Combined Professional Learning Plan for Discipline and Inclusivity

In his report dated February 27, 2018, the Special Master recommended that the District take seven specific steps by the beginning of the 2018-19 school year, such as hiring a Coordinator of Discipline. He also recommended that the District report on how it would implement professional learning (PL) in the areas of discipline and inclusivity.[1] The District implemented all seven steps, developed professional learning plans for discipline and inclusivity, and implemented the learning plans during the 2018-19 school year.

In its order dated September 6, 2018 (ECF 2123), the Court directed the District to file a Professional Learning Plan for discipline. In essence, the District is now filing year two of its Plan, having implemented some components of the plan in SY 2018-19 to ensure teachers, principals, and other relevant staff were using discipline strategies uniformly. This plan includes a chart that reports professional learning opportunities that occurred in SY2018-19 (Attachment 1)[2], a chart reflecting professional learning opportunities planned for SY2019-20 (Attachment 2), and a narrative plan outlining the professional learning opportunities planned for SY2019-20 (Attachment 3).

A. Theory of Action

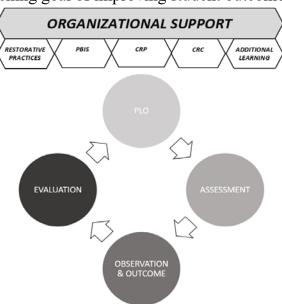The plan operates from the following underlying theory of action:
- The District will design or provide PL that is engaging and interactive
- PL should: occur during the school or contract day; be research- or evidence-based; address both civility and discipline where possible, as they are interrelated; and contribute to inclusive and supportive cultures and climates in schools
- The District will be proactive in assessing PL to understand participant reactions and learning in order to improve future PL
- The District will be proactive in evaluating PL to understand whether and to what extent participants use the learned the knowledge, skills, and strategies taught
- The District will seek to utilize PL to educated and empower in order to prevent problems, rather than as a reactive solution to issues that have already occurred
- The District will measure the effectiveness of PL through observation, data analysis, and evaluations of relevant student outcomes

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[1] The professional learning plans for discipline and civility overlap; the attached charts and plans address professional learning opportunities that address civility, those that address discipline, and those that are relevant to both civility and discipline.

[2] Rather than waiting until the final plan was developed, the District began implementing various components of the plan in SY2018-19 even as it continued to develop other components. Thus, the SY2018-19 chart does not include information in each cell.

B. Framework for Delivery, Assessment, Observation and Evaluation.

The Framework describes the organization support for a four-part process for designing, delivering, assessing, improving, and evaluating the effectiveness of professional learning opportunities based on three research-based critical levels of evaluation[3] with an overarching goal of improving student outcomes.

The District works to ensure organizational support for the broad category under which each Professional Learning Opportunity (PLO) sits, and for the overall four-part process. The District designs research- or evidence-based, engaging and interactive PLOs in one of five categories: Restorative Practices, PBIS, Culturally Responsive Pedagogy, Culturally Relevant Courses, and Additional Professional Learning (APL). PLOs should occur during the school or contract day, address both civility and discipline where possible, and contribute to school culture and climate. The District assesses each PLO to gauge participants' reactions and learning. Assessment is a two-way process where providers and participants learn from each other. The District observes participants in classroom or school settings, and reviews and analyzes outcomes, to understand participants' use of new knowledge, skills, and strategies taught. Finally, the District evaluates the effectiveness of PLOs based on the results of the assessments, observations, and outcome analyses. Evaluation is then used to strengthen future PLOs, to address identified deficiencies in participants' practice, and to improve overall program design, implementation and follow-up for the subsequent cycle.

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[3] The four-part model is based on Dr. Thomas R. Guskey's five critical levels of professional development evaluation. See Guskey, Thomas R., March 2002, *"Does It Make a Difference? Evaluating Professional Development"* (http://www.ascd.org/publications/educational-leadership/mar02/vol59/num06/Does-It-Make-a-Difference%C2%A2-Evaluating-Professional-Development.aspx)

1. Organizational Support

Within each of the five discipline professional learning categories, District leadership and support staff (including leads, developers, providers/facilitators, and target audiences) must communicate with the goal of ensuring that all stakeholders are clear on the District's organizational support for the program/practice by:

- advocating for the professional learning

- supporting, accommodating, and facilitating the implementation of the programs, practices, and supporting strategies

- recognizing the importance of the programs or practices and aligning them with the district's strategic goals and priorities

District leadership, school leaders, and all supporting central departments, have and will continue to advocate for all four programs/practices, and to support, accommodate, and facilitate the implementation of the programs, practices, and supporting strategies to support a comprehensive and collaborative approach to behavior, discipline, classroom management, and the creation and maintenance of supportive, civil, and inclusive learning environments.

2. Assessment

Professional Learning must include, at its core, "learning opportunities" (growth mode) not merely "information sharing" (monitoring mode). Assessment is a two-way process whereby PL developers and providers learn from participants how they can improve the effectiveness of the PL for future participants, and participants learn from the providers how they can improve their practice in meaningful and practical ways (beyond merely receiving information).

Assessment has two parts: (a) participants' reactions *(initial satisfaction with the PL experience)*, and (b) participants' learning *(understanding of content and strategies taught during the PL)*. First, we gather information from participants' reactions through exit surveys, a PL Rubric, and other tools as needed. We then analyze this information to improve the delivery, design, quality, or order of activities for the next iteration of the professional learning opportunity. Next, we gauge participants' learning of content and new skills. There are many approaches to checking participants' understanding of content and material, including but not limited to: simulations, demonstrations, reflections, verbally checking for understanding, requiring participants to apply information to scenarios and hypotheticals, or quizzes at the end of training opportunities.

3. Observation and Outcomes

Depending on the type of professional learning *(one-time, multi-session, job-embedded, etc.)*, relevant staff will observe participants' practice and/or review artifacts and data to gauge the effectiveness of learned strategies. Generally, the department responsible for developing and providing the PL is also responsible for conducting observational walkthroughs at schools and in classrooms or using other tools *(questionnaires, interviews, etc.)*. The goal is to observe participants in schools and classrooms to gauge how well, or whether, they are using the learned strategies.

Information gathered through observation and review is supplemented with analyses of student outcomes, which can include cognitive outcomes *(performance and achievement)*, affective outcomes *(attitudes and dispositions)*, and psychomotor outcomes *(skills and behaviors)*. The District measures outcomes by reviewing student data and records, questionnaires, surveys, interviews, or other information.

4. Evaluation

Developers use information gathered during the Assessment phase to improve PL. Evaluators use information gathered in the Observation and Outcomes phase to gauge the effectiveness of PL opportunities, improve future opportunities, or to determine that the District needs to examine new programs or practices, or new methods for teaching strategies under a particular program or practice. When evaluations reveal implementation deficiencies, evaluators work with developers and providers to adjust the training, eliminate the training, or to find alternative strategies or delivery methods to improve the training of particular strategies.

After analyzing the feasibility of developing and using a single, multi-use observational rubric, the District decided that certain trainings were distinct enough to warrant qualified persons in each field (SEL, CRP, PBIS, etc.) to do observations using specific rubrics to provide coaching and job-embedded support while observing, and to assess implementation of strategies to strengthen the PLO where needed. As it builds capacity in the future, the District may revisit the development and use of a single, comprehensive, multi-use observational rubric.

C. **Professional Learning Provided to Teachers and Administrators.**

This section includes two parts: professional learning that was already provided in SY2018-19 and professional learning planned for SY2019-20.

1. **SY2018-19 Report on Discipline and Inclusiveness Professional Learning**

The attached chart outlines discipline and inclusiveness trainings that occurred in SY 2018-19 for teachers, principals, and other relevant personnel in five categories: Restorative Practices, PBIS, Culturally Responsive Pedagogy (CRP), Culturally Relevant Courses (CRC), and additional professional learning (APL).[4]

For each professional learning opportunity (PLO), the chart identifies the program or practice category (RP, PBIS, CRP, CRC, APL)[5], briefly describes the training, and outlines the specific strategies participants will learn.

The chart also identifies research materials that provide evidence of the need for, and efficacy of, the selected strategies. Finally, the chart addresses assessment and evaluation. Assessment generally occurs during and/or immediately after the training; observation occurs later. Wherever possible, observers provide job-embedded learning based on assessments of individual performance. Job-embedded training provides administrators and teachers with new learning that relates directly to an immediately observed practice, and may include a demonstration of effective practice, direct coaching, or recommendations to various resources.

Information from both components is then evaluated to improve future training, provide feedback to improve participants' practice (guidance, re-teaching, job-embedded training, teacher support, etc.), develop supportive actions or supportive action plans, and improve the effectiveness of programs, practices, and strategies.

The District began implementing various components of the plan in SY2018-19, even as it continued to develop other components. Thus, the SY2018-19 chart does include information in each cell but demonstrates the first phase of the evolution of the plan as the District applied certain aspects of the plan to PL occurring in SY2018-19.

2. **SY2019-20 Discipline Professional Learning Plan**

The District has developed its proposed professional learning plan for SY2019-20, based on the framework described above. As the year progresses, the District may add, modify, or delete opportunities based on data or other analysis. This plan reflects two

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[4] See Attachment 1, 2018-19 Discipline and Inclusivity Professional Learning Chart.

[5] The categories include Restorative Practices (RP), Positive Behavioral Interventions and Supports (PBIS), Culturally Responsive Pedagogy (CRP), Culturally Relevant Courses (CRCs), and Additional Professional Learning (APL). The categories are not mutually exclusive: many of the professional learning opportunities (PLOs) related to civility and/or discipline include aspects of more than one category; categorization is used merely to help organize PLOs into the framework.

key professional learning priorities for the District: understanding the Student Code of Conduct and Classroom Management. In SY 2019-20, the District will hold a session on each topic once a month at the Instructional Leadership Academy (ILA) for small groups of principals and assistant principals, led by the Student Relations department and others. Sessions are designed to address these key priorities and to ensure that every site leader is familiar with the Code and the District's approach to classroom management.[6]

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[6] See Attachment 2, 2019-20 Discipline and Inclusivity Professional Learning Plan.

ATTACHMENT 1

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: *Effective Restorative Justice Strategies to plug the "School to Prison Pipeline"* 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: *Effective Restorative Justice Strategies to plug the "School to Prison Pipeline"* 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.		

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?		
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 bull+E18ying and violence among US youth. Archives of Pediatrics & Adolescent Medicine, 157(4), 348-353. Saylor, C. F., & Leach, J. B. (2009). Perceived bullying and social support in students accessing special inclusion programming. Journal of Developmental and Physical Disabilities, 21(1), 69-80. Orpinas, P., & Horne, A. M. (2006). Bullying prevention: Creating a positive school climate and developing social competence. American Psychological Association.		

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?		
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
CD	PBIS 1(B): TIER I: Administrators					Review of Monthly Discipline Reports
CD	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.		

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?		
D	PBIS 4(A). Classroom Management NTIP @ SANTA RITA	**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.	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.	Wong, Harry & Rosemary (2014). The Classroom Management Book. Harlacher, Jason E. (2015). Designing Effective Classroom Management (foreword by Robert J. Marzano).		**PBIS Matrix (seven questions)** **PBIS Observation Rubric with five benchmarks:** 1. Context 2. Input 3. Fidelity 4. Impact 5. Replication **Review of Monthly Discipline Reports**
D	PBIS 4(B). Classroom Management SEMINARS AT VARIOUS LOCATIONS	**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.	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.	Wong, Harry & Rosemary (2014). The Classroom Management Book. Harlacher, Jason E. (2015). Designing Effective Classroom Management (foreword by Robert J. Marzano).		**Post-Assessment Evaluation, "Benchmark of Quality" survey (in development)**
D	PBIS 4(C). Classroom Management BOOTH FICKETT	**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.	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.	Wong, Harry & Rosemary (2014). The Classroom Management Book. Harlacher, Jason E. (2015). Designing Effective Classroom Management (foreword by Robert J. Marzano).		
D	PBIS 5. Academic and Behavioral Support	In these PD sessions, Administrators will learn: 1). The process of the Multi-Tiered System of Support program in TUSD. 2). The job description and primary duties of an MTSS Facilitator and an MTSS Lead 3). Strategies for supporting students with high needs behaviors 4). The definition of interventions and identify tiers of support.	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	https://tusd.clarity.brightbytes.net/; www.koi-education.com/resources; https://www.pbisworld.com		

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: 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**

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?		
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	Survey Assessment	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-escaltion.	1. David Weikert Center, University of Michigan, Iniversity of Illinois, Urbana, Champaign. 2. Susam Crown Exchange Foundation		

ATTACHMENT 1: DISCIPLINE AND INCLUSIVITY PL CHART
SCHOOL YEAR 2018-19

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?		
PROGRAM: Culturally Relevant Courses						
CD	CRC 1: Civility and Inclusiveness	Civility and Inclusiveness in the context of CRCs: how are we teaching students how to be civil and inclusive through their participation in CRCs? CRPI staff has conducted training district-wide on the implementation of restorative circles as a dialogical approach and instructional strategy. These strategies promote mutual respect, civility and inclusion of participants within the circle process. When used regularly, this approach impacts the culture of the classroom and the teacher-student and student-student interactions.	In this PD, teachers will be trained in: 1) restorative, dialogic circles in instruction 2) research on effectiveness of this appoach 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) understasnding 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) understasnding 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		

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
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?		Rubric (quantitative) or Narrative (qualitative) or Other (including data)
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 propert discipline data entry protocol	

ATTACHMENT 2

ATTACHMENT 2

DISCIPLINE AND INCLUSIVITY PROFESSIONAL LEARNING CHART

SCHOOL YEAR 2019-20

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)				ASSESSMENT, OBSERVATION, AND EVALUATION		
PLO Category, Title, and Focus *Focus: Does the PLO focus on Civility, Discipline, or Both?*	Description of PLO	Supporting Strategies Learned from the PLO	Does research or other evidence support implementation of the selected strategies?	Assessment (PL Rubric; post-PL quiz)	Observation and Outcomes Rubric (quantitative) or Narrative (qualitative) or Other (including data)	Evaluation improve future PLOs **Identify Strengths and Deficiencies:** Data Analysis, Evidence of Effectiveness, Implementation Review **Address Deficiencies:** Modify or Eliminate PLO; Identify New PLO and/or New Supporting Strategies
PRACTICE: Restorative Practices						
Restorative Practices 1: **Instructional Strategy (Basic)** *Civility & Discipline*	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 PLO, teachers will learn the following strategies: 1) Community Conferencing 2) Restorative Circles 3) Restorative Conferences 4) Restorative Conversations	Dignity, Disparity and Desistance: *Effective Restorative Justice Strategies to plug the "School to Prison Pipeline"* 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			
Restorative Practices 2: **Instructional Strategy (Targeted)** *Civility & Discipline*	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 PLO, teachers will learn the following strategies: 1) Community Conferencing 2) Restorative Circles 3) Restorative Conferences 4) Restorative Conversations	Dignity, Disparity and Desistance: *Effective Restorative Justice Strategies to plug the "School to Prison Pipeline"* 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	PL Rubric	**RP Implementation (RPI) Benchmark Questionnaire** 1. Common Understanding 2. Foundational structures 3. Collecting and analyzing Data 4. PL 5. Restorative language and culture 6. Family and student buy-in 7. School climate **Review of Monthly and Quarterly Discipline Reports**	**What is Evaluated?:** PL Rubric, RPI Benchmark Questionnaire, Monthly/Quarterly Discipline Reports **Who Evaluates and How?** Student Relations analyzes the rubric results to identify potential instructional delivery modifications (teaching style, engagement, activities, etc.) SR uses a predetermined cut-score to identify schools as proficient or non-proficient in each of the seven RPI Benchmarks. SR analyzes whether deficiencies are site-based or systemic. If site-based, SR will identify the root cause(s) of the deficency(ies) and address with the site. For systemic deficiencies (trends across schools), SR will analyze the PLO and make appropriate modifications (replace a strategy or strategies; replace the PLO) SR uses monthly/quarterly discipline data to find correlations between non-proficiency and discipline outcomes, in some cases resulting in supportive actions or supportive action plans
Restorative Practices 3: **Targeted Restorative Practices** *Civility &*	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 PLO, 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			
Restorative Practices 4: **Drug, Alcohol, and Fighting Mediation** *Discipline*	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 PLO, staff will learn how to direct students using the following strategies: 1) Peer Mediation 2) Peer Juries 3) Preventative Resolution 4) Post-Conflict Resolution	Can Restorative Practices Improve School Climate and Curb Suspensions? An Evaluation of the Impact of Restorative Practices in a Mid-Sized Urban School District. Augustine, Engberg, Grimm, Lee, Wang, Christanson, & Joseph, 2018 Implementing Restorative Justice: A Guide for Schools (available at www.sccgov.org/sites/pdo/ppw/SESAP/Documents/SCHOOL%20RJP%20GUIDEBOOOK.pdf) Using Youth Courts as a Supportive School Discipline Practice, Dep't of Justice and U.S. Dep't of Education Webinar featuring Teen Court in Tucson Coordinator Kate Spaulding.			
Restorative Practices 5: **De-Escalation Training 1** *Discipline*	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 PLO, 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.	Restorative Interventions and School Discipline Sanctions in a Large Urban School District, Anyon, Gregory, Stone, Farrar, Jenson, McQueen, Downing, Greet, & Simmons, 2016 The Promise of Restorative Practices to Transform Teacher-Student Relationships and Achieve Equity in School Discipline, Gregory, Clawson, Davis, & Gerewitz, 2015 Dealing with Students of Concern: Using Verbal De-escalation; (available at http://www.sjcc.edu/PresidentOffice/Documents/De-Escalation%20GuidelinesMaster.pdf) How To: Calm the Agitated Student: Tools for Effective Behavior Management (available at https://www.interventioncentral.org/behavior_calm_agitated_student)			

ATTACHMENT 2

DISCIPLINE AND INCLUSIVITY PROFESSIONAL LEARNING CHART

SCHOOL YEAR 2019-20

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)				ASSESSMENT, OBSERVATION, AND EVALUATION		
PLO Category, Title, and Focus *Focus: Does the PLO focus on Civility, Discipline, or Both?*	**Description of PLO**	**Supporting Strategies Learned from the PLO**	**Does research or other evidence support implementation of the selected strategies?**	**Assessment** (PL Rubric; post-PL quiz)	**Observation and Outcomes** Rubric (quantitative) or Narrative (qualitative) or Other (including data)	**Evaluation** improve future PLOs **Identify Strengths and Deficiencies:** Data Analysis, Evidence of Effectiveness, Implementation Review **Address Deficiencies:** Modify or Eliminate PLO; Identify New PLO and/or New Supporting Strategies
PRACTICE: Restorative Practices Continued						
Restorative Practices 6: **De-Escalation Training 2** *Discipline*	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 PLO, 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.	Restorative Interventions and School Discipline Sanctions in a Large Urban School District, Anyon, Gregory, Stone, Farrar, Jenson, McQueen, Downing, Greet, & Simmons, 2016 The Promise of Restorative Practices to Transform Teacher-Student Relationships and Achieve Equity in School Discipline, Gregory, Clawson, Davis, & Gerewitz, 2015 Dealing with Students of Concern: Using Verbal De-escalation; (available at http://www.sjcc.edu/PresidentOffice/Documents/De-Escalation%20GuidelinesMaster.pdf) How To: Calm the Agitated Student: Tools for Effective Behavior Management (available at https://www.interventioncentral.org/behavior_calm_agitated_student)	PL Rubric	**RP Questionnaire** **Seven RP Implementation Benchmarks [Student Relations]** **1. Common Understanding** **2. Foundational structures** **3. Collecting and analyzing Data** **4. PL** **5. Restorative language and culture** **6. Family and student buy-in** **7. School climate**	**What is Evaluated?:** PL Rubric, RPI Benchmark Questionnaire, Monthly/Quarterly Discipline Reports **Who Evaluates and How?** Student Relations analyzes the rubric results to identify potential instructional delivery modifications (teaching style, engagement, activities, etc.) SR uses a predetermined cut-score to identify schools as proficient or non-proficient in each of the seven RPI Benchmarks. SR analyzes whether deficiencies are site-based or systemic. If site-based, SR will identify the root cause(s) of the deficency(ies) and address with the site. For systemic deficiencies (trends across schools), SR will analyze the PLO and make appropriate modifications (replace a strategy or strategies; replace the PLO) SR uses monthly/quarterly discipline data to find correlations between non-proficiency and discipline outcomes, in some cases resulting in supportive actions or supportive action plans
Restorative Practices 7: **Anti-Bullying** *Civility & Discipline*	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 PLO, teachers will learn the following strategies: 1) identifying and addressing bullying behaviors, including underlying reasons and victim support 2) leading best instructional practices that maintain student engagement, and decrease opportunities for inappropriate student interaction. 3) accessing and documenting intervention strategies, and the district's referral process for available student support resources.	Nansel, T. R., Overpeck, M. D., Haynie, D. L., Ruan, W. J., & Scheidt, P. C. (2003). Relationships between bull+E18ying and violence among US youth. Archives of Pediatrics & Adolescent Medicine, 157(4), 348-353. Saylor, C. F., & Leach, J. B. (2009). Perceived bullying and social support in students accessing special inclusion programming. Journal of Developmental and Physical Disabilities, 21(1), 69-80. Orpinas, P., & Horne, A. M. (2006). Bullying prevention: Creating a positive school climate and developing social competence. American Psychological Association.			

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ATTACHMENT 2

DISCIPLINE AND INCLUSIVITY PROFESSIONAL LEARNING CHART

SCHOOL YEAR 2019-20

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)				ASSESSMENT, OBSERVATION, AND EVALUATION		
PLO Category, Title, and Focus *Focus: Does the PLO focus on Civility, Discipline, or Both?*	**Description of PLO**	**Supporting Strategies Learned from the PLO**	**Does research or other evidence support implementation of the selected strategies?**	**Assessment** (PL Rubric; post-PL quiz)	**Observation and Outcomes** Rubric (quantitative) or Narrative (qualitative) or Other (including data)	**Evaluation** improve future PLOs **Identify Strengths and Deficiencies:** Data Analysis, Evidence of Effectiveness, Implementation Review **Address Deficiencies:** Modify or Eliminate PLO; Identify New PLO and/or New Supporting Strategies
PROGRAM: Positive Behavioral Interventions and Supports (PBIS)						
PBIS 1(A): **TIER I: Site Staff** ***Civility & Discipline***	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 PLO, 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.	PL Rubric		**What is Evaluated?:** PL Rubric, PBISI Benchmark Questionnaire, Monthly/Quarterly Discipline Reports **Who Evaluates and How?** Student Relations analyzes the rubric results to identify potential instructional delivery modifications (teaching style, engagement, activities, etc.) SR uses a predetermined cut-score to identify schools as proficient or non-proficient in each of the six PBISI Benchmarks. SR analyzes whether deficiencies are site-based or systemic. If site-based, SR will identify the root cause(s) of the deficency(ies) and address with the site. For systemic deficiencies (trends across schools), SR will analyze the PLO and make appropriate modifications (replace a strategy or strategies; replace the PLO) SR uses monthly/quarterly discipline data to find correlations between non-proficiency and discipline outcomes, in some cases resulting in supportive actions or supportive action plans
PBIS 1(B): **TIER I: Administrators** ***Civility & Discipline***				PL Rubric		
PBIS 1(C): **TIER I: Central Support Staff** ***Civility & Discipline***				PL Rubric	**PBIS Implementation (PBISI) Benchmark Questionnaire** **PBIS Observation Rubric with six benchmarks:** 1. Context 2. Input 3. Fidelity 4. Impact 5. Replication 6. Review Site PBIS Matrix **Review of Monthly Discipline Reports**	
PBIS 2: **TIER I: Online (True North Logic)** ***Civility & Discipline***	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 PLO, 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.	PL Rubric Post-PL Quiz		
PBIS 3: **TIER II & III: Site Staff** ***Civility & Discipline***	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 PLO, 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.	PL Rubric		

ATTACHMENT 2

DISCIPLINE AND INCLUSIVITY PROFESSIONAL LEARNING CHART

SCHOOL YEAR 2019-20

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)				ASSESSMENT, OBSERVATION, AND EVALUATION		
PLO Category, Title, and Focus *Focus: Does the PLO focus on Civility, Discipline, or Both?*	**Description of PLO**	**Supporting Strategies Learned from the PLO**	**Does research or other evidence support implementation of the selected strategies?**	**Assessment** (PL Rubric; post-PL quiz)	**Observation and Outcomes** Rubric (quantitative) or Narrative (qualitative) or Other (including data)	**Evaluation** improve future PLOs **Identify Strengths and Deficiencies:** Data Analysis, Evidence of Effectiveness, Implementation Review **Address Deficiencies:** Modify or Eliminate PLO; Identify New PLO and/or New Supporting Strategies
PROGRAM: Positive Behavioral Interventions and Supports (PBIS) Continued						
PBIS 4(A). Classroom Management **NTIP @ SANTA RITA** *Discipline*	**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.	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.	Wong, Harry & Rosemary (2014). The Classroom Management Book. Harlacher, Jason E. (2015). Designing Effective Classroom Management (foreword by Robert J. Marzano).	PL Rubric	**PBIS Implementation (PBISI) Benchmark Questionnaire** **PBIS Observation Rubric with six benchmarks:** 1. Context 2. Input 3. Fidelity 4. Impact 5. Replication 6. Review Site PBIS Matrix **Review of Monthly Discipline Reports**	**What is Evaluated?:** PL Rubric, PBISI Benchmark Questionnaire, Monthly/Quarterly Discipline Reports **Who Evaluates and How?** Student Relations analyzes the rubric results to identify potential instructional delivery modifications (teaching style, engagement, activities, etc.) SR uses a predetermined cut-score to identify schools as proficient or non-proficient in each of the six PBISI Benchmarks. SR analyzes whether deficiencies are site-based or systemic. If site-based, SR will identify the root cause(s) of the deficency(ies) and address with the site. For systemic deficiencies (trends across schools), SR will analyze the PLO and make appropriate modifications (replace a strategy or strategies; replace the PLO) SR uses monthly/quarterly discipline data to find correlations between non-proficiency and discipline outcomes, in some cases resulting in supportive actions or supportive action plans
PBIS 4(B). Classroom Management **SEMINARS AT VARIOUS LOCATIONS** *Discipline*	**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.	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.	Wong, Harry & Rosemary (2014). The Classroom Management Book. Harlacher, Jason E. (2015). Designing Effective Classroom Management (foreword by Robert J. Marzano).			
PBIS 4(C). Classroom Management **BOOTH FICKETT** *Discipline*	**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.	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.	Wong, Harry & Rosemary (2014). The Classroom Management Book. Harlacher, Jason E. (2015). Designing Effective Classroom Management (foreword by Robert J. Marzano).			
PBIS 5. Academic and Behavioral Support *Discipline*	In these PD sessions, Administrators will learn: 1). The process of the Multi-Tiered System of Support program in TUSD. 2). The job description and primary duties of an MTSS Facilitator and an MTSS Lead 3). Strategies for supporting students with high needs behaviors 4). The definition of interventions and identify tiers of support. 5). Documentation protocols for documenting Academic and Behavioral Intervention in Clarity	Multi-Tiered System of Support - Supporting Academics, Behavior, and Social Emotional needs of all students. Training for administrators to provide knowledge of the MTSS process, documentation requirements via Clarity, and support for behavior within the MTSS process. Trainings provided on 9/6/19, 10/4/19, 11/15/19	https://tusd.clarity.brightbytes.net/; www.koi-education.com/resources; https://www.pbisworld.com			

ATTACHMENT 2

DISCIPLINE AND INCLUSIVIY PROFESSIONAL LEARNING CHART

SCHOOL YEAR 2019-20

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)				ASSESSMENT, OBSERVATION, AND EVALUATION		
PLO Category, Title, and Focus *Focus: Does the PLO focus on Civility, Discipline, or Both?*	**Description of PLO**	**Supporting Strategies Learned from the PLO**	**Does research or other evidence support implementation of the selected strategies?**	**Assessment** (PL Rubric; post-PL quiz)	**Observation and Outcomes** Rubric (quantitative) or Narrative (qualitative) or Other (including data)	**Evaluation** improve future PLOs **Identify Strengths and Deficiencies:** Data Analysis, Evidence of Effectiveness, Implementation Review **Address Deficiencies:** Modify or Eliminate PLO; Identify New PLO and/or New Supporting Strategies
PRACTICE: Culturally Responsive Pedagogy						
CRP 1: "SPARKS" Targeted Training *Civility & Discipline*	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 PLO, 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.	PL 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**	**What is Evaluated?:** PL Rubric, CRP Exit Survey, CRC Teachers **Who Evaluates and How?** CRP Department analyzes the rubric and survey results to identify potential instructional delivery modifications (teaching style, engagement, activities, etc.) CRPI Department provides job-embedded coaching and mentoring on specific, identified deficiencies in real time to address individual teacher deficiencies. CRPI analyzes whether deficiencies are systemic and, if so, CRPI will analyze the PLO and make appropriate modifications (replace a strategy or strategies; replace the PLO)
CRP 2: Multicultural Social Studies *Civility & Discipline*	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 PLO, 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		**What is Evaluated?** Reconstructed Lesson Plans and Review of Student Work (Work Product); Direct Observations of Teachers **Who Evaluates and How?** MC Department analyzes work product and observations to identify potential modifications to instructional delivery (teaching style, engagement, activities, etc.) and work product MC Department provides job-embedded coaching on specific, identified deficiencies in real time to address individual teacher deficiencies. MC analyzes whether deficiencies are systemic and, if so, MC will analyze the PLO and make appropriate modifications (replace a strategy or strategies; replace the PLO)
CRP 3: Fostering Inclusive Culture and Climate *Civility & Discipline*	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 PLO, 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** **Review of Student Work** **Direct Observations of Teachers**	
CRP 4: Culturally-Responsive Trauma-Informed Practices *Civility & Discipline*	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 PLO, 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.	PL Rubric	**Student Relations Discipline Data Review**	**What is Evaluated?** PL Rubric; Discipline Data Review **Who Evaluates and How?** AASSD reviews the PL Rubric; Student Relations evaluates discipline data
CRP 5: Targeted Culture and Climate *Civility & Discipline*	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 PLO, 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.	PL Rubric	**Student Relations Discipline Data Review**	**What is Evaluated?** PL Rubric; Discipline Data Review **Who Evaluates and How?** AASSD reviews the PL Rubric; Student Relations evaluates discipline data

ATTACHMENT 2

DISCIPLINE AND INCLUSIVITY PROFESSIONAL LEARNING CHART

SCHOOL YEAR 2019-20

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)				ASSESSMENT, OBSERVATION, AND EVALUATION		
PLO Category, Title, and Focus *Focus: Does the PLO focus on Civility, Discipline, or Both?*	Description of PLO	Supporting Strategies Learned from the PLO	Does research or other evidence support implementation of the selected strategies?	Assessment (PL Rubric; post-PL quiz)	Observation and Outcomes Rubric (quantitative) or Narrative (qualitative) or Other (including data)	Evaluation improve future PLOs **Identify Strengths and Deficiencies:** Data Analysis, Evidence of Effectiveness, Implementation Review **Address Deficiencies:** Modify or Eliminate PLO; Identify New PLO and/or New Supporting Strategies
PRACTICE: Culturally Responsive Pedagogy Continued						
CRP 6: Targeted Trauma-Informed, SEL *Civility & Discipline*	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 PLO, 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.	PL Rubric	Locus of Control Scale for Children (Nowicki, S. & Strickland, 1973). Will measure knowledge, attitude and skills necessary to manage emotions. Student Relations, Discipline Data Review.	**What is evaluated?** PL Rubric, Locus of Control Scale for Children, Discipline Data Review. **Who evaluates and How?** Student Relations will analyze PL Rubric to identify potential modifications to instructional delivery (teaching style, engagement, activities, etc.). SR uses monthly/quarterly data to identify impact of training on aggression and other violations of school policy to identify correlations - if any - between PLO and incidents at target sites. A pre and post test of the Nowicki & Strickland "Locus of Control Scale for Children will be administered the first and last day of class for all DAEP students. The higher the score the more control an individual has of emotions, attitudes, and skills.
CRP 7: LGBTQ Cultural Responsiveness and Best Practices *Civility & Discipline*	The workshops will teach participants about the impact of stigma and ways to ensure interactions and services are inclusive for LGBTQ youth.	In this PLO, 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 (SAAF) provided the research and background supporting this training	PL Rubric	Pre- and Post-SAAF Survey Student Relations Discipline Data Review	**What is Evaluated?** PL Rubric; SAAF Survey; Discipline Data Review **Who Evaluates and How?** Counseling Department reviews the PL Rubric; Student Relations and Counseling reviews pre and post SAAF survey; Student Relations evaluates discipline data
CRP 8: Trauma Training (External) *Civility & Discipline*	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-escaltion.	1. David Weikert Center, University of Michigan, Iniversity of Illinois, Urbana, Champaign. 2. Susan Crown Exchange Foundation	PL Rubric	Student Relations Discipline Data Review	**What is Evaluated?** PL Rubric and Discipline Data Review **Who Evaluates and How?** Student Services Departments analyze PD Rubric to identify potential modifications to instructional delivery (teaching style, engagement, activities, etc.) SR uses monthly/quarterly discipline data toidentify impact of training on bullying and similar violations to identify correlations - if any - between PLO and incidents at target sites
PROGRAM: Culturally Relevant Courses						
CRC 1: Civility and Inclusiveness *Civility & Discipline*	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 PLO, 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	Surveys	Seven RP Implementation Benchmarks [Student Relations] 1. Common Understanding 2. Foundational structures 4. PL 5. Restorative language and culture 6. Family and student buy-in 7. School climate Observation and Coaching for CRC Teachers	**What is Evaluated?:** Survey; CRC Teachers/direct observation CRPI Department will review surveys to assess PL effectiveneess; and will provide job-embedded coaching and mentoring on specific, identified deficiencies in real time to address individual teacher deficiencies. CRPI analyzes whether deficiencies are systemic and, if so, CRPI will analyze the PLO and make appropriate modifications (replace a strategy or strategies; replace the PLO)

ATTACHMENT 2

DISCIPLINE AND INCLUSIVITY PROFESSIONAL LEARNING CHART

SCHOOL YEAR 2019-20

PROFESSIONAL LEARNING OPPORTUNITIES (PLOs)				ASSESSMENT, OBSERVATION, AND EVALUATION		
PLO Category, Title, and Focus *Focus: Does the PLO focus on Civility, Discipline, or Both?*	Description of PLO	Supporting Strategies Learned from the PLO	Does research or other evidence support implementation of the selected strategies?	Assessment (PL Rubric; post-PL quiz)	Observation and Outcomes Rubric (quantitative) or Narrative (qualitative) or Other (including data)	Evaluation improve future PLOs **Identify Strengths and Deficiencies:** Data Analysis, Evidence of Effectiveness, Implementation Review **Address Deficiencies:** Modify or Eliminate PLO; Identify New PLO and/or New Supporting Strategies
Additional Professional Learning						
APL 1: **Student Code of Conduct: Basic** *Discipline*	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 will learn the following: 1) how to define and address exclusionary consequences 2) understanding and applying action levels 3) understasnding guidelines to apply actions 4) understanding violation charts	N/A	PL Rubric	Student Relations Discipline D	
APL 2: **Student Code of Conduct: On-line** *Discipline*	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 will learn the following: 1) how to define and address exclusionary consequences 2) understanding and applying action levels 3) understasnding guidelines to apply actions 4) understanding violation charts	N/A	PL Rubric Post-PL Quiz	Online assessment	
APL 3: **Student Code of Conduct: Administrators** *Discipline*	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	PL Rubric	Student Relations Discipline Data Review	**What is Evaluated?** PL Rubric and Discipline Data Review **Who Evaluates and How?** The Student Relations department will analyzes the PL Rubric results to identify potential modifications to instructional delivery (teaching style, engagement, activities, etc.) An online assessment is administered when the online course is complete; a score of 85% must be attained to awarded credit. Student Relations will use monthly/quarterly discipline data to identify the impact of training on data entry to identify correlations - if any - between the PLO and improvements, or reductions, in compliance at sites.
APL 3(A) Data Entry *Discipline*	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 wil learn 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	PL Rubric	Student Relations Discipline Data Review	
APL 3(B) Data Entry *Discipline*			N/A	PL Rubric	Student Relations Discipline Data Review	
APL 3(C) Data Entry *Discipline*	To train all principals and APs in proper use of discipline data entry for referrals.	Administrators will learn 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 propert discipline data entry protocol	Student Relations Discipline Data Review	

ATTACHMENT 3

ATTACHMENT 3
Professional Learning Plan – Discipline and Inclusivity/Civility
School Year 2019-2020

The following represent the District's planned professional learning opportunities for SY2019-20, building on opportunities offered in SY2018-19. As the year progresses, the District may add, modify, or delete opportunities based on data or other analysis.

The District organizes Professional Learning Opportunities (PLOs) by category (Restorative Practices, PBIS, Culturally Responsive Pedagogy, Culturally Relevant Courses, and Additional Professional Learning), and indicates whether each PLO addresses only civility, only discipline, or both. For each PLO, the District includes a general description, specific strategies taught, and supporting research, followed by the assessment, observation, and evaluation components.

I.   RESTORATIVE PRACTICES

A. Professional Learning Opportunities

For each PLO below, the District identifies the PLO description, supporting strategies learned from the PLO, and the supporting research or evidence.

1-2. Instructional Strategies [Civility and Discipline]

Continue with fidelity to incorporate social, emotional, cultural and intellectual assets into the curriculum and teaching strategies to better engage students. This professional learning opportunity focuses on how to use restorative practices as a proactive, in-class approach to engaging students, engaging curriculum, enhancing inclusiveness, and conducting problem solving. This approach moves away from restorative practices as a response to a particular harm, and focuses on the asset-based functions of restorative practices as an instructional strategy. In this PL, teachers will learn the following research-based[1] strategies: 1) Community Conferencing; 2) Restorative Circles; 3) Restorative Conferences; and 4) Restorative Conversations.

3. Targeted Restorative Practices [Civility and Discipline]

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[1] See *Dignity, Disparity and Desistance: Effective Restorative Justice Strategies to plug the "School to Prison Pipeline"* 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; and see *Can Restorative Practices in a School Make a Difference*? Educational Review, December 11, 2008 , Pgs. 405-417

Improve in-classroom strategies for teachers at targeted schools, focusing on relevant staff consisting of teachers, counselors, Deans, RPPFs, MTSS and Administration. Schools are selected based on need. In this PL, teachers will learn how to direct students using the following research-based[2] strategies: 1) Peer Mediation; 2) Preventative Resolution; 3) Post-Conflict Resolution; 4) De-escalation.

4. Drugs, Alcohol, and Fighting Mediation [Discipline]

Social Workers and Counselors will learn mediation strategies to resolve student conflict and skills and resources to provide drug and alcohol workshops to students. In this PL, social workers and counselors will learn how to direct students using the following research-based strategies[3]: 1) Peer Mediation; 2) Peer Juries; 3) Preventative Resolution; and 4) Post-Conflict Resolution.

5-6. De-Escalation Training [Discipline]

TUSD has built internal capacity to replace external PBIS consultants (KOI, Knowledge Outcomes Impact). District trainers will operate workshops that teach staff members 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 PL, administrators, ISI teachers, Deans, Restorative and Positive Practices Facilitators (RPPFs), and other relevant staff will learn the following research-based strategies for de-escalation[4]: 1) recognizing the

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[2] See *The Significance of Critical Theory for Restorative Justice in Education,* Review of Education, Pedagogy, and Cultural Studies, Dorothy Vaandering May 2010 Pgs.145-176; and see Denver Public Schools Restorative Justice and Disciplinary Reform Project, First and Second Year Reports, 2006-2008.

[3] See *Can Restorative Practices Improve School Climate and Curb Suspensions? An Evaluation of the Impact of Restorative Practices in a Mid-Sized Urban School District.* Augustine, Engberg, Grimm, Lee, Wang, Christanson, & Joseph, 2018; see also *Implementing Restorative Justice: A Guide for Schools*; and see *Using Youth Courts as a Supportive School Discipline Practice,* Dep't of Justice and U.S. Dep't of Education Webinar featuring Teen Court in Tucson Coordinator Kate Spaulding.

[4] See *Restorative Interventions and School Discipline Sanctions in a Large Urban School District,* Anyon, Gregory, Stone, Farrar, Jenson, McQueen, Downing, Greet, & Simmons, 2016;

stages of crisis behavior in order to respond appropriately; 2) becoming conscious of their attitudes and professionalism when dealing with angry students; 3) understanding precipitating factors that lead to issues in the classroom; and 4) developing enhanced communication skills to deal with challenging behavior.

7. Anti-Bullying [Civility and Discipline]

This professional learning opportunity will occur during Wednesday PLs, and bullying-prevention assemblies for students. Staff PL 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 PL, teachers will learn the following research-based, anti-bullying strategies[5]: 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; and 3) accessing and documenting intervention strategies, and the district's referral process for available student support resources.

B. Assessment, Observation, and Evaluation

The District will assess the seven PLOs listed above using the PL Rubric, and will evaluate the effectiveness of them using the Restorative Practices Implementation (RPI) Benchmark Questionnaire and reviews of discipline data. Student Relations (SR) analyzes the rubric results to identify potential instructional delivery modifications (teaching style, engagement, activities, etc.) SR uses a predetermined cut-score to identify schools as proficient or non-proficient in each of the seven RPI Benchmarks. SR

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see also *The Promise of Restorative Practices to Transform Teacher-Student Relationships and Achieve Equity in School Discipline*, Gregory, Clawson, Davis, & Gerewitz, 2015; see also *Dealing with Students of Concern: Using Verbal De-escalation;* (available at http://www.sjcc.edu/PresidentOffice/Documents/De-Escalation%20GuidelinesMaster.pdf); and see *How To: Calm the Agitated Student: Tools for Effective Behavior Management* (available at https://www.interventioncentral.org/behavior_calm_agitated_student)

[5] See *Relationships Between Bullying and Violence Among US Youth*, Nansel, T. R., Overpeck, M. D., Haynie, D. L., Ruan, W. J., & Scheidt, P. C., Archives of Pediatrics & Adolescent Medicine, 157(4), 348-353 (2003); and see *Perceived Bullying and Social Support in Students Accessing Special Inclusion Programming.* Journal Of Developmental And Physical Disabilities, 21(1), 69-80, Saylor, C. F., & Leach, J. B. (2009); and see   *Bullying Prevention: Creating A Positive School Climate and Developing Social Competence.* American Psychological Association, Orpinas, P., & Horne, A. M. (2006).

analyzes whether deficiencies are site-based or systemic. If site-based, SR will identify the root causes of the deficiencies and address with the site. For systemic deficiencies (trends across schools), SR will analyze the PLO and make appropriate modifications (replace a strategy or strategies; replace the PLO). SR uses monthly/quarterly discipline data to find correlations between non-proficiency and discipline outcomes, in some cases resulting in supportive actions or supportive action plans.

II.   POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

A. *Professional Learning Opportunities*

For each PLO below, the District identifies the PLO description, supporting strategies learned from the PLO, and the supporting research or evidence.

<u>1-3. Tier I (Site Staff, Administrators, Support Staff; Online-True North Logic)</u> [Civility and Discipline]

District staff trained by KOI, will continue to use KOI materials for PBIS training and implementation at monthly district trainings. PBIS is the framework 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 PL, teachers will learn the following research-based, PBIS strategies[6]: 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; and 4) how to identify the form and function of behaviors to correctly shape behavior.

<u>4. Classroom Management</u> [Discipline]

This PLO contains two parts. Part 1 focuses on providing teachers with the tools to create a positive and proactive classroom management system. Part 2 builds on Part 1 and focuses on providing teachers time to reflect on their current classroom management system. The class will further explore District-specific initiatives such as the Student

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[6] See Sugai, et al., 2000.; Bradshaw, Waasdorp, and Leaf, 2012; Lewis & Sugai, 1999; Safran & Oswald, 2003;
Wilson, Gottfredson, & Najaka, 2003; see also www.koi-education.com/pbis/ and www.azed.gov/specialeducation/pbis/.

Code of Conduct, PBIS, and growth mindset in relation to classroom management and procedures.

In this PL, teachers will learn the following research-based strategies[7]: 1) using the Elements of Effective Classroom Management (Marzano), teachers will identify and establish procedures for implementation in their classrooms; 2) correlate management strategies with District PBIS initiatives; and 3) create an action plan of procedures and routines for immediate implementation.

5. Academic and Behavioral Support [Discipline]

This PLO focuses on supporting the academic, behavioral, and social emotional needs of all students, primarily through the MTSS process, documenting requirements via Clarity, and support for appropriate behavior within the MTSS process. In this PL, teachers will learn the following research-based strategies[8]: 1) the MTSS process; 2) job description and primary duties of an MTSS Facilitator and an MTSS Lead; 3) strategies for supporting students with high needs behaviors; 4) definition of interventions and identify tiers of support; and 5) documentation protocols for documenting academic and behavioral interventions in Clarity.

B. *Assessment, Observation, and Evaluation*

The District will assess the five PLOs listed above using the PL Rubric[9], and will evaluate the effectiveness of them using the PBIS Implementation (PBISI) Benchmark Questionnaire and reviews of discipline data. Student Relations (SR) analyzes the rubric results to identify potential instructional delivery modifications (teaching style, engagement, activities, etc.). SR analyzes the rubric results to identify potential instructional delivery modifications (teaching style, engagement, activities, etc.). SR uses a predetermined cut-score to identify schools as proficient or non-proficient in each of the six PBISI Benchmarks. SR analyzes whether deficiencies are site-based or systemic. If site-based, SR will identify the root causes of the deficiencies and address with the site. For systemic deficiencies (trends across schools), SR will analyze the PLO and make appropriate modifications (replace a strategy or strategies; replace the PLO).

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[7] See *The Classroom Management Book,* Wong, Harry & Rosemary (2014); see also *Designing Effective Classroom Management* (foreword by Robert J. Marzano), Harlacher, Jason E. (2015).
[8] See *https://tusd.clarity.brightbytes.net/; www.koi-education.com/resources; and www.pbisworld.com*

[9] The online PBIS 2 Training also utilizes a post-PL quiz.

SR uses monthly/quarterly discipline data to find correlations between non-proficiency and discipline outcomes, in some cases resulting in supportive actions or supportive action plans.

III.   CULTURALLY RESPONSIVE PEDAGOGY (CRP)

For each PLO below, the District identifies (A) the PLO description, supporting strategies learned from the PLO, the supporting research or evidence, and (B) the planned process for assessment, observation, and evaluation.

1. SPARKS Targeted Training [Civility and Discipline]

A.   *Professional Learning Opportunity*

CRPI department staff will continue to provide support to all schools using SPARKS targeted training. SPARKS is job-embedded training on the six elements of culturally responsive practices, or "SPARKS." Additional professional learning will consist of mentoring, coaching, and job-embedded training, as well as on-going observation and reflection protocol to implement strategies to improve inclusiveness, civility, and students' social emotional learning. In this PL, teachers will learn the following research-based strategies[10]: 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, and 6) Social Justice approaches and projects.

B.   *Assessment, Observation, and Evaluation*

The District will assess this PLO using the PL Rubric and a CRP Exit Survey. The survey is designed to: gauge understanding of funds of knowledge framework; integrate students' cultural knowledge into the curriculum and teaching; and understand and implement SPARKS tenets. The CRPI department analyzes the rubric and survey results to identify potential instructional delivery modifications (teaching style, engagement, activities, etc.). CRPI, through CRC Master Teachers, provides job-embedded coaching

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[10] See *Culturally Responsive Teaching & The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students.* Hammond, Zaretta (2015), Thousand Oaks, Ca.; and see *Teaching To and Through Cultural Diversity,* Gay, G. (2013), Curriculum Inquiry, 43, 48-70; see also *Funds of Knowledge for Teaching in Latino Households,* González, N., Moll, L.C., Tenery, M.F., Rivera, A., Rendon, P., Gonzalez, R., & Amanti, C (1995). Urban Education, 29, 443-470.

and mentoring on specific, identified deficiencies in real time to address individual teacher deficiencies. CRPI analyzes whether deficiencies are systemic and, if so, CRPI will analyze the PLO and make appropriate modifications (replace a strategy or strategies; replace the PLO).

2. Multicultural Social Studies [Civility and Discipline]

   A. *Professional Learning Opportunity*

Multicultural Social Studies is an-going training that will target cultural, ethnic, racial, gender, and linguistic similarities and differences, through Multi-Cultural (MC) Literature. Students and teachers will 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. The MC Director will provide job-embedded training and support for all middle school sixth grade social studies teachers throughout the District. In this PL, teachers will learn the following research-based strategies[11]: 1) leveraging students' cultural capital as effective pedagogical tools; 2) using literature to build ethnic identity development, essential for safe, and inclusive school ecologies; and 3) developing lessons based on constructivist theory.

   B. *Assessment, Observation, and Evaluation*

The District will assess this PLO by evaluating reconstructed lesson plans. The MC Department will analyze work product (teacher lesson plans and student work) and conduct observations to identify potential modifications to instructional delivery (teaching style, engagement, activities, etc.) and work product. The MC Department will also provide job-embedded coaching on specific, identified deficiencies in real time to address individual teacher deficiencies. The department will analyze whether deficiencies are systemic and, if so, they will analyze the PLO and make appropriate modifications (replace a strategy or strategies; replace the PLO).

3. Fostering Inclusive Culture and Climate [Civility and Discipline]

   A. *Professional Learning Opportunity*

The Director of Multicultural Curriculum, and her staff will continue to provide job-embedded training at twenty-two schools during Wednesday PL sessions. These

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[11] See *Engaging Life: A Funds of Knowledge Approach to Multicultural Ed.,* Moll, L.C. & Gonzalez ,N. (2004).

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 PL, teachers will learn the following research-based strategies[12]: 1) building an understanding of their students using an intersectionality framework; 2) developing high-interest, high-engagement culturally relevant curriculum and lesson plans based on an understanding of students' culture; and 3) teaching students based on an understanding of the students' culture.

B. Assessment, Observation, and Evaluation

The District will assess this PLO by evaluating reconstructed lesson plans. The MC Department will analyze work product (teacher lesson plans and student work) and conduct observations to identify potential modifications to instructional delivery (teaching style, engagement, activities, etc.) and work product. The MC Department will also provide job-embedded coaching on specific, identified deficiencies in real time to address individual teacher deficiencies. The department will analyze whether deficiencies are systemic and, if so, they will analyze the PLO and make appropriate modifications (replace a strategy or strategies; replace the PLO).

4. Culturally Responsive Trauma-Informed Practices [Civility and Discipline]

A. Professional Learning Opportunity

These workshops 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 explores healing-centered engagement to support students' health and wellness while addressing their trauma. In this PL, teachers will learn the following research-based strategies[13]: 1) understanding the core tenants of cultural humility; 2) reviewing the different forms micro-aggressions and personal identity; 3) reviewing trauma and how it is manifest in our schools; 4) understanding how to address trauma, and 5) outlining interventions to address trauma and analyze vignettes.

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[12] Id.

[13] See *Creating Trauma-Informed Systems: Child Welfare, Education, First Responders, Health Care, Juvenile Justice*, Ko, S. J., Ford, et al. (2008), Professional Psychology: Research and practice, 39(4), 396.; see also *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,* Dorado, Martinez, M., McArthur, L. E., & Leibovitz, T. (2016), School Mental Health, 8(1), 163-176.

B. *Assessment, Observation, and Evaluation*

The District will assess this PLO by evaluating the PD Rubric. The African American Student Services Department will review the PL Rubric to identify potential modifications to instructional delivery (teaching style, engagement, activities, etc.); Student Relations will evaluate discipline data and analyze outcomes for correlations to the PLO.

5. Targeted Culture and Climate [Civility and Discipline]

A. *Professional Learning Opportunity*

This PLO facilitates the development of an anti-bullying culture and climate that promotes civility, by enhancing stakeholder skills in hosting courageous dialogues regarding race, implicit bias, bullying, and community building with all stakeholder groups. The District targets this PLO towards schools with specific issues. In this PL, teachers learn the following research-based strategies[14]: 1) identifying bullying; 2) identifying types of bullies; and 3) strategies to address and reduce bullying.

B. *Assessment, Observation, and Evaluation*

The District will assess this PLO by evaluating the PD Rubric. The African American Student Services Department will review the PL Rubric to identify potential modifications to instructional delivery (teaching style, engagement, activities, etc.); Student Relations will evaluate discipline data and analyze outcomes for correlations to the PLO.

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[14] See *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,* Nansel, T. R., Overpeck, M. D., Haynie, D. L., Ruan, W. J., & Scheidt, P. C. (2003), Archives of Pediatrics & Adolescent Medicine, 157(4), 348-353; see also *Perceived Bullying and Social Support in Students Accessing Special Inclusion Programming,* Saylor, C. F., & Leach, J. B. (2009), Journal of Developmental and Physical Disabilities, 21(1), 69-80.; and see *Bullying Prevention: Creating a Positive School Climate and Developing Social Competence,* Orpinas, P., & Horne, A. M. (2006), American Psychological Association.

6. Targeted Trauma-Informed, SEL [Civility and Discipline]

 A. *Professional Learning Opportunity*

This training instructs teachers and 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 PL, teachers will learn the following research-based strategies[15]: 1) understanding and intensifying triggers; 2) importance and barriers to healthy relationships; 3) de-escalation; and 4) classroom management.

 B. *Assessment, Observation, and Evaluation*

Student Relations will analyze the PL Rubric to identify potential modifications to instructional delivery (teaching style, engagement, activities, etc.). Student Relations uses monthly/quarterly data to identify impact of training on aggression and other violations of school policy to identify correlations - if any - between PLO and incidents at target sites. A pre- and post-test of the Nowicki & Strickland "Locus of Control Scale for Children" will be administered the first and last day of class for all DAEP students. The higher the score the more control an individual has of emotions, attitudes, and skills.

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[15] The Collaborative for Academic, Social, and Emotional Learning (CASEL) provides these SEL definitions as a guide to thinking about individual social and emotional skills. This selection of domains of practice builds 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.

7. LGBTQ Cultural Responsiveness and Best Practices [Civility and Discipline]

    A. *Professional Learning Opportunity*

This workshop will teach participants about the impact of stigma and ways to ensure interactions and services are inclusive for LGBTQ youth. In this PL, teachers will learn the following strategies[16]:
1) understanding key terms and definitions; 2) understanding and identifying protective factors; 3) developing an awareness of personal biases; 4) implementing an effective communication process; and 5) methods for creating an inclusive physical environment.

    B. *Assessment, Observation, and Evaluation*

The Counseling Department will review the PL Rubric to identify potential modifications to instructional delivery (teaching style, engagement, activities, etc.). Student Relations and Counseling will jointly review the pre- and post- SAAF survey results; Student Relations will evaluate discipline data for correlations with the PLO.

8. Trauma Training (External) [Civility and Discipline]

    A. *Professional Learning Opportunity*

This PL focuses on self-management and responsible decision-making. Teachers and Administrators will learn the following research based strategies[17]: 1) recognizing and dealing with triggers; 2) barriers to healthy relationships; and 3) de-escalation techniques.

    B. *Assessment, Observation, and Evaluation*

Student Services Departments will analyze the PD Rubric to identify potential modifications to instructional delivery (teaching style, engagement, activities, etc.). Student Relations will use monthly/quarterly discipline data to identify the impact of training on bullying and similar violations to identify correlations - if any - between PLO and incidents at target sites

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[16] Southern Arizona Aids Foundation provided the research and background supporting this training.
[17] Id.

CULTURALLY RELEVANT COURSES (CRCs)

1. Civility and Inclusiveness [Civility and Discipline]

    A. *Professional Learning Opportunity*

    Faculty and staff will be able to apply restorative circles as a dialogical approach and as an instructional strategy. This methodology will promote mutual respect, civility and inclusion of participants within the circle process. Appropriate application will positively affect the culture of the classroom, teacher-student interactions, and student-student interactions. Teachers and staff will learn the following research based strategies[18]: 1) restorative, dialogic circles in instruction; 2) research on effectiveness of dialogic approach; and 3) implementation of dialogic circles.

    B. *Assessment, Observation, and Evaluation*

    CRPI Department will review surveys to assess PL effectiveneess; and will provide job-embedded coaching and mentoring on specific, identified deficiencies in real time to address individual teacher deficiencies. CRPI analyzes whether deficiencies are systemic and, if so, CRPI will analyze the PLO and make appropriate modifications (replace a strategy or strategies; replace the PLO)

ADDITIONAL PROFESSIONAL DEVELOPMENT

    A. *Professional Learning Opportunities*

1-2. Student Code of Conduct (Basic In-Person and Online) [Discipline]

    Administrators, faculty and staff learn, with fidelity, to understand and implement the Student Code of Conduct. PL will review the major revisions from the SCOC. Participants will understand the basics of behavior and discipline-related data entry through Clarity, Synergy, and district forms. Schools will be able to build capacity by the use of district resources for guidance. Training will include clarification of definitions for violations and actions. Faculty and staff members will learn the following strategies: 1) how to define and address exclusionary consequences; 2) how to provide students with

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[18] See *The Little Book of Restorative Justice in Education,* Katherine Evans & Dorothy Vaandering (2016) Good Books New York, NY; see also *The Little Book of Restorative Justice* (2002)*,* Howard Zehr, Good Books New York, NY.

due process; 3) understanding and applying action levels; and 4) understanding of the violation charts.

<u>3(a-c). Data Entry</u> [Discipline]

This PLO teaches all administrators, teachers, and support staff the proper use of discipline data entry for documentation and referrals. Training will focus on the basics of behavior and discipline-related data entry through Clarity, Synergy, and District Forms. This training will build capacity with resources for guidance. Staff members will learn the following strategies: 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; and 5) how to analyze behavior/discipline data.

 B. Assessment, Observation, and Evaluation

The Student Relations department will analyzes the PL Rubric results to identify potential modifications to instructional delivery (teaching style, engagement, activities, etc.) Trainers also use real-time scenarios to engage participants, prompt responses, and gauge participants' understanding of the content. An online assessment is administered when the online course is complete; a score of 85% must be attained to awarded credit. <u>Student Relations will use monthly/quarterly discipline data to identify the impact of training on data entry to identify correlations - if any - between the PLO and improvements, or reductions, in compliance at sites.</u>