style, engagement, activities, etc.) SR uses monthly/quarterly discipline data to find correlations between non-proficiency and discipline outcomes, in some cases resulting in supportive actions or supportive action plans	L,SR Staff D,P: Dr. Lamond Holt A: MS, K-8, HS Student/Teachers			School Year 2019-2020		R/N
CD	Restorative Practices 8: Trainer of Trainers - Phase I	This professional learning opportunity will develop a CADRE of restorative practices trainers who will present restorative practices training at each site.	In this PD, RPPF's, Counselors, MTSS Fac., teachers and admin will learn the following strategies: 1) Community Conferencing 2) Restorative Circles	Dignity, Disparity and Desistance: <i>Effective Restorative Justice Strategies to plug the "School to Prison Pipeline"</i> Maria Schiff, PhD; School of Criminology and Criminal Justice, Florida Atlantic University January 2013 Restorative Justice and Civil Society Edited by Heather	PD Rubric		What is Evaluated?: PD Rubric, RPI Benchmark Questionnaire, Monthly/Quarterly Discipline Reports Who Evaluates and How? Student Relations analyzes the rubric results to identify potential instructional delivery modifications (teaching style, engagement, activities, etc.)	L: V. Duran D: Oakland, CA/San Francisco CA V. Duran/ IRRP P: A: IRRP RPPF's			07/15/19 thru 07/19/19: Oakland, CA		N

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CD	Restorative Practices 9: Trainer Trainers-Phase II		3) Restorative Conferences 4) Restorative Conversations	Strang/John Braithwaite, Cambridge Press, 2001 Can Restorative Practices in a School Make a Difference? Educational Review, December 11, 2008 , Pgs. 405-417	PD Rubric		SR uses monthly/quarterly discipline data to find correlations between non-proficiency and discipline outcomes, in some cases resulting in supportive actions or supportive action plans				10/28/19 thru 10/30/19: San Francisco, CA		N	
CD	Restorative Practices 10: IRRP Training for ISI/Deans/Counselors /RPPF's	This professional development opportunity will present trainer of trainers to 50 TUSD support staff.			PD Rubric				THS Library		12/09/19 thru 12/10/19		N	
CD	Restorative Practices 11: Advanced Strategies	This professional development opportunity will provide strategies for RPPF's to implement: Peer mediation; Peer juries; Preventative Resolution and Post Conflict Resolution.	In this PD, ISI/PIC teachers and RPPF's will learn how to direct students using the following strategies: 1) Peer Mediation 2) Preventative Resolution 3) Post-Conflict Resolution	Dignity, Disparity and Desistance: <i>Effective Restorative Justice Strategies to plug the "School to Prison Pipeline"</i> Maria Schiff, PhD; School of Criminology and Criminal Justice, Florida Atlantic University January 2013 Restorative Justice and Civil Society Edited by Heather Strang/John Braithwaite, Cambridge Press, 2001 Can Restorative Practices in a School Make a Difference? Educational Review, December 11, 2008 , Pgs. 405-417	PD Rubric		What is Evaluated?: PD Rubric, RPI Benchmark Questionnaire, Monthly/Quarterly Discipline Reports Who Evaluates and How? Student Relations analyzes the rubric results to identify potential instructional delivery modifications (teaching style, engagement, activities, etc.) SR uses monthly/quarterly discipline data to find correlations between non-proficiency and discipline outcomes, in some cases resulting in supportive actions or supportive action plans	L,D,P: V. Duran A: RPPF's	THS Library		09/10/19 02/04/20 02/13/20		N/R	

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CD	Restorative Practices 12: Restorative Practices Training for African American Student Services	This professional development opportunity will train all members of AASS in basic restorative practices.	In this PD, teachers will learn the following strategies: 1) Community Conferencing 2) Restorative Circles 3) Restorative Conferences 4) Restorative Conversations	Dignity, Disparity and Desistance: <i>Effective Restorative Justice Strategies to plug the "School to Prison Pipeline"</i> Maria Schiff, PhD; School of Criminology and Criminal Justice, Florida Atlantic University January 2013 Restorative Justice and Civil Society Edited by Heather Strang/John Braithwaite, Cambridge Press, 2001 Can Restorative Practices in a School Make a Difference? Educational Review, December 11, 2008, Pgs. 405-417	PD Rubric		What is Evaluated?: PD Rubric, Monthly/Quarterly Discipline Reports Who Evaluates and How? Student Relations analyzes the rubric results to identify potential instructional delivery modifications (teaching style, engagement, activities, etc.) SR uses monthly/quarterly discipline data to find correlations between non-proficiency and discipline outcomes, in some cases resulting in supportive actions or supportive action plans	L,D,P: V. Duran A: AASS	Palo Verde HS	5 hours/day	01/13/20 01/14/20		N
CD	Restorative Practices 13 A: Restorative Practices Training for Teachers and Staff	This professional development opportunity will train teachers and instructional staff in the proper use of restorative circles.	Teachers will learn/review restorative circles and conferences.		PD Rubric	Hands on, practical scenarios and practice.	What is evaluated? Knowledge of restorative circles and conferences. Who is evaluated? Student Relations department will evaluate all teachers and instructional staff .	L: D. Bailey D,P: V. Duran A: Teachers/ Instructional staff	Various sites	1 hour session	Magee PD: 09/18/19 DAEP PD: 12/04/19		

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CD	Restorative Practices 14: Restorative Practices Training for All Site Administrators	This professional development opportunity will provide training or review to all administrators on the proper use of restorative circles and restorative conferences.	All district administrators will learn/review restorative circles and conferences.	Dignity, Disparity and Desistance: <i>Effective Restorative Justice Strategies to plug the "School to Prison Pipeline"</i> Maria Schiff, PhD; School of Criminology and Criminal Justice, Florida Atlantic University January 2013 Restorative Justice and Civil Society Edited by Heather Strang/John Braithwaite, Cambridge Press, 2001 Can Restorative Practices in a School Make a Difference? Educational Review, December 11, 2008 , Pgs. 405-417	PD Rubric	Hands on practical, scenarios and practice.	What is Evaluated? Knowledge of restorative circles and conferences. Who Evaluates and How? Student Relations department using scenarios and site discipline data will evaluate principals and assistant principals.	L: D. Bailey V. Duran D: Duffy Library P: D. Bailey/ V. Duran A: All district Administrators	Duffy Library	1/2 hour session	12/12/19 (ILA)		
CD	Restorative Practices 15: Compass of Shame/Nine Affects Restorative Practices Training for All Site Administrators	This professional development opportunity will enable administrators in the Nine Affects and the Compass of Shame.	All district administrators will learn/review Nine Affects and the Compass of Shame	Dignity, Disparity and Desistance: <i>Effective Restorative Justice Strategies to plug the "School to Prison Pipeline"</i> Maria Schiff, PhD; School of Criminology and Criminal Justice, Florida Atlantic University January 2013 Restorative Justice and Civil Society Edited by Heather Strang/John Braithwaite, Cambridge Press, 2001 Can Restorative Practices in a School Make a Difference? Educational Review, December 11, 2008 , Pgs. 405-417	PD Rubric	Hands on practice. Action plan.	What is Evaluated? Who is knowledge of peer mediation? Who Evaluates and How? Student Relations department using scenarios and site discipline data.	L: D. Bailey V. Duran D: Duffy Library P: D. Bailey/ V. Duran A: All district Administrators	Duffy Library	1 hour session	01/16/20 (ILA)		

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CD	Restorative Practices 16: Restorative Training for TUSD employees having direct student contact (ON-LINE)	This on-line training is mandatory for all employees having direct contact with students. Employees will learn the rudiments of restorative practices. This is delivered in five individual sections. After each section there will be a brief assessment.	Essential elements of restorative practices.	Dignity, Disparity and Desistance: <i>Effective Restorative Justice Strategies to plug the "School to Prison Pipeline"</i> Maria Schiff, PhD; School of Criminology and Criminal Justice, Florida Atlantic University January 2013 Restorative Justice and Civil Society Edited by Heather Strang/John Braithwaite, Cambridge Press, 2001 Can Restorative Practices in a School Make a Difference? Educational Review, December 11, 2008 , Pgs. 405-417	Post course on-line assessment.	On-line assessment	What is Evaluated? All TUSD employees having direct contact with students. Who Evaluates and How? Student Relations department using scenarios and site discipline data. On-line assessment will be evaluated by SR.	L: D. Bailey D: V. Duran P: D. Bailey/ V. Duran A: All TUSD employees having direct contact with students	On-line	approx. 1 hour	04/01/20 **		
CD	Restorative Practices 16: Best Practices ALL Restorative Practices Facilitators	Three Monthly meetings of all Restorative Practices Facilitators. During this meeting best practices and what works strategies will be shared.	Individual Successes and what works at RPPF sites.	Dignity, Disparity and Desistance: <i>Effective Restorative Justice Strategies to plug the "School to Prison Pipeline"</i> Maria Schiff, PhD; School of Criminology and Criminal Justice, Florida Atlantic University January 2013 Restorative Justice and Civil Society Edited by Heather Strang/John Braithwaite, Cambridge Press, 2001 Can Restorative Practices in a School Make a Difference? Educational Review, December 11, 2008 , Pgs. 405-417	Site visits and RPPF assessment questionnaire	RP Questionnaire	What is Evaluated? All TUSD employees having direct contact with students. Who Evaluates and How? Student Relations department using scenarios and site discipline data.	L: D. Bailey D: V. Duran P: D. Bailey/ V. Duran A: All TUSD RPPF's	THMS Library	2 hours	11/12/19 03/03/20 ZOOM Mtgs: 04/14/20 04/21/20 05/05/20 05/13/20 05/26/20 06/01/20		N

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Does the PD focus on Civility, Discipline, or Both?	Professional Learning Opportunity (PLO)	Description of PLO	Supporting Strategies Learned from the PLO	Does research or other evidence support implementation of the selected strategies?	Assessment (PD Rubric; post-PD quiz)	Observation and Outcomes Rubric (quantitative) or Narrative (qualitative) or Other (including data)	Evaluation improve future PLOs Identify Strengths and Deficiencies: Data Analysis, Evidence of Effectiveness, Implementation Review Address Deficiencies: Modify or Eliminate PLO; Identify New PLO and/or New Supporting Strategies	Who? Lead Developer Provider Audience	Where will PD occur?	Duration	When will PD occur?	Method and Materials	Review/ New PD
PROGRAM: POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)													
CD	PBIS 1: Data driven decision making: RPPF's/ISI Teachers/Deans	The district is continuing to use the KOI materials for PBIS training and implementation at monthly site discipline team meetings and district trainings. PBIS is the framework that is designed to enhance academic and social behavior outcomes for all students. TUSD staff will learn to use data to inform decisions regarding selection, implementation and progress monitoring of evidence based practice. They also will learn how to organize resources and systems to improve fidelity. Administrators will be trained in the Awarity reporting system. ISI/RPPF/Deans will learn to use Synergy.	In this PD ISI/PIC teachers deans, RPPF's and administrators will learn the following strategies: 1) Using school level data to determine the needs of all students 2) Strategies for positively reinforcing correct behaviors 3) How to identify the form and function of behaviors to correctly shape behavior 4) Use of Awarity to inform discipline 5) Use of Synergy to inform discipline	http://www.koi-education.com/pbis/; http://www.azed.gov/specialeducation/pbis/. Awarity Reporting system. /Synergy data Sugai, et al., 2000. Bradshaw, Waasdorp, and Leaf, 2012. Lewis & Sugai, 1999./ Awarity Reporting System/ Synergy	PD Rubric	PBIS Implementation (PBIS) Benchmark Questionnaire 1. Context 2. Input 3. Fidelity 4. Impact 5. Replication 6. Review Site PBIS Matrix Review of Monthly Discipline Reports Review Awarity Reports (Admin)	What is Evaluated?: PD Rubric, PBIS Benchmark Questionnaire, Monthly/Quarterly Discipline Reports/Awarity data reports. Who Evaluates and How? Student Relations analyzes the rubric results to identify potential instructional delivery modifications (teaching style, engagement, activities, etc.) SR uses a predetermined cut-score to identify schools as proficient or non-proficient in each of the six PBIS Benchmarks. SR analyzes whether deficiencies are site-based or systemic. If site-based, SR will identify the root cause(s) of the deficiency(is) and address with the site. For systemic deficiencies (trends across schools), SR will analyze the PLO and make appropriate modifications (replace a strategy or strategies; replace the PLO) SR uses monthly/quarterly discipline data to find correlations between non-proficiency and discipline outcomes, in some cases resulting in supportive actions or supportive action plans. SR will also review Awarity complaints regarding disciplinary issues looking for trends and further data to support site discipline.	L,D,P: V. Duran A: ISI Teachers, Deans, RPPFs	Tucson HS	1-2 hours per session	ISI/RPPF: 10/21/19 Deans: 10/23/19 ISI/Deans/RPPF's: 01/24/20 ISI/PIC 08/28/19 and 02/13/20		N/R
CD	PBIS 2: Data driven decision making: Administrators/Awarity				PD Rubric, site discipline data, Awarity reporting system			L,D: D. Bailey P: MTSSFs A: All Principals and APs	Duffy ILA	1 hour	10/24/20 (ILA)		N/R
CD	PBIS 3: TIER I: Online (True North Logic)		In this PD, teachers will learn the following strategies 1) Reinforcing positive student behavior 2) Using PBIS language 3) Review Tier 1 skills	Safran & Oswald, 2003. Wilson, Gottfredson, & Najaka, 2003.	PD Rubric Post-PD Quiz		What is Evaluated?: teachers/staff taking on-line course and Monthly/Quarterly Discipline Reports Who Evaluates and How? Student Relations analyzes on-line assessment. SR uses monthly/quarterly discipline data to find correlations between non-proficiency and discipline outcomes, in some cases resulting in supportive actions or supportive action plans.	L: D. Bailey D: J. Shivanoda P: Online A: All TUSD teachers	True North	1 hour	Spring 2020	Power Point	R

Discipline PL Chart SY2019-20

CATEGORY		WHAT ARE PARTICIPANTS LEARNING?			WHY ARE THEY LEARNING IT?			HOW DO WE EXECUTE THE LEARNING? (WHO, WHERE, WHEN)					
[C]IVILITY [D]ISCIPLINE	PRACTICES & PROGRAMS	DESCRIPTION	STRATEGIES	PURPOSE	ASSESSMENT, OBSERVATION, AND EVALUATION			ADMINISTRATIVE					
Does the PD focus on Civility, Discipline, or Both?	Professional Learning Opportunity (PLO)	Description of PLO	Supporting Strategies Learned from the PLO	Does research or other evidence support implementation of the selected strategies?	Assessment (PD Rubric; post-PD quiz)	Observation and Outcomes Rubric (quantitative) or Narrative (qualitative) or Other (including data)	Evaluation improve future PLOs Identify Strengths and Deficiencies: Data Analysis, Evidence of Effectiveness, Implementation Review Address Deficiencies: Modify or Eliminate PLO; Identify New PLO and/or New Supporting Strategies	Who? Lead Developer Provider Audience	Where will PD occur?	Duration	When will PD occur?	Method and Materials	Review/ New PD
D	PBIS 4: Classroom Management	This training will focus on providing teachers the tools to create a positive and proactive classroom management system. Additionally the training will introduce specific district initiatives such as the Student Code of Conduct, PBIS, in relation to classroom management and procedures.	<ul style="list-style-type: none"> Using the Elements of Effective Classroom Management (Marzano), teachers will identify and establish procedures for implementation in their classrooms. Participants will correlate management strategies with the district PBIS initiatives. Participants will create an action plan of procedures and routines for immediate implementation. 	<p>Wong, Harry & Rosemary (2014). The Classroom Management Book.</p> <p>Harlacher, Jason E. (2015). Designing Effective Classroom Management (foreword by Robert J. Marzano).</p>	PD Rubric		<p>What is Evaluated?: PD Rubric, Monthly/Quarterly Discipline Reports</p> <p>Who Evaluates and How? Student Relations analyzes the rubric results to identify potential instructional delivery modifications (teaching style, engagement, activities, etc.)</p> <p>SR uses monthly/quarterly discipline data to find correlations between non-proficiency and discipline outcomes, in some cases resulting in supportive actions or supportive action plans.</p>	LD: D. Bailey D. Bailey/site administrators A: New Teachers	Sant6a Rita New Teacher Induction		07/24/19 *Mentors did follow up training with all new teachers at school sites		RN
D	PBIS 5: Classroom Management Magee	This training will focus on providing teachers the tools to create a positive and proactive classroom management system. The training will also focus on providing teachers time to reflect on their current classroom management system. The class will further explore district specific initiatives such as the Student Code of Conduct, PBIS, and growth mindset in relation to classroom management and procedures.	<ul style="list-style-type: none"> Using the Elements of Effective Classroom Management (Marzano), teachers will identify and establish procedures for implementation in their classrooms. Participants will correlate management strategies with the district PBIS initiatives. Participants will create an action plan of procedures and routines for immediate implementation. 	<p>Wong, Harry & Rosemary (2014). The Classroom Management Book.</p> <p>Harlacher, Jason E. (2015). Designing Effective Classroom Management (foreword by Robert J. Marzano).</p>	PD Rubric				Magee Library		Magee MS 02/26/20 and 03/24/20		RN

Discipline PL Chart SY2019-20

CATEGORY		WHAT ARE PARTICIPANTS LEARNING?			WHY ARE THEY LEARNING IT?			HOW DO WE EXECUTE THE LEARNING? (WHO, WHERE, WHEN)					
[C]IVILITY [D]ISCIPLINE	PRACTICES & PROGRAMS	DESCRIPTION	STRATEGIES	PURPOSE	ASSESSMENT, OBSERVATION, AND EVALUATION			ADMINISTRATIVE					
Does the PD focus on Civility, Discipline, or Both?	Professional Learning Opportunity (PLO)	Description of PLO	Supporting Strategies Learned from the PLO	Does research or other evidence support implementation of the selected strategies?	Assessment (PD Rubric; post-PD quiz)	Observation and Outcomes Rubric (quantitative) or Narrative (qualitative) or Other (including data)	Evaluation improve future PLOs Identify Strengths and Deficiencies: Data Analysis, Evidence of Effectiveness, Implementation Review Address Deficiencies: Modify or Eliminate PLO; Identify New PLO and/or New Supporting Strategies	Who? Lead Developer Provider Audience	Where will PD occur?	Duration	When will PD occur?	Method and Materials	Review/ New PD
D	PBIS 6: Classroom Management Alternative Education sites	This training will focus on providing teachers the tools to create a positive and proactive classroom management system. This training will also focus on providing teachers time to reflect on their current classroom management system. The class will further explore district specific initiatives such as the Student Code of Conduct, PBIS, and growth mindset in relation to classroom management and procedures.	<ul style="list-style-type: none"> Using the Elements of Effective Classroom Management (Marzano), teachers will identify and establish procedures for implementation in their classrooms. Participants will correlate management strategies with the district PBIS initiatives. Participants will create an action plan of procedures and routines for immediate implementation. 	<p>Wong, Harry & Rosemary (2014). The Classroom Management Book.</p> <p>Harlacher, Jason E. (2015). Designing Effective Classroom Management (foreword by Robert J. Marzano).</p>	PD Rubric				DAEP Teachers and staff		4/28/2020 ZOOM Mtg.	Power Point	RN
D	PBIS 5: Academic Behavioral Support	In these PD sessions, Administrators will learn: 1). The process of the Multi-Tiered System of Support program in TUSD. 2). The job description and primary duties of an MTSS Facilitator and an MTSS Lead 3). Strategies for supporting students with high needs behaviors 4). The definition of interventions and identify tiers of support. 5). Documentation protocols for documenting Academic and Behavioral Intervention in Clarity	Multi-Tiered System of Support - Supporting Academics, Behavior, and Social Emotional needs of all students. Training for administrators to provide knowledge of the MTSS process, documentation requirements via Clarity, and support for behavior within the MTSS process. Trainings provided on 09/06/19, 10/04/19, 11/15/19	<p>https://tusd.clarity.brightbytes.net/;</p> <p>www.koi-education.com/resources;</p> <p>https://www.pbisworld.com</p>	PD Rubric				ILA, Wednesday PD/Duffy		04/02/20 (ILA) Cancelled due to Covid 19**		RN
D	PBIS 6: Discipline Flow Charts/PBIS Matrix for site Administrators	In this professional development administrators will review site data. This information will be used for sites to update discipline flow charts and PBIS matrix using current research in PBIS.	Administrators will use current discipline data. This data will be used to review and update PBIS matrix and discipline flow charts.	<p>http://www.koi-education.com/pbis/;</p> <p>http://www.azed.gov/specialeducation/pbis/.</p> <p>Bradshaw, Mitchell, & Leaf, 2010.</p> <p>Sadler & Sugai, 2008.</p>	PD Rubric	Discipline flow chart, PBIS Matrix and site discipline data.	What is Evaluated? Discipline data, discipline flow chart and PBIS matrix. Who Evaluates and How? Student Relations department using scenarios and site discipline data.	L: D. Bailey V. Duran D: Duffy Library P: D. Bailey/ V. Duran A: All district Administrators	Duffy Library	1 hours session	09/05/19 (ILA)		

Discipline PL Chart SY2019-20

CATEGORY		WHAT ARE PARTICIPANTS LEARNING?		WHY ARE THEY LEARNING IT?		ASSESSMENT, OBSERVATION, AND EVALUATION			HOW DO WE EXECUTE THE LEARNING? (WHO, WHERE, WHEN)				
[C]IVILITY [D]ISCIPLINE	PRACTICES & PROGRAMS	DESCRIPTION	STRATEGIES	PURPOSE				ADMINISTRATIVE					
Does the PD focus on Civility, Discipline, or Both?	Professional Learning Opportunity (PLO)	Description of PLO	Supporting Strategies Learned from the PLO	Does research or other evidence support implementation of the selected strategies?	Assessment (PD Rubric; post-PD quiz)	Observation and Outcomes Rubric (quantitative) or Narrative (qualitative) or Other (including data)	Evaluation improve future PLOs Identify Strengths and Deficiencies: Data Analysis, Evidence of Effectiveness, Implementation Review Address Deficiencies: Modify or Eliminate PLO; Identify New PLO and/or New Supporting Strategies	Who? Lead Developer Provider Audience	Where will PD occur?	Duration	When will PD occur?	Method and Materials	Review/ New PD
D	PBIS 7: Data Driven Discipline Analysis using PBIS Framework	In this professional development administrators will use PBIS framework to analyze discipline data.	Current site discipline data.	http://www.koi-education.com/pbis/ ; http://www.azed.gov/specialeducation/pbis/ . Bradshaw, Mitchell, & Leaf, 2010. Sadler & Sugai, 2008.	PD Rubric	Site discipline data.	What is Evaluated? Site discipline data. Who Evaluates and How? Student Relations department using scenarios and site discipline data.	L: D. Bailey D: V. Duran P: D. Bailey/ V. Duran A: All district Administrators	Duffy Library	1 hours session	05/14/20 (ILA) Cancelled due to Covid 19		
D	PBIS 8: Tier II and Tier III Interventions	In this professional development MTSS coordinators and facilitators will learn Tier II and Tier III intervention strategies.	Multi-Tiered System of Support - Supporting Academics, Behavior, and Social Emotional needs of all students. Training for administrators to provide knowledge of the MTSS process, documentation requirements via Clarity, and support for behavior within the	http://www.koi-education.com/pbis/ ; http://www.azed.gov/specialeducation/pbis/ . Bradshaw, Mitchell, & Leaf, 2010. Sadler & Sugai, 2008.	PD Rubric	Site discipline data.	What is Evaluated? MTSS facilitators and coordinators. Who Evaluates and How? Evaluated by the Lead MTSS Coordinator.	L,D,P: J. Shivanonda A: MTSS Facilitators and coordinators	Duffy Library	3 hours	09/06/19 09/17/19		N
D	PBIS 9: PBIS Review	This professional development opportunity will allow MTSS Coordinators and Facilitators to share best practices and what works with their colleagues.	Multi-Tiered System of Support - Supporting Academics, Behavior, and Social Emotional needs of all students. Training for administrators to provide knowledge of the MTSS process, documentation requirements via Clarity, and support for behavior within the	http://www.koi-education.com/pbis/ ; http://www.azed.gov/specialeducation/pbis/ . Bradshaw, Mitchell, & Leaf, 2010. Sadler & Sugai, 2008.	PD Rubric	Site discipline data.	What is Evaluated? MTSS facilitators and coordinators. Who Evaluates and How? Evaluated by the Lead MTSS Coordinator.	L,D,P: J. Shivanonda A: MTSS Facilitators and coordinators	Duffy Library	3 hours	03/02/20		N

PROGRAM: CULTURALLY RESPONSIVE PEDAGOGY

Discipline PL Chart SY2019-20

CATEGORY		WHAT ARE PARTICIPANTS LEARNING?			WHY ARE THEY LEARNING IT?			HOW DO WE EXECUTE THE LEARNING? (WHO, WHERE, WHEN)					
[C]IVILITY [D]ISCIPLINE	PRACTICES & PROGRAMS	DESCRIPTION	STRATEGIES	PURPOSE	ASSESSMENT, OBSERVATION, AND EVALUATION			ADMINISTRATIVE					
Does the PD focus on Civility, Discipline, or Both?	Professional Learning Opportunity (PLO)	Description of PLO	Supporting Strategies Learned from the PLO	Does research or other evidence support implementation of the selected strategies?	Assessment (PD Rubric; post-PD quiz)	Observation and Outcomes Rubric (quantitative) or Narrative (qualitative) or Other (including data)	Evaluation improve future PLOs Identify Strengths and Deficiencies: Data Analysis, Evidence of Effectiveness, Implementation Review Address Deficiencies: Modify or Eliminate PLO; Identify New PLO and/or New Supporting Strategies	Who? Lead Developer Provider Audience	Where will PD occur?	Duration	When will PD occur?	Method and Materials	Review/ New PD
CD	CRP 1: "SPARKS" Targeted Training	MTSS department staff will provide support to all schools via MTSS facilitators and leads .	In this training, MTSS Facilitators and Leads will be provided strategies on the development of the following: 1) Student-centered dialogic learning 2) Positive learning communities in the classroom 3) Academic & Ethnic identity via curriculum 4) Rigor through critical thinking skills 5) Knowledge co-creation approaches 6) Social Justice approaches and projects	Hammond, Zaretta (2015). Culturally Responsive Teaching & The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students. Thousand Oaks, Ca Gay, G. (2013). Teaching to and through cultural diversity. Curriculum Inquiry, 43, 48-70. González, N., Moll, L.C., Tenery, M.F., Rivera, A., Rendon, P., Gonzalez, R., & Amanti, C (1995). Funds of knowledge for teaching in Latino households. Urban Education, 29, 443-470.	PD Rubric		What is Evaluated?: PD Rubric Who Evaluates and How? MTSS Coord/staff review PD Rubric.	L,D,P: J. Shivanonda A: MTSS facilitators/leads	Duffy Library	3 hours	03/26/20		
CD	CRP 2: Equity	AASD, MASSD, NASSD staffs will explore the cultural, ethnic, racial, gender, and linguistic components of equity.	In this PD, AASD, MASSD, NASSD staffs will learn the following: What is equity/how does it look in relation to school, curriculum, et.	Moll, L.C. & Gonzalez ,N. (2004). Engaging Life: A funds of knowledge approach to multicultural education.	PD Rubric		What is Evaluated? Components of equity Who Evaluates and How? SR will review rubric to determine any possible delivery modifications	L,D: J. Hart P: A. Ragland A: AASD, MASSD, NASSD departments	ZOOM Mtg	2 hours	04/30/20		
CD	CRP 3: Fostering Inclusive Culture and Climate	Susan Osiago, Director of Multicultural Curriculum, and her staff provided job-embedded training at twenty-two schools during Wednesday PD sessions. These professional learning opportunities help teachers, site staff, and students establish a caring, supportive, and respectful class and school climate using multicultural curriculum and literature.	In this PD, teachers will learn the following strategies: (a) Building an understanding of their students using an intersectionality framework (b) how to develop high-interest, high-engagement culturally-relevant curriculum and lesson plans based on an understanding of students' culture (c) how to teach students based on an understanding of students' culture.	Moll, L.C. & Gonzalez ,N. (2004). Engaging Life: A funds of knowledge approach to multicultural education.	Reconstructed Lesson Plans	Reconstructed Lesson Plans Review of Student Work Direct Observations of Teachers	What is Evaluated? Reconstructed Lesson Plans and Review of Student Work (Work Product); Direct Observations of Teachers. Who Evaluates and How? MC Department analyzes work product and observations to identify potential modifications to instructional delivery (teaching style, engagement, activities, etc.) and work product. MC Department provides job-embedded coaching on specific, identified deficiencies in real time to address individual teacher deficiencies. MC analyzes whether deficiencies are systemic and, if so, MC will analyze the PLO and make appropriate modifications (replace a strategy or strategies; replace the PLO)	L,D,P: S. Osiago A: Teachers	14 schools Holladay E.S Collier E.S, Cragin E.S, Tolson E.S Meyer Ganoug E.S Cavett E.S, Magee M.S Utterback M.S Pistor M.S, Safford M.S, Gridley M.S Drachman M.S, Secrist M.S Roberts Naylor K-8		Through out SY 2019-2020		

Discipline PL Chart SY2019-20

CATEGORY		WHAT ARE PARTICIPANTS LEARNING?		WHY ARE THEY LEARNING IT?	ASSESSMENT, OBSERVATION, AND EVALUATION			HOW DO WE EXECUTE THE LEARNING? (WHO, WHERE, WHEN)					
[C]CIVILITY [D]DISCIPLINE	PRACTICES & PROGRAMS	DESCRIPTION	STRATEGIES	PURPOSE	Assessment (PD Rubric; post-PD quiz)	Observation and Outcomes Rubric (quantitative) or Narrative (qualitative) or Other (including data)	Evaluation improve future PLOs Identify Strengths and Deficiencies: Data Analysis, Evidence of Effectiveness, Implementation Review Address Deficiencies: Modify or Eliminate PLO; Identify New PLO and/or New Supporting Strategies	Who? Lead Developer Provider Audience	Where will PD occur?	Duration	When will PD occur?	Method and Materials	Review/ New PD
CD	CRP 4: Culturally-Responsive Trauma-Informed Practices	The workshops will teach participants about the effects of trauma on students, how to identify when students are experiencing trauma, and how to support students through interventions. The workshop will also explore healing-centered engagement to support the health and wellness of students while addressing their trauma.	In this PD, AASSD, MASSD, NASSD staff will learn the following strategies: 1) Implement Restorative practices thru the lens of trauma in formed practices. 2) Review the core tenants of cultural humility 3) Review the different forms microaggressions and personal identity	Ko, S. J., Ford, J. D., Kassam-Adams, N., Berkowitz, S. J., Wilson, C., Wong, M., ... & Layne, C. M. (2008). Creating trauma-informed systems: child welfare, education, first responders, health care, juvenile justice. <i>Professional psychology: Research and practice</i> , 39(4), 396. Dorado, Martinez, M., McArthur, L. E., & Leibovitz, T. (2016). Healthy Environments and Response to Trauma in Schools (HEARTS): A whole-school, multi-level, prevention and intervention program for creating trauma-informed, safe and supportive schools. <i>School Mental Health</i> , 8(1), 163-176.	PD Rubric	Student Relations Discipline Data Review	What is Evaluated? PD Rubric and Discipline Data Review. SR uses monthly/quarterly discipline data to identify impact of training on particular violations (such as Aggression; Other Violations) to identify correlations - if any - between PLO and incidents at target sites.	L,D: J. Hart P: Dr. Damond Holt A: AASSD, MASSD, NASSD	ZOOM Mtg		ZOOM: 05/11/20 05/12/20 05/13/20 05/15/20		
CD	CRP 5: Targeted Culture and Climate	This learning opportunity will facilitate the development of an anti-bullying culture and climate that promotes civility, including: enhancing stakeholder skills in facilitating courageous dialogues regarding race, implicit bias, bullying prevention, and community building with all stakeholder groups. This specific approach is targeted towards schools with specific issues.	In this PD, teachers will learn the following strategies: 1) Identifying bullying 2) Identify the types of bullies 3) Ways to address and reduce bullying	Nansel, T. R., Overpeck, M. D., Haynie, D. L., Ruan, W. J., & Scheidt, P. C. (2003). Relationships between bullying and violence among US youth. <i>Archives of Pediatrics & Adolescent Medicine</i> , 157(4), 348-353. Saylor, C. F., & Leach, J. B. (2009). Perceived bullying and social support in students accessing special inclusion programming. <i>Journal of Developmental and Physical Disabilities</i> , 21(1), 69-80. Orpinas, P., & Horne, A. M. (2006). Bullying prevention: Creating a positive school climate and developing social competence. <i>American Psychological Association</i> .	PD Rubric	Student Relations Discipline Data Review	What is Evaluated? PD Rubric and Discipline Data Review. Who Evaluates and How? Student Services Departments analyze PD Rubric to identify potential modifications to instructional delivery (teaching style, engagement, activities, etc.) SR uses monthly/quarterly discipline data to identify impact of training on bullying violations to identify correlations - if any - between PLO and incidents at target sites.	L,D,P: Dr. Damond Holt	PD at the following Schools: Utterback, Valencia, Secrist, Roberts-Naylor, CE Rose, Pueblo Gardens, Bloom		Various		
CD	CRP 6: Targeted Trauma-Informed, SEL	This training is designed to teach students to manage their emotions and interactions effectively, become effective problem-solvers, gain a better sense of self, and learn empathy. SEL Learning at DAEP focuses on two of the six researched-based SEL competencies: Self-Management and Responsible Decision-Making (the others are Self Awareness, Social Awareness, and Relationship Skills). These two competencies center on developing students' abilities to identify and constructively handle both positive and challenging emotions, and to build capacity to take action, sustain motivation, and persevere through challenge toward an identified goal. To develop these skills in students, the training begins with building staff members' capacity to understand how trauma affects student behavior and how trauma manifests and creates barriers for proper SEL.	In this PD, teachers, staff, parents, will learn the following- 1) Historical Trauma 2) Racial intersections (class, gender) 3) Environmental disruption	This SEL definition is provided by the Collaborative for Academic, Social, and Emotional Learning (CASEL) in their glossary of terms and as a guide to their thinking about individual social and emotional skills. This training is based on the work of Mr. Calvin Terrell's 25 years of work in culture, climate and historical trauma.	PD Rubric	Student Relations, Discipline Data Review.	What is evaluated? PD Rubric, Discipline Data Review. Who evaluates and How? Student Services will analyze PD Rubric to identify potential modifications to instructional delivery (teaching style, engagement, activities, etc.). SR uses monthly/quarterly data to identify impact of training on aggression and other violations of school policy to identify correlations - if any - between PLO and incidents at target sites.	L,D: J. Hart P: Calvin Terrell A: Parents 10/01/19 Teacher PLC training- 10/01/19 Teacher and staff PD: 10/02/19	Magee MS		10/01/19 thru 10/02/19		

Discipline PL Chart SY2019-20

CATEGORY		WHAT ARE PARTICIPANTS LEARNING?			WHY ARE THEY LEARNING IT?			HOW DO WE EXECUTE THE LEARNING? (WHO, WHERE, WHEN)					
[C]CIVILITY [D]DISCIPLINE	PRACTICES & PROGRAMS	DESCRIPTION	STRATEGIES	PURPOSE	ASSESSMENT, OBSERVATION, AND EVALUATION			ADMINISTRATIVE					
Does the PD focus on Civility, Discipline, or Both?	Professional Learning Opportunity (PLO)	Description of PLO	Supporting Strategies Learned from the PLO	Does research or other evidence support implementation of the selected strategies?	Assessment (PD Rubric; post-PD quiz)	Observation and Outcomes Rubric (quantitative) or Narrative (qualitative) or Other (including data)	Evaluation improve future PLOs	Who? Lead Developer Provider Audience	Where will PD occur?	Duration	When will PD occur?	Method and Materials	Review/ New PD
PROGRAM: CULTURALLY RELEVANT COURSES													
	CRC 1: Civility and Inclusiveness	Civility and Inclusiveness in the context of CRCs: how are we teaching students how to be civil and inclusive through their participation in CRCs? CRPI staff has conducted training district-wide on the implementation of restorative circles as a dialogical approach and instructional strategy. These strategies promote mutual respect, civility and inclusion of participants within the circle process. When used regularly, this approach impacts the culture of the classroom and the teacher-student and student-student interactions.	In this PD, teachers will be trained in: 1) restorative, dialogic circles in instruction 2) research on effectiveness of this approach 3) implementation	Katherine Evans & Dorothy Vaandering, The Little Book of Restorative Justice in Education, Good Books New York, NY 2016 Howard Zehr, The Little Book of Restorative Justice. Good Books New York, NY 2002	N/A	RP Implementation Benchmarks [Student Relations] 1. Common Understanding 2. Foundational structures 3. PD 4. Restorative language and culture 5. Family and student buy-in 6. School climate 7. Observation and Coaching	What is Evaluated?: CRC Teachers/direct observation Who evaluates and How? CRPI Department provides job-embedded coaching and mentoring on specific, identified deficiencies in real time to address individual teacher deficiencies. CRPI analyzes whether deficiencies are systemic and, if so, CRPI will analyze the PLO and make appropriate modifications (replace a strategy or strategies; replace the PLO)	L,D,P: Lorenzo Lopez	School Sites		Various		
CD	CRC 2: Civility and Inclusiveness	Civility and Inclusiveness in the context of CRCs: how are we teaching students how to be civil and inclusive through their participation in CRCs?	In this PD, MTSS Leads and Facilitators will be trained in: 1) restorative, dialogic circles in instruction 2) research on effectiveness of this approach 3) implementation	Katherine Evans & Dorothy Vaandering, The Little Book of Restorative Justice in Education, Good Books New York, NY 2016 Howard Zehr, The Little Book of Restorative Justice. Good Books New York, NY 2002	N/A	RP Implementation Benchmarks [Student Relations] 1. Common Understanding 2. Foundational structures 3. PD 4. Restorative language and culture 5. Family and student buy-in 6. School climate	What is Evaluated?: MTSS Coordinators and Facilitators direct observation.	L,D,P: J. Shivanonda A: MTSS Facilitators and coordinators	CIPDA @ Duffy		CR 2 10/18/19 10/22/19 CR 3 12/13/19 12/17/19 CR 4 02/04/20 02/07/20		
STUDENT CODE OF CONDUCT													

Discipline PL Chart SY2019-20

CATEGORY		WHAT ARE PARTICIPANTS LEARNING?			WHY ARE THEY LEARNING IT?			HOW DO WE EXECUTE THE LEARNING? (WHO, WHERE, WHEN)					
[C]IVILITY [D]ISCIPLINE	PRACTICES & PROGRAMS	DESCRIPTION	STRATEGIES	PURPOSE	ASSESSMENT, OBSERVATION, AND EVALUATION			ADMINISTRATIVE					
Does the PD focus on Civility, Discipline, or Both?	Professional Learning Opportunity (PLO)	Description of PLO	Supporting Strategies Learned from the PLO	Does research or other evidence support implementation of the selected strategies?	Assessment (PD Rubric; post-PD quiz)	Observation and Outcomes Rubric (quantitative) or Narrative (qualitative) or Other (including data)	Evaluation improve future PLOs Identify Strengths and Deficiencies: Data Analysis, Evidence of Effectiveness, Implementation Review Address Deficiencies: Modify or Eliminate PLO; Identify New PLO and/or New Supporting Strategies	Who? Lead Developer Provider Audience	Where will PD occur?	Duration	When will PD occur?	Method and Materials	Review/ New PD
D	SCOC 1: Student Code of Conduct: Basic	Understanding the Student Code of Conduct and major revisions from the GSRR; basics of behavior and discipline-related data entry through Clarity, Synergy, and Forms. Capacity to use resources for guidance. Clarification of definitions for violations and actions.	All administrators learned the following: 1) how to define and address exclusionary consequences 2) understanding and applying action levels 3) understanding guidelines to apply actions 4) understanding violation charts	N/A				L: C. Brown P: D. Bailey A: Administrators	Santa Rita		July 23, 2019		NR
D	SCOC 2: Student Code of Conduct: On-line	Understanding the Student Code of Conduct and <u>major revisions</u> from the GSRR; basics of behavior and discipline-related data entry through Clarity, Synergy, and Forms. Capacity to use resources for guidance. Clarification of definitions for violations and actions.	All staff members learned the following: 1) how to define and address exclusionary consequences 2) how to provide students with due process 3) understanding and applying action levels 4) understanding guidelines to apply actions 5) understanding violation charts	N/A	PD Rubric	Online Assessment, Scenarios	What is Evaluated? PD Rubric and Discipline Data Review. Who Evaluates and How? SR Department analyzes PD Rubric to identify potential modifications to instructional delivery (teaching style, engagement, activities, etc.) An online assessment is administered when the online course is complete, A score of 85% must be attained to awarded credit. Scenarios will be used to check for understanding.	L: C. Brown /D. Bailey A: All teachers and staff	Online		School Year 2019-2020	Power Point with ASSESSMENT	N
D	SCOC 3: Student Code of Conduct: Administrators	Student Code of Conduct site-specific and classroom-specific scenarios. Specific to changes in the SCOC for SY19-20.	Administrators learn to do the following: 1) applying the code appropriately (including appropriately addressing certain violations) 2) avoiding common mistakes in applying the code 3) accurate data entry	N/A	PD Rubric	Student Relations Discipline Data Review	What is Evaluated? PD Rubric and Discipline Data Review Who Evaluates and How? Student Services Departments analyze PD Rubric to identify potential modifications to instructional delivery (teaching style, engagement, activities, etc.) SR uses monthly/quarterly discipline data to identify impact of training on SCOC violations to identify correlations - if any - between PLO and incidents at target sites	L: D. Bailey All TUSD Administrators	A: Santa Rita High School		7/23/2019		NR

Discipline PL Chart SY2019-20

CATEGORY		WHAT ARE PARTICIPANTS LEARNING?		WHY ARE THEY LEARNING IT?	ASSESSMENT, OBSERVATION, AND EVALUATION			HOW DO WE EXECUTE THE LEARNING? (WHO, WHERE, WHEN)					
[C]IVILITY [D]ISCIPLINE	PRACTICES & PROGRAMS	DESCRIPTION	STRATEGIES	PURPOSE				ADMINISTRATIVE					
Does the PD focus on Civility, Discipline, or Both?	Professional Learning Opportunity (PLO)	Description of PLO	Supporting Strategies Learned from the PLO	Does research or other evidence support implementation of the selected strategies?	Assessment (PD Rubric; post-PD quiz)	Observation and Outcomes Rubric (quantitative) or Narrative (qualitative) or Other (including data)	Evaluation improve future PLOs Identify Strengths and Deficiencies: Data Analysis, Evidence of Effectiveness, Implementation Review Address Deficiencies: Modify or Eliminate PLO; Identify New PLO and/or New Supporting Strategies	Who? Lead Developer Provider Audience	Where will PD occur?	Duration	When will PD occur?	Method and Materials	Review/ New PD
D	SCOC 3(A): Data Entry	Transition from Clarity to Synergy.	Staff members learned the following: 1) how to transition from Clarity to Synergy 2) how to input level 1-2 violations 3) how to retrieve behavior/discipline data 4) how to graph/chart behavior/discipline data 5) how to analyze behavior/discipline data	N/A	PD Rubric	Student Relations Discipline Data Review	What is Evaluated? PD Rubric and Discipline Data Review Who Evaluates and How? Student Services Departments analyze PD Rubric to identify potential modifications to instructional delivery (teaching style, engagement, activities, etc.)	L,D,P: J. Shivonanda/V. Duran A: Admin/Equity Departments/ Misc. Departments	Various	90 minutes	Misc. Dates		N