

2/4/2014

### Creating Supportive and Inclusive Learning (SAIL) Environments: Refining Our Professional Practice



### SAIL Mission

- All members of the TUSD community have a responsibility to create equitable learning environments emphasizing students' cultural assets, backgrounds and individual strengths.
- All students are respected, included and valued in a culture of high expectations for behavior and learning.

### Outcomes

Participants will be able to:

- Acknowledge their professional responsibility to create and implement supportive and inclusive learning environments for all students.
- Identify fundamentals of supportive and inclusive learning environments for all students.
- Utilize the Danielson Framework as a tool to reflect on practice and develop action steps to build equitable learning environments.

### Norms

- Equity of voice
- Attentive listening
- Safety of share different perspectives
- Commitment to the work
- Deferment of checking emails, texts, and the Internet
- Signal

### Equality



### Equity



### SAIL Compass partners

Please find a partner for each direction:  
North, South, East, and West

- North partner: someone you know
- South partner: someone at a different level (ie: if you teach elem, find a MS/HS person)
- East partner: someone at a similar grade level, from a different school
- West partner: someone who teaches in a different area of Tucson

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### Video Engagement

- As you watch the video, jot down any connections you make regarding supportive and inclusive environments.

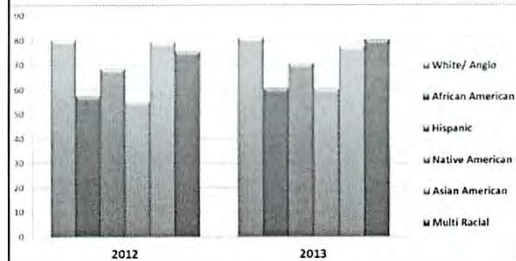
### Rita Pierson TED Talk



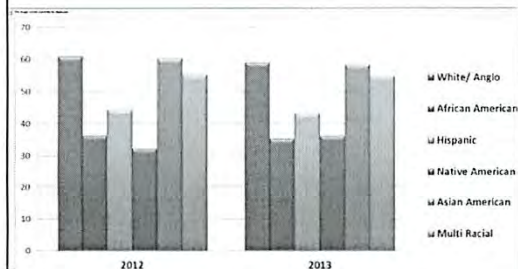
### Video engagement

- Meet with your North partner.
- Share your important point and discuss the ways the teacher in the video exemplifies the mission of SAIL.
- Share one idea of how you currently incorporate SAIL in your practice.
- Share out. (Take a moment to jot down a strategy you might use in your practice).

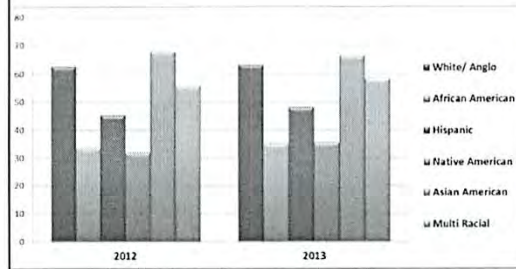
### AIMS Data - Reading



### AIMS Data - Writing



### AIMS Data - Math



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### TUSD 4 Year Graduation Data

Looking at the table below, what do you notice?

Cohort	White	AfAm	Hisp	NatAm	Asian	ELL	SPED
2006	89.88%	84.72%	81.25%	65.60%	96.67%	65.40%	68.93%
2007	89.70%	83.13%	80.89%	68.25%	87.79%	69.02%	68.98%
2008	88.68%	76.63%	77.45%	62.18%	94.03%	55.85%	69.30%
2009	87.79%	77.82%	79.54%	72.22%	94.93%	66.91%	70.05%
2010	88.19%	81.98%	80.94%	64.35%	94.66%	65.13%	67.09%
2011	89.44%	76.27%	78.77%	62.24%	84.25%	40.18%	62.65%
2012	86.11%	76.82%	77.10%	67.01%	80.62%	32.38%	62.50%
2013	84.72%	73.89%	73.73%	58.82%	79.17%	32.00%	56.86%

### Discipline Data

1st Semester Discipline Comparisons for SF 2012-13 and 2013-14 disaggregated by ethnicity and consequence

Ethnicity	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
White	1,141	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121
African American	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121
Hispanic/Latino	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121
Native American	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121
Asian/Pacific Islander	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121
ELL	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121
SPED	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121	1,121

### Closure

- Find your East partner
- Discuss how this data connects with supportive and inclusive learning environments.
- As professionals, how might you use this knowledge to plan for a supportive and inclusive environment.

### What is a Supportive and Inclusive Learning Environment?

Supportive and Inclusive education is about the learning, engagement and inclusion of **each** learner. In fully supportive and inclusive schools, students are achieving and experiencing success, being challenged and enjoying things they are interested in. School communities foster the identity, language and culture of **each** learner. Every member of the learning community feels valued and included.

*-Adapted from the work of Dr. Willis Hawley*

### Fundamentals of supportive and inclusive learning environments (SAIL)

1. Understanding and working with bias
2. Understanding student characteristics and needs
3. Partnering with families



### Understanding student characteristics and needs

#### Six important inter-related pedagogical influences on student learning:

1. Developing caring relationships with students while maintaining high expectations
2. Engaging and motivating students
3. Assessing student performance
4. Grouping students for instruction
5. Selecting and effectively using learning resources
6. Promoting and learning from family and community engagement

*Thomas, 2011*



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### Recipe for Building Positive Relationships

Discreet and observable behaviors and attitudes:

- Showing empathy and compassion
- Being a safe person
- Knowing our students as individuals
- Setting high learning and behavioral expectation

### Closure on Fundamentals of SAIL

- On your dry erase board, in your own words, list the 3 fundamentals.
- Now erase one, pass to the right, that person fills in the missing fundamental.
- Erase another one, pass to the right again, that person fills in the new missing fundamental.



### Supportive and Inclusive Relationships

- As you think about a classroom where students feel safe and supported, what components in the Framework for Teaching stand out for you.
- Reflect Individually
- Share with an elbow partner

<b>DOMAIN 1: Planning and Preparation</b> <ul style="list-style-type: none"> <li>1a. Demonstrating Knowledge of Content and Pedagogy           <ul style="list-style-type: none"> <li>• Content knowledge</li> <li>• Pedagogical content knowledge</li> <li>• Content strategies</li> </ul> </li> <li>1b. Demonstrating Knowledge of Students           <ul style="list-style-type: none"> <li>• Characteristics</li> <li>• Learning process</li> <li>• Special needs</li> <li>• Student skills, knowledge, and interests</li> <li>• Strengths and cultural differences</li> </ul> </li> <li>1c. Setting Instructional Outcomes           <ul style="list-style-type: none"> <li>• Learning objectives and outcomes</li> <li>• Goals</li> <li>• Behavior</li> <li>• Learning for diverse learners</li> </ul> </li> <li>1d. Communicating Knowledge of Resources           <ul style="list-style-type: none"> <li>• Time resources</li> <li>• Material resources</li> <li>• Financial resources</li> <li>• Facilities</li> <li>• Technology</li> <li>• Instructional materials</li> <li>• Instructional groups</li> <li>• Learning and assessment</li> </ul> </li> <li>1e. Designing Student Assessment           <ul style="list-style-type: none"> <li>• Assessment methods</li> <li>• Assessment questions and responses</li> <li>• Assessment groups</li> <li>• Assessment and devices</li> <li>• Communication with students</li> <li>• Cultural and standards</li> <li>• Assessment assessment</li> <li>• Assessment strategy</li> </ul> </li> </ul>	<b>DOMAIN 2: The Classroom Environment</b> <ul style="list-style-type: none"> <li>2a. Creating an Environment of Respect and Rapport           <ul style="list-style-type: none"> <li>• Teacher interaction with students</li> <li>• Student interaction with students</li> <li>• Teacher interaction with students</li> <li>• Student interaction with students</li> </ul> </li> <li>2b. Establishing a Culture for Learning           <ul style="list-style-type: none"> <li>• Instructional climate</li> <li>• Expectations for learning and achievement</li> <li>• Student goals and interests</li> </ul> </li> <li>2c. Managing Classroom Procedures           <ul style="list-style-type: none"> <li>• Instructional groups</li> <li>• Materials and supplies</li> <li>• Non-instructional supplies</li> <li>• Management of students and performance</li> </ul> </li> <li>2d. Managing Student Behavior           <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Monitoring behavior</li> <li>• Response to misbehavior</li> </ul> </li> <li>2e. Establishing Effective Climate           <ul style="list-style-type: none"> <li>• Safety and security</li> <li>• Management of student and teacher</li> </ul> </li> </ul>
<b>DOMAIN 3: Professional Responsibilities</b> <ul style="list-style-type: none"> <li>3a. Reflecting on Teaching           <ul style="list-style-type: none"> <li>• History</li> <li>• Instructional practice</li> </ul> </li> <li>3b. Managing Academic Progress           <ul style="list-style-type: none"> <li>• Student progress</li> <li>• Student progress</li> <li>• Student progress</li> </ul> </li> <li>3c. Communicating with Families           <ul style="list-style-type: none"> <li>• Communication with families</li> <li>• Communication with families</li> <li>• Communication with families</li> </ul> </li> <li>3d. Participating in Professional Community           <ul style="list-style-type: none"> <li>• Collaboration with colleagues</li> <li>• Participation in school events</li> <li>• Participation in school events</li> </ul> </li> <li>3e. Leading and Developing Professionally           <ul style="list-style-type: none"> <li>• Collaboration with colleagues</li> <li>• Participation in school events</li> <li>• Participation in school events</li> </ul> </li> <li>3f. Growing Professionalism           <ul style="list-style-type: none"> <li>• Collaboration with colleagues</li> <li>• Participation in school events</li> <li>• Participation in school events</li> </ul> </li> </ul>	<b>DOMAIN 4: Instruction</b> <ul style="list-style-type: none"> <li>4a. Communicating with Students           <ul style="list-style-type: none"> <li>• Presentation for learning</li> <li>• Presentation for learning</li> <li>• Presentation for learning</li> </ul> </li> <li>4b. Using Questioning and Discussion Techniques           <ul style="list-style-type: none"> <li>• Questioning techniques</li> <li>• Questioning techniques</li> <li>• Questioning techniques</li> </ul> </li> <li>4c. Engaging Students in Learning           <ul style="list-style-type: none"> <li>• Student participation</li> <li>• Student participation</li> <li>• Student participation</li> </ul> </li> <li>4d. Using Assessment in Instruction           <ul style="list-style-type: none"> <li>• Assessment methods</li> <li>• Assessment methods</li> <li>• Assessment methods</li> </ul> </li> <li>4e. Differentiating Instruction           <ul style="list-style-type: none"> <li>• Differentiation methods</li> <li>• Differentiation methods</li> <li>• Differentiation methods</li> </ul> </li> </ul>

### Framework Connections to SAIL

In order to create a supportive and inclusive learning environment, what components of a teacher's practice would fall in the Proficient or Distinguished levels of performance? What does this say about the interrelatedness of the components? (Reason for this is to highlight knowing students/families, see p. 31 in the Danielson book) Directions on the activity are on the next slide.

### Alignment to the framework

- Break up in 4's. Identify the components in your domain that align with SAIL. Write your rationale for the components you select and share out with table partners. (130 minutes)

2/4/2014

### Understanding Culture

- What are the different ways you learn about our students?  
*What takes place at the district level?  
The school level? The classroom level?*

### Understanding Culture

- In what ways might an understanding of culture impact instruction and student learning?
- How does understanding culture align with Domain 4 (Professional Responsibility)?

### Why does culture matter?

#### Why Does Culture Matter?

As educators, we are committed to ensuring that all children can learn and achieve to the best of their ability.



### CULTURE ACTIVITY to dig deeper 15-20 mins

### District Resources



### Action Step

- Turn to page 35 in the Danielson Framework for Teaching
- Read then choose an indicator
- create an action step to impact your professional practice, your students, your classroom



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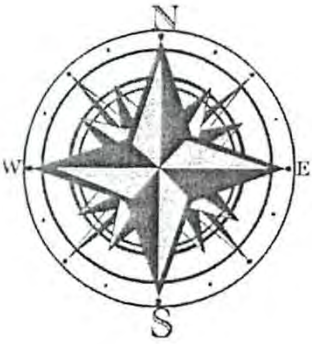
- Sharing District Resources
- Development of Next Steps
- Principals: How will principals facilitate this in their buildings? What are some important considerations they need to keep in mind in working with their staff.
- Teachers: What are 2 or 3 action steps you will take to develop a supportive and inclusive environment for your students.

- ### Evaluation
- Put a section in for needs

- ### Resources
- Websites for those who want more

## Creating **S**upportive **A**nd **I**nclusive **L**earning (**SAIL**) Environments Overview

### SAIL Mission



Each member of the TUSD community has a responsibility to create equitable learning environments emphasizing students' cultural assets, backgrounds and individual strengths.

Each student is respected, included and valued in a culture of high expectations for behavior and learning.

### SAIL 3 hour Overview Outcomes

Participants will be able to:

- Acknowledge their professional responsibility to create and implement supportive and inclusive learning environments for all students.
- Identify in writing, the fundamentals of supportive and inclusive learning environments for all students.
- Utilize the Danielson Framework as a tool to reflect on practice and develop action steps to build **Supportive And Inclusive Learning (SAIL)** environments.

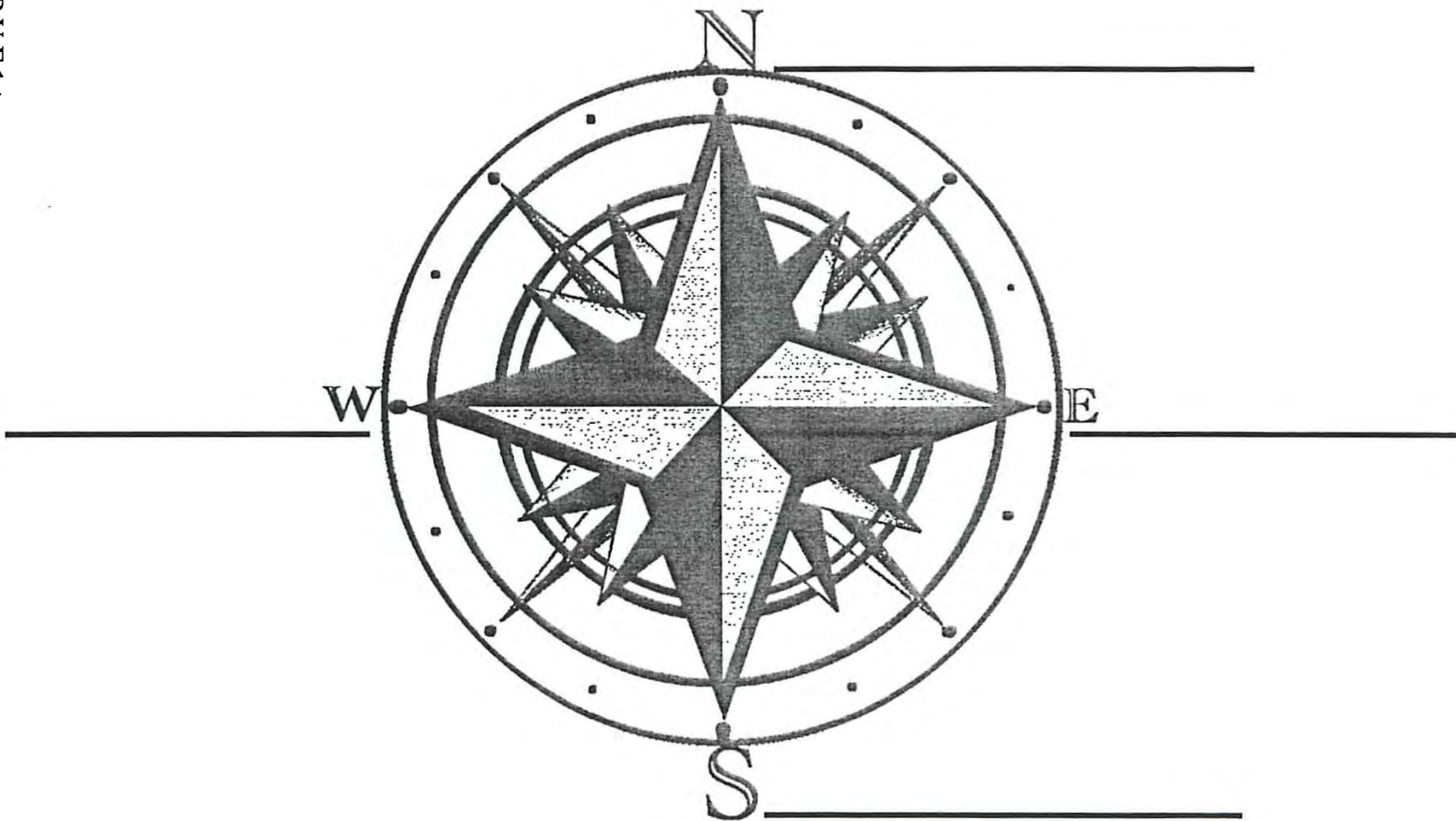
### Norms

- Equity of voice
- Attentive listening
- Safety to share different perspectives
- Commitment to the work
- Deferment of checking emails, texts, and the Internet
- Signal



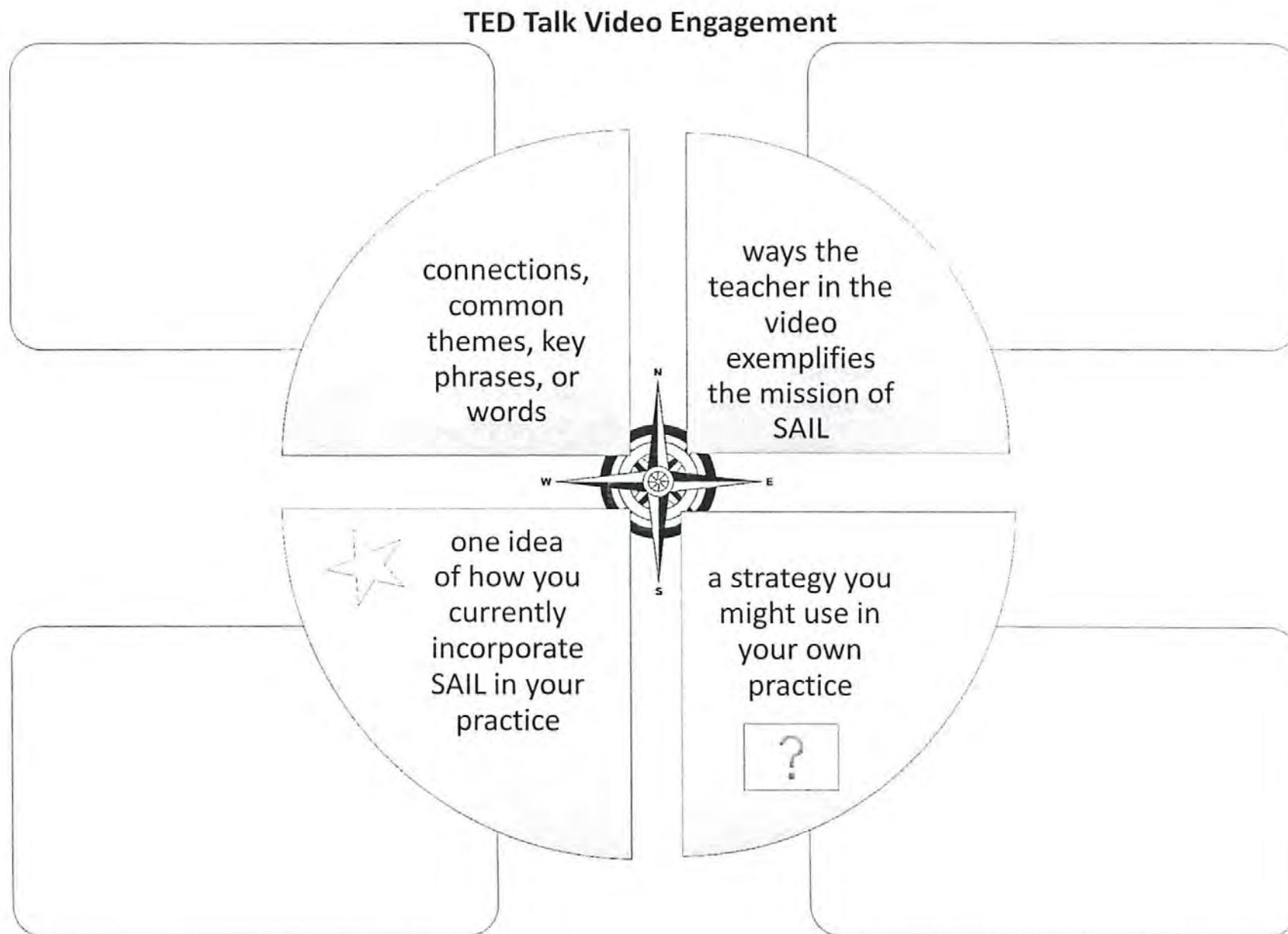


# SAIL Compass partners



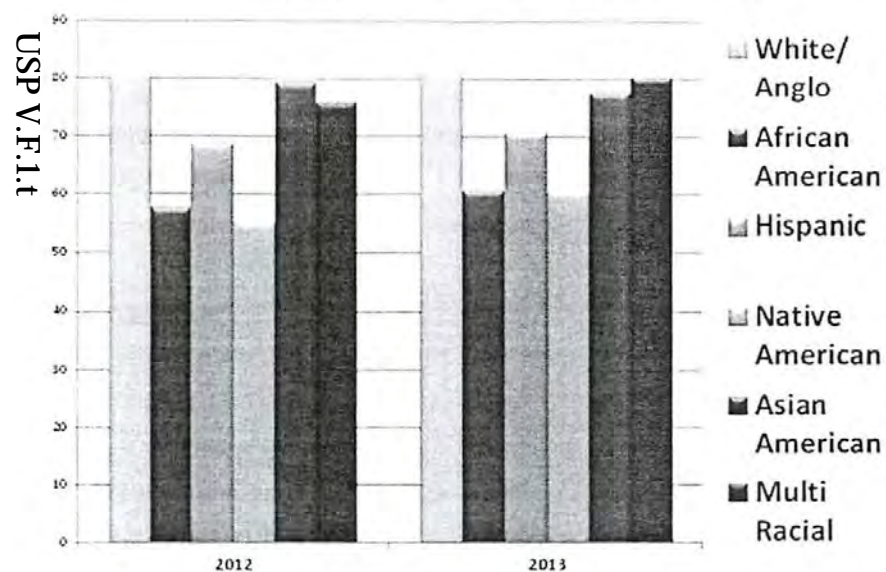
Have a stand-up conversation as to what you hope to gain from today.



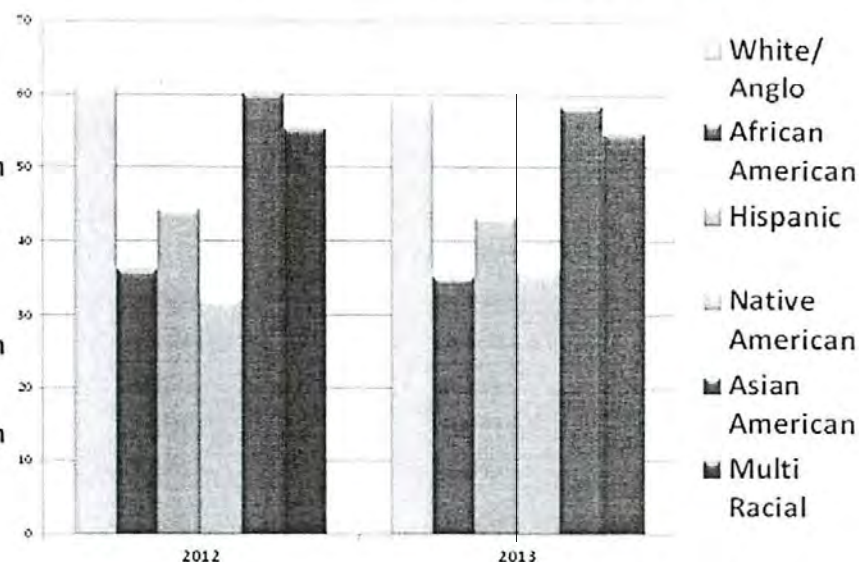


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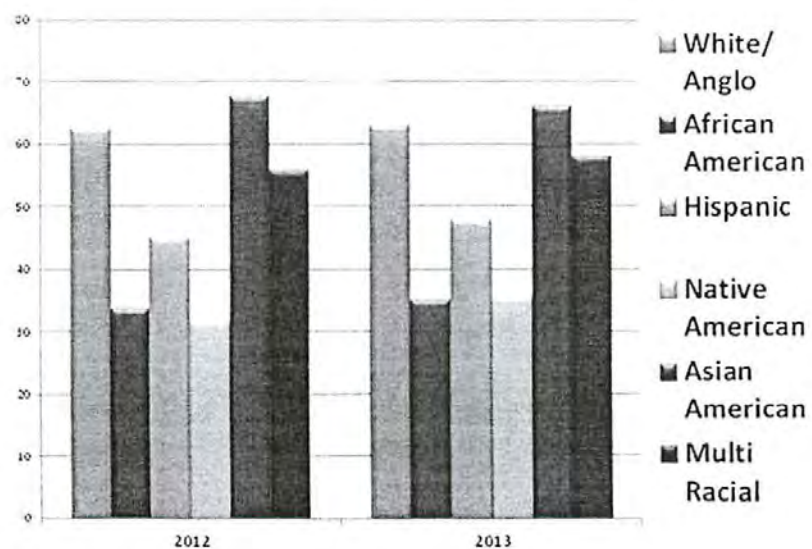
AIMS Data - Reading



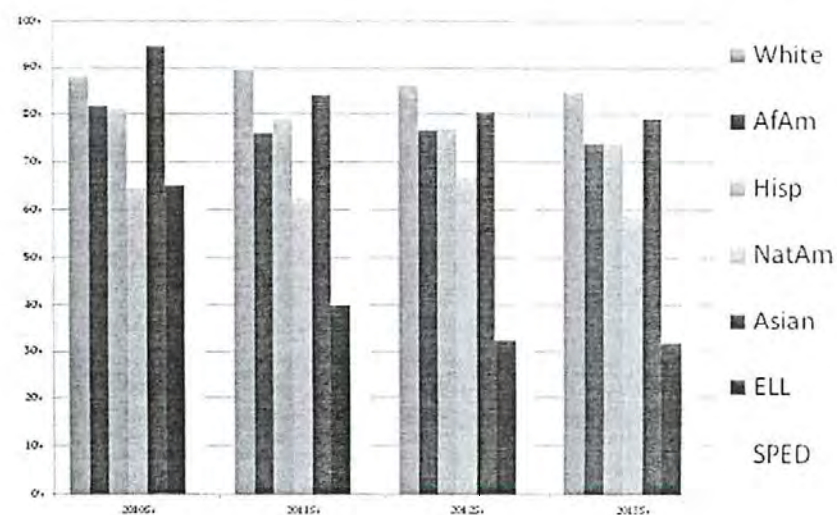
AIMS Data - Writing



AIMS Data - Math



TUSD 4 Year Graduation Data 10-13



# Discipline Data

1st Semester Discipline Comparison for SY 2012-13 and 2013-14 disaggregated by ethnicity and consequence

		White		African American		Hispanic/Latino		Native American		Asian Pacific American		Multi Racial	
		2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
Enroll	N	12393	11751	3010	2920	32955	32308	2037	2039	1266	1134	1495	1554
	%	23%	22%	6%	6%	61%	61%	4%	4%	2%	2%	3%	3%
In-school Discipline	N	1683	2107	963	1227	5176	5112	384	313	116	71	261	527
	%	20%	23%	11%	13%	60%	55%	4%	3%	1%	1%	3%	6%
In-school Suspension	N	247	245	191	192	937	707	65	50	22	10	51	65
	%	16%	19%	13%	15%	62%	56%	4%	4%	1%	1%	3%	5%
Short-Term (out of School) Suspension	N	371	264	208	180	1065	749	67	74	21	12	69	63
	%	20%	20%	11%	13%	58%	56%	5%	6%	1%	1%	4%	5%
Long-Term (out of School) Suspension	N	43	24	12	20	149	104	8	5	0	1	9	7
	%	19%	15%	5%	12%	67%	65%	4%	3%	0%	1%	4%	4%





USP V.F.1.t



## Charlotte Danielson's FRAMEWORK FOR TEACHING

**DOMAIN 1: Planning and Preparation**

- 1a Demonstrating Knowledge of Content and Pedagogy**
  - Content knowledge • Prerequisite relationships • Content pedagogy
- 1b Demonstrating Knowledge of Students**
  - Child development • Learning process • Special needs
  - Student skills, knowledge, and proficiency
  - Interests and cultural heritage
- 1c Setting Instructional Outcomes**
  - Value, sequence, and alignment • Clarity • Balance
  - Suitability for diverse learners
- 1d Demonstrating Knowledge of Resources**
  - For classroom • To extend content knowledge • For students
- 1e Designing Coherent Instruction**
  - Learning activities • Instructional materials and resources
  - Instructional groups • Lesson and unit structure
- 1f Designing Student Assessments**
  - Congruence with outcomes • Criteria and standards
  - Formative assessments • Use for planning

**DOMAIN 2: The Classroom Environment**

- 2a Creating an Environment of Respect and Rapport**
  - Teacher interaction with students • Student interaction with students
- 2b Establishing a Culture for Learning**
  - Importance of content • Expectations for learning and behavior
  - Student pride in work
- 2c Managing Classroom Procedures**
  - Instructional groups • Transitions
  - Materials and supplies • Non-instructional duties
  - Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior**
  - Expectations • Monitoring behavior • Response to misbehavior
- 2e Organizing Physical Space**
  - Safety and accessibility • Arrangement of furniture and resources

**DOMAIN 4: Professional Responsibilities**

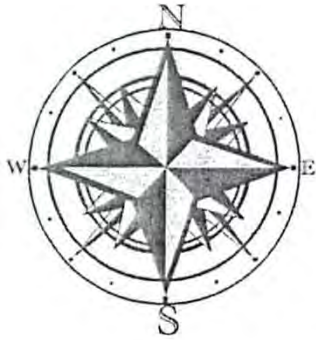
- 4a Reflecting on Teaching**
  - Accuracy • Use in future teaching
- 4b Maintaining Accurate Records**
  - Student completion of assignments
  - Student progress in learning • Non-instructional records
- 4c Communicating with Families**
  - About instructional program • About individual students
  - Engagement of families in instructional program
- 4d Participating in a Professional Community**
  - Relationships with colleagues • Participation in school projects
  - Involvement in culture of professional inquiry • Service to school
- 4e Growing and Developing Professionally**
  - Enhancement of content knowledge and pedagogical skill
  - Service to the profession
- 4f Showing Professionalism**
  - Integrity/ethical conduct • Service to students • Advocacy
  - Decision-making • Compliance with school/district regulations

**DOMAIN 3: Instruction**

- 3a Communicating With Students**
  - Expectations for learning • Directions and procedures
  - Explanations of content • Use of oral and written language
- 3b Using Questioning and Discussion Techniques**
  - Quality of questions • Discussion techniques • Student participation
- 3c Engaging Students in Learning**
  - Activities and assignments • Student groups
  - Instructional materials and resources • Structure and pacing
- 3d Using Assessment in Instruction**
  - Assessment criteria • Monitoring of student learning
  - Feedback to students • Student self-assessment and monitoring
- 3e Demonstrating Flexibility and Responsiveness**
  - Lesson adjustment • Response to students • Persistence

www.danielsongroup.org

## Supportive And Inclusive Learning (SAIL) Environments Vocabulary



**Culture:** A body of learned beliefs, traditions, principles, and guides for behavior that are shared among members of a particular group.

**Cultural responsiveness:** The ability to learn from and relate respectfully with people of your own culture as well as those from other cultures. Cultural responsiveness involves exploring and honoring your own culture, while at the same time learning about and honoring other people's cultures.

**Cultural sensitivity:** The ability to be open to learning about and accepting of different cultural groups.

**Discrimination:** To make a difference in treatment on a basis other than individual character; or, behaviors directed towards people on the basis of their group membership.

**EEl:** The Essential Elements of Instruction is a decision making model which identifies the critical attributes of effective teaching. The elements include: Select Objectives at the correct level, Teach to the Objective, Use Principles of Learning, and Monitor and Adjust.

**Equality:** The same treatment given to all members of the group.

**Equity:** The treatment of individuals and groups characterized by fairness, justice, and equal access to opportunity.

**Framework for Teaching:** Research-based set of components of instruction developed by Charlotte Danielson, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching.

**SAIL:** Supportive and inclusive learning environment that focuses on learner based approaches that emphasize students' cultural assets, backgrounds, and individual strengths.





## Action Steps



Indicator:

USP V.F.1.t

Tasks (to reach objective)	Success Criteria	Time Frame	Resources Needed

*There are risks and costs to a program of action. But they are far less than the long range risks and costs of comfortable inaction.*  
*-John F. Kennedy*



## SAIL Overview Evaluation

Instructions: Please indicate your level of agreement with the statements listed below	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The objectives for the learning were clearly identified and achieved.					
2. Participation and interaction were encouraged.					
3. The topics covered were relevant to my work.					
4. This learning opportunity will be useful in my work.					
5. The materials, handouts and use of media were useful and relevant.					
6. The content was well organized and easy to follow.					
7. The trainers were experienced in the topic.					
8. The allotted time for the learning was appropriate.					
9. This course helped increase my knowledge, skills or attitudes toward the topic.					
10. I would be able to transfer my learning to another person.					

11. What do you feel were the most valuable aspects of this learning opportunity?

12. What recommendations do you have for enhancing the learning?

13. What commitments have you made to apply the learning?





## DEPARTMENT OF STUDENT EQUITY AND INTERVENTION STAFF SIGN-IN

January 22, 2014

MEXICAN AMERICAN STUDENT SERVICES - Maria Figueroa, Director			x <i>Maria Figueroa</i>
First Name	Last Name	Position	SIGNATURE
Anita	Cuellar	Academic Specialist	<i>Anita Cuellar</i>
Juan Carlos	De La Torre	Academic Specialist	<i>Juan Carlos De La Torre</i>
Anne	Felix	Academic Specialist	<i>Anne Felix</i>
Angelica	Goebel	Academic Specialist	<i>Angelica Goebel</i>
Clay	Henderson	Academic Specialist	<i>Clay Henderson</i>
Carmen	Kemery	Multicultural Curriculum Integration Coordinator	<i>on special assignment</i>
Monique	Landrum	Behavior Specialist	<i>Monique Landrum</i>
Linday	Lawson	Academic Specialist	<i>Linday Lawson</i>
Annkatri	Littleton	Mentor Program Specialist	<i>Annkatri Littleton</i>
Crystal	Montante	Academic Specialist	<i>Crystal Montante</i>
Angelica	Munoz	Mentor Program Specialist	<i>out sick</i>
Rashad	Robinson	Academic Specialist	<i>Rashad Robinson</i>
Diana	Soto	Sr. Community Rep	<i>D. Soto</i>
Marla	Vera	Mentor Program Specialist	<i>M. Vera</i>

## DEPARTMENT OF STUDENT EQUITY AND INTERVENTION STAFF SIGN-IN

January 22, 2014

FAMILY &amp; COMMUNITY OUTREACH - Danielle Tarry, Program Manager

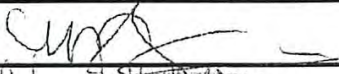


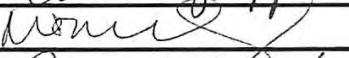
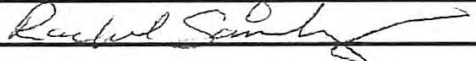
x

(Homeless, Neglected &amp; Delinquent Support)

First Name	Last Name	Position	SIGNATURE
Anna	Read	Administrative Assistant	
Elga	Torres	Clothing Bank Specialist	
Lydia	Armagnac	Community Rep, Sr.	
Veronica	Ayon	Family Ctr Project Svc Advisor	
Virginia	Licea	Family Ctr Project Svc Advisor	
Barbara	Green	Staff Assistant II	
Alain Boutoto	Ndoumba	Student Family Mentor Specialist	<i>Alain Boutoto</i>

## DEPARTMENT OF STUDENT EQUITY AND INTERVENTION STAFF SIGN-IN

January 22, 2014

STUDENT EQUITY & INTERVENTION - James E. Fish, Executive Director			X
First Name	Last Name	Position	SIGNATURE
Monica	Arciniega	Conf Administrative Asst	
Charlotte	Brown-Adams	Compliance Liaison	
Gabriela	Guglielmo	Conf Administrative Asst	OUT SICK
Gina	Hollis	Tutor/Advisor	
Brian	Lambert	Program Manager	
Nellie	Lopez	Retiree Hourly	covering office
Monica	Sanchez	Exec Asst to Exec Team	
Rachel	Sanchez	Conf Administrative Asst	



## DEPARTMENT OF STUDENT EQUITY AND INTERVENTION STAFF SIGN-IN

January 22, 2014

ASIAN PACIFIC AMERICAN & REFUGEE SERVICES - Tsuru Bailey-Jones, Director			x <i>Tsuru Bailey-Jones</i>
First Name	Last Name	Position	SIGNATURE
Fardowsa	Abdi	Student Family Mentor Specialist	<i>[Signature]</i>
Masbil	Bulale	Student Family Mentor Specialist	<i>[Signature]</i>
Susan	Curtis	Dropout Prevention Specialist (Refugee Support)	<i>Susan Curtis</i>
Ndabibonye	Desire	Student Family Mentor Specialist	<i>[Signature]</i>
Bac	Dinh	Student Family Mentor Specialist	<i>[Signature]</i>
Pam	Fine	Retire (Refugee Service)	does not work on Wednesdays
Hem	Gajmer	Student Family Mentor Specialist	<i>[Signature]</i>
Ann	Klocko	Student Family Mentor Specialist	?
Leonard	Muhunga	Student Family Mentor Specialist	<i>[Signature]</i>
Lydia Armaleh	Sahyouni	Student Family Mentor Specialist	<i>Lydia</i>
Wadiah	Sarah	Student Family Mentor Specialist	out of <del>Ten</del> country
Narapati	Subedi	Student Family Mentor Specialist	<i>[Signature]</i>
Joyce	Tominaga	Student Family Mentor Specialist	out sick



## DEPARTMENT OF STUDENT EQUITY AND INTERVENTION STAFF SIGN-IN

January 22, 2014

NATIVE AMERICAN STUDENT SERVICES - Roxanne Begay-James, Director			X
First Name	Last Name	Position	SIGNATURE
Tristan	Curtis	Tutor Advisor	
Priscilla	Flores	Prevention Intervention Specialist	
Sharon	Gartner	Tutor Advisor	
Olivia	Gaxiola	Tutor Advisor	
Bernadette	Hernandez	Administrative Asst	
Jolene	Jose	Tutor Advisor	
Robert	Joyner	Tutor Advisor	
Margarita	Lane	Tutor Advisor	
Stephanie	Macias	Tutor Advisor	
Feliciano	Martinez	Instructional Specialist	
Dwight	McGraw	Tutor Advisor	
Amalia	Mendoza Salazar	Tutor Advisor	
Juanita	Mesquita	Tutor Advisor	
Ronald	Pendergrass	Tutor Advisor	
Cathy	Polanco	Tutor Advisor	
Adriana	Riggs	Tutor Advisor	
Robert	Rodriguez	Tutor Advisor	
Patricia	Selby	ACR Retiree Hourly	
Diana	Tolton	Tutor Advisor	
Andrea	Troy	Tutor Advisor	

Tiffany S. Zell Academic Advisor

Roxanne Begay-James

SIGNATURE

@Hollinger

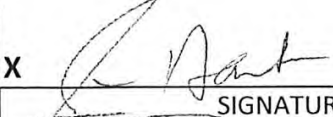
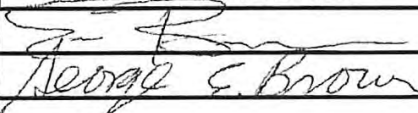
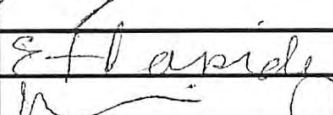
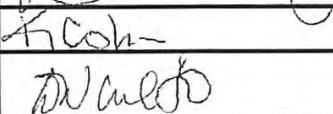

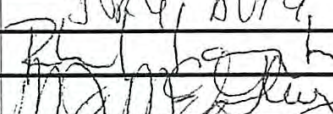
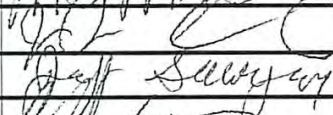
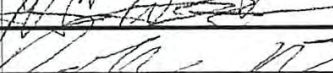





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out SK

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## DEPARTMENT OF STUDENT EQUITY AND INTERVENTION STAFF SIGN-IN

January 22, 2014

AFRICAN AMERICAN STUDENT SERVICES - Jimmy Hart, Director			X
First Name	Last Name	Position	SIGNATURE
Eric	Brown	Academic Specialist	
George	Brown	Student Family Mentor Specialist	
Elaine	Buckner	Academic Specialist	
Evelyn	Cassidy	Academic Specialist	
Nicole	Chambliss	Academic Specialist	
Keisha	Coleman	Academic Specialist	
Desiree	Cueto	Multicultural Curriculum Integration Coordinator	
Eric	Emerson	Behavioral Specialist	
Chris	Golston	Mentor Project Specialist	
Lacey	Grijalva	Academic Specialist	JURY DUTY
Richard	Langford	Academic Specialist	
Marilyn	McGlory	Academic Specialist	
Joshua	Sanders	Student Family Mentor Specialist	
Jeffrey	Sawyer	Behavioral Specialist	
Miles	Warrior	Academic Specialist	
Debby	Worthy	Academic Specialist	



## DEPARTMENT OF STUDENT EQUITY AND INTERVENTION STAFF SIGN-IN

January 22, 2014

DROPOUT PREVENTION SERVICES - Debbie Ferryman, Coordinator			x Debbie Ferryman
First Name	Last Name	Position	SIGNATURE
Don	Bacon	Dropout Prevention Specialist	Don Bacon
Harold	Coleman	Dropout Prevention Specialist	Harold Coleman
Lisa	Gonzales	Dropout Prevention Specialist	Lisa Gonzales
Terry	Hauser	Teacher	On Special Assignment
George	Joe	Dropout Prevention Specialist	George Joe
Dolores	Johnston	Dropout Prevention Specialist	Dolores Johnston
Monica	Kaminski	Dropout Prevention Specialist	Monica Kaminski
John	Kramkowski	Teacher	On Special Assignment
Jerry	Lazur	Dropout Prevention Specialist	Jerry Lazur
Kristopher	Neal	Dropout Prevention Specialist	Kristopher Neal
Paul	Reed	Dropout Prevention Specialist	Paul Reed
Burney	Starks	Dropout Prevention Specialist	Burney Starks

## DEPARTMENT OF STUDENT EQUITY AND INTERVENTION STAFF SIGN-IN

November 20, 2013

ALT TO SUSPENSION PRGRM - Israel Macias-Reyes, Sr. Program Coordinator			SIGNATURE
First Name	Last Name	Position	
Amy	Berger	Teacher	<i>Amy Berger</i>
Bernadette	Boschert	Learning Support Coordinator	<i>B Bernadette Boschert</i>
Brian	DeMaree	Behavioral Intervention Monitor	Absent
Susan	Dodd	Instructional Specialist	Supervising Students <i>Susan Dodd</i>
Alem	Giorgis	Teacher	w/ Dr. Sanchez
Leroy	Johnson	Teacher	<i>Leroy Johnson</i>
Norman	Leslie	Behavioral Intervention Monitor	<i>Norman Leslie</i>
Ixty	Londono	Teacher	<i>Ixty Londono</i>
Amy	Pugliese	Teacher	w/ Dr. Sanchez
Yvonne	Ramirez	Retired Teacher	<i>Yvonne Ramirez</i>
Doug	Stroup	Behavioral Intervention Monitor	<i>Doug Stroup</i>
Harvey	Thompson	Behavioral Intervention Monitor	PCJC
Linda	Tilkens	Teacher	
Monica	Williams-Lopez	Instructional Specialist	Supervising Students
<i>Gina</i>	<i>Hollis</i>	<i>Tutor Advisor</i>	<i>Gina Hollis</i>