

APPENDIX VI – 27

CATEGORY	WHAT ARE PARTICIPANTS LEARNING?			WHY ARE THEY LEARNING IT?	ASSESSMENT (did they learn it?) and OBSERVATION (are they implementing it?)	
[C]IVILITY [D]ISCIPLINE	PRACTICES & PROGRAMS	DESCRIPTION	STRATEGIES	PURPOSE	Assessment (PD Rubric; post-PD quiz)	Observation and Outcomes Rubric (quantitative) or Narrative (qualitative) or Other (including data)
Does the PD focus on Civility, Discipline, or Both?	Professional Learning Opportunity (PLO)	Description of PLO	Supporting Strategies Learned from the PLO	Does research or other evidence support implementation of the selected strategies?		
PRACTICE: Restorative Practices						
CD	Restorative Practices 1: Instructional Strategy (Basic)	Incorporating social, emotional, cultural and intellectual assets into the curriculum and teaching strategies to better engage students. This professional learning opportunity focuses on how to use restorative practices as a proactive, in-class approach to engaging students, engaging curriculum, enhancing inclusiveness, and conducting problem-solving. This approach moves away from restorative practices as a response to a particular harm, and focuses on the asset-based functions of restorative practices as an instructional strategy.	In this PD, teachers will learn the following strategies: 1) Community Conferencing 2) Restorative Circles 3) Restorative Conferences 4) Restorative Conversations	Dignity, Disparity and Desistance: <i>Effective Restorative Justice Strategies to plug the "School to Prison Pipeline"</i> Maria Schiff, PhD; School of Criminology and Criminal Justice, Florida Atlantic University January 2013 Restorative Justice and Civil Society Edited by Heather Strang/John Braithwaite, Cambridge Press, 2001 Can Restorative Practices in a School Make a Difference? Educational Review, December 11, 2008 , Pgs. 405-417	PD Rubric	RP Questionnaire Seven RP Implementation Benchmarks [Student Relations] 1. Common Understanding 2. Foundational structures
CD	Restorative Practices 2: Instructional Strategy (Basic)	Incorporating social, emotional, cultural and intellectual assets into the curriculum and teaching strategies to better engage students. This professional learning opportunity focuses on how to use restorative practices as a proactive, in-class approach to engaging students, engaging curriculum, enhancing inclusiveness, and conducting problem-solving. This approach moves away from restorative practices as a response to a particular harm, and focuses on the asset-based functions of restorative practices as an instructional strategy.	In this PD, teachers will learn the following strategies: 1) Community Conferencing 2) Restorative Circles 3) Restorative Conferences 4) Restorative Conversations	Dignity, Disparity and Desistance: <i>Effective Restorative Justice Strategies to plug the "School to Prison Pipeline"</i> Maria Schiff, PhD; School of Criminology and Criminal Justice, Florida Atlantic University January 2013 Restorative Justice and Civil Society Edited by Heather Strang/John Braithwaite, Cambridge Press, 2001 Can Restorative Practices in a School Make a Difference? Educational Review, December 11, 2008 , Pgs. 405-417	PD Rubric	3. Collecting and analyzing Data 4. PD 5. Restorative language and culture 6. Family and student buy-in 7. School climate
CD	Restorative Practices 3: Targeted Restorative Practices	In-classroom strategies for teachers supported by Restorative Solutions Inc. will work with five teams consisting of teachers, counselors, Deans, RPPFs, MTSS and Administration. Five Pilot middle schools were selected based on high-need.	In this PD, teachers will learn how to direct students using the following strategies: 1) Peer Mediation 2) Peer Juries 3) Preventative Resolution 4) Post-Conflict Resolution	The Significance of Critical Theory for Restorative Justice in Education Review of Education, Pedagogy, and Cultural Studies, Dorothy Vaandering May 2010 Pgs.145-176 Denver Public Schools Restorative Justice and Disciplinary Reform Project, First and Second Year Reports, 2006-2008		
D	Restorative Practices 4: Drug, Alcohol, and Fighting Mediation	Social Workers and Counselors learned mediation strategies to resolve student conflict and skills and resources to provide drug and alcohol workshops to students.	In this PD, staff will learn how to direct students using the following strategies: 1) Peer Mediation 2) Peer Juries 3) Preventative Resolution 4) Post-Conflict Resolution	Augustine, Engberg, Lee, Wang, Christanson, & Joseph, 2018		
D	Restorative Practices 5: De-Escalation Training 1	Training was provided by Debi Neat, KOI trainer for De-Escalation. This workshop teaches staff the different phases of crisis escalation and the appropriate staff response to de-escalate a student who is losing emotional control. Participants will practice effective de-escalation and personal safety techniques, discuss and practice how to avoid triggering a student, and learn how to talk a student through an incident that has occurred to encourage self-management skills in the future.	In this PD, Administrators will learn the following: 1). Learn to recognize the stages of crisis behavior in order to respond appropriately. 2). Become conscious of our attitudes and professionalism when dealing with angry students. 3). Understand precipitating factors that lead to issues in the classroom. 4). Develop enhanced communication skills to deal with challenging behavior.	www.koi-education.com; http://www.sjcc.edu/PresidentOffice/Documents/De-Escalation%20GuidelinesMaster.pdf ; https://www.interventioncentral.org/behavior_calm_agitated_student . Gregory, Clawson, Davis, & Gerewitz, 2015.		

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D	Restorative Practices 6: De-Escalation Training 2	Training was provided by Debi Neat, KOI trainer for De-Escalation. This workshop teaches staff the different phases of crisis escalation and the appropriate staff response to de-escalate a student who is losing emotional control. Participants will practice effective de-escalation and personal safety techniques, discuss and practice how to avoid triggering a student, and learn how to talk a student through an incident that has occurred to encourage self-management skills in the future.	In this PD, Administrators will learn the following: 1). Learn to recognize the stages of crisis behavior in order to respond appropriately. 2). Become conscious of our attitudes and professionalism when dealing with angry students. 3). Understand precipitating factors that lead to issues in the classroom. 4). Develop enhanced communication skills to deal with challenging behavior.	www.koi-education.com; http://www.sjcc.edu/PresidentOffice/Documents/De-Escalation%20GuidelinesMaster.pdf ; https://www.interventioncentral.org/behavior_calm_agitated_student . Anyon, Gregory, Stone, Farrar, Jenson, McQueen, Downing, Greet, & Simmons, 2016.			RP Questionnaire Seven RP Implementation Benchmarks [Student Relations] 1. Common Understanding 2. Foundational structures 3. Collecting and analyzing Data 4. PD 5. Restorative language and culture 6. Family and student buy-in 7. School climate
CD	Restorative Practices 7: Anti-Bullying	This professional learning opportunity will occur during Wednesday PDs, and bullying-prevention assemblies for students. Staff PD will address supporting the victim and the bystander, and addressing the bully directly. Student assemblies will address kindness, respect, and the painful effects of bullying on the victim and the entire school community.	In this PD, teachers will learn the following strategies: 1) identifying and addressing bullying behaviors, including interpersonal skills for determining underlying reasons and victim support 2) leading best instructional practices that maintain student engagement, and decrease opportunities for inappropriate student interaction. 3) accessing and documenting intervention strategies, and the district's referral process for available student support resources.	Nansel, T. R., Overpeck, M. D., Haynie, D. L., Ruan, W. J., & Scheidt, P. C. (2003). Relationships between bullying and violence among US youth. Archives of Pediatrics & Adolescent Medicine, 157(4), 348-353. Saylor, C. F., & Leach, J. B. (2009). Perceived bullying and social support in students accessing special inclusion programming. Journal of Developmental and Physical Disabilities, 21(1), 69-80. Orpinas, P., & Horne, A. M. (2006). Bullying prevention: Creating a positive school climate and developing social competence. American Psychological Association.			

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PROGRAM: Positive Behavioral Interventions and Supports (PBIS)						
CD	PBIS 1(A): TIER I: Site Staff	The district is continuing to use the KOI materials for PBIS training and implementation at monthly district trainings. PBIS is the framework that is designed to enhance academic and social behavior outcomes for all students. TUSD staff will learn to use data to inform decisions regarding selection, implementation and progress monitoring of evidence based practice. They also will learn how to organize resources and systems to improve fidelity.	In this PD, teachers will learn the following strategies: 1) Using school level data to determine the needs of all students 2) How to teach students behavior expectations using Lesson Plans 3) Strategies for positively reinforcing correct behaviors 4) How to identify the form and function of behaviors to correctly shape behavior	http://www.koi-education.com/pbis/ ; http://www.azed.gov/specialeducation/pbis/ . Sugai, et al., 2000. Bradshaw, Waasdorp, and Leaf, 2012. Lewis & Sugai, 1999.	PD Rubric	PBIS Matrix (seven questions) PBIS Observation Rubric with five benchmarks: 1. Context 2. Input 3. Fidelity 4. Impact 5. Replication
	PBIS 1(B): TIER I: Administrators					Review of Monthly Discipline Reports
	PBIS 1(C): TIER I: Central Support Staff					Post-Assessment Evaluation, "Benchmark of Quality" survey (in development)
CD	PBIS 2: TIER I: Online (True North Logic)	The district is continuing to use the KOI materials for PBIS training and implementation at monthly district trainings. PBIS is the framework that is designed to enhance academic and social behavior outcomes for all students. TUSD staff will learn to use data to inform decisions regarding selection, implementation and progress monitoring of evidence based practice. They also will learn how to organize resources and systems to improve fidelity.	In this PD, teachers will learn the following strategies 1) Reinforcing positive student behavior 2) Using PBIS language 3) Review Tier 1 skills	Safran & Oswald, 2003. Wilson, Gottfredson, & Najaka, 2003.	PD Rubric Post-PD Quiz	
CD	PBIS 3: TIER II & III: Site Staff	The district is continuing to use the KOI materials for PBIS training and implementation at monthly district trainings. PBIS is the framework that is designed to enhance academic and social behavior outcomes for all students. TUSD staff will learn to use data to inform decisions regarding selection, implementation and progress monitoring of evidence based practice. They also will learn how to organize resources and systems to improve fidelity.	In this PD, teachers will learn the following strategies: 1) Using school level data to determine the needs of all students 2) How to teach students behavior expectations using Lesson Plans 3) Strategies for positively reinforcing correct behaviors 4) How to identify the form and function of behaviors to correctly shape behavior	http://www.koi-education.com/pbis/ ; http://www.azed.gov/specialeducation/pbis/ . Bradshaw, Mitchell, & Leaf, 2010. Sadler & Sugai, 2008.		

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D	<p>PBIS 4(A). Classroom Management</p> <p>NTIP @ SANTA RITA</p>	<p>Part 1-This seminar will focus on providing teachers the tools to create a positive and proactive classroom management system. Part 2 This seminar is a continuation of Part 1 and will focus on providing teachers time to reflect on their current classroom management system. The class will further explore district specific initiatives such as the Student Code of Conduct, PBIS, and growth mindset in relation to classroom management and procedures.</p>	<ul style="list-style-type: none"> o Using the Elements of Effective Classroom Management (Marzano), teachers will identify and establish procedures for implementation in their classrooms. o Participants will correlate management strategies with the district PBIS initiatives. o Participants will create an action plan of procedures and routines for immediate implementation. 	<p>Wong, Harry & Rosemary (2014). The Classroom Management Book.</p> <p>Harlacher, Jason E. (2015). Designing Effective Classroom Management (foreword by Robert J. Marzano).</p>	<p>Assessment (PD Rubric; post-PD quiz)</p>	<p>Observation and Outcomes Rubric (quantitative) or Narrative (qualitative) or Other (including data)</p> <p>PBIS Matrix (seven questions)</p> <p>PBIS Observation Rubric with five benchmarks:</p> <ol style="list-style-type: none"> 1. Context 2. Input 3. Fidelity 4. Impact 5. Replication <p>Review of Monthly Discipline Reports</p>
D	<p>PBIS 4(B). Classroom Management</p> <p>SEMINARS AT VARIOUS LOCATIONS</p>	<p>Part 1-This seminar will focus on providing teachers the tools to create a positive and proactive classroom management system. Part 2 This seminar is a continuation of Part 1 and will focus on providing teachers time to reflect on their current classroom management system. The class will further explore district specific initiatives such as the Student Code of Conduct, PBIS, and growth mindset in relation to classroom management and procedures.</p>	<ul style="list-style-type: none"> o Using the Elements of Effective Classroom Management (Marzano), teachers will identify and establish procedures for implementation in their classrooms. o Participants will correlate management strategies with the district PBIS initiatives. o Participants will create an action plan of procedures and routines for immediate implementation. 	<p>Wong, Harry & Rosemary (2014). The Classroom Management Book.</p> <p>Harlacher, Jason E. (2015). Designing Effective Classroom Management (foreword by Robert J. Marzano).</p>		
D	<p>PBIS 4(C). Classroom Management</p> <p>BOOTH FICKETT</p>	<p>Part 1-This seminar will focus on providing teachers the tools to create a positive and proactive classroom management system. Part 2 This seminar is a continuation of Part 1 and will focus on providing teachers time to reflect on their current classroom management system. The class will further explore district specific initiatives such as the Student Code of Conduct, PBIS, and growth mindset in relation to classroom management and procedures.</p>	<ul style="list-style-type: none"> o Using the Elements of Effective Classroom Management (Marzano), teachers will identify and establish procedures for implementation in their classrooms. o Participants will correlate management strategies with the district PBIS initiatives. o Participants will create an action plan of procedures and routines for immediate implementation. 	<p>Wong, Harry & Rosemary (2014). The Classroom Management Book.</p> <p>Harlacher, Jason E. (2015). Designing Effective Classroom Management (foreword by Robert J. Marzano).</p>		
D	<p>PBIS 5. Academic and Behavioral Support</p>	<p>In these PD sessions, Administrators will learn:</p> <ol style="list-style-type: none"> 1). The process of the Multi-Tiered System of Support program in TUSD. 2). The job description and primary duties of an MTSS Facilitator and an MTSS Lead 3). Strategies for supporting students with high needs behaviors 4). The definition of interventions and identify tiers of support 	<p>Multi-Tiered System of Support - Supporting Academics, Behavior, and Social Emotional needs of all students. Training for administrators to provide knowledge of the MTSS process, documentation requirements via Clarity, and support for behavior within the MTSS process. Trainings provided on 9/6/19, 10/4/19, 11/15/19</p>	<p>https://tusd.clarity.brightbytes.net/;</p> <p>www.koi-education.com/resources;</p> <p>https://www.pbisworld.com</p>		

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PRACTICE: Culturally Responsive Pedagogy						
CD	CRP 1: "SPARKS" Targeted Training	CRPI department staff will provide support to all schools. SPARKS is job-embedded training on the six elements of culturally responsive practices, or "SPARKS". The additional professional development will consist of mentoring, coaching, and job-embedded training, and on-going observation and reflection protocol to implement strategies to improve inclusiveness, civility, and students' social emotional learning.	In this training, teachers will be provided strategies on the development of the following: 1) Student-centered dialogic learning 2) Positive learning communities in the classroom 3) Academic & Ethnic identity via curriculum 4) Rigor through critical thinking skills 5) Knowledge co-creation approaches 6) Social Justice approaches and projects	Hammond, Zaretta (2015). Culturally Responsive Teaching & The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students. Thousand Oaks, Ca Gay, G. (2013). Teaching to and through cultural diversity. Curriculum Inquiry, 43, 48-70. González, N., Moll, L.C., Tenery, M.F., Rivera, A., Rendon, P., Gonzalez, R., & Amanti, C (1995). Funds of knowledge for teaching in Latino households. Urban Education, 29, 443-470.	PD Rubric CRP Exit Survey of participants to 1) gauge understanding of funds of knowledge framework 2) integrate students' cultural knowledge into the curriculum and teaching 3) understand and implement SPARKS tenets	Observation and Coaching for CRC Teachers
CD	CRP 2: Multicultural Social Studies	An exploration of cultural, ethnic, racial, gender, and linguistic similarities and differences, through MC Literature to enable students and teachers to gain a better understanding of both their own culture and the cultures of others in order to reduce bias, bullying and prejudice at school sites. MC Director will provide job-embedded training and support for all middle school sixth grade social studies teachers throughout the District.	In this PD, teachers will learn the following strategies: 1) How to leverage cultural capital of students as effective pedagogical tools. 2) Use literature to build ethnic identity development essential for safe, and inclusive school ecologies. 3) Development of lessons based on constructivist theory.	Moll, L.C. & Gonzalez, N. (2004). Engaging Life: A funds of knowledge approach to multicultural education.	Reconstructed Lesson Plans	Reconstructed Lesson Plans Direct Observation Review of Student Work
CD	CRP 3: Fostering Inclusive Culture and Climate	Susan Osiago, Director of Multicultural Curriculum, and her staff provided job-embedded training at twenty-two schools during Wednesday PD sessions. These professional learning opportunities help teachers, site staff, and students establish a caring, supportive, and respectful class and school climate using multicultural curriculum and literature.	In this PD, teachers will learn the following strategies: (a) Building an understanding of their students using an intersectionality framework (b) how to develop high-interest, high-engagement culturally-relevant curriculum and lesson plans based on an understanding of students' culture (c) how to teach students based on an understanding of students' culture.	Moll, L.C. & Gonzalez, N. (2004). Engaging Life: A funds of knowledge approach to multicultural education.	Reconstructed Lesson Plans	Reconstructed Lesson Plans Direct Observation Assessing Student Work
CD	CRP 4: Culturally-Responsive Trauma-Informed Practices	The workshops will teach participants about the effects of trauma on students, how to identify when students are experiencing trauma, and how to support students through interventions. The workshop will also explore healing-centered engagement to support the health and wellness of students while addressing their trauma.	In this PD, teachers will learn the following strategies: 1) Understanding the core tenants of cultural humility 2) Review the different forms microaggressions and personal identity 3) Review trauma and how it is manifest in our schools, and understand how to address trauma 4) Outline interventions to address trauma and analyze vignettes	Ko, S. J., Ford, J. D., Kassam-Adams, N., Berkowitz, S. J., Wilson, C., Wong, M., ... & Layne, C. M. (2008). Creating trauma-informed systems: child welfare, education, first responders, health care, juvenile justice. Professional psychology: Research and practice, 39(4), 396. Dorado, Martinez, M., McArthur, L. E., & Leibovitz, T. (2016). Healthy Environments and Response to Trauma in Schools (HEARTS): A whole-school, multi-level, prevention and intervention program for creating trauma-informed, safe and supportive schools. School Mental Health, 8(1), 163-176.	PD Rubric	Student Relations Data Review

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CD	CRP 5: Targeted Culture and Climate	This learning opportunity will facilitate the development of an anti-bullying culture and climate that promotes civility, including: enhancing stakeholder skills in facilitating courageous dialogues regarding race, implicit bias, bullying prevention, and community building with all stakeholder groups. This specific approach is targeted towards schools with specific issues.	In this PD, teachers will learn the following strategies: 1) Identifying bullying 2) Identify the types of bullies 3) Ways to address and reduce bullying	Nansel, T. R., Overpeck, M. D., Haynie, D. L., Ruan, W. J., & Scheidt, P. C. (2003). Relationships between bullying and violence among US youth. Archives of Pediatrics & Adolescent Medicine, 157(4), 348-353. Saylor, C. F., & Leach, J. B. (2009). Perceived bullying and social support in students accessing special inclusion programming. Journal of Developmental and Physical Disabilities, 21(1), 69-80. Orpinas, P., & Horne, A. M. (2006). Bullying prevention: Creating a positive school climate and developing social competence. American Psychological Association.		Observations and Walkthroughs	
CD	CRP 6: Targeted Trauma-Informed, SEL	This training is designed to teach students to manage their emotions and interactions effectively, become effective problem-solvers, gain a better sense of self, and learn empathy. SEL Learning at DAEP focuses on two of the six researched-based SEL competencies: Self-Management and Responsible Decision-Making (the others are Self Awareness, Social Awareness, and Relationship Skills). These two competencies center on developing students' abilities to identify and constructively handle both positive and challenging emotions, and to build capacity to take action, sustain motivation, and persevere through challenge toward an identified goal. To develop these skills in students, the training begins with building staff members' capacity to understand how trauma affects student behavior and how trauma manifests and creates barriers for proper SEL.	In this PD, teachers will learn the following strategies - from the lenses of being Trauma Informed /Responsive in: 1) Understanding and Intensifying Triggers 2) Importance and barriers to healthy relationships 3) De-Escalation 4) Classroom Management	This SEL definition is provided by the Collaborative for Academic, Social, and Emotional Learning (CASEL) in their glossary of terms and as a guide to their thinking about individual social and emotional skills. This selection of domains of practice was based on prior research done by the David Weikert Center, University of Michigan, University of Illinois Urbana-Champaign and other organizations under the funding of Susan Crown Exchange Foundation.		DAEP Observations	
CD	CRP 7: LGBTQ Cultural Responsiveness and Best Practices	The workshops will teach participants about the impact of stigma and ways to ensure interactions and services are inclusive for LGBTQ youth.	In this PD, teachers will learn the following strategies: 1) Understanding terms and definitions 2) Understanding and identifying protective factors 3) Awareness of personal biases and implementing an effective communication process 4) How to create an inclusive physical environment	Southern Arizona Aids Foundation provided the research and background supporting this training		Counselor Observations	
CD	CRP 8: Trauma Training (External)	Training focuses on : 1. Self Management. 2.) Responsible Decision Making.	Teachers/Administrators will learn the following strategies: 1.. Triggers. 2. barriers to healthy relationships. 3. De-escalation.	1. David Weikert Center, University of Michigan, University of Illinois, Urbana, Champaign. 2. Susam Crown Exchange Foundation			

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PROGRAM: Culturally Relevant Courses						
CD	CR1: Civility and Inclusiveness	Civility and Inclusiveness in the context of CRCs: how are we teaching students how to be civil and inclusive through their participation in CRCs? CRPI staff has conducted training district-wide on the implementation of restorative circles as a dialogical approach and instructional strategy. These strategies promote mutual respect, civility and inclusion of participants within the circle process. When used regularly, this approach impacts the culture of the classroom and the teacher-student and student-student interactions.	In this PD, teachers will be trained in: 1) restorative, dialogic circles in instruction 2) research on effectiveness of this approach 3) implementation	Katherine Evans & Dorothy Vaandering, The Little Book of Restorative Justice in Education, Good Books New York, NY 2016 Howard Zehr, The Little Book of Restorative Justice. Good Books New York, NY 2002	N/A	Seven RP Implementation Benchmarks [Student Relations] 1. Common Understanding 2. Foundational structures 4. PD 5. Restorative language and culture 6. Family and student buy-in 7. School climate Observation and Coaching for CRC Teachers
ADDITIONAL PROFESSIONAL DEVELOPMENT						
D	Restorative Practices 8: Student Code of Conduct: Basic	Understanding the Student Code of Conduct and major revisions from the GSRR; basics of behavior and discipline-related data entry through Clarity, Synergy, and Forms. Capacity to use resources for guidance. Clarification of definitions for violations and actions.	Staff members learned the following: 1) how to define and address exclusionary consequences 2) understanding and applying action levels 3) understanding guidelines to apply actions 4) understanding violation charts	N/A		
D	APD 1: Student Code of Conduct: On-line	Understanding the Student Code of Conduct and major revisions from the GSRR; basics of behavior and discipline-related data entry through Clarity, Synergy, and Forms. Capacity to use resources for guidance. Clarification of definitions for violations and actions.	Staff members learned the following: 1) how to define and address exclusionary consequences 2) how to provide students with due process 3) understanding and applying action levels 4) understanding guidelines to apply actions 5) understanding violation charts	N/A		
D	APD 2: Student Code of Conduct: Administrators	Student Code of Conduct site-specific and classroom-specific scenarios	Administrators learn to do the following: 1) applying the code appropriately (including appropriately addressing certain violations) 2) avoiding common mistakes in applying the code 3) accurate data entry	N/A		

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D	APD 3(A) Data Entry	Basics of behavior and discipline-related data entry through Clarity, Synergy, and Forms. Capacity to use resources for guidance. Clarification of definitions for violations and actions.	Staff members learned the following: 1) how to input behavior/discipline data into Clarity and Synergy 2) when to input data into either system 3) how to retrieve behavior/discipline data from each system 4) how to graph/chart behavior/discipline data 5) how to analyze behavior/discipline data	N/A	PD Rubric	
D	APD 3(B) Data Entry			N/A	PD Rubric	
D	APD 3(C) Data Entry	To train all principals and APs in proper use of discipline data entry for referrals.	Administrators learned the following: 1) proper coding 2) definitions 3) appropriate platforms for entering different types of discipline data	N/A	Trainers used scenarios based on real fact-patterns to assess participants' understanding of proper discipline data entry protocol	