

Exhibit B

Professional Learning Plan: Inclusive School Environments and Cultures of Civility

This narrative describes the District's Professional Learning Plan for strategies aimed at creating cultures of civility and inclusive school environments. The seven professional development components are described in detail below, and in summary form in the attached chart (*see Attachment 1, Chart*).

1. Restorative Practices as an Instructional Strategy (all schools)

The CRPI department is providing Wednesday PD sessions (two sessions at each school) in teaching practices and Restorative Practices to incorporate 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.

2. Targeted Restorative Practices (from Restorative Solutions)

TUSD identified five middle schools that have disparities in their discipline data. To support these schools, the district initiated a pilot program with Restorative Solutions (RS), a consultant group recommended by the Western Educational Equity Assistance Center (WEEAC). RS provided an initial three-day training for central leadership, including all assistant superintendents and relevant Directors and Coordinators), and the five principals from the identified schools and their Restorative Practice facilitators, plus RPFs from other schools. This training focused on restorative strategies including restorative conversations, different examples of how to use restorative circles, and the importance of equity of voice.

After the three-day training, Restorative Solutions will provide a one-day individual training for each of the five middle schools and key staff members. These key staff members will implement Restorative Practices at their schools with the goal of creating a culture that is grounded on a restorative and equity-based approach. This training concluded by establishing next steps, including individual site implementation plans.

For follow up and support, Restorative Solutions will return to each school in Spring of 2019. RS will observe all teachers who attended the initial school training, noting their use of Restorative Practices, and will provide feedback and one-on-one coaching. RS will also facilitate a team meeting for the original teams to discuss implementation successes and challenges.

The next step will be for the lead team committee from each school to provide training and information to the remaining faculty and staff.

3. “SPARKS” Targeted Training

CRPI department staff will provide training for all schools and additional support at Cavett, Holladay, Catalina and Santa Rita HS. SPARKS is job-embedded training on the six elements of culturally responsive practices, or “SPARKS”¹. Through SPARKS, fostering empathy, understanding of cultures, and diversity will enhance inclusiveness at the selected sites and augment civic action based and inquiry learning.

The additional professional development will consist of mentoring, coaching, and job-embedded training, and on-going observation and reflection protocol to implement strategies to improve inclusiveness.

4. Multi-Cultural Social-Studies, Job-Embedded PD (all middle schools)

Susan Osiago, Director of Multicultural Curriculum, and her staff will provide job-embedded training at all middle schools during 6th grade social studies classes. The professional development includes an exploration of cultural, ethnic, racial, gender, and linguistic similarities and differences, through MC Literature, to enable students and teachers to gain a better understanding of both their own culture and the cultures of others in order to reduce bias, bullying and prejudice at school sites.

5. Targeted Culture and Climate (Booth-Fickett K-8 and Lawrence)

This learning opportunity will facilitate the development of an anti-bullying culture and climate that promotes civility at Booth-Fickett, including: enhancing stakeholder skills in facilitating courageous dialogues regarding race, implicit bias, bullying prevention, and community building with all stakeholder groups.

6. Anti-Bullying (selected middle schools)

Dr. Da’ Mond Holt will provide professional development for staff during Wednesday PDs and bullying-prevention assemblies for students. Staff PD will address supporting the victim and the bystander, and addressing the bully directly. Student assemblies will address kindness, respect, and the painful effects of bullying on the victim and the entire school community.

¹ SPARKS stands for: Student-centered dialogue; Positive learning communities; Academic and ethnic identity development; Rigor through culturally relevant curriculum; Knowledge co-creation; and Social justice

7. Culturally-Responsive Trauma-Informed Practices (support staff at Wright, Cavett and Holladay ES, Doolen MS, Catalina and Santa Rita HS; additional support staff based on availability)

Dr. Macheo Payne will provide two workshops on culturally responsive trauma-informed practices in January 2019 at six targeted schools. Dr. Payne's background is in social work, urban education and the African American experience. He is now the CEO of Youth Uprising, an organization targeting at-risk youth in the Oakland, CA area. 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. Support staff will include: a four-person cadre from each of the six schools (four from each: administrator; counselor; MTSS Facilitator / Lead; RPPF / Social Worker); Student Services staff; other staff based on space and availability (MTSS Facilitators; RPP Facilitators; Counselors; Social Workers (ExEd and Deseg)).

A. Monitoring and Evaluation

1. Monitoring

Curriculum and Instruction leads will be responsible for inputting participation data into True North Logic.

Student Relations will monitor TNL to ensure these opportunities have been offered and completed and communicate with Assistant Superintendents and relevant principals.

2. Process for Evaluating PD Effectiveness

The Professional Development team will assess the Culture of Civility sessions as part of the ongoing learning continuum that includes goals, instruction, and assessment. The recently-approved and attached PD Rubric is now embedded in True North Logic for all professional development sessions and must be completed by all participants, including all administrators, teachers, coordinators, and directors. These rubric results will be reviewed and utilized to capture the effectiveness of the Culture of Civility professional development sessions and will then be used to monitor, analyze and adjust content.

See Attachment 2, PD Rubric

EXHIBIT 1

CIVILITY TRAINING				
Oversight:	Who gives / receives?	What is PD focus?	Where will PD occur?	When will PD occur?
Discipline Coordinator and Assistant Superintendents	Lead			
	Developer			
	Provider			
	Audience			
1. Restorative Practices as an Instructional Strategy	L: Restorative Practices Implementation (RPI) Cmtee D: RPI Site Committee P: RPI Trainers A: Staff at all sites (except five Restorative Solutions)	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.	Sites (except the five Restorative Solutions Sites)	Wed PD (two sessions)
2. Targeted Restorative Practices	L: Holly Leman-Hammel D: Restorative Solutions P: Restorative Solutions A: Leadership and staff at five identified schools (Booth-Fickett, Valencia, Utterback, Secrist, Pistor)	In-classroom strategies for teachers supported by a restorative justice foundation. Restorative Solutions will work with ten- twenty person teams at five high-needs middle schools (or K-8 schools in grades 6-8).	B-Fickett K-8 (MS grades) Valencia MS Pistor MS Doolen MS Secrist MS	Each school participated in an group, 8 hour training. Each site received one 8 hour training at their site. One day of follow up coaching for each school will occur in January.
3. "SPARKS" Targeted Training	L: Lorenzo Lopez D: CRPI and C&I P: CRPI staff A: Staff at all sites	CRPI department staff will provide support to all schools and additional support at Cavett, Holladay, Catalina and Santa Rita HS. SPARKS is job-embedded training on the six elements of culturally responsive practices, or "SPARKS". The additional professional development will consist of mentoring, coaching, and job-embedded training, and on-going observation and reflection protocol to implement strategies to improve inclusiveness.	All sites	Ongoing
4. Multicultural Social Studies	L: Giovanna Grijalva D: Susan Osiago P: Susan Osiago/Junko Sakoi A: Sixth grade social studies teachers at middle schools	An exploration of cultural, ethnic, racial, gender, and linguistic similarities and differences, through MC Literature to enable students and teachers to gain a better understanding of both their own culture and the cultures of others in order to reduce bias, bullying and prejudice at school sites. MC Director will provide job-embedded training and support for all middle school sixth grade social studies teachers throughout the District.	During social studies classes in all MS	Ten visits throughout the year
5. Targeted Culture and Climate	L: Giovanna Grijalva D: TBD P: TBD A: BF & Lawrence Community (staff, students, parents)	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.	Booth-Fickett K 8; Lawrence	SY 2018-19
6. Anti-Bullying	L: Charlotte Patterson D: Dr. Da'mond Holt P: Dr. Da'mond Holt A: Principals (ILAs) and Students	This professional learning opportunity will occur during Wednesday PDs, and bullying-prevention assemblies for students. Staff PD will address supporting the victim and the bystander, and addressing the bully directly. Student assemblies will address kindness, respect, and the painful effects of bullying on the victim and the entire school community.	Selected middle schools (Dodge, Gridley, Magee, Mansfeld, Pistor, Vail)	Second Semester 2019
7. Culturally-Responsive Trauma-Informed Practices	L: Jimmy Hart D: Dr. Macheo Payne P: Dr. Macheo Payne A: 4-person cadres at six identified schools; Student Services staff; other staff based on availability and space	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 at six identified schools (Catalina HS, Cavett ES, Doolen MS, Holladay ES, Santa Rita HS, Wright ES).	Palo Verde	January 2019

EXHIBIT 2

Purpose: Evaluation of professional development district-wide uses multiple sources of information on (a) outcomes for students and (b) the instruction and processes that are the focus of the lessons learned. This rubric is based on these principles.

Phases	Question					Evidence
1.	Identifying What Educators Need to Know and Be Able to Do	Always	Sometimes	Seldom	Never	
	a. Professional Development is designed to support educators in meeting the academic needs of students as determined by individual, collaborative, site, and/or district analysis of the differences between actual student performance and the standards (learning needs).					
	b. Professional Development is based on systematic assessments of professional practices (e.g., through formal evaluation of educator performance).					
2.	Characteristics of Professional Learning Experiences	Always	Sometimes	Seldom	Never	
	a. Professional Development is job-embedded (e.g. during contract time).					
	b. Professional development provides educators the opportunity to expand knowledge and/or to learn and practice the use of specific and effective instructional strategies for transfer to the classroom.					
	c. Professional development is deliberately planned and facilitators implement and model the instructional strategies and approaches educators are expected to master and/or current district curriculum is used when appropriate. (e.g. In an EEI or CRP training, the strategies and approaches used to facilitate the training will model the strategies being taught; content area would be taught in the context of district curriculum).					
	d. Instructional strategies are learned in the context of the curriculum to be implemented					
3.	Practice, Formative Feedback, Reflection and Further Support as Needed	Always	Sometimes	Seldom	Never	

	a. Evidence exists for follow up with structured practice and feedback on the learned skills.					
	b. Educators are given time, often with colleagues, to gain an understanding of and reflect on the research and theory underlying the knowledge and skills being learned.					
	c. This PD session includes follow up support from additional resources.					
4.	Continuous Improvement	Always	Sometimes	Seldom	Never	
	a. Professional learning is connected to a comprehensive change process focused on specific goals for improving student learning and development.					