APPENDIX V – 291

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2015-16 PD Chart
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Activity	USP Area	USP Reference(s)	Title	Core Content	Attendees	Mode	Duration	Cost
202 415 504 509	Magnet PLCs Dual-Language Multi-Cultural Curriculum	II.E.3 IV.I.4 V.C.1 V.E.6.a.i	Davis Summer PD(USP:P2) Davis Bilingual Magnet SY 15-16 #12683	Summer PD for Davis faculty only to strengthen PLC process and Magnet focus; Spanish Immersion model. The Tucson Unified Professional Learning Communities Guide will provide the foundation for the PLC work completed in this course. Review/Reflect on latest multi-cultural education research. Review/Reflections SY 15-16 PLC success and challenges. Review/ Reflections of Davis Spanish Immersion model. Best Instructional strategies in bilingual education. Review/Reflect on latest research. California CCR standards plus Spanish Addendum. Model and Demonstrate. Rev+B102iew/Reflect Multi-level Library and Multi-cultural books. Building Curriculum Units for EXITO groups.	Status Pending	Instructor Led Course	25 Hours	Cost
202 509	Comprehensive Magnet Plan	II.E.3	Davis Summer PD(USP:P2) Davis Bilingual Magnet SY 15-16 #12683	Summer PD for Davis faculty only to strengthen PLC process and Magnet focus; Spanish Immersion model. The Tucson Unified Professional Learning Communities Guide will provide the foundation for the PLC work completed in this course. Davis Spanish Immersion model, Instructional strategies in bilingual education, California CCR standards plus Spanish Addendum	Status Pending	Instructor Led Course	25 Hours	No Cost
202	Comprehensive Magnet Plan	II.E.3	Ochoa Community Magnet School Wednesday PD SY 2015-2016 #12536	This course will track the Wednesday Staff Development for staff at Ochoa Community Magnet School	Status Pending	Instructor Led Course	76 Hours	No Cost
202 510	Comprehensive Magnet Plan	II.E.3	Tucson High Magnet School Wednesday PD SY 15/16 #12556	Training in district curriculum, CRPI, MTSS, 301 goals, and scoring of benchmark writings. 2015-2016 Professional Development	Status Pending	Instructor Led Course	60 Hours	No Cost
409 506	USP-Related PD	IV.B.3	21st CCLC Summer Program Planning	Program Management; Academic Achievement/Dropout Prevention (21st Century Summer Programs)	27 New & Continuing Site Coordinators	In Person	1.25 hours	Cost
409 506	USP-Related PD	IV.B.3	USP: PD- Minds On-Engaging Students in Learning (Course # 11413)	Partnering to Support Student Learning; Modeling Active Participation; "At the Heart of Learning"; Cone of Learning; Active Participation is; Meaningful Bellwork; Student Engagement=Equity in Our Classrooms; Scenarios & Soltuions; Partnering to Support Student Learning. Student engagement is at the heart of teaching. This seminar will provide you with practical and useful strategies that can be used with any subject matter to promote active participation. Participants will walk away with various tools to enhance both student learning and teaching practices. Specifically addresses Danielson Domain 1:Planning and Preparation and Domain 3: Instruction	22 Attendees; 21 Certified; 1 Classified	Instructor Led Course	4 Hours	Cost

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409 508	USP-Related PD	IV.B.3	USP:PD- Motivating the Reluctant Learner (Course #12390)	Different types of reluctant learners; Extrinsic vs intrinsic motivation; Autonomy, Mastery, and Purpose; Interest & learning surveys; Student centered vs teacher centered; Tips for planning instruction to motivate. Frustrated by students who refuse to participate? Running out of ideas to engage students in curriculum? In this seminar, participants will explore a variety of approaches to motivating reluctant learners, increasing relevance to students, and improving retention of content. Learn how simple adjustments to planning and instruction can light a fire under even the most unmotivated learners!	7 Attendees; 7 Certified	Instructor Led Course	4 Hours	Cost
409 508	USP-Related PD	IV.B.3	USP:PD- Planning for Instruction (Course #12415)	Icebreaker Introduction Norms; Agenda, Outcomes; DELTA Standards Based Lesson Design Carousel EEI lesson format Jigsaw Closure & Review 321 Reflection & Evaluations; Icebreaker Introduction Norms, Agenda; Outcomes, DELTA SIOP template Post It Note Lecture Assessment Long Term Planning/Lesson Plan Design Reflection & Evaluations. Looking at templates, professional blogs/articles and examples of best practice, you can learn to bring EEI lesson design to life in your classroom - your way! You'll investigate the components of lesson design including anticipatory set, objectives, essential questions, active participation, direct instruction, guided practice, independent practice, assessments and closure. You'll compare daily and long-term lesson plan templates and create a system that works for you. Get ready to dive in to lesson planning - and don't worry the water's great and life guards are on duty.	3 Attendees; 3 Certified	Instructor Led Course	4 Hours	Cost

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Activity	USP Area	USP Reference(s)	Title	Core Content	Attendees	Mode	Duration	Cost
409 508	USP-Related PD	IV.B.3	USP:PD- Reaching All Learners with Differentiated Instruction (Course #11385)	Warm up "Take a Stand"; Activate Prior Knowledge; Pack and Stack with Grade Level; Why Differentiate?; Multiple Intelligence Test; Four Pack; Our Mini Menu; Hand outs and Closure; Warm up –Give one Get One; Adaptations/Modifications; Grid of Nine; Five Components; Flexible Grouping Review. "In classrooms, teachers want to learn how to adjust instruction for individual learning styles; this seminar will give you reasons on why Differentiated Instruction is your approach to support the learning of students with the greatest opportunities for success. *We will cover the principles for D.I. based on the theory of multiple intelligence and instructional strategies such as acceleration, flexible grouping, menu boards, and contracts for all learners. *You will also walk out with knowledge of the Grid of 9, a simple and effective tool so you are better prepared to ensure that all students can master the academic standards. Specifically addresses Danielson Domains 2 Classroom Environment and 3 Instruction 'You might change the layout of the race, but all kids are still in the race.'"	34 attendees; 32 Certified; 2 Inactive	Instructor Led Course	4 Hours	Cost
409 508	USP-Related PD	IV.B.3	USP:PD- Reaching All Learners with Differentiated Instruction SY 2015-16 (Course #12436)	Warm up "Take a Stand"; Activate Prior Knowledge; Pack and Stack with Grade Level; Why Differentiate?; Multiple Intelligence Test; Four Pack; Our Mini Menu; Hand outs and Closure; Warm up –Give One Get One; Adaptations/Modifications; Grid of Nine; Five Components; Flexible Grouping Review. "In classrooms, teachers have a desire to learn how to adjust instruction for individual learning styles; this seminar will give you reasons why Differentiated Instruction is your approach to support the learning of students with the greatest opportunities for success. *We will cover the principles for D.I. based on the theory of multiple intelligence and instructional strategies such as acceleration, flexible grouping, menu boards, and contracts for all learners. *You will also walk out with knowledge of the Grid of 9, a simple and effective tool so you are better prepared to ensure that all students can master the academic standards. Specifically addresses Danielson Domains 2 Classroom Environment and 3 Instruction 'You might change the layout of the race, but all kids are still in the race.'"	13 Attendees; 12 Certified; 1 Classified	Instructor Led Course	4 Hours	Cost

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Activity	USP Area	USP Reference(s)	Title	Core Content	Attendees	Mode	Duration	Cost
409 509	USP-Related PD	IV.B.3	Summer PD: ELA Disciplinary Literacy: Integrating 3.0 Curriculum Material in 6-12 Classrooms (USP) SY2015-16 #12684	This two-day professional development is an in-depth exploration of reading and writing in the 6-8 and 9-12 English/Language Arts classroom. Specifically, ELA teachers will analyze the 3.0 curriculum documents and develop a comprehensive understanding of how these documents support planning, instruction, and assessment. Participants will examine informational text complexity, close reading strategies, models of writing including the academic narrative.	Status Pending	Instructor Led Course	20 Hours	Cost
409	USP-Related PD	IV.B.3	Summer PD: Hollinger	Summer Planning to review school CIP data and look at trends/patterns in attendance, discipline and academics to build supports for school year 2016-2017. We will analysis School City/ DIBELS/ AZMerit (if it is ready), Monthly discipline reports looking for trends and schoolwide weaknesses. We will review systems and strategies to include the MTSS Process and the PBIS Process to ensure high quality tier 1 instruction and to support struggling students in tiers 2 & 3in ELA and Math. We will review the Interventions to be used and how PLC's will create intervention schedules using ongoing data. We will review data and create systems to ensure family engagement opportunities meet the needs of our community.	26 Certifed	TBD	TBD	Cost
409 506	USP-Related PD	IV.B.3	All Staff PD- DCS/CPS	Learn TUSD policy and how to report to DCS, When to report and why to report follow by. Review protocols and changes in law and child abuse system. Child abuse law and specifics on changes for Mandated reporters	33 RNs; 1 Dental Hygienist; 61 Health Assistants	Face to Face	2 Hours	No Cost
409 508	USP-Related PD	IV.B.3	EiE-Engineering is Elementary PD Workshop Course # 12735 August 24, 25, November 10, 12, 2015 May 16, 17, 2016	Engineering is Elementary training helps educators enhance their understanding of engineering concepts, skills, and pedagogy through professional development (PD) workshops. EiE workshops not only teach content, but also foster student-centered and inquiry-based learning. Teachers will be able to access unit materials for classroom use after completing the course	75 Certified	Instructor Led Course	5.0 hours	No Cost

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Activity	USP Area	USP Reference(s)	Title	Core Content	Attendees	Mode	Duration	Cost
409 506	USP-Related PD	IV.B.3	Administrators Conference on Curriculum, Instruction, Professional Development, and Assessment Course # 12748 June 9 & 10, 2016	The Integrated Literacy Professional Development workshops will emphasize TUSD's ELA Curriculum by utilizing the 90-minute Literacy Continuum. The sessions are designed to equip teachers with research-based theories of children's language/literacy learning and to support teachers as they shift toward implementation of a comprehensive literacy program. The workshops will also focus on high quality reading instruction to advance instruction for diverse learners, which reduces academic failure and closes the achievement gap for Latino and African American students.	170 Admin	Instructor Led Course	30.0 hours	No Cost
409	USP-Related PD	IV.B.3	USP:P2Bonillas Summer Professional Development 15.16 Course # 12750 June 14-15, 2016	This course will include instruction for the procedure on status changes and accounting for time against work orders. The parent/child work order relationship. Definition and use of Failure Codes. Definition and use of Priorities. Recap shall include assigning internal work orders. When to use reclassify and when to create a new work order. Instruction on updating user information. How to use the shopping cart with open work orders.	1 Admin 16 Certified	Instructor Led Course	14.0 hours	$25/Hour
409 508	USP-Related PD	IV.B.3	USP: P2 Safford K-8 Magnet Leveled Literacy Intervention (LLI) Follow-up Workshop Course # 12758 June 2, 13, 2016	Engineering is Elementary training helps educators enhance their understanding of engineering concepts, skills, and pedagogy through professional development (PD) workshops. EiE workshops not only teach content, but also foster student-centered and inquiry-based learning. Teachers will be able to access unit materials for classroom use after completing the course.	7 Certified 2 Classified	Instructor Led Course	4.0 hours	No Cost
409 506	USP-Related PD	IV.B.3	Administrators Conference: Action for 2016-2017 Course # 12824 June 10, 2016	To clarify our vision of principals as instructional leaders who support teachers in increasing student achievement in Tucson Unified by focusing on systems for academic and behavioral growth.	165 Admin	Instructor Led Course	2.5 hours	No Cost

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Activity	USP Area	USP Reference(s)	Title	Core Content	Attendees	Mode	Duration	Cost
415 508	PLCs	IV.B.3	USP: PD- Getting to Know Math Study Group SY 2015-16 (Course #12519)	In a collaborative study group format we will explore math resources and strategies to strengthen instruction; Standards for Mathematical Practices; Key Shifts in Mathematics; Engage New York; Investigations/Connected Math. Do you feel like you are struggling with teaching math? This teacher driven study group will help you get to know our district curriculum and available resources. Come collaborate with colleagues to develop best practices for building students conceptual understanding.	16 Attendees; 16 Certified	Instructor Led Course	15 Hours	Cost
415 509	PLCs	IV.B.3	Summer PD: Cragin	Staff will create specific units using the Engage NY materials that differentiate for the needs of studnets at different ability levels. Additioanlly teachers will incorporate the multicultural texts with the leveled libraties to creatge specifiec lessons/units to target all learners. These units will be aligned to the district's pacing and curriculum guides.	12-Certified 3-Classified	PLC	TBD	Cost
415 506	PLC	IV.I.4	Summer PD: Kellond	My goal is to use Title 1 funds to continue PLC work in the summer through planning. I want to use the PLC framework to work on our Campus Improvement Plan, build upon teacher leader opportunities in order to move forward in the 2015-2016 school year. A huge piece that would help empower teacher voice is to plan together to create commonalities, dissect and examine data thoughtfully in order to pin point exact needs of school and then put a comprehensive plan together to address needs. Through the summer work experience we will examine Kellond's: • Master Schedule Work • Grade Level Dibel's, and School City data • Look at Curriculum in relation to the data • Design PLC experiences for the next year that include vertical alignment • Look for ways to get at servicing our Tier 3 behavioral and academic needs more effectively • Look at Marketing/Retention Plan for Kellond (this is aligned to our Campus Improvement Plan • Based on analysis work as a group to decide on Title 1 expenditures for the next year	TBD	PLC	4 days	Cost

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202 415 504 509	Magnet PLCs Dual-Language Multi-Cultural Curriculum	II.E.3 IV.I.4 V.C.1 V.E.6.a.i	Summer PD: Davis Bilingual Magnet SY 15-16 #12683	Review/Reflect on latest multi-cultural education research. Review/Reflections SY 15-16 PLC success and challenges. Review/ Reflections of Davis Spanish Immersion model. Best Instructional strategies in bilingual education. Review/Reflect on latest research. California CCR standards plus Spanish Addendum. Model and Demonstrate. Rev+B102iew/Reflect Multi-level Library and Multi-cultural books. Building Curriculum Units for EXITO groups. Summer PD for Davis faculty only to strengthen PLC process and Magnet focus; Spanish Immersion model. The Tucson Unified Professional Learning Communities Guide will provide the foundation for the PLC work completed in this course.	Status Pending	Instructor Led Course	25 Hours	Cost
409 508	USP-Related PD CRC/Student Engagement PD	IV.B.3 V.E.4.c	Summer PD: Foundations of BIOLOGY: A Review of Curricular Materials & Instructional Practices #12685	Foundations of Biology session will provide teachers with the opportunity to unpack the Arizona Science Standards aligned with science literacy standards, crosscutting concepts, and Science and Engineering Principles. Participants will learn about curriculum and utilize examining core learning for this high school science course. Integration of ELA, Math and Culturally Responsive strategies will also be examined. Time will be afforded to collaboratively construct useable activities and lessons to integrate with Biology the appropriate math, ELA and diversity standards using variety of groupings with exchange of ideas, and time for practice.	Status Pending	Instructor Led Course	12 Hours	Cost (SIG)
409 508	USP-Related PD CRC/Student Engagement PD	IV.B.3 V.E.4.c	Summer PD: SCIENCE- 3-Dimensional Primary STEM: Foundations PLUS Grades 3,4 #12698	This course will provide content knowledge and science pedagogical knowledge for the grade specific science units through an interactive inquiry approach. 3-Dimensional best practices in science education will be integrated with ELA, Math and CR strategies and developed throughout the units. Science & Engineering practices will enhance critical thinking and learning. Instructional decision-making will be explored and developed using formative assessment strategies, science notebooks, informational reading and writing, and protocols for looking at student work	Status Pending	Instructor Led Course	24 Hours	Cost

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Activity	USP Area	USP Reference(s)	Title	Core Content	Attendees	Mode	Duration	Cost
409 508	USP-Related PD CRC/Student Engagement PD	IV.B.3 V.E.4.c	Summer PD: SCIENCE- 3-Dimensional Secondary STEM: Foundations PLUS Grades 7,8 #12699	This course will provide content knowledge and science pedagogical knowledge for the grade specific science units through an interactive inquiry approach. 3-Dimensional best practices in science education will be integrated with ELA, Math and CR strategies and developed throughout the units. Science & Engineering practices will enhance critical thinking and learning. Instructional decision-making will be explored and developed using formative assessment strategies, science notebooks, informational reading and writing, and protocols for looking at student work	Status Pending	Instructor Led Course	24 Hours	Cost
409 508	USP-Related PD CRC/Student Engagement PD	IV.B.3 V.E.4.c	Summer PD: SCIENCE-Gr K,1,2: 3-Dimensional Primary STEM: Inquiry & Discourse #12700	STEM lessons and integration strategies; Session 2- discourse, writing and 3 Dimensional best practices, Instructional decision-making and planning opportunities. Inquiry learning is a result of thinking and trying to make sense of new information. Certain forms of classroom talk not only stimulate thinking, but also allow for culturally responsive academic interaction. Therefore the orchestration of productive discourse in classrooms presents opportunities for students to learn. Students gain knowledge and understanding of the STEM interdisciplinary content through reading and writing. Teachers make intentional decisions about texts and writing tasks in an rigorous interdisciplinary classroom environment. The three aspect of rigor are procedural fluency, conceptual knowledge, and application. STEM instructional approaches and materials support application.	Status Pending	Instructor Led Course	24 Hours	Cost

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Activity	USP Area	USP Reference(s)	Title	Core Content	Attendees	Mode	Duration	Cost
409 508	USP-Related PD CRC/Student Engagement PD	IV.B.3 V.E.4.c	Summer PD: SCIENCE-Gr 5,6,7: 3-Dimensional Intermediate STEM: Inquiry & Discourse #12701	STEM lessons and integration strategies; Session 2- discourse, writing and 3 Dimensional best practices, Instructional decision-making and planning opportunities. Inquiry learning is a result of thinking and trying to make sense of new information. Certain forms of classroom talk not only stimulate thinking, but also allow for culturally responsive academic interaction. Therefore the orchestration of productive discourse in classrooms presents opportunities for students to learn. Students gain knowledge and understanding of the STEM interdisciplinary content through reading and writing. Teachers make intentional decisions about texts and writing tasks in an rigorous interdisciplinary classroom environment. The three aspects of rigor are procedural fluency, conceptual knowledge, and application. STEM instructional approaches and materials support application.	Status Pending	Instructor Led Course	24 Hours	Cost
409 508	USP-Related PD CRC/Student Engagement PD	IV.B.3 V.E.4.c	Summer PD: SCIENCE: Grades 8 thru 12- 3-Dimensional Secondary STEM: Inquiry & Discourse #12702	STEM instructional approaches and materials; Session 2- discourse, writing and 3 Dimensional best practices, Instructional decision-making and planning opportunities- assessments, activities design. Learning through inquiry helps individuals make sense of new information. Certain forms of classroom talk not only stimulate thinking, but also allow for culturally responsive academic interaction. Therefore the orchestration of productive discourse in classrooms presents opportunities for students to learn. Students gain knowledge and understanding of the STEM interdisciplinary content through reading and writing. Teachers make intentional decisions about texts and writing tasks in an rigorous interdisciplinary classroom environment. The three aspects of rigor are procedural fluency, conceptual knowledge, and application. STEM instructional approaches and materials dominantly support the aspect of application.	Status Pending	Instructor Led Course	12 Hours	Cost

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409 508	USP-Related PD CRC/Student Engagement PD	IV.B.3 V.E.4.c	Summer PD: Foundations of STEM: Science & Sustainability(by invitation only) #12703	Sessions will provide a focused approach to this Grade 9 science course. Teachers will have opportunity to unpack the Arizona Science Standards aligned with science literacy standards, crosscutting concepts, and Science and Engineering Practices. Teachers will learn about the newly enhanced and extended curriculum examining core learnings of this introductory high school science course. Integration of ELA, Math and Culturally Responsive strategies will also be examined. Time will be afforded to collaboratively construct useable integrated activities and lessons using variety of groupings with exchange of ideas, and time for practice. We will use a flexible collaborative approach dictated by participants' prior knowledge and experiences, following above listed objectives., Curriculum Maps with high leveraged AZ Sci Standards, Next Gen Standards, Diversity Standards, Science and Engineering Principles and Framework, Science Literacy., Delve into Resources; inquiry, labs, and assessment options; examine instructional best practices, 1/2 day option available on June 15-collaborate to create plan/activities for teaching this course in SY 2016-17	13 Certified	Instructor Led Course	12 Hours	Cost
409 508	USP-Related PD CRC/Student Engagement PD	IV.B.3 V.E.4.c	Summer PD: SCIENCE/STEM- Argument Driven Inquiry -two options Grade Band Specific #12705	Argument-Driven Inquiry (ADI) is an instructional approach that can be integrated into any science curriculum. ADI provides students with authentic and educative lab activities that will enable them to learn the core ideas, crosscutting concepts, and scientific practices they will need to be proficient in science. Participants in this one day course will learn what ADI is, the research and data supporting its effectiveness and what it is like to be the students by participating in an ADI lab experience. Applications to current practice will be discussed as will the connections to culturally responsive strategies and the integration of reading and writing to increase student achievement. We will use a flexible collaborative approach dictated by participants' prior knowledge and experiences, following above listed objectives, Get to know ADI; collaborate and create plan/activities for using ADI in SY 2016-17	Status Pending	Instructor Led Course	10 Hours	Cost

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Activity	USP Area	USP Reference(s)	Title	Core Content	Attendees	Mode	Duration	Cost
412 508 516	New Teacher Induction CRC and Student Engagement PD Supportive and Inclusive Environments	IV.I.1 V.E.4.c V.F.2.a-c, V.F.3, V.E.5.a	Culturally Responsive Practices New Teacher Induction 7/29/16	Explore the differences between culturally responsive and culturally relevant Examine strategies and models for culturally responsive teaching practice	70 certified, new teachers	In-person	.5 hrs	No Cost
415 509	PLCs Multicultural	IV.B.3	Summer PD: IDeA: Instructional Design for the Arts: OMA ARTS AND THE MAKING OF MEANING #12679	This three day Institute will be led by Dr. Kathy Short, UA professor of Language, Reading, and Culture and Director of the World of Words Library as well as members of the OMA Teams. Day 1 - Personal Cultural Identity, Day 2- Mathematicians Anonymous, Day 3 - Character Exploration through Creative Script Writing. Participants will experience thought-provoking discussions, creative problem solving OMA lessons, and enhanced multicultural arts application.	Status Pending	Instructor Led Course	21 Hours	Cost
415 511 601	PLC Targeted Ac. Interventions/Supports RP/PBIS	IV.I.4 V.E.7.a-c &f, V.E.8.a-c & f VI.B.1, VI.C.1-2, VI.E.1	Summer PD: Davidson Elementary	Day 1 – Professional Learning Communities We will focus on processes and structures to support effective PLC implementation. Staff will learn how to deconstruct target standards, develop learning targets, create common formative assessments for learning targets within a target standard, plan common instructional strategies, and map out a course of instruction. Day 2 – Tiered Intervention Models Staff will learn about effective Tier 2 and Tier 3 interventions and structures for L25, DIBELS Intensive, and minimally proficient students, as well as how to monitor student progress. Day 3 – Positive Behavior and Intervention Supports Leadership team will meet to learn about refinements to Tier 1 systems to support the ADE MTBS (Multi-Tiered Behavioral Supports) and PBIS school improvement work. Team will also learn and refine Tier 2 and Tier 3 responses.	30 Certified	PLC	18 hours	Cost
501	ALE	V.A.2-4	AVID Coordinators Meeting 3/30/16	Ensure Site Implementation of AVID strategies	9 AVID Teachers	In Person	1 Hour	No Cost
501	ALE	V.A.2-4	AVID Coordinators Meeting 1/27/16	Ensure Site Implementation of AVID strategies	9 AVID Teachers	In Person	1Hour	No Cost
501	ALE	V.A.2-4	AVID Coordinators Meeting 10/28/15	Ensure Site Implementation of AVID strategies	9 AVID Teachers	In Person	1Hour	No Cost
501	ALE	V.A.2-4	AVID Coordinators Meeting 9/28/15	Ensure Site Implementation of AVID strategies	9 AVID Teachers	In Person	1Hour	No Cost

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Activity	USP Area	USP Reference(s)	Title	Core Content	Attendees	Mode	Duration	Cost
501	ALE	V.A.2-4	AVID Coordinators Meeting 8/26/15	Ensure Site Implementation of AVID strategies	9 AVID Teachers	In Person	1Hour	No Cost
501	ALE	V.A.2-4	Summer PD: AVID Path Training (Gilbert)	In this training teachers, counselors, and administrators from AVID sites will learn techniques to spread AVID strategies schoolwide while working on their SY 2016-17 Site Implementation Plan.	7 Admin, 64 Cert	Instructor Led Course	3 days	Cost
501	ALE	V.A.2-4	Summer PD: Desert Summer Institute	Teachers will learn strategies for providing instruction in Advanced Placement, GATE, Honors, and Advanced courses. Counts towards GATE endoresment. content specific knowledge dependant on particular strand. Differentiation with an emphasis on students who need greater rigor.	80 Cert	Instructor Led Course	5 days	Cost
501	ALE	V.A.2-4	Summer PD: AVID Institute Denver July 22-24, 2015	In this training teachers, counselors, and administrators from AVID sites will learn techniques to spread AVID strategies schoolwide while working on their SY 2016-17 Site Implementation Plan. Content specific knowledge dependant on particular strand.	10 Admin, 40 Cert	Instructor Led Course	5 days	Cost
501	ALE	V.A.2-4	Summer PD: Desert Summer Institute July XX, 2015	Teachers will learn strategies for providing instruction in Advanced Placement, GATE, Honors, and Advanced courses. Counts towards GATE endoresment. Content specific knowledge dependant on particular strand. Differentiation with an emphasis on students who need greater rigor.	41 certified teachers	Instructor Led Course	5 days	Cost
501	ALE	V.A.2-4	Summer PD: Cholla	Per IB Reqirments a written curriculum is to be revised and updated for all the IB coourses being offered.	12 Teachers	Instructor Led Course	10 days	Cost
501	ALE	V.A.2-4	Summer PD: Phoenix Desert Summer Institute		1 Certified Teacher (Rincon)	Instructor Led Course	4 days	Cost
501	ALE	V.A.2-4	AVID District Leadership Secondary Training		1 Admin (M.Konrad)	Instructor Led Course	3 days	Cost
501	ALE	V.A.2-4	Northern Arizona University AVID PD		3 Cert Teacher, 2 Classified Staff (Cholla & Pueblo)	Instructor Led Course	1 day	Cost
501	ALE	V.A.2-4	AVID District Leadership Secondary Training		1 Admin (Konrad)	Instructor Led Course	3 days	Cost
501	ALE	V.A.2-4	ASU AVID Be the Change Conference		1 Cert and 2 Classified Staff (Palo Verde)	Instructor Led Course	1 day	Cost
501	ALE	V.A.2-4	AVID Change Maker Conference at ASU		2 Certified (Cholla)	Instructor Led Course	1 day	Cost
501	ALE	V.A.2-4	Summer UBD: Catalina High School	Participants will apply the key components of the Understanding by Design model in order to create well developed units and lesson plans that are aligned to the AZCCRS. You have to start with the assessment in order to plan units and lessons that are completely structured and well developed.	20 teachers	Instructor Led Course	24 hours	Cost

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Activity	USP Area	USP Reference(s)	Title	Core Content	Attendees	Mode	Duration	Cost
501	ALE	V.A.3	GATE PD: GATE Best Practices and Curriculum Building - Tully Teachers Only Course # 12771 6/14-15/2016	Participants will learn best practices and strategies to utilize when teaching advanced learners. Individuals will experience compacting, differentiation instruction, and extending content instruction. Higher level questioning and vocabulary building will be addressed.	24 ppl	Instructor Led Course	18.0 hours	Cost
501	ALE	V.A.3	GATE PD: Curriculum Maps - Invitation Only Course # 12772 May 21-26, 2016	Participants will explore, analyze, evaluate, and create curriculum maps aligned with state and GATE standards.	Cavett - 9 teachers	Instructor Led Course	12.0 hours	No Cost
501	ALE	V.A.3	GATE PD: Lesson Planning - By invitation only Course # 12785 June 1 - 30, 2016	Participants with utilize GATE standards and curriculum maps to plan lessons for the year.	22 Certified	Instructor Led Course	132.0 hours	Cost
501	ALE	V.A.3	GATE PD: Gifted Pedagogy, Instruction and Learning Environments Course # 12761 June 7-8, 2016	Professional Development for district and site level administrators. Topics include but not limited to: USP Overview, Discipline, Strategic Plan, CIP, Corrective Action Plans, Culturally Responsive, Culture & Climate, Data Monitoring Discipline, GSRR, PBIS, Performance Management Teacher Evaluation, Principal Evaluation, Principal Handbook, Referral Process, Suspensions, 504s.	24 Certified	Instructor Led Course	7.5 hours	Cost
501	ALE	V.A.3	GATE PD: GATE Best Practices and Curriculum Building Course # 12765 June 28 - June 30, 2016	This course is designed for Bonillas teachers only for professional development on Mindset and curriculum related work.	44 Certified	Instructor Led Course	18.0 hours	Cost
501	ALE	V.A.3	GATE PD: GATE Best Practices and Curriculum Building - GATE Itinerant Teachers Only Course # 12766 June 14 - June 30, 2016	The workshop will provide K-5 teachers and support staff with the opportunity to learn more about implementing the Fountas and Pinnell Leveled Literacy Intervention system as a push-in model.	18 Certified	Instructor Led Course	42.0 hours	Cost
502	UHS	V.A.5	5/3/16 – K-12 Counselor Training	University High School Information; Children and Grief Seminar. UHS admissions procedures; Community partner presents seminar in grief in youth.	(planned for May)	In-person	2 hours	No Cost
502	UHS	V.A.5	9/22/15 – HS College & Career Readiness Coord. training	Job readiness & expectations. Deseg related duties; CTE related duties.	9 CCRC & 1 counselor	In-person	2 Hours	No Cost
502	UHS	V.A.5	11/16/15 – MS/HS Mojave student course selection training; PM session	Review of student course request procedures in Mojave, counseling-related scheduling, transitions, calendars. Mater scheduling protocols, procedures, timeline	28 counselors & 1 CCRC.	In-person	2 Hours	No Cost

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Activity	USP Area	USP Reference(s)	Title	Core Content	Attendees	Mode	Duration	Cost
502	UHS	V.A.5	11/16/15 – MS/HS Mojave student course selection training AM session	Review of student course request procedures in Mojave, counseling-related scheduling, transitions, calendars. Master scheduling protocols, procedures, timeline	21 counselors & 4 CCRC	In-person	2 Hours	No Cost
504	Dual-Language	V.C.1	USP: Language Acquisition: Dual Language Literacy Squared SY 15-16; (Course # 12398)	Participants will learn of theory, current research and instructional strategies as it relates and supports the instruction of the first and second language acquisition of students who participate in a dual language program. Sessions will be grade level specific; Cycle 1 K-2nd focus on Dictado presented by the Literacy Squared Team from Colorado; Cycle 2 3rd focus on Lotta/Lara and Asi se Dice presented by the Literacy Squared Team from Colorado;Secondary focus on Lotta/Lara and Asi se Dice presented by the Literacy Squared Team from Colorado.	129 Certified; 3 Classified	Instructor Led Course	6.5 Hours	Cost
504	Dual-Language	V.C.1	K-12 Two-Way Dual Language Summer Institute July 20th-July 24th, 2015 (course#12055)	Theory, current research and instructional strategies as it relates and supports the instruction of the first and second language acquisition of students who participate in DL programs	60 Teachers; 1 Classified	Instructor Led Course	5 days	Cost
504	Dual-Language	V.C.1	CRC Intensive 3-Day Teacher Training (course#12075)	This training is specifically for CRC (Culturally Relevant Curriculum) designated teachers who are new to their position or those currently assigned to courses to focus on curriculum, pedagogy, teacher/student/parent interactions, cultural competency, and critical literacy. Classroom teachers will have the opportunity to learn from practitioners in the areas of critical race theory, critical multicultural education, Africana studies, Chicana/o studies, ethnic studies, cultural studies, and critical pedagogy. Welcome (Introductions, Overview of week, Housekeeping) Session 1: Dual Language Essentials (Models -50/50, Immersion, Identifying Language of Instruction and Materials), Common Core and implications for instruction in a Dual Language program. Session 2: The importance of academic vocabulary with strategies to support vocabulary building. Session 3: Response to Intervention as it applies to students acquiring English or Spanish as a second language in a Dual Language program. Session 4: Instructional methods through the use of technology (i.e. Achieve3000) to supplement literacy instruction. Session 5: Address site-based dual language program development and design a plan to strengthen the program to meet the needs of the students and community.	1 Admin; 26 Certified; 2 Classified	Instructor Led Course	15 Hours	Cost

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504	Dual-Language	V.C.1	Task Analysis - Breaking Down the Standards (course#12078)	During these 2-days, participants will dig deeper into the EEI Task Analysis Process in order to analyze the TUSD curriculum maps which are based on AZCCRS. Participants will walk away being able to understand exactly what the standards expect from students, how to intentionally plan lessons and create assessments to help their students master the content. At the end of these 2 days, participants will have planned the first week of instruction in a chosen content area. Please bring materials to help you during the work session (laptop or hard copies of the standards, teacher edition(s) in the area you want to focus on, etc.) All participants will receive compensation for attending the trainings in the amount of $300.00.Welcome (Introductions, Overview of week, Housekeeping) Session 1: Dual Language Essentials (Models -50/50, Immersion, Identifying Language of Instruction and Materials), Common Core and implications for instruction in a Dual Language program. Session 2: The importance of academic vocabulary with strategies to support vocabulary building. Session 3: Response to Intervention as it applies to students acquiring English or Spanish as a second language in a Dual Language program. Session 4: Instructional methods through the use of technology (i.e. Achieve3000) to supplement literacy instruction. Session 5: Address site-based dual language program development and design a plan to strengthen the program to meet the needs of the students and community.	107 Teachers	Instructor Led Course	12 Hours	Cost
504	Dual-Language	V.C.1	Language Acquisition: 2015-2016 AZELLA Kindergarten Placement Test Training and Qualification (course#12195)	For persons administering the AZELLA Kinder Placement Assessment Test must attend a training/qualification session regardless of prior training/qualification. Welcome (Introductions, Overview of week, Housekeeping) Session 1: Dual Language Essentials (Models -50/50, Immersion, Identifying Language of Instruction and Materials), Common Core and implications for instruction in a Dual Language program. Session 2: The importance of academic vocabulary with strategies to support vocabulary building. Session 3: Response to Intervention as it applies to students acquiring English or Spanish as a second language in a Dual Language program. Session 4: Instructional methods through the use of technology (i.e. Achieve3000) to supplement literacy instruction. Session 5: Address site-based dual language program development and design a plan to strengthen the program to meet the needs of the students and community.	3 Admin; 51 Certified; 42 Classified	Instructor Led Course	18 Hours	Cost

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504	Dual-Language	V.C.1	Language Acquisition: 2015-2016 AZELLA Placement Test Training for Stage II-V (Grades 1-12) (course#12199)	Training for any persons administering the AZELLA Placement test for grades 1-12 must attend a training session: Overview of AZELLA Kindergarten Placement Test; Security; Coordinator responsibilities; Test Administration; Qualification - Follow web-based AZELLA Testing Practicum for proper implementation of AZELLA Kinder Placement.	5 Admin; 84 Certified; 57 Classified	Instructor Led Course	12 Hours	Cost
504	Dual-Language	V.C.1	Language Acquisition: Achieve 3000 for Dual Language, by invitation only (course#12402)	Teachers will receive training on implementaion of Achieve 3000. With Achieve3000 , students complete a unique routine that allows them to work independently on a grade-level topic that is precisely matched to their Lexile® level. This preliminary effort allows students to build reading strategies, and it also prepares them for the grade-appropriate, whole-class instruction that follows. All Achieve3000 lessons revolve around topics in science, social studies, arts, humanities, careers, and current events, ensuring that students build discipline specific and cross-disciplinary vocabulary in every lesson. Introduction of Achieve 3000 components and steps; Practice assigning and developing lessons; Practice using student rosters to check student progress by running sample reports	23 Attendees; 23 Certified	Instructor Led Course	6.5 Hours	Cost
506	Academic Achievement / Dropout Prevention	V.E.2.b-c.	Understanding summer school processes for 21st CCLC	Summer Program Information Academic Achievement/Dropout Prevention (21st Century Summer Programs)	23 Coordinators and Principals	In person	2 Hours	No Cost

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506	Academic Achievement / Dropout Prevention	V.E.2.b-c.	Summer PD: Integrated Literacy PD SY 2015-2016 #12713	The Integrated Literacy Professional Development workshops will emphasize TUSD's ELA Curriculum by utilizing the 90-minute Literacy Continuum. The sessions are designed to equip teachers with research-based theories of children's language/literacy learning and to support teachers as they shift toward implementation of a comprehensive literacy program. The workshops will also focus on high quality reading instruction to advance instruction for diverse learners, which reduces academic failure and closes the achievement gap for Latino and African American students.K-5 ELA Integrated Literacy Continuum and ELA Curriculum Documents, Foundations for creating independent readers and writers, How to implement a successful literacy block?, Where to begin: Scholastic Leveled Libraries and Assessment, Components of Guided Reading , Literacy Workstations - Creating and implementing meaningful literacy work stations, Creating a Comprehensive Literacy Program.	42 Certified	Instructor Led Course	16.5 Hours	Cost
506	Dropout Prevention/Positive Alt to Suspension	V.E.2.b-c.	ISI Teacher Job Alike 2/1/16	Ensure standardization of ISI programs and use of SEL to Support Students. 1)ISI program structure; 2)Use of ISI for School Consequences; 3)SEL in ISI.	15 teachers	In Person	2 hours	No Cost
506	Dropout Prevention/Positive Alt to Suspension	V.E.2.b-c.	ISI Training 8/24/15	Ensure standardization of ISI programs and use of SEL to Support Studetns. 1)ISI program structure; 2)Use of ISI for School Consequences; 3)SEL in ISI.	12 teachers; 2 counselors; 1 dean	In Person	1.5 hours	No Cost
506	Dropout Prevention/Positive Alt to Suspension	V.E.2.b-c.	Civics Test Training; 3/14/2016; 3/29/2016; 4/4/2016	Prepare for Civics Test implementation as a graduation requirement. ADE requirements; Timelines; Semester implemenation plan; Teacher/Student Resources; School City assessment.	23 certified teachers; 5 admin; 6 counselors	In-person	2 Hours	No Cost
506	Dropout Prevention / Academic Achievement	V.E.2.b-c.	11/9/15 – K-12 Counselor AzCIS Training for beginners	AZ Career Information System (AzCIS) Training. How to use AZCIS to meet the Education and Career Action Plan (ECAP) state requirement.	9 counselors	In-person	2 Hours	No Cost

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508	CRC/Student Engagement PD	V.E.4.c	USP: PD: Culturally Relevant and Responsive Best Practices 9Course # 12502)	In fostering academic achievement, participants will also be able to identify best practices that are responsive to the various needs of all students. The body of research overwhelmingly supports that when we make the content relevant and we are responsive to the students needs, all students can learn. In this study group, we will explore culturally relevant and responsive best practices in the context of a brain-based approach. As the Danielson has been modified to include the language of the USP we will explore what it means to be relevant and how we can be relevant and responsive in all disciplines.. By the end of this session participants will possess a deep understanding of what it means to be a culturally relevant/responsive teacher.	5 Certified teachers	Instructor Led Course	10 Hours	Cost
508	CRC and Student Engagement	V.E.4.c	Summer USP: Institute for Culturally Responsive Education SY15-16 #12731	The Department of Culturally Relevant Pedagogy and Instruction (CRPI), in conjunction with the University of Arizona- College of Education, seeks to promote innovation in addressing issues of educational equity in this 3 day conference. This year's theme is 'Achieving Educational Equity in an Urban Setting'. The rampant inequities in educational outcomes have been attributed to what some have called the 'opportunity gap'. The broad focus of this theme is an acknowledgement of the fact that there are many factors that contribute to this disparity. This conference will provide educators with research from nationally renowned scholars and strategies to utilize in remedying these disparities at their sites.First Breakout Session, CRPI Panel Discussion, Second Breakout Session, Keynote, Third Breakout Session, Closing, First Breakout Session, Keynote, Second Breakout Session, Keynote, Third Breakout Session, Closing, First Breakout Session, Keynote, Second Breakout Session, Keynote, Third Breakout Session. This year's theme is 'Achieving Educational Equity in an Urban Setting'. The rampant inequities in educational outcomes have been attributed to what some have called the 'opportunity gap'. The broad focus of this theme is an acknowledgement of the fact that there are many factors that contribute to this disparity. This conference will provide educators with research from nationally renowned scholars and strategies to utilize in remedying these disparities at their sites.First Breakout Session, CRPI Panel Discussion, Second Breakout Session,	Status Pending	Instructor Led Course	21 Hours over 3 days	Cost

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508	CRC and Student Engagement PD	V.E.4.c	An Introduction: How to Build Culturally Responsive Classroom Secrist 3/9/16	Establish Training/Workshop Norms Define "Culture" and introduce Cultural Capital/Funds of Knowledge Concepts; Discuss CC/FOK as an Educational Resource for Curriculum Development; Differentiat Key strategies; e Culturally Relevant vs. Culturally Responsive; Culturally Responsive Pedagogy and Instruction: How to Begin…; 6 CR Key Strategies	28 certified teachers, 2 admin	In-person	1 Hours	No Cost
509	Multicultural Curriculum	V.E.6.a.i.	Summer PD - Multicultural Literature in the Elementary Classroom (USP 2015/2016) #12675	In this course, participants will be invited to engage in a wide range of books for students. We will participate in class engagements, read professional literature, and hold classroom discussions on how to use literature effectively and authentically in the classroom. We will consider what the issues are related to using children's literature in the current political and social environment. Introduction to Multicultural Literature, Overview and Objectives of the Course, Participant Goals, Book Browsing, Engagements with multicultural literature, Special Issues in Multicultural Literature, Looking for stereotypes in children's books, Selecting quality texts, Paired books, Multiple perspectives, The Inquiry Cycle, Developing text-sets, Allowing students to explore diverse cultures, Encouraging inquiry through diverse texts, Taking Action, Examining the issues presenting in multicultural texts, Cultural sensitivity in the classroom, Developing social action projects. Through these opportunities and experiences, participants will establish a foundation for sharing and using literature in the classroom.	Status Pending	Instructor Led Course	24 Hours	Cost
509	Multicultural Curriculum	V.E.6.a.i.	Summer PD - Multicultural Literature in the Secondary Classroom (USP 2015/2016) June 13-16, 2016 #12674	The class will function as a reading group discussing multicultural novels, short texts and nonfiction. The term 'multicultural' in this context refers to race, ethnicity, class, and gender, as well as other diverse and/or underrepresented perspectives	34 Certified	Instructor Led Course	24 Hours	Cost
511	Targeted Academic Interventions & Supports	V.E.7.a-c &f, V.E.8.a-c & f	43rd Annual NABSE Conf.		1 Admin (AASSD)	Instructor Led Course	3 days	Cost
511	Targeted Academic Interventions & Supports	V.E.7.a-c &f, V.E.8.a-c & f	2016 American Educational Research Assoc. Annual Mtg	RT - Apr 7-12, 2016. PD aligns with TUSD 5 yr strategic plan and USP and Court adoped amendment ref to ass 201516 CR Course Expansion plan.	7 Certified Teachers, 2 admin (CRPI)	Instructor Led Course	5 days	Cost
511	Targeted Academic Interventions & Supports	V.E.7.a-c &f, V.E.8.a-c & f	2016 American Educational Research Assoc. Annual Mtg	RT - Apr 7-12, 2016. PD aligns with TUSD 5 yr strategic plan and USP and Court adoped amendment ref to ass 201516 CR Course Expansion plan.	2 Certified; 1 admin (MultiCultural)	Instructor Led Course	5 days	Cost
514	AAAATF	V.E.7.g & i	Multi-Tier Behavior Supports Training for K-12		5 Admins (SLT)	Instructor Led Course	2 days	Cost

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516	Supportive and Inclusive Environments	V.F.2.a-c, V.F.3, V.E.5.a	Catalina High School Collective Commitments SY 2015-2016 (course#12533)	Catalina faculty will work together to create a set of collective commitments that will drive the culture and climate of the school. Teachers will work collaboratively to create a final set of commitments; Department Work; Whole Group Work.	1 Attendee; 1 Certified	Instructor Led Course	6 Hours	No Cost
508 510	CRC and Student Engagement PD CRC	V.E.4.c V.E.6.a.ii	Culturally Responsive Strategies Project MORE 10/22/2015	Explore the differences between culturally responsive and culturally relevant; Examine strategies and models for culturally responsive teaching practice. CRP VS CRC Strategies for the classroom.	8 certified Project MORE staff 1 admin	In-person	1 Hours	No Cost
104 504	OCR/ELL Dual Language	V.C.1	USP: USP-Aligned PD: Literacy Classroom Structure Literacy Work Stations (LWS)	Professional development support for teachers in the area of balanced literacy for all learners including ELLs and DL students. Participants will identify necessary components by designing and implementing LWS structures connected to the District continuum.	30 teachers;1 administrator and 1 LAD coach (Van Buskirk)	Face-to-Face	60-90 minutes	No Cost
104 504	OCR/ELL Dual Language	V.C.1	USP: Build/ Expand; Dual Language: Dual Language Model Implementation	Participants will demonstrate an understanding of the components of the Dual Language Program including the model, time allocations, schedules, expectations, non-negotiables, use of language strategies, and modified guided reading/Literacy Work Stations.	10 teachers; 2 LAD coaches (Roskruge/Grijalva)	Face-to-Face	90 minutes	Cost
104 504	OCR/ELL Dual Language	V.C.1	Summer PD (USP):Language Acquisition Department Language Learning Symposium SY 15-16 for K-12 DL/ELD Teachers #12667	Align Reading instruction with the AZ English Language Proficiency Standards and AZCCRS and utilize the district curriculum maps and literacy framework for planning ELD/DL instruction, Use and demonstrate effective Reading strategies and scaffolds, SIOP to effectively teach language learners to read., Provide in-depth knowledge of how to conduct a modified guided reading lesson for ELL/DL students., 101 Language Acquisition, Learn how to implement Literacy Work Stations, Technology: Imagine Learning/ Achieve 3000, Data Driven instruction, Literacy Squared Strategies. Keynote and break-out sessions on best practices for language learners: SIOP, 101 on language acquisition, compliance, Bi- literacy and language development.	Status Pending	Instructor Led Course	4 Days	Cost
501 508	ALE CRC and Student Engagement PD	V.A.2-4 V.E.4.c	CRPI/GATE Tully 4/23/16	Understand objectves and lesson planning for a culturally responsive classroom; Develop ways to intergrate CR strategies. Flexible grouping; Cooperative groups; Class climate and culture; EEI connections; Key procedures; Classroom management strategies.	30 certified teachers, 2 admin	In-person	4 hrs	No Cost

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501 508	ALE CRC and Student Engagement PD	V.A.2-4 V.E.4.c	CRPI/GATE Cavett PD 4/6/16	Establish Training/Workshop Norms; Define "Culture" and introduce Cultural Capital/Funds of Knowledge Concepts; Discuss CC/FOK as an Educational Resource for Curriculum Development; Differentiate Culturally Relevant vs. Culturally Responsive; Culturally Responsive Pedagogy and Instruction: How to Begin…; 6 CR Key Classroom Strategies; . Developing a culturally Responsive GATE; Flexible groupings; Equity of voice-CR Norms	17 certified,GATE itinerants; 1 admin	In-person	2 hrs	No Cost
501 508	ALE CRC and Student Engagement PD	V.A.2-4 V.E.4.c	CRPI/GATE; Cuturally Responsiveness in the Classroom Cavett 2/10/2016	Establish Training/Workshop Norms; Define "Culture" and introduce Cultural Capital/Funds of Knowledge Concepts; Discuss CC/FOK as an Educational Resource for Curriculum Development; Differentiate Culturally Relevant vs. Culturally Responsive; Culturally Responsive Pedagogy and Instruction: How to Begin…; 6 CR Key Classroom Strategies; . Developing a culturally Responsive GATE; Flexible groupings; Equity of voice-CR Norms	17 certified GATE itinerants; 1 admin		2.5 hrs	No Cost
501 508	ALE CRC and Student Engagement PD	V.A.2-4 V.E.4.c	CRPI/GATE An Introduction: How to Build Culturally Responsive Classroom Tully 3/2/2016	Review the differences between culturally responsive and culturally relevant; Investigate how culturally responsiveness looks in the classroom. 7 principles of culturally responsive teaching; Integration in the GATE classroom; Culturally Responsiveness modeled.	29 certified teacher; 1 admin	In-person	2 hrs	No Cost
501 508	ALE CRC and Student Engagement PD	V.A.2-4 V.E.4.c	CRPI/GATE An Introduction: How to Build Culturally Responsive Classroom Cavett 3/9/2016	Establish Training/Workshop Norms; Define "Culture" and introduce Cultural Capital/Funds of Knowledge Concepts; Discuss CC/FOK as an Educational Resource for Curriculum Development; Differentiate Culturally Relevant vs. Culturally Responsive; Culturally Responsive Pedagogy and Instruction: How to Begin…; 6 CR Key Strategies	17 certified GATE itinerants; 1 admin	In-person	1 hr	No Cost
501 508 510	ALE CRC and Student Engagement PD CRC	V.A.2-4 V.E.4.c V.E.6.a.ii	CRPI/GATE Building Collaboration in Culturally Responsive Pedagogy Cavett 12/9/2015	Establish Training/Workshop Norms; Define "Culture" and introduce Cultural Capital/Funds of Knowledge Concepts; Discuss CC/FOK as an Educational Resource for Curriculum Development; Differentiate Culturally Relevant vs. Culturally Responsive; Culturally Responsive Pedagogy and Instruction: How to Begin…; 6 CR Key Strategies	17 certified GATE intinerants; 1 admin	In-person	2 hrs	No Cost
506 508	Academic Achievement / Dropout Prevention CRC and Student Engagement PD	V.E.2.b-c V.E.4.c	Literacy Environment	Explore the differences between culturally responsive and culturally relevant; Initiate collaborative strategies to develop culturally responsive teaching practices. CRP VS CRC; Intro to GATE collaboration.	6; 4-5G Teachers - Pueblo Gardens	in-person	2 hours	No Cost

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506 508	Academic Achievement / Dropout Prevention CRC and Student Engagement PD	V.E.2.b-c V.E.4.c	Guided Reading @ Holladay	Creating a meaningful literacy environment with literacy work stations. 1. plan and organize the classroom structure to maximize guided reading time and Tier 2 interventions	30 Cert teachers	in-person	1 hour	No Cost
508 509	CRC and Student Engagement Multicultural Curriculum	V.E.4.c V.E.6.a.i	ELA Unit Writing using Curriculum 2.1	Purpose of guided reading and using the Teaching Cards, Teachers Resource Books to plan lessons. 1. extend their knowledge of guided reading by developing common language and exploring the Scholastic resources	26 & 3 PDATS: K-12 teachers who are writing units	In person	624 hours	Cost
508 509	CRC and Student Engagement Multicultural Curriculum	V.E.4.c V.E.6.a.i	ELA Unit Writing using Curriculum 3.0	Incorporate multicultural literature and culturally responsive instructional strategies into k-12 units for curriculum 2.1. Comprehensive overview of ELA multicultural unit expectations for 3rd and 4th quarter using curriculum 2.1	26 teachers and 3 PDATS; K-12 teachers who are writing units	In person	870 hours	Cost
508 509	CRC and Student Engagement Multicultural Curriculum	V.E.4.c V.E.6.a.i	6-8 ELA Curriculum 3.0 focus and feedback group	ELA Curriculum 3.0 documents will support instruction, grade/vertical planning, and assessment . 1. Define the purpose of the Curriculum Documents to Review; 2. Standards Alignment—High Leveraged Standards; 3. Congruency of Unifying Concept, Enduring Understanding, EQ, and Resources; 4. Equity of Available Resources; 5.Team and Vertical Planning	15 Curriculum Service Providers & teachers	In person	2 hours	Cost
508 509	CRC and Student Engagement Multicultural Curriculum	V.E.4.c V.E.6.a.ii	9-12 ELA Curriculum 3.0 focus and feedback group	ELA Curriculum 3.0 documents will support instruction, grade/vertical planning, and assessment. 1. Define the purpose of the Curriculum Documents to Review; 2. Standards Alignment—High Leveraged Standards; 3. Congruency of Unifying Concept, Enduring Understanding, EQ, and Resources; 4. Equity of Available Resources; 5.Team and Vertical Planning	15 ELA department chairs/teachers	In person	2 hours	Cost
508 510	CRC and Student Engagement PD CRC	V.E.4.c V.E.6.a.ii	An Introduction to Culturally Responsive Instruction Multicultural Symposium 3/17/16	Funds of knowledge; Culturally Responsive v. Relevant; 5 Key strategies. Introduce culturally responsive concepts; Differentiate Culturally Relevant vs. Culturally Responsive	10 certified teachers; 10 classified staff	In-person	40 mins	No Cost
508 510	CRC and Student Engagement PD CRC	V.E.4.c V.E.6.a.ii	Building a Culturally Responsive Classroom: An Introduction to Culturally Responsive Instruction-Gridley 4/13/2016	Establish Training/Workshop Norms; Define "Culture" and introduce Cultural Capital/Funds of Knowledge Concepts; Discuss CC/FOK as an Educational Resource for Curriculum Development; Differentiate Culturally Relevant vs. Culturally Responsive; Culturally Responsive Pedagogy and Instruction: How to Begin…; 6 CR Key Strategies	33 certified teachers; 2 admin	In-person	1 hr	No Cost

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508 510	CRC and Student Engagement PD CRC	V.E.4.c V.E.6.a.ii	Building a Culturally Responsive Classroom: An Introduction to Culturally Responsive Instruction-Dietz; 3/30/2016	Establish Training/Workshop Norms; Define "Culture" and introduce Cultural Capital/Funds of Knowledge Concepts; Discuss CC/FOK as an Educational Resource for Curriculum Development; Differentiate Culturally Relevant vs. Culturally Responsive; Culturally Responsive Pedagogy and Instruction: How to Begin…; 6 CR Key Strategies	29 certified teachers; 1 admin	In-person	1 hr	No Cost
508 516	CRC/Student Engagement PD Supportive/Inclusive Environments	V.E.4.c V.F.2.a-c, V.F.3, V.E.5.a	SAIL (Culture & Climate Training)	Understanding student characteristic and needs; partnering with families; and working with your bias. Acknowledge their professional responsibility to create and implement supportive and inclusive learning environments for all students.	SROs & School Safety	In person	2 hours	No Cost
508 516	CRC and Student Engagement Supportive and Inclusive Environments	V.E.6.a.i V.F.2.a-c, V.F.3, V.E.5.a	SAIL (Culture & Climate Training)	Understanding student characteristic and needs; partnering with families; and working with your bias. Acknowledge their professional responsibility to create and implement supportive and inclusive learning environments for all students.	SROs & School Safety	In person	2 hours	Cost
509 516	Multicultural Curriculum Supportive/Inclusive	V.E.4.c V.F.2.a-c, V.F.3, V.E.5.a	USP: Multicultural Symposium SY 2015-16; (Course # 12619)	The Multicultural Symposium is a cross-departmental effort to support the professional development needs of TUSD employees in response to the Unitary Status Plan. The purpose is to TUSD employees an opportunity to explore various facets of multiculturalism and their implications for teaching and practice. This course year, we will examine the impact of race, class, ethnicity, gender, language, ability, and other aspects of social group identities on teaching and learning as they relate to contexts in schools. While this course is broad in scope, the primary aim is to assist employees in exploring what it means to be an educator in a society that is multicultural, within an educational system that is stratified. Employees will examine the impact of race, class, enthnicity, gender, language, ability and other aspects of social group identities on teaching and learning as they relate to contexts in schools.	10 Admin; 45 Certified; 66 Classified; 1 Inactive	Instructor Led Course	3 Hours	Cost

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509 516	Multicultural Curriculum Supportive/Inclusive	V.E.4.c V.F.2.a-c, V.F.3, V.E.5.a	Introduction to Multicultural and Global Literature in the Elementary Classroom (course#12407)	In this course, participants will be invited to engage in multicultural and international book kits from the University of Arizona's Worlds of Words and TUSD's Multicultural Curriculum Department. We will participate in class engagements, read professional literature, and hold classroom discussions on how to use multicultural and global literature effectively and authentically in the classroom. We will consider what the benefits are related to using this literature in the current political and social environment. Introduction to contents in culture kits, exploration of artifacts and books, active participation in reader response engagements, lesson plan development collaborative groups, reflection/closure.; Session 2:, Introduction to contents in culture kits, exploration of artifacts and books, active participation in reader response engagements, lesson plan development collaborative groups, reflection/closure.; Session 3:, Introduction to contents in culture kits, exploration of artifacts and books, active participation in reader response engagements, lesson plan development collaborative groups, reflection/closure.; Session 4:, Introduction to contents in culture kits, exploration of artifacts and books, active participation in reader response engagements, lesson plan development collaborative groups, reflection/closure.; Session 5:, Introduction to contents in culture kits, exploration of artifacts and books, active participation in reader response engagements, lesson plan	51 Certified; 1 Classified; 1 Admin; 1 Inactive	Instructor Led Course	2 Hours	No Cost
511 603 1002	Targeted Academic Interventions and Supports Student Discipline Training for Sites EBAS Training	V.E.7.a-c &f, V.E.8.a-c & f VI.E.2 X.A.3-4	USP: MASS Mojave and TUSD Stats Training; (Course # 12295)	Training student success specialists on Mojave and TUSD Stats data and entry. Mojave / TUSDStats; How to pull discipline reports; How to note a students account.	5 Attendees; 5 Classified	Instructor Led Course	1.5 Hours	No Cost
516 601	Supportive and Inclusive Environments RP/PBIS	V.F.2.a-c, V.F.3, V.E.5.a VI.B.1, VI.C.1-2, VI.E.1	Restorative Practices - Holladay	Introduction to Restorative Practices and Circles. Create a restorative and inclusive school climate; Decrease suspensions, expulsions, and disciplinary referrals; Hold youth accountable for their actions through repairing harm and making amends; and Reengage youth at risk of academic failure.	Certificated and Classified Staff (Holladay principal has the sign in sheets)	In person	2.5 hours (Deferred to Principal as she coordinated the training.)	Cost
516 601 603	Supportive and Inclusive Environments RP/PBIS Student Discipline Training for Sites	V.F.2.a-c, V.F.3, V.E.5.a VI.B.1, VI.C.1-2, VI.E.1 VI.E.2	9/1/15 – HS Counselor Training	USP and counselor roles; Community resources. School counseling program Counselors' Role in PBIS & MTSS; 2-1-1 Arizona; Counselors supporting the culture and climate.	25 counselors; 9 CCRCs; 2 college advisors	In-person	2.0 hours	No Cost

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602 506	GSRR Dropout Prevention/Positive Alt to Suspension	VI.B.2.a-c, VI.D.1-2 V.E.2.b-c	USP Student Equity GSRR and AZSafe Training SY 2015-16; (Course # 12349)	This course will review the GSRR and how to enter violations in AZSafe. GSRR Review; Abeyance Review; Scenarios; Exceptional Ed/504 Review; AZ Safe Entry.	6 Attendees; 3 Admin; 1 Certified; 2 Classified	Instructor Led Course	1.5 Hours	No Cost
603 511 1002	Student Discipline Training for Sites Targeted Academic Interventions and Supports EBAS Training	VI.E.2 V.E.7.a-c &f, V.E.8.a-c & f X.A.3-4	USP: MASS Mojave and TUSD Stats Training; (Course # 12295)	Training student success specialists on Mojave and TUSD Stats data and entry. Mojave / TUSDStats; How to pull discipline reports; How to note a students account; Refresher.	5 Attendees; 5 Classified	Instructor Led Course	1.5 Hours	No Cost
601 516	RP/PBIS Supportive and Inclusive Environments	VI.B.2.a-c, VI.D.1-2 V.E.2.b-c	Restorative Practices - Holladay	Introduction to Restorative Practices and Circles. Create a restorative and inclusive school climate; Decrease suspensions, expulsions, and disciplinary referrals; Hold youth accountable for their actions through repairing harm and making amends; and Reengage youth at risk of academic failure.	Certificated and Classified Staff (Holladay principal has the sign in sheets)	In person	2.5 hours (Deferred to Principal as she coordinated the training.)	Cost
601 603 516	RP/PBIS Student Discipline Training for Sites Supportive and Inclusive Environments	V.F.2.a-c, V.F.3, V.E.5.a VI.B.1, VI.C.1-2, VI.E.1 VI.E.2	9/1/15 – HS Counselor Training	USP and counselor roles; Community resources. School counseling program Counselors' Role in PBIS & MTSS; 2-1-1 Arizona; Counselors supporting the culture and climate.	25 certified school counselors - 9 college & career readiness coord. & 2 college advisors	In-person	2.0 hours	No Cost
601-607 510	Discipline	VI	TUSD 2-Day Administrator's Conference (course#12231)	Professional Development for district and site level administrators. Topics include but not limited to: USP Overview, Discipline, Strategic Plan, CIP, Corrective Action Plans, Culturally Responsive, Culture & Climate, Data Monitoring Discipline, GSRR, PBIS, Performance Management Teacher Evaluation, Principal Evaluation, Principal Handbook, Referral Process, Suspensions, 504s. Analyze data from the district-level to the site-level to the classroom-level to the student-level to identify trends and hot spots; Develop campus plans to reflect site-level data and align strategies, initiatives and interventions to the data; Align all resources, human and learning to increase student achievement and address the hot spots identified through data-analysis; Communicate to all stakeholders campus plans and engage the stakeholders in the process; Develop support for teacher's from analyzing student achievement data and teacher performance data via the evaluation tool.	198 Attendees; 154 Admin; 15 Certified; 24 Classified; 5 Inactive	Instructor Led Course	14 Hours	Cost

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903 506	Technology PD	IX.B.4	Synergy Training TVUE: For 6th - 12th Grade CLASSROOM TEACHERS at K-8, MIDDLE & HIGH SCHOOLS ONLY! ***SPRING SESSION*** Course # 12649 April 13-14, 16, 18-19, 20-21, 23, 25-26, 27-28, 30 April 30-May 7, 2016 May 2-3, 4-5, 7, 9-10, 11-12, 14, 2016	Participants will learn best practices and strategies to utilize when teaching advanced learners. Individuals will experience compacting, differentiation instruction, and extending content instruction. Higher level questioning and vocabulary building will be addressed. Vision, focus, objective, student needs, development of lesson plans, and identifying resources will be implemented during curriculum building.	475 Certified	Instructor Led Course	4 Hours	No Cost
903 506	Technology PD Dropout Prevention and Graduation Plan	V.E.2.b-c IX.B.4	Summer Synergy Training TVUE: For Kindergarten - 5th Grade TEACHERS AT ELEMENTARY & K-8 SCHOOLS ONLY! ***SUMMER SESSION*** #12645	Hands-on Synergy TeacherVUE instruction for Grade KG – 5 Teachers at Elementary and K-8 Schools in the following areas: Taking Attendance, Seating Charts, Reports, menus and views, Elementary Grade Book and Elementary Report Card. Participants will be learning new software that deals with student attendance, grade book, interventions etc.	Status Pending	Instructor Led Course	4 Hours	Cost (Title II)
903 506	Technology PD Dropout Prevention and Graduation Plan	V.E.2.b-c IX.B.4	Summer Synergy Training TVUE: For 6th - 12th Grade Classroom TEACHERS at K-8, MIDDLE & HIGH SCHOOLS ONLY! ***SUMMER SESSION*** #12656	Hands-on Synergy TeacherVUE instruction for Grade 6 – 12 Classroom Teachers at K-8, Middle and High Schools in the following areas: Taking Attendance, Seating Charts, Reports, menus and views, Secondary Grade Book and Secondary Report Card. Participants will be learning new software that deals with student attendance, grade book, interventions etc.	Status Pending	Instructor Led Course	4 Hours	Cost (Title II)
903 506	Technology PD Dropout Prevention and Graduation Plan	V.E.2.b-c IX.B.4	Summer Synergy Training: For Principals & High School Assistant Principals ONLY!	Hands-on Synergy instruction for Principals & HS Assistant Principals in the following areas: General Navigation, Enrollment, Attendance, Discipline Incident, Student Conference, English Language Learners, Programs and Accommodations, Grading, Test History, Scheduling Maintenance, TeacherVUE/ParentVUE/StudentVUE. Participants will be learning new software that deals with student attendance, grade book, interventions etc.	Status Pending	Instructor Led Course	16.5 Hours	Cost (Title II)
903 506	Technology PD Dropout Prevention and Graduation Plan	V.E.2.b-c IX.B.4	Summer Synergy Training: Elementary, Middle and K-8 Assistant Principals ONLY!	Hands-on Synergy instruction for Assistant Principals at Elementary, Middle and K-8 Schools in the following areas: General Navigation, Enrollment, Attendance, Discipline Incident, Student Conference, English Language Learners, Programs and Accommodations, Grading, Test History, Scheduling Maintenance, TeacherVUE/ParentVUE/StudentVUE. Participants will be learning new software that deals with student attendance, grade book, interventions etc.	Status Pending	Instructor Led Course	16.5 Hours	Cost (Title II)

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903 506	Technology PD Dropout Prevention and Graduation Plan	V.E.2.b-c IX.B.4	Summer Synergy Training: For High School Attendance Techs/Office Assistants & Registrars ONLY!	Hands-on Synergy instruction for High School Attendance Clerks and Registrars in the following areas: General Navigation, Enrollment, Attendance, Student Conference, and English Language Learners. Supplementary Training for Registrars: Course History and Transcripts, Programs and Accommodations, Grading, Test History and Scheduling Maintenance. Supplementary Training for Attendance Clerks: Student Groups and Health. Participants will be learning new software that deals with student attendance, grade book, interventions etc.	Status Pending	Instructor Led Course	16.5 Hours	Cost (Title II)
903 506	Technology PD Dropout Prevention and Graduation Plan	V.E.2.b-c IX.B.4	Summer Synergy Training: For High School Adminstrative Secretaries & Office Managers ONLY!	Hands-on Synergy instruction for High Schools Admin Assistants and Office Managers in the following areas: General Navigation, Enrollment, Student Groups, Attendance, Discipline Incident, Student Conference, Programs and Accommodations, Grading and Lockers. Participants will be learning new software that deals with student attendance, grade book, interventions etc.	Status Pending	Instructor Led Course	11 Hours	Cost (Title II)
1002 506	EBAS Training	X.A.3-4	Program Specifics	Student Satisfaction Scantron Surveys, Parent Satisfaction Surveys, Course Evaluation Adult Participant Surveys, College & Career Class Surveys, College & Career Surveys, Clean up Grant Tracker Attendance Data, Create Spring Schedule and PDT in SharePoint	19 Elem/K8/MS/HS Coordinators	In person	3 hours	No Cost
1002 506	EBAS Training	X.A.3-4	Program Specifics	Grant Tracker practices	11 Coordinators	In person	2 hours	No Cost
1002 506	EBAS Training	X.A.3-4	USP - DATA-DRIVEN INSTRUCTION :ASSESSMENT, ANALYSIS, ACTION, AND CULTURE 2015-16; (Course # 12428)	Strategies- how to access data; interpret data; How to use data to make informed instructional decisions; Create an action plan. Data-driven instruction is the philosophy that schools should constantly focus on one simple question: 'Are our students learning?' This course will use data based methods to provide teachers with strategies on how to access, interpret and use data to make informed instructional decisions to boost student achievement. Data-Driven Instruction will focus on the four key principals: Assessment, Analysis, Action, and Culture. During this workshop you will create an action plan that will apply the insights gained. This is a two (2) day professional development course. Monday, November 9, 2015 and Monday, November 16, 2015	45 Certified; 57 Attendees; 10 Admin; 2 Classified	Instructor Led Course	12 Hours	Cost

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1002 511	EBAS Training	X.A.3-4	School City Training (course#12265)	TUSD's new assessment vendor, School City, offers a robust item bank with questions aligning to both math and ELA Arizona College and Career Readiness Standards. Questions for Science and Social Studies are due to arrive in December. This course is designed to provide users with the knowledge and skills to access, navigate, and use the School City software to: - Create Custom Items - Create Custom Passages - Access/Utilize the Item Bank - Create Assessments - Administer Online Assessments - Run Reports Participants with a TUSD laptop should bring it to this training as they will be provided an opportunity to practice the various skills necessary toward meeting each objective. Participants without a laptop will utilize a laptop from a training site based COW (Computers On Wheels). Accessing School City; Navigating the Launch Pad; Access/Utilize the INSPECT Item Bank; Create Passages; Create Items; Create Assessments; Administer Online Assessments; Run Reports	136 Attendees; 5 Admin; 98 Certified; 30 Classified; 3 Inactive	Instructor Led Course	7 Hours	Cost
1002 511	EBAS Training	X.A.3-4	Assessment Coordinators: Administering Online Assessments with School City (course#12399)	This course is for individuals identified by administration as assessment coordinators. This trainings will provide coordinators with the latest information on how to successful administer an online assessment using the School City platform. School City Platform: Access Online Administration; Select Students and Activate Online Testing; Student Portal to Online Assessment; Monitor Progress of an Assessment; Pause and Stop an Online AssessmentTUSD Instance.; Using TUSDKids to reset Passwords; Using Mac's; Using Windows; Trouble Shoot Error; Testing Procedures; Accommodations.	245 Attendees; 201 Certified; 29 Classified; 12 Admin; 3 Inactive	Instructor Led Course	2.5 Hours	Cost
1002 511	EBAS Training	X.A.3-4	Using Data to Drive Instruction SY 2015-2016 (course#12520)	This 2-part course will focus on using data to drive instruction. Participants will be asked to locate, collect, and interpret data that will help them plan and record student achievement. What is data; Levels of data; Data Collection Sheets; Special Education: What's Special About It?; Case Study; Case Study Data; Baseline, Goals, and Trends; What Does the Data Tell Us?; Plan for Instruction.	12 Attendees; 8 Certified; 4 Classified	Instructor Led Course	4 Hours	Cost

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1002 511	EBAS Training	X.A.3-4	Summer PD: USP DATA-DRIVEN INSTRUCTION: ASSESSMENT, ANALYSIS, ACTION, AND CULTURE #12709	Data-driven instruction is the philosophy that schools should constantly focus on one simple question: are our students learning? Using data-based methods, schools can break from the traditional emphasis on what teachers apparently taught in favor of a clear fact-based focus on what students actually learned. Although each school is unique, effective data-driven instruction is almost always grounded on the following four key principals: Assessment, Analysis, Action, and Culture. This is a two (2) day professional development course. Each session is capped at 40 participants. Each teacher must choose one (1) two (2) day session to attend. Please note that you must attend the two (2) corresponding days May 30th - June 1st June 14th - 15th June 21st - 22nd. Springsteen Charter School Case Study, Teacher-Principal Role play, Intro to the Framework, Principles of Assessment, Douglass Street Case study, Leading Effective Analysis Meetings, Language of Leadership, Framework - Key Drivers for Assessment, Results Meeting Protocol.	Status Pending	Instructor Led Course	6.5 Hours	Cost
1002 511	EBAS Training	X.A.3-4	Summer PD (USP) C&I, Assessment and Program Evaluation SY 15-16 SchoolCity Quarterly Assessment Revision and Review. June 13 #12696	Participants will revise and review SchoolCity Quarterly benchmark assessments, including a writing assessment, to be used district-wide in SY2016-2017. This course provides participants the opportunity to develop a deeper knowledge of Curriculum 3.0, the assessment blueprints and how to create assessments in SchoolCity. Participants will develop new skills in SchoolCity, firsthand skills in creating assessments and expertise in the curriculum. Learning Objectives: 1. Understand how to use Curriculum 3.0 and the blueprints as a guide to create quarterly benchmark assessments Desired Outcome: 1. Participants create and	Status Pending	Instructor Led Course	3 Days	Cost
1002 511	EBAS Training	X.A.3-4	School City: How to create assessments for intervention groups	Participants will know to create a group based upon performance and create an assessment for a targeted intervention. The assessment cycle requires us to reassess any re-teaching to determine if the re-teach was successful. School City offers the ability to target specific individuals for re-assessment. School City's item bank offers a variety of rigorous items and item types that will help prepare our students for AzMERIT.	Participants: Teachers of Record, Interventionist	Face-to-Face	1 Hour	No Cost
1002 511	EBAS Training	X.A.3-4	School City: How to create and administer an item bank assessment	Participants will be able to create and administer an item bank assessment. School City's item bank offers a variety of rigorous items and item types that will help prepare our students for AzMERIT.	Participants: Volunteer teachers.	Face-to-Face	1-2 Hours	No Cost

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1002 511	EBAS Training	X.A.3-4	School City: Creating the TUSD Quarterly Benchmarks	Participants will know to use assessment blueprints, create and review aligned quarterly benchmarks. Interim assessments need to be rigorous and aligned to standards, blueprints, and the scope and sequence to be an effective tool for instruction.	Principals recommended teachers that have demonstrated capacity and potential in the realm of assessments.	Face-to-Face	2-4 Hours	Cost
1002 511	EBAS Training	X.A.3-4	AzMERIT Coordinator/Principal Training	Principals and Coordinators will understand the necessary processes to prepare, administer, and submit for the high stakes state assessment. Whether you are CBT, PBT, or once CBT and now PBT the tasks to prepare, administer and submit AzMERIT are very different. Whether you are CBT, PBT, or once CBT and now PBT the tasks to prepare, administer and submit AzMERIT are very different. Whether you are CBT, PBT, or once CBT and now PBT the tasks to prepare, administer and submit AzMERIT are very different.	Principals and or assessment coordinators	Face-to-Face	2 Hours	No Cost
415 1002 511	PLC EBAS Training	IV.I.4 X.A.3-4	School City: How as an instructional leader you can utilize the platform	Participants will know how to as an instructional leaders you use the School City STARS Suite to review reports and monitor progress. To facilitate the PLC process that instructional leaders need to understand how to access and interpret the data for benchmarks, summative assessments, common formatives, and formatives. To facilitate the PLC process that instructional leaders need to understand how to access and interpret the data for benchmarks, summative assessments, common formatives, and formatives.	Admins (C&I and Principal), Curriculum Service Providers, Dep't Chairs, Magnet Coordinator, LSC	Face-to-Face	1 hour	No Cost
511 603 1002	Targeted Ac. Interventions/ Supports Student Discipline Training for Sites EBAS Training	V.E.7.a-c &f, V.E.8.a-c & f VI.E.2 X.A.3-4	USP: MASS Mojave and TUSD Stats Training; (Course # 12295)	Training student success specialists on Mojave and TUSD Stats data and entry. Mojave / TUSDStats; How to pull discipline reports; How to note a students account; Refresher.	5 Attendees; 5 Classified	Instructor Led Course	1.5 Hours	No Cost

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