

Activity No	Course number	Course Title	Course Description	Section Number	Section Title	Section Start Date	Section End Date	Location	Instructor	Duration	Has attachment	Admin completed	Certified completed	Classified completed	Other completed	Attachments
409	15823	SUMMER PD21-Connecting ELA Grades 6 - 12 Scope & Sequence and the Curriculum Map	This course is for teachers who are new to using the Scope and Sequence/Curriculum Map for curriculum planning. This course engages participants in a study of the ELA 6 - 12 SS and CM to help teachers plan how to use them collectively to guide planning. Participants will have time to plan and collaborate with other teachers; they will also practice the requirements necessary to find out if a resource is board-approved. (Instruction & Assessment)	34230	Connecting ELA Grades 6 - 12 Scope & Sequence and the Curriculum Map Session-3	7/19/2021	7/19/2021	https://tusd1.zoom.us/j/5935525437	Peter Blankfield; Bradley Fletcher; Leslie Frandblau-Wirth; Amanda Lee-Confer; Alicia Nourse; Jennifer Prusak	2	No	0	22	0	0	Available upon request
409	15825	SUMMER PD21-Writing Outside of ELA (8th Grade - 12th Grade ONLY)	This course provides middle school and high school teachers of all content areas with the opportunity to engage in activities that strengthen their understanding of shared skills and practices. Additionally, participants will explore techniques that connect students to different types of writing. The focus is on writing outside of English class. (Instruction & Assessment)	34236	Writing Outside of ELA Session-3 - (8th Grade - 12 Grade ONLY)	7/20/2021	7/20/2021	https://tusd1.zoom.us/j/5935525437	Peter Blankfield; Bradley Fletcher; Leslie Frandblau-Wirth; Amanda Lee-Confer; Deanna McLemore; Alicia Nourse; Jennifer Prusak	2	No	0	30	0	0	Available upon request
409	15868	SUMMER PD21-Disciplinary Literacy in Social Studies for 6-12 Teachers	This four hour course will provide a working definition of Disciplinary Literacy, as well as connect the AZ State History and Social Sciences Standards for grades 6-12 to Disciplinary Literacy. This course will examine ways teachers can incorporate Disciplinary Literacy Skills into their practice. This course will provide teachers an opportunity to create lessons using various resources in their toolbox and available Open Education Resource materials. (Instruction & Assessment)	34316	Disciplinary Literacy in Social Studies for 6-12 Teachers Session-2	7/20/2021	7/20/2021	https://tusd1.zoom.us/j/695194484?pwd=NiVONOSTA2Y0lRkHhRMEowUldhQT09	Peter Blankfield; Bradley Fletcher; Leslie Frandblau-Wirth; Amanda Lee-Confer	4	No	1	19	0	0	Available upon request
409	15900	SUMMER PD21-Exploring the Scope and Sequence: Chemistry	This course will examine the new standards that make up our district's Chemistry course.	34424	Exploring the Scope and Sequence: Chemistry	7/20/2021	7/23/2021	https://tusd1.zoom.us/j/82745032062?pwd=b0d0SWRKLjZlcnZlNWp0bWQ2ZEE5WU09	Bradley Fletcher; Christopher Hixon; Amanda Lee-Confer; Deanna McLemore; Jennifer Prusak	8	No	0	2	0	0	Available upon request
409	15901	SUMMER PD21-Exploring the Scope and Sequence: Earth and Space Science	Investigate the new scope and and sequence used in our Earth and Space science course. This series will break down the standards by quarters, while including demonstrations of labs and phenomena connections.	34425	Exploring the Scope and Sequence: Earth and Space Science	7/20/2021	7/23/2021	https://tusd1.zoom.us/j/83239976359?pwd=ZmVORXFlZGw2ZVlnbWp0bWQ2ZEE5WU09	Erik Fleming; Bradley Fletcher; Christopher Hixon; Amanda Lee-Confer; Deanna McLemore; Jennifer Prusak	8	No	0	12	0	0	Available upon request
409	15902	SUMMER PD21-Shifting our Standards Within the Scope and Sequence: Earth and Space Science	This course will address the addition of Earth and Space Science standards into different courses. It will examine how to adapt the Earth and Space Science standards and connect them within other science disciplines.	34426	Shifting our Standards Within the Scope and Sequence: Earth and Space Science	7/27/2021	7/27/2021	https://tusd1.zoom.us/j/88617797566?pwd=dDh1Zk82NDVkaWhqZnJlNG5lUjY0Y2Q09	Erik Fleming; Bradley Fletcher; Christopher Hixon; Amanda Lee-Confer; Deanna McLemore; Jennifer Prusak	2	No	0	14	2	0	Available upon request
409	15905	Summer PD21 - Eureka Math For High School	This course is appropriate for all High School (and Middle School) Math teachers of Algebra 1 and Geometry. This course is appropriate for both new users and experienced users of the Eureka Math materials. This course will focus on: 1) Deepening teacher understanding of the coherence models in Eureka Math and how to use modeling to support all learners. 2) Simplifying instruction using the digital tools available in the Great Minds iMync App through Clever. 3) How to find a balance between using the Eureka Math materials while still honoring and utilizing your teacher created activities that students have enjoyed and responded to in past years.	34429	HS Math Teachers - Using Eureka Math for Algebra 1 and Geometry	7/26/2021	7/26/2021	https://tusd1.zoom.us/j/89078590573?pwd=NRWkR0lydRkRMlNTMzozTWk3b0RwZD09	Carrie Burdon; Megan Carone; Bradley Fletcher; Amanda Lee-Confer; Christina Loria; Deanna McLemore; Alicia Nourse; Jennifer Prusak; Omar Sotelo	2	No	0	16	0	0	Available upon request
409	15922	(NBC) 21-22 National Board for Professional Teaching Standards Certification Candidate Support	This course is designed to support teachers throughout their NBPTS candidacy. Teachers will examine their teaching practices against the architecture of accomplished teaching through guided reflection by NBCT's trained in Cognitive Coaching while analyzing student work, best practices, through differentiation, and video analysis.	34462	(NBC) 21-22 National Board Professional Teaching Standards Certification Candidate Support	9/7/2021	5/3/2022	Zoom	Terra Bennett; Gabriela Chai; Patricia Perez; Karen Rimmell	22	No	0	20	0	0	Available upon request
409	15923	NBC (USP) National Board for Professional Teaching Standards Certification Pre-candidacy Fall SY: 21-22	As a candidate for National Board Certification, you embark on a voyage of reflection on your accomplishments and goals and gain a fuller perspective on your teaching career. Through this process, many experience a renewed passion, excitement and appreciation for the work they have chosen. Before beginning, a Pre-Candidacy class introduces you to the National Board Standards and the process of National Board Certification. As part of the process of National Board Certification, you must complete a portfolio and sit for an exam. You will take stock of your own teaching practices and the results achieved in your classroom. It is through this self-observation that you can become an even stronger educator.	34463	NBC (USP) National Board Professional Teaching Standards Certification Pre-Candidacy Fall SY: 21-22	8/24/2021	9/28/2021	Zoom	Terra Bennett; Gabriela Chai; Patricia Perez; Karen Rimmell	18	No	0	4	0	0	Available upon request
409	15924	NBC (USP) National Board for Professional Teaching Standards Certification Pre-candidacy Spring SY: 21-22	As a candidate for National Board Certification, you embark on a voyage of reflection on your accomplishments and goals and gain a fuller perspective on your teaching career. Through this process, many experience a renewed passion, excitement and appreciation for the work they have chosen. Before beginning, a Pre-Candidacy class introduces you to the National Board Standards and the process of National Board Certification. As part of the process of National Board Certification, you must complete a portfolio and sit for an exam. You will take stock of your own teaching practices and the results achieved in your classroom. It is through this self-observation that you can become an even stronger educator.	34464	NBC (USP) National Board Professional Teaching Standards Certification Pre-Candidacy Spring SY: 21-22	1/11/2022	2/15/2022	Zoom	Terra Bennett; Gabriela Chai; Patricia Perez; Karen Rimmell	18	No	0	7	0	0	Available upon request
409	15931	Summer PD21 - iDeA - Fine Arts/OMA Visual Intelligence	Art historian, attorney, and creator of The Art of Perception, Amy Herman's highly interactive sessions will improve our observation, perception and communication skills by learning to analyze works of art. Designed to highlight the value of multiple perspectives and astute critical inquiry, the workshops will focus on effective problem solving and the role of biases that can impede best practices. Her sessions are fast paced, thought provoking and eye-opening to the realization that visual literacy underlies more informed decision making. For two decades, Amy Herman has been our nations secret weapon " providing leadership training to top officers in the military, law enforcement, medicine, education and industry. Her interactive pedagogy has been called 'An invaluable 4th and credited with 'stimulating the innovative thinking necessary to generate viable future concepts.' iDeA has presented to the FBI, CIA, Scotland Yard, the Peace Corps, and NATO. Previously, Ms. Herman was director of Educational Development at Thirteen/WNET and the Head of Education at the Frick Collection.	34471	Summer PD21 - iDeA - Fine Arts/OMA Visual Intelligence - The Art of Perception	7/29/2021	7/30/2021	Catalina High School	Juan Aguirre; Kimberly Cluffie; Kristen Kissel; Thomas Lewis; Gregory Reynolds	12	No	0	30	9	0	Available upon request

			Mandatory Course for newly appointed site and district level administrators							Bradley Fletcher; Patricia Hurley; Amanda Lee-Confer; Rachel Sanchez							
409	15934	Qualified Evaluator Training 2021	Jason Caslor is an associate professor of music and director of wind ensembles at Arizona State University. In addition to directing the ensemble, he also mentors graduate conducting students, and teaches undergraduate and graduate conducting courses. Caslor is an educational clinician for Conn-Selmer. He has spent several years teaching in the public school system as an instrumental and choral instructor. Caslor's current research interests include developing a user-friendly iPad application that will allow for the transmission of high-quality audio over the internet for the purposes of internet-based rehearsals/clinics and spontaneous improvisation as it pertains to both conducting pedagogy and large ensembles.	34474	Qualified Evaluator Training 2021	7/28/2021	7/28/2021	Zoom	Daniel Brown; Carol Reeves; Teri Shepard-McBride	4	No	1	0	0	0	0	Available upon request
409	15939	Summer PD21 - IDEA - Fine Arts Band, Orchestra, and Choral - Mind, Body, and Soul	Tucson Unified School District is partnering with the American Institutes for Research (AIR) and the Instructional Research Group (IRG) on the Multi-Tiered Systems of Support for Reading (MTSS-R) Impact Evaluation, or MTSS-R Study, for short. The MTSS-R Study is a multi-year national evaluation of an early reading program in elementary schools, funded by the U.S. Department of Education. Test Administrators will conduct assessments of 1st grade students reading skills in elementary schools throughout the Tucson Unified School District. Test administrators may also assist in collecting parental consent forms from schools.	34479	Fine Arts Band, Orchestra, and Choral - Mind, Body, and Soul	7/29/2021	7/30/2021	Catalina High School	Theresa Martinez; Deanna McLemore; Dawn Merrick	12	No	0	17	0	0	0	Available upon request
409	15940	CORE Partners Training 2021-2022 SY	Tucson Unified School District is partnering with the American Institutes for Research (AIR) and the Instructional Research Group (IRG) on the Multi-Tiered Systems of Support for Reading (MTSS-R) Impact Evaluation, or MTSS-R Study, for short. The MTSS-R Study is a multi-year national evaluation of an early reading program in elementary schools, funded by the U.S. Department of Education. Test Administrators will conduct assessments of 1st grade students reading skills in elementary schools throughout the Tucson Unified School District. Test administrators may also assist in collecting parental consent forms from schools.	34480	Elementary Reading Academy Day 1: Overview of Reading, Linguistics, Print Awareness and Letter Knowledge	7/12/2021	7/12/2021	Zoom link: https://us02web.zoom.us/j/7587260655?pwd=NU1leFhSHUJ3bUJhYm9hZ1JlbnRlU0R1	Theresa Martinez; Deanna McLemore; Dawn Merrick	41.5	Yes	2	17	6	0	0	Available upon request
409	15940	CORE Partners Training 2021-2022 SY	Tucson Unified School District is partnering with the American Institutes for Research (AIR) and the Instructional Research Group (IRG) on the Multi-Tiered Systems of Support for Reading (MTSS-R) Impact Evaluation, or MTSS-R Study, for short. The MTSS-R Study is a multi-year national evaluation of an early reading program in elementary schools, funded by the U.S. Department of Education. Test Administrators will conduct assessments of 1st grade students reading skills in elementary schools throughout the Tucson Unified School District. Test administrators may also assist in collecting parental consent forms from schools.	34481	MTSS-R Overview, Assessment, and DBOM	7/13/2021	7/13/2021	Zoom link: https://umn.zoom.us/j/9692366090	Theresa Martinez; Deanna McLemore; Dawn Merrick	41.5	Yes	2	17	3	0	0	Available upon request
409	15940	CORE Partners Training 2021-2022 SY	Tucson Unified School District is partnering with the American Institutes for Research (AIR) and the Instructional Research Group (IRG) on the Multi-Tiered Systems of Support for Reading (MTSS-R) Impact Evaluation, or MTSS-R Study, for short. The MTSS-R Study is a multi-year national evaluation of an early reading program in elementary schools, funded by the U.S. Department of Education. Test Administrators will conduct assessments of 1st grade students reading skills in elementary schools throughout the Tucson Unified School District. Test administrators may also assist in collecting parental consent forms from schools.	34482	Elementary Reading Academy Day 2: Phonological Awareness, Phonics, Irregular Words	7/16/2021	7/16/2021	Zoom link: https://us02web.zoom.us/j/7587260655?pwd=NU1leFhSHUJ3bUJhYm9hZ1JlbnRlU0R1	Theresa Martinez; Deanna McLemore; Dawn Merrick	41.5	Yes	2	18	7	0	0	Available upon request
409	15940	CORE Partners Training 2021-2022 SY	Tucson Unified School District is partnering with the American Institutes for Research (AIR) and the Instructional Research Group (IRG) on the Multi-Tiered Systems of Support for Reading (MTSS-R) Impact Evaluation, or MTSS-R Study, for short. The MTSS-R Study is a multi-year national evaluation of an early reading program in elementary schools, funded by the U.S. Department of Education. Test Administrators will conduct assessments of 1st grade students reading skills in elementary schools throughout the Tucson Unified School District. Test administrators may also assist in collecting parental consent forms from schools.	34484	Elementary Reading Academy Day 3: Multisyllabic Words & Fluency	7/21/2021	7/21/2021	Zoom link: https://us02web.zoom.us/j/7587260655?pwd=NU1leFhSHUJ3bUJhYm9hZ1JlbnRlU0R1	Theresa Martinez; Deanna McLemore; Dawn Merrick	41.5	Yes	2	19	7	0	0	Available upon request
409	15940	CORE Partners Training 2021-2022 SY	Tucson Unified School District is partnering with the American Institutes for Research (AIR) and the Instructional Research Group (IRG) on the Multi-Tiered Systems of Support for Reading (MTSS-R) Impact Evaluation, or MTSS-R Study, for short. The MTSS-R Study is a multi-year national evaluation of an early reading program in elementary schools, funded by the U.S. Department of Education. Test Administrators will conduct assessments of 1st grade students reading skills in elementary schools throughout the Tucson Unified School District. Test administrators may also assist in collecting parental consent forms from schools.	34483	Sound Partners Tier 2 Intervention	7/20/2021	7/20/2021	Zoom link: https://us02web.zoom.us/j/7587260655?pwd=NU1leFhSHUJ3bUJhYm9hZ1JlbnRlU0R1	Theresa Martinez; Deanna McLemore; Dawn Merrick	41.5	Yes	2	21	7	0	0	Available upon request
409	15941	ECRI Partner School Trainings 2021-2022 SY	Tucson Unified School District is partnering with the American Institutes for Research (AIR) and the Instructional Research Group (IRG) on the Multi-Tiered Systems of Support for Reading (MTSS-R) Impact Evaluation, or MTSS-R Study, for short. The MTSS-R Study is a multi-year national evaluation of an early reading program in elementary schools, funded by the U.S. Department of Education. Test Administrators will conduct assessments of 1st grade students reading skills in elementary schools throughout the Tucson Unified School District. Test administrators may also assist in collecting parental consent forms from schools.	34485	Day 1: Foundational Skills	7/19/2021	7/28/2021	Zoom link: https://us02web.zoom.us/j/89636390228	Bradley Fletcher; Deanna McLemore; Omar Sotelo	7.5	Yes	2	28	8	0	0	Available upon request
409	15970	i-Ready Getting Good Data. Grades 6-8 ELA and Math 21-22 SY	Getting Good Data with i-Ready is the integral first step for educators to begin implementing effective interventions and building a classroom data culture with their students. After taking the i-Ready Diagnostic themselves, educators learn how to administer the Diagnostic for reliable student data that unlocks the power of data driven instruction. As time permits, educators further explore i-Ready Personalized Instruction and i-Ready growth measures.	34559	2021-2022: i-Ready Getting Good Data. 1D. 8:00-9:30am	8/3/2021	8/3/2021	Zoom	Bradley Fletcher; Deanna McLemore; Omar Sotelo	1.5	No	0	15	0	0	0	Available upon request
409	15970	i-Ready Getting Good Data. Grades 6-8 ELA and Math 21-22 SY	Getting Good Data with i-Ready is the integral first step for educators to begin implementing effective interventions and building a classroom data culture with their students. After taking the i-Ready Diagnostic themselves, educators learn how to administer the Diagnostic for reliable student data that unlocks the power of data driven instruction. As time permits, educators further explore i-Ready Personalized Instruction and i-Ready growth measures.	34560	2021-2022: i-Ready Getting Good Data. 1E. 8:00-9:30am	8/3/2021	8/3/2021	Zoom	Bradley Fletcher; Deanna McLemore; Omar Sotelo	1.5	No	0	30	0	0	0	Available upon request
409	15970	i-Ready Getting Good Data. Grades 6-8 ELA and Math 21-22 SY	Getting Good Data with i-Ready is the integral first step for educators to begin implementing effective interventions and building a classroom data culture with their students. After taking the i-Ready Diagnostic themselves, educators learn how to administer the Diagnostic for reliable student data that unlocks the power of data driven instruction. As time permits, educators further explore i-Ready Personalized Instruction and i-Ready growth measures.	34564	2021-2022: i-Ready Getting Good Data. 2F. 10:00-11:30am	8/3/2021	8/3/2021	Zoom	Bradley Fletcher; Deanna McLemore; Omar Sotelo	1.5	No	0	17	0	0	0	Available upon request

			Getting Good Data with i-Ready is the integral first step for educators to begin implementing effective interventions and building a classroom data culture with their students. After taking the i-Ready Diagnostic themselves, educators learn how to administer the Diagnostic for reliable student data that unlocks the power of data driven instruction. As time permits, educators further explore i-Ready Personalized Instruction and i-Ready growth measures.							Bradley Fletcher; Deanna McLemore; Omar Sotelo							
409	15970	i-Ready Getting Good Data. Grades 6-8 ELA and Math 21-22 SY		34566	2021-2022: i-Ready Getting Good Data. 3C. 12-30 2:00pm	8/3/2021	8/3/2021	Zoom		Bradley Fletcher; Deanna McLemore; Omar Sotelo	1.5	No	0	10	0	0	Available upon request
			Getting Good Data with i-Ready is the integral first step for educators to begin implementing effective interventions and building a classroom data culture with their students. After taking the i-Ready Diagnostic themselves, educators learn how to administer the Diagnostic for reliable student data that unlocks the power of data driven instruction. As time permits, educators further explore i-Ready Personalized Instruction and i-Ready growth measures.														
409	15970	i-Ready Getting Good Data. Grades 6-8 ELA and Math 21-22 SY		34569	2021-2022: i-Ready Getting Good Data. 3F. 12-30 2:00pm	8/3/2021	8/3/2021	Zoom		Bradley Fletcher; Deanna McLemore; Omar Sotelo	1.5	No	0	30	0	0	Available upon request
			Getting Good Data with i-Ready is the integral first step for educators to begin implementing effective interventions and building a classroom data culture with their students. After taking the i-Ready Diagnostic themselves, educators learn how to administer the Diagnostic for reliable student data that unlocks the power of data driven instruction. As time permits, educators further explore i-Ready Personalized Instruction and i-Ready growth measures.														
409	15970	i-Ready Getting Good Data. Grades 6-8 ELA and Math 21-22 SY		34570	2021-2022: i-Ready Getting Good Data. 4B. 2-30 4:00pm	8/3/2021	8/3/2021	Zoom		Bradley Fletcher; Deanna McLemore; Omar Sotelo	1.5	No	0	12	0	0	Available upon request
			Getting Good Data with i-Ready is the integral first step for educators to begin implementing effective interventions and building a classroom data culture with their students. After taking the i-Ready Diagnostic themselves, educators learn how to administer the Diagnostic for reliable student data that unlocks the power of data driven instruction. As time permits, educators further explore i-Ready Personalized Instruction and i-Ready growth measures.														
409	15970	i-Ready Getting Good Data. Grades 6-8 ELA and Math 21-22 SY		34573	2021-2022: i-Ready Getting Good Data. 4F. 2-30 4:00pm	8/3/2021	8/3/2021	Zoom		Bradley Fletcher; Deanna McLemore; Omar Sotelo	1.5	No	0	29	0	0	Available upon request
			Teacher will analyze the 5.0 Curriculum documents in their content areas and develop a comprehensive understanding of how these documents support planning, instruction, and assessment. This course will emphasize Science and Social Studies. This course specifically addresses Danielson 1a, 1e. Objective: By the end of this session, participants will be able to access the TUSD Curriculum 5.0 documents. Participants will also be able to locate and identify key components of the curriculum and resources available to teach the curriculum. This course will emphasize Science and Social Studies.							Katherine Cummings; Bradley Fletcher; Christine Hermes; Nicole Kredich; Elizabeth Rowe; Carol Ruhke; Tanya Schranitz; Nancy Silverman; Cynthia Wong							
409	15975	USP: INDUCTION: K-5 Curriculum Overview Science & SS - 2021-2022 SY		34685	USP: INDUCTION: K-5 Curriculum Overview Science & SS - 2021-2022 SY - Section 1	7/30/2021	7/30/2021	Zoom Online Course		Luis Flores; Brent Pantaleo; Tracy Winfield	3	No	0	21	0	0	Available upon request
409	16011	21-22 CDPLT Classified Professional Learning Thursdays	This course is designed for the PD tracking of Classified Employees for the 4 District Wide Calendar Days beginning August 26th to March 31st.	34706	Operations	8/26/2021	3/31/2022	1010 Building A/Various Locations		Luis Flores; Brent Pantaleo	32	No	0	0	437	0	Available upon request
409	16011	21-22 CDPLT Classified Professional Learning Thursdays	This course is designed for the PD tracking of Classified Employees for the 4 District Wide Calendar Days beginning August 26th to March 31st.	34708	Food Services	8/26/2021	3/31/2022	URC/Various Locations		Luis Flores; Brent Pantaleo	32	No	0	0	236	0	Available upon request
409	16011	21-22 CDPLT Classified Professional Learning Thursdays	This course is designed for the PD tracking of Classified Employees for the 4 District Wide Calendar Days beginning August 26th to March 31st.	34712	Health Services	8/26/2021	3/31/2022	1010 Building A/Various Locations		Luis Flores; Brent Pantaleo	32	No	0	0	59	0	Available upon request
409	16011	21-22 CDPLT Classified Professional Learning Thursdays	This course is designed for the PD tracking of Classified Employees for the 4 District Wide Calendar Days beginning August 26th to March 31st.	34714	Guidance & Counseling	8/26/2021	3/31/2022	Howenstine/Various Locations		Luis Flores; Brent Pantaleo	32	No	0	0	134	0	Available upon request
409	16011	21-22 CDPLT Classified Professional Learning Thursdays	This course is designed for the PD tracking of Classified Employees for the 4 District Wide Calendar Days beginning August 26th to March 31st.	34719	Legal/Risk Management	8/26/2021	3/31/2022	1010 Building A/Various Locations		Luis Flores; Brent Pantaleo	32	No	0	0	12	0	Available upon request
409	16011	21-22 CDPLT Classified Professional Learning Thursdays	This course is designed for the PD tracking of Classified Employees for the 4 District Wide Calendar Days beginning August 26th to March 31st.	34720	Purchasing	8/26/2021	3/31/2022	1010 Building B/Various Locations		Luis Flores; Brent Pantaleo	32	No	0	0	8	0	Available upon request
409	16011	21-22 CDPLT Classified Professional Learning Thursdays	This course is designed for the PD tracking of Classified Employees for the 4 District Wide Calendar Days beginning August 26th to March 31st.	34722	School Safety	8/26/2021	3/31/2022	Menlo Park/Various Locations		Luis Flores; Brent Pantaleo	32	No	0	0	27	0	Available upon request
409	16011	21-22 CDPLT Classified Professional Learning Thursdays	This course is designed for the PD tracking of Classified Employees for the 4 District Wide Calendar Days beginning August 26th to March 31st.	34723	Grants & Federal Programs	8/26/2021	3/31/2022	1010 Building A/Various Locations		Luis Flores; Brent Pantaleo; Tracy Winfield	32	No	0	0	19	0	Available upon request
409	16011	21-22 CDPLT Classified Professional Learning Thursdays	This course is designed for the PD tracking of Classified Employees for the 4 District Wide Calendar Days beginning August 26th to March 31st.	34724	Communications	8/26/2021	3/31/2022	1010 Building A/Various Locations		Luis Flores; Brent Pantaleo	32	No	0	0	18	0	Available upon request
409	16011	21-22 CDPLT Classified Professional Learning Thursdays	This course is designed for the PD tracking of Classified Employees for the 4 District Wide Calendar Days beginning August 26th to March 31st.	34717	Community Schools & Preschool Programs	8/26/2021	3/31/2022	Brighta/Schumaker/Various Locations		Luis Flores; Brent Pantaleo	32	No	0	42	57	1	Available upon request
409	16011	21-22 CDPLT Classified Professional Learning Thursdays	This course is designed for the PD tracking of Classified Employees for the 4 District Wide Calendar Days beginning August 26th to March 31st.	34710	Curriculum & Professional Development	8/26/2021	3/31/2022	Howenstine/Various Locations		Luis Flores; Brent Pantaleo	32	No	3	3	14	0	Available upon request
			This course will focus on understanding SDI and how to develop an LRE with appropriate Justification Statements. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary Flores@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							Katherine Amping; Colleen Bradley; Rhannon Chavez; Megan Corona; Cori Dennis; Bradley Fletcher; Willean Gilmore; Theresa Huelskamp; Amanda Lee-Confer; Jessica Nolan; Elizabeth Rowe							
409	16057	21-22 CDPLT: Specifically Designed Instruction/Least Restrictive Environment/Justification Statements - 8/26 Learning Block C		34850	21-22 CDPLT: Specifically Designed Instruction/Least Restrictive Environment/Justification Statements - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tUSD1.zoom.us/j/88448623352?pwd=NkcvVWVkbE1lZDQ5SE9hZDZlZWVhYVQ1OT09		Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Charles MacCollum; Christina McGehee; Karl Oxman; Elizabeth Rowe; Luke Smith	2	No	0	15	2	0	Available upon request
			This course will introduce CTE teachers to the development of Performance Based Rubrics. Participants will be involved in creating and applying a rubric based on a set of statements that describe criteria for determining the level of performance for a student response. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary Flores@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services														
409	16060	21-22 CDPLT: Performance Based Rubrics - 8/26 Learning Block A		34777	21-22 CDPLT: Performance Based Rubrics - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tUSD1.zoom.us/j/89917773186?pwd=eGVkci9lcnxTRlRlZmZlZWVhYVQ1OT09			2	No	0	26	0	0	Available upon request

			This course will introduce CTE teachers to the development of Performance Based Rubrics. Participants will be involved in creating and applying a rubric based on a set of statements that describe criteria for determining the level of performance for a student response. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services					Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confier; Charles McCallum; Christina McGee; Karl Owanm; Elizabeth Rowe; Luke Smith								
409	16061	21-22 CDPLT: Performance Based Rubrics - 8/26 Learning Block B		34778	21-22 CDPLT: Performance Based Rubrics - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/8991773186?pwd=eGVEkioTncxaTRlQzhjMUZMNjY4d0J0S&from=addon	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confier; Charles McCallum; Christina McGee; Karl Owanm; Elizabeth Rowe; Luke Smith	2	No	0	19	1	0	Available upon request
409	16063	21-22 CDPLT: Performance Based Rubrics - 8/26 Learning Block C		34779	21-22 CDPLT: Performance Based Rubrics - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/8991773186?pwd=eGVEkioTncxaTRlQzhjMUZMNjY4d0J0S&from=addon	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confier; Charles McCallum; Christina McGee; Karl Owanm; Elizabeth Rowe; Luke Smith	2	No	1	10	2	0	Available upon request
409	16075	21-22 CDPLT: Youth Participatory Action Research in the Classroom - 8/26 Learning Block A	This session will give a brief overview of the history and intent of Youth Participatory Action Research (YPAR). As a group we will move through the different parts of YPAR and how it can be adapted for each classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34789	21-22 CDPLT: Youth Participatory Action Research in the Classroom - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/81173438276	Jessica Bernal-Mejia; Colleen Bradley; Megan Corona; Alec Escamilla; Bradley Fletcher; Amanda Lee-Confier; Elizabeth Rowe; Julie Thompson	2	No	0	3	0	0	Available upon request
409	16077	21-22 CDPLT: Youth Participatory Action Research in the Classroom - 8/26 Learning Block B	This session will give a brief overview of the history and intent of Youth Participatory Action Research (YPAR). As a group we will move through the different parts of YPAR and how it can be adapted for each classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34790	21-22 CDPLT: Youth Participatory Action Research in the Classroom - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/81173438276	Jessica Bernal-Mejia; Colleen Bradley; Megan Corona; Alec Escamilla; Bradley Fletcher; Amanda Lee-Confier; Elizabeth Rowe; Julie Thompson	2	No	0	5	0	0	Available upon request
409	16078	21-22 CDPLT: Youth Participatory Action Research in the Classroom - 8/26 Learning Block C	This session will give a brief overview of the history and intent of Youth Participatory Action Research (YPAR). As a group we will move through the different parts of YPAR and how it can be adapted for each classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34792	21-22 CDPLT: Youth Participatory Action Research in the Classroom - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/81173438276	Jessica Bernal-Mejia; Colleen Bradley; Megan Corona; Alec Escamilla; Bradley Fletcher; Amanda Lee-Confier; Elizabeth Rowe; Julie Thompson	2	No	0	3	0	0	Available upon request
409	16084	21-22 CDPLT: The Arizona State Seal of Arts Proficiency - Application & Project Procedure - 8/26 Learning Block A	This course will focus on how to mentor your students through the Arts Seal application and capstone project process and procedure. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34799	21-22 CDPLT: The Arizona State Seal of Arts Proficiency - Application & Project Procedure - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/84543594852	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confier; Thomas Lewis; Elizabeth Rowe; Teri Shepard-McBride	2	No	0	27	0	0	Available upon request
409	16085	21-22 CDPLT: OMA Visual Arts Updates in Curriculum - 8/26 Learning Block B	Elementary OMA Visual Art teachers will meet to discuss PLC topics and updates to curriculum. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34801	21-22 CDPLT: OMA Visual Arts Updates in Curriculum - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/3331544625	Colleen Bradley; Megan Corona; Hillary Douglas; Bradley Fletcher; Sarah Howard; Amanda Lee-Confier; Elizabeth Rowe; Michelle Sugamele	2	No	1	27	2	0	Available upon request
409	16089	21-22 CDPLT: Middle and High School Visual Arts Updates in Curriculum - 8/26 Learning Block C	Middle and High School Visual Art teachers will meet to discuss PLC topics and updates in Curriculum. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34804	21-22 CDPLT: Middle and High School Visual Arts Updates in Curriculum - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/3331544625	Colleen Bradley; Megan Corona; Hillary Douglas; Bradley Fletcher; Sarah Howard; Amanda Lee-Confier; Elizabeth Rowe; Michelle Sugamele	2	No	1	22	2	0	Available upon request
409	16090	21-22 CDPLT: Keeping It Real - Relevant Tools and Tech for the Modern Music Classroom - 8/26 Learning Block C	This course is designed to provide participants knowledge of developments, exposure to and experience with current and relevant technology in the 21st Century Music Classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34805	21-22 CDPLT: Keeping It Real - Relevant Tools and Tech for the Modern Music Classroom - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/89711792338?pwd=Ymt1LGNVN3RvbnVOWEMwMmYibzF3ZD09	Juan Ashcraft; Colleen Bradley; Megan Corona; Bradley Fletcher; Matthew Holter; Amanda Lee-Confier; Elizabeth Rowe; Teri Shepard-McBride	2	No	0	23	3	0	Available upon request

			This course will provide participants with knowledge, tools, and strategies to support students in the area of behavior. Participants will learn essential behavior terminology and concepts, the basic components of behaviors seen in the classroom, how to collect data to determine the function of a behavior, and how to plan/implement an informal behavior intervention in order to address individual student needs. The strategies and procedures taught will be immediately relevant and ready to use when they step into your classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Megan Corona; Bradley Fletcher; Danielle Fradette; Amanda Lee-Confer; Elizabeth Rowe; Stephanie Shupe							
409	16091	21-22 CDPLT: Basics of Behavior - 8/26 Learning Block A		34806	21-22 CDPLT: Basics of Behavior - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/88976886029		2	No	0	30	4	1	Available upon request
			This course is for new K-5 teachers and itinerants in SEI and UEL classrooms. It is also a good refresher course for current K-5 teachers teaching EL students. The course will cover the K-5 ELD program, NGL Cengage REACH Portal, K-5 ELD Quarter Curriculum Maps, and K-5 ELD Assessments on SchoolCity. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Megan Corona; Li-Lin English; Catherine Espinoza; Adelina Federico; Bradley Fletcher; Amanda Lee-Confer; Marisa Pargas; Elizabeth Rowe							
409	16093	21-22 CDPLT: Introduction to K-5 ELD Cengage REACH and ELD Assessments in SchoolCity - 8/26 Learning Block A		34807	21-22 CDPLT: Introduction to K-5 ELD Cengage REACH and ELD Assessments in SchoolCity - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/88028635625?pwd=L2QxU0w09i5FFpN2RkM5RlV0w1Z209		2	No	0	24	1	0	Available upon request
			This course will provide participants with knowledge, tools, and strategies to support students in the area of behavior. Participants will learn essential behavior terminology and concepts, the basic components of behaviors seen in the classroom, how to collect data to determine the function of a behavior, and how to plan/implement an informal behavior intervention in order to address individual student needs. The strategies and procedures taught will be immediately relevant and ready to use when they step into your classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Megan Corona; Bradley Fletcher; Danielle Fradette; Amanda Lee-Confer; Elizabeth Rowe; Stephanie Shupe							
409	16094	21-22 CDPLT: Basics of Behavior - 8/26 Learning Block B		34809	21-22 CDPLT: Basics of Behavior - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/88976886029		2	No	0	27	8	0	Available upon request
			This course will provide participants with knowledge, tools, and strategies to support students in the area of behavior. Participants will learn essential behavior terminology and concepts, the basic components of behaviors seen in the classroom, how to collect data to determine the function of a behavior, and how to plan/implement an informal behavior intervention in order to address individual student needs. The strategies and procedures taught will be immediately relevant and ready to use when they step into your classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Megan Corona; Bradley Fletcher; Danielle Fradette; Amanda Lee-Confer; Elizabeth Rowe; Stephanie Shupe							
409	16095	21-22 CDPLT: Basics of Behavior - 8/26 Learning Block C		34811	21-22 CDPLT: Basics of Behavior - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/88976886029		2	No	0	21	5	0	Available upon request
			This course is for new K-5 teachers and itinerants in SEI and UEL classrooms. It is also a good refresher course for current K-5 teachers teaching EL students. The course will cover the K-5 ELD program, NGL Cengage REACH Portal, K-5 ELD Quarter Curriculum Maps, and K-5 ELD Assessments on SchoolCity. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Megan Corona; Li-Lin English; Catherine Espinoza; Adelina Federico; Bradley Fletcher; Amanda Lee-Confer; Marisa Pargas; Elizabeth Rowe							
409	16096	21-22 CDPLT: Introduction to K-5 ELD Cengage REACH and ELD Assessments in SchoolCity - 8/26 Learning Block B		34808	21-22 CDPLT: Introduction to K-5 ELD Cengage REACH and ELD Assessments in SchoolCity - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/88028635625?pwd=L2QxU0w09i5FFpN2RkM5RlV0w1Z209		2	No	0	15	1	0	Available upon request
			This course is for new K-5 teachers and itinerants in SEI and UEL classrooms. It is also a good refresher course for current K-5 teachers teaching EL students. The course will cover the K-5 ELD program, NGL Cengage REACH Portal, K-5 ELD Quarter Curriculum Maps, and K-5 ELD Assessments on SchoolCity. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Megan Corona; Li-Lin English; Catherine Espinoza; Adelina Federico; Bradley Fletcher; Amanda Lee-Confer; Marisa Pargas; Elizabeth Rowe							
409	16097	21-22 CDPLT: Introduction to K-5 ELD Cengage REACH and ELD Assessments in SchoolCity - 8/26 Learning Block C		34810	21-22 CDPLT: Introduction to K-5 ELD Cengage REACH and ELD Assessments in SchoolCity - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/88028635625?pwd=L2QxU0w09i5FFpN2RkM5RlV0w1Z209		2	No	0	18	0	0	Available upon request
			Overview of TUSD's new draft Curriculum Maps for HS-credit 1st, 2nd, and 3rd year Spanish and French courses. A run-through on how these curriculum maps are aligned with the national ACTFL and new AZ World and Native Languages standards and how these curriculum maps are intended to be further developed and implemented. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Megan Corona; John D'Andrea; Adelina Federico; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe							
409	16098	21-22 CDPLT: Overview of TUSD's New Draft Spanish and French Curriculum Maps - 8/26 Learning Block A		34812	21-22 CDPLT: Overview of TUSD's New Draft Spanish and French Curriculum Maps - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/87647648229?pwd=L2QySnk1UWpSczB2MDkwMGkyYkR0U09		2	No	1	9	0	0	Available upon request

		21-22 CDPLT: Overview of TUSD's New Draft Spanish and French Curriculum Maps - 8/26 Learning Block B	Overview of TUSD's new draft Curriculum Maps for HS-credit 1st, 2nd, and 3rd year Spanish and French courses. A run-through on how these curriculum maps are aligned with the national ACTFL and new AZ World and Native Languages standards and how these curriculum maps are intended to be further developed and implemented. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34813	21-22 CDPLT: Overview of TUSD's New Draft Spanish and French Curriculum Maps - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/97647648229?pwd=LDQySkk1UWZlbnR2MGRwMGYyNROUOT09	Colleen Bradley; Megan Corona; John D'Andreas; Adelina Federico; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	1	0	0	Available upon request
409	16099	21-22 CDPLT: Overview of TUSD's New Draft Spanish and French Curriculum Maps - 8/26 Learning Block C	Overview of TUSD's new draft Curriculum Maps for HS-credit 1st, 2nd, and 3rd year Spanish and French courses. A run-through on how these curriculum maps are aligned with the national ACTFL and new AZ World and Native Languages standards and how these curriculum maps are intended to be further developed and implemented. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34814	21-22 CDPLT: Overview of TUSD's New Draft Spanish and French Curriculum Maps - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/97647648229?pwd=LDQySkk1UWZlbnR2MGRwMGYyNROUOT09	Colleen Bradley; Megan Corona; John D'Andreas; Adelina Federico; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	2	0	0	Available upon request
409	16100	21-22 CDPLT: Next Steps to Guided Reading NSGRA (4-8) - 8/26 Learning Block B	This PO will discuss how to give and score the NSGRA. Then we will look at the ways to group children into small groups for reading and writing skills. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34816	21-22 CDPLT: Next Steps to Guided Reading NSGRA (4-8) - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/86306106136?pwd=OWkwOGNXdh3RhbjhhbzhDYjdpDEU5UT09	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Amy McAllister; Elizabeth Rowe	2	No	0	16	1	0	Available upon request
409	16101	21-22 CDPLT: Figuring Out Science Using Models (3-8) - 8/26 Learning Block B	Participants will explore the Science & Engineering Practice: Developing and using models. Integration of models will be modeled and designed with FOSS curriculum. This course is most appropriate for science teachers in grades 3-8. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34815	21-22 CDPLT: Figuring Out Science Using Models (3-8) - 8/26 Learning Block B	8/26/2021	8/26/2021	https://us02web.zoom.us/j/81485215896	Karyn Anton; Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	21	0	0	Available upon request
409	16102	21-22 CDPLT: Next Steps to Guided Reading NSGRA (4-8) - 8/26 Learning Block C	This PO will discuss how to give and score the NSGRA. Then we will look at the ways to group children into small groups for reading and writing skills. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34817	21-22 CDPLT: Next Steps to Guided Reading NSGRA (4-8) - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/86306106136?pwd=OWkwOGNXdh3RhbjhhbzhDYjdpDEU5UT09	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Amy McAllister; Elizabeth Rowe	2	No	0	8	3	0	Available upon request
409	16103	21-22 CDPLT: Next Steps to Guided Reading Assessment (K-3) - 8/26 Learning Block A	Secondary content teachers will analyze, understand and apply the components of the SIOP Model in order to shelter their content instruction for ELs. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34818	21-22 CDPLT: Next Steps to Guided Reading Assessment (K-3) - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/87148724348?pwd=RXA1aUJmVXZlbnR2MGRwMGYyNROUOT09	Colleen Bradley; Megan Corona; Paula Cortes; Jean D'Andreas; Adelina Federico; Bradley Fletcher; Benjamin Kowalski; Amanda Lee-Confer; Maritza Mazon; Elizabeth Rowe	2	No	0	21	2	0	Available upon request
409	16105	21-22 CDPLT: USP-Language Acquisition Overview of Sheltered Content Instruction - 8/26 Learning Block A	Secondary content teachers will analyze, understand and apply the components of the SIOP Model in order to shelter their content instruction for ELs. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34819	21-22 CDPLT: USP-Language Acquisition Overview of Sheltered Content Instruction - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/81896454696	Colleen Bradley; Megan Corona; Paula Cortes; Jean D'Andreas; Adelina Federico; Bradley Fletcher; Benjamin Kowalski; Amanda Lee-Confer; Maritza Mazon; Elizabeth Rowe	2	No	0	9	1	0	Available upon request
409	16108	21-22 CDPLT: USP-Language Acquisition Overview of Sheltered Content Instruction - 8/26 Learning Block C	This session will provide an overview of the principles and practices of Socratic Seminar. Participants will understand what a Socratic Seminar is and what it is not. Participants will have practical tools and resources to bring back to their classrooms to conduct Socratic Seminars with students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34822	21-22 CDPLT: USP-Language Acquisition Overview of Sheltered Content Instruction - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/81896454696	Colleen Bradley; Megan Corona; Paula Cortes; Jean D'Andreas; Adelina Federico; Bradley Fletcher; Benjamin Kowalski; Amanda Lee-Confer; Maritza Mazon; Elizabeth Rowe	2	No	0	6	1	0	Available upon request
409	16110	21-22 CDPLT: Honors Teacher Training Module: Socratic Seminar - 8/26 Learning Block C	This session will provide an overview of the principles and practices of Socratic Seminar. Participants will understand what a Socratic Seminar is and what it is not. Participants will have practical tools and resources to bring back to their classrooms to conduct Socratic Seminars with students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34825	21-22 CDPLT: Honors Teacher Training Module: Socratic Seminar - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/87546545087?pwd=RDRVR0hlVVZlbnR2MGRwMGYyNROUOT09	Colleen Bradley; Megan Corona; Bradley Fletcher; Kathryn Jensen; Jhovanna Kortright; Amanda Lee-Confer; Elizabeth Rowe; Sky Seckio	2	No	0	23	1	1	Available upon request

			A framework for structuring math time so students develop a deep conceptual understanding and math proficiency. Geared towards K-5. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Megan Corona; Bradley Fletcher; Melinda Gomez; Amanda Lee-Confer; Rebecca Peralta; Elizabeth Rowe; Carol Ruhke; Dana Stonecipher							
409	16111	21-22 CDPLT: Rotatel Math Stations - 8/26 Learning Block A		34824	21-22 CDPLT: Rotatel Math Stations - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/85314541493		2	No	0	27	2	1	Available upon request
409	16112	21-22 CDPLT: Rotatel Math Stations - 8/26 Learning Block B	A framework for structuring math time so students develop a deep conceptual understanding and math proficiency. Geared towards K-5. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34826	21-22 CDPLT: Rotatel Math Stations - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/85314541493	Colleen Bradley; Megan Corona; Bradley Fletcher; Melinda Gomez; Amanda Lee-Confer; Rebecca Peralta; Elizabeth Rowe; Carol Ruhke; Dana Stonecipher	2	No	0	32	0	0	Available upon request
409	16113	21-22 CDPLT: Rotatel Math Stations - 8/26 Learning Block C	A framework for structuring math time so students develop a deep conceptual understanding and math proficiency. Geared towards K-5. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34827	21-22 CDPLT: Rotatel Math Stations - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/85314541493	Colleen Bradley; Megan Corona; Bradley Fletcher; Melinda Gomez; Amanda Lee-Confer; Rebecca Peralta; Elizabeth Rowe; Carol Ruhke; Dana Stonecipher	2	No	0	32	1	0	Available upon request
409	16114	21-22 CDPLT: Meaningful Access-Interpretation and Translation Services & Compliance Information - 8/26 Learning Block A	Information presented in this course will ensure participants understand the process for accessing interpretation and translation services for families, staff and community members. In addition, you will receive critical information on state and federal requirements for students who have another language in the home. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34830	21-22 CDPLT: Meaningful Access-Interpretation and Translation Services & Compliance Information - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/82322090283?pwd=UmwWeThlUHVhVQjBwaTR0ZmR3Q1p5QT09	Colleen Bradley; Megan Corona; Adelina Federico; Bradley Fletcher; Amanda Lee-Confer; Luis Orantes; Elizabeth Rowe; Patricia Sandoval-Taylor	2	No	0	3	1	0	Available upon request
409	16115	21-22 CDPLT: Applying Language and Literacy through Active Science (K-2) - 8/26 Learning Block A	Participants will explore scientific literacy and the implementation of scientific literacy in reading, writing, and communicating. This includes modeling, and design with integrated intentional literacy instruction into FOSS active instruction. This course is specifically designed to support early literacy and language in grades K-2. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34829	21-22 CDPLT: Applying Language and Literacy through Active Science (K-2) - 8/26 Learning Block A	8/26/2021	8/26/2021	https://us02web.zoom.us/j/83716025807	Karyn Anton; Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	30	1	0	Available upon request
409	16116	21-22 CDPLT: Applying Language and Literacy through Active Science (3-5) - 8/26 Learning Block B	Participants will explore scientific literacy and the implementation of scientific literacy in reading, writing, and communicating. This includes modeling, and design with integrated intentional literacy instruction into FOSS active instruction. This course is specifically designed to support early literacy and language in grades 3-5. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34828	21-22 CDPLT: Applying Language and Literacy through Active Science (3-5) - 8/26 Learning Block B	8/26/2021	8/26/2021	https://us02web.zoom.us/j/84241829978	Karyn Anton; Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	29	1	2	Available upon request
409	16118	21-22 CDPLT: Meaningful Access-Interpretation and Translation Services & Compliance Information - 8/26 Learning Block C	Information presented in this course will ensure participants understand the process for accessing interpretation and translation services for families, staff and community members. In addition, you will receive critical information on state and federal requirements for students who have another language in the home. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34833	21-22 CDPLT: Meaningful Access-Interpretation and Translation Services & Compliance Information - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/82322090283?pwd=UmwWeThlUHVhVQjBwaTR0ZmR3Q1p5QT09	Colleen Bradley; Megan Corona; Adelina Federico; Bradley Fletcher; Amanda Lee-Confer; Luis Orantes; Elizabeth Rowe; Patricia Sandoval-Taylor	2	No	0	2	1	0	Available upon request
409	16119	21-22 CDPLT: Equity and Phenomena-based Science Instruction (K-8) - 8/26 Learning Block C	Participants will explore how to engage students in science instruction with phenomena that is locally and culturally relevant. FOSS staff will model integration of phenomena into FOSS modules. Participants will have the opportunity to design phenomena-based lessons to enhance a grade-level FOSS module. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34832	21-22 CDPLT: Equity and Phenomena-based Science Instruction (K-8) - 8/26 Learning Block C	8/26/2021	8/26/2021	https://us02web.zoom.us/j/83443116630	Karyn Anton; Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	30	0	0	Available upon request

			Participants will explore how to engage students in science instruction with phenomena that is locally and culturally relevant. FOSS staff will model integration of phenomena into FOSS modules. Participants will have the opportunity to design phenomena-based lessons to enhance a grade-level FOSS module. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							Karyn Anton; Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe							
409	16120	21-22 CDPLT: Equity and Phenomena-based Science Instruction (K-8) - 8/26 Learning Block A	Teachers will be introduced to collaborative learning structures that boost student academic achievement, improve student relations, promote thinking skills, and create a more kind and caring school community. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34834	21-22 CDPLT: Equity and Phenomena-based Science Instruction (K-8) - 8/26 Learning Block A	8/26/2021	8/26/2021	https://usd2web.zoom.us/j/81950043955	Colleen Bradley; Megan Corona; Bradley Fletcher; Sharon Herring; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	26	0	0	Available upon request	
409	16121	21-22 CDPLT: Collaborative Engagement - 8/26 Learning Block A	Teachers will be introduced to collaborative learning structures that boost student academic achievement, improve student relations, promote thinking skills, and create a more kind and caring school community. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34835	21-22 CDPLT: Collaborative Engagement - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/3114065517	Colleen Bradley; Megan Corona; Bradley Fletcher; Sharon Herring; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	24	5	0	Available upon request	
409	16122	21-22 CDPLT: Collaborative Engagement - 8/26 Learning Block B	Opportunity for General Education teachers to understand WHAT data to provide and HOW to provide it to support Ex Ed teachers writing IEPs. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34836	21-22 CDPLT: Collaborative Engagement - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/3114065517	Colleen Bradley; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	34	2	0	Available upon request	
409	16123	21-22 CDPLT: General Ed Teachers Providing Meaningful Data and Input for IEP Caseworkers - 8/26 Learning Block A	This course is intended to provide a basic overview of how to develop an individualized Education Plan (IEP) that is compliant to district policies and relevant to the student for which it is written. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34837	21-22 CDPLT: General Ed Teachers Providing Meaningful Data and Input for IEP Caseworkers - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/83627074638?pwd=WmpUjZhtYU43b9qL0d8Y9yOTVhd09	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Lynnette Lehman; Rebecca Long; Elizabeth Rowe	2	No	0	19	4	0	Available upon request	
409	16124	21-22 CDPLT: IEP Writing Basics - 8/26 Learning Block A	Opportunity for General Education teachers to understand WHAT data to provide and HOW to provide it to support Ex Ed teachers writing IEPs. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34838	21-22 CDPLT: IEP Writing Basics - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/85856782016	Colleen Bradley; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	44	1	1	Available upon request	
409	16125	21-22 CDPLT: General Ed Teachers Providing Meaningful Data and Input for IEP Caseworkers - 8/26 Learning Block B	Opportunity for General Education teachers to understand WHAT data to provide and HOW to provide it to support Ex Ed teachers writing IEPs. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34839	21-22 CDPLT: General Ed Teachers Providing Meaningful Data and Input for IEP Caseworkers - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/83627074638?pwd=WmpUjZhtYU43b9qL0d8Y9yOTVhd09	Colleen Bradley; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	18	1	0	Available upon request	
409	16126	21-22 CDPLT: General Ed Teachers Providing Meaningful Data and Input for IEP Caseworkers - 8/26 Learning Block C	This course is intended to provide a basic overview of how to develop an individualized Education Plan (IEP) that is compliant to district policies and relevant to the student for which it is written. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34841	21-22 CDPLT: General Ed Teachers Providing Meaningful Data and Input for IEP Caseworkers - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/83627074638?pwd=WmpUjZhtYU43b9qL0d8Y9yOTVhd09	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Lynnette Lehman; Rebecca Long; Elizabeth Rowe	2	No	0	14	1	0	Available upon request	
409	16127	21-22 CDPLT: IEP Writing Basics - 8/26 Learning Block B	This is our weekly professional development provided course for which attending staff receive professional development hours.	34840	21-22 CDPLT: IEP Writing Basics - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/85856782016	Michael Konrad	2	No	1	33	4	1	Available upon request	
409	16129	Pueblo Gardens Professional Development 2021-22	Learn the psychological, physical, and social emotional developmental milestones for adolescents. Discover management and instructional strategies to use in the classroom when working with this age group. Designed for 6-9th grade teachers, but applicable for 5-12th grade. This course specifically addresses Danielson 1b, 2a, & 2b. NOTE: This course will be self-paced through EdPuzzle, with a live opening and closing zoom session and is a repeat of the course offered during New Teacher Induction in both 2020 and 2021. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34842	PG Wed. PD Starting 8-2-21	8/2/2021	5/25/2022	Pueblo Gardens PK-8	Colleen Bradley; Megan Corona; Joan Flannery; Bradley Fletcher; Nicole Kredich; Amanda Lee-Confer; Elizabeth Rowe	52	Yes	1	30	0	0	Available upon request	
409	16130	21-22 CDPLT: Teaching Adolescents - 8/26 Learning Block A		34843	21-22 CDPLT: Teaching Adolescents - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/84548195969?pwd=N3dGdGVlMkxhWkdYdVZlVWdWdyRmduQT09		2	No	0	7	0	0	Available upon request	

			Learn the psychological, physical, and social emotional developmental milestones for adolescents. Discover management and instructional strategies to use in the classroom when working with this age group. Designed for 6-9th grade teachers, but applicable for 5-12th grade. This course specifically addresses Danielson 1b, 2a, & 2b. NOTE: This course will be self-paced through EdPuzzle, with a live opening and closing zoom session and is a repeat of the course offered during New Teacher Induction in both 2020 and 2021. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Megan Corona; Joan Flannery; Bradley Fletcher; Nicole Kredich; Amanda Lee-Confer; Elizabeth Rowe							
409	16131	21-22 CDPLT: Teaching Adolescents - 8/26 Learning Block B		34844	21-22 CDPLT: Teaching Adolescents - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/84548195969?pwd=N3dGdGV3MkxhWkd0dY2V0WDQ4bHhkaGJ09	2	No	0	7	0	0	Available upon request	
			Learn the psychological, physical, and social emotional developmental milestones for adolescents. Discover management and instructional strategies to use in the classroom when working with this age group. Designed for 6-9th grade teachers, but applicable for 5-12th grade. This course specifically addresses Danielson 1b, 2a, & 2b. NOTE: This course will be self-paced through EdPuzzle, with a live opening and closing zoom session and is a repeat of the course offered during New Teacher Induction in both 2020 and 2021. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Megan Corona; Joan Flannery; Bradley Fletcher; Nicole Kredich; Amanda Lee-Confer; Elizabeth Rowe							
409	16132	21-22 CDPLT: Teaching Adolescents - 8/26 Learning Block C		34845	21-22 CDPLT: Teaching Adolescents - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/84548195969?pwd=N3dGdGV3MkxhWkd0dY2V0WDQ4bHhkaGJ09	2	No	0	10	1	0	Available upon request	
			Participants will explore the new OMA curriculum, discuss best practices in the the OMA classroom, and share highly integrated lesson plans. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Joan Ashcraft; Colleen Bradley; Megan Corona; Miranda DeBretto; Hillary Douglas; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe; Teri Shepard-Mcbride	2	No	0	32	9	0	Available upon request
409	16133	21-22 CDPLT: OMA Performing Arts - 8/26 Learning Block A		34846	21-22 CDPLT: OMA Performing Arts - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/82484007646	2	No	0					
			This course will focus on specific training on the Present Levels of Academic Achievement and Functional Performance and how to develop goals that align directly to the PLAAPF. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services		21-22 CDPLT: Present Levels of Academic Achievement & Functional Performance (PLAAPF) Goal writing - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/86096893036	2	No	0	170	7	8	Available upon request	
409	16134	21-22 CDPLT: Present Levels of Academic Achievement & Functional Performance (PLAAPF) Goal writing - 8/26 Learning Block C		34847		8/26/2021	8/26/2021	https://tusd1.zoom.us/j/86096893036	2	No	0					
			Participants will learn how to engage students in learning while managing the structure in their classrooms. Participants will discover how to create an inclusive environment, learn about culturally responsive approaches, and promote positive student behaviors. Participants will be introduced to follow-up seminars that offer more opportunities for discussion and resources around building an equitable environment. Taught with an emphasis on grades 6-12. This seminar specifically addresses Danielson 1a, 1b. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Margarito Castias; Megan Corona; Analizbeth Fiore; Bradley Fletcher; Amanda Lee-Confer; Rebecca Long; Elizabeth Rowe; Carol Ruhkne							
409	16135	21-22 CDPLT: Classroom Management 1 (6-12 Emphasis) - 8/26 Learning Block A		34848	21-22 CDPLT: Classroom Management 1 6-12 Emphasis - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/88437559518	2	No	0	37	4	1	Available upon request	
			Participants will learn how to engage students in learning while managing the structure in their classrooms. Participants will discover how to create an inclusive environment, learn about culturally responsive approaches, and promote positive student behaviors. Participants will be introduced to follow-up seminars that offer more opportunities for discussion and resources around building an equitable environment. Taught with an emphasis on grades K-5. THIS CLASS IS INTENDED FOR FIRST- AND SECOND-YEAR TEACHERS ONLY. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; Bradley Fletcher; Rebecca Long; Rebecca Peralta; Jennifer Prusak; Anita Raptis; Elizabeth Rowe; Carol Ruhkne; Tanya Schrantz; Alex Virgola	2	No	0				
409	16136	21-22 CDPLT: Classroom Management 1 (K-6 Emphasis) - 10/28		35178	21-22 CDPLT: Classroom Management 1 (K-6 Emphasis) - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/85069361053	2	No	0	10	16	0	Available upon request	
			Participants will learn how to engage students in learning while managing the structure in their classrooms. Participants will discover how to create an inclusive environment, learn about culturally responsive approaches, and promote positive student behaviors. Participants will be introduced to follow-up seminars that offer more opportunities for discussion and resources around building an equitable environment. Taught with an emphasis on grades K-5. THIS CLASS IS INTENDED FOR FIRST- AND SECOND-YEAR TEACHERS ONLY. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; Bradley Fletcher; Rebecca Long; Rebecca Peralta; Jennifer Prusak; Anita Raptis; Elizabeth Rowe; Carol Ruhkne; Tanya Schrantz; Alex Virgola	2	No	0	16	13	0	Available upon request
409	16136	21-22 CDPLT: Classroom Management 1 (K-6 Emphasis) - 10/28		35177	21-22 CDPLT: Classroom Management 1 (K-6 Emphasis) - 10/28 Learning Block A	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/85069361053	2	No	0	16	13	0	Available upon request	

			Participants will learn how to engage students in learning while managing the structure in their classrooms. Participants will discover how to create an inclusive environment, learn about culturally responsive approaches, and promote positive student behaviors. Participants will be introduced to follow-up seminars that offer more opportunities for discussion and resources around building an equitable environment. Taught with an emphasis on grades K-5. THIS CLASS IS INTENDED FOR FIRST- AND SECOND-YEAR TEACHERS ONLY. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; Bradley Fletcher; Rebecca Long; Rebecca Peratzka; Jennifer Priusak; Anita Raptis; Elizabeth Rowe; Carol Ruhnke; Tanya Schrantz; Alex Virgilia							
409	16136	21-22 CDPLT: Classroom Management 1 (K-6 Emphasis) - 10/28		35179	21-22 CDPLT: Classroom Management 1 (K-6 Emphasis) - 10/28 Learning Block C	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/85069361053	Colleen Bradley; Margarito Casillas; Megan Corona; Analizbeth Fioe; Bradley Fletcher; Amanda Lee-Confer; Rebecca Long; Elizabeth Rowe; Carol Ruhnke	2	No	0	16	14	0	Available upon request
409	16137	21-22 CDPLT: Classroom Management 1 (6-12 Emphasis) - 8/26 Learning Block B	Participants will learn how to engage students in learning while managing the structure in their classrooms. Participants will discover how to create an inclusive environment, learn about culturally responsive approaches, and promote positive student behaviors. Participants will be introduced to follow-up seminars that offer more opportunities for discussion and resources around building an equitable environment. Taught with an emphasis on grades 6-12. This seminar specifically addresses Danielson 1a, 1b. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34849	21-22 CDPLT: Classroom Management 1 6-12 Emphasis - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/88437559518	Colleen Bradley; Margarito Casillas; Megan Corona; Analizbeth Fioe; Bradley Fletcher; Amanda Lee-Confer; Rebecca Long; Elizabeth Rowe; Carol Ruhnke	2	No	0	34	1	0	Available upon request
409	16138	21-22 CDPLT: Classroom Management 1 (6-12 Emphasis) - 8/26 Learning Block C	This course will define A.C.E.s (Adverse Childhood Experiences), inform about the percentage of students impacted by trauma, how trauma impacts learning, and useful strategies to help support traumatized students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34851	21-22 CDPLT: Classroom Management 1 6-12 Emphasis - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/88437559518	Colleen Bradley; Megan Corona; Siobhan Daniel; Bradley Fletcher; Christine Hermes; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	30	2	0	Available upon request
409	16139	21-22 CDPLT: Trauma Informed Teaching - 8/26 Learning Block A	identifying the appropriate accommodations for students with descriptions of where, when, and who will be providing the accommodations. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34852	21-22 CDPLT: Trauma Informed Teaching - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/81547013289	Colleen Bradley; Megan Corona; Cori Dennis; Bradley Fletcher; Theresa Hueikamp; Amanda Lee-Confer; Elizabeth Rowe; Rebekah Rucker	2	No	0	10	8	0	Available upon request
409	16140	21-22 CDPLT: Accommodations, Supplemental Aides, Modifications, Special Considerations, and Supports - 8/26 Learning Block C	This course will reflect on timelines for all compliance paperwork and review the purpose of the Prior Written Notice and the necessary information to be provided in it. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34854	21-22 CDPLT: Accommodations, Supplemental Aides, Modifications, Special Considerations, and Supports - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/86928755940	Colleen Bradley; Megan Corona; Cori Dennis; Daniel Diffie; Bradley Fletcher; Theresa Hueikamp; Amanda Lee-Confer; Yefid Musri; Elizabeth Rowe	2	No	0	45	14	0	Available upon request
409	16141	21-22 CDPLT: Prior Written Notice (PWN), Timelines, and Progress Reporting - 8/26 Learning Block C	This course will define A.C.E.s (Adverse Childhood Experiences), inform about the percentage of students impacted by trauma, how trauma impacts learning, and useful strategies to help support traumatized students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34856	21-22 CDPLT: Prior Written Notice (PWN), Timelines, and Progress Reporting - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/85339932217?pwd=UWlOUm1TCkVhRDRWWUDvNklqQmVlcjZOTG9&from-addon=TcVhRDRWWUDvNklqQmVlcjZOTG9&from-addon	Colleen Bradley; Megan Corona; Siobhan Daniel; Bradley Fletcher; Christine Hermes; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	57	10	0	Available upon request
409	16142	21-22 CDPLT: Trauma Informed Teaching - 8/26 Learning Block B	This course will define A.C.E.s (Adverse Childhood Experiences), inform about the percentage of students impacted by trauma, how trauma impacts learning, and useful strategies to help support traumatized students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34853	21-22 CDPLT: Trauma Informed Teaching - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/81547013289	Colleen Bradley; Megan Corona; Siobhan Daniel; Bradley Fletcher; Christine Hermes; Amanda Lee-Confer; Elizabeth Rowe	2	No	1	19	4	0	Available upon request
409	16143	21-22 CDPLT: Trauma Informed Teaching - 8/26 Learning Block C	This course will define A.C.E.s (Adverse Childhood Experiences), inform about the percentage of students impacted by trauma, how trauma impacts learning, and useful strategies to help support traumatized students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34855	21-22 CDPLT: Trauma Informed Teaching - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/81547013289	Colleen Bradley; Megan Corona; Siobhan Daniel; Bradley Fletcher; Christine Hermes; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	24	2	0	Available upon request

			Professional learning community will share best practices for teaching dance in middle school and high school. Focus on instructional planning, student engagement, recruitment and retention, and district-wide collaboration for dance educators. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Joan Ashcraft; Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Bruno Loy; Elizabeth Rowe							
409	16144	21-22 CDPLT: Dance for High School & Middle School - 8/26 Learning Block A		34857	21-22 CDPLT: Dance for High School & Middle School - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/84863764645	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Bruno Loy; Elizabeth Rowe	2	No	0	2	1	0	Available upon request
			Participants will learn how to engage students in learning while managing the structure in their classrooms. Participants will discover how to create an inclusive environment, learn about culturally responsive approaches, and promote positive student behaviors. Participants will be introduced to follow-up seminars that offer more opportunities for discussion and resources around building an equitable environment. Taught with an emphasis on grades K-5. This seminar specifically addresses Danielson 1a, 1b. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Rebecca Long; Anita Raptis; Elizabeth Rowe; Carol Ruhnske; Alex Yrigolla							
409	16145	21-22 CDPLT: Classroom Management 1 (K-5 Emphasis) - 8/26 Learning Block A		34858	21-22 CDPLT: Classroom Management 1-1st/2nd Yr Teachers in New Teacher Mentor Program - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/84086800499	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Rebecca Long; Anita Raptis; Elizabeth Rowe; Carol Ruhnske; Alex Yrigolla	2	No	0	37	9	0	Available upon request
			Participants will learn how to engage students in learning while managing the structure in their classrooms. Participants will discover how to create an inclusive environment, learn about culturally responsive approaches, and promote positive student behaviors. Participants will be introduced to follow-up seminars that offer more opportunities for discussion and resources around building an equitable environment. Taught with an emphasis on grades K-5. This seminar specifically addresses Danielson 1a, 1b. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Rebecca Long; Anita Raptis; Elizabeth Rowe; Carol Ruhnske; Alex Yrigolla							
409	16146	21-22 CDPLT: Classroom Management 1 (K-5 Emphasis) - 8/26 Learning Block B		34859	21-22 CDPLT: Classroom Management 1-1st/2nd Yr Teachers in New Teacher Mentor Program - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/84086800499	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Rebecca Long; Anita Raptis; Elizabeth Rowe; Carol Ruhnske; Alex Yrigolla	2	No	0	30	5	0	Available upon request
			Participants will learn how to engage students in learning while managing the structure in their classrooms. Participants will discover how to create an inclusive environment, learn about culturally responsive approaches, and promote positive student behaviors. Participants will be introduced to follow-up seminars that offer more opportunities for discussion and resources around building an equitable environment. Taught with an emphasis on grades K-5. This seminar specifically addresses Danielson 1a, 1b. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Rebecca Long; Anita Raptis; Elizabeth Rowe; Carol Ruhnske; Alex Yrigolla							
409	16147	21-22 CDPLT: Classroom Management 1 (K-5 Emphasis) - 8/26 Learning Block C		34860	21-22 CDPLT: Classroom Management 1-1st/2nd Yr Teachers in New Teacher Mentor Program - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/84086800499	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Rebecca Long; Anita Raptis; Elizabeth Rowe; Carol Ruhnske; Alex Yrigolla	2	No	0	36	5	0	Available upon request
			Learn about Dr. Joyce Epstein's framework for Family & Community Engagement, and the services available to students and families through TUSD's Family & Community Outreach Department. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Tara Bennett; Colleen Bradley; Megan Corona; Bradley Fletcher; Lacey Grijalva; Terri Howard; Amanda Lee-Confer; Elizabeth Rowe							
409	16148	21-22 CDPLT: Unpacking the Six Types of Family & Community Engagement - 8/26 Learning Block A		34861	21-22 CDPLT: Unpacking the Six Types of Family & Community Engagement - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/81311308944	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Heather Mace; Elizabeth Rodriguez-Quilhuis; Elizabeth Rowe	2	No	0	11	4	0	Available upon request
			Discover restorative concepts and learn effective strategies for building community, managing student behavior, and implementing the five core values of restorative practices in your classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Heather Mace; Elizabeth Rodriguez-Quilhuis; Elizabeth Rowe							
409	16149	21-22 CDPLT: Introduction to Restorative Practices - 8/26 Learning Block A		34862	21-22 CDPLT: Introduction to Restorative Practices - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/87943984132?pwd=d1c1R2lQc1FpdDZjZGw5SkhURlRlbnU09	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Heather Mace; Elizabeth Rodriguez-Quilhuis; Elizabeth Rowe	2	No	2	14	11	0	Available upon request
			Discover restorative concepts and learn effective strategies for building community, managing student behavior, and implementing the five core values of restorative practices in your classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Heather Mace; Elizabeth Rodriguez-Quilhuis; Elizabeth Rowe							
409	16150	21-22 CDPLT: Introduction to Restorative Practices - 8/26 Learning Block B		34863	21-22 CDPLT: Introduction to Restorative Practices - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/87943984132?pwd=d1c1R2lQc1FpdDZjZGw5SkhURlRlbnU09	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Heather Mace; Elizabeth Rodriguez-Quilhuis; Elizabeth Rowe	2	No	1	21	16	0	Available upon request
			Discover restorative concepts and learn effective strategies for building community, managing student behavior, and implementing the five core values of restorative practices in your classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Heather Mace; Elizabeth Rodriguez-Quilhuis; Elizabeth Rowe							
409	16151	21-22 CDPLT: Introduction to Restorative Practices - 8/26 Learning Block C		34864	21-22 CDPLT: Introduction to Restorative Practices - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/87943984132?pwd=d1c1R2lQc1FpdDZjZGw5SkhURlRlbnU09	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Heather Mace; Elizabeth Rodriguez-Quilhuis; Elizabeth Rowe	2	No	1	19	13	1	Available upon request

			This course is intended to support Fine Arts teachers in TUSD who are teaching orchestra at the elementary, middle school and high school levels. Instructional strategies for implementing the TUSD Music Curriculum Frameworks & Maps will be included to ensure all students are making individual progress in their instrumental music classes. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services		21-22 CDPLT: Fine Arts Professional Development - Orchestra - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tUSD1.zoom.us/j/R228867465?pwd=ehdXOWVTVjRlUWw4MzIyOTJFJTJkUjVlUjY9	Joan Ashcraft; Colleen Bradley; Daniel Brown; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Carol Reeves; Elizabeth Rowe		2	No	1	23	0	0	Available upon request
409	16152	21-22 CDPLT: Fine Arts Professional Development - Orchestra - 8/26 Learning Block C	This course is intended to support Fine Arts teachers in TUSD who are teaching band at the elementary, middle school and high school levels. Instructional strategies for implementing the TUSD Music Curriculum Frameworks & Maps will be included to ensure all students are making individual progress in their instrumental music classes. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34865	21-22 CDPLT: Fine Arts Professional Development - Band - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tUSD1.zoom.us/j/R2183457279?pwd=MHVlbTVmYnBvODVlZHMFMjTSK5Zj09	Joan Ashcraft; Colleen Bradley; Daniel Brown; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Carol Reeves; Elizabeth Rowe		2	No	2	17	0	0	Available upon request
409	16153	21-22 CDPLT: Theater Arts Curriculum and Enhancement - 8/26 Learning Block B	A sharing session for district theater arts teachers as well as updates from Arizona Thespians and the summer IDeA sessions. Community theater representatives will also be on hand to share collaborative opportunities. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34866	21-22 CDPLT: Theater Arts Curriculum and Enhancement - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tUSD1.zoom.us/j/R5675241825?pwd=QDNMWFlwNWwyRGh3YTdhMDk1RVVSQz09	Colleen Bradley; Megan Corona; Bradley Fletcher; Kristian Kissel; Amanda Lee-Confer; Elizabeth Rowe		2	No	0	16	0	0	Available upon request
409	16154	21-22 CDPLT: An Introduction to Social and Emotional Learning - 8/26 Learning Block A	This course covers what the Danielson Framework is, what it means, and how it can be used to improve professional practice. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34867	21-22 CDPLT: An Introduction to Social and Emotional Learning - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tUSD1.zoom.us/j/2942040036?pwd=NFp2ZExoK0BRZWtOR0dTTHhmZjg2ZD09	Colleen Bradley; Megan Corona; Katherine Cummings; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe; Carol Ruhnke		2	No	0	23	1	0	Available upon request
409	16155	21-22 CDPLT: Introduction to Social and Emotional Learning - 8/26 Learning Block B	This course will cover the ways in which classroom teachers can effectively care for students in their social and emotional health. Teachers will learn the research behind brain theory and Social-Emotional Learning and ways in which we can implement mindfulness into everyday practice. Being emotionally well has a direct impact on the developing brain and can often have a direct influence on student achievement and behavior. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34868	21-22 CDPLT: Introduction to Social and Emotional Learning - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tUSD1.zoom.us/j/R3492067427	Colleen Bradley; Megan Corona; Bradley Fletcher; Jessica Jaeger; Katherine Jordan; Amanda Lee-Confer; Elizabeth Rowe		2	No	1	29	7	1	Available upon request
409	16156	21-22 CDPLT: Introduction to Social and Emotional Learning - 8/26 Learning Block C	This course will cover the ways in which classroom teachers can effectively care for students in their social and emotional health. Teachers will learn the research behind brain theory and Social-Emotional Learning and ways in which we can implement mindfulness into everyday practice. Being emotionally well has a direct impact on the developing brain and can often have a direct influence on student achievement and behavior. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34870	21-22 CDPLT: Introduction to Social and Emotional Learning - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tUSD1.zoom.us/j/R3492067427	Colleen Bradley; Megan Corona; Bradley Fletcher; Jessica Jaeger; Katherine Jordan; Amanda Lee-Confer; Elizabeth Rowe		2	No	0	25	4	0	Available upon request
409	16157	21-22 CDPLT: Introduction to Social and Emotional Learning - 8/26 Learning Block D	This course will cover the ways in which classroom teachers can effectively care for students in their social and emotional health. Teachers will learn the research behind brain theory and Social-Emotional Learning and ways in which we can implement mindfulness into everyday practice. Being emotionally well has a direct impact on the developing brain and can often have a direct influence on student achievement and behavior. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34871	21-22 CDPLT: Introduction to Social and Emotional Learning - 8/26 Learning Block D	8/26/2021	8/26/2021	https://tUSD1.zoom.us/j/R3492067427	Colleen Bradley; Megan Corona; Katherine Cummings; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe		2	No	1	33	6	0	Available upon request
409	16158	21-22 CDPLT: Introduction to Social and Emotional Learning - 8/26 Learning Block E	This course will cover the ways in which classroom teachers can effectively care for students in their social and emotional health. Teachers will learn the research behind brain theory and Social-Emotional Learning and ways in which we can implement mindfulness into everyday practice. Being emotionally well has a direct impact on the developing brain and can often have a direct influence on student achievement and behavior. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34872	21-22 CDPLT: Introduction to Social and Emotional Learning - 8/26 Learning Block E	8/26/2021	8/26/2021	https://tUSD1.zoom.us/j/2942040036?pwd=NFp2ZExoK0BRZWtOR0dTTHhmZjg2ZD09	Colleen Bradley; Megan Corona; Katherine Cummings; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe; Carol Ruhnke		2	No	0	26	5	0	Available upon request

			This course covers what the Danielson Framework is, what it means, and how it can be used to improve professional practice. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							Colleen Bradley; Megan Corona; Katherine Cummings; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe; Carol Ruhke							
409	16160	21-22 CDPLT: An Introduction to Danielson - 8/26 Learning Block C		34873	21-22 CDPLT: An Introduction to Danielson - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/2942040036?pwd=Nfp2ZjEwX0pBREDwT0R0TTlHdM9pZj09	Colleen Bradley; Megan Corona; Jean D'Andrea; Catherine Espinoza; Adeline Federico; Bradley Fletcher; Amanda Lee-Confer; Maritza Mazon; Elizabeth Rowe	2	No	1	26	2	1	Available upon request	
409	16161	21-22 CDPLT: Overview of 2019 English Language Proficiency Standards - 8/26 Learning Block A	The Process to Our New 2019 ELPS &C The Rationale for the New ELPS &C The Context in Which the New ELPS will be Applied &C The Standards & Their Shifts &C Organization of ELPS &C Planning with the ELPS ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34874	21-22 CDPLT: Overview of 2019 English Language Proficiency Standards - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/88063549159	Colleen Bradley; Megan Corona; Jean D'Andrea; Catherine Espinoza; Adeline Federico; Bradley Fletcher; Amanda Lee-Confer; Maritza Mazon; Elizabeth Rowe	2	No	0	30	2	0	Available upon request	
409	16162	21-22 CDPLT: Overview of 2019 English Language Proficiency Standards - 8/26 Learning Block B	The Process to Our New 2019 ELPS &C The Rationale for the New ELPS &C The Context in Which the New ELPS will be Applied &C The Standards & Their Shifts &C Organization of ELPS &C Planning with the ELPS ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34875	21-22 CDPLT: Overview of 2019 English Language Proficiency Standards - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/88063549159	Colleen Bradley; Megan Corona; Jean D'Andrea; Catherine Espinoza; Adeline Federico; Bradley Fletcher; Amanda Lee-Confer; Maritza Mazon; Elizabeth Rowe	2	No	0	13	0	0	Available upon request	
409	16163	21-22 CDPLT: Overview of 2019 English Language Proficiency Standards - 8/26 Learning Block C	The Process to Our New 2019 ELPS &C The Rationale for the New ELPS &C The Context in Which the New ELPS will be Applied &C The Standards & Their Shifts &C Organization of ELPS &C Planning with the ELPS ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34876	21-22 CDPLT: Overview of 2019 English Language Proficiency Standards - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/88063549159	Colleen Bradley; Megan Corona; Jean D'Andrea; Catherine Espinoza; Adeline Federico; Bradley Fletcher; Amanda Lee-Confer; Maritza Mazon; Elizabeth Rowe	2	No	0	14	1	0	Available upon request	
409	16164	21-22 CDPLT: Literacy Routines and Procedures - 8/26 Learning Block A	This course will focus on strategies to organize and manage literacy components for optimal small-group instruction. Major components of this course will include: classroom set-up, scheduling and forming appropriate groups, and creating meaningful literacy activities. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34877	21-22 CDPLT: Literacy Routines and Procedures - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/84705090584?pwd=ZVdPcklrY0liEjR4QXh0eGNYUkxGUT09	Susan Allard; Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe; Nancy Silverman	2	No	1	26	5	0	Available upon request	
409	16165	21-22 CDPLT: Literacy Routines and Procedures - 8/26 Learning Block B	This course will focus on strategies to organize and manage literacy components for optimal small-group instruction. Major components of this course will include: classroom set-up, scheduling and forming appropriate groups, and creating meaningful literacy activities. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34878	21-22 CDPLT: Literacy Routines and Procedures - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/84705090584?pwd=ZVdPcklrY0liEjR4QXh0eGNYUkxGUT09	Susan Allard; Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe; Nancy Silverman	2	No	0	22	3	0	Available upon request	
409	16166	21-22 CDPLT: Literacy Routines and Procedures - 8/26 Learning Block C	This course will focus on strategies to organize and manage literacy components for optimal small-group instruction. Major components of this course will include: classroom set-up, scheduling and forming appropriate groups, and creating meaningful literacy activities. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34879	21-22 CDPLT: Literacy Routines and Procedures - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/84705090584?pwd=ZVdPcklrY0liEjR4QXh0eGNYUkxGUT09	Susan Allard; Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe; Nancy Silverman	2	No	0	31	4	0	Available upon request	
409	16167	21-22 CDPLT: Data Scuba-Dive: Learn How To Discuss Data Findings With Your School Community - 8/26 Learning Block A	This course will be an interactive, discussion-based series of scenarios to support teachers in analyzing and communicating data results with peers in PLCs and with students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34881	21-22 CDPLT: Data Scuba-Dive: Learn How To Discuss Data Findings With Your School Community - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/83731385219?pwd=RXh0R0F6ZmM4TVB4aUJFOTk1dTAwQT09	Elizabeth Baldry; Colleen Bradley; Megan Corona; Bradley Fletcher; Halley Freitas; Amanda Lee-Confer; Myrza Oviedo; Alyson Robles-Hill; Elizabeth Rowe	2	No	0	12	3	0	Available upon request	

409	16168	21-22 CDPLT: Integrated ELD Instruction (Sheltered Instruction) for K-5 SE/UJEL Teachers - 8/26 Learning Block A	Participants [all teachers of English Learners (ELs)] will become familiar with the 4 principles of Arizona New Language Development Approach with a focus on principle 2, Integrated Instruction in Disciplinary Language and Content. Participants will be introduced to designing instruction that integrates language and literacy development with content learning. They will learn how to plan instruction by using the content standards along with the English Language Proficiency Standards to support differentiation by language proficiency level. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34882	21-22 CDPLT: Integrated ELD Instruction (Sheltered Instruction) for K-5 SE/UJEL Teachers - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/81674263888	Colleen Bradley; Megan Corona; Catherine Espinoza; Adelina Federico; Bradley Fletcher; Cruz Herrera; Amanda Lee-Confer; Lizabeth Quijada; Elizabeth Rowe	2	No	0	28	0	0	Available upon request
409	16169	21-22 CDPLT: Data Scuba-Dive: Learn How To Discuss Data Findings With Your School Community - 8/26 Learning Block B	This course will be an interactive, discussion-based series of scenarios to support teachers in analyzing and communicating data results with peers in PLCs and with students. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34886	21-22 CDPLT: Data Scuba-Dive: Learn How To Discuss Data Findings With Your School Community - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/83731385219?pwd=RXhoR0F6c2M4TVdaUjE0Tk1ldTAuQT09	Elizabeth Baldry; Colleen Bradley; Megan Corona; Bradley Fletcher; Halley Freitas; Amanda Lee-Confer; Myrza Oviedo; Alyson Robles-Hill; Elizabeth Rowe	2	No	0	16	4	0	Available upon request
409	16170	21-22 CDPLT: Data Scuba-Dive: Learn How To Discuss Data Findings With Your School Community - 8/26 Learning Block C	This course will be an interactive, discussion-based series of scenarios to support teachers in analyzing and communicating data results with peers in PLCs and with students. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34887	21-22 CDPLT: Data Scuba-Dive: Learn How To Discuss Data Findings With Your School Community - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/83731385219?pwd=RXhoR0F6c2M4TVdaUjE0Tk1ldTAuQT09	Elizabeth Baldry; Colleen Bradley; Megan Corona; Bradley Fletcher; Halley Freitas; Amanda Lee-Confer; Myrza Oviedo; Alyson Robles-Hill; Elizabeth Rowe	2	No	1	18	2	1	Available upon request
409	16171	21-22 CDPLT: Integrated ELD Instruction (Sheltered Instruction) for K-5 SE/UJEL Teachers - 8/26 Learning Block B	Participants [all teachers of English Learners (ELs)] will become familiar with the 4 principles of Arizona New Language Development Approach with a focus on principle 2, Integrated Instruction in Disciplinary Language and Content. Participants will be introduced to designing instruction that integrates language and literacy development with content learning. They will learn how to plan instruction by using the content standards along with the English Language Proficiency Standards to support differentiation by language proficiency level. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34883	21-22 CDPLT: Integrated ELD Instruction (Sheltered Instruction) for K-5 SE/UJEL Teachers - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/81674263888	Colleen Bradley; Megan Corona; Catherine Espinoza; Adelina Federico; Bradley Fletcher; Cruz Herrera; Amanda Lee-Confer; Lizabeth Quijada; Elizabeth Rowe	2	No	0	11	0	0	Available upon request
409	16172	21-22 CDPLT: Integrated ELD Instruction (Sheltered Instruction) for K-5 SE/UJEL Teachers - 8/26 Learning Block C	Participants [all teachers of English Learners (ELs)] will become familiar with the 4 principles of Arizona New Language Development Approach with a focus on principle 2, Integrated Instruction in Disciplinary Language and Content. Participants will be introduced to designing instruction that integrates language and literacy development with content learning. They will learn how to plan instruction by using the content standards along with the English Language Proficiency Standards to support differentiation by language proficiency level. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34884	21-22 CDPLT: Integrated ELD Instruction (Sheltered Instruction) for K-5 SE/UJEL Teachers - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/81674263888	Colleen Bradley; Megan Corona; Catherine Espinoza; Adelina Federico; Bradley Fletcher; Cruz Herrera; Amanda Lee-Confer; Lizabeth Quijada; Elizabeth Rowe	2	No	0	8	0	0	Available upon request
409	16173	21-22 CDPLT: Intro to Culturally Responsive Inquiry Design Model Units for Social Studies & History - 8/26 Learning Block A	Using the Inquiry Design Model framework, the participants will examine the ADE History and Social Science Standards for middle and high school using Culturally Relevant curriculum and resources to create and implement units of study for their students. SPARKS included! ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34885	21-22 CDPLT: Intro to Culturally Responsive Inquiry Design Model Units for Social Studies & History - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/83538225657	Colleen Bradley; Megan Corona; Rickvana Estrada; Bradley Fletcher; Amanda Lee-Confer; Corina Ontiveros; Elizabeth Rowe	2	No	0	2	0	0	Available upon request
409	16174	21-22 CDPLT: Intro to Culturally Responsive Inquiry Design Model Units for Social Studies & History - 8/26 Learning Block B	Using the Inquiry Design Model framework, the participants will examine the ADE History and Social Science Standards for middle and high school using Culturally Relevant curriculum and resources to create and implement units of study for their students. SPARKS included! ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34889	21-22 CDPLT: Intro to Culturally Responsive Inquiry Design Model Units for Social Studies & History - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/83538225657	Colleen Bradley; Megan Corona; Rickvana Estrada; Bradley Fletcher; Amanda Lee-Confer; Corina Ontiveros; Elizabeth Rowe	2	No	0	3	0	0	Available upon request

			Using the Inquiry Design Model framework, the participants will examine the ADE History and Social Science Standards for middle and high school using Culturally Relevant curriculum and resources to create and implement units of study for their students. SPARKS included! ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services														Colleen Bradley; Megan Corona; Rickiana Estrada; Bradley Fletcher; Amanda Lee-Confer; Corina Ontiveros; Elizabeth Rowe												
409	16175	21-22 CDPLT: Intro to Culturally Responsive Inquiry Design Model Units for Social Studies & History - 8/26 Learning Block C		34891	21-22 CDPLT: Intro to Culturally Responsive Inquiry Design Model Units for Social Studies & History - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/83538225657		Colleen Bradley; Megan Corona; Bradley Fletcher; Stephen Gaarder; Amanda Lee-Confer; Anthony Lizardi; Elizabeth Rowe; Daniel Sanchez	2	No	0	7	0	0	Available upon request												
			This course will review the different data reports in SchoolCity (student and teacher level), TUSDwebData (school and district level) and the TAR (data resources, guides, and reports) and will discuss how these resources can support planning with data to promote a data driven school culture. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services																										
409	16176	21-22 CDPLT: How to Data Dive - Find The Reports You Need For Instructional Decision-Making - 8/26 Learning Block A		34888	21-22 CDPLT: How to Data Dive - Find The Reports You Need For Instructional Decision-Making - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/85262785225?pwd=b3hMMWFQwTVlnbDNYZ3hWY01PODQlQlT09		Colleen Bradley; Megan Corona; Bradley Fletcher; Stephen Gaarder; Amanda Lee-Confer; Anthony Lizardi; Elizabeth Rowe; Daniel Sanchez	2	No	0	10	4	0	Available upon request												
			This course will review the different data reports in SchoolCity (student and teacher level), TUSDwebData (school and district level) and the TAR (data resources, guides, and reports) and will discuss how these resources can support planning with data to promote a data driven school culture. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services																										
409	16177	21-22 CDPLT: How to Data Dive - Find The Reports You Need For Instructional Decision-Making - 8/26 Learning Block B		34890	21-22 CDPLT: How to Data Dive - Find The Reports You Need For Instructional Decision-Making - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/85262785225?pwd=b3hMMWFQwTVlnbDNYZ3hWY01PODQlQlT09		Colleen Bradley; Megan Corona; Catherine Espinoza; Bradley Fletcher; Stephen Gaarder; Amanda Lee-Confer; Anthony Lizardi; Elizabeth Rowe; Daniel Sanchez	2	No	1	16	2	0	Available upon request												
			This course will review the different data reports in SchoolCity (student and teacher level), TUSDwebData (school and district level) and the TAR (data resources, guides, and reports) and will discuss how these resources can support planning with data to promote a data driven school culture. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services																										
409	16178	21-22 CDPLT: How to Data Dive - Find The Reports You Need For Instructional Decision-Making - 8/26 Learning Block C		34892	21-22 CDPLT: How to Data Dive - Find The Reports You Need For Instructional Decision-Making - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/85262785225?pwd=b3hMMWFQwTVlnbDNYZ3hWY01PODQlQlT09		Colleen Bradley; Megan Corona; Catherine Espinoza; Bradley Fletcher; Stephen Gaarder; Amanda Lee-Confer; Anthony Lizardi; Elizabeth Rowe; Daniel Sanchez	2	No	0	7	2	0	Available upon request												
			There are many obstacles to effective classroom discussion, but one of the most troublesome is the reluctance to encourage students to discuss the truly complex and vexing public issues that divide us. Topics that raise conflict, promote intellectual freedom, and incorporate a curriculum that reflects a spectrum of views and experiences teaches our students critical skills that will serve them not only in school, but also throughout their adult lives. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services																										
409	16179	21-22 CDPLT: Teaching Controversy for Participatory Action - 8/26 Learning Block A		34894	21-22 CDPLT: Teaching Controversy for Participatory Action - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/5354939060?pwd=5XFOaESGWWVlnbDNYZ3hWY01PODQlQlT09		Colleen Bradley; Megan Corona; Bradley Fletcher; Julia Hillman; Amanda Lee-Confer; Susan Osiego; Elizabeth Rowe; Junko Sakoi; Julie Thompson	2	No	0	0	0	0	Available upon request												
			In this course, we will go beyond the basics of O365 Outlook. Outlook is WAY more than just email! We will explore how to go beyond using Outlook for just email, and look at using the calendar, invites, tasks and how to set up folders and rules. Join us to learn about how to optimize your use of Outlook and simplify your life! ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services																										
409	16180	21-22 CDPLT: Expand Your Outlook - 8/26 Learning Block A		34893	21-22 CDPLT: Expand Your Outlook - 8/26 Learning Block A	8/26/2021	8/26/2021	https://bit.ly/3CEMUj9		Colleen Bradley; Megan Corona; Bradley Fletcher; Robert Kramer; Amanda Lee-Confer; Sylvia Quigley; Elizabeth Rowe; Tracey Rowley; Heba Sinclair	2	No	0	34	3	0	Available upon request												
			There are many obstacles to effective classroom discussion, but one of the most troublesome is the reluctance to encourage students to discuss the truly complex and vexing public issues that divide us. Topics that raise conflict, promote intellectual freedom, and incorporate a curriculum that reflects a spectrum of views and experiences teaches our students critical skills that will serve them not only in school, but also throughout their adult lives. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services																										
409	16181	21-22 CDPLT: Teaching Controversy for Participatory Action - 8/26 Learning Block B		34896	21-22 CDPLT: Teaching Controversy for Participatory Action - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/5354939060?pwd=5XFOaESGWWVlnbDNYZ3hWY01PODQlQlT09		Colleen Bradley; Megan Corona; Bradley Fletcher; Julia Hillman; Amanda Lee-Confer; Susan Osiego; Elizabeth Rowe; Junko Sakoi; Julie Thompson	2	No	0	0	0	0	Available upon request												
			In this course, we will go beyond the basics of O365 Outlook. Outlook is WAY more than just email! We will explore how to go beyond using Outlook for just email, and look at using the calendar, invites, tasks and how to set up folders and rules. Join us to learn about how to optimize your use of Outlook and simplify your life! ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services																										
409	16183	21-22 CDPLT: Expand Your Outlook - 8/26 Learning Block B		34895	21-22 CDPLT: Expand Your Outlook - 8/26 Learning Block B	8/26/2021	8/26/2021	https://bit.ly/3JPuYf4		Colleen Bradley; Megan Corona; Bradley Fletcher; Robert Kramer; Amanda Lee-Confer; Sylvia Quigley; Elizabeth Rowe; Tracey Rowley; Heba Sinclair	2	No	0	38	7	1	Available upon request												

			If a Promethean Panel has been installed in your classroom, then this course is for you. Join us for an introduction to the features and apps on your new panel. Gain the skills and knowledge to feel more confident in using this game changing educational technology. This will be interactive and hands-on; participants are asked to join with their Promethean panels to practice and use during the session. Please note, this course will ONLY cover ActivePanels, the newest form of Promethean Interactive Whiteboards which look like large flat screen televisions. We will not be covering how to use older Promethean Boards. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Megan Corona; Bradley Fletcher; Robert Kramer; Amanda Lee-Confer; Sylvia Quigley; Elizabeth Rowe; Tracey Rowley; Heba Sinclair							
409	16184	21-22 CDPLT: New Panel? No Problem! (Promethean Panel) - 8/26 Learning Block C	Teachers will learn safe, effective, easy to perform physical exercise designed to rejuvenate and relieve stress in a fun non threatening environment. Come and learn quick and easy ways to take care of your body so that your cognitive thinking is at the top of its game! ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34897	21-22 CDPLT: New Panel? No Problem! (Promethean Panel) - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/81901840728?pwd=d9abTjRkGfNmRmllMDhhR2Y2ZjUuT09	Colleen Bradley; Megan Corona; Bradley Fletcher; Luis Flores; Amanda Lee-Confer; Brent Pantaleo; Elizabeth Rowe	2	No	1	28	14	0	Available upon request
409	16185	21-22 CDPLT: Self Care: Workout Session - 8/26 Learning Block A	In this session we will spend time: dissecting the new legislation, its impact on academic standards, the effect in social studies and ELA, the ADE recommendations and our districts' direction on how to remain in compliance with this law while challenging students to think critically. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34901	21-22 CDPLT: Self Care: Workout Session - 8/26 Learning Block A	8/26/2021	8/26/2021	https://us02web.zoom.us/j/4803475838	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Lorenzo Lopez; Elizabeth Rowe; Rashanda Snead	2	No	0	28	5	1	Available upon request
409	16186	21-22 CDPLT: Understanding the New AZ History Laws - 8/26 Learning Block C	Teachers will learn safe, effective, easy to perform physical exercise designed to rejuvenate and relieve stress in a fun non threatening environment. Come and learn quick and easy ways to take care of your body so that your cognitive thinking is at the top of its game! ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34899	21-22 CDPLT: Understanding the New AZ History Laws - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/89417004853	Colleen Bradley; Megan Corona; Bradley Fletcher; Luis Flores; Amanda Lee-Confer; Brent Pantaleo; Elizabeth Rowe	2	No	0	27	0	0	Available upon request
409	16187	21-22 CDPLT: Self Care: Workout Session - 8/26 Learning Block B	Teachers will learn safe, effective, easy to perform physical exercise designed to rejuvenate and relieve stress in a fun non threatening environment. Come and learn quick and easy ways to take care of your body so that your cognitive thinking is at the top of its game! ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34902	21-22 CDPLT: Self Care: Workout Session - 8/26 Learning Block B	8/26/2021	8/26/2021	https://us02web.zoom.us/j/4803475838	Colleen Bradley; Megan Corona; Bradley Fletcher; Luis Flores; Amanda Lee-Confer; Brent Pantaleo; Elizabeth Rowe	2	No	2	41	10	1	Available upon request
409	16188	21-22 CDPLT: Self Care: Workout Session - 8/26 Learning Block C	During this workshop, participants will discuss the importance of engaging authentic texts for students with diverse viewpoints and representation. Using standards to shape instruction and lessons, teachers also explore ways for ELA and SS to collaborate, especially using diverse texts. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34903	21-22 CDPLT: Self Care: Workout Session - 8/26 Learning Block C	8/26/2021	8/26/2021	https://us02web.zoom.us/j/4803475838	Colleen Bradley; Megan Corona; Bradley Fletcher; Leslie Franzblau-Wirth; Amanda Lee-Confer; Elizabeth Rowe	2	No	2	38	3	0	Available upon request
409	16189	21-22 CDPLT: ADE presents: Diverse Texts and Incorporating ELA and SS in a Secondary Classroom - 8/26 Learning Block B	Are you looking for ways to jump start the beginning of year with inclusive community-building activities? S.P.A.R.K., (not to be confused with TUSD's SPARKS Framework), is an interactive card game and digital platform that facilitates a fun, meaningful opportunities for SEL in action. The game was designed to help create conditions for SEL, equity, and inclusion work, normalizing that relational trust is required for progress. In this session, participants will engage in conversations about creating community conditions for equity-centered SEL. They will utilize intentional questions, prompts, conversational tools, AND have the opportunity to play S.P.A.R.K., a game that invokes empathetic, meaningful conversations. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34900	21-22 CDPLT: ADE presents: Diverse Texts and Incorporating ELA and SS in a Secondary Classroom - 8/26 Learning Block B	8/26/2021	8/26/2021	https://us02web.zoom.us/j/84571554587?pwd=THgyWFFacHkzeTRCULUaujBkZWZnZlU09	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	47	5	0	Available upon request
409	16190	21-22 CDPLT: Community Building for Social Emotional Learning & Equity in Action - 8/26 Learning Block A	Are you looking for ways to jump start the beginning of year with inclusive community-building activities? S.P.A.R.K., (not to be confused with TUSD's SPARKS Framework), is an interactive card game and digital platform that facilitates a fun, meaningful opportunities for SEL in action. The game was designed to help create conditions for SEL, equity, and inclusion work, normalizing that relational trust is required for progress. In this session, participants will engage in conversations about creating community conditions for equity-centered SEL. They will utilize intentional questions, prompts, conversational tools, AND have the opportunity to play S.P.A.R.K., a game that invokes empathetic, meaningful conversations. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34904	21-22 CDPLT: Community Building for Social Emotional Learning & Equity in Action - 8/26 Learning Block A	8/26/2021	8/26/2021	https://us02web.zoom.us/j/85734122932	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe	2	No	1	17	3	0	Available upon request

		21-22 CDPLT: Community Building for Social Emotional Learning & Equity in Action - 8/26 Learning Block B	Are you looking for ways to jump start the beginning of year with inclusive community-building activities? S.P.A.R.K. (not to be confused with TUSD's SPARKS Framework), is an interactive card game and digital platform that facilitates a fun, meaningful opportunities for SEL in action. The game was designed to help create conditions for SEL, equity, and inclusion work, normalizing that relational trust is required for progress. In this session, participants will engage in conversations about creating community conditions for equity-centered SEL. They will utilize intentional questions, prompts, conversational tools, AND have the opportunity to play S.P.A.R.K., a game that invokes empathetic, meaningful conversations. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org . Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34905	21-22 CDPLT: Community Building for Social Emotional Learning & Equity in Action - 8/26 Learning Block B	8/26/2021	8/26/2021	https://us02web.zoom.us/j/85734122932	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe	2	No	1	21	5	0	Available upon request
		21-22 CDPLT: Community Building for Social Emotional Learning & Equity in Action - 8/26 Learning Block C	Are you looking for ways to jump start the beginning of year with inclusive community-building activities? S.P.A.R.K. (not to be confused with TUSD's SPARKS Framework), is an interactive card game and digital platform that facilitates a fun, meaningful opportunities for SEL in action. The game was designed to help create conditions for SEL, equity, and inclusion work, normalizing that relational trust is required for progress. In this session, participants will engage in conversations about creating community conditions for equity-centered SEL. They will utilize intentional questions, prompts, conversational tools, AND have the opportunity to play S.P.A.R.K., a game that invokes empathetic, meaningful conversations. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org . Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34906	21-22 CDPLT: Community Building for Social Emotional Learning & Equity in Action - 8/26 Learning Block C	8/26/2021	8/26/2021	https://us02web.zoom.us/j/85734122932	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe	2	No	3	42	5	0	Available upon request
		21-22 CDPLT: Imagine Language and Literacy for Administrators: Best Practices to Lead with Success - 8/26 Learning Block A	This session prepares leaders with everything needed to jump-start and lead a successful implementation with Imagine Language & Literacy. Leaders will dive into their school's success plan and map out milestones for a successful rollout to educators. Key data indicators to monitor in the first 60-90 days of implementation will be identified along with action steps to take to ensure all teachers and students are up and running with success. A leadership coaching tool to support M&awhat to look for it will be tailored for each school's implementation model. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org . Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34907	21-22 CDPLT: Imagine Language and Literacy for Administrators: Best Practices to Lead with Success - 8/26 Learning Block A	8/26/2021	8/26/2021	https://imaginelearning.zoom.us/j/2518652335?pwd=MjNobDUxZkF5KjFkZjI9ZWU4ZjQ1cUcrQT09	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Henry Mangen; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe	2	No	1	3	0	0	Available upon request
		21-22 CDPLT: Writing Across Content Areas - 8/26 Learning Block A	Teachers will learn how to incorporate opportunities for students to write in every content area. They will learn quick and easy writing strategies that every teacher can apply in their classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org . Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34909	21-22 CDPLT: Writing Across Content Areas - 8/26 Learning Block A	8/26/2021	8/26/2021	https://us06web.zoom.us/j/6027413918?pwd=YW1QVjJlK2U2SGFkZWU4ZjQ1cUcrQT09	Colleen Bradley; Megan Corona; Bradley Fletcher; Luis Flores; Amanda Lee-Confer; Brent Pantaleo; Elizabeth Rowe	2	No	0	33	1	1	Available upon request
		21-22 CDPLT: Imagine Language and Literacy for Administrators: Best Practices to Lead with Success - 8/26 Learning Block B	This session prepares leaders with everything needed to jump-start and lead a successful implementation with Imagine Language & Literacy. Leaders will dive into their school's success plan and map out milestones for a successful rollout to educators. Key data indicators to monitor in the first 60-90 days of implementation will be identified along with action steps to take to ensure all teachers and students are up and running with success. A leadership coaching tool to support M&awhat to look for it will be tailored for each school's implementation model. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org . Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34908	21-22 CDPLT: Imagine Language and Literacy for Administrators: Best Practices to Lead with Success - 8/26 Learning Block B	8/26/2021	8/26/2021	https://imaginelearning.zoom.us/j/2518652335?pwd=MjNobDUxZkF5KjFkZjI9ZWU4ZjQ1cUcrQT09	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Henry Mangen; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe	2	No	0	3	0	0	Available upon request
		21-22 CDPLT: Imagine Language and Literacy for Administrators: Best Practices to Lead with Success - 8/26 Learning Block C	This session prepares leaders with everything needed to jump-start and lead a successful implementation with Imagine Language & Literacy. Leaders will dive into their school's success plan and map out milestones for a successful rollout to educators. Key data indicators to monitor in the first 60-90 days of implementation will be identified along with action steps to take to ensure all teachers and students are up and running with success. A leadership coaching tool to support M&awhat to look for it will be tailored for each school's implementation model. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org . Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34910	21-22 CDPLT: Imagine Language and Literacy for Administrators: Best Practices to Lead with Success - 8/26 Learning Block C	8/26/2021	8/26/2021	https://imaginelearning.zoom.us/j/2518652335?pwd=MjNobDUxZkF5KjFkZjI9ZWU4ZjQ1cUcrQT09	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Henry Mangen; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe	2	No	0	0	0	0	Available upon request

			Teachers will learn how to incorporate opportunities for students to write in every content area. They will learn quick and easy writing strategies that every teacher can apply in their classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							Colleen Bradley; Megan Corona; Bradley Fletcher; Luis Flores; Amanda Lee-Confer; Brent Pantaleo; Elizabeth Rowe							
409	16197	21-22 CDPLT: Writing Across Content Areas - 8/26 Learning Block B		34911	21-22 CDPLT: Writing Across Content Areas - 8/26 Learning Block B	8/26/2021	8/26/2021	https://us06web.zoom.us/j/6027413918?pwd=VW1QVjJKZU2SGFqOVZlZWk4c3pUUT09		2	No	1	28	0	0	Available upon request	
409	16198	21-22 CDPLT: Writing Across Content Areas - 8/26 Learning Block C	Teachers will learn how to incorporate opportunities for students to write in every content area. They will learn quick and easy writing strategies that every teacher can apply in their classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34912	21-22 CDPLT: Writing Across Content Areas - 8/26 Learning Block C	8/26/2021	8/26/2021	https://us06web.zoom.us/j/6027413918?pwd=VW1QVjJKZU2SGFqOVZlZWk4c3pUUT09		2	No	0	24	1	0	Available upon request	
			This session builds upon a solid understanding of Imagine Language & Literacy basics and equips educators with a foundational understanding of the report suite in Imagine Language & Literacy. Participants will focus on key reports to monitor throughout the year, mapping out action plans for data points to analyze daily, weekly, and monthly. Hands-on opportunities with reports and actual student data will arm educators so they leave feeling confident accessing reports and interpreting data to make learner-centered and data-informed decisions. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Megan Corona; Catherine Espinoza; Adelina Federico; Bradley Fletcher; Amanda Lee-Confer; Henry Mangen; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe								
409	16199	21-22 CDPLT: Imagine Language and Literacy: Best Practices with Reports and Data - 8/26 Learning Block A		34913	21-22 CDPLT: Imagine Language and Literacy: Best Practices with Reports and Data - 8/26 Learning Block A	8/26/2021	8/26/2021	https://imaginelearning.zoom.us/j/96520160721?pwd=d0ksW9kMEF1RGWV1FS2ZSvREJCjI0T098&from=addon		2	No	1	10	2	0	Available upon request	
			This course will track the Wednesday Staff Development of Dietz KB.						Eileen Gow; Mary Koenig; Jesus Vasquez	39	No	1	9	0	0	Available upon request	
409	16200	Dietz KB Wednesday Staff Development 2021-2022		34916	Dietz KB Wednesday Staff Development 2021-2022	8/11/2021	5/25/2022	Dietz KB	Colleen Bradley; Megan Corona; Catherine Espinoza; Adelina Federico; Bradley Fletcher; Amanda Lee-Confer; Henry Mangen; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe								
			This session builds upon a solid understanding of Imagine Language & Literacy basics and equips educators with a foundational understanding of the report suite in Imagine Language & Literacy. Participants will focus on key reports to monitor throughout the year, mapping out action plans for data points to analyze daily, weekly, and monthly. Hands-on opportunities with reports and actual student data will arm educators so they leave feeling confident accessing reports and interpreting data to make learner-centered and data-informed decisions. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Megan Corona; Catherine Espinoza; Adelina Federico; Bradley Fletcher; Amanda Lee-Confer; Henry Mangen; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe								
409	16201	21-22 CDPLT: Imagine Language and Literacy: Best Practices with Reports and Data - 8/26 Learning Block B		34914	21-22 CDPLT: Imagine Language and Literacy: Best Practices with Reports and Data - 8/26 Learning Block B	8/26/2021	8/26/2021	https://imaginelearning.zoom.us/j/96520160721?pwd=d0ksW9kMEF1RGWV1FS2ZSvREJCjI0T098&from=addon		2	No	0	9	1	0	Available upon request	
			This session builds upon a solid understanding of Imagine Language & Literacy basics and equips educators with a foundational understanding of the report suite in Imagine Language & Literacy. Participants will focus on key reports to monitor throughout the year, mapping out action plans for data points to analyze daily, weekly, and monthly. Hands-on opportunities with reports and actual student data will arm educators so they leave feeling confident accessing reports and interpreting data to make learner-centered and data-informed decisions. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Megan Corona; Catherine Espinoza; Adelina Federico; Bradley Fletcher; Amanda Lee-Confer; Henry Mangen; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe								
409	16202	21-22 CDPLT: Imagine Language and Literacy: Best Practices with Reports and Data - 8/26 Learning Block C		34915	21-22 CDPLT: Imagine Language and Literacy: Best Practices with Reports and Data - 8/26 Learning Block C	8/26/2021	8/26/2021	https://imaginelearning.zoom.us/j/96520160721?pwd=d0ksW9kMEF1RGWV1FS2ZSvREJCjI0T098&from=addon		2	No	0	5	0	0	Available upon request	
409	16203	Lawrence 3-8 Professional Development 2021-2022 SY	Lawrence 3rd - 8th Grade Wednesday PD's	34917	Lawrence 3-8 Professional Development 2021-2022 SY	8/2/2021	5/27/2022	Zoom Online - Lawrence 3-8	Danielle Diaz; Zulema Stanbrook	41	No	1	29	0	0	Available upon request	
			This session builds a solid understanding of both the teacher and student experience and key steps to take in the first few months to get started with success with Imagine Language & Literacy. Participants will learn how to manage student settings and dive into the powerful personalized learning and adaptive instruction for students. Action plans will be laid out with key data points and reports for teachers to monitor to ensure students are engaged and motivated to learn. Hands-on planning to support use will be mapped out. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Henry Mangen; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe								
409	16204	21-22 CDPLT: Imagine Language and Literacy: Getting Started with Success - 8/26 Learning Block A		34919	21-22 CDPLT: Imagine Language and Literacy: Getting Started with Success - 8/26 Learning Block A	8/26/2021	8/26/2021	https://imaginelearning.zoom.us/j/3567348038?pwd=WkpYekVpMjU1ZWV1UG1OUUg0R0xGUU09		2	No	0	20	1	0	Available upon request	

			This session builds a solid understanding of both the teacher and student experience and key steps to take in the first few months to get started with success with Imagine Language & Literacy. Participants will learn how to manage student settings and dive into the powerful personalized learning and adaptive instruction for students. Action plans will be laid out with key data points and reports for teachers to monitor to ensure students are engaged and motivated to learn. Hands-on planning to support use will be mapped out. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Henry Mangen; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe							
409	16205	21-22 CDPLT: Imagine Language and Literacy: Getting Started with Success - 8/26 Learning Block B		34920	21-22 CDPLT: Imagine Language and Literacy: Getting Started with Success - 8/26 Learning Block B	8/26/2021	8/26/2021	https://imaginelearning.com.us/j/35673480387pwd-WXpYekVpMUlVNVVUcG1OUgR0dGUT09	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Henry Mangen; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe	2	No	0	12	0	0	0	Available upon request
409	16206	21-22 CDPLT: Imagine Language and Literacy: Getting Started with Success - 8/26 Learning Block C		34921	21-22 CDPLT: Imagine Language and Literacy: Getting Started with Success - 8/26 Learning Block C	8/26/2021	8/26/2021	https://imaginelearning.com.us/j/35673480387pwd-WXpYekVpMUlVNVVUcG1OUgR0dGUT09	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Henry Mangen; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe	2	No	0	10	2	0	0	Available upon request
409	16209	21-22 CDPLT: Waterford Reading Academy - Empowering Families and Teachers Using Waterford Mentor - 8/26 Learning Block C		34924	21-22 CDPLT: Waterford Reading Academy - Empowering Families and Teachers Using Waterford Mentor - 8/26 Learning Block C	8/26/2021	8/26/2021	https://waterford.zoom.us/j/85604753575	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe	2	No	0	2	0	0	0	Available upon request
409	16210	21-22 CDPLT: Waterford Reading Academy - Using Data to Inform Instruction - 8/26 Learning Block A		34925	21-22 CDPLT: Waterford Reading Academy - Using Data to Inform Instruction - 8/26 Learning Block A	8/26/2021	8/26/2021	https://waterford.zoom.us/j/83979631928	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe	2	No	0	3	0	0	0	Available upon request
409	16211	21-22 CDPLT: Waterford Reading Academy - Using Data to Inform Instruction - 8/26 Learning Block B		34926	21-22 CDPLT: Waterford Reading Academy - Using Data to Inform Instruction - 8/26 Learning Block B	8/26/2021	8/26/2021	https://waterford.zoom.us/j/89154448735	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe	2	No	0	4	1	0	0	Available upon request

			Data is at the heart of everything we do. Whether your goals are to measure fidelity of use, compare performance, or analyze specific learning objectives, Waterford's Dashboards and Reports can help you quickly and effectively monitor student data. Our array of services are designed to empower educators through using Waterford data to inform instruction. This interactive session explores the Waterford data Dashboard and Report capabilities. Additionally, teachers are guided to resources and materials that address areas of difficulty identified in the reports while learning how to interpret and analyze data. Teachers will gain the tools and knowledge to regularly use the dashboard and reports to ensure that all students in their class are meeting individual goals. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe							
409	16212	21-22 CDPLT: Waterford Reading Academy - Using Data to Inform Instruction - 8/26 Learning Block C		34927	21-22 CDPLT: Waterford Reading Academy - Using Data to Inform Instruction - 8/26 Learning Block C	8/26/2021	8/26/2021	https://waterford.zoom.us/j/88947359044	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe	2	No	0	7	1	0	Available upon request	
			Waterford Reading Academy includes specific programs in support of student outcomes. These programs include individualized adaptive learning for students, instructional sequences, assessments, and digital resources and activities for educators to use in whole-group, small-group, or one-to-one instruction. This interactive session provides educators with a solid overview of their focused program. This hands-on session provides educators with the essential skills they need to get up and running, including using the teacher portal to set up classes and assign courses, navigating the student and family portals, reviewing the PreK&C72 scope and sequences, understanding usage recommendations, and accessing ongoing support. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe								
409	16213	21-22 CDPLT: Waterford Reading Academy - Getting Started - 8/26 Learning Block A		34928	21-22 CDPLT: Waterford Reading Academy - Getting Started - 8/26 Learning Block A	8/26/2021	8/26/2021	https://waterford.zoom.us/j/89720119266	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe	2	No	0	4	0	0	Available upon request	
			Waterford Reading Academy includes specific programs in support of student outcomes. These programs include individualized adaptive learning for students, instructional sequences, assessments, and digital resources and activities for educators to use in whole-group, small-group, or one-to-one instruction. This interactive session provides educators with a solid overview of their focused program. This hands-on session provides educators with the essential skills they need to get up and running, including using the teacher portal to set up classes and assign courses, navigating the student and family portals, reviewing the PreK&C2 scope and sequences, understanding usage recommendations, and accessing ongoing support. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe								
409	16214	21-22 CDPLT: Waterford Reading Academy - Getting Started - 8/26 Learning Block B		34929	21-22 CDPLT: Waterford Reading Academy - Getting Started - 8/26 Learning Block B	8/26/2021	8/26/2021	https://waterford.zoom.us/j/85042906969	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe	2	No	0	2	2	0	Available upon request	
			Waterford Reading Academy includes specific programs in support of student outcomes. These programs include individualized adaptive learning for students, instructional sequences, assessments, and digital resources and activities for educators to use in whole-group, small-group, or one-to-one instruction. This interactive session provides educators with a solid overview of their focused program. This hands-on session provides educators with the essential skills they need to get up and running, including using the teacher portal to set up classes and assign courses, navigating the student and family portals, reviewing the PreK&C2 scope and sequences, understanding usage recommendations, and accessing ongoing support. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe								
409	16215	21-22 CDPLT: Waterford Reading Academy - Getting Started - 8/26 Learning Block C		34930	21-22 CDPLT: Waterford Reading Academy - Getting Started - 8/26 Learning Block C	8/26/2021	8/26/2021	https://waterford.zoom.us/j/83432723552	Colleen Bradley; Megan Corona; Bradley Fletcher; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe	2	No	0	0	0	0	Available upon request	
			This course is an introduction to Nearpod. Participants will experience Nearpod as a learner and explore the Nearpod Library of lessons where they will find, edit and launch lessons in both LIVE and Student-Paced mode. They will begin to explore how to create lessons that use their own resources. Finally, they will learn how to view student progress in the lesson as well in the reports. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Kairyn Anton; Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Amy Mcallister; Elizabeth Rowe								
409	16216	21-22 CDPLT: Learning and Creating with Nearpod - 8/26 Learning Block A		34931	21-22 CDPLT: Learning and Creating with Nearpod - 8/26 Learning Block A	8/26/2021	8/26/2021	https://nearpod.zoom.us/j/934727029097tk-h3d0pxkeoGDjN1mDov7YfP2uF8kIYVWJAAR6p0Qm.DQIAAAA-Vw2HwR2SQ85b1dZrFj6wWpNb32NrmhVd0R	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Amy Mcallister; Elizabeth Rowe	2	No	0	29	0	0	Available upon request	
			Are you planning for differentiated instruction or Tier 2-3 instruction? Are you searching for ways to address the needs of all your learners? In this session, learn how Raz Plus can be used to support your students and provide collaboration with other classroom teachers. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe								
409	16217	21-22 CDPLT: Using Raz Plus to Support Differentiated Instruction K-1 - 8/26 Learning Block A		34934	21-22 CDPLT: Using Raz Plus to Support Differentiated Instruction K-1 - 8/26 Learning Block A	8/26/2021	8/26/2021	https://learnings-zoom.us/j/93443609372?pwd=N59WYmJwMjYUWFd0Ud3cW5mTH8mQT09	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe	2	No	0	12	0	0	Available upon request	

409	16218	21-22 CDPLT: Learning and Creating with Nearpod - 8/26 Learning Block B	This course is an introduction to Nearpod. Participants will experience Nearpod as a learner and explore the Nearpod Library of lessons where they will find, edit and launch lessons in both LIVE and Student-Paced mode. They will begin to explore how to create lessons that use their own resources. Finally, they will learn how to view student progress in the lesson as well in the reports. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34932	21-22 CDPLT: Learning and Creating with Nearpod - 8/26 Learning Block B	8/26/2021	8/26/2021	https://nearpod.zoom.us/j/996824381107h-i16gPTW4qjELAg9iG2DCY?pwd=V5aHafDvAA.DQIAAAAXNYL3NzRnJM2kyZ1Q2S2d0N2RlV3ZuMTI	Karyn Anton; Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Amy McAllister; Elizabeth Rowe	2	No	0	23	3	0	Available upon request
409	16220	21-22 CDPLT: Using Raz Plus to Support Differentiated Instruction Grades 2-3 - 8/26 Learning Block B	Are you planning for differentiated instruction or Tier 2-3 instruction? Are you searching for ways to address the needs of all your learners? In this session, learn how Raz Plus can be used to support your students and provide collaboration with other classroom teachers. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34935	21-22 CDPLT: Using Raz Plus to Support Differentiated Instruction Grades 2-3 - 8/26 Learning Block B	8/26/2021	8/26/2021	https://learnings-zoom.us/j/94002375046?pwd=c1ZHU1TEdkVy82SMer40N1dWV3NjZu09	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe	2	No	0	11	2	0	Available upon request
409	16221	21-22 CDPLT: Using Raz Plus to Support Differentiated Instruction Grades 4-5 - 8/26 Learning Block C	Are you planning for differentiated instruction or Tier 2-3 instruction? Are you searching for ways to address the needs of all your learners? In this session, learn how Raz Plus can be used to support your students and provide collaboration with other classroom teachers. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34937	21-22 CDPLT: Using Raz Plus to Support Differentiated Instruction Grades 4-5 - 8/26 Learning Block C	8/26/2021	8/26/2021	https://learnings-zoom.us/j/92075632865?pwd=d0NEQWpWpWVnWOS62m1uQWFrGIGIQ2T09	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe	2	No	1	8	1	0	Available upon request
409	16222	21-22 CDPLT: STEM: More than a Challenge - Integrating STEM Thinking Across Content Areas - 8/26 Learning Block A	There is more to STEM than fun challenges! Participants in this course will explore opportunities to integrate literacy and math into hands on science. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34936	21-22 CDPLT: STEM: More than a Challenge - Integrating STEM Thinking Across Content Areas - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/82184121832?pwd=OExxZnZwTm5qWTV3V2Q2G0V3SMHhJlT09	Karyn Anton; Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	8	0	0	Available upon request
409	16223	21-22 CDPLT: STEM: More than a Challenge - Integrating STEM Thinking Across Content Areas - 8/26 Learning Block B	There is more to STEM than fun challenges! Participants in this course will explore opportunities to integrate literacy and math into hands on science. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34938	21-22 CDPLT: STEM: More than a Challenge - Integrating STEM Thinking Across Content Areas - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/82184121832?pwd=OExxZnZwTm5qWTV3V2Q2G0V3SMHhJlT09	Karyn Anton; Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	9	0	0	Available upon request
409	16224	21-22 CDPLT: STEM: More than a Challenge - Integrating STEM Thinking Across Content Areas - 8/26 Learning Block C	There is more to STEM than fun challenges! Participants in this course will explore opportunities to integrate literacy and math into hands on science. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34939	21-22 CDPLT: STEM: More than a Challenge - Integrating STEM Thinking Across Content Areas - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/82184121832?pwd=OExxZnZwTm5qWTV3V2Q2G0V3SMHhJlT09	Karyn Anton; Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	15	2	0	Available upon request
409	16225	21-22 CDPLT: Using IXL Diagnostic Data to Inform Classroom Instruction - 8/26 Learning Block A	Participants will review the basics of administering the IXL diagnostic for both ELA and Math. You will learn how to access the diagnostic reports and use them to support your Tier 1 instructional strategies. You will also receive a brief overview of a couple key reports available in the IXL "Analytics&C" section of IXL. Participants will have an opportunity to ask questions. All grade level of teachers are welcome. All proficiency levels in IXL are welcome. This session is appropriate for both teachers and site administrators. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34941	21-22 CDPLT: Using IXL Diagnostic Data to Inform Classroom Instruction - 8/26 Learning Block A	8/26/2021	8/26/2021	https://zoom.us/j/96468856238	Colleen Bradley; Megan Corona; Bradley Fletcher; Leslie Frandlau-Wirth; Amanda Lee-Confer; Christina Loria; Elizabeth Rowe; Omar Sotelo	2	No	0	35	1	0	Available upon request
409	16226	21-22 CDPLT: What– Rethinking Mathematical Mindset - 8/26 Learning Block A	We are asking so much more of our students mathematically than ever before! How do you ensure that students are ready for the math progression that leads to College or Career Readiness? By shifting our Mathematical Mindsets! During this workshop participants will discuss what makes a mathematical proficient student and how to ensure mathematical agency and identity are cultivated. Participants will walk through a math progression from conceptual to procedural fluency, discuss how to create mathematical problem solvers, and reflect on ways to transition to a strength-based model for the teaching and learning of Mathematics. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34940	21-22 CDPLT: What– Rethinking Mathematical Mindset - 8/26 Learning Block A	8/26/2021	8/26/2021	https://us02web.zoom.us/j/96468856238	Colleen Bradley; Carrie Burdon; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	16	0	0	Available upon request

			This course will focus on reviewing the process in identifying if Direct Link is the appropriate support for a student with a medical concern. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							Colleen Bradley; Megan Corona; Cori Dennis; Bradley Fletcher; Trevia Heath; Amanda Lee-Confer; Elizabeth Rowe							
409	16227	21-22 CDPLT: Direct Link and the Process: Admin, Counselors, MTSS, 504 Facilitators, Social Workers - 8/26 Learning Block A		34942	21-22 CDPLT: Direct Link and the Process: Admin, Counselors, MTSS, 504 Facilitators, Social Workers - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/81872162751?pwd=TmNjcmZRMno0U0c4TDhREkE4YTBUQT09	Colleen Bradley; Megan Corona; Cori Dennis; Bradley Fletcher; Leslie Frantblau-Wirth; Amanda Lee-Confer; Christina Loria; Elizabeth Rowe; Omar Sotelo	2	No	2	7	6	0	Available upon request	
			Participants will review the basics of administering the IXL diagnostic for both ELA and Math. You will learn how to access the diagnostic reports and use them to support your Tier 1 instructional strategies. You will also receive a brief overview of a couple key reports available in the iC Analytics™ section of IXL. Participants will have an opportunity to ask questions. All grade level of teachers are welcome. All proficiency levels in IXL are welcome. This session is appropriate for both teachers and site administrators. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services														
409	16228	21-22 CDPLT: Using IXL Diagnostic Data to Inform Classroom Instruction - 8/26 Learning Block B		34943	21-22 CDPLT: Using IXL Diagnostic Data to Inform Classroom Instruction - 8/26 Learning Block B	8/26/2021	8/26/2021	https://zoom.us/j/95258395881		2	No	1	29	3	0	Available upon request	
			This course will focus on reviewing the process in identifying if Direct Link is the appropriate support for a student with a medical concern. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services														
409	16229	21-22 CDPLT: Direct Link and the Process: Admin, Counselors, MTSS, 504 Facilitators, Social Workers - 8/26 Learning Block B		34944	21-22 CDPLT: Direct Link and the Process: Admin, Counselors, MTSS, 504 Facilitators, Social Workers - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/81872162751?pwd=TmNjcmZRMno0U0c4TDhREkE4YTBUQT09	Colleen Bradley; Megan Corona; Cori Dennis; Bradley Fletcher; Trevia Heath; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	4	7	0	Available upon request	
			Making math instruction dynamic and engaging using Desmos. You will learn how Desmos is more than just the embedded graphing calculator application for the AZMerit end-of-year tests. We4K™ address how to use/adapt the teacher created materials already available in Desmos. We4K™ also explore using Desmos within Nearpod. This session is appropriate for novice and intermediate level users of Desmos. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services														
409	16230	21-22 CDPLT: Engaging Secondary Math Learners using Desmos - 8/26 Learning Block B		34946	21-22 CDPLT: Engaging Secondary Math Learners using Desmos - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/81037435754?pwd=TzFhTkFlbmVhI4VCcyTS8wNkRkdD09	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Christina Loria; Elizabeth Rowe; Omar Sotelo	2	No	0	36	0	0	Available upon request	
			This course will focus on identifying verbal interventions through the de-escalation of students in the classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services														
409	16231	21-22 CDPLT: Verbal Interventions for Challenging Behavior - Nonviolent Crisis Intervention - 8/26 Learning Block A		34945	21-22 CDPLT: Verbal Interventions for Challenging Behavior - Nonviolent Crisis Intervention - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/84612230399?pwd=amZlcmh0bXhSRkYkYkd0aEYpZDRKUT09	Nancy Aguinaga; Sylvia Alvarado; Colleen Bradley; Megan Corona; Cori Dennis; Bradley Fletcher; Amanda Lee-Confer; Jason Lilly; Elizabeth Rowe; Veronica Sanchez	2	No	1	46	17	0	Available upon request	
			This course will focus on identifying verbal interventions through the de-escalation of students in the classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services														
409	16232	21-22 CDPLT: Verbal Interventions for Challenging Behavior - Nonviolent Crisis Intervention - 8/26 Learning Block B		34947	21-22 CDPLT: Verbal Interventions for Challenging Behavior - Nonviolent Crisis Intervention - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/84612230399?pwd=amZlcmh0bXhSRkYkYkd0aEYpZDRKUT09	Nancy Aguinaga; Sylvia Alvarado; Colleen Bradley; Megan Corona; Cori Dennis; Bradley Fletcher; Amanda Lee-Confer; Jason Lilly; Elizabeth Rowe; Veronica Sanchez	2	No	1	59	12	1	Available upon request	
			This course will focus on identifying verbal interventions through the de-escalation of students in the classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services														
409	16233	21-22 CDPLT: Verbal Interventions for Challenging Behavior - Nonviolent Crisis Intervention - 8/26 Learning Block C		34948	21-22 CDPLT: Verbal Interventions for Challenging Behavior - Nonviolent Crisis Intervention - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/84612230399?pwd=amZlcmh0bXhSRkYkYkd0aEYpZDRKUT09	Nancy Aguinaga; Sylvia Alvarado; Colleen Bradley; Megan Corona; Cori Dennis; Bradley Fletcher; Amanda Lee-Confer; Jason Lilly; Elizabeth Rowe; Veronica Sanchez	2	No	1	43	11	1	Available upon request	
			Making math instruction dynamic and engaging using Desmos. You will learn how Desmos is more than just the embedded graphing calculator application for the AZMerit end-of-year tests. We4K™ address how to use/adapt the teacher created materials already available in Desmos. We4K™ also explore using Desmos within Nearpod. This session is appropriate for novice and intermediate level users of Desmos. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services														
409	16234	21-22 CDPLT: Engaging Secondary Math Learners using Desmos - 8/26 Learning Block C		34949	21-22 CDPLT: Engaging Secondary Math Learners using Desmos - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/81037435754?pwd=TzFhTkFlbmVhI4VCcyTS8wNkRkdD09	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Christina Loria; Elizabeth Rowe; Omar Sotelo	2	No	0	35	1	0	Available upon request	
			This course will focus on understanding the budgeting process and grant supports that are aligned with funding Exceptional Education. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services														
409	16235	21-22 CDPLT: ExEd Budget 101 - 8/26 Learning Block A		34950	21-22 CDPLT: ExEd Budget 101 - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/85830507658?pwd=MW5QaTJjYkdNcGUanN4WkRlbnh0QT09	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe; Morgan Viau	2	No	0	2	2	0	Available upon request	

			This course will focus on updates and trainings for current ExEd Educational Interpreters and the needs to be met within the classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confier; Elizabeth Rowe; Mary Wisbey							
409	16237	21-22 CDPLT: Educational Interpreting at TUSD - 8/26 Learning Block C		34952	21-22 CDPLT: Educational Interpreting at TUSD - 8/26 Learning Block C	8/26/2021	8/26/2021	https://usd1.zoom.us/j/8865277862?pwd=bjdicldkWNZlYzIWRlpBTRVUlu8SQTO9		2	No	0	3	2	0	Available upon request
		If you are an Algebra 1, Geometry, or Algebra 2 teacher, this section is for you! Let's discuss your current math routines and how to incorporate ACT practice into what you are already doing with students. We'll explore various resources you can use, including how IXL can support your ACT prep this year. There will be time for you to collaborate with colleagues and share strategies. And, of course, we will play with some math problems together. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confier; Christina Loria; Elizabeth Rowe; Omar Sotelo							
409	16238	21-22 CDPLT: Incorporating ACT Practice into Your Daily Math Routines - 8/26 Learning Block A		34953	21-22 CDPLT: Incorporating ACT Practice into Your Daily Math Routines - 8/26 Learning Block A	8/26/2021	8/26/2021	https://usd1.zoom.us/j/85326998140?pwd=ahKcOHydzWtZWxRUpoZdnEwGFlUT09		2	No	0	18	0	0	Available upon request
		Participants will be introduced to Canvas as a Learning Management System, learn how to use it with their students, managing curriculum inside the platform, the overall functionality of it for teachers. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							Colleen Bradley; Megan Corona; Bradley Fletcher; Elizabeth Hudson; Amanda Lee-Confier; Elizabeth Rowe							
409	16239	21-22 CDPLT: Introduction to Canvas Learning Management System - 8/26 Learning Block A		34957	21-22 CDPLT: Introduction to Canvas Learning Management System - 8/26 Learning Block A	8/26/2021	8/26/2021	https://usd1.zoom.us/j/83545405442?pwd=OGdtb2SENVXJeGRMBHBJQWwiM2NwU09		2	No	3	19	2	0	Available upon request
		This course will focus on updates and trainings for ExEd Related Service Providers from SEAS. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							Colleen Bradley; Megan Corona; Cori Dennis; Bradley Fletcher; Valerie Jackson; Amanda Lee-Confier; Jessica Nolan; Elizabeth Rowe							
409	16240	21-22 CDPLT: Medicaid-Open Care for Related Service Providers - 8/26 Learning Block A		34954	21-22 CDPLT: Medicaid-Open Care for Related Service Providers - 8/26 Learning Block A	8/26/2021	8/26/2021	https://usd1.zoom.us/j/84309123117?pwd=MlmbnhsT3Fycm8AZHVkdWIyQnl6dD09		2	No	0	18	6	0	Available upon request
		This course will focus on updates and trainings for ExEd Related Service Providers from SEAS. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							Colleen Bradley; Megan Corona; Cori Dennis; Bradley Fletcher; Valerie Jackson; Amanda Lee-Confier; Jessica Nolan; Elizabeth Rowe							
409	16241	21-22 CDPLT: Medicaid-Open Care for Related Service Providers - 8/26 Learning Block B		34955	21-22 CDPLT: Medicaid-Open Care for Related Service Providers - 8/26 Learning Block B	8/26/2021	8/26/2021	https://usd1.zoom.us/j/82807623830?pwd=WjhvdHIzaFYvbmBMRLTNWEzYXkyZjZ09		2	No	0	23	7	1	Available upon request
		This course will focus on updates and trainings for ExEd Related Service Providers from SEAS. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							Colleen Bradley; Megan Corona; Bradley Fletcher; Valerie Jackson; Amanda Lee-Confier; Jessica Nolan; Elizabeth Rowe							
409	16242	21-22 CDPLT: Medicaid-Open Care for Related Service Providers - 8/26 Learning Block C		34956	21-22 CDPLT: Medicaid-Open Care for Related Service Providers - 8/26 Learning Block C	8/26/2021	8/26/2021	https://usd1.zoom.us/j/82807623830?pwd=WjhvdHIzaFYvbmBMRLTNWEzYXkyZjZ09		2	No	0	1	2	0	Available upon request
		Participants will be introduced to Canvas as a Learning Management System, learn how to use it with their students, managing curriculum inside the platform, the overall functionality of it for teachers. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							Colleen Bradley; Megan Corona; Bradley Fletcher; Elizabeth Hudson; Amanda Lee-Confier; Elizabeth Rowe							
409	16244	21-22 CDPLT: Introduction to Canvas Learning Management System - 8/26 Learning Block B		34959	21-22 CDPLT: Introduction to Canvas Learning Management System - 8/26 Learning Block B	8/26/2021	8/26/2021	https://usd1.zoom.us/j/83545405442?pwd=OGdtb2SENVXJeGRMBHBJQWwiM2NwU09		2	No	1	26	1	1	Available upon request
		Participants will be introduced to Canvas as a Learning Management System, learn how to use it with their students, managing curriculum inside the platform, the overall functionality of it for teachers. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							Colleen Bradley; Megan Corona; Bradley Fletcher; Elizabeth Hudson; Amanda Lee-Confier; Elizabeth Rowe							
409	16245	21-22 CDPLT: Introduction to Canvas Learning Management System - 8/26 Learning Block C		34961	21-22 CDPLT: Introduction to Canvas Learning Management System - 8/26 Learning Block C	8/26/2021	8/26/2021	https://usd1.zoom.us/j/83545405442?pwd=OGdtb2SENVXJeGRMBHBJQWwiM2NwU09		2	No	1	16	2	0	Available upon request
		This course will focus on updates and trainings for ExEd Itinerant Teachers of the Deaf and Hard of Hearing. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confier; Jason Lilly; Elizabeth Rowe							
409	16246	21-22 CDPLT: Fairview Learning for Hearing Impaired Teachers - 8/26 Learning Block B		34960	21-22 CDPLT: Fairview Learning for Hearing Impaired Teachers - 8/26 Learning Block B	8/26/2021	8/26/2021	https://usd1.zoom.us/j/89066661305?pwd=VD01aXRRTNNvcGEWFREitMDkqdkJicjd09		2	No	0	7	0	1	Available upon request
		Teachers will learn an easy to implement method for setting all students up for success when responding to text through writing. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							Colleen Bradley; Megan Corona; Bradley Fletcher; Luis Flores; Amanda Lee-Confier; Brent Pantaleo; Elizabeth Rowe							
409	16247	21-22 CDPLT: Constructed Response Writing: Big Impact, Small Strategy - 8/26 Learning Block A		34964	21-22 CDPLT: Constructed Response Writing: Big Impact, Small Strategy - 8/26 Learning Block A	8/26/2021	8/26/2021	https://usd2web.zoom.us/j/86994239065?pwd=ZmlmaRlYTnKU0AG0NNVjZ2TiRvZj09		2	No	0	31	1	0	Available upon request

			This course will focus on updates and trainings for ExEd itinerant Teachers of the Visually Impaired and Certified Orientation and Mobility Specialists. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34962	21-22 CPDLT: Objective Ed for Visually Impaired Teachers - 8/26 Learning Block A	8/26/2021	8/26/2021	https://usd1.zoom.us/j/8454550030?pwd=YTFjNmw2RnVtOzIaIdlnprfahIQUT09	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Jason Lilly; Elizabeth Rowe	2	No	0	3	0	0	Available upon request
409	16248	21-22 CPDLT: Objective Ed for Visually Impaired Teachers - 8/26 Learning Block A	Teachers will learn an easy to implement method for setting all students up for success when responding to text through writing. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34965	21-22 CPDLT: Constructed Response Writing: Big Impact, Small Strategy - 8/26 Learning Block B	8/26/2021	8/26/2021	https://usd2web.zoom.us/j/86994239065?pwd=ZmlmaRlYTnkUODQ0NDVvY2ZlbnRvZmZ09	Colleen Bradley; Megan Corona; Bradley Fletcher; Luis Flores; Amanda Lee-Confer; Brent Pantaleo; Elizabeth Rowe	2	No	1	38	3	1	Available upon request
409	16250	21-22 CPDLT: Constructed Response Writing: Big Impact, Small Strategy - 8/26 Learning Block B	Teachers will learn an easy to implement method for setting all students up for success when responding to text through writing. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34965	21-22 CPDLT: Constructed Response Writing: Big Impact, Small Strategy - 8/26 Learning Block B	8/26/2021	8/26/2021	https://usd2web.zoom.us/j/86994239065?pwd=ZmlmaRlYTnkUODQ0NDVvY2ZlbnRvZmZ09	Colleen Bradley; Megan Corona; Bradley Fletcher; Luis Flores; Amanda Lee-Confer; Brent Pantaleo; Elizabeth Rowe	2	No	0	42	3	0	Available upon request
409	16251	21-22 CPDLT: Constructed Response Writing: Big Impact, Small Strategy - 8/26 Learning Block C	This session will cover a national initiative being adopted by numerous states, including AZ. This session will cover the framework in general and grade level elements and implications. The facilitator of this event is the Director of K-12 Social Studies and World Languages for AD, and she has been intimately involved in the development of the framework from its inception. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34966	21-22 CPDLT: Educating for American Democracy for 6-12 Social Studies Teachers - 8/26 Learning Block B	8/26/2021	8/26/2021	https://asu.zoom.us/j/84385468531	Peter Blankfield; Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	21	1	1	Available upon request
409	16252	21-22 CPDLT: Educating for American Democracy for 6-12 Social Studies Teachers - 8/26 Learning Block B	This session will cover a national initiative being adopted by numerous states, including AZ. This session will cover the framework in general and grade level elements and implications. The facilitator of this event is the Director of K-12 Social Studies and World Languages for AD, and she has been intimately involved in the development of the framework from its inception. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34967	21-22 CPDLT: Educating for American Democracy for 6-12 Social Studies Teachers - 8/26 Learning Block B	8/26/2021	8/26/2021	https://asu.zoom.us/j/84385468531	Peter Blankfield; Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	21	1	1	Available upon request
409	16253	21-22 CPDLT: Educating for American Democracy for K-5 Teachers - 8/26 Learning Block A	This course will focus on engagement strategies that work for all classrooms and all students. This workshop will have you up and moving and collaborating with your peers to gather lots of strategies to engage, create more discourse and depth of learning in your classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34968	21-22 CPDLT: Educating for American Democracy for K-5 Teachers - 8/26 Learning Block A	8/26/2021	8/26/2021	https://asu.zoom.us/j/87212417447	Colleen Bradley; Megan Corona; Bradley Fletcher; Luis Flores; Amanda Lee-Confer; Brent Pantaleo; Elizabeth Rowe	2	No	0	3	0	0	Available upon request
409	16254	21-22 CPDLT: Talk, Move, Learn: Engagement Strategies - 8/26 Learning Block A	This session will focus the changes in the AZ K-12 History and Social Sciences State Standards, both content changes and emphasis on disciplinary skills. Participants will see the connection between the standards and inquiry-based learning. This session is being facilitated by the ADE K-12 Social Studies and World Languages Specialist, who also took part of the developmental process for the new standards. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34969	21-22 CPDLT: Talk, Move, Learn: Engagement Strategies - 8/26 Learning Block A	8/26/2021	8/26/2021	https://byui.zoom.us/j/8902932631	Peter Blankfield; Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe	2	No	1	39	4	0	Available upon request
409	16255	21-22 CPDLT: Implementing the History and Social Science Standards in Middle School - 8/26 Learning Block A	This course will focus on engagement strategies that work for all classrooms and all students. This workshop will have you up and moving and collaborating with your peers to gather lots of strategies to engage, create more discourse and depth of learning in your classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34970	21-22 CPDLT: Implementing the History and Social Science Standards in Middle School - 8/26 Learning Block A	8/26/2021	8/26/2021	https://usd2web.zoom.us/j/87233051564?pwd=aXkxNWU0ZmZlUjU1VmMyemRvWkd09	Colleen Bradley; Megan Corona; Bradley Fletcher; Luis Flores; Amanda Lee-Confer; Brent Pantaleo; Elizabeth Rowe	2	No	0	13	0	1	Available upon request
409	16256	21-22 CPDLT: Talk, Move, Learn: Engagement Strategies - 8/26 Learning Block B	This course will focus on engagement strategies that work for all classrooms and all students. This workshop will have you up and moving and collaborating with your peers to gather lots of strategies to engage, create more discourse and depth of learning in your classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34971	21-22 CPDLT: Talk, Move, Learn: Engagement Strategies - 8/26 Learning Block B	8/26/2021	8/26/2021	https://byui.zoom.us/j/8902932631	Colleen Bradley; Megan Corona; Bradley Fletcher; Luis Flores; Amanda Lee-Confer; Brent Pantaleo; Elizabeth Rowe	2	No	0	46	5	0	Available upon request

			This course will focus on engagement strategies that work for all classrooms and all students. This workshop will have you up and moving and collaborating with your peers to gather lots of strategies to engage, create more discourse and depth of learning in your classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Megan Corona; Bradley Fletcher; Luis Flores; Amanda Lee-Confier; Brent Pantaleo; Elizabeth Rowe								
409	16257	21-22 CDPLT: Talk, Move, Learn: Engagement Strategies - 8/26 Learning Block C		34973	21-22 CDPLT: Talk, Move, Learn: Engagement Strategies - 8/26 Learning Block C	8/26/2021	8/26/2021	https://byui.zoom.us/j/8902932631	Peter Blankfield; Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confier; Elizabeth Rowe	2	No	0	45	3	0	Available upon request	
409	16258	21-22 CDPLT: Disciplinary Literacy in the Social Studies: What is it? How do we teach it? - 8/26 Learning Block A		34972	21-22 CDPLT: Disciplinary Literacy in the Social Studies: What is it? How do we teach it? - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/83575854172?pwd=M1Q1UzNGOW9aVEYmR3R3OxZDdaQT09	Peter Blankfield; Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confier; Elizabeth Rowe	2	No	0	10	1	0	Available upon request	
409	16259	21-22 CDPLT: Inquiry-based Learning in TUSD: An Exploration of the Inquiry Design Model (IDM) - 8/26 Learning Block C		34974	21-22 CDPLT: Inquiry-based Learning in TUSD: An Exploration of the Inquiry Design Model (IDM) - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/R1124877729?pwd=RGZDVHkTMVRRVjQyYg0aIkdKZW5wdG09	Peter Blankfield; Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confier; Elizabeth Rowe	2	No	0	6	1	0	Available upon request	
409	16260	21-22 CDPLT: Inquiry-based Learning in TUSD: An Exploration of the Inquiry Design Model (IDM) - 8/26 Learning Block B		34975	21-22 CDPLT: Inquiry-based Learning in TUSD: An Exploration of the Inquiry Design Model (IDM) - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/R1124877729?pwd=RGZDVHkTMVRRVjQyYg0aIkdKZW5wdG09	Colleen Bradley; Carrie Burdon; Megan Corona; Bradley Fletcher; Amanda Lee-Confier; Elizabeth Rowe; Omar Sotelo	2	No	0	1	0	0	Available upon request	
409	16261	21-22 CDPLT: APEX Learning Tutorials: Enhance Student-Centered Instruction in Grades 6-11 - 8/26 Learning Block A		34976	21-22 CDPLT: APEX Learning Tutorials: Enhance Student-Centered Instruction in Grades 6-11 - 8/26 Learning Block A	8/26/2021	8/26/2021	https://us02web.zoom.us/j/87878956180?pwd=VnZlOEFDVEY1ZTRtMTMwZDRlbnR1bmZld09	Karyn Antoro; Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confier; Elizabeth Rowe	2	No	0	29	2	0	Available upon request	
409	16262	21-22 CDPLT: Equity and Phenomena-based Science Instruction (K-8) - 8/26 Learning Block A		34977	21-22 CDPLT: Equity and Phenomena-based Science Instruction (K-8) - 8/26 Learning Block A	8/26/2021	8/26/2021	https://us02web.zoom.us/j/81950043955	Colleen Bradley; Carrie Burdon; Megan Corona; Bradley Fletcher; Amanda Lee-Confier; Elizabeth Rowe; Omar Sotelo	2	No	0	0	0	0	Available upon request	
409	16263	21-22 CDPLT: APEX Learning Tutorials: Enhance Student-Centered Instruction in Grades 6-11 - 8/26 Learning Block B		34978	21-22 CDPLT: APEX Learning Tutorials: Enhance Student-Centered Instruction in Grades 6-11 - 8/26 Learning Block B	8/26/2021	8/26/2021	https://us02web.zoom.us/j/87878956180?pwd=VnZlOEFDVEY1ZTRtMTMwZDRlbnR1bmZld09	Colleen Bradley; Carrie Burdon; Megan Corona; Bradley Fletcher; Amanda Lee-Confier; Elizabeth Rowe; Omar Sotelo	2	No	0	23	2	0	Available upon request	
409	16264	21-22 CDPLT: APEX Learning Tutorials: Enhance Student-Centered Instruction in Grades 6-11 - 8/26 Learning Block C		34980	21-22 CDPLT: APEX Learning Tutorials: Enhance Student-Centered Instruction in Grades 6-11 - 8/26 Learning Block C	8/26/2021	8/26/2021	https://us02web.zoom.us/j/87878956180?pwd=VnZlOEFDVEY1ZTRtMTMwZDRlbnR1bmZld09	Colleen Bradley; Carrie Burdon; Megan Corona; Bradley Fletcher; Amanda Lee-Confier; Elizabeth Rowe; Omar Sotelo	2	No	1	16	5	1	Available upon request	

			Engaging students in science through culturally relevant phenomena (presented by FOSS). ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							Karyn Anton; Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confier; Elizabeth Rowe							
409	16265	21-22 CDPLT: Equity and Phenomena-based Science Instruction (K-8) - 8/26 Learning Block B		34979	21-22 CDPLT: Equity and Phenomena-based Science Instruction (K-8) - 8/26 Learning Block B	8/26/2021	8/26/2021	https://us02web.zoom.us/j/88969727290		Colleen Bradley; Carrie Burdon; Megan Corona; Bradley Fletcher; Amanda Lee-Confier; Elizabeth Rowe	2	No	0	20	1	0	Available upon request
409	16266	21-22 CDPLT: Math Problem Solving 84* Part 1 - 8/26 Learning Block A		34982	21-22 CDPLT: Math Problem Solving 84* Part 1 - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/89238218706?pwd=WlNlT9mMS8uJlFhZjZ5eGE5IA1Z09		Karyn Anton; Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confier; Elizabeth Rowe	2	No	1	24	4	0	Available upon request
409	16267	21-22 CDPLT: Equity and Phenomena-based Science Instruction (K-8) - 8/26 Learning Block C		34981	21-22 CDPLT: Equity and Phenomena-based Science Instruction (K-8) - 8/26 Learning Block C	8/26/2021	8/26/2021	https://us02web.zoom.us/j/81950043955		Colleen Bradley; Carrie Burdon; Megan Corona; Bradley Fletcher; Amanda Lee-Confier; Elizabeth Rowe	2	No	0	23	0	0	Available upon request
409	16268	21-22 CDPLT: Math Problem Solving 84* Part 1 - 8/26 Learning Block B		34984	21-22 CDPLT: Math Problem Solving 84* Part 1 - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/89238218706?pwd=WlNlT9mMS8uJlFhZjZ5eGE5IA1Z09		Colleen Bradley; Carrie Burdon; Megan Corona; Bradley Fletcher; Amanda Lee-Confier; Elizabeth Rowe	2	No	0	21	0	1	Available upon request
409	16269	21-22 CDPLT: Math Problem Solving 84* Part 1 - 8/26 Learning Block C		34986	21-22 CDPLT: Math Problem Solving 84* Part 1 - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/89238218706?pwd=WlNlT9mMS8uJlFhZjZ5eGE5IA1Z09		Jaime Bernier; Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confier; Elizabeth Rowe	2	No	0	30	3	0	Available upon request
409	16270	21-22 CDPLT: PLT4M (Platform Athletics) Users - 8/26 Learning Block A		34983	21-22 CDPLT: PLT4M (Platform Athletics) Users - 8/26 Learning Block A	8/26/2021	8/26/2021	https://us06web.zoom.us/j/3923510257?pwd=SkF1KURhN2NPVHlBemF5VWMA4ZQZ09		Jaime Bernier; Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confier; Elizabeth Rowe	2	No	0	16	0	0	Available upon request
409	16271	21-22 CDPLT: Health Curriculum/Teacher Collaboration - 8/26 Learning Block C		34985	21-22 CDPLT: Health Curriculum/Teacher Collaboration - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/82152641757		Jaime Bernier; Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confier; Elizabeth Rowe	2	No	0	20	1	1	Available upon request
409	16272	21-22 CDPLT: 6-12 Physical Education Curriculum/Teacher Collaboration - 8/26 Learning Block A		34987	21-22 CDPLT: 6-12 Physical Education Curriculum/Teacher Collaboration - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/82152641757		Jaime Bernier; Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confier; Elizabeth Rowe	2	No	0	25	1	0	Available upon request
409	16273	21-22 CDPLT: 6-12 Physical Education Curriculum/Teacher Collaboration - 8/26 Learning Block B		34988	21-22 CDPLT: 6-12 Physical Education Curriculum/Teacher Collaboration - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/82152641757		Jaime Bernier; Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confier; Elizabeth Rowe	2	No	1	34	3	0	Available upon request

409	16274	21-22 CDPLT: Using ELA District Resources to Guide Planning and Assessment - 8/26 Learning Block A	This workshop is designed for MS and HS ELA teachers who would benefit from knowing and practicing how to use ELA resources: SS/CM/Units/SM and Empower Cards to guide and inform their instruction. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34989	21-22 CDPLT: Using ELA District Resources to Guide Planning and Assessment - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/83787990471?pwd=enZOVWdtM2FhNDhSVGF7Tlhtd0BwdD09	Colleen Bradley; Megan Corona; Bradley Fletcher; Leslie Frandblau-Wirth; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	1	0	0	Available upon request
409	16275	21-22 CDPLT: Using ELA District Resources to Guide Planning and Assessment - 8/26 Learning Block B	This workshop is designed for MS and HS ELA teachers who would benefit from knowing and practicing how to use ELA resources: SS/CM/Units/SM and Empower Cards to guide and inform their instruction. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34990	21-22 CDPLT: Using ELA District Resources to Guide Planning and Assessment - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/83787990471?pwd=enZOVWdtM2FhNDhSVGF7Tlhtd0BwdD09	Colleen Bradley; Megan Corona; Bradley Fletcher; Leslie Frandblau-Wirth; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	1	0	0	Available upon request
409	16276	21-22 CDPLT: Using ELA District Resources to Guide Planning and Assessment - 8/26 Learning Block C	This workshop is designed for MS and HS ELA teachers who would benefit from knowing and practicing how to use ELA resources: SS/CM/Units/SM and Empower Cards to guide and inform their instruction. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34991	21-22 CDPLT: Using ELA District Resources to Guide Planning and Assessment - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/83787990471?pwd=enZOVWdtM2FhNDhSVGF7Tlhtd0BwdD09	Colleen Bradley; Megan Corona; Bradley Fletcher; Leslie Frandblau-Wirth; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	2	0	0	Available upon request
409	16277	21-22 CDPLT: Tackling Tough Topics using Newsela for ALL 6-12 Teachers - 8/26 Learning Block A	This session will provide teachers with hints on how to use Newsela4C's real-world content can be used to support teachers in their efforts to foster critical conversations around complex topics. This course focuses on ELA and SS models but has application across multiple content areas and grade levels. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34996	21-22 CDPLT: Tackling Tough Topics using Newsela for ALL 6-12 Teachers - 8/26 Learning Block A	8/26/2021	8/26/2021	https://newsela.zoom.us/j/83787990471?pwd=enZOVWdtM2FhNDhSVGF7Tlhtd0BwdD09	Peter Blankfield; Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	9	1	0	Available upon request
409	16278	21-22 CDPLT: Tackling Tough Topics using Newsela for ALL 6-12 Teachers - 8/26 Learning Block B	This session will provide teachers with hints on how to use Newsela4C's real-world content can be used to support teachers in their efforts to foster critical conversations around complex topics. This course focuses on ELA and SS models but has application across multiple content areas and grade levels. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34997	21-22 CDPLT: Tackling Tough Topics using Newsela for ALL 6-12 Teachers - 8/26 Learning Block B	8/26/2021	8/26/2021	https://newsela.zoom.us/j/83787990471?pwd=enZOVWdtM2FhNDhSVGF7Tlhtd0BwdD09	Peter Blankfield; Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	9	0	0	Available upon request
409	16279	21-22 CDPLT: Rethinking History using Newsela for Social Studies Teachers 6-12 - 8/26 Learning Block C	This session will provide participants with an opportunity to discover the plethora of resources available to support the Social Studies Standards in general, and critical inquiry, perspective-taking, and developing an understanding of enduring issues. Though it says Social Studies Teachers, ELA and Science Teachers may find the session enlightening and useful. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34998	21-22 CDPLT: Rethinking History using Newsela for Social Studies Teachers 6-12 - 8/26 Learning Block C	8/26/2021	8/26/2021	https://newsela.zoom.us/j/83787990471?pwd=enZOVWdtM2FhNDhSVGF7Tlhtd0BwdD09	Peter Blankfield; Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	6	0	0	Available upon request
409	16280	21-22 CDPLT: Creating Certainty in Uncertain Times and How Stress & Nutrition Affect Your Health - 8/26 Learning Block A	This course is composed of two parts. Part 1: Participants develop skills to promote mental well-being during times of uncertainty. Learn ways to feel more comfortable transitioning back to the workplace and our new normal lives. Part 2: Participants attend this workshop to learn how your choices affect your overall health and well-being regarding nutrition and handling stress. Learn about foods that have been identified as having influences on the body's energy levels and how caffeine affects stress and your nutrition. Once you click on the zoom link provided for this course, you will be taken to a registration screen for this webinar. Register for the course and then an email will be sent to your inbox and from there you will click on the link to join the webinar. IT IS RECOMMENDED TO DO THIS PRIOR TO THE START OF THIS COURSE. https://attendee.gotowebinar.com/register/8670340095265469196 ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35000	21-22 CDPLT: Creating Certainty in Uncertain Times and How Stress & Nutrition Affect Your Health - 8/26 Learning Block A	8/26/2021	8/26/2021	https://attendee.gotowebinar.com/register/8670340095265469196	Iris Berry; Colleen Bradley; Megan Corona; Andrea Curless; Bradley Fletcher; Amanda Lee-Confer; Debbie (Wellness Coach) Logan; Cody Martin; Elizabeth Rowe; Joan (Wellness Coach) Upton	2	No	0	41	11	0	Available upon request

		21-22 CDPLT: i-Ready - Getting Good Data with i-Ready 6-8 Math - 8/26 Learning Block A	Getting Good Data with i-Ready is the integral first step for educators to begin implementing i-Ready and building a classroom data culture with their students. After taking the i-Ready Diagnostic themselves, educators learn how to administer the Diagnostic for reliable student data and why that unlocks the power of the Diagnostic to drive instruction. As time permits, educators further explore i-Ready Personalized Instruction and i-Ready growth measures. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34999	21-22 CDPLT: i-Ready - Getting Good Data with i-Ready 6-8 Math - 8/26 Learning Block A	8/26/2021	8/26/2021	https://cainc.zoom.us/j/905019Kc87bxKH8u648-fjt	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Christina Loria; Elizabeth Rowe; Omar Sotelo	2	No	0	6	0	0	Available upon request
409	16281															
		21-22 CDPLT: i-Ready - Getting Good Data with i-Ready 6-8 Math - 8/26 Learning Block B	Getting Good Data with i-Ready is the integral first step for educators to begin implementing i-Ready and building a classroom data culture with their students. After taking the i-Ready Diagnostic themselves, educators learn how to administer the Diagnostic for reliable student data and why that unlocks the power of the Diagnostic to drive instruction. As time permits, educators further explore i-Ready Personalized Instruction and i-Ready growth measures. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35001	21-22 CDPLT: i-Ready - Getting Good Data with i-Ready 6-8 Math - 8/26 Learning Block B	8/26/2021	8/26/2021	https://cainc.zoom.us/j/905019Kc87bxKH8u648-fjt	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Christina Loria; Elizabeth Rowe; Omar Sotelo	2	No	0	5	0	0	Available upon request
409	16282															
		21-22 CDPLT: i-Ready - Getting Good Data with i-Ready 6-8 Math - 8/26 Learning Block C	Getting Good Data with i-Ready is the integral first step for educators to begin implementing i-Ready and building a classroom data culture with their students. After taking the i-Ready Diagnostic themselves, educators learn how to administer the Diagnostic for reliable student data and why that unlocks the power of the Diagnostic to drive instruction. As time permits, educators further explore i-Ready Personalized Instruction and i-Ready growth measures. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35002	21-22 CDPLT: i-Ready - Getting Good Data with i-Ready 6-8 Math - 8/26 Learning Block C	8/26/2021	8/26/2021	https://cainc.zoom.us/j/905019Kc87bxKH8u648-fjt	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Christina Loria; Elizabeth Rowe; Omar Sotelo	2	No	0	9	0	0	Available upon request
409	16283															
		21-22 CDPLT: i-Ready - Getting Good Data with i-Ready 6-8 ELA - 8/26 Learning Block A	Getting Good Data with i-Ready is the integral first step for educators to begin implementing i-Ready and building a classroom data culture with their students. After taking the i-Ready Diagnostic themselves, educators learn how to administer the Diagnostic for reliable student data and why that unlocks the power of the Diagnostic to drive instruction. As time permits, educators further explore i-Ready Personalized Instruction and i-Ready growth measures. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35003	21-22 CDPLT: i-Ready - Getting Good Data with i-Ready 6-8 ELA - 8/26 Learning Block A	8/26/2021	8/26/2021	https://cainc.zoom.us/j/905019Kc87bxKH8u648-fjt	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Christina Loria; Elizabeth Rowe; Omar Sotelo	2	No	0	5	0	0	Available upon request
409	16284															
		21-22 CDPLT: Creating Certainty in Uncertain Times and How Stress & Nutrition Affect Your Health - 8/26 Learning Block B	This course is composed of two parts. Part 1: Participants develop skills to promote mental well-being during times of uncertainty. Learn ways to feel more comfortable transitioning back to the workplace and our new normal lives. Part 2: Participants attend this workshop to learn how your choices affect your overall health and well-being regarding nutrition and handling stress. Learn about foods that have been identified as having influences on the body's energy levels and how caffeine affects stress and your nutrition. Once you click on the zoom link provided for this course, you will be taken to a registration screen for this webinar. Register for the course and then an email will be sent to your inbox and from there you will click on the link to join the webinar. IT IS RECOMMENDED TO DO THIS PRIOR TO THE START OF THIS COURSE. https://attendee.gotowebinar.com/register/2557220371575195404 ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35004	21-22 CDPLT: Creating Certainty in Uncertain Times and How Stress & Nutrition Affect Your Health - 8/26 Learning Block B	8/26/2021	8/26/2021	https://attendee.gotowebinar.com/register/2557220371575195404	Iris Berry; Colleen Bradley; Megan Corona; Andrea Curless; Bradley Fletcher; Amanda Lee-Confer; Debbie (Wellness Coach) Logan; Cody Martin; Elizabeth Rowe; Joan (Wellness Coach) Upton	2	No	1	32	17	0	Available upon request
409	16285															
		21-22 CDPLT: Creating Certainty in Uncertain Times and How Stress & Nutrition Affect Your Health - 8/26 Learning Block C	This course is composed of two parts. Part 1: Participants develop skills to promote mental well-being during times of uncertainty. Learn ways to feel more comfortable transitioning back to the workplace and our new normal lives. Part 2: Participants attend this workshop to learn how your choices affect your overall health and well-being regarding nutrition and handling stress. Learn about foods that have been identified as having influences on the body's energy levels and how caffeine affects stress and your nutrition. Once you click on the zoom link provided for this course, you will be taken to a registration screen for this webinar. Register for the course and then an email will be sent to your inbox and from there you will click on the link to join the webinar. IT IS RECOMMENDED TO DO THIS PRIOR TO THE START OF THIS COURSE. Join Zoom Link: https://attendee.gotowebinar.com/register/785123187437472012 ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35007	21-22 CDPLT: Creating Certainty in Uncertain Times and How Stress & Nutrition Affect Your Health - 8/26 Learning Block C	8/26/2021	8/26/2021	https://attendee.gotowebinar.com/register/785123187437472012	Iris Berry; Colleen Bradley; Megan Corona; Andrea Curless; Bradley Fletcher; Amanda Lee-Confer; Debbie (Wellness Coach) Logan; Cody Martin; Elizabeth Rowe; Joan (Wellness Coach) Upton	2	No	0	55	7	1	Available upon request
409	16286															

			Getting Good Data with i-Ready is the integral first step for educators to begin implementing i-Ready and building a classroom data culture with their students. After taking the i-Ready Diagnostic themselves, educators learn how to administer the Diagnostic for reliable student data and why that unlocks the power of the Diagnostic to drive instruction. As time permits, educators further explore i-Ready Personalized Instruction and i-Ready growth measures. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Christina Loria; Elizabeth Rowe; Omar Sotelo							
409	16287	21-22 CDPLT: i-Ready - Getting Good Data with i-Ready 6-8 ELA - 8/26 Learning Block B		35005	21-22 CDPLT: i-Ready - Getting Good Data with i-Ready 6-8 ELA - 8/26 Learning Block B	8/26/2021	8/26/2021	https://calinc.zoom.us/j/6491270dsh8KXQ6J8eAETZfk		2	No	1	2	0	0	Available upon request
			Getting Good Data with i-Ready is the integral first step for educators to begin implementing i-Ready and building a classroom data culture with their students. After taking the i-Ready Diagnostic themselves, educators learn how to administer the Diagnostic for reliable student data and why that unlocks the power of the Diagnostic to drive instruction. As time permits, educators further explore i-Ready Personalized Instruction and i-Ready growth measures. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services													
409	16288	21-22 CDPLT: i-Ready - Getting Good Data with i-Ready 6-8 ELA - 8/26 Learning Block C		35006	21-22 CDPLT: i-Ready - Getting Good Data with i-Ready 6-8 ELA - 8/26 Learning Block C	8/26/2021	8/26/2021	https://calinc.zoom.us/j/6491270dsh8KXQ6J8eAETZfk		2	No	0	2	0	0	Available upon request
			This course will explore critical thinking and the mini-lesson layout for Benchmark. We will examine whole-group reading mini-lessons, specifically focusing on prioritizing the lesson elements and pacing. In addition, we will explore an understanding of collaborative conversations during reading mini-lessons as well as continuing comprehension development during independent time. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe							
409	16289	21-22 CDPLT: Benchmark: Exploring the Reading Mini Lessons and Collaborative Conversations K-2 (Team 1) - 8/26 Learning Block A		35012	21-22 CDPLT: Benchmark: Exploring the Reading Mini Lessons and Collaborative Conversations K-2 (Team 1) - 8/26 Learning Block A	8/26/2021	8/26/2021	https://zoom.us/j/6491270dsh8KXQ6J8eAETZfk		2	No	0	25	3	0	Available upon request
			This course will explore critical thinking and the mini-lesson layout for Benchmark. We will examine whole-group reading mini-lessons, specifically focusing on prioritizing the lesson elements and pacing. In addition, we will explore an understanding of collaborative conversations during reading mini-lessons as well as continuing comprehension development during independent time. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services													
409	16290	21-22 CDPLT: Benchmark: Exploring the Reading Mini Lessons and Collaborative Conversations 3-5 (Team 3) - 8/26 Learning Block A		35008	21-22 CDPLT: Benchmark: Exploring the Reading Mini Lessons and Collaborative Conversations 3-5 (Team 3) - 8/26 Learning Block A	8/26/2021	8/26/2021	https://zoom.us/j/6491270dsh8KXQ6J8eAETZfk		2	No	0	32	0	1	Available upon request
			This course will explore critical thinking and the mini-lesson layout for Benchmark. We will examine whole-group reading mini-lessons, specifically focusing on prioritizing the lesson elements and pacing. In addition, we will explore an understanding of collaborative conversations during reading mini-lessons as well as continuing comprehension development during independent time. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services													
409	16291	21-22 CDPLT: Benchmark: Exploring the Reading Mini Lessons and Collaborative Conversations K-2 (Team 1) - 8/26 Learning Block B		35009	21-22 CDPLT: Benchmark: Exploring the Reading Mini Lessons and Collaborative Conversations K-2 (Team 1) - 8/26 Learning Block B	8/26/2021	8/26/2021	https://zoom.us/j/6491270dsh8KXQ6J8eAETZfk		2	No	0	26	4	0	Available upon request
			This course will explore critical thinking and the mini-lesson layout for Benchmark. We will examine whole-group reading mini-lessons, specifically focusing on prioritizing the lesson elements and pacing. In addition, we will explore an understanding of collaborative conversations during reading mini-lessons as well as continuing comprehension development during independent time. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe							
409	16292	21-22 CDPLT: Benchmark: Exploring the Reading Mini Lessons and Collaborative Conversations K-2 (Team 2) - 8/26 Learning Block A		35015	21-22 CDPLT: Benchmark: Exploring the Reading Mini Lessons and Collaborative Conversations K-2 (Team 2) - 8/26 Learning Block A	8/26/2021	8/26/2021	https://zoom.us/j/6491270dsh8KXQ6J8eAETZfk		2	No	0	17	3	0	Available upon request
			This course will explore critical thinking and the mini-lesson layout for Benchmark. We will examine whole-group reading mini-lessons, specifically focusing on prioritizing the lesson elements and pacing. In addition, we will explore an understanding of collaborative conversations during reading mini-lessons as well as continuing comprehension development during independent time. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services													
409	16293	21-22 CDPLT: Benchmark: Exploring the Reading Mini Lessons and Collaborative Conversations K-2 (Team 2) - 8/26 Learning Block B		35017	21-22 CDPLT: Benchmark: Exploring the Reading Mini Lessons and Collaborative Conversations K-2 (Team 2) - 8/26 Learning Block B	8/26/2021	8/26/2021	https://zoom.us/j/6491270dsh8KXQ6J8eAETZfk		2	No	0	19	3	0	Available upon request

409	16294	21-22 CDPLT: Benchmark: Exploring the Reading Mini Lessons and Collaborative Conversations K-2 (Team 4) - 8/26 Learning Block A	This course will explore critical thinking and the mini-lesson layout for Benchmark. We will examine whole-group reading mini-lessons, specifically focusing on prioritizing the lesson elements and pacing. In addition, we will explore an understanding of collaborative conversations during reading mini-lessons as well as continuing comprehension development during independent time. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35020	21-22 CDPLT: Benchmark: Exploring the Reading Mini Lessons and Collaborative Conversations K-2 (Team 4) - 8/26 Learning Block A	8/26/2021	8/26/2021	https://zoom.us/join/zoom/register/1JA5fuCuT0vE1KwU9AMMw5tp2R2Ln23gn	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe	2	No	0	5	0	0	Available upon request
409	16295	21-22 CDPLT: Benchmark: Exploring the Reading Mini Lessons and Collaborative Conversations K-2 (Team 4) - 8/26 Learning Block C	This course will explore critical thinking and the mini-lesson layout for Benchmark. We will examine whole-group reading mini-lessons, specifically focusing on prioritizing the lesson elements and pacing. In addition, we will explore an understanding of collaborative conversations during reading mini-lessons as well as continuing comprehension development during independent time. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35021	21-22 CDPLT: Benchmark: Exploring the Reading Mini Lessons and Collaborative Conversations K-2 (Team 4) - 8/26 Learning Block C	8/26/2021	8/26/2021	https://zoom.us/join/zoom/register/1JUqfCrpMIGNMv4vuVAGQkAyyv2X0HE78	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe	2	No	0	20	2	1	Available upon request
409	16296	21-22 CDPLT: Benchmark: Exploring the Reading Mini Lessons and Collaborative Conversations K-2 (Team 7) - 8/26 Learning Block B	This course will explore critical thinking and the mini-lesson layout for Benchmark. We will examine whole-group reading mini-lessons, specifically focusing on prioritizing the lesson elements and pacing. In addition, we will explore an understanding of collaborative conversations during reading mini-lessons as well as continuing comprehension development during independent time. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35022	21-22 CDPLT: Benchmark: Exploring the Reading Mini Lessons and Collaborative Conversations K-2 (Team 7) - 8/26 Learning Block B	8/26/2021	8/26/2021	https://zoom.us/join/zoom/register/1JhVf-2rrzqHNLrbiqea5LAhVw42fmu1-	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe	2	No	0	2	2	0	Available upon request
409	16297	21-22 CDPLT: Benchmark: Exploring the Reading Mini Lessons and Collaborative Conversations K-2 (Team 7) - 8/26 Learning Block C	This course will explore critical thinking and the mini-lesson layout for Benchmark. We will examine whole-group reading mini-lessons, specifically focusing on prioritizing the lesson elements and pacing. In addition, we will explore an understanding of collaborative conversations during reading mini-lessons as well as continuing comprehension development during independent time. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35023	21-22 CDPLT: Benchmark: Exploring the Reading Mini Lessons and Collaborative Conversations K-2 (Team 7) - 8/26 Learning Block C	8/26/2021	8/26/2021	https://zoom.us/join/zoom/register/1wepC0uq78qhdTShWwkvH8UM_rQY1boQao	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe	2	No	0	1	0	0	Available upon request
409	16298	21-22 CDPLT: Benchmark: Exploring the Reading Mini Lessons and Collaborative Conversations 3-5 (Team 8) - 8/26 Learning Block C	This course will explore critical thinking and the mini-lesson layout for Benchmark. We will examine whole-group reading mini-lessons, specifically focusing on prioritizing the lesson elements and pacing. In addition, we will explore an understanding of collaborative conversations during reading mini-lessons as well as continuing comprehension development during independent time. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35019	21-22 CDPLT: Benchmark: Exploring the Reading Mini Lessons and Collaborative Conversations 3-5 (Team 8) - 8/26 Learning Block C	8/26/2021	8/26/2021	https://zoom.us/join/zoom/register/1JApd-uvr2vGNCblwuj_WqacefoY1A-VIQV	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe	2	No	0	18	1	1	Available upon request
409	16299	21-22 CDPLT: Benchmark: Exploring the Reading Mini Lessons and Collaborative Conversations 3-5 (Team 3) - 8/26 Learning Block B	This course will explore critical thinking and the mini-lesson layout for Benchmark. We will examine whole-group reading mini-lessons, specifically focusing on prioritizing the lesson elements and pacing. In addition, we will explore an understanding of collaborative conversations during reading mini-lessons as well as continuing comprehension development during independent time. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35010	21-22 CDPLT: Benchmark: Exploring the Reading Mini Lessons and Collaborative Conversations 3-5 (Team 3) - 8/26 Learning Block B	8/26/2021	8/26/2021	https://zoom.us/join/zoom/register/1JApdeyhrTwH9eGwHeNzqX5dH8A7bFCN	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe	2	No	0	25	1	0	Available upon request
409	16300	21-22 CDPLT: Benchmark: Exploring the Reading Mini Lessons and Collaborative Conversations 3-5 (Team 5) - 8/26 Learning Block A	This course will explore critical thinking and the mini-lesson layout for Benchmark. We will examine whole-group reading mini-lessons, specifically focusing on prioritizing the lesson elements and pacing. In addition, we will explore an understanding of collaborative conversations during reading mini-lessons as well as continuing comprehension development during independent time. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35011	21-22 CDPLT: Benchmark: Exploring the Reading Mini Lessons and Collaborative Conversations 3-5 (Team 5) - 8/26 Learning Block A	8/26/2021	8/26/2021	https://zoom.us/join/zoom/register/1JMuduyrgvrtHyEgR2BKGWtdqNbnKUO	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe	2	No	0	12	1	0	Available upon request

409	16301	21-22 CDPLT: Benchmark: Exploring the Reading Mini Lessons and Collaborative Conversations 3-5 (Team 5) - 8/26 Learning Block C	This course will explore critical thinking and the mini-lesson layout for Benchmark. We will examine whole-group reading mini-lessons, specifically focusing on prioritizing the lesson elements and pacing. In addition, we will explore an understanding of collaborative conversations during reading mini-lessons as well as continuing comprehension development during independent time. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35013	21-22 CDPLT: Benchmark: Exploring the Reading Mini Lessons and Collaborative Conversations 3-5 (Team 5) - 8/26 Learning Block C	8/26/2021	8/26/2021	https://zoom.us/join/zoom/register/1YVdu-vRQvtdy4QP187b8CwcJ8uRyL4W	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe	2	No	1	12	1	0	Available upon request
409	16302	21-22 CDPLT: Benchmark: Exploring the Reading Mini Lessons and Collaborative Conversations 3-5 (Team 6) - 8/26 Learning Block A	This course will explore critical thinking and the mini-lesson layout for Benchmark. We will examine whole-group reading mini-lessons, specifically focusing on prioritizing the lesson elements and pacing. In addition, we will explore an understanding of collaborative conversations during reading mini-lessons as well as continuing comprehension development during independent time. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35014	21-22 CDPLT: Benchmark: Exploring the Reading Mini Lessons and Collaborative Conversations 3-5 (Team 6) - 8/26 Learning Block A	8/26/2021	8/26/2021	https://zoom.us/join/zoom/register/7Jluf-mmrzwpH92Mu5XqY0WZsrNWA4W9WT	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe	2	No	0	10	2	0	Available upon request
409	16303	21-22 CDPLT: Benchmark: Exploring the Reading Mini Lessons and Collaborative Conversations 3-5 (Team 6) - 8/26 Learning Block C	This course will explore critical thinking and the mini-lesson layout for Benchmark. We will examine whole-group reading mini-lessons, specifically focusing on prioritizing the lesson elements and pacing. In addition, we will explore an understanding of collaborative conversations during reading mini-lessons as well as continuing comprehension development during independent time. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35016	21-22 CDPLT: Benchmark: Exploring the Reading Mini Lessons and Collaborative Conversations 3-5 (Team 6) - 8/26 Learning Block C	8/26/2021	8/26/2021	https://zoom.us/join/zoom/register/7Jlufuor7I1H0E4IIQ	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe	2	No	0	4	1	0	Available upon request
409	16304	21-22 CDPLT: Benchmark: Exploring the Reading Mini Lessons and Collaborative Conversations 3-5 (Team 8) - 8/26 Learning Block B	This course will explore critical thinking and the mini-lesson layout for Benchmark. We will examine whole-group reading mini-lessons, specifically focusing on prioritizing the lesson elements and pacing. In addition, we will explore an understanding of collaborative conversations during reading mini-lessons as well as continuing comprehension development during independent time. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35018	21-22 CDPLT: Benchmark: Exploring the Reading Mini Lessons and Collaborative Conversations 3-5 (Team 8) - 8/26 Learning Block B	8/26/2021	8/26/2021	https://zoom.us/join/zoom/register/7Yld-CuqT4qGVVqdyjy85bw2v-GUegdj	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Theresa Martinez; Dawn Merrick; Erin Rabuck; Elizabeth Rowe	2	No	2	22	2	0	Available upon request
409	16308	21-22 CDPLT: Building Rigor with an Academic Mindset - 8/26 Learning Block A	This course will help define rigorous education and how to make that shift in thinking through the use of Academic Mindset. How can we help our students build their intellectual capacity through the use of culturally responsive pedagogies? What are the best ways to create an environment that motivates and challenges ALL of our students? This course specifically addresses these Danielson components: 1b, 2a, 2b, 3b. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35031	21-22 CDPLT: Building Rigor with an Academic Mindset - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/89964771477	Colleen Bradley; Megan Corona; Bradley Fletcher; Jana Gahn; Amanda Lee-Confer; Rebecca Peralta; Elizabeth Rowe; Cynthia Wong	2	No	1	25	2	1	Available upon request
409	16309	21-22 CDPLT: Building Rigor with an Academic Mindset - 8/26 Learning Block B	This course will help define rigorous education and how to make that shift in thinking through the use of Academic Mindset. How can we help our students build their intellectual capacity through the use of culturally responsive pedagogies? What are the best ways to create an environment that motivates and challenges ALL of our students? This course specifically addresses these Danielson components: 1b, 2a, 2b, 3b. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35032	21-22 CDPLT: Building Rigor with an Academic Mindset - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/89964771477	Colleen Bradley; Megan Corona; Bradley Fletcher; Jana Gahn; Amanda Lee-Confer; Rebecca Peralta; Elizabeth Rowe; Cynthia Wong	2	No	0	28	1	0	Available upon request
409	16310	21-22 CDPLT: Building Rigor with an Academic Mindset - 8/26 Learning Block C	This course will help define rigorous education and how to make that shift in thinking through the use of Academic Mindset. How can we help our students build their intellectual capacity through the use of culturally responsive pedagogies? What are the best ways to create an environment that motivates and challenges ALL of our students? This course specifically addresses these Danielson components: 1b, 2a, 2b, 3b. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35033	21-22 CDPLT: Building Rigor with an Academic Mindset - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/89964771477	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe	2	No	1	18	1	0	Available upon request
409	16312	21-22 CDPLT: Alternate Vendor PD - 8/26 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the August 26th District-Wide PLT Day outside of TrueNorthLogic.	35066	21-22 CDPLT: Alternate Vendor PD - Utterback MS - 8/26	8/26/2021	8/26/2021	Online/Zoom - Various Locations	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	2	1	0	Available upon request
409	16312	21-22 CDPLT: Alternate Vendor PD - 8/26 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the August 26th District-Wide PLT Day outside of TrueNorthLogic.	35065	21-22 CDPLT: Alternate Vendor PD - Safford K-8 - 8/26	8/26/2021	8/26/2021	Online/Zoom - Various Locations	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	11	4	0	Available upon request
409	16312	21-22 CDPLT: Alternate Vendor PD - 8/26 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the August 26th District-Wide PLT Day outside of TrueNorthLogic.	35067	21-22 CDPLT: Alternate Vendor PD - Robinson Elem - 8/26	8/26/2021	8/26/2021	Online/Zoom - Various Locations	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	11	1	0	Available upon request

			This course is a container for all teachers who participate in alternate professional development sessions with vendors on the August 26th District-Wide PLT Day outside of TrueNorthLogic.							Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe							
409	16312	21-22 CDPLT: Alternate Vendor PD - 8/26 All Learning Blocks		35154	21-22 CDPLT: Alternate Vendor PD - Maxwell MS - 8/26	8/26/2021	8/26/2021	Online/Zoom - Various Locations		Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	16	1	0	Available upon request
			This course is a container for all teachers who participate in alternate professional development sessions with vendors on the August 26th District-Wide PLT Day outside of TrueNorthLogic.							Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe							
409	16312	21-22 CDPLT: Alternate Vendor PD - 8/26 All Learning Blocks		35069	21-22 CDPLT: Alternate Vendor PD - Mission View Elem - 8/26	8/26/2021	8/26/2021	Online/Zoom - Various Locations		Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe	2	No	1	17	1	0	Available upon request
			This course is a container for all teachers who participate in alternate professional development sessions with vendors on the August 26th District-Wide PLT Day outside of TrueNorthLogic.							Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe							
409	16312	21-22 CDPLT: Alternate Vendor PD - 8/26 All Learning Blocks		35070	21-22 CDPLT: Alternate Vendor PD - Grijalva Elem - 8/26	8/26/2021	8/26/2021	Online/Zoom - Various Locations		Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe	2	No	1	24	2	1	Available upon request
			This course is a container for all teachers who participate in alternate professional development sessions with vendors on the August 26th District-Wide PLT Day outside of TrueNorthLogic.							Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe							
409	16312	21-22 CDPLT: Alternate Vendor PD - 8/26 All Learning Blocks		35035	21-22 CDPLT: Alternate Vendor PD - Gridley MS - 8/26	8/26/2021	8/26/2021	Online/Zoom - Various Locations		Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe	2	No	2	7	1	0	Available upon request
			This course is a container for all teachers who participate in alternate professional development sessions with vendors on the August 26th District-Wide PLT Day outside of TrueNorthLogic.							Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe							
409	16312	21-22 CDPLT: Alternate Vendor PD - 8/26 All Learning Blocks		35071	21-22 CDPLT: Alternate Vendor PD - Alice Vail MS - 8/26	8/26/2021	8/26/2021	Online/Zoom - Various Locations		Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe	2	No	2	8	0	0	Available upon request
			This presentation will be looking closely at the Academic Identity tenet in the SPARKS framework. We will be addressing the power of student identity in the engagement and center of classroom instruction. Explicit discussion on academic identity will connect teacher work to student achievement. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							Rosario Hutchings; Rashanda Sneed							
409	16314	21-22 CDPLT: Building Academic Identity through Culturally Responsive Practices - 8/26 Learning Block A		35037	21-22 CDPLT: Building Academic Identity through Culturally Responsive Practices - 8/26 Learning Block A	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/82815281779		Rosario Hutchings; Rashanda Sneed	2	No	0	17	6	0	Available upon request
			This presentation will be looking closely at the Academic Identity tenet in the SPARKS framework. We will be addressing the power of student identity in the engagement and center of classroom instruction. Explicit discussion on academic identity will connect teacher work to student achievement. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							Rosario Hutchings; Rashanda Sneed							
409	16315	21-22 CDPLT: Building Academic Identity through Culturally Responsive Practices - 8/26 Learning Block C		35038	21-22 CDPLT: Building Academic Identity through Culturally Responsive Practices - 8/26 Learning Block C	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/82815281779		Rosario Hutchings; Rashanda Sneed	2	No	0	26	0	0	Available upon request
			First year, interns, and new-hire psychologists will participate in a year long professional development program designed to support them in their first year of practice as a school psychologist in TUSD. The program is mandatory and is designed to provide the first year employee with a high level of support and training so that they may be successful during their first year with TUSD. The program is designed to address current issues in the field of school psychology.							Peter Shibusya							
409	16331	Psychologist Mentor and Retention Program 2021-22		35051	Psychologist Mentor and Retention Program 2021-22	8/2/2021	5/31/2022	Online/Zoom		Peter Shibusya	36	No	0	0	4	0	Available upon request
			This course is a container for all teachers who participate in alternate professional development sessions with vendors on the October 28th District-Wide PLT Day outside of TrueNorthLogic.							Jennifer Mayersohn; Sandra Thiffault							
409	16338	21-22 CDPLT: Alternate Vendor PD - 10/28 Various Learning Blocks		35519	21-22 CDPLT: McCorkle Learner-Centered Practices - 10/28 Learning Block B	10/28/2021	10/28/2021	Mary Belle McCorkle Academy of Excellence K-8		Jennifer Mayersohn; Sandra Thiffault	2	No	0	1	0	0	Available upon request
			This course is a container for all teachers who participate in alternate professional development sessions with vendors on the October 28th District-Wide PLT Day outside of TrueNorthLogic.							Jennifer Mayersohn; Sandra Thiffault							
409	16338	21-22 CDPLT: Alternate Vendor PD - 10/28 Various Learning Blocks		35520	21-22 CDPLT: McCorkle Creating Authentic Learning within PBL - 10/28 Learning Block C	10/28/2021	10/28/2021	Mary Belle McCorkle Academy of Excellence K-8		Jennifer Mayersohn; Sandra Thiffault	2	No	0	2	0	0	Available upon request
			This course is a container for all teachers who participate in alternate professional development sessions with vendors on the October 28th District-Wide PLT Day outside of TrueNorthLogic.							Theresa Hueßkamp							
409	16338	21-22 CDPLT: Alternate Vendor PD - 10/28 Various Learning Blocks		35479	21-22 CDPLT: EASEL Training for Mary Meredith Staff - 10/28 Learning Block A	10/28/2021	10/28/2021	Mary Meredith K-12		Theresa Hueßkamp	2	No	0	5	10	0	Available upon request
			This course is a container for all teachers who participate in alternate professional development sessions with vendors on the October 28th District-Wide PLT Day outside of TrueNorthLogic.							Theresa Hueßkamp							
409	16338	21-22 CDPLT: Alternate Vendor PD - 10/28 Various Learning Blocks		35480	21-22 CDPLT: EASEL Training for Mary Meredith Staff - 10/28 Learning Block B	10/28/2021	10/28/2021	Mary Meredith K-12		Theresa Hueßkamp	2	No	0	5	6	0	Available upon request
			This course is a container for all teachers who participate in alternate professional development sessions with vendors on the October 28th District-Wide PLT Day outside of TrueNorthLogic.							Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe							
409	16338	21-22 CDPLT: Alternate Vendor PD - 10/28 Various Learning Blocks		35478	21-22 CDPLT: Innovation Tech Project-Based PD - 10/28 Learning Block B	10/28/2021	10/28/2021	Innovation Tech HS		Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	0	7	1	0	Available upon request
			This course is a container for all teachers who participate in alternate professional development sessions with vendors on the October 28th District-Wide PLT Day outside of TrueNorthLogic.							Timothy Eriksson; Bernadette Rosthenhauser Espinoza							
409	16338	21-22 CDPLT: Alternate Vendor PD - 10/28 Various Learning Blocks		35502	21-22 CDPLT: Roberts-Naylor Data Analysis - 10/28 Learning Block A	10/28/2021	10/28/2021	Roberts-Naylor K-8		Timothy Eriksson; Bernadette Rosthenhauser Espinoza	2	No	0	8	0	0	Available upon request
			This course is a container for all teachers who participate in alternate professional development sessions with vendors on the October 28th District-Wide PLT Day outside of TrueNorthLogic.							Maggie Gadebau; Jessica Guenera; Allyson Howes							
409	16338	21-22 CDPLT: Alternate Vendor PD - 10/28 Various Learning Blocks		35500	21-22 CDPLT: Transition from School to Work - 10/28 Learning Block C	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/81053565259?pwd=d4VNYklnZjJkczh0MGVFeWVYU09		Maggie Gadebau; Jessica Guenera; Allyson Howes	2	No	0	11	18	0	Available upon request
			This course is a container for all teachers who participate in alternate professional development sessions with vendors on the October 28th District-Wide PLT Day outside of TrueNorthLogic.							Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe							
409	16338	21-22 CDPLT: Alternate Vendor PD - 10/28 Various Learning Blocks		35525	21-22 CDPLT: SLP Outside Alternate Vendor PD - 10/28 - Learning Block B	10/28/2021	10/28/2021			Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	0	17	0	0	Available upon request
			This course is a container for all teachers who participate in alternate professional development sessions with vendors on the October 28th District-Wide PLT Day outside of TrueNorthLogic.							Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe							
409	16338	21-22 CDPLT: Alternate Vendor PD - 10/28 Various Learning Blocks		35526	21-22 CDPLT: SLP Outside Alternate Vendor PD - 10/28 - Learning Block C	10/28/2021	10/28/2021			Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	0	21	0	0	Available upon request
			This course is a container for all teachers who participate in alternate professional development sessions with vendors on the October 28th District-Wide PLT Day outside of TrueNorthLogic.							Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe							
409	16338	21-22 CDPLT: Alternate Vendor PD - 10/28 Various Learning Blocks		35524	21-22 CDPLT: SLP Outside Alternate Vendor PD - 10/28 - Learning Block A	10/28/2021	10/28/2021			Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	0	27	0	1	Available upon request
			This course is a container for all teachers who participate in alternate professional development sessions with vendors on the October 28th District-Wide PLT Day outside of TrueNorthLogic.							Jennifer Mayersohn; Sandra Thiffault							
409	16338	21-22 CDPLT: Alternate Vendor PD - 10/28 Various Learning Blocks		35518	21-22 CDPLT: McCorkle Lens on Learning: NTN PBL Model - 10/28 Learning Block A	10/28/2021	10/28/2021	Mary Belle McCorkle Academy of Excellence K-8		Jennifer Mayersohn; Sandra Thiffault	2	No	1	2	1	0	Available upon request

409	16338	21-22 CDPLT: Alternate Vendor PD - 10/28 Various Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the October 28th District-Wide PLT Day outside of TrueNorthLogic. This course is a container for all teachers who participate in alternate professional development sessions with vendors on the January 27th District-Wide PLT Day outside of TrueNorthLogic.	35490	21-22 CDPLT: Ford MPP Training - 10/28 Learning Block B	10/28/2021	10/28/2021	Ford Elementary	Diana Johnston	2	No	1	16	8	0	Available upon request
409	16339	21-22 CDPLT: Alternate Vendor PD - 1/27 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the January 27th District-Wide PLT Day outside of TrueNorthLogic.	35620	21-22 CDPLT: EASEL Training for Mary Meredith - 1/27 Learning Block A	1/27/2022	1/27/2022	Mary Meredith K-12	Colleen Bradley; Carrie Burdon; Kristi Chlason; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Elizabeth Rowe	2	No	0	6	10	0	Available upon request
409	16339	21-22 CDPLT: Alternate Vendor PD - 1/27 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the January 27th District-Wide PLT Day outside of TrueNorthLogic.	35621	21-22 CDPLT: EASEL Training for Mary Meredith - 1/27 Learning Block B	1/27/2022	1/27/2022	Mary Meredith K-12	Colleen Bradley; Carrie Burdon; Kristi Chlason; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Elizabeth Rowe	2	No	0	6	10	0	Available upon request
409	16339	21-22 CDPLT: Alternate Vendor PD - 1/27 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the January 27th District-Wide PLT Day outside of TrueNorthLogic.	35990	21-22 CDPLT: QTR 3 TSW Meeting - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tued1.zoom.us/j/84661000363	Carrie Burdon; Kristi Chlason; Megan Corona; Bradley Fletcher; Maggie Gedebo; Jessica Gueren; Allyson Howes; Theresa Huelskamp; Elizabeth Rowe	2	No	0	13	17	0	Available upon request
409	16339	21-22 CDPLT: Alternate Vendor PD - 1/27 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the January 27th District-Wide PLT Day outside of TrueNorthLogic.	36094	21-22 CDPLT: SLP Outside Alternate Vendor PD - 1/27 - Learning Block B	1/27/2022	1/27/2022	Zoom Online Conference	Alexis Moreno	2	No	0	50	0	1	Available upon request
409	16339	21-22 CDPLT: Alternate Vendor PD - 1/27 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the January 27th District-Wide PLT Day outside of TrueNorthLogic.	36095	21-22 CDPLT: SLP Outside Alternate Vendor PD - 1/27 - Learning Block C	1/27/2022	1/27/2022	Zoom Online Conference	Alexis Moreno	2	No	0	51	0	1	Available upon request
409	16339	21-22 CDPLT: Alternate Vendor PD - 1/27 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the January 27th District-Wide PLT Day outside of TrueNorthLogic.	36053	21-22 CDPLT: McCorkle Building Resilience Training - 1/27 - Learning Block C	1/27/2022	1/27/2022	Mary Belle McCorkle Academy of Excellence K-8	Deanna Harris; Jennifer Mayersohn	2	No	2	33	17	1	Available upon request
409	16339	21-22 CDPLT: Alternate Vendor PD - 1/27 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the January 27th District-Wide PLT Day outside of TrueNorthLogic.	36051	21-22 CDPLT: CE Rose Restorative Practices PD - 1/27 - Learning Block A	1/27/2022	1/27/2022	CE Rose K-8 School	Alma Carmona; Andrea Martinez	2	No	2	39	16	1	Available upon request
409	16339	21-22 CDPLT: Alternate Vendor PD - 1/27 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the January 27th District-Wide PLT Day outside of TrueNorthLogic.	36046	21-22 CDPLT: McCorkle Building Resilience Training - 1/27 - Learning Block A	1/27/2022	1/27/2022	Mary Belle McCorkle Academy of Excellence K-8	Deanna Harris; Jennifer Mayersohn	2	No	2	57	19	1	Available upon request
409	16339	21-22 CDPLT: Alternate Vendor PD - 1/27 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the January 27th District-Wide PLT Day outside of TrueNorthLogic.	36047	21-22 CDPLT: McCorkle Building Resilience Training - 1/27 - Learning Block B	1/27/2022	1/27/2022	Mary Belle McCorkle Academy of Excellence K-8	Deanna Harris; Jennifer Mayersohn	2	No	2	57	16	1	Available upon request
409	16340	21-22 CDPLT: Alternate Vendor PD - 3/31 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the March 31st District-Wide PLT Day outside of TrueNorthLogic.	36509	21-22 CDPLT: Warren PAX Initial Training - 3/31 Learning Block A	3/31/2022	3/31/2022	Warren Elementary	Jill Ronsman	2	No	0	3	7	0	Available upon request
409	16340	21-22 CDPLT: Alternate Vendor PD - 3/31 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the March 31st District-Wide PLT Day outside of TrueNorthLogic.	36514	21-22 CDPLT: Warren PAX Initial Training - 3/31 Learning Block B	3/31/2022	3/31/2022	Warren Elementary	Jill Ronsman	2	No	0	4	8	0	Available upon request
409	16340	21-22 CDPLT: Alternate Vendor PD - 3/31 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the March 31st District-Wide PLT Day outside of TrueNorthLogic.	36515	21-22 CDPLT: Warren PAX Initial Training - 3/31 Learning Block C	3/31/2022	3/31/2022	Warren Elementary	Jill Ronsman	2	No	0	4	7	0	Available upon request
409	16340	21-22 CDPLT: Alternate Vendor PD - 3/31 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the March 31st District-Wide PLT Day outside of TrueNorthLogic.	36540	21-22 CDPLT: Gridley EMPOWER Small Group Structures - 3/31 Learning Block B	3/31/2022	3/31/2022	Gridley Middle School	Rosanna Ortiz-Montoya	2	No	0	6	0	0	Available upon request
409	16340	21-22 CDPLT: Alternate Vendor PD - 3/31 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the March 31st District-Wide PLT Day outside of TrueNorthLogic.	36539	21-22 CDPLT: Gridley EMPOWER Small Group Structures - 3/31 Learning Block A	3/31/2022	3/31/2022	Gridley Middle School	Rosanna Ortiz-Montoya	2	No	0	7	0	0	Available upon request
409	16340	21-22 CDPLT: Alternate Vendor PD - 3/31 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the March 31st District-Wide PLT Day outside of TrueNorthLogic.	36517	21-22 CDPLT: Warren PAX Next Steps Update Training - 3/31 Learning Block A	3/31/2022	3/31/2022	Warren Elementary	Jill Ronsman	2	No	0	9	1	0	Available upon request
409	16340	21-22 CDPLT: Alternate Vendor PD - 3/31 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the March 31st District-Wide PLT Day outside of TrueNorthLogic.	36518	21-22 CDPLT: Warren PAX Next Steps Update Training - 3/31 Learning Block C	3/31/2022	3/31/2022	Warren Elementary	Jill Ronsman	2	No	0	9	1	0	Available upon request
409	16340	21-22 CDPLT: Alternate Vendor PD - 3/31 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the March 31st District-Wide PLT Day outside of TrueNorthLogic.	36512	21-22 CDPLT: Warren PAX Next Steps Update Training - 3/31 Learning Block B	3/31/2022	3/31/2022	Warren Elementary	Jill Ronsman	2	No	0	10	1	0	Available upon request
409	16340	21-22 CDPLT: Alternate Vendor PD - 3/31 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the March 31st District-Wide PLT Day outside of TrueNorthLogic.	36535	21-22 CDPLT: SLP Outside Alternate Vendor PD - 3/31 Learning Block C	3/31/2022	3/31/2022		Alexis Moreno	2	No	0	41	0	1	Available upon request
409	16340	21-22 CDPLT: Alternate Vendor PD - 3/31 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the March 31st District-Wide PLT Day outside of TrueNorthLogic.	36536	21-22 CDPLT: SLP Outside Alternate Vendor PD - 3/31 Learning Block A	3/31/2022	3/31/2022	Zoom Online Conference	Alexis Moreno	2	No	0	42	0	1	Available upon request
409	16340	21-22 CDPLT: Alternate Vendor PD - 3/31 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the March 31st District-Wide PLT Day outside of TrueNorthLogic.	36537	21-22 CDPLT: SLP Outside Alternate Vendor PD - 3/31 Learning Block B	3/31/2022	3/31/2022		Alexis Moreno	2	No	0	42	0	1	Available upon request
409	16340	21-22 CDPLT: Alternate Vendor PD - 3/31 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the March 31st District-Wide PLT Day outside of TrueNorthLogic.	36230	21-22 CDPLT: Mary Meredith EASEL - 3/31 Learning Block A	3/31/2022	3/31/2022	Mary Meredith K-12	Theresa Huelskamp; Judy Mitchell	2	No	1	4	9	1	Available upon request
409	16340	21-22 CDPLT: Alternate Vendor PD - 3/31 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the March 31st District-Wide PLT Day outside of TrueNorthLogic.	36231	21-22 CDPLT: Mary Meredith EASEL - 3/31 Learning Block B	3/31/2022	3/31/2022	Mary Meredith K-12	Theresa Huelskamp; Judy Mitchell	2	No	1	4	9	1	Available upon request
409	16340	21-22 CDPLT: Alternate Vendor PD - 3/31 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the March 31st District-Wide PLT Day outside of TrueNorthLogic.	36520	21-22 CDPLT: McCorkle NTN School Culture (K-3) - 3/31 Learning Block A	3/31/2022	3/31/2022	Mary Bell McCorkle Academy of Excellence	Deanna Harris; Jennifer Mayersohn	2	No	1	4	2	0	Available upon request
409	16340	21-22 CDPLT: Alternate Vendor PD - 3/31 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the March 31st District-Wide PLT Day outside of TrueNorthLogic.	36521	21-22 CDPLT: McCorkle NTN School Culture (4-8) - 3/31 Learning Block B	3/31/2022	3/31/2022	Mary Bell McCorkle Academy of Excellence	Deanna Harris; Jennifer Mayersohn	2	No	1	13	2	0	Available upon request
409	16340	21-22 CDPLT: Alternate Vendor PD - 3/31 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the March 31st District-Wide PLT Day outside of TrueNorthLogic.	36167	21-22 CDPLT: Ford Elem - Educational Software - 3/31 Learning Block B	3/31/2022	3/31/2022	Ford Elementary	Diana Johnston	2	No	1	17	9	0	Available upon request

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409	16397	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 1 of 3 - 10/28	This course is Day 1 of 3 in the series Creating an Optimal Learning Environment. It is a requirement for all new certificated hires to TUSD according to the Unitary Status Plan. Day 1 is an introduction to three instructional frameworks in TUSD: Danielson Framework for Teaching, SPARKS Framework for Culturally Responsive Teaching, and Essential Elements of Effective Instruction. This is a blended learning course using Eduzzle as the platform for the asynchronous portion of the course. This course is a four-hour learning block. We will meet for brief opening and closing Zoom sessions. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD.org and Mary.Elenes@tUSD.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35511	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching & Principles of Learning Day 1 of 3 - 10/28 Learning Block C	10/28/2021	10/28/2021	https://tUSD1.zoom.us/j/88602326791	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Rebecca Peralta; Jennifer Prusak; Elizabeth Rowe; Tanya Schrantz; Cynthia Wong	2	No	0	3	0	0	Available upon request
409	16397	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 1 of 3 - 10/28	This course is Day 1 of 3 in the series Creating an Optimal Learning Environment. It is a requirement for all new certificated hires to TUSD according to the Unitary Status Plan. Day 1 is an introduction to three instructional frameworks in TUSD: Danielson Framework for Teaching, SPARKS Framework for Culturally Responsive Teaching, and Essential Elements of Effective Instruction. This is a blended learning course using Eduzzle as the platform for the asynchronous portion of the course. This course is a four-hour learning block. We will meet for brief opening and closing Zoom sessions. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD.org and Mary.Elenes@tUSD.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35186	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching & Principles of Learning Day 1 of 3 - 10/28 Learning Block A	10/28/2021	10/28/2021	https://tUSD1.zoom.us/j/88602326791	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Rebecca Peralta; Jennifer Prusak; Elizabeth Rowe; Tanya Schrantz; Cynthia Wong	2	No	0	17	0	0	Available upon request
409	16397	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 1 of 3 - 10/28	This course is Day 1 of 3 in the series Creating an Optimal Learning Environment. It is a requirement for all new certificated hires to TUSD according to the Unitary Status Plan. Day 1 is an introduction to three instructional frameworks in TUSD: Danielson Framework for Teaching, SPARKS Framework for Culturally Responsive Teaching, and Essential Elements of Effective Instruction. This is a blended learning course using Eduzzle as the platform for the asynchronous portion of the course. This course is a four-hour learning block. We will meet for brief opening and closing Zoom sessions. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD.org and Mary.Elenes@tUSD.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35187	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching & Principles of Learning Day 1 of 3 - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tUSD1.zoom.us/j/88602326791	Colleen Bradley; Carrie Burdon; Siobhan Daniel; Bradley Fletcher; Christine Hermes; Rebecca Peralta; Jennifer Prusak; Elizabeth Rowe; Tanya Schrantz	2	No	0	19	0	0	Available upon request
409	16398	21-22 CDPLT: Trauma Informed Teaching - 10/28	This course will define A.C.E.s (Adverse Childhood Experiences), inform about the percentage of students impacted by trauma, how trauma impacts learning, and useful strategies to help support traumatized students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD.org and Mary.Elenes@tUSD.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35184	21-22 CDPLT: Trauma Informed Teaching - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tUSD1.zoom.us/j/85693212066	Colleen Bradley; Carrie Burdon; Siobhan Daniel; Bradley Fletcher; Christine Hermes; Rebecca Peralta; Jennifer Prusak; Elizabeth Rowe; Tanya Schrantz	2	No	0	17	3	0	Available upon request
409	16398	21-22 CDPLT: Trauma Informed Teaching - 10/28	This course will define A.C.E.s (Adverse Childhood Experiences), inform about the percentage of students impacted by trauma, how trauma impacts learning, and useful strategies to help support traumatized students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD.org and Mary.Elenes@tUSD.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35185	21-22 CDPLT: Trauma Informed Teaching - 10/28 Learning Block C	10/28/2021	10/28/2021	https://tUSD1.zoom.us/j/85693212066	Colleen Bradley; Carrie Burdon; Siobhan Daniel; Bradley Fletcher; Christine Hermes; Rebecca Peralta; Jennifer Prusak; Elizabeth Rowe; Tanya Schrantz	2	No	0	17	2	0	Available upon request
409	16398	21-22 CDPLT: Trauma Informed Teaching - 10/28	This course will define A.C.E.s (Adverse Childhood Experiences), inform about the percentage of students impacted by trauma, how trauma impacts learning, and useful strategies to help support traumatized students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD.org and Mary.Elenes@tUSD.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35183	21-22 CDPLT: Trauma Informed Teaching - 10/28 Learning Block A	10/28/2021	10/28/2021	https://tUSD1.zoom.us/j/85693212066	Colleen Bradley; Carrie Burdon; Siobhan Daniel; Bradley Fletcher; Christine Hermes; Rebecca Peralta; Jennifer Prusak; Elizabeth Rowe; Tanya Schrantz	2	No	1	21	2	0	Available upon request
409	16399	21-22 CDPLT: Basics of Behavior - 10/28	This course will provide participants with knowledge, tools, and strategies to support students in the area of behavior. Participants will learn essential behavior terminology and concepts, the basic components of behaviors seen in the classroom, how to collect data to determine the function of a behavior, and how to plan/implement an informal behavior intervention in order to address individual student needs. The strategies and procedures taught will be immediately relevant and ready to use when they step into your classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD.org and Mary.Elenes@tUSD.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35192	21-22 CDPLT: Basics of Behavior - 10/28 Learning Block A	10/28/2021	10/28/2021	https://tUSD1.zoom.us/j/88976886029	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Danielle Fradette; Rebecca Peralta; Jennifer Prusak; Elizabeth Rowe; Stephanie Shupe	2	No	0	30	4	0	Available upon request
409	16399	21-22 CDPLT: Basics of Behavior - 10/28	This course will provide participants with knowledge, tools, and strategies to support students in the area of behavior. Participants will learn essential behavior terminology and concepts, the basic components of behaviors seen in the classroom, how to collect data to determine the function of a behavior, and how to plan/implement an informal behavior intervention in order to address individual student needs. The strategies and procedures taught will be immediately relevant and ready to use when they step into your classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD.org and Mary.Elenes@tUSD.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35194	21-22 CDPLT: Basics of Behavior - 10/28 Learning Block C	10/28/2021	10/28/2021	https://tUSD1.zoom.us/j/88976886029	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Danielle Fradette; Rebecca Peralta; Jennifer Prusak; Elizabeth Rowe; Stephanie Shupe	2	No	1	19	9	1	Available upon request
409	16399	21-22 CDPLT: Basics of Behavior - 10/28	This course will provide participants with knowledge, tools, and strategies to support students in the area of behavior. Participants will learn essential behavior terminology and concepts, the basic components of behaviors seen in the classroom, how to collect data to determine the function of a behavior, and how to plan/implement an informal behavior intervention in order to address individual student needs. The strategies and procedures taught will be immediately relevant and ready to use when they step into your classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD.org and Mary.Elenes@tUSD.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35193	21-22 CDPLT: Basics of Behavior - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tUSD1.zoom.us/j/88976886029	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Danielle Fradette; Rebecca Peralta; Jennifer Prusak; Elizabeth Rowe; Stephanie Shupe	2	No	1	22	6	0	Available upon request
409	16402	21-22 CDPLT: Health Education PLC Session- Well Designed Programs/ CPR Curriculum Implementation/ Teacher Resources - 10/28	Deeper look into aspects of a well-designed Health Education program that maximizes students learning, awareness, practice and participation, and assessment. Implementation of required CPR curriculum for High School Health. Comparing what students are doing in health education vs what students are learning. Explore TEAMS resource page and teacher lesson sharing. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD.org and Mary.Elenes@tUSD.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35200	21-22 CDPLT: Health Ed PLC - Well Designed Programs/CPR Curriculum Implementation/Teacher Resources - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tUSD1.zoom.us/j/87673299299	Jaime Bernier; Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	0	26	1	0	Available upon request

			Know your Why. Discussions of well-designed PE departments that maximize student learning, practice and participation, classroom management, and assessments. Teacher collaboration and sharing resources. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							Jaimie Bernier; Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe							
409	16403	21-22 CDPLT: Phys. Ed. PLC Session - Well Designed Physical Education Programs/Teacher Resources & Lesson Sharing - 10/28		35201	21-22 CDPLT: Phys. Ed. PLC Session - Well Designed PE Programs/Teacher Resources & Lesson Sharing - 10/28 Learning Block A	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/84949289105		Colleen Bradley; Carrie Burdon; Bradley Fletcher; Julia Hillman; Susan Osigo; Jennifer Prusak; Elizabeth Rowe; Junko Sakoi	2	No	0	40	1	1	Available upon request
409	16407	21-22 CDPLT: Learning into Controversy for Social Action - 10/28	Some classroom discussions are easy: comparing different mathematical proofs or weighing various interpretations of a poem. And while they may teach basic skills of civic participation and democratic engagement, these discussions may not be enough to create advanced competence in students learning to engage others on controversial issues. Topics that raise conflict, promote intellectual freedom, and incorporate a curriculum that reflects a spectrum of views and experiences, are essential to building student engagement. Join us for this hands-on training where weɽ review several resources and innovative pedagogical strategies that support educators in connecting learning to authentic purposes, encouraging students	35204	21-22 CDPLT: Learning into Controversy for Social Action - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/84520753127		Colleen Bradley; Carrie Burdon; Bradley Fletcher; Julia Hillman; Susan Osigo; Jennifer Prusak; Elizabeth Rowe; Junko Sakoi	2	No	0	12	1	0	Available upon request
409	16407	21-22 CDPLT: Learning into Controversy for Social Action - 10/28	Some classroom discussions are easy: comparing different mathematical proofs or weighing various interpretations of a poem. And while they may teach basic skills of civic participation and democratic engagement, these discussions may not be enough to create advanced competence in students learning to engage others on controversial issues. Topics that raise conflict, promote intellectual freedom, and incorporate a curriculum that reflects a spectrum of views and experiences, are essential to building student engagement. Join us for this hands-on training where weɽ review several resources and innovative pedagogical strategies that support educators in connecting learning to authentic purposes, encouraging students	35203	21-22 CDPLT: Learning into Controversy for Social Action - 10/28 Learning Block A	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/84520753127		Colleen Bradley; Carrie Burdon; Bradley Fletcher; Julia Hillman; Susan Osigo; Jennifer Prusak; Elizabeth Rowe; Junko Sakoi	2	No	0	16	0	1	Available upon request
409	16407	21-22 CDPLT: Learning into Controversy for Social Action - 10/28	Some classroom discussions are easy: comparing different mathematical proofs or weighing various interpretations of a poem. And while they may teach basic skills of civic participation and democratic engagement, these discussions may not be enough to create advanced competence in students learning to engage others on controversial issues. Topics that raise conflict, promote intellectual freedom, and incorporate a curriculum that reflects a spectrum of views and experiences, are essential to building student engagement. Join us for this hands-on training where weɽ review several resources and innovative pedagogical strategies that support educators in connecting learning to authentic purposes, encouraging students	35205	21-22 CDPLT: Learning into Controversy for Social Action - 10/28 Learning Block C	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/84520753127		Colleen Bradley; Carrie Burdon; Bradley Fletcher; Julia Hillman; Susan Osigo; Jennifer Prusak; Elizabeth Rowe; Junko Sakoi	2	No	0	18	3	0	Available upon request
409	16408	21-22 CDPLT: Literacy Routines and Procedures (K-5) - 10/28	This course will focus on strategies to organize and manage literacy components for optimal small-group instruction. Major components of this course will include classroom set-up, scheduling and forming appropriate groups, and creating meaningful literacy activities. THIS CLASS IS INTENDED FOR FIRST- AND SECOND-YEAR TEACHERS. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps	35217	21-22 CDPLT: Literacy Routines and Procedures (K-5) - 10/28 Learning Block A	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/89617789662?pwd=Q2VSMGMhBjU0bHhNfArlbmFmWWlWZz09		Susan Allard; Colleen Bradley; Carrie Burdon; Bradley Fletcher; Rebecca Peralta; Jennifer Prusak; Elizabeth Rowe; Tanya Schrantz; Nancy Silverman	2	No	0	3	1	0	Available upon request
409	16408	21-22 CDPLT: Literacy Routines and Procedures (K-5) - 10/28	This course will focus on strategies to organize and manage literacy components for optimal small-group instruction. Major components of this course will include classroom set-up, scheduling and forming appropriate groups, and creating meaningful literacy activities. THIS CLASS IS INTENDED FOR FIRST- AND SECOND-YEAR TEACHERS. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps	35218	21-22 CDPLT: Literacy Routines and Procedures (K-5) - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/89617789662?pwd=Q2VSMGMhBjU0bHhNfArlbmFmWWlWZz09		Susan Allard; Colleen Bradley; Carrie Burdon; Bradley Fletcher; Rebecca Peralta; Jennifer Prusak; Elizabeth Rowe; Tanya Schrantz; Nancy Silverman	2	No	0	6	3	0	Available upon request
409	16408	21-22 CDPLT: Literacy Routines and Procedures (K-5) - 10/28	This course will focus on strategies to organize and manage literacy components for optimal small-group instruction. Major components of this course will include classroom set-up, scheduling and forming appropriate groups, and creating meaningful literacy activities. THIS CLASS IS INTENDED FOR FIRST- AND SECOND-YEAR TEACHERS. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to	35219	21-22 CDPLT: Literacy Routines and Procedures (K-5) - 10/28 Learning Block C	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/89617789662?pwd=Q2VSMGMhBjU0bHhNfArlbmFmWWlWZz09		Susan Allard; Colleen Bradley; Carrie Burdon; Bradley Fletcher; Rebecca Peralta; Jennifer Prusak; Elizabeth Rowe; Tanya Schrantz;	2	No	0	12	1	0	Available upon request
409	16409	21-22 CDPLT: IXL Strategies for Data Driven Classrooms - 10/28	Participants will get to do a deep dive into IXL Analytics and adapting instruction using up-to-the-minute insights. Emphasis on practical strategies for using data to support Tier 1 instruction. Participants will have an opportunity to ask questions. All grade levels of teachers are welcome. All proficiency levels in IXL are welcome. This session is appropriate for both teachers and site administrators. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to	35210	21-22 CDPLT: IXL Strategies for Data Driven Classrooms - 10/28 Learning Block B	10/28/2021	10/28/2021	https://zoom.us/j/92176525797		Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jessica Jaeger; Kathleen Lavoie; Jennifer Prusak; Celina Robles; Elizabeth Rowe	2	No	0	9	1	0	Available upon request
409	16410	21-22 CDPLT: Creating Literacy Rich Spaces with Cymnnon Woodberry from Make Way for Books (MWFb) - 10/28	Just as important as the furnishings and supplies in your early childhood classroom are important, so are the words, language, and text present in that space. The right layout can help to encourage learning, improve engagement, and may also support positive classroom behaviors. The words, print, letters, text, and images children see around their classroom help them learn to recognize letters and words, setting them on the path to become a reader. This workshop will help educators learn the aspects of designing an early	35214	21-22 CDPLT: 'Creating Literacy Rich Spaces' with Cymnnon Woodberry from Make Way for Books (MWFb) - 10/28 Learning Block C	10/28/2021	10/28/2021	https://us06web.zoom.us/j/86199195658		Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jessica Jaeger; Kathleen Lavoie; Jennifer Prusak; Celina Robles; Elizabeth Rowe	2	No	0	26	7	0	Available upon request
409	16410	21-22 CDPLT: Creating Literacy Rich Spaces with Cymnnon Woodberry from Make Way for Books (MWFb) - 10/28	Just as important as the furnishings and supplies in your early childhood classroom are important, so are the words, language, and text present in that space. The right layout can help to encourage learning, improve engagement, and may also support positive classroom behaviors. The words, print, letters, text, and images children see around their classroom help them learn to recognize letters and words, setting them on the path to become a reader. This workshop will help educators learn the aspects of designing an early childhood learning space full of beautiful books and environmental print.	35212	21-22 CDPLT: 'Creating Literacy Rich Spaces' with Cymnnon Woodberry from Make Way for Books (MWFb) - 10/28 Learning Block A	10/28/2021	10/28/2021	https://us06web.zoom.us/j/84536288674		Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jessica Jaeger; Kathleen Lavoie; Jennifer Prusak; Celina Robles; Elizabeth Rowe	2	No	0	33	20	1	Available upon request
409	16411	21-22 CDPLT: AZELLA SAFT (Stand Alone Field Test) District Training - 10/28	ADE Required training for classified and certified personnel administering/proctoring the AZELLA SAFT (Stand Alone Field Test). ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please	35215	21-22 CDPLT: AZELLA SAFT (Stand Alone Field Test) District Training - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/83710964989?									

			This session will provide middle school and high school dance educators the opportunity to collaborate with other dance professionals. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and Mary.Elene@usd1.org. Please	35220	21-22 CDPLT: Fire Arts: Middle and High School Dance - 10/28 Learning Block A	10/28/2021	10/28/2021	https://usd1.zoom.us/j/84863764645	Joan Ashcraft; Colleen Bradley; Carrie Burdon; Bradley Fletcher; Bruno Loyt; Jennifer Prusak;	2	No	0	6	1	1	Available upon request
409	16413	21-22 CDPLT: Fire Arts: Middle and High School Dance - 10/28	Getting Started with ST Math is an in-depth learning opportunity for those new to ST Math. Participants will immerse themselves in a variety of hands-on experiences that will teach them how ST Math works. Educators will come away with a plan to effectively implement the program with their students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and Mary.Elene@usd1.org.	35221	21-22 CDPLT: Getting Started with ST Math - 10/28 Learning Block A	10/28/2021	10/28/2021	https://usd2web.zoom.us/j/86536157959	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck;	2	No	0	4	0	0	Available upon request
409	16414	21-22 CDPLT: Getting Started with ST Math - 10/28	Getting Started with ST Math is an in-depth learning opportunity for those new to ST Math. Participants will immerse themselves in a variety of hands-on experiences that will teach them how ST Math works. Educators will come away with a plan to effectively implement the program with their students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and Mary.Elene@usd1.org.	35223	21-22 CDPLT: Getting Started with ST Math - 10/28 Learning Block C	10/28/2021	10/28/2021	https://usd2web.zoom.us/j/81614666965	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck;	2	No	0	6	0	0	Available upon request
409	16414	21-22 CDPLT: Getting Started with ST Math - 10/28	Getting Started with ST Math is an in-depth learning opportunity for those new to ST Math. Participants will immerse themselves in a variety of hands-on experiences that will teach them how ST Math works. Educators will come away with a plan to effectively implement the program with their students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and Mary.Elene@usd1.org.	35222	21-22 CDPLT: Getting Started with ST Math - 10/28 Learning Block B	10/28/2021	10/28/2021	https://usd2web.zoom.us/j/81757969403	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck;	2	No	0	7	1	0	Available upon request
409	16415	21-22 CDPLT: Waterford Resources and Activities K-3 - 10/28	Think about discovering a treasure! Waterford Reading Academy's resources provide classroom activities, lesson ideas, songs, digital worksheets, PDF books, newsletters, and manipulatives that accompany our digital software curriculum. These PDF materials, designed to complement the existing curriculum or for use as a stand-alone solution, include everything teachers need to help their students learn to read and read to learn. Waterford team members will share this 'treasure' of resources and activities	35224	21-22 CDPLT: Waterford Resources and Activities K-3 - 10/28 Learning Block A	10/28/2021	10/28/2021	https://waterford.zoom.us/j/8361030609	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck;	2	No	0	1	0	0	Available upon request
409	16415	21-22 CDPLT: Waterford Resources and Activities K-3 - 10/28	Think about discovering a treasure! Waterford Reading Academy's resources provide classroom activities, lesson ideas, songs, digital worksheets, PDF books, newsletters, and manipulatives that accompany our digital software curriculum. These PDF materials, designed to complement the existing curriculum or for use as a stand-alone solution, include everything teachers need to help their students learn to read and read to learn. Waterford team members will share this 'treasure' of resources and activities	35225	21-22 CDPLT: Waterford Resources and Activities K-3 - 10/28 Learning Block B	10/28/2021	10/28/2021	https://waterford.zoom.us/j/8361030609	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck;	2	No	0	1	0	0	Available upon request
409	16415	21-22 CDPLT: Waterford Resources and Activities K-3 - 10/28	Think about discovering a treasure! Waterford Reading Academy's resources provide classroom activities, lesson ideas, songs, digital worksheets, PDF books, newsletters, and manipulatives that accompany our digital software curriculum. These PDF materials, designed to complement the existing curriculum or for use as a stand-alone solution, include everything teachers need to help their students learn to read and read to learn. Waterford team members will share this 'treasure' of resources and activities	35226	21-22 CDPLT: Waterford Resources and Activities K-3 - 10/28 Learning Block C	10/28/2021	10/28/2021	https://waterford.zoom.us/j/8361030609	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck;	2	No	0	3	0	0	Available upon request
409	16416	21-22 CDPLT: Engaging Secondary Math Learners using Desmos - 10/28	Making math instruction dynamic and engaging using Desmos. You will learn how Desmos is more than just the embedded graphing calculator application for the AZMerit end-of-year tests. We will address how to use/adapt the teacher created materials already available in Desmos. We will also explore using Desmos within Nearpod. This session is appropriate for novice and	35227	21-22 CDPLT: Engaging Secondary Math Learners using Desmos - 10/28 Learning Block A	10/28/2021	10/28/2021	https://usd1.zoom.us/j/81037435754?pwd=TzFhTGFlbmhvaWVlcjY3TSkwbWlkdDQ9	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck;	2	No	0	17	2	0	Available upon request
409	16417	21-22 CDPLT: Classroom Advantage/Playlists, K-3 - 10/28	By the end of this session, educators will learn how to use the library of digital activities during lesson planning and lesson delivery for collaborative learning in various settings. Teachers will also receive access to pre-designed Playlists. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and Mary.Elene@usd1.org.	35229	21-22 CDPLT: Classroom Advantage/Playlists, K-3 - 10/28 Learning Block B	10/28/2021	10/28/2021	https://waterford.zoom.us/j/81428273262	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck;	2	No	0	3	5	0	Available upon request
409	16417	21-22 CDPLT: Classroom Advantage/Playlists, K-3 - 10/28	By the end of this session, educators will learn how to use the library of digital activities during lesson planning and lesson delivery for collaborative learning in various settings. Teachers will also receive access to pre-designed Playlists. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and Mary.Elene@usd1.org.	35230	21-22 CDPLT: Classroom Advantage/Playlists, K-3 - 10/28 Learning Block C	10/28/2021	10/28/2021	https://waterford.zoom.us/j/81428273262	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck;	2	No	0	3	0	0	Available upon request
409	16417	21-22 CDPLT: Classroom Advantage/Playlists, K-3 - 10/28	By the end of this session, educators will learn how to use the library of digital activities during lesson planning and lesson delivery for collaborative learning in various settings. Teachers will also receive access to pre-designed Playlists. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and Mary.Elene@usd1.org. Please include the following information in your email: - Date needed -	35228	21-22 CDPLT: Classroom Advantage/Playlists, K-3 - 10/28 Learning Block A	10/28/2021	10/28/2021	https://waterford.zoom.us/j/81428273262	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck;	2	No	0	5	0	0	Available upon request
409	16418	21-22 CDPLT: Using Data to Inform Instruction, K-3 -10/28	Educators will take an in-depth look at the data tools in Waterford Reading Academy, Dashboards and Reports. They will practice generating data to get real-time updates on student usage and performance and learn how to use data in their classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and Mary.Elene@usd1.org. Please include the following information in your email: - Date needed -	35234	21-22 CDPLT: Using Data to Inform Instruction, K-3 -10/28 Learning Block C	10/28/2021	10/28/2021	https://waterford.zoom.us/j/81428274954	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck;	2	No	0	1	0	0	Available upon request
409	16418	21-22 CDPLT: Using Data to Inform Instruction, K-3 -10/28	Educators will take an in-depth look at the data tools in Waterford Reading Academy, Dashboards and Reports. They will practice generating data to get real-time updates on student usage and performance and learn how to use data in their classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and Mary.Elene@usd1.org. Please include the following information in your email: - Date needed -	35233	21-22 CDPLT											

409	16425	21-22 CDPLT: Progression, Alternate Assessment, Targeted Adult Support and Behavior Intervention - 10/28	This course is designed for Self-Contained Exceptional Education Case Managers, where they will receive an overview of the progression process that will begin in November; learning what progression is, why it is important, what their role is and how to complete it for their students. This course will cover Alternate Assessment, defining Alternate Assessment, how a student qualifies, and how to complete paperwork in Synergy SE. This course will also	35244	21-22 CDPLT: Progression, Alternate Assessment, Targeted Adult Support and Behavior Intervention - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/85987871251?pwd=WExnRmIyNDQwQkxkdThVNFZaFV80d09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Christopher Lucas; Elizabeth Martin-Parish; Jessica Nolan; Jennifer Prusak;	2	No	0	62	4	1	Available upon request
409	16427	21-22 CDPLT: All About ESY for Y-O-U - 10/28	Review of Extended School Year services (ESY) criteria, what it is, where/when it takes place, how students qualify. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35246	21-22 CDPLT: All About ESY for Y-O-U - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/85876822855?pwd=OFF1VG42ZXh5SG1RZlNlU1F1WkZ09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Cara Gabor; Jennifer Prusak; Elizabeth Rowe	2	No	0	6	2	0	Available upon request
409	16427	21-22 CDPLT: All About ESY for Y-O-U - 10/28	Review of Extended School Year services (ESY) criteria, what it is, where/when it takes place, how students qualify. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35245	21-22 CDPLT: All About ESY for Y-O-U - 10/28 Learning Block A	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/85876822855?pwd=OFF1VG42ZXh5SG1RZlNlU1F1WkZ09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Cara Gabor; Jennifer Prusak; Elizabeth Rowe	2	No	0	18	6	1	Available upon request
409	16431	21-22 CDPLT: Fine Arts: Mariachi - 10/28	This course is intended to support Mariachi Educators as well as those interested in the implementation Mariachi music in their educational setting. This course will include participation in a forum for ideas and concepts in recruitment & retention, community & performance as well as pedagogy and skill sets. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35256	21-22 CDPLT: Fine Arts: Mariachi - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/89746363959	Joan Ashcraft; Colleen Bradley; Carrie Burdon; John Contreras; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	1	9	1	0	Available upon request
409	16433	21-22 CDPLT: Fine Arts: OMA K-5 Performing Arts for OMA AIS and Teaching Artists - 10/28	Participants will share best practices and successful lessons. There will be presentations on SEL in music from guests across the state. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35258	21-22 CDPLT: Fine Arts: OMA K-5 Performing Arts for OMA AIS and Teaching Artists - 10/28 Learning Block A	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/83241021765	Joan Ashcraft; Colleen Bradley; Carrie Burdon; Miranda DeBretto; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	1	28	9	0	Available upon request
409	16434	21-22 CDPLT: Data Analysis for Teachers (#16434) - 10/28	This data7analysis?session will prepare teachers to deeply understand their students&c™ data and create actionable instructional plans by utilizing the reports and skills-focused lesson plans available on mCLASS with DIBELS 8th Edition. Participants will interpret classroom reports from their most recent benchmark and progress monitoring assessments in order to identify celebrations, determine student needs, and reflect on root causes for growth areas. Participants will then review the strategic small groups generated on the instruction page and utilize the range of suggested, targeted lessons in order to develop a series of differentiated instructional plans for their small groups and whole group. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35266	21-22 CDPLT: Data Analysis for Teachers (#16434) - 10/28 Learning Block C	10/28/2021	10/28/2021	https://ampilfy.zoom.us/j/89145323832?pwd=THdMM0sT2l2ekVhNTdaTzVwTndwU09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	9	3	1	Available upon request
409	16434	21-22 CDPLT: Data Analysis for Teachers (#16434) - 10/28	This data7analysis?session will prepare teachers to deeply understand their students&c™ data and create actionable instructional plans by utilizing the reports and skills-focused lesson plans available on mCLASS with DIBELS 8th Edition. Participants will interpret classroom reports from their most recent benchmark and progress monitoring assessments in order to identify celebrations, determine student needs, and reflect on root causes for growth areas. Participants will then review the strategic small groups generated on the instruction page and utilize the range of suggested, targeted lessons in order to develop a series of differentiated instructional plans for their small groups and whole group. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35264	21-22 CDPLT: Data Analysis for Teachers (#16434) - 10/28 Learning Block A	10/28/2021	10/28/2021	https://ampilfy.zoom.us/j/89145323832?pwd=THdMM0sT2l2ekVhNTdaTzVwTndwU09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	11	2	0	Available upon request

			This data/analysis/session will prepare teachers to deeply understand their students's4C™ data and create actionable instructional plans by utilizing the reports and skills-focused lesson plans available on mCLASS with DIBELS 8th Edition. Participants will interpret classroom reports from their most recent benchmark and progress monitoring assessments in order to identify celebrations, determine student needs, and reflect on root causes for growth areas. Participants will then review the strategic small groups generated on the instruction page and utilize the range of suggested, targeted lessons in order to develop a series of differentiated instructional plans for their small groups and whole group. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd.org and Mary.Elenes@tusd.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe							
409	16434	21-22 CDPLT: Data Analysis for Teachers (#16434) - 10/28		35265	21-22 CDPLT: Data Analysis for Teachers (#16434) - 10/28 Learning Block B	10/28/2021	10/28/2021	https://usfplify.zoom.us/j/89145323837?pwd=THdHMmOxYzI2ekVKNkRlTGwvYndwUj09	Megan Corona	2	No	0	14	0	0	Available upon request
409	16435	New CSP Cohort SY 21-22	The purpose of this cohort is to support new CSPs in their role. There will be a total of six meetings throughout the school year, where we will focus on Elena Aguilar's Art of Coaching book study. Each meeting will focus on a different chapter of the book. During this course, we will have guest speakers from our Veteran CSP cohort to share their experiences with coaching.	35325	Art of Coaching Book Study	10/26/2021	5/17/2022	https://tusd1.zoom.us/j/86930553365?pwd=dmxXZUY0MVFyWGFKSGJHedQvGUVudD09&from=addn		6	No	0	9	0	0	Available upon request
			Camino al éxito y SL es el sistema de intervención en español para los estudiantes en el programa de lenguaje dual de K-5. En esta curso se repasara los elementos principales del programa, las evaluaciones y como guiar a los estudiantes durante el hora de intervenciones. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd.org and Mary.Elenes@tusd.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; Adelina Federico; Bradley Fletcher; Anna Manzano; Jennifer Prusak; Elizabeth Rowe							
409	16436	21-22 CDPLT: Camino al xito-Sistema de intervencion de lectura (SL) - 10/28		35260	21-22 CDPLT: Camino al xito-Sistema de intervencion de lectura (SL) - 10/28	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/88974718397?pwd=S0XWNFkvTkRqLUtSc0RDNDk0SjdldD09		2	No	0	10	4	0	Available upon request
			Camino al éxito y SL es el sistema de intervención en español para los estudiantes en el programa de lenguaje dual de K-5. En esta curso se repasa los elementos principales del programa, las evaluaciones y como guiar a los estudiantes durante el hora de intervenciones. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd.org and Mary.Elenes@tusd.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; Adelina Federico; Bradley Fletcher; Anna Manzano; Jennifer Prusak; Elizabeth Rowe							
409	16436	21-22 CDPLT: Camino al xito-Sistema de intervencion de lectura (SL) - 10/28		35259	21-22 CDPLT: Camino al xito-Sistema de intervencion de lectura (SL) - 10/28	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/88974718397?pwd=S0XWNFkvTkRqLUtSc0RDNDk0SjdldD09		2	No	0	14	2	0	Available upon request
			Camino al éxito y SL es el sistema de intervención en español para los estudiantes en el programa de lenguaje dual de K-5. En esta curso se repasa los elementos principales del programa, las evaluaciones y como guiar a los estudiantes durante el hora de intervenciones. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd.org and Mary.Elenes@tusd.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; Adelina Federico; Bradley Fletcher; Anna Manzano; Jennifer Prusak; Elizabeth Rowe							
409	16436	21-22 CDPLT: Camino al xito-Sistema de intervencion de lectura (SL) - 10/29		35261	21-22 CDPLT: Camino al xito-Sistema de intervencion de lectura (SL) - 10/28	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/88974718397?pwd=S0XWNFkvTkRqLUtSc0RDNDk0SjdldD09		2	No	0	15	6	0	Available upon request
			Learn best practices and effective approaches for implementing Apex Courses. We will start with an overview of Apex Courses structure and functionality and move into specific strategies for managing multiple course titles, fostering positive student learning practices, communicating with students, maintaining pace, progress monitoring, viewing reports, and more. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd.org and Mary.Elenes@tusd.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe; Omar Sotelo							
409	16439	21-22 CDPLT: Implementing an Effective Credit Recovery Course - 10/28		35268	21-22 CDPLT: Implementing an Effective Credit Recovery Course - 10/28 Learning Block C	10/28/2021	10/28/2021	https://us02web.zoom.us/j/86814596735?pwd=TnfHQiTGRkVaNGReUWwvOUJMRkdj09		2	No	0	6	1	0	Available upon request
			This data/analysis/session will prepare teachers to deeply understand their students data and create actionable instructional plans by utilizing the reports and skills-focused lesson plans available on mCLASS with DIBELS 8th Edition. Participants will interpret classroom reports from their most recent benchmark and progress monitoring assessments in order to identify celebrations, determine student needs, and reflect on root causes for growth areas. Participants will then review the strategic small groups generated on the instruction page and utilize the range of suggested, targeted lessons in order to develop a series of differentiated instructional plans for their small groups and whole group. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd.org and Mary.Elenes@tusd.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe							
409	16440	21-22 CDPLT: Data Analysis for Teachers (#16440) - 10/28		35270	21-22 CDPLT: Data Analysis for Teachers (#16440) - 10/28 Learning Block B	10/28/2021	10/28/2021	https://usfplify.zoom.us/j/82308908236?pwd=cWNCQzFlYTkyODZSOmpyeTFXPFIeNouLT09		2	No	0	8	0	0	Available upon request

409	16440	21-22 CDPLT: Data Analysis for Teachers (#16440) - 10/28	This data?analysis?session will prepare teachers to deeply understand their students data and create actionable instructional plans by utilizing the reports and skills-focused lesson plans available on mCLASS with DIBELS 8th Edition. Participants will interpret classroom reports from their most recent benchmark and progress monitoring assessments in order to identify celebrations, determine student needs, and reflect on root causes for growth areas. Participants will then review the strategic small groups generated on the instruction page and utilize the range of suggested, targeted lessons in order to develop a series of differentiated instructional plans for their small groups and whole group. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35271	21-22 CDPLT: Data Analysis for Teachers (#16440) - 10/28 Learning Block C	10/28/2021	10/28/2021	https://amplify.zoom.us/j/82398908236?pwd=WNQCQ2YyOTY2K0ZGSncvTlFPMENpUT09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	8	0	0	Available upon request
409	16440	21-22 CDPLT: Data Analysis for Teachers (#16440) - 10/28	This data?analysis?session will prepare teachers to deeply understand their students data and create actionable instructional plans by utilizing the reports and skills-focused lesson plans available on mCLASS with DIBELS 8th Edition. Participants will interpret classroom reports from their most recent benchmark and progress monitoring assessments in order to identify celebrations, determine student needs, and reflect on root causes for growth areas. Participants will then review the strategic small groups generated on the instruction page and utilize the range of suggested, targeted lessons in order to develop a series of differentiated instructional plans for their small groups and whole group. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35269	21-22 CDPLT: Data Analysis for Teachers (#16440) - 10/28 Learning Block A	10/28/2021	10/28/2021	https://amplify.zoom.us/j/82398908236?pwd=WNQCQ2YyOTY2K0ZGSncvTlFPMENpUT09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	9	1	0	Available upon request
409	16441	21-22 CDPLT: Data Analysis for Teachers (#16441) - 10/28	This data analysis session will prepare teachers to deeply understand their students&™ data and create actionable instructional plans by utilizing the reports and skills-focused lesson plans available on mCLASS with DIBELS 8th Edition. Participants will interpret classroom reports from their most recent benchmark and progress monitoring assessments in order to identify celebrations, determine student needs, and reflect on root causes for growth areas. Participants will then review the strategic small groups generated on the instruction page and utilize the range of suggested, targeted lessons in order to develop a series of differentiated instructional plans for their small groups and whole group. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35272	21-22 CDPLT: Data Analysis for Teachers (#16441) - 10/28 Learning Block A	10/28/2021	10/28/2021	https://amplify.zoom.us/j/83553783392?pwd=S2Q0TC9lNmJuOHQ3QUJlZjZlNkxWJFw6d09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	1	0	0	Available upon request
409	16441	21-22 CDPLT: Data Analysis for Teachers (#16441) - 10/28	This data analysis session will prepare teachers to deeply understand their students&™ data and create actionable instructional plans by utilizing the reports and skills-focused lesson plans available on mCLASS with DIBELS 8th Edition. Participants will interpret classroom reports from their most recent benchmark and progress monitoring assessments in order to identify celebrations, determine student needs, and reflect on root causes for growth areas. Participants will then review the strategic small groups generated on the instruction page and utilize the range of suggested, targeted lessons in order to develop a series of differentiated instructional plans for their small groups and whole group. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35275	21-22 CDPLT: Data Analysis for Teachers (#16441) - 10/28 Learning Block B	10/28/2021	10/28/2021	https://amplify.zoom.us/j/83553783392?pwd=S2Q0TC9lNmJuOHQ3QUJlZjZlNkxWJFw6d09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	2	0	0	Available upon request
409	16441	21-22 CDPLT: Data Analysis for Teachers (#16441) - 10/28	This data analysis session will prepare teachers to deeply understand their students&™ data and create actionable instructional plans by utilizing the reports and skills-focused lesson plans available on mCLASS with DIBELS 8th Edition. Participants will interpret classroom reports from their most recent benchmark and progress monitoring assessments in order to identify celebrations, determine student needs, and reflect on root causes for growth areas. Participants will then review the strategic small groups generated on the instruction page and utilize the range of suggested, targeted lessons in order to develop a series of differentiated instructional plans for their small groups and whole group. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35276	21-22 CDPLT: Data Analysis for Teachers (#16441) - 10/28 Learning Block C	10/28/2021	10/28/2021	https://amplify.zoom.us/j/83553783392?pwd=S2Q0TC9lNmJuOHQ3QUJlZjZlNkxWJFw6d09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	7	0	0	Available upon request

			This data analysis session will prepare teachers to deeply understand their students&C™ data and create actionable instructional plans by utilizing the reports and skills-focused lesson plans available on mCLASS with DIBELS 8th Edition. Participants will interpret classroom reports from their most recent benchmark and progress monitoring assessments in order to identify celebrations, determine student needs, and reflect on root causes for growth areas. Participants will then review the strategic small groups generated on the instruction page and utilize the range of suggested, targeted lessons in order to develop a series of differentiated instructional plans for their small groups and whole group. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Manges; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe							
409	16442	21-22 CDPLT: Data Analysis for Teachers (#16442) - 10/28		35279	21-22 CDPLT: Data Analysis for Teachers (#16442) - 10/28 Learning Block A	10/28/2021	10/28/2021	https://amplify.zoom.us/j/85858171927?pwd=bVhvaURSVXBhRjpmK0pMcUJ2b3VnSGl0OT09	2	No	0	0	0	0	0	Available upon request
			This data analysis session will prepare teachers to deeply understand their students&C™ data and create actionable instructional plans by utilizing the reports and skills-focused lesson plans available on mCLASS with DIBELS 8th Edition. Participants will interpret classroom reports from their most recent benchmark and progress monitoring assessments in order to identify celebrations, determine student needs, and reflect on root causes for growth areas. Participants will then review the strategic small groups generated on the instruction page and utilize the range of suggested, targeted lessons in order to develop a series of differentiated instructional plans for their small groups and whole group. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Manges; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe							
409	16442	21-22 CDPLT: Data Analysis for Teachers (#16442) - 10/28		35283	21-22 CDPLT: Data Analysis for Teachers (#16442) - 10/28 Learning Block C	10/28/2021	10/28/2021	https://amplify.zoom.us/j/85858171927?pwd=bVhvaURSVXBhRjpmK0pMcUJ2b3VnSGl0OT09	2	No	0	1	0	0	0	Available upon request
			Using Data to Create or Adjust Small Group Instruction, Monitoring Personalized Instruction &Engaging Middle School Students ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; Bradley Fletcher; Christina Loria; Jennifer Prusak; Elizabeth Rowe; Omar Sotelo							
409	16443	21-22 CDPLT: I-Ready Using Data to Engage the Middle School Student in Math - 10/28		35273	21-22 CDPLT: I-Ready 8C" Using Data to Engage the Middle School Student - 10/28 Learning Block A	10/28/2021	10/28/2021	https://cainc.zoom.us/j/83121417239?pwd=SC5ZHR6dG3YlE2aTlYNkRkd2ZlQ09	2	No	0	5	0	0	0	Available upon request
			Using Data to Create or Adjust Small Group Instruction, Monitoring Personalized Instruction &Engaging Middle School Students ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; Bradley Fletcher; Christina Loria; Jennifer Prusak; Elizabeth Rowe; Omar Sotelo							
409	16443	21-22 CDPLT: I-Ready Using Data to Engage the Middle School Student in Math - 10/28		35274	21-22 CDPLT: I-Ready 8C" Using Data to Engage the Middle School Student - 10/28 Learning Block B	10/28/2021	10/28/2021	https://cainc.zoom.us/j/83121417239?pwd=SC5ZHR6dG3YlE2aTlYNkRkd2ZlQ09	2	No	0	5	0	0	0	Available upon request
			Using Data to Create or Adjust Small Group Instruction, Monitoring Personalized Instruction &Engaging Middle School Students ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; Bradley Fletcher; Christina Loria; Jennifer Prusak; Elizabeth Rowe; Omar Sotelo							
409	16443	21-22 CDPLT: I-Ready Using Data to Engage the Middle School Student in Math - 10/28		35277	21-22 CDPLT: I-Ready 8C" Using Data to Engage the Middle School Student - 10/28 Learning Block C	10/28/2021	10/28/2021	https://cainc.zoom.us/j/83121417239?pwd=SC5ZHR6dG3YlE2aTlYNkRkd2ZlQ09	2	No	0	5	1	0	0	Available upon request
			Using Data to Create or Adjust Small Group Instruction, Monitoring Personalized Instruction &Engaging Middle School Students ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; Bradley Fletcher; Christina Loria; Jennifer Prusak; Elizabeth Rowe; Omar Sotelo							
409	16444	21-22 CDPLT: I-Ready Using Data to Engage the Middle School Student in Math - 10/28		35278	21-22 CDPLT: I-Ready 8C" Using Data to Engage the Middle School Student in Math - 10/28 Learning Block A	10/28/2021	10/28/2021	https://cainc.zoom.us/j/83121417239?pwd=SC5ZHR6dG3YlE2aTlYNkRkd2ZlQ09	2	No	0	0	0	0	0	Available upon request
			This is a 3-part series of understanding and using Benchmark Advance Writing. In part 1 participants will discover how writing lessons within Benchmark teach the standards. Also, identify the types of writing mini lessons within Benchmark and how they support students as they become independent writers. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; Bradley Fletcher; Amy Mcallsister; Jennifer Prusak; Elizabeth Rowe							
409	16445	21-22 CDPLT: Introduction to Benchmark Writing (Part 1) - 10/28		35284	21-22 CDPLT: Introduction to Benchmark Writing (Part 1) - 10/28 Learning Block A	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/83121417239?pwd=SC5ZHR6dG3YlE2aTlYNkRkd2ZlQ09	2	No	0	18	0	1	0	Available upon request
			The Student Management page includes a variety of reports, which allow teachers to monitor student activity and assignment progress. Learn how to access and analyze the reports in Raz-Plus to inform your instruction. We will explore resources and build lesson folders for differentiated instruction. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Manges; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe							
409	16446	21-22 CDPLT: RAZ-PLUS: Analyzing RAZ-Plus Reports-Using Resources to Build Lessons (Grades K-1) - 10/28		35285	21-22 CDPLT: RAZ-PLUS: Analyzing RAZ-Plus Reports-Using Resources to Build Lessons (Grades K-1) - 10/28 Learning Block A	10/28/2021	10/28/2021	https://learnings-zoom.us/j/99445738028?pwd=cWpmbVc4c1c4kg4OHtd1N6YjY0OT09	2	No	0	4	0	0	0	Available upon request

			This 2-hour course is a continuation of the new district approved curriculum for students who are blind or have low vision. This course is designed for Teachers of the Visually Impaired and Certified Orientation Mobility Specialists to learn and implement the new curriculum with fidelity. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services								Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jason Lilly; Jennifer Prusak; Elizabeth Rowe							
409	16447	21-22 CDPLT: Objective Ed for Teachers of the Visually Impaired and Certified Orientation Mobility Specialists - 10/28		35286	21-22 CDPLT: Objective Ed for Teachers of the Visually Impaired and Mobility Specialists - 10/28 Learning Block A	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/81647974929		2	No	0	2	1	0	Available upon request		
409	16448	21-22 CDPLT: Raz-Plus: Analyzing Raz-Plus Reports - Using Resources to Build Lessons (Grades 2-3) - 10/28	The Student Management page includes a variety of reports, which allow teachers to monitor student activity and assignment progress. Learn how to access and analyze the reports in Raz-Plus to inform your instruction. We will explore resources and build lesson folders for differentiated instruction. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35287	21-22 CDPLT: Raz-Plus: Analyzing Raz-Plus Reports - Using Resources to Build Lessons (Grades 2-3) - 10/28 Learning Block B	10/28/2021	10/28/2021	https://learnings-zoom.us/j/94108618866?pwd=cVE1OHdRZEcndi6a0NDYwseUEZ2Z09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	2	1	0	Available upon request		
409	16449	21-22 CDPLT: Fairview Learning for Teachers of the Deaf and Hard of Hearing - 10/28	Fairview Learning is a new curriculum that the district approved that is specific to instructing students who are Deaf or Hard of Hearing. This reading curriculum is designed to help teachers fill in reading and language gaps for students who use American Sign Language (ASL) or Listening and Spoken Language (LSL). ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35288	21-22 CDPLT: Fairview Learning for Teachers of the Deaf and Hard of Hearing - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/81647974929	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jason Lilly; Jennifer Prusak; Elizabeth Rowe	2	No	0	9	0	1	Available upon request		
409	16450	21-22 CDPLT: Understanding Accommodations for students with a Hearing and/or Visual Impairment Eligibility - 10/28	This course is designed to answer questions teachers might have about student accommodations that are specific to students with hearing and/or visual impairment eligibilities. The course will focus on he Described and Captioned Media Program (https://dcmp.org/) But will also include other accommodations. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35289	21-22 CDPLT: Understanding Accommodations for students with Hearing/Visual Impairment Eligibility - 10/28 Learning Block C	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/81647974929	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jason Lilly; Jennifer Prusak; Elizabeth Rowe	2	No	0	8	26	0	Available upon request		
409	16451	21-22 CDPLT: Raz-Plus: Analyzing Raz-Plus Reports - Using Resources to Build Lessons (Grades 4-5) - 10/28	The Student Management page includes a variety of reports, which allow teachers to monitor student activity and assignment progress. Learn how to access and analyze the reports in Raz-Plus to inform your instruction. We will explore resources and build lesson folders for differentiated instruction. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35290	21-22 CDPLT: Raz-Plus: Analyzing Raz-Plus Reports - Using Resources to Build Lessons (Grades 4-5) - 10/28 Learning Block C	10/28/2021	10/28/2021	https://learnings-zoom.us/j/981772662046?pwd=nWh5MzY3d3N0RDZkdWVWNa0N2Zz09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	0	3	0	0	Available upon request		
409	16453	21-22 CDPLT: Learning Disorders: A Toolbox Strategies - 10/28	Will acquire knowledge about learning disorders as well as treatment strategies that can be applied for improved function in the both the home and classroom setting. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35292	21-22 CDPLT: Learning Disorders: A Toolbox Strategies - 10/28 Learning Block A	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/81637413439?pwd=TrdRUjNwME80TVdVd2VjZDZlV3k1VQZ09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe; Johelen Strawn	2	No	0	15	11	0	Available upon request		
409	16454	21-22 CDPLT: Reading for Meaning: Equipping Teachers and Students with Strategies to Meet the Demands of the Common Core - 10/28	Reading for Meaning is a research-based strategy that helps students build the skills that proficient readers use to make sense of challenging texts. This session will help teachers plan instruction to support their students to develop essential reading strategies identified in the Common Core (Identifying the main idea, making inferences, and supporting interpretations with evidence). Teachers will be provided a strategic 7-step framework that breaks reading into three phases (before, during, and after reading) to implement in their classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35293	21-22 CDPLT: Reading for Meaning: Equipping Teachers & Students with Common Core Strategies - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/8579720780?pwd=bVYyYkdMQUlucWYyYmFyZmFwNlUuZjZlZ09	Janna Acevedo; Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	0	12	7	0	Available upon request		
409	16455	21-22 CDPLT: Development of Coordination Disorder Defined: Understanding the Clumsy Child - 10/28	Development of Coordination Disorder Defined: Understanding the Clumsy Child ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35294	21-22 CDPLT: Development of Coordination Disorder Defined: Understanding the Clumsy Child - 10/28 Learning Block A	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/84728172588?pwd=NERUZFVqWmV6RTU29E6ZGZlZ09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe; Johelen Strawn	2	No	0	11	12	0	Available upon request		

409	16456	21-22 CDPLT: Recess Re-energized - 10/28	Learn how to collaborate with teachers to provide education and resources to families regarding age-appropriate physical activity guidelines, share general knowledge of motor learning principles and the benefits of physical exercise for children with autism spectrum disorder and the importance of physical activity and fitness, and their relationship to health, participation, and wellness. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35295	21-22 CDPLT: Recess Re-energized - 10/28 Learning Block C	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/83170812349?pwd=cnYyM1YzV2hGc0R3ekQrcy9DTUVEUT09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe; Johelen Strawn	2	No	0	13	13	0	Available upon request
409	16457	21-22 CDPLT: Language Deprivation in Deaf and Hard of Hearing Students - 10/28	Laurene Simms will present her perspective on Language Deprivation (presented in ASL only, no voice). Kimberly Sanzo will present (via pre-recorded webinar) (presented in English with ASL interpretation). She will define language deprivation, identify its characteristics, and describe strategies for teachers to help mitigate its effects on overall learning. Participants will share what they have learned from the presentations. What resonated with them and how they will use this information in their work (presented in ASL). ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35296	21-22 CDPLT: Language Deprivation in Deaf and Hard of Hearing Students - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/81106585106?pwd=hkXWElNjZlZW0pZDpCNRSVZlT0pMAZoz9 Meeting ID: 811 0658 5106 Passcode: 574421	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe; Mary Wisbey	2	No	0	1	14	0	Available upon request
409	16458	21-22 CDPLT: Advanced Rubrics - 10/28	The purpose of this PD (Professional Development) is to build from the previous Performance Based Rubrics PLT (Professional Learning Thursdays) and work on a rubric that needs to be tweaked in some way. Perhaps it does not assess what you need it to, it does not yield data that is helpful for instruction, etc. We will also look at the language of the rubric to ensure that it conveys the correct tone for the audience. Yes, rubrics do have an audience. We will also look at the raw scores of rubrics versus the grade in your gradebook. So, bring a problematic rubric to tweak. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35297	21-22 CDPLT: Advanced Rubrics - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/894597618623	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Charles McCollum; Christina Magee; Jennifer Prusak; Elizabeth Rowe	2	No	0	25	0	1	Available upon request
409	16459	21-22 CDPLT: Career and Technical Education: Program Planning & Development - 10/28	This is an opportunity to meet as a program to review new standards, work on Year 3 Scope & Sequence, begin the conversation of Common Benchmarks, converse about 4th year Math possibilities, etc. An agenda of program topic discussions must be submitted no later than Monday, 10/25 to christina.magee@tusd1.org or luke.smith@tusd1.org. THIS COURSE IS INTENDED FOR CTE TEACHERS. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35298	21-22 CDPLT: (CTE (Career and Technical Education) Only) Program Planning & Development - 10/28 Learning Block A	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/89836419024	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Charles McCollum; Christina Magee; Jennifer Prusak; Elizabeth Rowe	2	No	0	43	3	0	Available upon request
409	16460	21-22 CDPLT: Lesson Planning: Scaffolding/Chunking Standards - 10/28	This PD will focus on taking a closer look at your standards and discovering ways to teach multiple standards at one time to get the best bang for your buck in lesson planning. As CTE teachers have two sets of standards that include their Technical Standards and Professional Skills it would be especially useful to take a look at how easy scaffolding can reduce your workload. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35299	21-22 CDPLT: Lesson Planning: Scaffolding/Chunking Standards - 10/28 Learning Block C	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/82772641313	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Charles McCollum; Christina Magee; Jennifer Prusak; Elizabeth Rowe	2	No	0	20	1	0	Available upon request
409	16461	21-22 CDPLT: Culturally Responsive Practices for Building Equitable Classroom Talk - 10/28	Teachers will analyze discourse practices that create Equitable Classroom Talk for all students, most importantly for marginalized students. Teacher learning is centered on creating equitable opportunities for all students to talk and to participate in classroom activity. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35300	21-22 CDPLT: Culturally Responsive Practices for Building Equitable Classroom Talk - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/85499629978	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Rosario Hutchings; Jennifer Prusak; Elizabeth Rowe; Julie Thompson	2	No	1	17	4	1	Available upon request

			This data analysis session will prepare teachers to deeply understand their students&™ data and create actionable instructional plans by utilizing the reports and skills-focused lesson plans available on mCLASS with DIBELS 8th Edition. Participants will interpret classroom reports from their most recent benchmark and progress monitoring assessments in order to identify celebrations, determine student needs, and reflect on root causes for growth areas. Participants will then review the strategic small groups generated on the instruction page and utilize the range of suggested, targeted lessons in order to develop a series of differentiated instructional plans for their small groups and whole group. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe							
409	16462	21-22 CDPLT: Data Analysis for Teachers (#16462) - 10/28		35302	21-22 CDPLT: Data Analysis for Teachers (#16462) - 10/28 Learning Block C	10/28/2021	10/28/2021	https://amplify.zoom.us/j/82230745424?pwd=dE1lWW03UjB0UGNpZUo5dGEFWRTZnQT09	2	No	0	1	1	0	Available upon request	
			This data analysis session will prepare teachers to deeply understand their students&™ data and create actionable instructional plans by utilizing the reports and skills-focused lesson plans available on mCLASS with DIBELS 8th Edition. Participants will interpret classroom reports from their most recent benchmark and progress monitoring assessments in order to identify celebrations, determine student needs, and reflect on root causes for growth areas. Participants will then review the strategic small groups generated on the instruction page and utilize the range of suggested, targeted lessons in order to develop a series of differentiated instructional plans for their small groups and whole group. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe							
409	16462	21-22 CDPLT: Data Analysis for Teachers (#16462) - 10/28		35312	21-22 CDPLT: Data Analysis for Teachers (#16462) - 10/28 Learning Block A	10/28/2021	10/28/2021	https://amplify.zoom.us/j/82230745424?pwd=dE1lWW03UjB0UGNpZUo5dGEFWRTZnQT09	2	No	0	1	0	0	Available upon request	
			This data analysis session will prepare teachers to deeply understand their students&™ data and create actionable instructional plans by utilizing the reports and skills-focused lesson plans available on mCLASS with DIBELS 8th Edition. Participants will interpret classroom reports from their most recent benchmark and progress monitoring assessments in order to identify celebrations, determine student needs, and reflect on root causes for growth areas. Participants will then review the strategic small groups generated on the instruction page and utilize the range of suggested, targeted lessons in order to develop a series of differentiated instructional plans for their small groups and whole group. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe							
409	16462	21-22 CDPLT: Data Analysis for Teachers (#16462) - 10/28		35313	21-22 CDPLT: Data Analysis for Teachers (#16462) - 10/28 Learning Block B	10/28/2021	10/28/2021	https://amplify.zoom.us/j/82230745424?pwd=dE1lWW03UjB0UGNpZUo5dGEFWRTZnQT09	2	No	0	2	0	0	Available upon request	
			The course will introduce the Arizona State Seal of Biliiteracy (AZSSB), its origins, its development, and its relationship to current language standards. The course will especially focus on how the AZSSB is awarded to graduating students, including the requirements, procedures, assessments, and the issues involved in awarding it. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; John O'Andreas; Adelina Federico; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe							
409	16463	21-22 CDPLT: Arizona State Seal of Biliiteracy - What It Is & How It is Awarded - 10/28		35308	21-22 CDPLT: Arizona State Seal of Biliiteracy - What It Is & How It is Awarded - 10/28 Learning Block C	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/84038334796?pwd=cmk0bTl0QVdheGZlSkFmVkhRbmptUT09	2	No	0	1	1	0	Available upon request	
			The course will introduce the Arizona State Seal of Biliiteracy (AZSSB), its origins, its development, and its relationship to current language standards. The course will especially focus on how the AZSSB is awarded to graduating students, including the requirements, procedures, assessments, and the issues involved in awarding it. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; John O'Andreas; Adelina Federico; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe							
409	16463	21-22 CDPLT: Arizona State Seal of Biliiteracy - What It Is & How It is Awarded - 10/28		35306	21-22 CDPLT: Arizona State Seal of Biliiteracy - What It Is & How It is Awarded - 10/28 Learning Block A	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/84038334796?pwd=cmk0bTl0QVdheGZlSkFmVkhRbmptUT09	2	No	0	3	2	0	Available upon request	
			The course will introduce the Arizona State Seal of Biliiteracy (AZSSB), its origins, its development, and its relationship to current language standards. The course will especially focus on how the AZSSB is awarded to graduating students, including the requirements, procedures, assessments, and the issues involved in awarding it. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; John O'Andreas; Adelina Federico; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe							
409	16463	21-22 CDPLT: Arizona State Seal of Biliiteracy - What It Is & How It is Awarded - 10/28		35307	21-22 CDPLT: Arizona State Seal of Biliiteracy - What It Is & How It is Awarded - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/84038334796?pwd=cmk0bTl0QVdheGZlSkFmVkhRbmptUT09	2	No	1	0	1	0	Available upon request	

		21-22 CPDLT: I-Ready 8C" Using Data to Engage the Middle School Student in ELA-10/28	Using Data to Create or Adjust Small Group Instruction, Monitoring Personalized Instruction & Engaging Middle School Students ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35303	21-22 CPDLT: I-Ready 8C" Using Data to Engage the Middle School Student in ELA - 10/28 Learning Block A	10/28/2021	10/28/2021	https://cainc.zoom.us/j/66916359638?pwd=NTh1amNlU0QTVhbnA5MwpydVlvdz09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Leslie Frandblau-Wirth; Jennifer Prusak; Elizabeth Rowe; Omar Sotelo	2	No	0	2	0	0	Available upon request
409	16464	21-22 CPDLT: I-Ready 8C" Using Data to Engage the Middle School Student in ELA-10/28	Using Data to Create or Adjust Small Group Instruction, Monitoring Personalized Instruction & Engaging Middle School Students ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35305	21-22 CPDLT: I-Ready 8C" Using Data to Engage the Middle School Student in ELA - 10/28 Learning Block C	10/28/2021	10/28/2021	https://cainc.zoom.us/j/66916359638?pwd=NTh1amNlU0QTVhbnA5MwpydVlvdz09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Leslie Frandblau-Wirth; Jennifer Prusak; Elizabeth Rowe; Omar Sotelo	2	No	0	3	0	0	Available upon request
409	16464	21-22 CPDLT: I-Ready 8C" Using Data to Engage the Middle School Student in ELA-10/28	Using Data to Create or Adjust Small Group Instruction, Monitoring Personalized Instruction & Engaging Middle School Students ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35304	21-22 CPDLT: I-Ready 8C" Using Data to Engage the Middle School Student in ELA - 10/28 Learning Block B	10/28/2021	10/28/2021	https://cainc.zoom.us/j/66916359638?pwd=NTh1amNlU0QTVhbnA5MwpydVlvdz09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Leslie Frandblau-Wirth; Jennifer Prusak; Elizabeth Rowe; Omar Sotelo	2	No	0	5	0	0	Available upon request
409	16466	21-22 CPDLT: Data Analysis for Teachers (#16466) - 10/28	This data analysis session will prepare teachers to deeply understand their students' data and create actionable instructional plans by utilizing the reports and skills-focused lesson plans available on mCLASS with DIBELS 8th Edition. Participants will interpret classroom reports from their most recent benchmark and progress monitoring assessments in order to identify celebrations, determine student needs, and reflect on root causes for growth areas. Participants will then review the strategic small groups generated on the instruction page and utilize the range of suggested, targeted lessons in order to develop a series of differentiated instructional plans for their small groups and whole group. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35314	21-22 CPDLT: Data Analysis for Teachers (#16466) - 10/28 Learning Block A	10/28/2021	10/28/2021	https://amplify.zoom.us/j/86916359638?pwd=NTh1amNlU0QTVhbnA5MwpydVlvdz09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	1	0	0	Available upon request
409	16466	21-22 CPDLT: Data Analysis for Teachers (#16466) - 10/28	This data analysis session will prepare teachers to deeply understand their students' data and create actionable instructional plans by utilizing the reports and skills-focused lesson plans available on mCLASS with DIBELS 8th Edition. Participants will interpret classroom reports from their most recent benchmark and progress monitoring assessments in order to identify celebrations, determine student needs, and reflect on root causes for growth areas. Participants will then review the strategic small groups generated on the instruction page and utilize the range of suggested, targeted lessons in order to develop a series of differentiated instructional plans for their small groups and whole group. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35315	21-22 CPDLT: Data Analysis for Teachers (#16466) - 10/28 Learning Block B	10/28/2021	10/28/2021	https://amplify.zoom.us/j/86916359638?pwd=NTh1amNlU0QTVhbnA5MwpydVlvdz09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	1	0	0	Available upon request
409	16468	21-22 CPDLT: Data Analysis for Leaders (#16468) - 10/28	This data analysis session is a hands-on session that will prepare school leaders to use their data in making schoolwide decisions and build a schoolwide culture of data-driven instruction. Participants will review key data and reports that drive decision-making and the levers for impacting student achievement. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35320	21-22 CPDLT: Data Analysis for Leaders (#16468) - 10/28 Learning Block C	10/28/2021	10/28/2021	https://amplify.zoom.us/j/82455651366?pwd=NTh1amNlU0QTVhbnA5MwpydVlvdz09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	2	0	0	Available upon request
409	16468	21-22 CPDLT: Data Analysis for Leaders (#16468) - 10/28	This data analysis session is a hands-on session that will prepare school leaders to use their data in making schoolwide decisions and build a schoolwide culture of data-driven instruction. Participants will review key data and reports that drive decision-making and the levers for impacting student achievement. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35319	21-22 CPDLT: Data Analysis for Leaders (#16468) - 10/28 Learning Block B	10/28/2021	10/28/2021	https://amplify.zoom.us/j/82455651366?pwd=NTh1amNlU0QTVhbnA5MwpydVlvdz09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	3	4	2	0	Available upon request

			This data analysis session is a hands-on session that will prepare school leaders to use their data in making schoolwide decisions and build a schoolwide culture of data-driven instruction. Participants will review key data and reports that drive decision-making and the levers for impacting student achievement. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							https://usd1.zoom.us/j/82455651366?pwd=FRxaOVZlcUQ1VldoaWpYdVZkd09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe							
409	16468	21-22 CDPLT: Data Analysis for Leaders (#16468) - 10/28		35318	21-22 CDPLT: Data Analysis for Leaders (#16468) - 10/28 Learning Block A	10/28/2021	10/28/2021					2	No	4	7	1	0	Available upon request
409	16469	21-22 CDPLT: Data Analysis for Leaders (#16469) - 10/28	This data analysis session is a hands-on session that will prepare school leaders to use their data in making schoolwide decisions and build a schoolwide culture of data-driven instruction. Participants will review key data and reports that drive decision-making and the levers for impacting student achievement. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35321	21-22 CDPLT: Data Analysis for Leaders (#16469) - 10/28 Learning Block A	10/28/2021	10/28/2021			https://usd1.zoom.us/j/84737048115?pwd=QlpQdVZlcUQ1VldoaWpYdVZkd09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	1	0	0	Available upon request
409	16469	21-22 CDPLT: Data Analysis for Leaders (#16469) - 10/28	This data analysis session is a hands-on session that will prepare school leaders to use their data in making schoolwide decisions and build a schoolwide culture of data-driven instruction. Participants will review key data and reports that drive decision-making and the levers for impacting student achievement. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35322	21-22 CDPLT: Data Analysis for Leaders (#16469) - 10/28 Learning Block B	10/28/2021	10/28/2021			https://usd1.zoom.us/j/84737048115?pwd=QlpQdVZlcUQ1VldoaWpYdVZkd09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	1	0	0	Available upon request
409	16469	21-22 CDPLT: Data Analysis for Leaders (#16469) - 10/28	This data analysis session is a hands-on session that will prepare school leaders to use their data in making schoolwide decisions and build a schoolwide culture of data-driven instruction. Participants will review key data and reports that drive decision-making and the levers for impacting student achievement. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35323	21-22 CDPLT: Data Analysis for Leaders (#16469) - 10/28 Learning Block C	10/28/2021	10/28/2021			https://usd1.zoom.us/j/84737048115?pwd=QlpQdVZlcUQ1VldoaWpYdVZkd09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	1	0	0	Available upon request
409	16470	21-22 CDPLT: Data Analysis for Leaders (#16470) - 10/28	This data analysis session is a hands-on session that will prepare school leaders to use their data in making schoolwide decisions and build a schoolwide culture of data-driven instruction. Participants will review key data and reports that drive decision-making and the levers for impacting student achievement. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35327	21-22 CDPLT: Data Analysis for Leaders (#16470) - 10/28 Learning Block B	10/28/2021	10/28/2021			https://usd1.zoom.us/j/88274629325?pwd=NmdwVnRlcUQ1VldoaWpYdVZkd09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	2	0	0	Available upon request
409	16470	21-22 CDPLT: Data Analysis for Leaders (#16470) - 10/28	This data analysis session is a hands-on session that will prepare school leaders to use their data in making schoolwide decisions and build a schoolwide culture of data-driven instruction. Participants will review key data and reports that drive decision-making and the levers for impacting student achievement. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35328	21-22 CDPLT: Data Analysis for Leaders (#16470) - 10/28 Learning Block C	10/28/2021	10/28/2021			https://usd1.zoom.us/j/88274629325?pwd=NmdwVnRlcUQ1VldoaWpYdVZkd09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	1	2	0	0	Available upon request
409	16471	21-22 CDPLT: Reflecting on Anti-Biased Education in Action: The Early Years - 10/28	Participants will view the film, Reflecting on Anti-Biased Education in Action: The Early Years. The film will be utilized to invite early childhood educators to reflect on the film's four goals: identity, diversity, justice, and action. The participants will be provided with prompts to support their reflection during the viewing. After the film, participants will reflect on their identity and have discussion around the strategies shared on the film. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35329	21-22 CDPLT: Reflecting on Anti-Biased Education in Action: The Early Years - 10/28 Learning Block A	10/28/2021	10/28/2021			https://tusd1.zoom.us/j/87046191292?pwd=UzZlTQ1uZDRlcUQ1VldoaWpYdVZkd09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Julie Friberg; Jessica Jaeger; Kathleen Lavoie; Gabriela Pierson; Jennifer Prusak; Elizabeth Rowe	2	No	0	15	15	0	Available upon request

[illegible]

409	16479	21-22 CDPLT: ELD Grades 3-5 NGL Cengage Reach into Phonics Training - 10/28	In this session, Grades 3-5 SEI Classroom/ELD Resource/ELD Itinerant teachers will learn from a NGL Cengage consultant about the systematic and explicit instruction in phonological awareness, phonics, and high-frequency words provided in Cengage REACH into Phonics. This will include an overview of the diagnostic/post assessments and a deep dive into a lesson. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and MaryElenes@tusd1.org . Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35338	21-22 CDPLT: ELD Grades 3-5 NGL Cengage Reach into Phonics Training - 10/28 Learning Block C	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/84798605874	Colleen Bradley; Carrie Burdon; Sonia Dunscombe; Li-Lin English; Catherine Espinoza; Adelina Federico; Bradley Fletcher; Cruz Herrera; Maria Pargas; Jennifer Prusak; Lizeth Quijada; Elizabeth Rowe	2	No	0	27	1	0	Available upon request
409	16480	21-22 CDPLT: ELD Grades 1-2 NGL Cengage Reach into Phonics Training - 10/28	In this session, Grades 1-2 SEI Classroom/ELD Resource/ELD Itinerant teachers will learn from a NGL Cengage consultant about the systematic and explicit instruction in phonological awareness, phonics, and high-frequency words provided in Cengage REACH into Phonics. This will include an overview of the diagnostic/post assessments and a deep dive into a lesson. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and MaryElenes@tusd1.org . Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35340	21-22 CDPLT: ELD Grades 1-2 NGL Cengage Reach into Phonics Training - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/84798605874	Colleen Bradley; Carrie Burdon; Sonia Dunscombe; Li-Lin English; Catherine Espinoza; Adelina Federico; Bradley Fletcher; Cruz Herrera; Maria Pargas; Jennifer Prusak; Lizeth Quijada; Elizabeth Rowe	2	No	0	15	1	0	Available upon request
409	16481	21-22 CDPLT: ELD Grades Kindergarten NGL Cengage Reach into Phonics Training - 10/28	In this session, kindergarten SEI Classroom/ELD Resource/ELD Itinerant teachers will learn from a NGL Cengage consultant about the systematic and sequential instruction in phonological awareness and letters and sounds provided in Cengage REACH Alphachant Phonics. This will include an overview of the diagnostic/post assessments and a deep dive into a lesson. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and MaryElenes@tusd1.org . Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35341	21-22 CDPLT: ELD Grades Kindergarten NGL Cengage Reach into Phonics Training - 10/28 Learning Block A	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/84798605874	Colleen Bradley; Carrie Burdon; Sonia Dunscombe; Li-Lin English; Catherine Espinoza; Adelina Federico; Bradley Fletcher; Cruz Herrera; Maria Pargas; Jennifer Prusak; Lizeth Quijada; Elizabeth Rowe	2	No	0	14	0	0	Available upon request
409	16485	21-22 CDPLT: Exploring Small Group Lesson Instruction (Grades K-2) - 10/28	4C Review small-group resources used to differentiate practice and application. 4C Explore the purpose and types of small groups. 4C Examine the intention of other small-group opportunities. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and MaryElenes@tusd1.org . Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35361	21-22 CDPLT: Exploring Small Group Lesson Instruction (Grades K-2) - 10/28 Learning Block A	10/28/2021	10/28/2021	https://zoom.us/join/join?register/ltlqg-6qqqsEHT-K6pK/D1x_Gefu684V	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	0	1	0	Available upon request
409	16485	21-22 CDPLT: Exploring Small Group Lesson Instruction (Grades K-2) - 10/28	4C Review small-group resources used to differentiate practice and application. 4C Explore the purpose and types of small groups. 4C Examine the intention of other small-group opportunities. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and MaryElenes@tusd1.org . Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35362	21-22 CDPLT: Exploring Small Group Lesson Instruction (Grades K-2) - 10/28 Learning Block A	10/28/2021	10/28/2021	https://zoom.us/join/join?register/ltlqg-6qqqsEHT-K6pK/D1x_Gefu684V	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	8	0	0	Available upon request
409	16485	21-22 CDPLT: Exploring Small Group Lesson Instruction (Grades K-2) - 10/28	4C Review small-group resources used to differentiate practice and application. 4C Explore the purpose and types of small groups. 4C Examine the intention of other small-group opportunities. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and MaryElenes@tusd1.org . Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35363	21-22 CDPLT: Exploring Small Group Lesson Instruction (Grades K-2) - 10/28 Learning Block A	10/28/2021	10/28/2021	https://zoom.us/join/join?register/ltlqg-6qqqsEHT-K6pK/D1x_Gefu684V	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	20	1	0	Available upon request
409	16487	21-22 CDPLT: Imagine MathPK2: Getting Started with Success for Teachers - 10/28	This session builds a solid understanding of both the teacher and student experiences and key steps to take in the first few weeks to get started with success with Imagine Math. Participants will learn how to manage student settings and dive into the powerful adaptive content, the benchmark assessment system using the Quantile Framework, quality math instruction, STEM extensions, and actionable reports. Target Audience: Educators using Imagine Math PK-2 (K-2) ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and MaryElenes@tusd1.org . Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35354	21-22 CDPLT: Imagine MathPK2: Getting Started with Success for Teachers - 10/28 Learning Block C	10/28/2021	10/28/2021	https://imaginelearning.zoom.us/j/94605822400?pwd=c2l5MmQ0mpPVjTV5S9N5Tl4WV9Kd09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	4	0	0	Available upon request
409	16487	21-22 CDPLT: Imagine MathPK2: Getting Started with Success for Teachers - 10/28	This session builds a solid understanding of both the teacher and student experiences and key steps to take in the first few weeks to get started with success with Imagine Math. Participants will learn how to manage student settings and dive into the powerful adaptive content, the benchmark assessment system using the Quantile Framework, quality math instruction, STEM extensions, and actionable reports. Target Audience: Educators using Imagine Math PK-2 (K-2) ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and MaryElenes@tusd1.org . Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35352	21-22 CDPLT: Imagine MathPK2: Getting Started with Success for Teachers - 10/28 Learning Block A	10/28/2021	10/28/2021	https://imaginelearning.zoom.us/j/94605822400?pwd=c2l5MmQ0mpPVjTV5S9N5Tl4WV9Kd09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	6	0	0	Available upon request

			This session builds a solid understanding of both the teacher and student experiences and key steps to take in the first few weeks to get started with success with Imagine Math. Participants will learn how to manage student settings and dive into the powerful adaptive content, the benchmark assessment system using the Quantile framework, quality math instruction, STEM extensions, and actionable reports. Target Audience: Educators using Imagine Math PK-2 (K-2) ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Manges; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe							
409	16487	21-22 CDPLT: Imagine MathPK2: Getting Started with Success for Teachers - 10/28		35353	21-22 CDPLT: Imagine MathPK2: Getting Started with Success for Teachers - 10/28 Learning Block B	10/28/2021	10/28/2021	https://imaginelearning.com/us/j/946058224007pwd=c2f5Um4QmpPVyTV59N5TN4WW9Kd09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Manges; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	10	1	0	Available upon request
409	16488	21-22 CDPLT: Imagine Math3+: Getting Started with Success for Teachers - 10/28	This session builds a solid understanding of both the teacher and student experiences and key steps to take in the first few weeks to get started with success with Imagine Math. Participants will learn how to manage student settings and dive into the powerful adaptive content, the benchmark assessment system using the Quantile framework, quality math instruction, STEM extensions, actionable reports, and even live teachers for grades 3+ ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35355	21-22 CDPLT: Imagine Math3+: Getting Started with Success for Teachers - 10/28 Learning Block A	10/28/2021	10/28/2021	https://imaginelearning.com/us/j/978910952067pwd=NEC3RFU4NXXNcH9RQJQxUV5Qm9Hd09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Manges; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	5	1	1	Available upon request
409	16488	21-22 CDPLT: Imagine Math3+: Getting Started with Success for Teachers - 10/28	This session builds a solid understanding of both the teacher and student experiences and key steps to take in the first few weeks to get started with success with Imagine Math. Participants will learn how to manage student settings and dive into the powerful adaptive content, the benchmark assessment system using the Quantile framework, quality math instruction, STEM extensions, actionable reports, and even live teachers for grades 3+ ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35356	21-22 CDPLT: Imagine Math3+: Getting Started with Success for Teachers - 10/28 Learning Block B	10/28/2021	10/28/2021	https://imaginelearning.com/us/j/978910952067pwd=NEC3RFU4NXXNcH9RQJQxUV5Qm9Hd09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Manges; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	7	0	0	Available upon request
409	16488	21-22 CDPLT: Imagine Math3+: Getting Started with Success for Teachers - 10/28	This session builds a solid understanding of both the teacher and student experiences and key steps to take in the first few weeks to get started with success with Imagine Math. Participants will learn how to manage student settings and dive into the powerful adaptive content, the benchmark assessment system using the Quantile framework, quality math instruction, STEM extensions, actionable reports, and even live teachers for grades 3+ ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35357	21-22 CDPLT: Imagine Math3+: Getting Started with Success for Teachers - 10/28 Learning Block C	10/28/2021	10/28/2021	https://imaginelearning.com/us/j/978910952067pwd=NEC3RFU4NXXNcH9RQJQxUV5Qm9Hd09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Manges; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	10	2	0	Available upon request
409	16489	21-22 CDPLT: Imagine Reading: Getting Started with Success for Teachers - 10/28	This session builds a solid understanding of both the teacher and student experiences and key steps to take in the first few weeks to get started with Imagine Reading. Participants will dive into the content and map out units/text sets to align to instructional goals. They will observe and unpack a Power Sentence Lesson, designed to develop strong readers and critical thinkers. Action plans will be laid out with key data points and reports for teachers to monitor to ensure students are engaged and motivated to learn. Target Audience: Educators using Imagine Reading (6-8) ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35358	21-22 CDPLT: Imagine Reading: Getting Started with Success for Teachers - 10/28 Learning Block A	10/28/2021	10/28/2021	https://imaginelearning.com/us/j/992226400557pwd=SH6rb0uWX2nUxR92tAT1RuQmBQOT9	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Manges; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	3	0	0	Available upon request
409	16489	21-22 CDPLT: Imagine Reading: Getting Started with Success for Teachers - 10/28	This session builds a solid understanding of both the teacher and student experiences and key steps to take in the first few weeks to get started with Imagine Reading. Participants will dive into the content and map out units/text sets to align to instructional goals. They will observe and unpack a Power Sentence Lesson, designed to develop strong readers and critical thinkers. Action plans will be laid out with key data points and reports for teachers to monitor to ensure students are engaged and motivated to learn. Target Audience: Educators using Imagine Reading (6-8) ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35359	21-22 CDPLT: Imagine Reading: Getting Started with Success for Teachers - 10/28 Learning Block B	10/28/2021	10/28/2021	https://imaginelearning.com/us/j/992226400557pwd=SH6rb0uWX2nUxR92tAT1RuQmBQOT9	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Manges; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	3	0	0	Available upon request

			J&C Review small-group resources used to differentiate practice and application J&C Explore the purpose and types of small groups J&C Examine the intention of other small-group opportunities ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services		21-22 CDPLT: Exploring Small Group Lesson Instruction (Grades 3-5) - 10/28 Learning Block A		10/28/2021	10/28/2021	https://zoom.us/joining/register/1kudu2h7t1pHNDYmMcMmiPVj2ldg74NuuXT	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	4	0	0	Available upon request
409	16493	21-22 CDPLT: Exploring Small Group Lesson Instruction (Grades 3-5) - 10/28	J&C Review small-group resources used to differentiate practice and application J&C Explore the purpose and types of small groups J&C Examine the intention of other small-group opportunities ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35371	21-22 CDPLT: Exploring Small Group Lesson Instruction (Grades 3-5) - 10/28 Learning Block A		10/28/2021	10/28/2021	https://zoom.us/joining/register/1UJlpf-vrjwGdneS.16HuDuB7cdslR3ImnC	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	26	3	0	Available upon request
409	16493	21-22 CDPLT: Exploring Small Group Lesson Instruction (Grades 3-5) - 10/28	J&C Review small-group resources used to differentiate practice and application J&C Explore the purpose and types of small groups J&C Examine the intention of other small-group opportunities ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35372	21-22 CDPLT: Exploring Small Group Lesson Instruction (Grades 3-5) - 10/28 Learning Block A		10/28/2021	10/28/2021	https://zoom.us/joining/register/1UJlpf-vrjwGdneS.16HuDuB7cdslR3ImnC	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	26	3	0	Available upon request
409	16494	21-22 CDPLT: Exploring Small Group Lesson Instruction (Grades 3-5) - 10/28	J&C Review small-group resources used to differentiate practice and application J&C Explore the purpose and types of small groups J&C Examine the intention of other small-group opportunities ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35374	21-22 CDPLT: Exploring Small Group Lesson Instruction (Grades 3-5) - 10/28 Learning Block B		10/28/2021	10/28/2021	https://zoom.us/joining/register/1UMrdOGopigufztdE-e-zZg--vsgDkDCX	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	24	2	0	Available upon request
409	16495	21-22 CDPLT: Exploring Small Group Lesson Instruction (Grades 3-5) - 10/28	J&C Review small-group resources used to differentiate practice and application J&C Explore the purpose and types of small groups J&C Examine the intention of other small-group opportunities ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35375	21-22 CDPLT: Exploring Small Group Lesson Instruction (Grades 3-5) - 10/28 Learning Block C		10/28/2021	10/28/2021	https://zoom.us/joining/register/1UEH-fzgqW6RbnWCPEStcQy2Bst1yKKnv-V	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	9	0	0	Available upon request
409	16495	21-22 CDPLT: Exploring Small Group Lesson Instruction (Grades 3-5) - 10/28	J&C Review small-group resources used to differentiate practice and application J&C Explore the purpose and types of small groups J&C Examine the intention of other small-group opportunities ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35377	21-22 CDPLT: Exploring Small Group Lesson Instruction (Grades 3-5) - 10/28 Learning Block C		10/28/2021	10/28/2021	https://zoom.us/joining/register/1UMpd-usoqtGTHNdBNlAfCB8v3Gkuim-TV	Iris Berry; Colleen Bradley; Carrie Burdon; Bradley Fletcher; Debbie (Wellness Coach) Logan; Cody Martin; Jennifer Prusak; Elizabeth Rowe; Joan (Wellness Coach) Upton	2	No	2	31	5	0	Available upon request
409	16497	21-22 CDPLT: Ways to Boost Happiness & Mindfulness through the Holidays and Everyday - 10/28	Mindfulness for every day and through the holidays amidst the hustle and bustle, how to take time for yourself. Attend this presentation to learn how to take care of yourself mentally and physically now and through this holiday season, including ways to boost happiness in everyday life. Join us as we discuss what happiness is and how it affects our lives. We will learn ways to boost happiness in our everyday lives through laughter, nutrition, exercise, and more! ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35379	21-22 CDPLT: Ways to Boost Happiness & Mindfulness through the Holidays and Everyday - 10/28 Learning Block B		10/28/2021	10/28/2021	https://us02web.zoom.us/j/87635502473?pwd=bORVXoRUXWVNWVWVlZW9FGMGk3UZE09	Iris Berry; Colleen Bradley; Carrie Burdon; Bradley Fletcher; Debbie (Wellness Coach) Logan; Cody Martin; Jennifer Prusak; Elizabeth Rowe; Joan (Wellness Coach) Upton	2	No	0	63	48	0	Available upon request
409	16497	21-22 CDPLT: Ways to Boost Happiness & Mindfulness through the Holidays and Everyday - 10/28	Mindfulness for every day and through the holidays amidst the hustle and bustle, how to take time for yourself. Attend this presentation to learn how to take care of yourself mentally and physically now and through this holiday season, including ways to boost happiness in everyday life. Join us as we discuss what happiness is and how it affects our lives. We will learn ways to boost happiness in our everyday lives through laughter, nutrition, exercise, and more! ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35378	21-22 CDPLT: Ways to Boost Happiness & Mindfulness through the Holidays and Everyday - 10/28 Learning Block A		10/28/2021	10/28/2021	https://us02web.zoom.us/j/89558925731?pwd=ZTZEGjpTWjNQWIZdfWduWydEdAUjO9	Iris Berry; Colleen Bradley; Carrie Burdon; Bradley Fletcher; Debbie (Wellness Coach) Logan; Cody Martin; Jennifer Prusak; Elizabeth Rowe; Joan (Wellness Coach) Upton	2	No	2	65	58	1	Available upon request
409	16497	21-22 CDPLT: Ways to Boost Happiness & Mindfulness through the Holidays and Everyday - 10/28	Mindfulness for every day and through the holidays amidst the hustle and bustle, how to take time for yourself. Attend this presentation to learn how to take care of yourself mentally and physically now and through this holiday season, including ways to boost happiness in everyday life. Join us as we discuss what happiness is and how it affects our lives. We will learn ways to boost happiness in our everyday lives through laughter, nutrition, exercise, and more! ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35380	21-22 CDPLT: Ways to Boost Happiness & Mindfulness through the Holidays and Everyday - 10/28 Learning Block C		10/28/2021	10/28/2021	https://us02web.zoom.us/j/86683470820?pwd=RWxGRWpYFyFiGaoTVVndZWNMTBNUOT9	Iris Berry; Colleen Bradley; Carrie Burdon; Bradley Fletcher; Debbie (Wellness Coach) Logan; Cody Martin; Jennifer Prusak; Elizabeth Rowe; Joan (Wellness Coach) Upton	2	No	9	128	75	2	Available upon request

409	16513	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principals of Learning Day 2 of 3 - 10/28	This course is Day 2 of 3 in the series Creating an Optimal Learning Environment. It is a requirement for all new certificated hires to TUSD according to the Unitary Status Plan. Day 2 focuses on Lesson Planning. By the end of this course, you will have planned a lesson following the Essential Elements of Effective Instruction lesson planning framework. This is a blended learning course using Edpuzzle as the platform for the asynchronous portion of the course. This course is a four-hour learning block. We will meet for brief opening and closing Zoom sessions. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35512	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching & Principals of Learning Day 2 of 3 - 10/28 Learning Block C	10/28/2021	10/28/2021	https://tUSD1.zoom.us/j/84319992046?pwd=Y0VOc21hU0F6R2x0b0ZEL1N0M3d0Z09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Katherine Jordan; Nicole Kredich; Rebecca Peralta; Jennifer Prusak; Elizabeth Rowe; Tanya Schrantz	2	No	0	2	0	0	Available upon request
409	16513	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principals of Learning Day 2 of 3 - 10/28	This course is Day 2 of 3 in the series Creating an Optimal Learning Environment. It is a requirement for all new certificated hires to TUSD according to the Unitary Status Plan. Day 2 focuses on Lesson Planning. By the end of this course, you will have planned a lesson following the Essential Elements of Effective Instruction lesson planning framework. This is a blended learning course using Edpuzzle as the platform for the asynchronous portion of the course. This course is a four-hour learning block. We will meet for brief opening and closing Zoom sessions. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35403	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching & Principals of Learning Day 2 of 3 - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tUSD1.zoom.us/j/84319992046?pwd=Y0VOc21hU0F6R2x0b0ZEL1N0M3d0Z09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Katherine Jordan; Nicole Kredich; Rebecca Peralta; Jennifer Prusak; Elizabeth Rowe; Tanya Schrantz	2	No	0	11	0	0	Available upon request
409	16513	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principals of Learning Day 2 of 3 - 10/28	This course is Day 2 of 3 in the series Creating an Optimal Learning Environment. It is a requirement for all new certificated hires to TUSD according to the Unitary Status Plan. Day 2 focuses on Lesson Planning. By the end of this course, you will have planned a lesson following the Essential Elements of Effective Instruction lesson planning framework. This is a blended learning course using Edpuzzle as the platform for the asynchronous portion of the course. This course is a four-hour learning block. We will meet for brief opening and closing Zoom sessions. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35402	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching & Principals of Learning Day 2 of 3 - 10/28 Learning Block A	10/28/2021	10/28/2021	https://tUSD1.zoom.us/j/84319992046?pwd=Y0VOc21hU0F6R2x0b0ZEL1N0M3d0Z09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Katherine Jordan; Nicole Kredich; Rebecca Peralta; Jennifer Prusak; Elizabeth Rowe; Tanya Schrantz	2	No	0	13	0	0	Available upon request
409	16514	21-22 CDPLT: Collaborative Engagement Strategies - 10/28	Teachers will be introduced to collaborative learning structures that boost student academic achievement, improve student relations, promote thinking skills, and create a kinder and more caring school community. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35406	21-22 CDPLT: Collaborative Engagement Strategies - 10/28 Learning Block C	10/28/2021	10/28/2021	https://tUSD1.zoom.us/j/3114065517	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Sharon Herring; Rebecca Peralta; Jennifer Prusak; Elizabeth Rowe; Tanya Schrantz; Elise Van Der Zee	2	No	0	35	2	0	Available upon request
409	16514	21-22 CDPLT: Collaborative Engagement Strategies - 10/28	Teachers will be introduced to collaborative learning structures that boost student academic achievement, improve student relations, promote thinking skills, and create a kinder and more caring school community. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35404	21-22 CDPLT: Collaborative Engagement Strategies - 10/28 Learning Block A	10/28/2021	10/28/2021	https://tUSD1.zoom.us/j/3114065517	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Sharon Herring; Rebecca Peralta; Jennifer Prusak; Elizabeth Rowe; Tanya Schrantz; Elise Van Der Zee	2	No	0	37	2	0	Available upon request
409	16514	21-22 CDPLT: Collaborative Engagement Strategies - 10/28	Teachers will be introduced to collaborative learning structures that boost student academic achievement, improve student relations, promote thinking skills, and create a kinder and more caring school community. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35405	21-22 CDPLT: Collaborative Engagement Strategies - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tUSD1.zoom.us/j/3114065517	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Sharon Herring; Rebecca Peralta; Jennifer Prusak; Elizabeth Rowe; Tanya Schrantz; Elise Van Der Zee	2	No	1	39	1	0	Available upon request
409	16515	21-22 CDPLT: IEP Writing Basics - 10/28	This course is intended to provide a basic overview of how to develop an Individualized Education Plan (IEP) that is compliant to district policies and relevant to the student for which it is written. ****THIS CLASS IS INTENDED FOR FIRST- AND SECOND-YEAR TEACHERS ONLY**** ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35407	21-22 CDPLT: IEP Writing Basics - 10/28 Learning Block A	10/28/2021	10/28/2021	https://tUSD1.zoom.us/j/8608683449?pwd=dkFz1A3M0lSMkV7am54VGxRd0p0d09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Lynnette Lehman; Rebecca Long; Rebecca Peralta; Jennifer Prusak; Elizabeth Rowe; Tanya Schrantz	2	No	0	10	3	2	Available upon request

409	16516	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 10/28	This course is Day 3 of Creating an Optimal Learning Environment (COLE). It is a requirement for all new certificated hires to TUSD according to the Unitary Status Plan. Day 3 focuses on moving your instruction from proficient to distinguished through the examination of the SPARKS framework for Culturally Responsive Instruction and Danielson Framework for Teaching. This is a blended learning course using Edpuzzle as the platform for the asynchronous portion of the course. This course is a four-hour learning block. We will meet for brief opening and closing Zoom sessions. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35513	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching & Principles of Learning Day 3 of 3 - 10/28 Learning Block C	10/28/2021	10/28/2021	https://tUSD1.zoom.us/j/81878769450	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Rebecca Peralta; Jennifer Prusak; Elizabeth Rowe; Tanya Schrantz	2	No	0	1	0	0	Available upon request
409	16516	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 10/28	This course is Day 3 of Creating an Optimal Learning Environment (COLE). It is a requirement for all new certificated hires to TUSD according to the Unitary Status Plan. Day 3 focuses on moving your instruction from proficient to distinguished through the examination of the SPARKS framework for Culturally Responsive Instruction and Danielson Framework for Teaching. This is a blended learning course using Edpuzzle as the platform for the asynchronous portion of the course. This course is a four-hour learning block. We will meet for brief opening and closing Zoom sessions. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35410	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching & Principles of Learning Day 3 of 3 - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tUSD1.zoom.us/j/81878769450	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Rebecca Peralta; Jennifer Prusak; Elizabeth Rowe; Tanya Schrantz	2	No	1	16	1	0	Available upon request
409	16516	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 10/28	This course is Day 3 of Creating an Optimal Learning Environment (COLE). It is a requirement for all new certificated hires to TUSD according to the Unitary Status Plan. Day 3 focuses on moving your instruction from proficient to distinguished through the examination of the SPARKS framework for Culturally Responsive Instruction and Danielson Framework for Teaching. This is a blended learning course using Edpuzzle as the platform for the asynchronous portion of the course. This course is a four-hour learning block. We will meet for brief opening and closing Zoom sessions. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35409	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching & Principles of Learning Day 3 of 3 - 10/28 Learning Block A	10/28/2021	10/28/2021	https://tUSD1.zoom.us/j/81878769450	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Rebecca Peralta; Jennifer Prusak; Elizabeth Rowe	2	No	1	18	1	0	Available upon request
409	16517	21-22 CDPLT: High School ELA Unit Planning with CommonLit - 10/28	In this session, attendees will learn how to utilize CommonLit's award-winning digital literacy program, which offers over 2,200 literacy lessons and high-quality units. After sharing best practices for navigating CommonLit's digital library, sharing lessons with students, and tracking student progress, CommonLit's Instructional Specialists will share specially curated curricular materials with Tucson USD teachers that are designed to support upcoming instruction. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35412	21-22 CDPLT: High School ELA Unit Planning with CommonLit - 10/28 Learning Block B	10/28/2021	10/28/2021	https://zoom.us/my/carazatoris	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Leslie Frandblau-Wirth; Jennifer Prusak; Elizabeth Rowe	2	No	0	9	2	0	Available upon request
409	16518	21-22 CDPLT: Middle School ELA Unit Planning with CommonLit - 10/28	Description: In this session, attendees will learn how to utilize CommonLit's award-winning digital literacy program, which offers over 2,200 literacy lessons and high-quality units. After sharing best practices for navigating CommonLit's digital library, sharing lessons with students, and tracking student progress, CommonLit's Instructional Specialists will share specially curated curricular materials with Tucson USD teachers that are designed to support upcoming instruction. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35413	21-22 CDPLT: Middle School ELA Unit Planning with CommonLit - 10/28 Learning Block A	10/28/2021	10/28/2021	https://zoom.us/my/carazatoris	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Leslie Frandblau-Wirth; Jennifer Prusak; Elizabeth Rowe	2	No	0	3	0	0	Available upon request
409	16519	21-22 CDPLT: Deep Dive into CommonLit 360: High-quality ELA Units (Grades 6-10) - 10/28	In this session, teachers will gain a deep understanding of CommonLit's new 360 units for grades 6-10. These units are designed to drive student learning and save teachers hours of instructional planning time. Units come complete with reading, writing, vocabulary, discussion and grammar lessons. 360 Units dive deeply into engaging ideas like the benefits and risks of social media, the perils of following the crowd, and how failure can lead to success. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35414	21-22 CDPLT: Deep Dive into CommonLit 360: High-quality ELA Units (Grades 6-10) - 10/28 Learning Block C	10/28/2021	10/28/2021	https://zoom.us/my/carazatoris	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Leslie Frandblau-Wirth; Jennifer Prusak; Elizabeth Rowe	2	No	0	20	1	1	Available upon request

			A collaborative support session for TUSD Middle and High School theatre teachers. We will review district performance protocols as well as successful lessons, creation of alternate assignments for students missing large amounts of time, and state-level updates. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						https://tUSD1.zoom.us/j/85675241825?pwd=QDNMWFhwNlUwYjRhZjYzMjM0L1V050ZD9	Joan Ashcraft; Colleen Bradley; Carrie Burdon; Bradley Fletcher; Maryem Green; Kristian Kissel; Jennifer Prusak; Elizabeth Rowe								
409	16520	21-22 CDPLT: Fine Arts: Theatre Arts - 10/28		35415	21-22 CDPLT: Fine Arts: Theatre Arts - 10/28 Learning Block B	10/28/2021	10/28/2021				Colleen Bradley; Carrie Burdon; Bradley Fletcher; Leslie Frantblau-Wirth; Jennifer Prusak; Elizabeth Rowe	2	No	0	15	3	0	Available upon request
409	16521	21-22 CDPLT: ELA Strategies that Support Your Data Informed Instruction - 10/28	ELA teachers, grades 6-12, will use data from CFAs to inform instruction and design lessons. Strategies that align with Quarter 2 standards and skills will be shared and discussed. The focus of the workshop will be HOW to help students progress in their learning. Time is built in the workshop to design a data-informed, strategy-supported lesson. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35416	21-22 CDPLT: ELA Strategies that Support Your Data Informed Instruction - 10/28 Learning Block B	10/28/2021	10/28/2021			https://tUSD1.zoom.us/j/841901281219?pwd=NFbQTDk0a2wya3Y4dHpwZD01hRptZD9	Jenna Acevedo; Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	0	6	1	0	Available upon request
409	16522	21-22 CDPLT: Reading for Meaning: Equipping Teachers & Students with Strategies to Meet the Demands of the Common Core - 10/28	Reading for Meaning is a research-based strategy that helps students build the skills that proficient readers use to make sense of challenging texts. This session will help teachers plan instruction in all content areas to help their students develop essential reading strategies identified in the Common Core (identifying the main idea, making inferences, and supporting interpretations with evidence). Teachers will be provided a strategic 7-step framework that breaks reading into three phases (before, during, and after reading) to implement in their classroom including strategies to help students retain new vocabulary terms to increase reading comprehension and improve literacy. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35417	21-22 CDPLT: Equipping Teachers & Students with Strategies to Meet the Demands of the Common Core - 10/28 Learning Block B	10/28/2021	10/28/2021			https://tUSD1.zoom.us/j/85797207807?pwd=VVVYkdM0UlcwYmFybmFhbnU0a2ZD9	Joan Ashcraft; Colleen Bradley; Carrie Burdon; Bradley Fletcher; Matthew Helter; Jennifer Prusak; Carol Reeves; Elizabeth Rowe; Teri Shepard-Mcbride	2	No	0	15	5	0	Available upon request
409	16523	21-22 CDPLT: Fine Arts: Band, Orchestra, and Choir Teachers: Supporting Students with Disabilities in Music - 10/28	In this jam-packed session, Will Houshin (M.M.ed: Autism Concentration) will lead us through a discussion of disability and music education in order to understand and better serve our students with disabilities. We will learn how specific disabilities may impact students participating in music ensembles at school, as well as how to identify and dismantle potential barriers in our instructional practice that may prohibit these students from being successful members of our groups. Much of this talk will be focused through the lens of Universal Design for Learning and how we can anticipate the varying needs of our current and future students in our lesson design. Finally, we will spend some time discussing and sharing specific strategies for effective inclusion of students with disabilities in our bands, orchestras, and choirs. For those who truly believe in the maxim that music is a universal language and is for everyone, this session is an important chance for us to reflect on how our practice can better reflect our beliefs. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35418	21-22 CDPLT: Fine Arts: Supporting Students with Disabilities in Music - 10/28 Learning Block C	10/28/2021	10/28/2021			https://tUSD1.zoom.us/j/822929731607?pwd=OFZlbnFL3QjZV0cU15hbjVvGjZD9	Jenna Acevedo; Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	1	50	3	0	Available upon request
409	16524	21-22 CDPLT: Key to Literacy: Writing to Learn vs. Learning to Write - 10/28	Writing to learn must be an integral part of the learning process. This session will provide teachers with strategies to integrate writing into daily instruction and develop students' writing skills in the key text types associated with college and career readiness. The presenter will share specific tools and strategies teachers can use for all types of writing, from provisional/quick writing to a final, polished writing product to help their students meet academic standards and succeed in school. Additionally, teachers will learn how to apply the compare/contrast strategy to achieve maximum effectiveness by undergoing the four implementation phases utilizing a Top Hat Organizer as one example. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35419	21-22 CDPLT: Key to Literacy: Writing to Learn vs. Learning to Write - 10/28 Learning Block C	10/28/2021	10/28/2021			https://tUSD1.zoom.us/j/83498246757?pwd=UERiVWVhQ2lMRzFjZTVlQ0hWdk0xUT09	Joan Ashcraft; Colleen Bradley; Carrie Burdon; Hillary Douglas; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	0	19	2	1	Available upon request
409	16525	21-22 CDPLT: Fine Arts: OMA Visual Arts - 10/28	Virtual PD for OMA/Fine Arts K-5 Educators ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35420	21-22 CDPLT: Fine Arts: OMA Visual Arts - 10/28 Learning Block B	10/28/2021	10/28/2021			https://tUSD1.zoom.us/j/3331544625	Joan Ashcraft; Colleen Bradley; Carrie Burdon; Hillary Douglas; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	0	24	2	0	Available upon request

409	16528	21-22 CDPLT: Session 1: Amplify Science MS: Navigating Program Essentials (Grades 6-8) - 10/28	In this session, participants learn the essentials necessary to implement Amplify Science with success. Participants will become familiar with the program essentials: navigation and the Amplify Science approach. Through the lens of their grade level4 th first unit (Chemical Reactions), participants are able to access and navigate curriculum resources to prepare to teach an Amplify Science lesson. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35426	21-22 CDPLT: Session 1: Amplify Science MS: Navigating Program Essentials (Grades 6-8) - 10/28 Learning Block B	10/28/2021	10/28/2021	https://ampilify.zoom.us/j/2289202188?pwd=RjRlRmMhDVVnZEVkZlYkZUM0pUJ09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe; Omar Sotelo	2	No	0	5	1	0	Available upon request
409	16528	21-22 CDPLT: Session 1: Amplify Science MS: Navigating Program Essentials (Grades 6-8) - 10/28	In this session, participants learn the essentials necessary to implement Amplify Science with success. Participants will become familiar with the program essentials: navigation and the Amplify Science approach. Through the lens of their grade level4 th first unit (Chemical Reactions), participants are able to access and navigate curriculum resources to prepare to teach an Amplify Science lesson. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35425	21-22 CDPLT: Session 1: Amplify Science MS: Navigating Program Essentials (Grades 6-8) - 10/28 Learning Block A	10/28/2021	10/28/2021	https://ampilify.zoom.us/j/5937463608?pwd=LOINZFFEOLg4WmdHlYmVnRlRlRmMhDVVnZEVkZlYkZUM0pUJ09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe; Omar Sotelo	2	No	0	6	1	0	Available upon request
409	16529	21-22 CDPLT: Session 3: Amplify Science MS: Navigating Program Essentials (Grades 6-8) - 10/28	In this session, participants learn the essentials necessary to implement Amplify Science with success. Participants will become familiar with the program essentials: navigation and the Amplify Science approach. Through the lens of their grade level4 th first unit (Chemical Reactions), participants are able to access and navigate curriculum resources to prepare to teach an Amplify Science lesson. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35438	21-22 CDPLT: Session 3b: Amplify Science MS: Navigating Program Essentials (Grades 6-8) - 10/28 Learning Block C	10/28/2021	10/28/2021	https://ampilify.zoom.us/j/2289202188?pwd=RjRlRmMhDVVnZEVkZlYkZUM0pUJ09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe; Omar Sotelo	2	No	0	0	0	0	Available upon request
409	16529	21-22 CDPLT: Session 3: Amplify Science MS: Navigating Program Essentials (Grades 6-8) - 10/28	In this session, participants learn the essentials necessary to implement Amplify Science with success. Participants will become familiar with the program essentials: navigation and the Amplify Science approach. Through the lens of their grade level4 th first unit (Chemical Reactions), participants are able to access and navigate curriculum resources to prepare to teach an Amplify Science lesson. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35427	21-22 CDPLT: Session 3a: Amplify Science MS: Navigating Program Essentials (Grades 6-8) - 10/28 Learning Block C	10/28/2021	10/28/2021	https://ampilify.zoom.us/j/5937463608?pwd=LOINZFFEOLg4WmdHlYmVnRlRlRmMhDVVnZEVkZlYkZUM0pUJ09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	0	4	0	0	Available upon request
409	16530	21-22 CDPLT: Ten Frame Mathematics: Make K-2 Math Make Sense for All! - 10/28	Join us as we explore a plethora of methods, strategies, activities, and games with a focus on K-2 standards. We will look at everything from counting, to composing & decomposing, to place value, to fact fluency, to regrouping for addition & subtraction. All this using the simple ten frame. We'll use physical manipulatives, virtual manipulatives, sketching, and many other ways to make thinking visible. And if you work with students in 3rd-5th grades, feel free to join us...these are the foundations for your standards, too! ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35428	21-22 CDPLT: Ten Frame Mathematics: Make K-2 Math Make Sense for All! - 10/28 Learning Block A	10/28/2021	10/28/2021	https://us02web.zoom.us/j/85871061288	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	0	26	7	0	Available upon request
409	16531	21-22 CDPLT: Next Step to Guided Reading Assessments NSGRA (Grades K-3) - 10/28	This PD will discuss how to give and score the NSGRA. Then we will look at the ways to group children into small groups for reading and writing skills. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35429	21-22 CDPLT: Next Step to Guided Reading Assessments NSGRA (Grades K-3) - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/88544513670?pwd=ZTNlbnZlbnRlRlRmMhDVVnZEVkZlYkZUM0pUJ09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	0	10	4	0	Available upon request
409	16532	21-22 CDPLT: Fine Arts: Middle and High School Visual Arts - 10/28	Virtual PD for middle and high school visual art educators. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35430	21-22 CDPLT: Fine Arts: Middle and High School Visual Arts - 10/28 Learning Block C	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/3331544625	Joan Ashcraft; Colleen Bradley; Carrie Burdon; Hillary Douglas; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	0	29	1	0	Available upon request
409	16533	21-22 CDPLT: Be the Change! Intentionally, Set-Up Children for Success - 10/28	In this session, you will explore how to create a structured and nurturing early childhood environment to intentionally setup children for success by using The Conscious Discipline: Power of Attention. The power of attention is an opportunity to shift our focus to what we want to support children from within. You will leave the session with an understanding on how to Notice, Name, Verb, Paint (Assertive Voice), and MAP (model, add pictures, and practice). ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35431	21-22 CDPLT: Be the Change! Intentionally, Set-Up Children for Success - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/82391900211?pwd=ZDlbnVlbnRlRlRmMhDVVnZEVkZlYkZUM0pUJ09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Julie Friberg; Jessica Jaeger; Kathleen Lavoie; Gabriela Pierson; Jennifer Prusak; Elizabeth Rowe	2	No	0	28	15	0	Available upon request

409	16535	21-22 CDPLT: TouchMath ParaPower - 10/28	Para professionals and Ex Ed TAs will work with TouchMath trainers to learn the protocols of using TM to support student learning. TouchMath is a complete solution &" everything you need to teach math as a core curriculum or to supplement your current core for remediation or intervention &" from Pre-K to beginning Algebra. Every numeral from one through nine has TouchPoints corresponding to the digit's value. Numerals one through five have single TouchPoints. Numerals six through nine have double TouchPoints. Students count aloud as they touch each number. This concrete approach engages students on auditory, visual, and tactile/kinesthetic levels. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35433	21-22 CDPLT: TouchMath ParaPower - 10/28 Learning Block A	10/28/2021	10/28/2021	https://us06web.zoom.us/j/82092809347?pwd=T3BjV0NCZlNjZkQVpGdWYjSTNSUT09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Theresa Huelskamp; Jennifer Prusak; Elizabeth Rowe	2	No	0	0	20	0	Available upon request
409	16536	21-22 CDPLT: Trauma Informed Approaches to Supporting Learners (Grades PreK-12) - 10/28	To build healing-centered classrooms, we need to understand 1) how traumatic stress affects how students engage learning and 2) how building our ability to regulate our own emotions supports students who have experience traumatic events. Participants will connect what we know about healing-centered brain research to their own learning spaces, identifying 'classroom-possible' strategies to support the social, emotional, and academic achievement of their students. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35434	21-22 CDPLT: Trauma Informed Approaches to Supporting Learners (Grades PreK-12) - 10/28 Learning Block A	10/28/2021	10/28/2021	https://us06web.zoom.us/j/87369162610	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Brent Pantaleo; Jennifer Prusak; Elizabeth Rowe	2	No	1	29	26	2	Available upon request
409	16537	21-22 CDPLT: Why 'Take Care of Yourself' Doesn't Work & What to do Instead - 10/28	Self-care is important, and to be effective, truly needs to be led by the 'self.' Learn how the Eight Dimensions of Wellness can support your practice of self-care in ways that build, enhance, and preserve all that you need to be a healthy & happy caring professional. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35435	21-22 CDPLT: Why 'Take Care of Yourself' Doesn't Work & What to do instead - 10/28 Learning Block B	10/28/2021	10/28/2021	https://us06web.zoom.us/j/83746548898	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Brent Pantaleo; Jennifer Prusak; Elizabeth Rowe	2	No	2	50	13	0	Available upon request
409	16539	21-22 CDPLT: K-5 Resource Teachers TouchMath Training - 10/28	K-5 Ex Ed resource teachers will work with TouchMath trainers to learn the protocols of using TM to support student learning. TouchMath is a complete solution &" everything you need to teach math as a core curriculum or to supplement your current core for remediation or intervention &" from Pre-K to beginning Algebra. Every numeral from one through nine has TouchPoints corresponding to the digit's value. Numerals one through five have single TouchPoints. Numerals six through nine have double TouchPoints. Students count aloud as they touch each number. This concrete approach engages students on auditory, visual, and tactile/kinesthetic levels. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35437	21-22 CDPLT: K-5 Resource Teachers TouchMath Training - 10/28 Learning Block B	10/28/2021	10/28/2021	https://us06web.zoom.us/j/87882287610?pwd=UmdmS2RlV1s1ZlRlbnhWZWlZUjRkUj09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Theresa Huelskamp; Jennifer Prusak; Elizabeth Rowe	2	No	0	25	3	0	Available upon request
409	16540	21-22 CDPLT: How to Data Dive - Find The Reports You Need For Instructional Decision-Making - 10/28	This course will review the different data reports in SchoolCity (student and teacher level), TUSDwebData (school and district level) and the TAR (data resources, guides, and reports) and will discuss how these resources can support planning with data to promote a data driven school culture. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35440	21-22 CDPLT: How to Data Dive - Find The Reports You Need For Instructional Decision-Making - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/82259870517	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Stephen Gaarder; Anthony Lizardi; Jennifer Prusak; Elizabeth Rowe; Daniel Sanchez; Jon Slingerland	2	No	0	1	2	1	Available upon request
409	16540	21-22 CDPLT: How to Data Dive - Find The Reports You Need For Instructional Decision-Making - 10/28	This course will review the different data reports in SchoolCity (student and teacher level), TUSDwebData (school and district level) and the TAR (data resources, guides, and reports) and will discuss how these resources can support planning with data to promote a data driven school culture. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35441	21-22 CDPLT: How to Data Dive - Find The Reports You Need For Instructional Decision-Making - 10/28 Learning Block C	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/82259870517	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Stephen Gaarder; Anthony Lizardi; Jennifer Prusak; Elizabeth Rowe; Daniel Sanchez; Jon Slingerland	2	No	0	2	0	0	Available upon request
409	16540	21-22 CDPLT: How to Data Dive - Find The Reports You Need For Instructional Decision-Making - 10/28	This course will review the different data reports in SchoolCity (student and teacher level), TUSDwebData (school and district level) and the TAR (data resources, guides, and reports) and will discuss how these resources can support planning with data to promote a data driven school culture. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35439	21-22 CDPLT: How to Data Dive - Find The Reports You Need For Instructional Decision-Making - 10/28 Learning Block A	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/82259870517	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Stephen Gaarder; Anthony Lizardi; Jennifer Prusak; Elizabeth Rowe; Daniel Sanchez; Jon Slingerland	2	No	1	6	4	0	Available upon request

			This course will be an interactive, discussion-based series of scenarios to support teachers in analyzing and communicating data results with peers in PLCs and with students. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							Elizabeth Baldry; Colleen Bradley; Carrie Burdon; Bradley Fletcher; Halley Freitas; Myrta Oviedo; Jennifer Prusak; Alyson Robles-Hill; Elizabeth Rowe							
409	16541	21-22 CDPLT: Data Scuba-Dive: Learn How To Discuss Data Findings With Your School Community - 10/28		35443	21-22 CDPLT: Data Scuba-Dive: Learn How To Discuss Data Findings With Your School Community - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/83348876316?pwd=dm5sMkM0NlNlUkGxk2d0WmZSUvVnd09		2	No	0	5	2	0	Available upon request	
409	16541	21-22 CDPLT: Data Scuba-Dive: Learn How To Discuss Data Findings With Your School Community - 10/28		35442	21-22 CDPLT: Data Scuba-Dive: Learn How To Discuss Data Findings With Your School Community - 10/28 Learning Block A	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/83348876316?pwd=dm5sMkM0NlNlUkGxk2d0WmZSUvVnd09		2	No	1	5	1	0	Available upon request	
409	16541	21-22 CDPLT: Data Scuba-Dive: Learn How To Discuss Data Findings With Your School Community - 10/28		35444	21-22 CDPLT: Data Scuba-Dive: Learn How To Discuss Data Findings With Your School Community - 10/28 Learning Block C	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/83348876316?pwd=dm5sMkM0NlNlUkGxk2d0WmZSUvVnd09		2	No	2	7	1	1	Available upon request	
409	16543	21-22 CDPLT: Thinking Outside with Leslie Ferre, Ben Davis, & Tim Malan, Noyce Borderlands Master Teacher Fellows - 10/28	J&CWhen i&C"m outside with my students, it is so different from inside. Somehow everyone&C"s guard goes down&C"; i&C"s like we&C"re real people again. These are my favorite times with students, because I get to know them a lot better.&C;C"Anonymous Teacher. Whether you&C"ve never taught outside or teach outside all the time, this session is for you. Join us as we learn how to increase engagement, build environmental awareness, bolster student motivation, and apply standards in ways that relate to the natural world. Gain information and resources to create equitable outdoor learning spaces. See you outside! ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35448	21-22 CDPLT: 'Thinking Outside' with Noyce Borderlands Master Teacher Fellows - 10/28 Learning Block A	10/28/2021	10/28/2021	https://arizona.zoom.us/j/82703892130	Colleen Bradley; Carrie Burdon; Benjamin Davis; Bradley Fletcher; Timothy Malan; Jennifer Prusak; Elizabeth Rowe	2	No	0	16	1	0	Available upon request	
409	16543	21-22 CDPLT: Thinking Outside with Leslie Ferre, Ben Davis, & Tim Malan, Noyce Borderlands Master Teacher Fellows - 10/28	J&CWhen i&C"m outside with my students, it is so different from inside. Somehow everyone&C"s guard goes down&C"; i&C"s like we&C"re real people again. These are my favorite times with students, because I get to know them a lot better.&C;C"Anonymous Teacher. Whether you&C"ve never taught outside or teach outside all the time, this session is for you. Join us as we learn how to increase engagement, build environmental awareness, bolster student motivation, and apply standards in ways that relate to the natural world. Gain information and resources to create equitable outdoor learning spaces. See you outside! ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35450	21-22 CDPLT: 'Thinking Outside' with Noyce Borderlands Master Teacher Fellows - 10/28 Learning Block C	10/28/2021	10/28/2021	https://arizona.zoom.us/j/82703892130	Colleen Bradley; Carrie Burdon; Benjamin Davis; Bradley Fletcher; Timothy Malan; Jennifer Prusak; Elizabeth Rowe	2	No	0	17	1	0	Available upon request	
409	16543	21-22 CDPLT: Thinking Outside with Leslie Ferre, Ben Davis, & Tim Malan, Noyce Borderlands Master Teacher Fellows - 10/28	J&CWhen i&C"m outside with my students, it is so different from inside. Somehow everyone&C"s guard goes down&C"; i&C"s like we&C"re real people again. These are my favorite times with students, because I get to know them a lot better.&C;C"Anonymous Teacher. Whether you&C"ve never taught outside or teach outside all the time, this session is for you. Join us as we learn how to increase engagement, build environmental awareness, bolster student motivation, and apply standards in ways that relate to the natural world. Gain information and resources to create equitable outdoor learning spaces. See you outside! ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35449	21-22 CDPLT: 'Thinking Outside' with Noyce Borderlands Master Teacher Fellows - 10/28 Learning Block B	10/28/2021	10/28/2021	https://arizona.zoom.us/j/82703892130	Colleen Bradley; Carrie Burdon; Benjamin Davis; Bradley Fletcher; Timothy Malan; Jennifer Prusak; Elizabeth Rowe	2	No	0	20	1	0	Available upon request	
409	16544	21-22 CDPLT: i&C"m Not a Math Person - Noyce Borderlands Master Teacher Fellows - 10/28	Math literacy is a major limiting factor for our students. Join Dr. Charles Collingwood, Blais Cross, and Rachel Carpenter as we analyze the obstacles facing our students through a critically conscious lens. Lead students in rewriting their identity as confident, risk-taking, math-literate scholars. Discuss implementation strategies for math and non-math teachers alike. Participate in a supportive community to improve our practice and help promote a math growth mindset. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35451	21-22 CDPLT: i&C"m Not a Math Person - Noyce Borderlands Master Teacher Fellows - 10/28 Learning Block A	10/28/2021	10/28/2021	https://arizona.zoom.us/j/86477913093	Colleen Bradley; Carrie Burdon; Benjamin Davis; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	0	7	0	0	Available upon request	

409	16544	21-22 CDPLT: i4C™m Not a Math Person - Noyce Borderlands Master Teacher Fellows - 10/28	Math literacy is a major limiting factor for our students. Join Dr. Charles Collingwood, Blais Cross, and Rachel Carpenter as we analyze the obstacles facing our students through a critically conscious lens. Lead students in rewriting their identity as confident, risk-taking, math-literate scholars. Discuss implementation strategies for math and non-math teachers alike. Participate in a supportive community to improve our practice and help promote a math growth mindset. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35452	21-22 CDPLT: i4C™m Not a Math Person - Noyce Borderlands Master Teacher Fellows - 10/28 Learning Block B	10/28/2021	10/28/2021	https://arizona.zoom.us/j/86477913093	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	0	9	0	1	Available upon request
409	16544	21-22 CDPLT: i4C™m Not a Math Person - Noyce Borderlands Master Teacher Fellows - 10/28	Math literacy is a major limiting factor for our students. Join Dr. Charles Collingwood, Blais Cross, and Rachel Carpenter as we analyze the obstacles facing our students through a critically conscious lens. Lead students in rewriting their identity as confident, risk-taking, math-literate scholars. Discuss implementation strategies for math and non-math teachers alike. Participate in a supportive community to improve our practice and help promote a math growth mindset. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35453	21-22 CDPLT: i4C™m Not a Math Person - Noyce Borderlands Master Teacher Fellows - 10/28 Learning Block C	10/28/2021	10/28/2021	https://arizona.zoom.us/j/86477913093	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	0	10	2	0	Available upon request
409	16545	21-22 CDPLT: Incorporating Social and Emotional Practices in Your Classroom - 10/28	How can teachers provide social and emotional support to students? How do we ensure that we are modeling a healthy example of what an adult should be? Join us as we explore how to incorporate social and emotional practices in your classroom (and your personal life) by discussing questions like: What causes anxiety? How can we recognize and alleviate anxiety? How can we build a healthy classroom environment based on trust, respect and empathy? ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35454	21-22 CDPLT: Incorporating Social and Emotional Practices in Your Classroom - 10/28 Learning Block A	10/28/2021	10/28/2021	https://arizona.zoom.us/j/83072148533	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	0	10	1	0	Available upon request
409	16545	21-22 CDPLT: Incorporating Social and Emotional Practices in Your Classroom - 10/28	How can teachers provide social and emotional support to students? How do we ensure that we are modeling a healthy example of what an adult should be? Join us as we explore how to incorporate social and emotional practices in your classroom (and your personal life) by discussing questions like: What causes anxiety? How can we recognize and alleviate anxiety? How can we build a healthy classroom environment based on trust, respect and empathy? ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35456	21-22 CDPLT: Incorporating Social and Emotional Practices in Your Classroom - 10/28 Learning Block C	10/28/2021	10/28/2021	https://arizona.zoom.us/j/83072148533	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	0	11	1	0	Available upon request
409	16545	21-22 CDPLT: Incorporating Social and Emotional Practices in Your Classroom - 10/28	How can teachers provide social and emotional support to students? How do we ensure that we are modeling a healthy example of what an adult should be? Join us as we explore how to incorporate social and emotional practices in your classroom (and your personal life) by discussing questions like: What causes anxiety? How can we recognize and alleviate anxiety? How can we build a healthy classroom environment based on trust, respect and empathy? ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35455	21-22 CDPLT: Incorporating Social and Emotional Practices in Your Classroom - 10/28 Learning Block B	10/28/2021	10/28/2021	https://arizona.zoom.us/j/83072148533	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	0	15	1	0	Available upon request
409	16546	21-22 CDPLT: Social Justice and Awareness for Educators, Noyce Borderlands Master Teacher Fellows - 10/28	Investigate what students say on the topic of Dominant Culture using the methodology of Photovoice with Melany Coates, Nathan Sendigkoski, Ty White, and Mark Ortega. As educators, Student Voice is what our practice and pedagogy is based on, however sometimes we overlook that voice. Join us as we bring student voices to the forefront, and analyze their identity based on their interpretation of what the dominant culture is. Photovoice can be used as a powerful tool for students to share their thoughts and ideas while providing them space to build their identities. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35458	21-22 CDPLT: Social Justice and Awareness for Educators, Noyce Borderlands Master Teacher Fellows - 10/28 Learning Block B	10/28/2021	10/28/2021	https://arizona.zoom.us/j/85102659178	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	0	5	4	0	Available upon request

409	16546	21-22 CDPLT: Social Justice and Awareness for Educators, Noyce Borderlands Master Teacher Fellows - 10/28	Investigate what students say on the topic of Dominant Culture using the methodology of Photovoice with Melany Coates, Nathan Sendigkoski, Ty White, and Mark Ortega. As educators, Student Voice is what our practice and pedagogy is based on, however sometimes we overlook that voice. Join us as we bring student voices to the forefront, and analyze their identity based on their interpretation of what the dominant culture is. Photovoice can be used as a powerful tool for students to share their thoughts and ideas while providing them space to build their identities. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35459	21-22 CDPLT: Social Justice and Awareness for Educators, Noyce Borderlands Master Teacher Fellows - 10/28 Learning Block C	10/28/2021	10/28/2021	https://arizona.zoom.us/j/85102659178	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	0	8	0	0	Available upon request
409	16546	21-22 CDPLT: Social Justice and Awareness for Educators, Noyce Borderlands Master Teacher Fellows - 10/28	Investigate what students say on the topic of Dominant Culture using the methodology of Photovoice with Melany Coates, Nathan Sendigkoski, Ty White, and Mark Ortega. As educators, Student Voice is what our practice and pedagogy is based on, however sometimes we overlook that voice. Join us as we bring student voices to the forefront, and analyze their identity based on their interpretation of what the dominant culture is. Photovoice can be used as a powerful tool for students to share their thoughts and ideas while providing them space to build their identities. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35457	21-22 CDPLT: Social Justice and Awareness for Educators, Noyce Borderlands Master Teacher Fellows - 10/28 Learning Block A	10/28/2021	10/28/2021	https://arizona.zoom.us/j/85102659178	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	1	8	1	0	Available upon request
409	16547	21-22 CDPLT: Imagine Lectora: Getting Started with Success for Teachers - 10/28	This session builds a solid understanding of both the teacher and student experiences and key steps to take in the first few weeks to get started with Imagine Lectora. Participants will dive into the content and map out units/text sets to align to instructional goals. They will observe and unpack a Power Sentence Lesson, designed to develop strong readers and critical thinkers. Action plans will be laid out with key data points and reports for teachers to monitor to ensure students are engaged and motivated to learn. Target Audience: Educators using Imagine Lectora (3-5). ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35460	21-22 CDPLT: Imagine Lectora: Getting Started with Success for Teachers - 10/28 Learning Block A	10/28/2021	10/28/2021	https://imaginelearning.zoom.us/j/96057122623?pwd=NVZiemRiB2UjQ1dnc2BjUjUuUjFkQ09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangan; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	0	0	0	Available upon request
409	16547	21-22 CDPLT: Imagine Lectora: Getting Started with Success for Teachers - 10/28	This session builds a solid understanding of both the teacher and student experiences and key steps to take in the first few weeks to get started with Imagine Lectora. Participants will dive into the content and map out units/text sets to align to instructional goals. They will observe and unpack a Power Sentence Lesson, designed to develop strong readers and critical thinkers. Action plans will be laid out with key data points and reports for teachers to monitor to ensure students are engaged and motivated to learn. Target Audience: Educators using Imagine Lectora (3-5). ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35461	21-22 CDPLT: Imagine Lectora: Getting Started with Success for Teachers - 10/28 Learning Block B	10/28/2021	10/28/2021	https://imaginelearning.zoom.us/j/96057122623?pwd=NVZiemRiB2UjQ1dnc2BjUjUuUjFkQ09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangan; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	1	0	0	Available upon request
409	16547	21-22 CDPLT: Imagine Lectora: Getting Started with Success for Teachers - 10/28	This session builds a solid understanding of both the teacher and student experiences and key steps to take in the first few weeks to get started with Imagine Lectora. Participants will dive into the content and map out units/text sets to align to instructional goals. They will observe and unpack a Power Sentence Lesson, designed to develop strong readers and critical thinkers. Action plans will be laid out with key data points and reports for teachers to monitor to ensure students are engaged and motivated to learn. Target Audience: Educators using Imagine Lectora (3-5). ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35462	21-22 CDPLT: Imagine Lectora: Getting Started with Success for Teachers - 10/28 Learning Block C	10/28/2021	10/28/2021	https://imaginelearning.zoom.us/j/96057122623?pwd=NVZiemRiB2UjQ1dnc2BjUjUuUjFkQ09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangan; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	4	0	0	Available upon request
409	16550	21-22 CDPLT: PBS Learning Media - Engaging Resources in a Snap! - 10/28	Are you looking for FREE high-quality resources for your classroom? Join this interactive session featuring PBS LearningMedia, with over 33,000 resources (including videos, lesson plans, discussion guides, interactive lessons, and more!) spanning all Pre-K to 12 content areas. Cheryl Gerken will share ways to find engaging content for your students in content areas of your choice! We will discuss tips for integrating content into your classroom and engaging your students in dialogue, and you will have the opportunity to locate resources for your classroom. In addition, we will explore Lesson Builder for creating your own lessons within PBS LearningMedia. Finally, come and learn about more (Free!) PBS resources and opportunities for your students such as the NPR Podcast Challenge. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35470	21-22 CDPLT: PBS Learning Media - Engaging Resources in a Snap! - 10/28 Learning Block A	10/28/2021	10/28/2021	https://arizona.zoom.us/j/81453430758	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	0	24	3	0	Available upon request

[illegible]

			This course is to track all of the specific PD sessions offered for librarians by Susan Metzger during the August 26th 21-22 Professional Learning Thursday.							Susan Metzger							
409	16575	21-22 CDPLT: Librarian Sessions - 8/26		35529	Setting up and Using Destiny Reports and Report Builder - 8/26	8/26/2021	8/26/2021	Zoom/Online		Susan Metzger	5	No	0	5	27	0	Available upon request
			This course is to track all of the specific PD sessions offered for librarians by Susan Metzger during the October 28th 21-22 Professional Learning Thursday.														
409	16576	21-22 CDPLT: Librarian Sessions - 10/28		35534	Transfer Resources into and Out of Your Site - 10/28	10/28/2021	10/28/2021	Zoom/Online			0.5	Yes	0	1	15	0	Available upon request
			This course is to track all of the specific PD sessions offered for librarians by Susan Metzger during the October 28th 21-22 Professional Learning Thursday.							Susan Metzger							
409	16576	21-22 CDPLT: Librarian Sessions - 10/28		35532	Maintain Your Library Collection: From Weeding to Discarding - 10/28	10/28/2021	10/28/2021	Zoom/Online			0.5	Yes	0	2	21	0	Available upon request
			A stronger understanding is built when students engage in experiences before they engage with explanations. Are you trying to make sense of the Launch-Explore-Discuss-Close lesson structure? Would you like more information about that lesson structure and how it engages students more deeply? Come and experience the EdEd lesson structure and dig into each component. This is appropriate for K-12. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and THIS COURSE IS INTENDED ONLY FOR CTE TEACHERS. This is another opportunity to meet as a program to discuss TSA data to improvement instruction, review new standards, work on Year 3 Scope & Sequence, begin the conversation of common benchmarks, converse about 4th year Math possibilities, etc. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and														
409	16649	21-22 CDPLT: Experiences before Explanations: Structuring Math Lessons For High Interest & Retention - 1/27		35715	21-22 CDPLT: Experiences before Explanations: Structuring Math Lessons For High Interest & Retention - 1/27 - Learning Block A	1/27/2022	1/27/2022	https://usd2web.zoom.us/j/8489289189		Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	29	0	0	Available upon request
409	16650	21-22 CDPLT: [CTE ONLY] Program Planning and Collaboration - 1/27		35721	21-22 CDPLT: [CTE ONLY] Program Planning and Collaboration - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/87231622110		Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Charles McCallum; Christina Mages; Elizabeth Rowe	2	No	0	31	1	0	Available upon request
			Attendance is an optional refresher course for teachers who took LIPS training in June of 2021 or in August/September 2021. During this time, you will be allowed to ask questions and receive training received during the 2021 school year. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email. - Date needed - Start and end time interpreter needed - Location														
409	16651	21-22 CDPLT: LIPS Refresh Training - 1/27		35722	21-22 CDPLT: LIPS Refresh Training - 1/27 Learning Block B	1/27/2022	1/27/2022	https://findamoodbell.zoom.us/j/3652655017		Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Elizabeth Rowe	2	No	0	9	1	0	Available upon request
			Arizona's Academic Standards Assessment (AASA), will be replacing AzM2 as the new state test in 2021-2022. Plot a course to improved Student Proficiency! Get a friendly introduction to AASA, including new sub-tests, online platforms, and key resources and recommendations to help prep and practice ahead of Spring assessment sessions. We'll also see how state achievement data contribute to School Letter Grades. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible.														
409	16652	21-22 CDPLT: Grades 3 - 8: Preparation for AASA State Testing - Plotting a course to improved Student Proficiency - 1/27		35726	21-22 CDPLT: Grades 3 - 8 - Preparation for AASA State Testing- Plotting to Improved Student Proficiency - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/81981269628?pwd=V21MckRlZmV5SjRHRkRkVzFyZDZlUjU0T09		Elizabeth Baldry; Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Halley Freitas; Stephen Gaarder; Anthony	2	No	0	37	6	0	Available upon request
			Arizona's Academic Standards Assessment (AASA), will be replacing AzM2 as the new state test in 2021-2022. Plot a course to improved Student Proficiency! Get a friendly introduction to AASA, including new sub-tests, online platforms, and key resources and recommendations to help prep and practice ahead of Spring assessment sessions. We'll also see how state achievement data contribute to School Letter Grades. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email. - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services														
409	16652	21-22 CDPLT: Grades 3 - 8: Preparation for AASA State Testing - Plotting a course to improved Student Proficiency - 1/27		35727	21-22 CDPLT: Grades 3 - 8 - Preparation for AASA State Testing- Plotting to Improved Student Proficiency - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/81981269628?pwd=V21MckRlZmV5SjRHRkRkVzFyZDZlUjU0T09		Elizabeth Baldry; Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Halley Freitas; Stephen Gaarder; Anthony	2	No	0	45	3	0	Available upon request
409	16652	21-22 CDPLT: Grades 3 - 8: Preparation for AASA State Testing - Plotting a course to improved Student Proficiency - 1/27		35728	21-22 CDPLT: Grades 3 - 8 - Preparation for AASA State Testing- Plotting to Improved Student Proficiency - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/81981269628?pwd=V21MckRlZmV5SjRHRkRkVzFyZDZlUjU0T09		Elizabeth Baldry; Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Halley Freitas; Stephen Gaarder; Anthony Lizard; Myrza Ovedo; Alyson Robles-Hill; Elizabeth Rowe; Daniel Sanchez	2	No	1	40	3	0	Available upon request
			During this session, you will be able to choose from a variety of different offerings that you will learn asynchronously. This is not a course on asynchronous learning but rather an asynchronous experience. This session is intended for K-12. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email. - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person)														
409	16653	21-22 CDPLT: TS Asynchronous Learning - 1/27		35723	21-22 CDPLT: TS Asynchronous Learning - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/85073755207?pwd=WTV5SGRlZWV5SjRHRkRkVzFyZDZlUjU0T09		Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Heba Sinclair	2	No	0	14	2	0	Available upon request
			K-12; This training will start with an overview of Adverse Childhood Experiences, (including local/national data), discussing both the short and long-term impact of trauma. Understanding the impact of trauma allows us to respond differently to the behavior of those around us. It moves us from asking "What is wrong with you?" to "What happened to you?" It allows us to consider the need driving the behavior, respond with empathy (even while delivering difficult consequences), and allows us to be an anchor of safety to those around us. ADA accommodations (specifically an ASL Interpreter)														
409	16654	21-22 CDPLT: Understanding ACEs and Counterbalancing Adversity - 1/27		35734	21-22 CDPLT: Understanding ACEs and Counterbalancing Adversity - 1/27 Learning Block A	1/27/2022	1/27/2022	https://usd2web.zoom.us/j/82093265710?pwd=QzNlUjU0T09		Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Julie Shivanonda	2	No	0	12	8	2	Available upon request
			K-12; PD Sessions will address how stress affects brain development, cognition, and health; how trauma may present in the classroom and on the playground; strategies to support healthy student socialization and manage reactivity; self-regulatory practices to improve teachers own stress-management. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and														
409	16655	21-22 CDPLT: Stress Strategies for the Teacher and Student; Crafting a Mindful & Supportive Community in the Classroom - 1/27		35725	21-22 CDPLT: Stress Strategies for the Teacher and Student - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/8719716804?pwd=VWV5SGRlZmV5SjRHRkRkVzFyZDZlUjU0T09		Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Julie Shivanonda	2	No	0	27	12	0	Available upon request

409	16656	21-22 CDPLT: For 6-12 & CSPs: Building An Integrated Literacy Block: CommonLit & NewsELA in the Secondary Classroom 1/27	This workshop is for all secondary teachers who want to learn more about the crosswalk of ELA, SS, and science standards and how to use data to integrate instruction so students develop proficient literacy skills in all core areas. Time to explore CommonLit and NewsELA so teachers may support Tier 1 instruction is an integral piece of this workshop. In addition, facilitators offer teachers assistance while they create plans to navigate these resources and supplement Tier 1 curriculum as they build integrated lessons. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35729	21-22 CDPLT: Building An Integrated Literacy Block: CommonLit & NewsELA in the Secondary Classroom - Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/82267917175?pwd=d2dHWHNlZu64dSRDNUUjQXRYeA2906d09	Peter Blankfield; Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Leslie Frantzblau-Wirth; Elizabeth Rowe	2	No	0	3	0	0	Available upon request
409	16657	21-22 CDPLT: For 3-5 Teachers & CSPs: Building An Integrated Literacy Block: CommonLit and NewsELA in the 3-5 Classroom 1/27	This workshop is for 3-5 teachers who want to learn more about the crosswalk of ELA, SS, and science standards and how to use data to integrate instruction so students develop proficient literacy skills in all core areas. Time to explore CommonLit and NewsELA so teachers may support Tier 1 instruction (Benchmark Advance) is an integral piece of this workshop. Facilitators offer teachers assistance to navigate these resources and supplement core curriculum as they build integrated lessons in their plans. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35730	21-22 CDPLT: Building An Integrated Literacy Block: CommonLit and NewsELA in the 3-5 Classroom - Learning Block A	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/83021020711?pwd=R0c1QmNlMGNuNm5lQWVmdm44RUJ0ZD09	Peter Blankfield; Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Leslie Frantzblau-Wirth; Elizabeth Rowe	2	No	0	4	0	0	Available upon request
409	16658	21-22 CDPLT: Fine Arts-Band, Orchestra, Choir: What Musicians Can Learn About Practicing from Current Brain Research - 1/27	This presentation will focus on what neuroscientists have discovered about how our brains learn and how to apply these insights to practicing and teaching so that practicing becomes more efficient and effective, leading to enhanced performance ability, enjoyment, and confidence. Topics include: how to get rid of bad habits, how to make things automatic/reliable, the role of sleep in learning, the power of mental practicing, how to use the metronome to greatest effect, and the benefits of random practice for enhanced performance. This course is intended for TUSD Band, Orchestra and Choral teachers in grades 4-12. Violist Molly Gebrian has distinguished herself as an outstanding performer, teacher, and scholar throughout the US and Europe. Her principal teachers include Peter Slowak, Carol Rodland, James Durham, and Garth Knox. Dr. Gebrian holds degrees from Rice University, New England Conservatory, and Oberlin College, where she studied viola performance and neuroscience. She has published papers on music and the brain in The Strad, the Journal of the American Viola Society, and Frontiers in Psychology, and is a frequent presenter on the topic. She is currently the viola professor at the University of Arizona. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35731	21-22 CDPLT: What Musicians Can Learn About Practicing from Current Brain Research - 1/27 - Learning Block A	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/85429388808	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Carol Reeves; Elizabeth Rowe	2	No	0	48	8	0	Available upon request
409	16661	21-22 CDPLT: [CTE ONLY] Informing Instruction with TSA Data - 1/27	Go beyond the numbers to understand how data can help you become a better teacher and highlight student strengths. Learn to draw connections by analyzing data to see the true student learning and your classroom instruction trends by comparing it to yourself as a reflective professional CTE teacher. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35739	21-22 CDPLT: [CTE ONLY] Informing Instruction with TSA Data - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/83907486731	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Charles McColium; Christina McGee; Elizabeth Rowe; Luke Smith	2	No	0	10	0	0	Available upon request
409	16661	21-22 CDPLT: [CTE ONLY] Informing Instruction with TSA Data - 1/27	Go beyond the numbers to understand how data can help you become a better teacher and highlight student strengths. Learn to draw connections by analyzing data to see the true student learning and your classroom instruction trends by comparing it to yourself as a reflective professional CTE teacher. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35738	21-22 CDPLT: [CTE ONLY] Informing Instruction with TSA Data - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/83907486731	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Charles McColium; Christina McGee; Elizabeth Rowe; Luke Smith	2	No	0	31	2	0	Available upon request
409	16662	21-22 CDPLT: Empowering Educators and Families with Mentor (Waterford Schools Grades K-3) - 1/27	Teachers will learn about the research-based framework used to develop our family communication tool, Waterford MentorE's digital tool that fosters interaction between educators and families by providing families with on-the-go, easy-to-implement ideas in both English and Spanish that are directly related to their child's current age, academic achievements, and social-emotional learning. There may be opportunities to explore Mentor's desktop and mobile versions. Our session is designed for teachers to learn about the importance of engaging families in the learning process. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35753	21-22 CDPLT: Empowering Educators and Families with Mentor (Waterford Schools Grades K-3) - 1/27 Learning Block B	1/27/2022	1/27/2022	https://waterford.zoom.us/j/2090621798	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Henry Mangen; Dawn Merrick; Elizabeth Rowe	2	No	0	2	0	0	Available upon request

409	16662	21-22 CDPLT: Empowering Educators and Families with Mentor (Waterford Schools Grades K-3) - 1/27	Teachers will learn about the research-based framework used to develop our family communication tool, Waterford MentorSE a digital tool that fosters interaction between educators and families by providing families with on-the-go, easy-to-implement ideas in both English and Spanish that are directly related to their child's current age, academic achievements, and social-emotional learning. There may be opportunities to explore Mentor's desktop and mobile versions. Our session is designed for teachers to learn about the importance of engaging families in the learning process. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35752	21-22 CDPLT: Empowering Educators and Families with Mentor (Waterford Schools Grades K-3) - 1/27 Learning Block A	1/27/2022	1/27/2022	https://waterford.zoom.us/j/2090621798	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Henry Mangen; Dawn Merrick; Elizabeth Rowe	2	No	0	3	0	0	Available upon request
409	16663	21-22 CDPLT: Spring 2022 AZELLA Reassessment Training - 1/27	ADE Required training for classified and certified personnel administering/proctoring the Spring 2022 AZELLA Reassessment Test. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35743	21-22 CDPLT: Spring 2022 AZELLA Reassessment Training - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/85026750744?pwd=NEZwem2BcHVLG4ZDZDZmGIESDwVU09	Charlotte Almazan; Carrie Burdon; Kristi Chiasson; Megan Corona; Adelina Federico; Bradley Fletcher; Elizabeth Rowe; Lisa Sofias	2	No	0	22	9	0	Available upon request
409	16663	21-22 CDPLT: Spring 2022 AZELLA Reassessment Training - 1/27	ADE Required training for classified and certified personnel administering/proctoring the Spring 2022 AZELLA Reassessment Test. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35744	21-22 CDPLT: Spring 2022 AZELLA Reassessment Training - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/85026750744?pwd=NEZwem2BcHVLG4ZDZDZmGIESDwVU09	Charlotte Almazan; Carrie Burdon; Kristi Chiasson; Megan Corona; Adelina Federico; Bradley Fletcher; Elizabeth Rowe; Lisa Sofias	2	No	1	19	9	0	Available upon request
409	16664	21-22 CDPLT: Become a Behavior Ninja: Applying the Science of Behavior in Classrooms: Session 2 - 1/27	Grades K-12 Exceptional education, specifically targeted for Ex-Ed Paraprofessionals. Session 2 of 2 - Learners will gain familiarity with specific behavior reinforcement tools and strategies and how to respond to maladaptive behaviors in the classroom and around the school campus. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35745	21-22 CDPLT: Become a Behavior Ninja: Applying the Science of Behavior in Classrooms: Session 2 - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/88167724547	Colleen Bradley; Carrie Burdon; Rhiannon Chavez; Kristi Chiasson; Megan Corona; Bradley Fletcher; Theresa Huelkamp; Elizabeth Rowe	2	No	0	16	28	2	Available upon request
409	16665	21-22 CDPLT: Become a Behavior Ninja: Applying the Science of Behavior in Classrooms: Session 1 - 1/27	Learners will gain familiarity with behavior basics such as targeting a definable behavior, and identifying potential antecedents and consequences in order to hypothesize a function. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35746	21-22 CDPLT: Become a Behavior Ninja: Applying the Science of Behavior in Classrooms: Session 1 - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/88167724547	Colleen Bradley; Carrie Burdon; Rhiannon Chavez; Kristi Chiasson; Megan Corona; Bradley Fletcher; Theresa Huelkamp; Elizabeth Rowe	2	No	0	14	24	1	Available upon request
409	16666	21-22 CDPLT: Fine Arts - Theatre Arts - 1/27	Opportunity for theatre teachers to share best practices, provide feedback for state and citywide events, and gain better knowledge regarding current issues students are facing. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35747	21-22 CDPLT: Fine Arts - Theatre Arts - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/85675241825?pwd=QONMWFhwNWYyRjYzMDk1VjV0ZDQ9	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Kristian Kissel; Elizabeth Rowe	2	No	0	15	1	0	Available upon request
409	16667	21-22 CDPLT: Unpacking the Six Types of Family and Community Engagement - 1/27	Introduction to Dr. Joyce Epstein's Six Types of Family and Community Engagement and how to apply them to increase student achievement. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35748	21-22 CDPLT: Unpacking the Six Types of Family and Community Engagement - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/88339747222	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Lisa Gonzales; Lacey Griljak; Terri Howard; Elizabeth Rowe	2	No	0	6	6	0	Available upon request
409	16669	21-22 CDPLT: [Grades 6 - 12] Creating a Classroom of Confident Readers - 1/27	This workshop is for all content-area, secondary teachers who want to explore how to build life-long readers in their classrooms. We will start by forming content-specific small groups to create a framework, share strategies and activities with the whole group, and design ways to show us and our students that these methods will help them become confident readers. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35751	21-22 CDPLT: [Grades 6 - 12] Creating a Classroom of Confident Readers - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/83539535159?pwd=YXhSTjRlWENMK1ZDZDZmGIESDwVU09	Colleen Bradley; Yvette Bryant; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Leslie Frandblau-Wirth; Elizabeth Rowe	2	No	0	38	6	1	Available upon request

409	16672	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principals of Learning Day 2 of 3 - 2021-2022 - 1/27	This course is Day 2 of 3 in the series Creating an Optimal Learning Environment. It is a requirement for all new certificated hires to TUSD according to the Unitary Status Plan. Day 2 focuses on Lesson Planning. By the end of this course, you will have planned a lesson following the Essential Elements of Effective Instruction lesson planning framework. This is a blended learning course using Edpuzzle as the platform for the asynchronous portion of the course. This course is a four hour learning block. We will meet for brief opening and closing Zoom sessions. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35760	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principals of Learning Day 2 of 3 - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/86356156453?pwd=Y3ZlWHMfS0owZkRyYyCjR0b0VhbnRlEQJ09	Colleen Bradley; Carrie Burdon; Kristi Chiasion; Megan Corona; Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Tanya Schrantz	2	No	0	2	0	0	Available upon request
409	16672	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principals of Learning Day 2 of 3 - 2021-2022 - 1/27	This course is Day 2 of 3 in the series Creating an Optimal Learning Environment. It is a requirement for all new certificated hires to TUSD according to the Unitary Status Plan. Day 2 focuses on Lesson Planning. By the end of this course, you will have planned a lesson following the Essential Elements of Effective Instruction lesson planning framework. This is a blended learning course using Edpuzzle as the platform for the asynchronous portion of the course. This course is a four hour learning block. We will meet for brief opening and closing Zoom sessions. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35758	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principals of Learning Day 2 of 3 - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/86356156453?pwd=Y3ZlWHMfS0owZkRyYyCjR0b0VhbnRlEQJ09	Colleen Bradley; Carrie Burdon; Kristi Chiasion; Megan Corona; Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Tanya Schrantz	2	No	0	13	0	0	Available upon request
409	16672	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principals of Learning Day 2 of 3 - 2021-2022 - 1/27	This course is Day 2 of 3 in the series Creating an Optimal Learning Environment. It is a requirement for all new certificated hires to TUSD according to the Unitary Status Plan. Day 2 focuses on Lesson Planning. By the end of this course, you will have planned a lesson following the Essential Elements of Effective Instruction lesson planning framework. This is a blended learning course using Edpuzzle as the platform for the asynchronous portion of the course. This course is a four hour learning block. We will meet for brief opening and closing Zoom sessions. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35759	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principals of Learning Day 2 of 3 - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/86356156453?pwd=Y3ZlWHMfS0owZkRyYyCjR0b0VhbnRlEQJ09	Colleen Bradley; Carrie Burdon; Kristi Chiasion; Megan Corona; Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Tanya Schrantz	2	No	0	13	0	0	Available upon request
409	16674	21-22 CDPLT: Trauma Informed Teaching - 1/27	This course will define A.C.E.s (Adverse Childhood Experiences), inform about the percentage of students impacted by trauma, how trauma impacts learning, and useful strategies to help support traumatized students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35764	21-22 CDPLT: Trauma Informed Teaching - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/84772584421	Carrie Burdon; Kristi Chiasion; Megan Corona; Bradley Fletcher; Christine Hermes; Katherine Jordan; Rebecca Peralta; Elizabeth Rowe; Tanya Schrantz	2	No	0	8	11	0	Available upon request
409	16674	21-22 CDPLT: Trauma Informed Teaching - 1/27	This course will define A.C.E.s (Adverse Childhood Experiences), inform about the percentage of students impacted by trauma, how trauma impacts learning, and useful strategies to help support traumatized students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35766	21-22 CDPLT: Trauma Informed Teaching - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/84772584421	Carrie Burdon; Kristi Chiasion; Megan Corona; Bradley Fletcher; Christine Hermes; Katherine Jordan; Rebecca Peralta; Elizabeth Rowe; Tanya Schrantz	2	No	0	14	12	0	Available upon request
409	16674	21-22 CDPLT: Trauma Informed Teaching - 1/27	This course will define A.C.E.s (Adverse Childhood Experiences), inform about the percentage of students impacted by trauma, how trauma impacts learning, and useful strategies to help support traumatized students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35765	21-22 CDPLT: Trauma Informed Teaching - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/84772584421	Carrie Burdon; Kristi Chiasion; Megan Corona; Bradley Fletcher; Christine Hermes; Katherine Jordan; Rebecca Peralta; Elizabeth Rowe; Tanya Schrantz	2	No	1	11	11	0	Available upon request
409	16686	21-22 CDPLT: Rotatel Math Stations - 1/27	This course is designed to help new K-8 teachers design their math instruction to facilitate math stations and transitions between stations. Math stations is one way to differentiate instruction to meet the needs of all students to develop a deep conceptual understanding and math proficiency. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35787	21-22 CDPLT: Rotatel Math Stations - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/81393172687?pwd=NW03M1ZlYXNjWDR5VG9kQzU1QUJtd09	Carrie Burdon; Kristi Chiasion; Megan Corona; Bradley Fletcher; Melinda Gomez; Rebecca Peralta; Elizabeth Rowe; Tanya Schrantz; Dana Stonescipher	2	No	0	17	3	0	Available upon request

			This course is designed to help new K-8 teachers design their math instruction to facilitate math stations and transitions between stations. Math stations is one way to differentiate instruction to meet the needs of all students to develop a deep conceptual understanding and math proficiency. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Melinda Gomez; Rebecca Peralta; Elizabeth Rowe; Tanya Schrantz; Dana Stonecipher							
409	16686	21-22 CDPLT: Rotate! Math Stations - 1/27		35788	21-22 CDPLT: Rotate! Math Stations - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/81393172687?pwd=NW03M1ZkYnE5WDR5VGpGZjZlQlUldFd09	2	No	0	18	0	0	Available upon request	
			Overview of TUSD's new draft Curriculum Maps for HS-credit 1st, 2nd, and 3rd year Spanish and French courses. A run-through on how these curriculum maps are aligned with the national ACTFL and new AZ World and Native Languages standards and how these curriculum maps are intended to be further developed and implemented. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services													
409	16691	21-22 CDPLT: Overview of TUSD's New Draft Curriculum Maps for HS-credit 1st, 2nd, & 3rd year Spanish & French Course - 1/27		35799	21-22 CDPLT: Overview of TUSD's New Draft Curriculum Maps for HS-1st/2nd/3rd yr Spanish/French Course - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/87529224798?pwd=BE5RZEV6dS9lZm9maXNkMjQ0QzBjQjQ09	2	No	0	2	0	0	Available upon request	
			The course will introduce the Arizona State Seal of Biliiteracy (AZSSB), its origins, its development, and its relationship to current language standards. The course will especially focus on how the AZSSB is awarded to graduating students, including the requirements, procedures, assessments, and the issues involved in awarding it. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services													
409	16692	21-22 CDPLT: Arizona State Seal of Biliiteracy - What It Is & How Graduating Seniors Are Awarded One - 1/27		35802	21-22 CDPLT: Arizona State Seal of Biliiteracy - What It Is & How Graduating Seniors Are Awarded One - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/81543781153?pwd=aXZmFjF5ZmE5ZjQldUk1Zm9maXNkMjQ0QzBjQjQ09	2	No	0	1	0	0	Available upon request	
			The course will introduce the Arizona State Seal of Biliiteracy (AZSSB), its origins, its development, and its relationship to current language standards. The course will especially focus on how the AZSSB is awarded to graduating students, including the requirements, procedures, assessments, and the issues involved in awarding it. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services													
409	16692	21-22 CDPLT: Arizona State Seal of Biliiteracy - What It Is & How Graduating Seniors Are Awarded One - 1/27		35803	21-22 CDPLT: Arizona State Seal of Biliiteracy - What It Is & How Graduating Seniors Are Awarded One - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/81543781153?pwd=aXZmFjF5ZmE5ZjQldUk1Zm9maXNkMjQ0QzBjQjQ09	2	No	0	3	1	0	Available upon request	
			This course is intended for teachers of Kinder-1st Grade. Join us to explore many different types of resources to use during your tiered instruction as well as independent practice. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services													
409	16693	21-22 CDPLT: [K-1] - Raz-Plus: Intervention Resources to Support Tiered Instruction - 1/27		35798	21-22 CDPLT: [K-1] - Raz-Plus: Intervention Resources to Support Tiered Instruction - 1/27 Learning Block A	1/27/2022	1/27/2022	https://learninga-z.zoom.us/j/91524528097?pwd=bf4TDNFjZlWHuRkRlbnNkMjQ0QzBjQjQ09	2	No	0	36	4	1	Available upon request	
			This course is intended for teachers of Grades 2-3. Join us to explore many different types of resources to use during your tiered instruction as well as independent practice. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services													
409	16694	21-22 CDPLT: [Grades 2-3] Raz-Plus - Intervention Resources to Support Tiered Instruction - 1/27		35800	21-22 CDPLT: [Grades 2-3] Raz-Plus - Intervention Resources to Support Tiered Instruction - 1/27 Learning Block B	1/27/2022	1/27/2022	https://learninga-z.zoom.us/j/99550250760?pwd=am5paWQ2xWVWF0ekNkQjZm9maXNkMjQ0QzBjQjQ09	2	No	0	18	7	0	Available upon request	
			This course is intended for teachers of Grades 4-5. Join us to explore many different types of resources to use during your tiered instruction as well as independent practice. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services													
409	16695	21-22 CDPLT: [Grades 4-5] Raz-Plus - Intervention Resources to Support Tiered Instruction - 1/27		35801	21-22 CDPLT: [Grades 4-5] Raz-Plus - Intervention Resources to Support Tiered Instruction - 1/27 Learning Block C	1/27/2022	1/27/2022	https://learninga-z.zoom.us/j/98579985309?pwd=bf4TDNFjZlWHuRkRlbnNkMjQ0QzBjQjQ09	2	No	0	8	4	0	Available upon request	
			This session is intended for School Administrators and Campus Leadership. Join us to explore different types of data accessible to both administrators and teachers. The Student Management page includes a variety of reports, which allow teachers to monitor student activity and progress. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services													
409	16696	21-22 CDPLT: Analyzing Raz-Plus Reports - Using Resources to Strengthen Academic Gaps - Administrators - 1/27		35804	21-22 CDPLT: Analyzing Raz-Plus Reports - Using Resources to Strengthen Academic Gaps - Administrators - 1/27 Learning Block A	1/27/2022	1/27/2022	https://learninga-z.zoom.us/j/97572867803?pwd=ymU2Vldod0kzeERyYnU0MjQ0QzBjQjQ09	2	No	0	1	0	0	Available upon request	

			We can capitalize on the valuable first few minutes of learning in our classrooms through bellwork questions that engage student thinking and curiosity. Itâ€™s an opportunity to scaffold low floor-high ceiling math tasks. Weâ€™ll explore this through the content of ratios, expressions and variability. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							Carrie Burdon; Kristi Chlasson; Megan Corona; Rebeka Denison; Bradley Fletcher; Shawn Hedayati; Elizabeth Rowe							
409	16699	21-22 CDPLT: Power Up Student Thinking - 1/27		35805	21-22 CDPLT: Power Up Student Thinking - 1/27 Learning Block B	1/27/2022	1/27/2022	https://arizona.zoom.us/j/87548268542		2	No	0	2	0	0	Available upon request	
			This course is intended for high school and middle school dance teachers. We will use this session to discuss approaches to dance instruction for grades 6-12 and share information on effective teaching strategies. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Carrie Burdon; Kristi Chlasson; Megan Corona; Bradley Fletcher; Bruno Loya; Elizabeth Rowe								
409	16700	21-22 CDPLT: Fine Arts: Teaching Dance for High School & Middle School - 1/27		35806	21-22 CDPLT: Teaching Dance for High School & Middle School - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/84863764645		2	No	0	2	1	0	Available upon request	
			This course is intended for folklÃ³rico dance teachers for grades 6-12. This session with overview best practices for teaching Mexican folk dance, and discuss varied approaches to curricular planning ideologies. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Carrie Burdon; Kristi Chlasson; Megan Corona; Bradley Fletcher; Bruno Loya; Elizabeth Rowe								
409	16701	21-22 CDPLT: Fine Arts: Teaching FolklÃ³rico Dance in High School & Middle School - 1/27		35807	21-22 CDPLT: Teaching FolklÃ³rico Dance in High School & Middle School - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/81884060152		2	No	0	3	0	1	Available upon request	
			Engages educators in understanding, analyzing, and responding to their studentsâ€™ growth after the second Diagnostic to strengthen their data culture and practices. Educators use a protocol to analyze their i-Ready Diagnostic Growth data and plan how they will respond to studentsâ€™ instructional strengths and instructional priorities based on the data. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; Kristi Chlasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Omar Sotelo								
409	16702	21-22 CDPLT: Instructional Leaders: Understanding and Responding to i-Ready Growth Data for Grades 6-8 - 1/27		35808	21-22 CDPLT: Instructional Leaders: Understanding and Responding to i-Ready Growth Data for Grades 6-8 - 1/27 Learning Block A	1/27/2022	1/27/2022	https://cainc.zoom.us/j/2763463667?pwd=RVVlUFRVRkMxMTZlZkxvenJmZWlnZD9p		2	No	0	3	0	0	Available upon request	
			Engages educators in understanding, analyzing, and responding to their studentsâ€™ growth after the second Diagnostic to strengthen their data culture and practices. Educators use a protocol to analyze their i-Ready Diagnostic Growth data and plan how they will respond to studentsâ€™ instructional strengths and instructional priorities based on the data. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; Kristi Chlasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Omar Sotelo								
409	16702	21-22 CDPLT: Instructional Leaders: Understanding and Responding to i-Ready Growth Data for Grades 6-8 - 1/27		35809	21-22 CDPLT: Instructional Leaders: Understanding and Responding to i-Ready Growth Data for Grades 6-8 - 1/27 Learning Block C	1/27/2022	1/27/2022	https://cainc.zoom.us/j/2763463667?pwd=RVVlUFRVRkMxMTZlZkxvenJmZWlnZD9p		2	No	0	4	0	0	Available upon request	
			These sessions are only for schools engaged in the SEL curriculum Spring pilot. This course will provide schools with the theory and research behind SEL, help to prepare the environment for implementation, and will instruct staff in how to implement the curriculum. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Carrie Burdon; Kristi Chlasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Julie Shivanonda								
409	16703	21-22 CDPLT: SEL: Character Strong Curriculum and Foundations of School Culture - 1/27		35831	21-22 CDPLT: SEL: Character Strong Curriculum & Foundations of School Culture (HS 9th-12th Grade) - 1/27 Learning Block C	1/27/2022	1/27/2022	https://characterstrong.zoom.us/j/85708669812		2	No	1	21	1	0	Available upon request	
			These sessions are only for schools engaged in the SEL curriculum Spring pilot. This course will provide schools with the theory and research behind SEL, help to prepare the environment for implementation, and will instruct staff in how to implement the curriculum. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Carrie Burdon; Kristi Chlasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Julie Shivanonda								
409	16703	21-22 CDPLT: SEL: Character Strong Curriculum and Foundations of School Culture - 1/27		35830	21-22 CDPLT: SEL: Character Strong Curriculum & Foundations of School Culture (MS 6th-8th Grade) - 1/27 Learning Block B	1/27/2022	1/27/2022	https://characterstrong.zoom.us/j/89271688146		2	No	2	41	8	1	Available upon request	
			These sessions are only for schools engaged in the SEL curriculum Spring pilot. This course will provide schools with the theory and research behind SEL, help to prepare the environment for implementation, and will instruct staff in how to implement the curriculum. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Carrie Burdon; Kristi Chlasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Julie Shivanonda								
409	16703	21-22 CDPLT: SEL: Character Strong Curriculum and Foundations of School Culture - 1/27		35829	21-22 CDPLT: SEL: Character Strong Curriculum & Foundations of School Culture (Elem K-5th Grade) - 1/27 Learning Block A	1/27/2022	1/27/2022	https://characterstrong.zoom.us/j/81124753890		2	No	2	68	36	1	Available upon request	

			Exceptional Education reflecting on timelines for all compliance paperwork and reviewing the purpose of the PWN and necessary information to be provided in it. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							Katherine Ampong; Carrie Burdon; Rhianon Chavez; Kristi Chlasson; Megan Corona; Bradley Fletcher; Wileen Gilmore; Theresa Huelstam; Jessica Nolan; Elizabeth Rowe							
409	16705	21-22 CDPLT: PWN/Timelines/Progress Reporting - 1/27		35832	21-22 CDPLT: PWN/Timelines/Progress Reporting - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/3114065517?trf=jhVHLv8CDsueCYiBE7dV07U266		2	No	0	19	1	1	Available upon request	
			Engages educators in understanding, analyzing, and responding to their students' growth after the second Diagnostic to strengthen their data culture and practices. Educators use a protocol to analyze their i-Ready Diagnostic Growth data and plan how they will respond to students' instructional strengths and instructional priorities based on the data. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; Kristi Chlasson; Megan Corona; Bradley Fletcher; Leslie Frankel; Elizabeth Rowe; Omar Sotelo								
409	16706	21-22 CDPLT: Language Arts: Understanding and Responding to i-Ready Growth Data for Grades 6-8 - 1/27		35812	21-22 CDPLT: Language Arts: Understanding and Responding to i-Ready Growth Data for Grades 6-8 - 1/27 Learning Block B	1/27/2022	1/27/2022	https://cainc.zoom.us/j/3114065517?trf=jhVHLv8CDsueCYiBE7dV07U266		2	No	0	3	0	0	Available upon request	
			Engages educators in understanding, analyzing, and responding to their students' growth after the second Diagnostic to strengthen their data culture and practices. Educators use a protocol to analyze their i-Ready Diagnostic Growth data and plan how they will respond to students' instructional strengths and instructional priorities based on the data. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; Kristi Chlasson; Megan Corona; Bradley Fletcher; Sharon Herring; Rebecca Peralta; Elizabeth Rodriguez-Quilhuis; Elizabeth Rowe; Tanya Schrantz								
409	16706	21-22 CDPLT: Language Arts: Understanding and Responding to i-Ready Growth Data for Grades 6-8 - 1/27		35813	21-22 CDPLT: Language Arts: Understanding and Responding to i-Ready Growth Data for Grades 6-8 - 1/27 Learning Block C	1/27/2022	1/27/2022	https://cainc.zoom.us/j/3114065517?trf=jhVHLv8CDsueCYiBE7dV07U266		2	No	0	3	0	0	Available upon request	
			Teachers will be introduced to collaborative learning structures that boost student academic achievement, improve student relations, promote thinking skills, and create a more kind and caring school community. Grades 2-12 ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; Kristi Chlasson; Megan Corona; Bradley Fletcher; Sharon Herring; Rebecca Peralta; Elizabeth Rodriguez-Quilhuis; Elizabeth Rowe; Tanya Schrantz								
409	16709	21-22 CDPLT: Collaborative Engagement Strategies - 1/27		35819	21-22 CDPLT: Collaborative Engagement Strategies - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/3114065517		2	No	0	20	3	0	Available upon request	
			Teachers will be introduced to collaborative learning structures that boost student academic achievement, improve student relations, promote thinking skills, and create a more kind and caring school community. Grades 2-12 ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; Kristi Chlasson; Megan Corona; Bradley Fletcher; Sharon Herring; Rebecca Peralta; Elizabeth Rodriguez-Quilhuis; Elizabeth Rowe; Tanya Schrantz								
409	16709	21-22 CDPLT: Collaborative Engagement Strategies - 1/27		35820	21-22 CDPLT: Collaborative Engagement Strategies - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/3114065517		2	No	0	20	3	1	Available upon request	
			Teachers will be introduced to collaborative learning structures that boost student academic achievement, improve student relations, promote thinking skills, and create a more kind and caring school community. Grades 2-12 ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; Kristi Chlasson; Megan Corona; Bradley Fletcher; Sharon Herring; Rebecca Peralta; Elizabeth Rodriguez-Quilhuis; Elizabeth Rowe; Tanya Schrantz								
409	16709	21-22 CDPLT: Collaborative Engagement Strategies - 1/27		35821	21-22 CDPLT: Collaborative Engagement Strategies - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/3114065517		2	No	0	23	5	0	Available upon request	
			THIS SESSION IS INTENDED FOR K-2 TEACHERS ONLY Objectives for the Grades K-2 session: - Understand the scaffolded instruction available so that all students can be successful during the core reading block - Examine intervention resources included with the program - Explore core program supports designed to meet the needs of various learners - ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Carrie Burdon; Kristi Chlasson; Megan Corona; Bradley Fletcher; Henry Mangen; Dawn Merrick; Elizabeth Rowe								
409	16710	21-22 CDPLT: Resources to Scaffold Intervention and Special Education [K-2] - 1/27		35899	21-22 CDPLT: Resources to Scaffold Intervention and Special Education [K-2] - 1/27 Learning Block C	1/27/2022	1/27/2022	https://zoom.us/j/3114065517?trf=jhVHLv8CDsueCYiBE7dV07U266		2	No	0	1	0	0	Available upon request	
			THIS SESSION IS INTENDED FOR K-2 TEACHERS ONLY Objectives for the Grades K-2 session: - Understand the scaffolded instruction available so that all students can be successful during the core reading block - Examine intervention resources included with the program - Explore core program supports designed to meet the needs of various learners - ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Carrie Burdon; Kristi Chlasson; Megan Corona; Bradley Fletcher; Henry Mangen; Dawn Merrick; Elizabeth Rowe								
409	16710	21-22 CDPLT: Resources to Scaffold Intervention and Special Education [K-2] - 1/27		35907	21-22 CDPLT: Resources to Scaffold Intervention and Special Education [K-2] - 1/27 Learning Block C	1/27/2022	1/27/2022	https://zoom.us/j/3114065517?trf=jhVHLv8CDsueCYiBE7dV07U266		2	No	0	2	0	0	Available upon request	

			THIS SESSION IS INTENDED FOR K-2 TEACHERS ONLY Objectives for the Grades K-2 session: -Understand the scaffolded instruction available so that all students can be successful during the core reading block -Examine intervention resources included with the program -Explore core program supports designed to meet the needs of various learners ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tustd1.org and Mary.Elenes@tustd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services								Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe						
409	16710	21-22 CDPLT: Resources to Scaffold Intervention and Special Education [K-2] - 1/27		35893	21-22 CDPLT: Resources to Scaffold Intervention and Special Education [K-2] - 1/27 Learning Block A	1/27/2022	1/27/2022	https://zoom.us/meeting/register/1J0pduqqg4GNiWp8CugMeFHQIBWAwst		2	No	0	8	1	0	Available upon request	
409	16710	21-22 CDPLT: Resources to Scaffold Intervention and Special Education [K-2] - 1/27	THIS SESSION IS INTENDED FOR K-2 TEACHERS ONLY Objectives for the Grades K-2 session: -Understand the scaffolded instruction available so that all students can be successful during the core reading block -Examine intervention resources included with the program -Explore core program supports designed to meet the needs of various learners ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tustd1.org and Mary.Elenes@tustd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35898	21-22 CDPLT: Resources to Scaffold Intervention and Special Education [K-2] - 1/27 Learning Block B	1/27/2022	1/27/2022	https://zoom.us/meeting/register/1twceyug04E9Qag3Cfr9Umm-REUx92Pv		2	No	0	5	0	0	Available upon request	
			Teachers will discuss the ways in which to incorporate social justice into literature. Teachers will closely examine banned and challenged books and look at common themes of these books. This course is appropriate for grades 6-8. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tustd1.org and Mary.Elenes@tustd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services														
409	16711	21-22 CDPLT: Exploring Critical Consciousness Through Literature: A How To For Grades 6-8 - 1/27		35823	21-22 CDPLT: Exploring Critical Consciousness Through Literature: A How To For Grades 6-8 - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tustd1.zoom.us/j/87146382090		2	No	0	3	0	0	Available upon request	
			Teachers will discuss the ways in which to incorporate social justice into literature. Teachers will closely examine banned and challenged books and look at common themes of these books. This course is appropriate for grades 6-8. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tustd1.org and Mary.Elenes@tustd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services														
409	16711	21-22 CDPLT: Exploring Critical Consciousness Through Literature: A How To For Grades 6-8 - 1/27		35824	21-22 CDPLT: Exploring Critical Consciousness Through Literature: A How To For Grades 6-8 - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tustd1.zoom.us/j/87146382090		2	No	0	17	7	0	Available upon request	
			Teachers will discuss the ways in which to incorporate social justice into literature. Teachers will closely examine banned and challenged books and look at common themes of these books. This course is appropriate for grades 6-8. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tustd1.org and Mary.Elenes@tustd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services														
409	16711	21-22 CDPLT: Exploring Critical Consciousness Through Literature: A How To For Grades 6-8 - 1/27		35822	21-22 CDPLT: Exploring Critical Consciousness Through Literature: A How To For Grades 6-8 - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tustd1.zoom.us/j/87146382090		2	No	1	4	0	0	Available upon request	
			Course objectives: For K-5 session: -understand assessments available Benchmark Universe -review assigning assessments and student experience -explore assessment reports available to monitor learning and drive instruction ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tustd1.org and Mary.Elenes@tustd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services														
409	16713	21-22 CDPLT: Using assessment to inform instruction - 1/27		35888	21-22 CDPLT: Using assessment to inform instruction - 1/27 Learning Block A	1/27/2022	1/27/2022	https://zoom.us/meeting/register/1J0kdOCrtvGNL8wtGHuIUjDhymODia4-		2	No	0	4	0	0	Available upon request	
			****THIS CLASS IS INTENDED FOR FIRST- AND SECOND-YEAR TEACHERS ONLY *** This course is intended to provide a basic overview of how to develop an individualized Education Plan (IEP) that is compliant to district policies and relevant to the student for which it is written. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tustd1.org and Mary.Elenes@tustd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services														
409	16714	21-22 CDPLT: IEP Writing Basics - 1/27		35828	21-22 CDPLT: IEP Writing Basics - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tustd1.zoom.us/j/82701176929?pwd=UHQ3ZjJk4aEkt0Y2VNR01uZ1BnZD09		2	No	0	3	3	0	Available upon request	
			****THIS CLASS IS INTENDED FOR FIRST- AND SECOND-YEAR TEACHERS ONLY *** This course is intended to provide a basic overview of how to develop an individualized Education Plan (IEP) that is compliant to district policies and relevant to the student for which it is written. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tustd1.org and Mary.Elenes@tustd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services														
409	16714	21-22 CDPLT: IEP Writing Basics - 1/27		35827	21-22 CDPLT: IEP Writing Basics - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tustd1.zoom.us/j/82701176929?pwd=UHQ3ZjJk4aEkt0Y2VNR01uZ1BnZD09		2	No	0	4	1	0	Available upon request	

409	16716	21-22 CDPLT: Food & You a Nutritional Approach for a Healthier You! - 1/27	Food & You aims to teach you helpful nutritional approaches and strategies to elevate how you eat. This presentation offers you information about the building blocks of sound nutrition, how to interpret food labels, some simple shopping strategies to help your food budget and your health and, answers questions about the #EatTiming&Eat eating around exercise and sleep. Once you click on the zoom link provided for this course, you will be taken to a registration screen for this webinar. Register for the course and then an email will be sent to your inbox and from there you will click on the link to join the webinar. IT IS RECOMMENDED TO DO THIS PRIOR TO THE START OF THIS COURSE. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35993	21-22 CDPLT: Food & You a Nutritional Approach for a Healthier You! - 1/27 Learning Block A	1/27/2022	1/27/2022	https://us02web.zoom.us/join/9540U048JLtuclhw	Iris Berry; Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Debbie (Wellness Coach) Logan; Elisabeth Rowe; Joan (Wellness Coach) Upton	2	Yes	0	71	23	2	Available upon request
409	16716	21-22 CDPLT: Food & You a Nutritional Approach for a Healthier You! - 1/27	Food & You aims to teach you helpful nutritional approaches and strategies to elevate how you eat. This presentation offers you information about the building blocks of sound nutrition, how to interpret food labels, some simple shopping strategies to help your food budget and your health and, answers questions about the #EatTiming&Eat eating around exercise and sleep. Once you click on the zoom link provided for this course, you will be taken to a registration screen for this webinar. Register for the course and then an email will be sent to your inbox and from there you will click on the link to join the webinar. IT IS RECOMMENDED TO DO THIS PRIOR TO THE START OF THIS COURSE. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35994	21-22 CDPLT: Food & You a Nutritional Approach for a Healthier You! - 1/27 Learning Block B	1/27/2022	1/27/2022	https://us02web.zoom.us/join/9540U048JLtuclhw	Iris Berry; Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Debbie (Wellness Coach) Logan; Elisabeth Rowe; Joan (Wellness Coach) Upton	2	Yes	1	102	47	1	Available upon request
409	16716	21-22 CDPLT: Food & You a Nutritional Approach for a Healthier You! - 1/27	Food & You aims to teach you helpful nutritional approaches and strategies to elevate how you eat. This presentation offers you information about the building blocks of sound nutrition, how to interpret food labels, some simple shopping strategies to help your food budget and your health and, answers questions about the #EatTiming&Eat eating around exercise and sleep. Once you click on the zoom link provided for this course, you will be taken to a registration screen for this webinar. Register for the course and then an email will be sent to your inbox and from there you will click on the link to join the webinar. IT IS RECOMMENDED TO DO THIS PRIOR TO THE START OF THIS COURSE. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35995	21-22 CDPLT: Food & You a Nutritional Approach for a Healthier You! - 1/27 Learning Block C	1/27/2022	1/27/2022	https://us02web.zoom.us/join/9540U048JLtuclhw	Iris Berry; Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Debbie (Wellness Coach) Logan; Elisabeth Rowe; Joan (Wellness Coach) Upton	2	Yes	1	111	53	3	Available upon request
409	16717	21-22 CDPLT: Math Talk Engaging Students in the Language of Math - 1/27	Participants in this K-1 course will apply the developmental pathway for language learning to the elementary mathematics classroom and learn brain-based research strategies for supporting mathematical language acquisition, to include strategies that can be immediately implemented in the classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35838	21-22 CDPLT: Math Talk Engaging Students in the Language of Math (K-1st Grade) - 1/27 Learning Block A	1/27/2022	1/27/2022	https://us02web.zoom.us/j/7183688498	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	5	2	0	Available upon request
409	16717	21-22 CDPLT: Math Talk Engaging Students in the Language of Math - 1/27	Participants in this K-1 course will apply the developmental pathway for language learning to the elementary mathematics classroom and learn brain-based research strategies for supporting mathematical language acquisition, to include strategies that can be immediately implemented in the classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35840	21-22 CDPLT: Math Talk Engaging Students in the Language of Math (2nd-3rd Grade) - 1/27 Learning Block B	1/27/2022	1/27/2022	https://us02web.zoom.us/j/7183688498	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	8	1	0	Available upon request
409	16717	21-22 CDPLT: Math Talk Engaging Students in the Language of Math - 1/27	Participants in this K-1 course will apply the developmental pathway for language learning to the elementary mathematics classroom and learn brain-based research strategies for supporting mathematical language acquisition, to include strategies that can be immediately implemented in the classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35841	21-22 CDPLT: Math Talk Engaging Students in the Language of Math (4th-5th Grade) - 1/27 Learning Block C	1/27/2022	1/27/2022	https://us02web.zoom.us/j/7183688498	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	9	0	0	Available upon request

409	16719	21-22 CDPLT: Administrators' Role in Supporting SEL Implementation: The What, Why, and How - 1/27	This is for administrators only. Objectives: 1) Administrators will understand what SEL is and the positive outcomes associated with its implementation 2) Administrators will be able to describe why SEL is needed more than ever before 3) Administrators will develop knowledge of how to support successful SEL implementation ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	36074	21-22 CDPLT: Administrators' Role in Supporting SEL Implementation: The What, Why, and How - 1/27 Learning Block C	1/27/2022	1/27/2022	https://www.characterstrong.zoom/join/81859046008?pwd=emVNVhZkNzNmR3cUk0PDM5TzU4ZlR09	Colleen Bradley; Carrie Burdon; Kristi Ohiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Julie Shivanonda	2	No	1	0	1	0	Available upon request
409	16719	21-22 CDPLT: Administrators' Role in Supporting SEL Implementation: The What, Why, and How - 1/27	This is for administrators only. Objectives: 1) Administrators will understand what SEL is and the positive outcomes associated with its implementation 2) Administrators will be able to describe why SEL is needed more than ever before 3) Administrators will develop knowledge of how to support successful SEL implementation ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35843	21-22 CDPLT: Administrators' Role in Supporting SEL Implementation: The What, Why, and How - 1/27 Learning Block B	1/27/2022	1/27/2022	https://www.characterstrong.zoom/join/81859046008?pwd=emVNVhZkNzNmR3cUk0PDM5TzU4ZlR09	Colleen Bradley; Carrie Burdon; Kristi Ohiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Julie Shivanonda	2	No	7	2	1	0	Available upon request
409	16719	21-22 CDPLT: Administrators' Role in Supporting SEL Implementation: The What, Why, and How - 1/27	This is for administrators only. Objectives: 1) Administrators will understand what SEL is and the positive outcomes associated with its implementation 2) Administrators will be able to describe why SEL is needed more than ever before 3) Administrators will develop knowledge of how to support successful SEL implementation ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35842	21-22 CDPLT: Administrators' Role in Supporting SEL Implementation: The What, Why, and How - 1/27 Learning Block A	1/27/2022	1/27/2022	https://www.characterstrong.zoom/join/81859046008?pwd=emVNVhZkNzNmR3cUk0PDM5TzU4ZlR09	Colleen Bradley; Carrie Burdon; Kristi Ohiasson; Megan Corona; Bradley Fletcher; Christina Loria; Elizabeth Rowe; Omar Sotelo	2	No	16	4	3	0	Available upon request
409	16720	21-22 CDPLT: Engaging Secondary Math Learners using Desmos - 1/27	*This session will be a combination of the beginner and intermediate sessions offered in October.* FOR NOVICE DESMOS USERS: Are you interested in making math instruction dynamic and engaging using Desmos? You will have the chance to explore some of the features offered and see how Desmos can be used as more than just a graphing calculator. You will learn how to copy already made activities and use them with your students. FOR INTERMEDIATE/EXPERT DESMOS USERS: Have you used Desmos and are now ready to create your own activities from scratch? After a brief demonstration on the basics of how to create activities, you will have time to build your own activity while working in small groups for support. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35844	21-22 CDPLT: Engaging Secondary Math Learners using Desmos - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/81859046008?pwd=emVNVhZkNzNmR3cUk0PDM5TzU4ZlR09	Colleen Bradley; Carrie Burdon; Kristi Ohiasson; Megan Corona; Bradley Fletcher; Christina Loria; Elizabeth Rowe; Omar Sotelo	2	No	0	13	0	1	Available upon request
409	16721	21-22 CDPLT: Incorporating ACT Practice into your Daily Math Routines for Alg1, Geo, & Alg2 - 1/27	If you are an Algebra 1, Geometry, or Algebra 2 teacher, this section is for you! Let's discuss your current math routines and how to incorporate ACT practice into what you are already doing with students. We'll explore various resources you can use, including how IXL can support your ACT prep this year. There will be time for you to collaborate with colleagues and share strategies. And, of course, we will play with some math problems together. *This is a repeat of the session offered in August.* ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35845	21-22 CDPLT: Incorporating ACT Practice into your Daily Math Routines for Alg1, Geo, & Alg2 - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/81859046008?pwd=emVNVhZkNzNmR3cUk0PDM5TzU4ZlR09	Colleen Bradley; Carrie Burdon; Kristi Ohiasson; Megan Corona; Bradley Fletcher; Christina Loria; Elizabeth Rowe; Omar Sotelo	2	No	0	15	0	0	Available upon request
409	16723	21-22 CDPLT: Hear Ye! Hear Ye! ADE is coming to town. Are YOU Ready? - 1/27	Intended Audience and Grade level: Low Incident English Learner (LIEL) designated K-5 Teachers and K-5 ELD Pull-Out Resource/ Itinerant Teachers in preparation for a visit from the Language Acquisition Department Team and ADE Office of Language Acquisition Team. LAD specialists will review the ADE-SEI classroom tool that is used to monitor SEI-ELD/LIEL classrooms. Together as a TEAM we will go through the key points that monitors are looking for in correlation to Arizona's Language Development Approach with a focus on the four non-negotiable principles: 1. Principle One: Assessment-Based Behaviors and Expectations 2. Principle Two: Integrated Instruction in Disciplinary Language and Content 3. Principle Three: Targeted and Explicit Language Instruction 4. Principle Four: Assessment, Monitoring, and Feedback Together as a TEAM we can achieve more and be successful in the implementation of the AZ LIDA. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35850	21-22 CDPLT: Hear Ye! Hear Ye! ADE is coming to town. Are YOU Ready? - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/81859046008?pwd=emVNVhZkNzNmR3cUk0PDM5TzU4ZlR09	Colleen Bradley; Carrie Burdon; Kristi Ohiasson; Megan Corona; Sonia Dunscombe; Catherine Espinoza; Adeline Federico; Bradley Fletcher; Cruz Herrera; Elizabeth Rowe	2	No	0	18	2	1	Available upon request

409	16723	21-22 CDPLT: Hear Ye! Hear Ye! ADE is coming to town. Are YOU Ready? - 1/27	Intended Audience and Grade level: Low Incident English Learner (LIEL) designated K-5 Teachers and K-5 ELD Pull-Out Resource/Itinerant Teachers in preparation for a visit from the Language Acquisition Department Team and ADE Office of Language Acquisition Team, LAD specialists will review the ADE-SEI classroom tool that is used to monitor SEI-ELD/UEL classrooms. Together as a TEAM we will go through the key points that monitors are looking for in correlation to Arizona's Language Development Approach with a focus on the four non-negotiable principles: 1. Principle One: Asset-Based Behaviors and Expectations 2. Principle Two: Integrated Instruction in Disciplinary Language and Content 3. Principle Three: Targeted and Explicit Language Instruction 4. Principle Four: Assessment, Monitoring, and Feedback Together as a TEAM we can achieve more and be successful in the implementation of the AZ LDA. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35848	21-22 CDPLT: Hear Ye! Hear Ye! ADE is coming to town. Are YOU Ready? - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/82773668516	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Sonia Dunscombe; Catherine Espinoza; Adeline Federico; Bradley Fletcher; Cruz Herrera; Elizabeth Rowe	2	No	0	20	0	0	Available upon request
409	16723	21-22 CDPLT: Hear Ye! Hear Ye! ADE is coming to town. Are YOU Ready? - 1/27	Intended Audience and Grade level: Low Incident English Learner (LIEL) designated K-5 Teachers and K-5 ELD Pull-Out Resource/Itinerant Teachers in preparation for a visit from the Language Acquisition Department Team and ADE Office of Language Acquisition Team, LAD specialists will review the ADE-SEI classroom tool that is used to monitor SEI-ELD/UEL classrooms. Together as a TEAM we will go through the key points that monitors are looking for in correlation to Arizona's Language Development Approach with a focus on the four non-negotiable principles: 1. Principle One: Asset-Based Behaviors and Expectations 2. Principle Two: Integrated Instruction in Disciplinary Language and Content 3. Principle Three: Targeted and Explicit Language Instruction 4. Principle Four: Assessment, Monitoring, and Feedback Together as a TEAM we can achieve more and be successful in the implementation of the AZ LDA. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35849	21-22 CDPLT: Hear Ye! Hear Ye! ADE is coming to town. Are YOU Ready? - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/82773668516	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Sonia Dunscombe; Catherine Espinoza; Adeline Federico; Bradley Fletcher; Cruz Herrera; Elizabeth Rowe	2	No	1	18	0	0	Available upon request
409	16724	21-22 CDPLT: Adapting Physical Activity Instruction for the Elementary, Middle and High School students - 1/27	APE teachers and Exceptional Education teachers will learn about accommodations for students with disabilities in inclusion PhysEd courses. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35851	21-22 CDPLT: Adapting Physical Activity Instruction for the Elementary, Middle and High School students - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/88670641886?pwd=eFNKOVBkZ3RlenZlYVc0tjZlU09	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Sarah Emory; Bradley Fletcher; Theresa Huelskamp; Virginia McCormick; Julie Omar; Makram; Elizabeth Rowe; Johelen Strawn	2	No	0	19	6	0	Available upon request
409	16724	21-22 CDPLT: Adapting Physical Activity Instruction for the Elementary, Middle and High School students - 1/27	APE teachers and Exceptional Education teachers will learn about accommodations for students with disabilities in inclusion PhysEd courses. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35852	21-22 CDPLT: Adapting Physical Activity Instruction for the Elementary, Middle and High School students - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/88670641886?pwd=eFNKOVBkZ3RlenZlYVc0tjZlU09	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Sarah Emory; Bradley Fletcher; Theresa Huelskamp; Virginia McCormick; Julie Omar; Makram; Elizabeth Rowe; Johelen Strawn	2	No	0	23	2	0	Available upon request
409	16725	21-22 CDPLT: Plan Organize Work Evaluate Reward Finish! Therapy programs to POWER! Executive Function Skills - 1/27	Occupational Therapists ONLY will cover the executive functions within a developmental acquisition framework. The course will include how to use POWER! and POW! strategies. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35853	21-22 CDPLT: Plan Organize Work Evaluate Reward Finish! Therapy programs to POWER! - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/88665024673?pwd=V0ptZ2Rla2pqa3ZlYVc0tjZlU09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Dawn Fode; Theresa Huelskamp; Elizabeth Rowe; Johelen Strawn	2	No	0	0	7	0	Available upon request
409	16726	21-22 CDPLT: Prevalence of Sensory Processing in the General Population: It's all about us! - 1/27	Occupational Therapists ONLY learning about sensory patterns for general populations and people with various conditions. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35859	21-22 CDPLT: Prevalence of Sensory Processing in the General Population: It's all about us! - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/89729953342?pwd=SUZYVmdmNkZlU09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Dawn Fode; Theresa Huelskamp; Elizabeth Rowe; Johelen Strawn	2	No	0	0	8	0	Available upon request

409	16727	21-22 CDPLT: PBS LearningMedia in the Classroom (Pre-K to 5) - 1/27	This session is intended for grades Pre-K to 5. Join this interactive session featuring PBS LearningMedia, with over 33,000 FREE resources (including videos, lesson plans, discussion guides, interactive lessons, and more!) spanning all content areas. Participants will be given time to explore the site, with the goal of creating a portfolio of resources that can be used in the classroom. Other PBS educational resources will also be explored, as well as ideas for integrating technology into the classroom to motivate and empower students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35855	21-22 CDPLT: PBS LearningMedia in the Classroom (Pre-K to 5) - 1/27 Learning Block C	1/27/2022	1/27/2022	https://arizona.zoom.us/j/85959569730	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	29	4	1	Available upon request
409	16728	21-22 CDPLT: CommonLit: Secondary Unit Planning for Interdisciplinary Literacy - 1/27	In this session, attendees will learn how to utilize CommonLit's award-winning digital interdisciplinary literacy program, which offers over 2,200 literacy lessons and high-quality units. After sharing best practices for navigating CommonLit's digital library, sharing lessons with students, and tracking student progress, CommonLit's Instructional Specialists will share specially curated curricular materials with Tucson USD teachers that are designed to support upcoming instruction in Quarter 3. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35856	21-22 CDPLT: CommonLit: Secondary Unit Planning for Interdisciplinary Literacy - 1/27 Learning Block A	1/27/2022	1/27/2022	https://zoom.us/j/4993729466	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Leslie Frandblau-Wirth; Elizabeth Rowe	2	No	0	8	1	1	Available upon request
409	16729	21-22 CDPLT: Important Penmanship-Printing - 1/27	Occupational Therapists ONLY will learn how to identify the prerequisite skills for handwriting, and programs to support handwriting accommodations and modifications. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35864	21-22 CDPLT: Important Penmanship-Printing - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/89084082635?pwd=dHhZcnhRYWw1aWZMc2RzcnRkajkxQj09	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Dawn Fode; Theresa Huelskamp; Elizabeth Rowe; Johelen Strawn	2	No	0	0	8	0	Available upon request
409	16730	21-22 CDPLT: PBS LearningMedia in the Classroom (Grades 6-12) - 1/27	This session is intended for grades 6-12. Join this interactive session featuring PBS LearningMedia, with over 33,000 FREE resources (including videos, lesson plans, discussion guides, interactive lessons, and more!) spanning all content areas. Participants will be given time to explore the site, with the goal of creating a portfolio of resources that can be used in the classroom. Other PBS educational resources will also be explored, as well as ideas for integrating technology into the classroom to motivate and empower students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35857	21-22 CDPLT: PBS LearningMedia in the Classroom (Grades 6-12) - 1/27 Learning Block A	1/27/2022	1/27/2022	https://arizona.zoom.us/j/89170938427	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	1	25	4	1	Available upon request
409	16731	21-22 CDPLT: CommonLit Deep Dive: Explore High-Quality ELA Units for [Grades 6-10]	In this session, teachers will gain a deep understanding of CommonLit's new 360 units for grades 6-10. These disciplinary literacy units are designed to drive student learning and save teachers hours of instructional planning time. Units come complete with reading, writing, vocabulary, discussion and grammar lessons. 360 Units dive deeply into engaging ideas like the benefits and risks of social media, the perils of following the crowd, and how failure can lead to success. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35858	21-22 CDPLT: CommonLit Deep Dive: Explore High-Quality ELA Units for [Grades 6-10] Learning Block B	1/27/2022	1/27/2022	https://zoom.us/j/4993729466	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Leslie Frandblau-Wirth; Elizabeth Rowe	2	No	0	13	0	0	Available upon request
409	16732	21-22 CDPLT: Media Literacy: Evaluating Resources with a Critical Lens - 1/27	In this session based on 21st Century Learning frameworks, we will explore ways to bring media literacy into your classroom using PBS LearningMedia resources, how to engage your students in collaborative discussions, and analyze media messaging in an interactive and collaborative environment. Participants will come away with a digital toolkit of age-appropriate resources and lessons to bring to their classrooms. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35860	21-22 CDPLT: Media Literacy: Evaluating Resources with a Critical Lens - 1/27 Learning Block B	1/27/2022	1/27/2022	https://arizona.zoom.us/j/89084706695	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	1	17	1	3	Available upon request
409	16733	21-22 CDPLT: Pivot - Bio - 1/27	Learn with me. We will complete a Pivot Interactives activity together - Biology - Genetics activity with flies. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35861	21-22 CDPLT: Pivot - Bio - 1/27 Learning Block A	1/27/2022	1/27/2022	pivotinteractives.zoom.us/j/89663268998	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Omar Sotelo	2	No	0	4	0	0	Available upon request

			Learn with me. We will complete a Pivot Interactives activity together - Chemistry - stoichiometry activity ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							Carrie Burdon; Kristi Chiasion; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Omar Sotelo							
409	16734	21-22 CDPLT: Pivot - Chemistry - 1/27		35862	21-22 CDPLT: Pivot - Chemistry - 1/27 Learning Block B	1/27/2022	1/27/2022	pivotinteractives.zoom.us/j/81994525964		Carrie Burdon; Kristi Chiasion; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Omar Sotelo	2	No	0	4	0	0	Available upon request
			Learn with me. We will complete a Pivot Interactives activity together - Physics - momentum activity ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							Carrie Burdon; Kristi Chiasion; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Omar Sotelo							
409	16735	21-22 CDPLT: Pivot - Physics - 1/27		35863	21-22 CDPLT: Pivot - Physics - 1/27 Learning Block C	1/27/2022	1/27/2022	pivotinteractives.zoom.us/j/88911623889		Carrie Burdon; Kristi Chiasion; Megan Corona; Daniel Diffie; Bradley Fletcher; Theresa Huelskamp; Elizabeth Martin; Parrish; Yedid Mutini; Elizabeth Rowe	2	No	0	1	0	0	Available upon request
			This course will focus on specific training on the Present Levels of Academic Achievement and Functional Performance and how to develop goals that align directly to the PLAAFP. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							Carrie Burdon; Kristi Chiasion; Megan Corona; Daniel Diffie; Bradley Fletcher; Theresa Huelskamp; Elizabeth Martin; Parrish; Yedid Mutini; Elizabeth Rowe							
409	16736	21-22 CDPLT: PLAAFP/Goals - 1/27		35865	21-22 CDPLT: PLAAFP/Goals - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/89680129503		Carrie Burdon; Kristi Chiasion; Megan Corona; Daniel Diffie; Bradley Fletcher; Theresa Huelskamp; Elizabeth Martin; Parrish; Yedid Mutini; Elizabeth Rowe	2	No	0	53	9	1	Available upon request
			Grades K-5. This session delves into how to use data to plan for and drive instruction and student achievement. Educators will build upon their knowledge of Imagine Language & Literacy reports and get hands-on to analyze student data in the Portfolio, Progress by Lesson, and the Action Areas Tool and map out action plans to inform instruction. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							Colleen Bradley; Carrie Burdon; Kristi Chiasion; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe							
409	16737	21-22 CDPLT: Imagine Language and Literacy: Using Data to Inform Instruction - 1/27		35866	21-22 CDPLT: Imagine Language and Literacy: Using Data to Inform Instruction - 1/27 Learning Block A	1/27/2022	1/27/2022	https://imaginelearning.zoom.us/j/99748541683?pwd=SHQ3bDm1M2NjZmhlMjFpbjRlUzI09		Carrie Burdon; Kristi Chiasion; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Virginia McCormick; Elizabeth Rowe; Johelen Strawn	2	No	0	4	0	0	Available upon request
			Adaptive Phyd Teachers ONLY will learn strategies to support physical activity during recess. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							Carrie Burdon; Kristi Chiasion; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Virginia McCormick; Elizabeth Rowe; Johelen Strawn							
409	16738	21-22 CDPLT: Recess Re-Energized - 1/27		35871	21-22 CDPLT: Recess Re-Energized - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/84640394081?pwd=Q255S5rikwSjRnTEpkVFk4a3BkeG11dD09		Colleen Bradley; Carrie Burdon; Kristi Chiasion; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Jessica Nolan; Elizabeth Rowe	2	No	0	1	0	0	Available upon request
			Course is intended for Exceptional Education employees looking to understand what the Arizona Department of Education requires for electronic IEP submissions. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							Colleen Bradley; Carrie Burdon; Kristi Chiasion; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Jessica Nolan; Elizabeth Rowe							
409	16741	21-22 CDPLT: IEP Work Session and ADE Guide Step Review - 1/27		35868	21-22 CDPLT: IEP Work Session and ADE Guide Step Review - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tusd1.zoom.us/meeting/register/tZlufuCpagoHdyTmlFPY5SivvWZ8bNV0KE		Colleen Bradley; Carrie Burdon; Kristi Chiasion; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Jessica Nolan; Elizabeth Rowe	2	No	0	7	0	0	Available upon request
			Course is intended for Exceptional Education employees looking to understand what the Arizona Department of Education requires for electronic IEP submissions. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							Colleen Bradley; Carrie Burdon; Kristi Chiasion; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Jessica Nolan; Elizabeth Rowe							
409	16741	21-22 CDPLT: IEP Work Session and ADE Guide Step Review - 1/27		35869	21-22 CDPLT: IEP Work Session and ADE Guide Step Review - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/meeting/register/tZlufuCpagoHdyTmlFPY5SivvWZ8bNV0KE		Colleen Bradley; Carrie Burdon; Kristi Chiasion; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Elizabeth Rowe	2	No	0	12	1	0	Available upon request
			Basic introduction to Universal Design for Learning: a presentations given to all principals in October, is now available to all employees. In addition, the course will offer some differentiation ideas for classroom teachers. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							Colleen Bradley; Carrie Burdon; Kristi Chiasion; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Elizabeth Rowe							
409	16742	21-22 CDPLT: Basic introduction to UDL and Differentiation Supports - 1/27		35870	21-22 CDPLT: Basic introduction to UDL and Differentiation Supports - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/86184956170		Colleen Bradley; Carrie Burdon; Kristi Chiasion; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Elizabeth Rowe	2	No	0	20	5	0	Available upon request
			Basic introduction to Universal Design for Learning: a presentations given to all principals in October, is now available to all employees. In addition, the course will offer some differentiation ideas for classroom teachers. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services							Colleen Bradley; Carrie Burdon; Kristi Chiasion; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Elizabeth Rowe							
409	16742	21-22 CDPLT: Basic introduction to UDL and Differentiation Supports - 1/27		35872	21-22 CDPLT: Basic introduction to UDL and Differentiation Supports - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/86184956170		Colleen Bradley; Carrie Burdon; Kristi Chiasion; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Elizabeth Rowe	2	No	0	20	9	1	Available upon request

409	16743	21-22 CDPLT: Building EL Kindergarten Students' Writing Proficiency Using K-5 NGL Cengage REACH - 1/27	In this session participants will learn how to build students' proficiency in using language for writing at all levels, in both whole group and small group settings. Purposeful attention will be placed on the implementation of the daily text-based writing activities, routines, and writing projects. This will include the program's scaffolded approach that helps students learn what to write, how to write, and why we write. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35874	21-22 CDPLT: Building EL Kindergarten Students' Writing Proficiency Using K-5 NGL Cengage REACH - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/84754131204	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Sonia Ounscombe; Li-Lin English; Catherine Espinoza; Adelina Federico; Bradley Fletcher; Cruz Herrera; Maria Pargas; Lizeith Quijada; Elizabeth Rowe	2	No	0	11	3	0	Available upon request
409	16744	21-22 CDPLT: Grade Imagine Language and Literacy: Getting Started with Success for Teachers - 1/27	Grades K-5 Are you ready to kick-off the Imagine Language and Literacy program in your classroom? Join us to learn more about the key features of the program, become comfortable navigating the teacher portal, and spend some time live in the program exploring where to find information and additional resources. Join us to find out more about Imagine Language and Literacy from the student and teacher experience. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35878	21-22 CDPLT: Grade Imagine Language and Literacy: Getting Started with Success for Teachers - 1/27 Learning Block C	1/27/2022	1/27/2022	https://imaginelearning.com.us/j/94206275783?pwd=SUJqWnR6cDcwZWZ3bUJndVQ0HFNUT09	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	17	1	1	Available upon request
409	16745	21-22 CDPLT: Imagine Math PK2 & Math 3+: Getting Started with Success for Teachers - 1/27	Grades K-8 Are you ready to kick-off the Imagine Math PreK-2 and/or Imagine Math 3+ program in your classroom? Join us to learn more about the key features of the program, become comfortable navigating the teacher portal, and spend some time live in the program exploring where to find the information and additional resources. Participants will learn how to manage student settings and dive into the powerful adaptive content, the benchmark assessment system using the Quantile4 framework, quality math instruction, STEM extensions, actionable reports, and even live teachers for grades 3+. Action plans will be laid out with key data points and reports for teachers to monitor to ensure students are engaged and motivated to learn. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35882	21-22 CDPLT: Imagine Math PK2 & Math 3+: Getting Started with Success for Teachers - 1/27 Learning Block B	1/27/2022	1/27/2022	https://imaginelearning.com.us/j/95104927080?pwd=Y1ByQVFM3pPWJlZlVlZW5lSW5lWTVlUT09	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Sonia Ounscombe; Li-Lin English; Catherine Espinoza; Adelina Federico; Bradley Fletcher; Cruz Herrera; Maria Pargas; Lizeith Quijada; Elizabeth Rowe	2	No	0	3	0	1	Available upon request
409	16747	21-22 CDPLT: Building Grades 1-2 EL Students' Writing Proficiency Using NGL Cengage REACH - 1/27	In this session participants will learn how to build students' proficiency in using language for writing at all levels, in both whole group and small group settings. Purposeful attention will be placed on the implementation of the daily text-based writing activities, routines, and writing projects. This will include the program's scaffolded approach that helps students learn what to write, how to write, and why we write. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35876	21-22 CDPLT: Building Grades 1-2 EL Students' Writing Proficiency Using NGL Cengage REACH - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/84754131204	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Sonia Ounscombe; Li-Lin English; Catherine Espinoza; Adelina Federico; Bradley Fletcher; Cruz Herrera; Maria Pargas; Lizeith Quijada; Elizabeth Rowe	2	No	0	20	1	0	Available upon request
409	16748	21-22 CDPLT: TREC Educator Emotional Resiliency, Leveraging Resources, and Building Community - 1/27	The goal of this session is to learn about TREC, strengthen you emotional resiliency, and build community. This session will start with a brief overview of the Tucson Regional Educator Collaborative (TREC), followed by two activities to build Educator Emotional Resiliency, and a tour of the TREC website along with time to explore the resources. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35877	21-22 CDPLT: TREC Educator Emotional Resiliency, Leveraging Resources, and Building Community - 1/27 Learning Block C	1/27/2022	1/27/2022	https://arizona.com.us/j/89640103767	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	17	7	0	Available upon request
409	16749	21-22 CDPLT: Building Grades 3-5 EL Students' Writing Proficiency Using NGL Cengage REACH - 1/27	In this session participants will learn how to build students' proficiency in using language for writing at all levels, in both whole group and small group settings. Purposeful attention will be placed on the implementation of the daily text-based writing activities, routines, and writing projects. This will include the program's scaffolded approach that helps students learn what to write, how to write, and why we write. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35880	21-22 CDPLT: Building Grades 3-5 EL Students' Writing Proficiency Using NGL Cengage REACH - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/84754131204	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Sonia Ounscombe; Li-Lin English; Catherine Espinoza; Adelina Federico; Bradley Fletcher; Cruz Herrera; Maria Pargas; Lizeith Quijada; Elizabeth Rowe	2	No	0	23	2	0	Available upon request

409	16750	21-22 CDPLT: Imagine Math PK2 & Math 3+Using Data to Inform Instruction for Teachers - 1/27	Grades K-8.This session delves into how to use data to plan for and drive instruction and student achievement. Educators will build upon their knowledge of Imagine Math reports and get hands-on instruction on analyzing student data and guiding whole- and small-group instruction. For grades 3+, participants will examine reports to monitor student progress through pathways and create custom pathways. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35886	21-22 CDPLT: Imagine Math PK2 & Math 3+Using Data to Inform Instruction for Teachers - 1/27 Learning Block C	1/27/2022	1/27/2022	https://imaginelearning.com.us/j/980315164267pwbvCtoemND5TfocW44dGfWBd1b2ROd09	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Henry Mangen; Dawn Merrick; Elizabeth Rowe	2	No	0	7	0	0	Available upon request
409	16751	21-22 CDPLT: Put Your Students Into the Driver's Seat with Meaningful Math Tasks - 1/27	Today's mathematics educators are charged with putting students in the driver's seat as the thinkers in the classroom. In this workshop, we will explore what research says about how to create a classroom environment that prioritizes student-centered thinking and learning. Participants will experience first-hand how to choose, evaluate, and implement tasks that guarantee deep thinking for learners. Mathematical tasks that have multiple entry points and solution pathways will be a focus of this workshop. This workshop is for all grade levels. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35881	21-22 CDPLT: Put Your Students Into the Driver's Seat with Meaningful Math Tasks - 1/27 Learning Block B	1/27/2022	1/27/2022	https://usd2web.zoom.us/j/84655491667	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	7	0	0	Available upon request
409	16752	21-22 CDPLT: Pre-Gait and Gait Interventions to Improve Function in Children with Cerebral Palsy - 1/27	Physical Trainers ONLY to develop strategies to help students with Cerebral Palsy. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35883	21-22 CDPLT: Pre-Gait and Gait Interventions to Improve Function in Children with Cerebral Palsy - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/82591906795?pwd=03Y3eDh0UG9yQXNkZW55bWVScnBhUj09	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Elizabeth Rowe; Johelen Strawn	2	No	0	1	3	0	Available upon request
409	16753	21-22 CDPLT: Growing up Gummy: How to Identify and Treat Pediatric Hypermobility - 1/27	Physical Therapists ONLY. Hypermobility for pediatric population. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35884	21-22 CDPLT: Growing up Gummy: How to Identify and Treat Pediatric Hypermobility - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/81746897783?pwd=NnpnMzGyTG5VUEJkZjE0QTZlTDZhdG09	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Elizabeth Rowe; Johelen Strawn	2	No	0	1	2	0	Available upon request
409	16754	21-22 CDPLT: Gross Motor Delay: Challenging the Norms - 1/27	Physical Therapists ONLY covering the causes of motor delay and treatment. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35885	21-22 CDPLT: Gross Motor Delay: Challenging the Norms - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/8127278205322?pwd=ZVl39tpC3T21WFRhZjE0QTZlTDZhdG09	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Elizabeth Rowe; Johelen Strawn	2	No	0	1	3	0	Available upon request
409	16755	21-22 CDPLT: Social Studies PLC (Professional Learning Community) for Grades 6-8 - 1/27	This session will provide participants, 6-8 Social Studies teachers, the opportunity to learn from each other and establish connections with teachers across Tucson Unified to share resources, ideas, successes, and potential interschool projects. This will be facilitated by Peter M Blankfield K-12 Social Studies Professional Development Academic Trainer. This workshop will have structured breakout sessions but the content of this session will be driven by the participants needs for supporting student growth and academic success. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35887	21-22 CDPLT: Social Studies PLC (Professional Learning Community) for Grades 6-8 - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/81294828895?pwd=MlZUN043NUh2bD01QTZlU0V0ZW55bWVScnBhUj09	Peter Blankfield; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	6	1	0	Available upon request
409	16756	21-22 CDPLT: Accommodations, Supplemental Aides, Modifications, Special Consideration & Supports - 1/27	Exceptional Education only. Identifying the appropriate accommodations for students with descriptions of where, when, and who will be providing the accommodations. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35891	21-22 CDPLT: Accommodations, Supplemental Aides, Modifications, Special Consideration & Supports - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/88640518732	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Cara Gabor; Theresa Huelskamp; Casandra Martinez; Elizabeth Rowe; Crystal Schilling; Jeffery Threlkeld	2	No	1	126	30	6	Available upon request
409	16757	21-22 CDPLT: Imagine Reading: Getting Started with Success for Teachers - 1/27	Grades 6-8. Are you ready to kick-off the Imagine Reading program in your classroom? Join us to learn more about the key features of the program, become comfortable navigating the teacher portal, and spend some time live in the program exploring where to find information and additional resources. Participants will dive into the content and map out units/text sets to align to instructional goals. They will observe and unpack a Power Sentence Lesson, designed to develop strong readers and critical thinkers. Action plans will be laid out with key data points and reports for teachers to monitor to ensure students are engaged and motivated to learn. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35923	21-22 CDPLT: Imagine Reading: Getting Started with Success for Teachers - 1/27 Learning Block A	1/27/2022	1/27/2022	https://imaginelearning.com.us/j/99813499578?pwd=d0Nab1MwV1RoblpPNkE5aHxv3RlUj09	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Henry Mangen; Dawn Merrick; Elizabeth Rowe	2	No	0	2	0	0	Available upon request

409	16759	21-22 CDPLT: SDI/LRE/Justification Statements - 1/27	Exceptional Education understanding SDI and creating LRE justification statements. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35896	21-22 CDPLT: SDI/LRE/Justification Statements - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/82639041731?pwd=bHET3NOEKS5laZGZmQW5ORlJhQj09	Carrie Burdon; Kristi Chiasson; Megan Corona; Cori Dennis; Keira Eglinos; Bradley Fletcher; Theresa Huelskamp; Elizabeth Rowe; Rebekah Tucker	2	No	0	15	1	0	Available upon request
409	16761	21-22 CDPLT: Resources to Scaffold Intervention and Special Education [3-5] - 1/27	THIS SESSION IS INTENDED FOR 3-5 TEACHERS ONLY Objectives for the Grades 3-5 session: 4CUnderstand the scaffolded instruction available so that all students can be successful during the core reading block 4EExamine intervention resources included with the program. 4FExplore core program supports designed to meet the needs of various learners. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35908	21-22 CDPLT: Resources to Scaffold Intervention and Special Education [3-5] - 1/27 Learning Block A	1/27/2022	1/27/2022	https://zoom.us/join/zoom.us/99186605052?pwd=UJ08L01tU55yamdl6t4GROldksNGh0UT09	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Henry Mangen; Dawn Merrick; Elizabeth Rowe	2	No	0	1	0	0	Available upon request
409	16764	21-22 CDPLT: Imagine España: Getting Started with Success for Teachers - 1/27	Grades K-5.This session builds a solid understanding of both the teacher and student experience and key steps to take in the first few months to get started with success with Imagine España. Participants will learn how to manage student settings and dive into the powerful personalized learning and adaptive instruction for students. Action plans will be laid out with key data points and reports for teachers to monitor to ensure students are engaged and motivated to learn. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35926	21-22 CDPLT: Imagine España: Getting Started with Success for Teachers - 1/27 Learning Block A	1/27/2022	1/27/2022	https://imaginelearning.zoom.us/j/99186605052?pwd=UJ08L01tU55yamdl6t4GROldksNGh0UT09	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Henry Mangen; Dawn Merrick; Elizabeth Rowe	2	No	0	1	0	0	Available upon request
409	16766	21-22 CDPLT: Imagine Lectora: Getting Started with Success for Teachers - 1/27	Grades 6-8.This session builds a solid understanding of both the teacher and student experience and key steps to take in the first few weeks to get started with Imagine Lectora. Participants will dive into the content and map out units/text sets to align to instructional goals. They will observe and unpack a Power Sentence Lesson, designed to develop strong readers and critical thinkers. Action plans will be laid out with key data points and reports for teachers to monitor to ensure students are engaged and motivated to learn. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35946	21-22 CDPLT: Imagine Lectora: Getting Started with Success for Teachers - 1/27 Learning Block C	1/27/2022	1/27/2022	https://imaginelearning.zoom.us/j/92594042659?pwd=UJ08L01tU55yamdl6t4GROldksNGh0UT09	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Henry Mangen; Dawn Merrick; Elizabeth Rowe	2	No	0	4	0	0	Available upon request
409	16767	21-22 CDPLT: Family Life/ Alternative Family Life Training - 1/27	This training is for all teachers and staff who will be facilitating Family Life and Alternative Family Life Curriculum to students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35943	21-22 CDPLT: Family Life/ Alternative Family Life Training - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/83686390149	Jaime Bernier; Bradley Fletcher; Kimberly King	2	No	0	9	0	0	Available upon request
409	16767	21-22 CDPLT: Family Life/ Alternative Family Life Training - 1/27	This training is for all teachers and staff who will be facilitating Family Life and Alternative Family Life Curriculum to students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35933	21-22 CDPLT: Family Life/ Alternative Family Life Training - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/85312656606	Jaime Bernier; Bradley Fletcher	2	No	0	12	1	0	Available upon request
409	16767	21-22 CDPLT: Family Life/ Alternative Family Life Training - 1/27	This training is for all teachers and staff who will be facilitating Family Life and Alternative Family Life Curriculum to students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35935	21-22 CDPLT: Family Life/ Alternative Family Life Training - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/85312656606	Jaime Bernier; Michael Blunt; Bradley Fletcher	2	No	0	17	0	0	Available upon request
409	16767	21-22 CDPLT: Family Life/ Alternative Family Life Training - 1/27	This training is for all teachers and staff who will be facilitating Family Life and Alternative Family Life Curriculum to students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35944	21-22 CDPLT: Family Life/ Alternative Family Life Training - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/82731854613	Jaime Bernier; Bradley Fletcher; Omar Sotelo	2	No	0	13	0	0	Available upon request
409	16767	21-22 CDPLT: Family Life/ Alternative Family Life Training - 1/27	This training is for all teachers and staff who will be facilitating Family Life and Alternative Family Life Curriculum to students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35941	21-22 CDPLT: Family Life/ Alternative Family Life Training - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/88925556569		2	No	0	7	0	0	Available upon request

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			This training is for all teachers and staff who will be facilitating Family Life and Alternative Family Life Curriculum to students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35945	21-22 CDPLT: Family Life/ Alternative Family Life Training - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/88500231613	Jaime Bernier; Colleen Bradley; Bradley Fletcher	2	No	2	39	1	0	Available upon request
409	16767	21-22 CDPLT: Family Life/ Alternative Family Life Training - 1/27	This training is for all teachers and staff who will be facilitating Family Life and Alternative Family Life Curriculum to students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	36031	21-22 CDPLT: Family Life/ Alternative Family Life Training - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/81256115287	Jaime Bernier; Bradley Fletcher; Dana Islas	2	No	2	47	0	0	Available upon request
409	16770	21-22 CDPLT: Social Emotional Strategies for Empowerment - 1/27	How can teachers provide social and emotional support to students? How do we ensure that we are modeling a healthy example of what an adult should be? Join us as we explore how to incorporate social and emotional practices in your classroom (and your personal life) by discussing questions like: How can we share and discuss ideas effectively in the classroom? How can we build caring and trusting relationships through discussion? How can we build a healthy classroom environment based on trust, respect and empathy? Please bring experience and questions to a discussion on these topics. Leave with tools to practice social emotional learning in your own life and classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35949	21-22 CDPLT: Social Emotional Strategies for Empowerment - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/85268737022	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	5	8	0	Available upon request
409	16770	21-22 CDPLT: Social Emotional Strategies for Empowerment - 1/27	How can teachers provide social and emotional support to students? How do we ensure that we are modeling a healthy example of what an adult should be? Join us as we explore how to incorporate social and emotional practices in your classroom (and your personal life) by discussing questions like: How can we share and discuss ideas effectively in the classroom? How can we build caring and trusting relationships through discussion? How can we build a healthy classroom environment based on trust, respect and empathy? Please bring experience and questions to a discussion on these topics. Leave with tools to practice social emotional learning in your own life and classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35950	21-22 CDPLT: Social Emotional Strategies for Empowerment - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/85268737022	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	8	5	0	Available upon request
409	16770	21-22 CDPLT: Social Emotional Strategies for Empowerment - 1/27	How can teachers provide social and emotional support to students? How do we ensure that we are modeling a healthy example of what an adult should be? Join us as we explore how to incorporate social and emotional practices in your classroom (and your personal life) by discussing questions like: How can we share and discuss ideas effectively in the classroom? How can we build caring and trusting relationships through discussion? How can we build a healthy classroom environment based on trust, respect and empathy? Please bring experience and questions to a discussion on these topics. Leave with tools to practice social emotional learning in your own life and classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35951	21-22 CDPLT: Social Emotional Strategies for Empowerment - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/85268737022	Carrie Burdon; Kristi Chiasson; Rachel Carpenter; Kristi Collingwood; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	12	3	0	Available upon request
409	16771	21-22 CDPLT: Using Data Science To Help Students Make Sense of the World - 1/27	The need for every student who graduates from High School to understand, interpret, and critically analyze real-life mathematical relationships and applications is urgent. Data and statistics can be used as weapons against the data-literate. In this workshop, we will discuss and illustrate how we can engage students as the creators and collectors of information and empower them to make meaningful connections? Data will help solve the BIG problems of tomorrow. Prepare your students today. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35952	21-22 CDPLT: Using Data Science To Help Students Make Sense of the World - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/81876409321?pwd=NlZMcEplQTVldkRHR2lnbmliZjM2QD09	Carrie Burdon; Kristi Chiasson; Charles Collingwood; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	4	0	0	Available upon request

			The need for every student who graduates from High School to understand, interpret, and critically analyze real-life mathematical relationships and applications is urgent. Data and statistics can be used as weapons against the data-literate. In this workshop, we will discuss and illustrate how we can engage students as the creators and collectors of information and empower them to make meaningful connections? Data will help solve the BIG problems of tomorrow. Prepare your students today. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Carrie Burdon; Rachel Carpenter; Kristi Ohlsson; Charles Collingwood; Megan Corona; Bradley Fletcher; Elizabeth Rowe							
409	16771	21-22 CDPLT: Using Data Science To Help Students Make Sense of the World - 1/27	Investigate how to use Photovoice as a mechanism to elicit student voice. Explore how it can be used to create a discourse with students on identities within a dominant culture. How does learning from or within a culture not of their own support student identities? How would a student's awareness of their own identity support them in envisioning themselves as being in a certain career, such as science? We will uncover one science teacher's attempt to bolster student awareness of their identities as learners. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35953	21-22 CDPLT: Using Data Science To Help Students Make Sense of the World - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/81876409321?pwd=NlZlMEpQTUVkdRHRZlNlcmZldmZlQ09	2	No	0	14	0	0	Available upon request	
409	16772	21-22 CDPLT: Social Justice and Awareness - 1/27	Investigate how to use Photovoice as a mechanism to elicit student voice. Explore how it can be used to create a discourse with students on identities within a dominant culture. How does learning from or within a culture not of their own support student identities? How would a student's awareness of their own identity support them in envisioning themselves as being in a certain career, such as science? We will uncover one science teacher's attempt to bolster student awareness of their identities as learners. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35955	21-22 CDPLT: Social Justice and Awareness - 1/27 Learning Block A	1/27/2022	1/27/2022	https://zoom.us/j/95348422957?pwd=VWREekRMUG1BaG53OSQOUeJ3NE43UT09	2	No	0	4	7	0	Available upon request	
409	16772	21-22 CDPLT: Social Justice and Awareness - 1/27	Investigate how to use Photovoice as a mechanism to elicit student voice. Explore how it can be used to create a discourse with students on identities within a dominant culture. How does learning from or within a culture not of their own support student identities? How would a student's awareness of their own identity support them in envisioning themselves as being in a certain career, such as science? We will uncover one science teacher's attempt to bolster student awareness of their identities as learners. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35957	21-22 CDPLT: Social Justice and Awareness - 1/27 Learning Block C	1/27/2022	1/27/2022	https://zoom.us/j/95348422957?pwd=VWREekRMUG1BaG53OSQOUeJ3NE43UT09	2	No	0	4	4	0	Available upon request	
409	16772	21-22 CDPLT: Social Justice and Awareness - 1/27	Investigate how to use Photovoice as a mechanism to elicit student voice. Explore how it can be used to create a discourse with students on identities within a dominant culture. How does learning from or within a culture not of their own support student identities? How would a student's awareness of their own identity support them in envisioning themselves as being in a certain career, such as science? We will uncover one science teacher's attempt to bolster student awareness of their identities as learners. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35956	21-22 CDPLT: Social Justice and Awareness - 1/27 Learning Block B	1/27/2022	1/27/2022	https://zoom.us/j/95348422957?pwd=VWREekRMUG1BaG53OSQOUeJ3NE43UT09	2	No	0	6	9	0	Available upon request	
409	16773	21-22 CDPLT: Thinking Outside: Exploring Resources from Project Wild - 1/27	In this session we will unpack sample lessons created by Project Wild and brainstorm how to adapt them to our classroom. Whether you are experienced with outdoor education or a novice, please join us as we collaborate to explore several outdoor learning lessons together. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35958	21-22 CDPLT: Thinking Outside: Exploring Resources from Project Wild - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/7742225852	2	No	0	12	0	0	Available upon request	
409	16774	21-22 CDPLT: Using Depth of Knowledge to Increase Rigor for All Students - 1/27	Through collaborative activities and discussions designed for teachers of any grade level, participants will learn how Depth of Knowledge (DoK) is a key tool for analyzing the cognitive complexity and alignment of not only standards and assessment items, but also the measurement of the alignment of objectives, questions and instructional activities to the standards. Using DoK to plan instruction, teachers can provide more effective student learning opportunities in their classrooms. Throughout this course, teachers will have opportunities to interact and practice identifying DoK levels and revising content examples using the different levels of DoK with the goal of being able to provide cognitively complex instruction to all students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35961	21-22 CDPLT: Using Depth of Knowledge to Increase Rigor for All Students - 1/27 Learning Block C	1/27/2022	1/27/2022	https://wested.zoom.us/j/91248118335	2	No	0	10	3	0	Available upon request	

			Through collaborative activities and discussions designed for teachers of any grade level, participants will learn how Depth of Knowledge (DoK) is a key tool for analyzing the cognitive complexity and alignment of not only standards and assessment items, but also the measurement of the alignment of objectives, questions and instructional activities to the standards. Using DoK to plan instruction, teachers can provide more effective student learning opportunities in their classrooms. Throughout this course, teachers will have opportunities to interact and practice identifying DoK levels and revising content examples using the different levels of DoK with the goal of being able to provide cognitively complex instruction to all students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Shayla Samuels							
409	16774	21-22 CDPLT: Using Depth of Knowledge to Increase Rigor for All Students - 1/27		35959	21-22 CDPLT: Using Depth of Knowledge to Increase Rigor for All Students - 1/27 Learning Block A	1/27/2022	1/27/2022	https://wested.zoom.us/j/91248118335		2	No	0	12	0	0	Available upon request
			Through collaborative activities and discussions designed for teachers of any grade level, participants will learn how Depth of Knowledge (DoK) is a key tool for analyzing the cognitive complexity and alignment of not only standards and assessment items, but also the measurement of the alignment of objectives, questions and instructional activities to the standards. Using DoK to plan instruction, teachers can provide more effective student learning opportunities in their classrooms. Throughout this course, teachers will have opportunities to interact and practice identifying DoK levels and revising content examples using the different levels of DoK with the goal of being able to provide cognitively complex instruction to all students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Shayla Samuels							
409	16774	21-22 CDPLT: Using Depth of Knowledge to Increase Rigor for All Students - 1/27		35960	21-22 CDPLT: Using Depth of Knowledge to Increase Rigor for All Students - 1/27 Learning Block B	1/27/2022	1/27/2022	https://wested.zoom.us/j/91248118335		2	No	0	13	2	0	Available upon request
			The Math Pathways & Pitfalls program is an intervention & prevention mathematics curriculum that can complement your district-approved mathematics curriculum, Eureka. Both promote academic discourse, encourage student engagement, address misconceptions, and much much more. Come join us to see how you might use Math Pathways & Pitfalls lessons, materials, and approach to support and increase student participation and growth. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Shayla Samuels							
409	16776	21-22 CDPLT: Connecting Math Pathways and Pitfalls and Eureka: Fitting All the Pieces Together - 1/27		35967	21-22 CDPLT: Connecting Math Pathways and Pitfalls and Eureka: Fitting All the Pieces Together - 1/27 Learning Block C	1/27/2022	1/27/2022	https://wested.zoom.us/j/93712710181		2	No	0	13	2	1	Available upon request
			The Math Pathways & Pitfalls program is an intervention & prevention mathematics curriculum that can complement your district-approved mathematics curriculum, Eureka. Both promote academic discourse, encourage student engagement, address misconceptions, and much much more. Come join us to see how you might use Math Pathways & Pitfalls lessons, materials, and approach to support and increase student participation and growth. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Shayla Samuels							
409	16776	21-22 CDPLT: Connecting Math Pathways and Pitfalls and Eureka: Fitting All the Pieces Together - 1/27		35965	21-22 CDPLT: Connecting Math Pathways and Pitfalls and Eureka: Fitting All the Pieces Together - 1/27 Learning Block A	1/27/2022	1/27/2022	https://wested.zoom.us/j/93712710181		2	No	0	15	0	0	Available upon request
			The Math Pathways & Pitfalls program is an intervention & prevention mathematics curriculum that can complement your district-approved mathematics curriculum, Eureka. Both promote academic discourse, encourage student engagement, address misconceptions, and much much more. Come join us to see how you might use Math Pathways & Pitfalls lessons, materials, and approach to support and increase student participation and growth. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35966	21-22 CDPLT: Connecting Math Pathways and Pitfalls and Eureka: Fitting All the Pieces Together - 1/27 Learning Block B	1/27/2022	1/27/2022	https://wested.zoom.us/j/93712710181	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Shayla Samuels	2	No	0	17	3	0	Available upon request
			Join What happens in the ones place happens in every place. Join This fast-paced session centers on connecting KP Ten-Frame Tiles, sketching, and the online app to represent numbers and operations. Connections across K-5 standards are emphasized. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Shayla Samuels							
409	16777	21-22 CDPLT: Ten-Frame Sketching: Connecting Physical & Visual Representations - 1/27		35962	21-22 CDPLT: Ten-Frame Sketching: Connecting Physical & Visual Representations - 1/27 Learning Block A	1/27/2022	1/27/2022	https://us02web.zoom.us/j/82561380207		2	No	0	2	2	0	Available upon request
			Join What happens in the ones place happens in every place. Join This fast-paced session centers on connecting KP Ten-Frame Tiles, sketching, and the online app to represent numbers and operations. Connections across K-5 standards are emphasized. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35963	21-22 CDPLT: Ten-Frame Sketching: Connecting Physical & Visual Representations - 1/27 Learning Block B	1/27/2022	1/27/2022	https://us02web.zoom.us/j/82561380207	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Shayla Samuels	2	No	0	8	2	0	Available upon request
			Join What happens in the ones place happens in every place. Join This fast-paced session centers on connecting KP Ten-Frame Tiles, sketching, and the online app to represent numbers and operations. Connections across K-5 standards are emphasized. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services						Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Shayla Samuels							
409	16777	21-22 CDPLT: Ten-Frame Sketching: Connecting Physical & Visual Representations - 1/27		35964	21-22 CDPLT: Ten-Frame Sketching: Connecting Physical & Visual Representations - 1/27 Learning Block C	1/27/2022	1/27/2022	https://us02web.zoom.us/j/82561380207		2	No	0	11	1	0	Available upon request

409	16778	21-22 CDPLT: Administrators: Unlocking The Power of ST Math - 1/27	In this workshop administrators are introduced to ST Math and its instructional power. They will receive resources to set expectations, monitor implementation, and celebrate success. This course is being uniquely modified to address the new needs of many Tucson schools who are joining ST Math. This course is for current and interested administrators who wish to learn what it takes to ensure the success of ST Math's research-based approach to spatial-temporal learning of mathematics, and the engaging and informative	35968	21-22 CDPLT: Administrators: Unlocking The Power of ST Math - 1/27 Learning Block B	1/27/2022	1/27/2022	https://us02web.zoom.us/j/84673994379?pwd=VjV0UWpkbnZqTES0MkZlZnE4WmMmdD09	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Henry Mangen; Dawn Merrick; Elizabeth	2	No	0	0	0	0	Available upon request
409	16779	21-22 CDPLT: Fine Arts: Middle School and High School Visual Arts - 1/27	Meeting for middle and high school visual arts staff. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35969	21-22 CDPLT: Fine Arts: Middle School and High School Visual Arts - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/3331544625	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Hillary Douglas; Bradley Fletcher; Elizabeth Rowe	2	No	1	24	3	0	Available upon request
409	16780	21-22 CDPLT: Fine Arts: OMA Visual Arts - 1/27	Meeting for OMA Visual Arts staff. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35970	21-22 CDPLT: Fine Arts: OMA Visual Arts - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/3331544625	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Hillary Douglas; Bradley Fletcher; Elizabeth Rowe	2	No	1	22	3	0	Available upon request
409	16781	21-22 CDPLT: Fine Arts: OMA Performing Arts (AIS/TA) - 1/27	This course will help attendees implement integrated instruction through fine arts. We will address purchase orders and new 3rd grade recorder curriculum. This course is intended for OMA AIS and TAs who teach K-8. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35971	21-22 CDPLT: Fine Arts: OMA Performing Arts (AIS/TA) - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/87542833191	Joan Ashcraft; Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Miranda DeBrito; Bradley Fletcher; Elizabeth Rowe	2	No	0	31	8	0	Available upon request
409	16782	21-22 CDPLT: Fine Arts: Mariachi 1/27	Material and content related to TUSD's Mariachi Courses - Review of first semester, instruments from district, Second semester overview & open forum. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35972	21-22 CDPLT: Fine Arts: Mariachi 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/82742996203	Colleen Bradley; Carrie Burdon; Kristi Chiasson; John Contreras; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	1	8	0	0	Available upon request
409	16783	21-22 CDPLT: Engaging with Struggling and Reluctant Learners - 1/27	Participants will explore key issues in student disengagement that prevent students from reaching their full potential. Participants will experience innovative and practical strategies that motivate reluctant learners which they can apply immediately in their classrooms to strengthen their instructional practice. Intended audience is K-12. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35974	21-22 CDPLT: Engaging with Struggling and Reluctant Learners - 1/27 Learning Block A	1/27/2022	1/27/2022	https://us02web.zoom.us/j/85766964842	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	29	11	0	Available upon request
409	16783	21-22 CDPLT: Engaging with Struggling and Reluctant Learners - 1/27	Participants will explore key issues in student disengagement that prevent students from reaching their full potential. Participants will experience innovative and practical strategies that motivate reluctant learners which they can apply immediately in their classrooms to strengthen their instructional practice. Intended audience is K-12. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35975	21-22 CDPLT: Engaging with Struggling and Reluctant Learners - 1/27 Learning Block B	1/27/2022	1/27/2022	https://us02web.zoom.us/j/85766964842	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	31	12	1	Available upon request
409	16784	21-22 CDPLT: Teacher Wellness - 1/27	At the hands of a global pandemic, we have all had to manage great uncertainty under extraordinary circumstances. In this session, participants will explore and examine teacher wellness and self-care in action and develop practices that support and sustain wellness. Intended audience is K-12. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35976	21-22 CDPLT: Teacher Wellness - 1/27 Learning Block A	1/27/2022	1/27/2022	https://us02web.zoom.us/j/88300706631	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	38	9	0	Available upon request
409	16784	21-22 CDPLT: Teacher Wellness - 1/27	At the hands of a global pandemic, we have all had to manage great uncertainty under extraordinary circumstances. In this session, participants will explore and examine teacher wellness and self-care in action and develop practices that support and sustain wellness. Intended audience is K-12. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35977	21-22 CDPLT: Teacher Wellness - 1/27 Learning Block B	1/27/2022	1/27/2022	https://us02web.zoom.us/j/88300706631	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	40	6	1	Available upon request
409	16785	21-22 CDPLT: Introduction to UDL - 1/27	In this Introduction to UDL session, participants will be introduced to what Universal Design of Learning is and what the purpose of UDL is. Participants will decide on a focus of implementation such as an upcoming lesson, project, or a particular time of day. Throughout the session, participants will be exposed to the components of the UDL Framework focused on Engagement: The why and strategies that can be used in their instruction. Participants will be given time to choose components learned about that they can design into their chosen focus. Intended audience is K-12. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35978	21-22 CDPLT: Introduction to UDL - 1/27 Learning Block A	1/27/2022	1/27/2022	https://us02web.zoom.us/j/87655703959	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	0	0	0	Available upon request
409	16786	21-22 CDPLT: Turnitin Feedback Studio - Advanced Training in Turnitin - 1/27	After a brief overview of Turnitin.com, this training will focus on the use of Turnitin Feedback Studio through the Turnitin.com website. This will be an advanced session for users already familiar with the basics of Turnitin. We will cover advanced options such as Peermark, Gradmark, and the Rubric manager. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35980	21-22 CDPLT: Turnitin Feedback Studio - Advanced Training in Turnitin - 1/27 Learning Block B	1/27/2022	1/27/2022	https://turnitin.com.us/j/94613567718	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Leslie Frandblau-Wirth; Elizabeth Rowe; Omar Sotelo	2	No	0	0	0	0	Available upon request
409	16786	21-22 CDPLT: Turnitin Feedback Studio - Advanced Training in Turnitin - 1/27	After a brief overview of Turnitin.com, this training will focus on the use of Turnitin Feedback Studio through the Turnitin.com website. This will be an advanced session for users already familiar with the basics of Turnitin. We will cover advanced options such as Peermark, Gradmark, and the Rubric manager. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35979	21-22 CDPLT: Turnitin Feedback Studio - Advanced Training in Turnitin - 1/27 Learning Block A	1/27/2022	1/27/2022	https://turnitin.com.us/j/99238413981	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Leslie Frandblau-Wirth; Elizabeth Rowe; Omar Sotelo	2	No	0	1	0	0	Available upon request
409	16787	21-22 CDPLT: Amplify Science Middle School: Accessing Complex Text - 1/27	In this 2 hour session, participants learn principles and strategies for engaging students in active reading of science text. Participants will reflect on the ways scientists and engineers engage with text and explore ways to enable all readers, including those who need more support and those who need additional challenge, to develop the scientific literacy needed to access complex science texts. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35981	21-22 CDPLT: Amplify Science Middle School: Accessing Complex Text - 1/27 Learning Block A	1/27/2022	1/27/2022	https://amplify.com.us/j/5937463608?pwd=L0NZFFZlUg4WmdHlYmVrEhF3dD09	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Omar Sotelo	2	No	0	5	0	0	Available upon request
409	16787	21-22 CDPLT: Amplify Science Middle School: Accessing Complex Text - 1/27	In this 2 hour session, participants learn principles and strategies for engaging students in active reading of science text. Participants will reflect on the ways scientists and engineers engage with text and explore ways to enable all readers, including those who need more support and those who need additional challenge, to develop the scientific literacy needed to access complex science texts. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35982	21-22 CDPLT: Amplify Science Middle School: Accessing Complex Text - 1/27 Learning Block B	1/27/2022	1/27/2022	https://amplify.com.us/j/5937463608?pwd=L0NZFFZlUg4WmdHlYmVrEhF3dD09	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	6	3	0	Available upon request

			Have you wondered how to foster perseverance in your K-5 mathematics learners? Have you looked for supports to use for fostering productive struggle? Come and experience ways in which you can support productive struggle in your classroom community. We will explore some actions for fostering productive struggle and ways these can lead us to develop perseverance in our young learners. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and MaryElenes@usd1.org . Please include the	35986	21-22 CDPLT: Fostering Productive Struggle in K-5 Mathematics - 1/27 Learning Block C	1/27/2022	1/27/2022	https://us02web.zoom.us/j/84892389189	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	21	6	0	Available upon request
409	16791	21-22 CDPLT: Fostering Productive Struggle in K-5 Mathematics - 1/27	Children love playing games, and games are an excellent way to build flexibility and fluency, while reinforcing key understandings. Come explore games designed to build fluency with multiplication and division. We will use games that require few materials but provide plenty of fun for Grades 3-5 students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and MaryElenes@usd1.org . Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35987	21-22 CDPLT: Games that build mathematical fluency Grades 3-5 - 1/27 Learning Block B	1/27/2022	1/27/2022	https://us02web.zoom.us/j/84892389189	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	15	4	1	Available upon request
409	16792	21-22 CDPLT: Games that build mathematical fluency Grades 3-5 - 1/27	Transition to work instructional specialists, high school Ed teachers, and high school job developers will use two guest speakers will be presenting on the reality of job coaching services for exceptional education students post high school. And a brief overview of job coaching 101. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and MaryElenes@usd1.org . Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35989	21-22 CDPLT: Transition from School to Work (TSW) Job Coaching Services Post High School - 1/27 Learning Block B	1/27/2022	1/27/2022	https://usd1.zoom.us/j/84661000363	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Maggie Gedebo; Jessica Gueren; Allyson Howes; Theresa Huelskamp; Elizabeth Rowe	2	No	0	7	13	0	Available upon request
409	16793	21-22 CDPLT: Transition from School to Work (TSW) Job Coaching Services Post High School - 1/27	What is your current STEM Mindset? During this session you will spend time defining your STEM identity and developing an understanding of how the Engineering Design Process relates to STEM. You will learn how to use problem-solving techniques to develop students' social-emotional and academic growth. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and	36000	21-22 CDPLT: Building the STEM Mindset - 1/27 Learning Block A	1/27/2022	1/27/2022	https://gce.zoom.us/j/84661000363	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	17	3	0	Available upon request
409	16796	21-22 CDPLT: Building the STEM Mindset - 1/27	What is your current STEM Mindset? During this session you will spend time defining your STEM identity and developing an understanding of how the Engineering Design Process relates to STEM. You will learn how to use problem-solving techniques to develop students' social-emotional and academic growth. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and	36001	21-22 CDPLT: Building the STEM Mindset - 1/27 Learning Block B	1/27/2022	1/27/2022	https://gce.zoom.us/j/84661000363	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	26	1	0	Available upon request
409	16796	21-22 CDPLT: Building the STEM Mindset - 1/27	What is your current STEM Mindset? During this session you will spend time defining your STEM identity and developing an understanding of how the Engineering Design Process relates to STEM. You will learn how to use problem-solving techniques to develop students' social-emotional and academic growth. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and	36002	21-22 CDPLT: Building the STEM Mindset - 1/27 Learning Block C	1/27/2022	1/27/2022	https://gce.zoom.us/j/84661000363	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	27	4	0	Available upon request
409	16797	21-22 CDPLT: Three-Dimensional Science Instruction - 1/27	What benefits does phenomenon-based learning offer students? Science is not a set of facts or vocabulary lists to be memorized. Science is a process of knowing and questioning the world around us. three-dimensional science instruction is a way to get students DOING, SHOWING, KNOWING, and USING science. During this session participants will define three-dimensional instruction. They will begin to differentiate between the three dimensions. Participants will apply their learning by identifying each dimension in a lesson.	36003	21-22 CDPLT: Three-Dimensional Science Instruction - 1/27 Learning Block A	1/27/2022	1/27/2022	https://gce.zoom.us/j/98826696739	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	3	0	0	Available upon request
409	16797	21-22 CDPLT: Three-Dimensional Science Instruction - 1/27	What benefits does phenomenon-based learning offer students? Science is not a set of facts or vocabulary lists to be memorized. Science is a process of knowing and questioning the world around us. three-dimensional science instruction is a way to get students DOING, SHOWING, KNOWING, and USING science. During this session participants will define three-dimensional instruction. They will begin to differentiate between the three dimensions. Participants will apply their learning by identifying each dimension in a lesson.	36004	21-22 CDPLT: Three-Dimensional Science Instruction - 1/27 Learning Block B	1/27/2022	1/27/2022	https://gce.zoom.us/j/98826696739	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	8	0	0	Available upon request
409	16797	21-22 CDPLT: Three-Dimensional Science Instruction - 1/27	What benefits does phenomenon-based learning offer students? Science is not a set of facts or vocabulary lists to be memorized. Science is a process of knowing and questioning the world around us. three-dimensional science instruction is a way to get students DOING, SHOWING, KNOWING, and USING science. During this session participants will define three-dimensional instruction. They will begin to differentiate between the three dimensions. Participants will apply their learning by identifying each dimension in a lesson.	36005	21-22 CDPLT: Three-Dimensional Science Instruction - 1/27 Learning Block C	1/27/2022	1/27/2022	https://gce.zoom.us/j/98826696739	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	15	0	0	Available upon request
409	16798	21-22 CDPLT: Classroom Management Through Student Engagement - 1/27	During this session participants will reflect on the types of classroom management problems they are encountering. They will identify how to address the three dimensions of engagement (behavioral, cognitive, and emotional). Participants will learn a variety of strategies to promote optimal student engagement and to limit behavioral issues in the classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and MaryElenes@usd1.org . Please	36007	21-22 CDPLT: Classroom Management Through Student Engagement - 1/27 Learning Block B	1/27/2022	1/27/2022	https://gce.zoom.us/j/98826696739	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	17	5	0	Available upon request
409	16798	21-22 CDPLT: Classroom Management Through Student Engagement - 1/27	During this session participants will reflect on the types of classroom management problems they are encountering. They will identify how to address the three dimensions of engagement (behavioral, cognitive, and emotional). Participants will learn a variety of strategies to promote optimal student engagement and to limit behavioral issues in the classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and MaryElenes@usd1.org . Please	36008	21-22 CDPLT: Classroom Management Through Student Engagement - 1/27 Learning Block C	1/27/2022	1/27/2022	https://gce.zoom.us/j/98826696739	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	17	7	0	Available upon request
409	16798	21-22 CDPLT: Classroom Management Through Student Engagement - 1/27	During this session participants will reflect on the types of classroom management problems they are encountering. They will identify how to address the three dimensions of engagement (behavioral, cognitive, and emotional). Participants will learn a variety of strategies to promote optimal student engagement and to limit behavioral issues in the classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and MaryElenes@usd1.org . Please	36006	21-22 CDPLT: Classroom Management Through Student Engagement - 1/27 Learning Block A	1/27/2022	1/27/2022	https://gce.zoom.us/j/98826696739	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	20	6	0	Available upon request
409	16799	21-22 CDPLT: From Feelings to Solutions: A Focus on Social-Emotional Learning - 1/27	Relationships are the bedrock of teaching and learning. Social Emotional Learning fosters positive attitudes toward oneself and others. During our time together we will explore the factors that affect relationships and identify areas of needed growth. Participants will also develop an understanding of the physiology of the stress response, its relation to anxiety and the effects on learning. Once we are aware of the effects of the stress response, we can then employ strategies to reduce anxiety, build relationships and promote learning. These strategies can we utilized to create a safe environment where students	36009	21-22 CDPLT: From Feelings to Solutions: A Focus on Social-Emotional Learning - 1/27 Learning Block A	1/27/2022	1/27/2022	https://gce.zoom.us/j/98826696739	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	12	11	0	Available upon request
409	16799	21-22 CDPLT: From Feelings to Solutions: A Focus on Social-Emotional Learning - 1/27	Relationships are the bedrock of teaching and learning. Social Emotional Learning fosters positive attitudes toward oneself and others. During our time together we will explore the factors that affect relationships and identify areas of needed growth. Participants will also develop an understanding of the physiology of the stress response, its relation to anxiety and the effects on learning. Once we are aware of the effects of the stress response, we can then employ strategies to reduce anxiety, build relationships and promote learning. These strategies can we utilized to create a safe environment where students	36011	21-22 CDPLT: From Feelings to Solutions: A Focus on Social-Emotional Learning - 1/27 Learning Block C	1/27/2022	1/27/2022	https://gce.zoom.us/j/98826696739	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	18	14	0	Available upon request

		21-22 CDPLT: From Feelings to Solutions: A Focus on Social-Emotional Learning - 1/27	Relationships are the bedrock of teaching and learning. Social Emotional Learning fosters positive attitudes toward oneself and others. During our time together we will explore the factors that affect relationships and identify areas of needed growth. Participants will also develop an understanding of the physiology of the stress response, its relation to anxiety and the effects on learning. Once we are aware of the effects of the stress response, we can then employ strategies to reduce anxiety, build relationships and promote learning. These strategies can be utilized to create a safe environment where students and staff know they are valued and supported. ADA accommodations: An inductive approach to teaching that positions students as active learners in the classroom whereas they utilize higher order thinking skills to analyze and to process information. This session focuses on strategies to help students develop their inference and evidence gathering and collaboration skills to deepen their understanding of content. Presenters will share a multifaceted approach to inductive learning and a strategic framework for planning and conducting effective classroom discussions that engage all students in deeper thinking and thoughtful communication. Teachers will leave this session with	36010	21-22 CDPLT: From Feelings to Solutions: A Focus on Social-Emotional Learning - 1/27 Learning Block B	1/27/2022	1/27/2022	https://gce.zoom.us/j/83161189632?pwd=V01mloU1pK25lSG1qYzgyeHhBdD09	Colleen Bradley, Carrie Burdon; Kristi Chasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	1	17	7	0	Available upon request
409	16799	21-22 CDPLT: From Feelings to Solutions: A Focus on Social-Emotional Learning - 1/27	UDL is a framework that is designed to improve classroom instruction and support students learning. UDL provides scientific insights into how people learn and what methods work best. During this session, participants will be provided with an overview of UDL and the guidelines for implementation. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be	36012	21-22 CDPLT: Fostering Critical Thinking Through a Collaborative Classroom - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/83161189632?pwd=V01mloU1pK25lSG1qYzgyeHhBdD09	Janna Acevedo; Colleen Bradley, Carrie Burdon; Kristi Chasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	2	22	2	0	Available upon request
409	16802	21-22 CDPLT: UDL - Universal Design for Learning (Part 1) - 1/27	UDL is a framework that is designed to improve classroom instruction and support students learning. UDL provides scientific insights into how people learn and what methods work best. During this session, participants will be provided with an overview of UDL and the guidelines for implementation. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be	36016	21-22 CDPLT: UDL - Universal Design for Learning (Part 1) - 1/27 Learning Block A	1/27/2022	1/27/2022	https://gce.zoom.us/j/96591271183	Carrie Burdon; Kristi Chasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	6	3	0	Available upon request
409	16802	21-22 CDPLT: UDL - Universal Design for Learning (Part 1) - 1/27	UDL is a framework that is designed to improve classroom instruction and support students learning. UDL provides scientific insights into how people learn and what methods work best. During this session, participants will be provided with an overview of UDL and the guidelines for implementation. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be	36017	21-22 CDPLT: UDL - Universal Design for Learning (Part 1) - 1/27 Learning Block B	1/27/2022	1/27/2022	https://gce.zoom.us/j/96591271183	Carrie Burdon; Kristi Chasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	9	0	0	Available upon request
409	16802	21-22 CDPLT: UDL - Universal Design for Learning (Part 1) - 1/27	UDL is a framework that is designed to improve classroom instruction and support students learning. UDL provides scientific insights into how people learn and what methods work best. During this session, participants will be provided with an overview of UDL and the guidelines for implementation. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be	36018	21-22 CDPLT: UDL - Universal Design for Learning (Part 1) - 1/27 Learning Block C	1/27/2022	1/27/2022	https://gce.zoom.us/j/96591271183	Carrie Burdon; Kristi Chasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	18	3	0	Available upon request
409	16803	21-22 CDPLT: UDL - Universal Design for Learning (Part 2) - 1/27	Now that you have a clear understanding of the UDL framework, it is time to put it into action! During this session, participants will learn how to apply UDL to help students meet specific learning goals. They will reflect on how the shared language, assessments, methods, and materials embedded within UDL	36020	21-22 CDPLT: UDL - Universal Design for Learning (Part 2) - 1/27 Learning Block B	1/27/2022	1/27/2022	https://gce.zoom.us/j/96591271183	Carrie Burdon; Kristi Chasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	3	1	0	Available upon request
409	16803	21-22 CDPLT: UDL - Universal Design for Learning (Part 2) - 1/27	Now that you have a clear understanding of the UDL framework, it is time to put it into action! During this session, participants will learn how to apply UDL to help students meet specific learning goals. They will reflect on how the shared language, assessments, methods, and materials embedded within UDL	36021	21-22 CDPLT: UDL - Universal Design for Learning (Part 2) - 1/27 Learning Block C	1/27/2022	1/27/2022	https://gce.zoom.us/j/96591271183	Carrie Burdon; Kristi Chasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	13	1	0	Available upon request
409	16804	21-22 CDPLT: Health Services Session - Hearing Screening Training - 1/27	The Hearing Screening Training Curriculum was developed by the Arizona Department of Health Services with input from Audiologists and Trainers to provide a curriculum for training individuals who will perform hearing screenings in educational settings. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to	36023	21-22 CDPLT: Health Services Session - Hearing Screening Training - 1/27	1/27/2022	1/27/2022	Health Services Department	Carrie Burdon; Kristi Chasson; Megan Corona; Bradley Fletcher; Susan Metzger; Elizabeth Rowe	5	Yes	0	0	20	0	Available upon request
409	16805	21-22 CDPLT: Librarian Sessions - 1/27	This course is to track all of the specific PD sessions offered for librarians by Susan Metzger during the January 27th 21-22 Professional Learning Thursday.	36025	Cataloger's Corner [Open Forum for Cataloging Questions] - 1/27	1/27/2022	1/27/2022	Zoom/Online	Kristi Allen; Carrie Burdon; Donna Chambliss; Kristi Chasson; Megan Corona; Bradley Fletcher; Susan Metzger; Elizabeth Rowe	1	Yes	0	3	38	0	Available upon request
409	16805	21-22 CDPLT: Librarian Sessions - 1/27	This course is to track all of the specific PD sessions offered for librarians by Susan Metzger during the January 27th 21-22 Professional Learning Thursday.	36029	Exploring Depth through Guided Literary Discussions - 1/27	1/27/2022	1/27/2022	Zoom/Online	Kristi Allen; Carrie Burdon; Donna Chambliss; Kristi Chasson; Megan Corona; Bradley Fletcher; Susan Metzger; Elizabeth Rowe	1	Yes	0	3	29	0	Available upon request
409	16805	21-22 CDPLT: Librarian Sessions - 1/27	This course is to track all of the specific PD sessions offered for librarians by Susan Metzger during the January 27th 21-22 Professional Learning Thursday.	36026	Textbook Distribution Center Overview - 1/27	1/27/2022	1/27/2022	Zoom/Online	Carrie Burdon; Kristi Chasson; Megan Corona; Bradley Fletcher; Susan Metzger; Elizabeth Rowe; Susan Smith	1	Yes	0	5	50	0	Available upon request
409	16806	Fine Arts/OMA - Fixed. How to Perfect the Fine Art of Problem Solving 21-22 SY	Art historian, attorney, and author of Fixed, Amy Herman's highly interactive sessions will improve our observation, perception and communication skills by learning to analyze works of art. Designed to highlight the value of multiple perspectives and astute critical inquiry, the workshop will focus on effective problem solving and the role of biases that can impede best practices. Her sessions are fast paced, thought provoking and eye-opening to the realization	36033	Fine Arts/OMA - Fixed. How to Perfect the Fine Art of Problem Solving	3/11/2022	3/11/2022	Catalina High School	Joan Ashcraft	3.5	No	2	37	7	0	Available upon request
409	16808	Fairview Learning Reading Program 21-22 SY	The Fairview learning reading program, designed specifically for students who are Deaf or Hard of Hearing, reflects years of collaboration among educators of the deaf and utilizes best practices. Fairview's unique program provides individuals the literacy tools to construct mental, linguistic frameworks. These frameworks, specific to each user, allow access and increasing fluency in English and ASL and ease the movement between the two languages. The purpose for the day would be for teachers to work on their Online Reading Academy sessions which are asynchronous. Kristina Jaramillo Educational Services Specialist Consortium on Reading Excellence in Education (CORE) Cell: 505-307-1268 Email: kjaramillo@coreteam.com Website: www.coreteam.com ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	36045	Fairview Learning Reading Program 21-22 SY	1/5/2022	4/27/2022	Zoom Online Conference	Jason Lilly	21	Yes	0	8	0	0	Available upon request
409	16810	21-22 CDPLT: CORE MTSSR Make-up Sessions (modules 1-3) - 1/27	The purpose for the day would be for teachers to work on their Online Reading Academy sessions which are asynchronous. Kristina Jaramillo Educational Services Specialist Consortium on Reading Excellence in Education (CORE) Cell: 505-307-1268 Email: kjaramillo@coreteam.com Website: www.coreteam.com ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	36052	21-22 CDPLT: Online Elementary Reading Academy (OERA) - 1/27 All Sessions	1/27/2022	1/27/2022	https://us02web.zoom.us/j/87455660055	Henry Mangen	2	No	0	5	2	0	Available upon request
409	16811	21-22 CDPLT: Amplify - All About Progress Monitoring (K-3) - 1/27	In this session for teachers in Grades K-3, you will learn how to make the most of your data from Progress Monitoring with mCLASS DIBELS 8th Edition, and what next instructional steps you might take. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	36057	21-22 CDPLT: All About Progress Monitoring - 1/27 Learning Block B	1/27/2022	1/27/2022	https://amplify.zoom.us/j/81790626177	Henry Mangen; Dawn Merrick	2	No	0	1	0	0	Available upon request
409	16811	21-22 CDPLT: Amplify - All About Progress Monitoring (K-3) - 1/27	In this session for teachers in Grades K-3, you will learn how to make the most of your data from Progress Monitoring with mCLASS DIBELS 8th Edition, and what next instructional steps you might take. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	36062	21-22 CDPLT: All About Progress Monitoring - 1/27 Learning Block B	1/27/2022	1/27/2022	https://amplify.zoom.us/j/87103209732	Henry Mangen; Dawn Merrick	2	No	0	2	0	0	Available upon request

409	16811	21-22 CDPLT: Amplify - All About Progress Monitoring [K-3] - 1/27	In this session for teachers in Grades K-3, you will learn how to make the most of your data from Progress Monitoring with mCLASS DIBELS 8th Edition, and what next instructional steps you might take. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	36058	21-22 CDPLT: All About Progress Monitoring - 1/27 Learning Block C	1/27/2022	1/27/2022	https://amplify.zoom.us/j/81790626177	Henry Mangan; Dawn Merrick	2	No	0	1	0	0	Available upon request
409	16811	21-22 CDPLT: Amplify - All About Progress Monitoring [K-3] - 1/27	In this session for teachers in Grades K-3, you will learn how to make the most of your data from Progress Monitoring with mCLASS DIBELS 8th Edition, and what next instructional steps you might take. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	36061	21-22 CDPLT: All About Progress Monitoring - 1/27 Learning Block A	1/27/2022	1/27/2022	https://amplify.zoom.us/j/87102309732	Henry Mangan; Dawn Merrick	2	No	0	2	0	0	Available upon request
409	16811	21-22 CDPLT: Amplify - All About Progress Monitoring [K-3] - 1/27	This session will help develop a deeper understanding of all of the components included in Eureka Matemáticas. Participants will be introduced to the instructional pathway for Eureka Matemáticas and the resources available to make adjustments to lessons to ensure a deeper understanding of mathematical concepts. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	36064	21-22 CDPLT: All About Progress Monitoring - 1/27 Learning Block C	1/27/2022	1/27/2022	https://amplify.zoom.us/j/88212462404	Henry Mangan; Dawn Merrick	2	No	0	3	0	0	Available upon request
409	16812	21-22 CDPLT: Eureka Math en Español for 6-8 TWDL Teachers - 1/27	In this session for teachers in Grades K-3, you will learn how to analyze your Middle of Year (MOY) data from mCLASS DIBELS 8th Edition, including Composite, Measure, and Probe Details. You will explore the mCLASS Instruction groups and activities, and Zones of Growth goal-setting tool. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org.	36054	21-22 CDPLT: Eureka Math en Español for 6-12 TWDL Teachers - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/89031213322?pwd=aDd2UjU0UjBIR1pwMVJlQzZwZWwWY3U0T09	Carrie Burdon; Kristi Chiasion; Megan Corona; Adeline Federico; Bradley Fletcher; Anna Manzano; Elizabeth Rosales	2	No	0	3	0	0	Available upon request
409	16814	21-22 CDPLT: Amplify: Data Analysis for Teachers [K-3] - 1/27	In this session for teachers in Grades K-3, you will learn how to analyze your Middle of Year (MOY) data from mCLASS DIBELS 8th Edition, including Composite, Measure, and Probe Details. You will explore the mCLASS Instruction groups and activities, and Zones of Growth goal-setting tool. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org.	36068	21-22 CDPLT: Data Analysis for Teachers - 1/27 Learning Block A	1/27/2022	1/27/2022	https://amplify.zoom.us/j/82251992099	Henry Mangan; Dawn Merrick	2	No	0	1	0	0	Available upon request
409	16814	21-22 CDPLT: Amplify: Data Analysis for Teachers [K-3] - 1/27	In this session for teachers in Grades K-3, you will learn how to analyze your Middle of Year (MOY) data from mCLASS DIBELS 8th Edition, including Composite, Measure, and Probe Details. You will explore the mCLASS Instruction groups and activities, and Zones of Growth goal-setting tool. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org.	36070	21-22 CDPLT: Data Analysis for Teachers - 1/27 Learning Block C	1/27/2022	1/27/2022	https://amplify.zoom.us/j/82251992099	Henry Mangan; Dawn Merrick	2	No	0	1	0	0	Available upon request
409	16814	21-22 CDPLT: Amplify: Data Analysis for Teachers [K-3] - 1/27	In this session for teachers in Grades K-3, you will learn how to analyze your Middle of Year (MOY) data from mCLASS DIBELS 8th Edition, including Composite, Measure, and Probe Details. You will explore the mCLASS Instruction groups and activities, and Zones of Growth goal-setting tool. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org.	36069	21-22 CDPLT: Data Analysis for Teachers - 1/27 Learning Block B	1/27/2022	1/27/2022	https://amplify.zoom.us/j/82251992099	Henry Mangan; Dawn Merrick	2	No	0	3	0	0	Available upon request
409	16815	21-22 CDPLT: Amplify: Data Analysis for Leaders (K-5) - 1/27	In this session for elementary school leaders, you will learn how to analyze your Middle of Year (MOY) school-wide and classroom data from mCLASS DIBELS 8th Edition, including Composite, Measure-level, and Population Reports. You will also consider goal-setting and make an action plan based on root cause analysis. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org.	36072	21-22 CDPLT: Amplify: Data Analysis for Leaders (K-5) - 1/27 Learning Block B	1/27/2022	1/27/2022	https://amplify.zoom.us/j/86975058788	Henry Mangan; Dawn Merrick	2	No	0	8	1	0	Available upon request
409	16815	21-22 CDPLT: Amplify: Data Analysis for Leaders (K-5) - 1/27	In this session for elementary school leaders, you will learn how to analyze your Middle of Year (MOY) school-wide and classroom data from mCLASS DIBELS 8th Edition, including Composite, Measure-level, and Population Reports. You will also consider goal-setting and make an action plan based on root cause analysis. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org.	36073	21-22 CDPLT: Amplify: Data Analysis for Leaders (K-5) - 1/27 Learning Block C	1/27/2022	1/27/2022	https://amplify.zoom.us/j/86975058788	Henry Mangan; Dawn Merrick	2	No	1	10	2	0	Available upon request
409	16820	21-22 CDPLT: Taking a Deeper Dive in Analyzing Running Records - 1/27 Reading Recovery	Participants will explore beyond percentages & ratios to determine the level of literacy problem-solving behaviors a student demonstrates leading to instructional implications in response to student needs. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	36079	21-22 CDPLT: Taking a Deeper Dive in Analyzing Running Records - 1/27 Reading Recovery	1/27/2022	1/27/2022	Zoom Online Conference	Diana Brenna; Henry Mangan	4	No	0	8	0	0	Available upon request
409	16821	21-22 CDPLT: ECRI Vendor - 1/27	This session will review ECRI routines and common errors. It will be interactive, incorporating practice and discussion of challenges. Agenda is flexible and based on the needs of the participants. Materials - 7 ECRI Routine Cards 7 ECRI Practice Charts 7 The Teacher Workbook and/or Implementation Guide helpful, but not necessary 7 Classroom supplies: Whiteboard/pen, Binder Clip, Highlighter and Sticky Notes ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	36080	21-22 CDPLT: Delivering Whole-Class Foundational Skills Lesson - 1/27 Learning Block A	1/27/2022	1/27/2022	https://catapultlearning.zoom.us/j/99280394083?pwd=QDcQUZlYYXRFOTtqMUHhUkU5QDZlYz09	Henry Mangan; Dawn Merrick	2	Yes	0	10	0	0	Available upon request
409	16821	21-22 CDPLT: ECRI Vendor - 1/27	This session will review ECRI routines and common errors. It will be interactive, incorporating practice and discussion of challenges. Agenda is flexible and based on the needs of the participants. Materials - 7 ECRI Routine Cards 7 ECRI Practice Charts 7 The Teacher Workbook and/or Implementation Guide helpful, but not necessary 7 Classroom supplies: Whiteboard/pen, Binder Clip, Highlighter and Sticky Notes ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	36081	21-22 CDPLT: Small Group Instruction and Decodables - 1/27 Learning Block B	1/27/2022	1/27/2022	https://catapultlearning.zoom.us/j/99280394083?pwd=QDcQUZlYYXRFOTtqMUHhUkU5QDZlYz09	Henry Mangan; Dawn Merrick	2	Yes	0	11	1	0	Available upon request
409	16821	21-22 CDPLT: ECRI Vendor - 1/27	This session will review ECRI routines and common errors. It will be interactive, incorporating practice and discussion of challenges. Agenda is flexible and based on the needs of the participants. Materials - 7 ECRI Routine Cards 7 ECRI Practice Charts 7 The Teacher Workbook and/or Implementation Guide helpful, but not necessary 7 Classroom supplies: Whiteboard/pen, Binder Clip, Highlighter and Sticky Notes ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	36082	21-22 CDPLT: Implementing ECRI Tier II Intervention - 1/27 Learning Block C	1/27/2022	1/27/2022	https://catapultlearning.zoom.us/j/99280394083?pwd=QDcQUZlYYXRFOTtqMUHhUkU5QDZlYz09	Henry Mangan; Dawn Merrick	2	Yes	0	12	1	0	Available upon request
409	16826	Family Life/ Alternative Family Life Training SY 21-22	This training is for all teachers and staff who will be facilitating Family Life and Alternative Family Life Curriculum to students.	36089	FLC/ALC - Wakefield 2/2/22	2/2/2022	2/2/2022	Zoom/Online	Jaime Bernier	2	No	0	18	10	0	Available upon request
409	16839	Basic UDL Cast SY 21-22	An introduction to Universal Design for Learning (UDL) as a systemic framework for educational decision-making.	36115	Basic UDL Cast SY 21-22 02/14-02/15	2/14/2022	2/15/2022	Howestine Professional Learning Center	Carrie Burdon; Bradley Fletcher	12	No	2	16	11	0	Available upon request

409	16860	Summer PD22 - Fine Arts/OMA - Choral Summer Institute	This year's Summer Choral Institute through TUSD Fine Arts' IDeA will feature Dr. Ryan Holder. Considering the current climate and its effect on our students, Dr. Holder will lead sessions that allow directors to return to the basics while incorporating more mindfulness in SEL concepts with students, delivering warm-ups and crafting the correct ensemble sound. Plus workshops on jazz improvisation and reading sessions from tried and true literature to accessible jazz standards for the whole choir will be part of this marvelous Word Problem Strategies: Problem Solving with Place Value. Join us as we examine 5 problem-solving strategies and how ten-frame mathematics can be used to facilitate learning and to communicate thinking! Appropriate for standards throughout grades K-5. This will be a fast-paced course facilitated by Kimberly Rimbey of KP Mathematics. KP Ten Frame Tiles will be shown and used during this course, but are not necessary to attend the course. All are welcome! ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to	36169	Fine Arts/OMA Summer Choral Institute 21-22 SY	5/31/2022	6/1/2022	Catalina High School	Joan Ashcraft; Carrie Burdon; Matthew Holter; Teri Shepard-McBride	12	No	0	5	0	0	Available upon request
409	16862	21-22 CDPLT: Word Problem Strategies: Problem Solving with Place Value - KP Mathematic (K-5th) - 3/31	Word Problem Strategies: Problem Solving with Place Value. Join us as we examine 5 problem-solving strategies and how ten-frame mathematics can be used to facilitate learning and to communicate thinking! Appropriate for standards throughout grades K-5. This will be a fast-paced course facilitated by Kimberly Rimbey of KP Mathematics. KP Ten Frame Tiles will be shown and used during this course, but are not necessary to attend the course. All are welcome! ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to	36176	21-22 CDPLT: Problem Solving with Place Value - KP Mathematic (K-5th) - 3/31 Learning Block A	3/31/2022	3/31/2022	https://us02web.zoom.us/j/82561380207	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Shayla Samuels	2	No	0	5	3	0	Available upon request
409	16862	21-22 CDPLT: Word Problem Strategies: Problem Solving with Place Value - KP Mathematic (K-5th) - 3/31	Word Problem Strategies: Problem Solving with Place Value. Join us as we examine 5 problem-solving strategies and how ten-frame mathematics can be used to facilitate learning and to communicate thinking! Appropriate for standards throughout grades K-5. This will be a fast-paced course facilitated by Kimberly Rimbey of KP Mathematics. KP Ten Frame Tiles will be shown and used during this course, but are not necessary to attend the course. All are welcome! ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to	36177	21-22 CDPLT: Problem Solving with Place Value - KP Mathematic (K-5th) - 3/31 Learning Block B	3/31/2022	3/31/2022	https://us02web.zoom.us/j/82561380207	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Shayla Samuels	2	No	0	5	1	0	Available upon request
409	16862	21-22 CDPLT: Word Problem Strategies: Problem Solving with Place Value - KP Mathematic (K-5th) - 3/31	Word Problem Strategies: Problem Solving with Place Value. Join us as we examine 5 problem-solving strategies and how ten-frame mathematics can be used to facilitate learning and to communicate thinking! Appropriate for standards throughout grades K-5. This will be a fast-paced course facilitated by Kimberly Rimbey of KP Mathematics. KP Ten Frame Tiles will be shown and used during this course, but are not necessary to attend the course. All are welcome! ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to	36167	21-22 CDPLT: Problem Solving with Place Value - KP Mathematic (K-5th) - 3/31 Learning Block C	3/31/2022	3/31/2022	https://us02web.zoom.us/j/82561380207	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Shayla Samuels	2	No	0	10	2	0	Available upon request
409	16863	21-22 CDPLT: Exploring Conceptual Geometry (Grades K-2nd) - 3/31	How can students discover attributes and structures through exploration? Come experience the world of geometry in a new way. Look at figures and shapes in new ways, and discover new relationships. Participants will experience investigations designed to support K-2 students' discovery and conceptualization of geometric attributes and structures. Geometry is an area with significant misconceptions, come and uncover these. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to	36179	21-22 CDPLT: Exploring Conceptual Geometry (Grades K-2nd) - participant AT LEAST 48 hours in advance, but preferably sooner if possible.	3/31/2022	3/31/2022	https://us02web.zoom.us/j/84892389189	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	17	2	0	Available upon request
409	16864	21-22 CDPLT: Exploring Conceptual Geometry (Grades 3rd-5th) - 3/31	How can students discover properties, attributes, and structures through exploration? Come experience the world of geometry in a new way. Look at figures and shapes in new ways, and discover new relationships. Participants will experience investigations designed to support 3rd-5th grade students' discovery and conceptualization of geometric properties, attributes, and structures. Geometry is an area with significant misconceptions, come and uncover these. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to	36180	21-22 CDPLT: Exploring Conceptual Geometry (Grades 3rd-5th) - 3/31 Learning Block B	3/31/2022	3/31/2022	https://us02web.zoom.us/j/84892389189	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	11	2	0	Available upon request
409	16867	21-22 CDPLT: Exploring Estimation and Rounding (Grades 2nd-5th) - 3/31	Estimation and rounding are not only crucial understandings and skills that develop as we learn about place value, but these are also crucial to a deep understanding of place value. Come and explore ways in which we can help students understand why estimation is crucial, why "5" in rounding always rounds up, and why visual tools are crucial in building and understanding. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to	36181	21-22 CDPLT: Exploring Estimation and Rounding (Grades 2nd-5th) - 3/31 Learning Block C	3/31/2022	3/31/2022	https://us02web.zoom.us/j/84892389189	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	20	3	0	Available upon request
409	16868	21-22 CDPLT: Classroom Management for All - 3/31	Classroom management and student engagement are the biggest challenges facing any educator, regardless of the teaching modality. In this session, facilitated by ASU Prep Digital, we will examine practical strategies for managing students effectively, focusing specifically on improving student behavior, engagement and motivation. Intended audience for this session is K-12 teachers, instructional support, or anyone in the district who works directly with students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to	36183	21-22 CDPLT: Classroom Management for All - 3/31 Learning Block B	3/31/2022	3/31/2022	https://us02web.zoom.us/j/83881900863	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	19	14	1	Available upon request
409	16868	21-22 CDPLT: Classroom Management for All - 3/31	Classroom management and student engagement are the biggest challenges facing any educator, regardless of the teaching modality. In this session, facilitated by ASU Prep Digital, we will examine practical strategies for managing students effectively, focusing specifically on improving student behavior, engagement and motivation. Intended audience for this session is K-12 teachers, instructional support, or anyone in the district who works directly with students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to	36182	21-22 CDPLT: Classroom Management for All - 3/31 Learning Block A	3/31/2022	3/31/2022	https://us02web.zoom.us/j/83881900863	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	21	13	0	Available upon request
409	16869	21-22 CDPLT: The Power of Peer Feedback - 3/31	Student engagement goes beyond strategies to keep lessons fun and exciting for students. In this session, facilitated by ASU Prep Digital, participants will explore the ways in which peer feedback encourages student engagement and how to establish a culture of peer feedback routines and learning within the classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to	36185	21-22 CDPLT: The Power of Peer Feedback - 3/31 Learning Block B	3/31/2022	3/31/2022	https://us02web.zoom.us/j/82788868566	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	6	1	0	Available upon request
409	16869	21-22 CDPLT: The Power of Peer Feedback - 3/31	Student engagement goes beyond strategies to keep lessons fun and exciting for students. In this session, facilitated by ASU Prep Digital, participants will explore the ways in which peer feedback encourages student engagement and how to establish a culture of peer feedback routines and learning within the classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to	36184	21-22 CDPLT: The Power of Peer Feedback - 3/31 Learning Block A	3/31/2022	3/31/2022	https://us02web.zoom.us/j/82788868566	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	7	0	0	Available upon request
409	16870	21-22 CDPLT: Engaging Tech Tools for AASA & ACT Test Prep - 3/31	Leveraging tools and instructional strategies in the classroom is just the tip of the test preparation iceberg. In this session, facilitated by ASU Prep Digital, participants will discover how educational technology tools can provide a gateway to classroom success when it comes to the AASA and ACT exams. In this hands-on session, participants will explore tools and begin to think about using technology in a targeted way. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to	36189	21-22 CDPLT: Engaging Tech Tools for AASA & ACT Test Prep - 3/31 Learning Block B	3/31/2022	3/31/2022	https://us02web.zoom.us/j/81558989016	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	10	1	0	Available upon request
409	16870	21-22 CDPLT: Engaging Tech Tools for AASA & ACT Test Prep - 3/31	Leveraging tools and instructional strategies in the classroom is just the tip of the test preparation iceberg. In this session, facilitated by ASU Prep Digital, participants will discover how educational technology tools can provide a gateway to classroom success when it comes to the AASA and ACT exams. In this hands-on session, participants will explore tools and begin to think about using technology in a targeted way. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to	36190	21-22 CDPLT: Engaging Tech Tools for AASA & ACT Test Prep - 3/31 Learning Block C	3/31/2022	3/31/2022	https://us02web.zoom.us/j/81558989016	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	22	2	0	Available upon request
409	16871	21-22 CDPLT: Raz-Plus Grades Exploration of Grade Level Resources and Summer Reading Planning - 3/31	Raz-Plus (Grades K-5) - Join our session to take a deeper dive into your specific grade level resources. We will provide tips, strategies and exploration time to allow you to walk away with a better understanding of powerful resources to support all learners. We will also show resources to keep your students reading throughout the summer. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to	36196	21-22 CDPLT: Raz-Plus Exploration of Grade Level Resources & Summer Reading Planning (Grades 4-5) - 3/31 Learning Block C	3/31/2022	3/31/2022	https://learning-l2.zoom.us/j/913581156519?pwd=ZkhWSGNGNHduYVM4MjNkZWpka0pBNCQ7OQ==	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Henry Mangen; Dawn Merrick; Elizabeth Rowe	2	No	0	2	1	0	Available upon request

[illegible]

			This session will focus on National Council of Teachers of Mathematics® (NCTM) effective teaching practice Facilitating Meaningful Mathematical Discourse. We will explore the Five Practices for Orchestrating Productive Mathematics Discussions, as developed by Margaret Smith and Mary Kay Stein, as a vehicle to promote academic discourse, student engagement, and meet lesson goals that focus on understanding. Come and join us to see how the 4C's Practices™ can increase student participation and mathematics learning. Please refer to the sections for specific grade band focus. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adanake@ttsd1.org and Mary.Elmes@ttsd1.org. Please include the following information in your email: - Date needed -						Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Shayla Samuels							
409	16889	21-22 CDPLT: Exploring the Five Practices for Orchestrating Productive Mathematics Discussions - 3/31		36235	21-22 CDPLT: Five Practices for Orchestrating Productive Mathematics Discussions (Grades K-8) - 3/31 Learning Block A	3/31/2022	3/31/2022	https://wested.zoom.us/j/98466791848	2	No	0	12	0	0	0	Available upon request
409	16889	21-22 CDPLT: Exploring the Five Practices for Orchestrating Productive Mathematics Discussions - 3/31	This session will focus on National Council of Teachers of Mathematics® (NCTM) effective teaching practice Facilitating Meaningful Mathematical Discourse. We will explore the Five Practices for Orchestrating Productive Mathematics Discussions, as developed by Margaret Smith and Mary Kay Stein, as a vehicle to promote academic discourse, student engagement, and meet lesson goals that focus on understanding. Come and join us to see how the 4C's Practices™ can increase student participation and mathematics learning. Please refer to the sections for specific grade band focus. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adanake@ttsd1.org and Mary.Elmes@ttsd1.org. Please include the following information in your email: - Date needed -	36237	21-22 CDPLT: Five Practices for Orchestrating Productive Mathematics Discussions (Grades K-8) - 3/31 Learning Block C	3/31/2022	3/31/2022	https://wested.zoom.us/j/98466791848	2	No	0	19	4	0	0	Available upon request
409	16891	21-22 CDPLT: Basics of Behavior 2 - 3/31	**PARTICIPANTS MUST HAVE TAKEN BASICS OF BEHAVIOR PART 1 IN THE 1ST OR 2ND QUARTER IN ORDER TO JOIN THIS COURSE** Basics of Behavior Part 2 will review and build upon what participants learned in part one. This course will take a more in-depth look at developing an informal intervention plan using the A, B, C's of behavior learned in Part 1. Participants will have the opportunity to collaborate with colleagues to create a plan of action to support their students. By the end of the course, participants will have an even deeper understanding of essential behavior terminology and concepts	36242	21-22 CDPLT: Basics of Behavior 2 - 3/31 Learning Block B	3/31/2022	3/31/2022	https://ttsd1.zoom.us/j/88976886029	2	No	0	13	4	0	0	Available upon request
409	16893	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principals of Learning Day 2 of 3 - 2021-2022 - 3/31	This course is Day 2 of 3 in the series Creating an Optimal Learning Environment. It is a requirement for all newly certificated hires to TUSD according to the Unitary Status Plan. Day 2 focuses on Lesson Planning. By the end of this course, you will have planned a lesson following the Essential Elements of Effective Instruction lesson planning framework. This is a blended learning course using Edupuzzle as the platform for the asynchronous portion	36248	21-22 CDPLT: COLE Teaching and Principals of Learning Day 2 of 3 - 2021-2022 - 3/31 Learning Block C	3/31/2022	3/31/2022	https://ttsd1.zoom.us/j/89867883355?pwd=VWNaQzI0b3B0TGNoZXU2UldlZlRlZW56ZjZ09	2	No	0	3	0	0	0	Available upon request
409	16893	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principals of Learning Day 2 of 3 - 2021-2022 - 3/31	This course is Day 2 of 3 in the series Creating an Optimal Learning Environment. It is a requirement for all newly certificated hires to TUSD according to the Unitary Status Plan. Day 2 focuses on Lesson Planning. By the end of this course, you will have planned a lesson following the Essential Elements of Effective Instruction lesson planning framework. This is a blended learning course using Edupuzzle as the platform for the asynchronous portion	36246	21-22 CDPLT: COLE Teaching and Principals of Learning Day 2 of 3 - 2021-2022 - 3/31 Learning Block A	3/31/2022	3/31/2022	https://ttsd1.zoom.us/j/89867883355?pwd=VWNaQzI0b3B0TGNoZXU2UldlZlRlZW56ZjZ09	2	No	0	6	3	0	0	Available upon request
409	16893	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principals of Learning Day 2 of 3 - 2021-2022 - 3/31	This course is Day 2 of 3 in the series Creating an Optimal Learning Environment. It is a requirement for all newly certificated hires to TUSD according to the Unitary Status Plan. Day 2 focuses on Lesson Planning. By the end of this course, you will have planned a lesson following the Essential Elements of Effective Instruction lesson planning framework. This is a blended learning course using Edupuzzle as the platform for the asynchronous portion	36247	21-22 CDPLT: COLE Teaching and Principals of Learning Day 2 of 3 - 2021-2022 - 3/31 Learning Block B	3/31/2022	3/31/2022	https://ttsd1.zoom.us/j/89867883355?pwd=VWNaQzI0b3B0TGNoZXU2UldlZlRlZW56ZjZ09	2	No	0	7	1	0	0	Available upon request
409	16894	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principals of Learning Day 3 of 3 - 2021-2022 - 3/31	This course is Day 3 of Creating an Optimal Learning Environment (COLE). It is a requirement for all newly certificated hires to TUSD according to the Unitary Status Plan. Day 3 focuses on moving your instruction from proficient to distinguished through the examination of the SPARKS framework for Culturally Responsive Instruction and Danielson Framework for Teaching. This is a blended learning course using Edupuzzle as the platform for the asynchronous portion of the course. This course is a four hour learning block. We will meet for brief opening and closing Zoom sessions. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adanake@ttsd1.org and Mary.Elmes@ttsd1.org. Please include the following information in your email: - Date needed -	36252	21-22 CDPLT: COLE Teaching and Principles of Learning Day 3 of 3 - 2021-2022 - 3/31 Learning Block C	3/31/2022	3/31/2022	https://ttsd1.zoom.us/j/89866731058	2	No	0	5	0	0	0	Available upon request
409	16894	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principals of Learning Day 3 of 3 - 2021-2022 - 3/31	This course is Day 3 of Creating an Optimal Learning Environment (COLE). It is a requirement for all newly certificated hires to TUSD according to the Unitary Status Plan. Day 3 focuses on moving your instruction from proficient to distinguished through the examination of the SPARKS framework for Culturally Responsive Instruction and Danielson Framework for Teaching. This is a blended learning course using Edupuzzle as the platform for the asynchronous portion of the course. This course is a four hour learning block. We will meet for brief opening and closing Zoom sessions. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adanake@ttsd1.org and Mary.Elmes@ttsd1.org. Please include the following information in your email: - Date needed -	36250	21-22 CDPLT: COLE Teaching and Principles of Learning Day 3 of 3 - 2021-2022 - 3/31 Learning Block A	3/31/2022	3/31/2022	https://ttsd1.zoom.us/j/89866731058	2	No	0	14	0	0	0	Available upon request
409	16894	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principals of Learning Day 3 of 3 - 2021-2022 - 3/31	This course is Day 3 of Creating an Optimal Learning Environment (COLE). It is a requirement for all newly certificated hires to TUSD according to the Unitary Status Plan. Day 3 focuses on moving your instruction from proficient to distinguished through the examination of the SPARKS framework for Culturally Responsive Instruction and Danielson Framework for Teaching. This is a blended learning course using Edupuzzle as the platform for the asynchronous portion of the course. This course is a four hour learning block. We will meet for brief opening and closing Zoom sessions. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adanake@ttsd1.org and Mary.Elmes@ttsd1.org. Please include the following information in your email: - Date needed -	36251	21-22 CDPLT: COLE Teaching and Principles of Learning Day 3 of 3 - 2021-2022 - 3/31 Learning Block B	3/31/2022	3/31/2022	https://ttsd1.zoom.us/j/89866731058	2	No	0	19	0	0	0	Available upon request
409	16896	21-22 CDPLT: Collaborative Engagement Strategies - 3/31	Teachers will be introduced to collaborative learning structures that boost student academic achievement, improve student relations, promote thinking skills, and create a more kind and caring school community. Grades 2-12. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adanake@ttsd1.org and Mary.Elmes@ttsd1.org. Please include the following information in your email: - Date needed -	36260	21-22 CDPLT: Collaborative Engagement Strategies - 3/31 Learning Block B	3/31/2022	3/31/2022	https://ttsd1.zoom.us/j/3114065517	2	No	0	54	5	0	0	Available upon request
409	16896	21-22 CDPLT: Collaborative Engagement Strategies - 3/31	Teachers will be introduced to collaborative learning structures that boost student academic achievement, improve student relations, promote thinking skills, and create a more kind and caring school community. Grades 2-12. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adanake@ttsd1.org and Mary.Elmes@ttsd1.org. Please include the following information in your email: - Date needed -	36259	21-22 CDPLT: Collaborative Engagement Strategies - 3/31 Learning Block A	3/31/2022	3/31/2022	https://ttsd1.zoom.us/j/3114065517	2	No	0	62	4	0	0	Available upon request
409	16897	21-22 CDPLT: Rotatel Math Stations - 3/31	**THIS COURSE IS FOR NEW TEACHERS (LESS THAN 5 YEARS) GRADES K-5* Come explore with us how to create and run math centers in your classroom and/or during your math block. We will explore hands-on and virtual resources that can be used in the classroom. Math Centers allow teachers to grow classroom community, target enrichment and/or reteaching for your students and different ways to have fun with math. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adanake@ttsd1.org and Mary.Elmes@ttsd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing	36262	21-22 CDPLT: Rotatel Math Stations - 3/31 Learning Block A	3/31/2022	3/31/2022	https://ttsd1.zoom.us/j/81379531700	2	No	0	18	1	0	0	Available upon request
409	16897	21-22 CDPLT: Rotatel Math Stations - 3/31	**THIS COURSE IS FOR NEW TEACHERS (LESS THAN 5 YEARS) GRADES K-5* Come explore with us how to create and run math centers in your classroom and/or during your math block. We will explore hands-on and virtual resources that can be used in the classroom. Math Centers allow teachers to grow classroom community, target enrichment and/or reteaching for your students and different ways to have fun with math. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adanake@ttsd1.org and Mary.Elmes@ttsd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing	36263	21-22 CDPLT: Rotatel Math Stations - 3/31 Learning Block B	3/31/2022	3/31/2022	https://ttsd1.zoom.us/j/81379531700	2	No	0	21	0	0	0	Available upon request
409	16898	21-22 CDPLT: Trauma Informed Teaching - 3/31	This course will define A.C.E.s (Adverse Childhood Experiences), inform about the percentage of students impacted by trauma, how trauma impacts learning, and useful strategies to help support traumatized students. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adanake@ttsd1.org and Mary.Elmes@ttsd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing	36269	21-22 CDPLT: Trauma Informed Teaching - 3/31 Learning Block A	3/31/2022	3/31/2022	https://ttsd1.zoom.us/j/83947651458	2	No	0	18	3	0	0	Available upon request
409	16898	21-22 CDPLT: Trauma Informed Teaching - 3/31	This course will define A.C.E.s (Adverse Childhood Experiences), inform about the percentage of students impacted by trauma, how trauma impacts learning, and useful strategies to help support traumatized students. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adanake@ttsd1.org and Mary.Elmes@ttsd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing	36270	21-22 CDPLT: Trauma Informed Teaching - 3/31 Learning Block B	3/31/2022	3/31/2022	https://ttsd1.zoom.us/j/83947651458	2	No	0	38	7	0	0	Available upon request
409	16899	21-22 CDPLT: ELA Engagement - 3/31	This course will provide 1st and 2nd year teachers of grades K-5 ELA and History/ Social Studies teachers with instructional strategies to use in the classroom. Strategies include foldables, AOW, interactive notebooks, project based learning, Socratic seminar, and others. District provided resources will also be touched on including Nearpod, NewsELA, and Common Lit. ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adanake@ttsd1.org and Mary.Elmes@ttsd1.org. Please include the following information in your email: - Date needed -	36275	21-22 CDPLT: ELA Engagement - 3/31 Learning Block A	3/31/2022	3/31/2022	https://ttsd1.zoom.us/j/83140542438	2	No	0	13	0	0	0	Available upon request

409	16899	21-22 CDPLT: ELA Engagement - 3/31	This course will provide 1st and 2nd year teachers of grades 6-12 ELA and History/ Social Studies teachers with instructional strategies to use in the classroom. Strategies include foliosables, AOW, interactive notebooks, project based learning, Socratic seminar, and others. District provided resources will also be touched on including Nearpod, NewsELA, and Common Lit. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elmes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing	36276	21-22 CDPLT: ELA Engagement - 3/31 Learning Block B	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/83140542438	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Jana Gahn; Elizabeth Rowe; Carol Rubink; Tanya Schrantz; Nancy Silverman	2	No	0	19	0	0	Available upon request
409	16900	21-22 CDPLT: Social Emotional Learning and Mindfulness - 3/31	A look at the components and definitions of social emotional learning and mindfulness. Providing tools to assist participants in examining personal practices to encourage daily habits for themselves and their students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elmes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing	36272	21-22 CDPLT: Social Emotional Learning and Mindfulness - 3/31 Learning Block A	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/85166298571	Susan Allard; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Carol Rubink; Tanya Schrantz; Nancy Silverman	2	No	0	9	11	0	Available upon request
409	16900	21-22 CDPLT: Social Emotional Learning and Mindfulness - 3/31	A look at the components and definitions of social emotional learning and mindfulness. Providing tools to assist participants in examining personal practices to encourage daily habits for themselves and their students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elmes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing	36274	21-22 CDPLT: Social Emotional Learning and Mindfulness - 3/31 Learning Block C	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/85166298571	Susan Allard; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Carol Rubink; Tanya Schrantz; Nancy Silverman	2	No	0	11	7	0	Available upon request
409	16900	21-22 CDPLT: Social Emotional Learning and Mindfulness - 3/31	A look at the components and definitions of social emotional learning and mindfulness. Providing tools to assist participants in examining personal practices to encourage daily habits for themselves and their students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elmes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing	36273	21-22 CDPLT: Social Emotional Learning and Mindfulness - 3/31 Learning Block B	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/85166298571	Susan Allard; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Carol Rubink; Tanya Schrantz; Nancy Silverman	2	No	0	14	9	0	Available upon request
409	16904	21-22 CDPLT: CORE Partners Online Elementary Reading Academy (OERA) Make-Up Day - 3/31	This course is open to staff from CORE Partners schools in the MTSS-R study, who are already enrolled in the CORE Online Elementary Reading Academy. Participants will join the Zoom room and work asynchronously on sessions from the CORE Online Elementary Reading Academy. Time: 8:15-3:30pm Participants may attend 1, 2, or all 3 blocks of the day. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elmes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing	36287	21-22 CDPLT: CORE Partners Online Elementary Reading Academy (OERA) Make-Up Day - 3/31 Learning Block A	3/31/2022	3/31/2022	https://us02web.zoom.us/j/846174440317	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	4	1	0	Available upon request
409	16904	21-22 CDPLT: CORE Partners Online Elementary Reading Academy (OERA) Make-Up Day - 3/31	This course is open to staff from CORE Partners schools in the MTSS-R study, who are already enrolled in the CORE Online Elementary Reading Academy. Participants will join the Zoom room and work asynchronously on sessions from the CORE Online Elementary Reading Academy. Time: 8:15-3:30pm Participants may attend 1, 2, or all 3 blocks of the day. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elmes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing	36289	21-22 CDPLT: CORE Partners Online Elementary Reading Academy (OERA) Make-Up Day - 3/31 Learning Block B	3/31/2022	3/31/2022	https://us02web.zoom.us/j/846174440317	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	4	1	0	Available upon request
409	16904	21-22 CDPLT: CORE Partners Online Elementary Reading Academy (OERA) Make-Up Day - 3/31	This course is open to staff from CORE Partners schools in the MTSS-R study, who are already enrolled in the CORE Online Elementary Reading Academy. Participants will join the Zoom room and work asynchronously on sessions from the CORE Online Elementary Reading Academy. Time: 8:15-3:30pm Participants may attend 1, 2, or all 3 blocks of the day. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elmes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing	36291	21-22 CDPLT: CORE Partners Online Elementary Reading Academy (OERA) Make-Up Day - 3/31 Learning Block C	3/31/2022	3/31/2022	https://us02web.zoom.us/j/846174440317	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	5	1	0	Available upon request
409	16907	21-22 CDPLT: Teaching Economics and Personal Finance with Fun and Games! - 3/31	Make student learning sticky by employing hands-on activities and games. Attendees at this session will gain access to a collection of low-tech, active learning exercises to teach and reinforce essential economic and personal finance concepts in Grades 7-12. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elmes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing	36293	21-22 CDPLT: Teaching Economics and Personal Finance with Fun and Games! - 3/31 Learning Block C	3/31/2022	3/31/2022	https://arizona.zoom.us/j/82684500900	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	23	5	0	Available upon request
409	16908	21-22 CDPLT: Making the Connection: Economics and Civics - 3/31	After an introduction to the economic way of thinking, attendees will learn about the economic functions of government and explore lesson plans that connect economic principles to political party platforms and voting behavior. Materials will be suitable for students in Grades 7-12. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elmes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing	36292	21-22 CDPLT: Making the Connection: Economics and Civics - 3/31 Learning Block B	3/31/2022	3/31/2022	https://arizona.zoom.us/j/82684500900	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	13	1	0	Available upon request
409	16909	21-22 CDPLT: Introduction to Gizmos 6th and 7th Grade - 3/31	This workshop is designed to prepare teachers to use Gizmos immediately in their classrooms. The course introduces the major features and functions of the ExploreLearning website and shows teachers how Gizmos can look in their classrooms. In the workshop, an experienced ExploreLearning instructor models a math and science lesson with Gizmos so that participants can	36294	21-22 CDPLT: Introduction to Gizmos 6th and 7th Grade - 3/31 Learning Block B	3/31/2022	3/31/2022	https://explorelarning.zoom.us/j/99845431798	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	3	0	0	Available upon request
409	16910	21-22 CDPLT: Introduction to UDIL (2 Part Series) - 3/31	The First session in this Introduction to UDIL session, is brought to you by ASU Prep Digital, participants will be introduced to what Universal Design of Learning is and what the purpose of UDIL is. Participants will decide on a focus of implementation such as an upcoming lesson, project, or a particular time of day.	36298	21-22 CDPLT: Introduction to UDIL (Part 2) - 3/31 Learning Block C	3/31/2022	3/31/2022	https://asu.zoom.us/j/6556004908	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	4	0	0	Available upon request
409	16910	21-22 CDPLT: Introduction to UDIL (2 Part Series) - 3/31	The First session in this Introduction to UDIL session, is brought to you by ASU Prep Digital, participants will be introduced to what Universal Design of Learning is and what the purpose of UDIL is. Participants will decide on a focus of implementation such as an upcoming lesson, project, or a particular time of day.	36297	21-22 CDPLT: Introduction to UDIL (Part 1) - 3/31 Learning Block A	3/31/2022	3/31/2022	https://asu.zoom.us/j/6556004908	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	1	2	0	0	Available upon request
409	16911	21-22 CDPLT: DIBELS Data Analysis for Teachers (K-3) - 3/31	Analyze DIBELS classroom data for trends, areas of needs, and next steps. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elmes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing	36299	21-22 CDPLT: DIBELS Data Analysis for Teachers (K-3) - 3/31 Learning Block A	3/31/2022	3/31/2022	https://amplify.zoom.us/j/81636474864?pwd=NkRlUjw4SkQvVWRLNjUzZGE4YUgzdWd09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	6	1	0	Available upon request
409	16911	21-22 CDPLT: DIBELS Data Analysis for Teachers (K-3) - 3/31	Analyze DIBELS classroom data for trends, areas of needs, and next steps. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elmes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing	36300	21-22 CDPLT: DIBELS Data Analysis for Teachers (K-3) - 3/31 Learning Block B	3/31/2022	3/31/2022	https://amplify.zoom.us/j/81636474864?pwd=NkRlUjw4SkQvVWRLNjUzZGE4YUgzdWd09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	6	2	0	Available upon request
409	16911	21-22 CDPLT: DIBELS Data Analysis for Teachers (K-3) - 3/31	Analyze DIBELS classroom data for trends, areas of needs, and next steps. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elmes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing	36301	21-22 CDPLT: DIBELS Data Analysis for Teachers (K-3) - 3/31 Learning Block C	3/31/2022	3/31/2022	https://amplify.zoom.us/j/81636474864?pwd=NkRlUjw4SkQvVWRLNjUzZGE4YUgzdWd09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	7	3	0	Available upon request

			We can capitalize on the valuable first few minutes of learning in our classrooms through bellwork questions that engage student thinking and curiosity. IBC's an opportunity to scaffold low floor-high ceiling math tasks. We can explore this through the content of ratios, expressions and variability. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably	36295	21-22 CDPLT: Power Student Thinking MS Math - 3/31 Learning Block B	3/31/2022	3/31/2022	https://arizona.zoom.us/j/89908127583	Carrie Burdon; Kristi Chiasson; Megan Corona; Rebecca Denosky; Bradley Fletcher; Shawn Welayati; Elizabeth	2	No	0	1	0	0	Available upon request
409	16912	21-22 CDPLT: Power Student Thinking MS Math - 3/31	Basic introduction to Universal Design for Learning: a presentations given to all principals in October, is now available to all employees. In addition, the course will offer some differentiation ideas for classroom teachers. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered	36303	21-22 CDPLT: Introduction to UDL and Examples of Differentiation - 3/31 Learning Block B	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/84282001384	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Elizabeth Rowe	2	No	0	3	1	0	Available upon request
409	16915	21-22 CDPLT: Introduction to UDL and Examples of Differentiation - 3/31	Basic introduction to Universal Design for Learning: a presentations given to all principals in October, is now available to all employees. In addition, the course will offer some differentiation ideas for classroom teachers. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered	36304	21-22 CDPLT: Introduction to UDL and Examples of Differentiation - 3/31 Learning Block C	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/84282001384	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Elizabeth Rowe	2	No	0	7	2	0	Available upon request
409	16916	21-22 CDPLT: All about Progress Monitoring (DIBELS K-3) - 3/31	How to and best practices in DIBELS Progress Monitoring (K-3) ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered	36322	21-22 CDPLT: All about Progress Monitoring (DIBELS K-3) - 3/31 Learning Block C	3/31/2022	3/31/2022	https://amplify.zoom.us/j/86515494897?pwd=UjR0NjU1M1bD04S3Q0VG9hbmV5SG5kVU09	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth	2	No	0	7	1	0	Available upon request
409	16916	21-22 CDPLT: All about Progress Monitoring (DIBELS K-3) - 3/31	How to and best practices in DIBELS Progress Monitoring (K-3) ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered	36321	21-22 CDPLT: All about Progress Monitoring (DIBELS K-3) - 3/31 Learning Block B	3/31/2022	3/31/2022	https://amplify.zoom.us/j/86515494897?pwd=UjR0NjU1M1bD04S3Q0VG9hbmV5SG5kVU09	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth	2	No	0	9	3	0	Available upon request
409	16916	21-22 CDPLT: All about Progress Monitoring (DIBELS K-3) - 3/31	How to and best practices in DIBELS Progress Monitoring (K-3) ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered	36320	21-22 CDPLT: All about Progress Monitoring (DIBELS K-3) - 3/31 Learning Block A	3/31/2022	3/31/2022	https://amplify.zoom.us/j/86515494897?pwd=UjR0NjU1M1bD04S3Q0VG9hbmV5SG5kVU09	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth	2	No	0	12	2	0	Available upon request
409	16917	21-22 CDPLT: Using Depth of Knowledge to Increase Rigor for All Students (Grades K-8th) - 3/31	Through collaborative activities and discussions designed for teachers of any grade level, participants will learn how Depth of Knowledge (DoK) is a key tool for analyzing the cognitive complexity and alignment of not only standards and assessment items, but also the measurement of the alignment of objectives, questions and instructional activities to the standards. Using DoK to plan instruction, teachers can provide more effective student learning opportunities in their classrooms. Throughout this course, teachers will have opportunities to interact and practice identifying DoK levels and revising content examples using the different levels of DoK with the goal of being able	36306	21-22 CDPLT: Using Depth of Knowledge to Increase Rigor for All Students (Grades K-8th) - 3/31 Learning Block A	3/31/2022	3/31/2022	https://wested.zoom.us/j/95574242760	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Shayla Samuels	2	No	0	2	0	0	Available upon request
409	16917	21-22 CDPLT: Using Depth of Knowledge to Increase Rigor for All Students (Grades 8th) - 3/31	Through collaborative activities and discussions designed for teachers of any grade level, participants will learn how Depth of Knowledge (DoK) is a key tool for analyzing the cognitive complexity and alignment of not only standards and assessment items, but also the measurement of the alignment of objectives, questions and instructional activities to the standards. Using DoK to plan instruction, teachers can provide more effective student learning opportunities in their classrooms. Throughout this course, teachers will have opportunities to interact and practice identifying DoK levels and revising content examples using the different levels of DoK with the goal of being able	36308	21-22 CDPLT: Using Depth of Knowledge to Increase Rigor for All Students (Grades K-8th) - 3/31 Learning Block B	3/31/2022	3/31/2022	https://wested.zoom.us/j/95574242760	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Shayla Samuels	2	No	0	2	2	0	Available upon request
409	16917	21-22 CDPLT: Using Depth of Knowledge to Increase Rigor for All Students (Grades K-8th) - 3/31	Through collaborative activities and discussions designed for teachers of any grade level, participants will learn how Depth of Knowledge (DoK) is a key tool for analyzing the cognitive complexity and alignment of not only standards and assessment items, but also the measurement of the alignment of objectives, questions and instructional activities to the standards. Using DoK to plan instruction, teachers can provide more effective student learning opportunities in their classrooms. Throughout this course, teachers will have opportunities to interact and practice identifying DoK levels and revising content examples using the different levels of DoK with the goal of being able	36309	21-22 CDPLT: Using Depth of Knowledge to Increase Rigor for All Students (Grades K-8th) - 3/31 Learning Block C	3/31/2022	3/31/2022	https://wested.zoom.us/j/95574242760	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Shayla Samuels	2	No	0	7	1	0	Available upon request
409	16918	21-22 CDPLT: TouchMath Review - 3/31	For TouchMath users ONLY - review of TouchMath kits. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needed	36305	21-22 CDPLT: TouchMath Review - 3/31 Learning Block B	3/31/2022	3/31/2022	https://us06web.zoom.us/j/87437039922?pwd=b3F1YUJlUGl1Sm1kYXh0bDh0bG9kZz09	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Elizabeth Rowe	2	No	0	12	5	0	Available upon request
409	16919	21-22 CDPLT: Specialized Transportation: What You Need to Know About Transportation and the IEP Process - 3/31	In the session participants will learn about specialized transportation through the IEP process. We will review what qualifies a student for specialized transportation, documentation needed, timelines, and answer questions about special scenarios and situations. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered	36307	21-22 CDPLT: Specialized Transportation: What You Need to Know About Transportation and the IEP Process - 3/31 Learning Block B	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/87070910589?pwd=QU00Rm12L2toeGVRVU09bG9kZz09	Monica Ayon; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Elizabeth Rowe	2	No	0	1	0	0	Available upon request
409	16920	21-22 CDPLT: Using Depth of Knowledge to Increase Rigor for All Students (Grades 6th-12th) - 3/31	Through collaborative activities and discussions designed for teachers of any grade level, participants will learn how Depth of Knowledge (DoK) is a key tool for analyzing the cognitive complexity and alignment of not only standards and assessment items, but also the measurement of the alignment of objectives, questions and instructional activities to the standards. Using DoK to plan instruction, teachers can provide more effective student learning opportunities in their classrooms. Throughout this course, teachers will have opportunities to interact and practice identifying DoK levels and revising content examples using the different levels of DoK with the goal of being able	36314	21-22 CDPLT: Using Depth of Knowledge to Increase Rigor for All Students (Grades 6th-12th) - 3/31 Learning Block B	3/31/2022	3/31/2022	https://wested.zoom.us/j/96276613429	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Shayla Samuels	2	No	0	5	0	0	Available upon request
409	16920	21-22 CDPLT: Using Depth of Knowledge to Increase Rigor for All Students (Grades 6th-12th) - 3/31	Through collaborative activities and discussions designed for teachers of any grade level, participants will learn how Depth of Knowledge (DoK) is a key tool for analyzing the cognitive complexity and alignment of not only standards and assessment items, but also the measurement of the alignment of objectives, questions and instructional activities to the standards. Using DoK to plan instruction, teachers can provide more effective student learning opportunities in their classrooms. Throughout this course, teachers will have opportunities to interact and practice identifying DoK levels and revising content examples using the different levels of DoK with the goal of being able	36315	21-22 CDPLT: Using Depth of Knowledge to Increase Rigor for All Students (Grades 6th-12th) - 3/31 Learning Block C	3/31/2022	3/31/2022	https://wested.zoom.us/j/96276613429	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Shayla Samuels	2	No	0	25	0	0	Available upon request
409	16921	21-22 CDPLT: Help! I Cannot Read My Student's Handwriting! - 3/31	This course will discuss the following topics: Pencil grip, Weak hands, Adaptations and accommodations Writing vs. Typing. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered	36312	21-22 CDPLT: Help! I Cannot Read My Student's Handwriting! - 3/31 Learning Block B	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/87153369275	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Dawn Fader; Camille France; Theresa Huelskamp; Elizabeth Rowe; Shayla Samuels	2	No	0	16	12	0	Available upon request
409	16922	21-22 CDPLT: APE Adaptations & Games to Support PE Curriculum Including Structured Play - 3/31	In this course you will learn about adaptations and accommodations for students who participate in PE classes and structure play. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered	36313	21-22 CDPLT: APE Adaptations & Games to Support PE Curriculum Including Structured Play - 3/31 Learning Block B	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/8107846021?pwd=Tk13UWVhbmV5SG5kVU09	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Virginia McCombs; Elizabeth Rowe	2	No	0	24	3	0	Available upon request
409	16924	21-22 CDPLT: Creative Formative Assessment Strategies - 3/31	Who said formative testing isn't fun? Together we will get creative and have some fun as we transform your assessments. You can significantly improve the culture of assessment in your classroom and reduce the stress associated. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org.	36317	21-22 CDPLT: Creative Formative Assessment Strategies - 3/31 Learning Block B	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/87818503607	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Kimberly King; Elizabeth Rowe	2	No	0	24	2	0	Available upon request

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409	16938	21-22 CDPLT: Implementing Inclusive Preschool Practices - 3/31	Participants will explore tools and strategies for implementation of high-quality inclusive practices. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time	36340	21-22 CDPLT: Implementing Inclusive Preschool Practices - 3/31 Learning Block B	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/81470984278	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Jessica Jaeger; Kathleen Lavoie; Celina Robles	2	No	0	1	4	0	Available upon request
409	16938	21-22 CDPLT: Implementing Inclusive Preschool Practices - 3/31	Participants will explore tools and strategies for implementation of high-quality inclusive practices. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time	36341	21-22 CDPLT: Implementing Inclusive Preschool Practices - 3/31 Learning Block C	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/81470984278	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Jessica Jaeger; Kathleen Lavoie; Celina Robles	2	No	0	4	9	0	Available upon request
409	16939	21-22 CDPLT: Accommodations, Supplemental Aides, Modifications, Special Considerations, and Supports - 3/31	Identifying the appropriate accommodations for students with descriptions of where, when, and who will be providing the accommodations. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time	36342	21-22 CDPLT: Accommodations, Supplemental Aides, Modifications, Special Considerations, and Supports - 3/31 Learning Block A	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/8981871776417pwd-eRpmF0MTBxSU00MDRoWTRvcV3UT098.from=addon	Carrie Burdon; Kristi Ohlsson; Megan Corona; Daniel Diffie; Bradley Fletcher; Theresa Huelskamp; Elizabeth Martin	2	No	0	41	13	0	Available upon request
409	16940	21-22 CDPLT: SDI/LRE Justification Statements - 3/31	Understanding SDI and how to develop an LRE with appropriate Justification Statements. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time	36343	21-22 CDPLT: SDI/LRE Justification Statements - 3/31 Learning Block A	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/88098267568	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Cara Gabor; Theresa Huelskamp; Casandra Martinez; Elizabeth Rowe	2	No	0	88	4	6	Available upon request
409	16941	21-22 CDPLT: CommonLit: Secondary Unit Planning for Interdisciplinary Literacy - 3/31	In this overview session, for secondary teachers (grades 6-12), attendees will learn how to utilize CommonLit's award-winning digital interdisciplinary literacy program, which offers over 2,000 literacy lessons and high-quality units. After sharing best practices for navigating CommonLit's digital library, sharing lessons with students, and tracking student progress, CommonLit's Instructional Specialists will share specially curated curricular materials with Tucson USD teachers that are designed to support upcoming	36344	21-22 CDPLT: CommonLit: Secondary Unit Planning for Interdisciplinary Literacy - 3/31 Learning Block A	3/31/2022	3/31/2022	https://us06web.zoom.us/j/sashacommonlit	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Leslie Frandblau-Wirth; Elizabeth Rowe	2	No	0	7	0	0	Available upon request
409	16943	21-22 CDPLT: Communication and Response Skills - 3/31	The intent of this course is to provide communication skills, learn response skills to create a more inspiring and engaging classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time	36348	21-22 CDPLT: Communication and Response Skills - 3/31 Learning Block C	3/31/2022	3/31/2022	https://us02web.zoom.us/j/816495453617pwd-anA2ZjVT3jGMW84UWV2Mm5YdkU0T09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Elizabeth Rowe	2	No	0	14	12	0	Available upon request
409	16943	21-22 CDPLT: Communication and Response Skills - 3/31	The intent of this course is to provide communication skills, learn response skills to create a more inspiring and engaging classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time	36346	21-22 CDPLT: Communication and Response Skills - 3/31 Learning Block A	3/31/2022	3/31/2022	https://us02web.zoom.us/j/816495453617pwd-anA2ZjVT3jGMW84UWV2Mm5YdkU0T09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Elizabeth Rowe	2	No	0	16	7	0	Available upon request
409	16943	21-22 CDPLT: Communication and Response Skills - 3/31	The intent of this course is to provide communication skills, learn response skills to create a more inspiring and engaging classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time	36347	21-22 CDPLT: Communication and Response Skills - 3/31 Learning Block B	3/31/2022	3/31/2022	https://us02web.zoom.us/j/816495453617pwd-anA2ZjVT3jGMW84UWV2Mm5YdkU0T09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Elizabeth Rowe	2	No	0	21	7	0	Available upon request
409	16944	21-22 CDPLT: CommonLit Deep Dive: Explore High-Quality ELA Units for (Grades 6-10) - 3/31	In this session, teachers will gain a deep understanding of CommonLit's new 360 units for grades 6-10. These disciplinary literacy units are designed to drive student learning and save teachers' hours of instructional planning time. Units come complete with reading, writing, vocabulary, discussion and	36349	21-22 CDPLT: CommonLit Deep Dive: Explore High-Quality ELA Units for (Grades 6-10) - 3/31 Learning Block B	3/31/2022	3/31/2022	https://zoom.us/j/my/caraazatoris	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Leslie Douglas; Hillary	2	No	0	7	0	0	Available upon request
409	16945	21-22 CDPLT: Fine Arts - Middle & High School Visual Arts - 3/31	Virtual PD Day meeting for Middle & High School Visual Art Educators. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time	36350	21-22 CDPLT: Fine Arts - Middle & High School Visual Arts - 3/31 Learning Block C	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/3331544625	Carrie Burdon; Kristi Ohlsson; Megan Corona; Hillary Douglas; Bradley	2	No	0	22	1	0	Available upon request
409	16946	21-22 CDPLT: Fine Arts - OMA K-5 Visual Arts - 3/31	Virtual PD Day meeting for OMA K-5 Visual Art Educators. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time	36351	21-22 CDPLT: Fine Arts - OMA K-5 Visual Arts - 3/31 Learning Block B	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/3331544625	Carrie Burdon; Kristi Ohlsson; Megan Corona; Hillary Douglas; Bradley	2	No	0	25	3	0	Available upon request
409	16947	21-22 CDPLT: Fine Arts - Dance Teachers in Middle School & High School - 3/31	This section is intended for those who teach dance at the middle school and high school levels. This session is a collaborative discussion to share expertise and provide support in a variety of areas relevant to teaching dance. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time	36352	21-22 CDPLT: Fine Arts - Dance Teachers in Middle School & High School - 3/31 Learning Block B	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/84863764645	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Bruno Loya; Elizabeth Rowe	2	No	0	2	1	1	Available upon request
409	16948	21-22 CDPLT: Fine Arts - Teaching Folklorico Dance at the Middle School & High School Level - 3/31	This course is intended for those who teach dance at the middle school & high school level. This session will be a collaborative conversation to share best practices of teaching folklorico dance and offer support in areas needed. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time	36353	21-22 CDPLT: Fine Arts - Teaching Folklorico Dance at the Middle School & High School Level - 3/31 Learning Block C	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/81884060152	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Bruno Loya; Elizabeth Rowe	2	No	0	0	1	0	Available upon request
409	16949	21-22 CDPLT: Fine Arts - Theatre Arts - 3/31	A session for all TUSD theatre teachers of any grade level. We will have a Q & A session on trauma-informed practices as well as recap the year, discuss any future plan for the group as a whole, and address any issues teachers are having/continue to have. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time	36354	21-22 CDPLT: Fine Arts - Theatre Arts - 3/31 Learning Block B	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/856752418257pwd=ODNMWFhwNlwyRG9hZjYURMk1NV05Q0d09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Kristian Kissel; Elizabeth Rowe	2	No	0	7	1	0	Available upon request
409	16950	21-22 CDPLT: Science of Sound - STEM and Music with STEMAZing - 3/31	From making your own iSTEMortheCheap instruments to exploring the structure of sound waves using online simulations, you will love this hands-on, minds-on professional learning. Geared toward the incorporation of science with music, teachers from grades 7-12 (BUT K-6 are welcome!) will learn more of the interdisciplinary nature between science and music education. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time	36355	21-22 CDPLT: Science of Sound - STEM and Music with STEMAZing - 3/31 Learning Block C	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/85873401097pwd=UmROUDN0MGZmSUVGQ0ASNfN0N0THda09	Joan Ashcraft; Daniel Brown; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Matthew Holter; Elizabeth Rowe	2	No	0	44	1	0	Available upon request
409	16953	21-22 CDPLT: Media Literacy: Evaluating Information with a Critical Lens - 3/31	Teachers will sharpen their skills for critically analyzing digital messaging and content and will identify ways that they can integrate these skills into their daily classroom practices. There are two important messages that we can help students integrate into their daily lives when navigating their media-saturated world: What is the intent of the message and who created it? Teachers play an integral role in helping students evaluate media messaging	36358	21-22 CDPLT: Media Literacy: Evaluating Information with a Critical Lens - 3/31 Learning Block B	3/31/2022	3/31/2022	https://arizona.zoom.us/j/83441893468	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	19	1	0	Available upon request
409	16954	21-22 CDPLT: PBS LearningMedia Part 2: A Deeper Dive - 3/31	As a follow-up to the introductory PBS LearningMedia session, participants will have the opportunity to explore resources in greater depth, learn more about creating lessons using Lesson Builder, class rostering, and tracking student progress and usage. This interactive session will allow time for grade-level collaborations, school-level collaborations, or other configurations that support the integration of PBS LearningMedia resources into the curriculum as a complement to resources. Before your session, ideas and content for co-facilitators	36359	21-22 CDPLT: PBS LearningMedia Part 2: A Deeper Dive - 3/31 Learning Block C	3/31/2022	3/31/2022	https://arizona.zoom.us/j/81674955228	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	14	3	1	Available upon request

			Many of the students who arrive in our classrooms each day do not show up ready to learn! By infusing the components of trauma-responsive social emotional learning into our content, we can create pathways to learning that previously did not exist. But how do we do this? This course will discuss some practical applications of utilizing the neurosequential principles of regulation.						https://azed.gov.zoom.us/j/88490751742?pwd=V2RlNEZva9QWlUWZk4S0B0d09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bethanne County; Bradley Fletcher; Elizabeth Rowe							
409	16955	21-22 CDPLT: Trauma-Responsive Social Emotional Integration - 3/31	Many of the students who arrive in our classrooms each day do not show up ready to learn! By infusing the components of trauma-responsive social emotional learning into our content, we can create pathways to learning that previously did not exist. But how do we do this? This course will discuss some practical applications of utilizing the neurosequential principles of regulation.	36362	21-22 CDPLT: Trauma-Responsive Social Emotional Integration - 3/31 Learning Block A	3/31/2022	3/31/2022				2	No	0	18	20	1	Available upon request
409	16955	21-22 CDPLT: Trauma-Responsive Social Emotional Integration - 3/31	Many of the students who arrive in our classrooms each day do not show up ready to learn! By infusing the components of trauma-responsive social emotional learning into our content, we can create pathways to learning that previously did not exist. But how do we do this? This course will discuss some practical applications of utilizing the neurosequential principles of regulation.	36365	21-22 CDPLT: Trauma-Responsive Social Emotional Integration - 3/31 Learning Block B	3/31/2022	3/31/2022				2	No	0	22	8	0	Available upon request
409	16956	21-22 CDPLT: Leveraging Resources, Educator Emotional Resiliency, and Building Community - 3/31	This session will both introduce educators to TREC (Tucson Regional Educator Collaborative) and support educator emotional resiliency. Attendees will engage in resiliency activities and discuss possible ways these activities could be implemented with students. We will also spend time exploring the new TREC website to leverage resources and learn about opportunities to build community. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably	36369	21-22 CDPLT: Leveraging Resources, Educator Emotional Resiliency, & Building Community - 3/31 Learning Block A	3/31/2022	3/31/2022	https://arizona.zoom.us/j/88460238129		Carrie Burdon; Kristi Ohlsson; Megan Corona; Bethanne County; Bradley Fletcher; Elizabeth Rowe	2	No	0	3	2	0	Available upon request
409	16956	21-22 CDPLT: Leveraging Resources, Educator Emotional Resiliency, and Building Community - 3/31	This session will both introduce educators to TREC (Tucson Regional Educator Collaborative) and support educator emotional resiliency. Attendees will engage in resiliency activities and discuss possible ways these activities could be implemented with students. We will also spend time exploring the new TREC website to leverage resources and learn about opportunities to build community. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably	36370	21-22 CDPLT: Leveraging Resources, Educator Emotional Resiliency, & Building Community - 3/31 Learning Block B	3/31/2022	3/31/2022	https://arizona.zoom.us/j/88460238129		Carrie Burdon; Kristi Ohlsson; Megan Corona; Bethanne County; Bradley Fletcher; Elizabeth Rowe	2	No	0	9	2	0	Available upon request
409	16956	21-22 CDPLT: Leveraging Resources, Educator Emotional Resiliency, and Building Community - 3/31	This session will both introduce educators to TREC (Tucson Regional Educator Collaborative) and support educator emotional resiliency. Attendees will engage in resiliency activities and discuss possible ways these activities could be implemented with students. We will also spend time exploring the new TREC website to leverage resources and learn about opportunities to build community. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably	36371	21-22 CDPLT: Leveraging Resources, Educator Emotional Resiliency, & Building Community - 3/31 Learning Block C	3/31/2022	3/31/2022	https://arizona.zoom.us/j/88460238129		Carrie Burdon; Kristi Ohlsson; Megan Corona; Bethanne County; Bradley Fletcher; Elizabeth Rowe	2	No	1	19	6	0	Available upon request
409	16960	21-22 CDPLT: From Feelings to Solutions: A Focus on Social-Emotional Learning - Facilitated by CanyonPD - 3/31	Using current research on critical/creative thinking strategies, teachers will define and explore the use of CCT strategies and open-ended questioning to improve and enhance instruction for all students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elmes@tUSD1.org. Please include the	36368	21-22 CDPLT: From Feelings to Solutions: A Focus on Social-Emotional Learning - Facilitated by CanyonPD - 3/31 Learning Block C	3/31/2022	3/31/2022	https://gcu.zoom.us/j/93089049423?pwd=UGVlMlVhZS1WVGsX82WHY2UlpBWEhNcQ709		Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	15	4	0	Available upon request
409	16960	21-22 CDPLT: From Feelings to Solutions: A Focus on Social-Emotional Learning - Facilitated by CanyonPD - 3/31	Using current research on critical/creative thinking strategies, teachers will define and explore the use of CCT strategies and open-ended questioning to improve and enhance instruction for all students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elmes@tUSD1.org. Please include the	36367	21-22 CDPLT: From Feelings to Solutions: A Focus on Social-Emotional Learning - Facilitated by CanyonPD - 3/31 Learning Block B	3/31/2022	3/31/2022	https://gcu.zoom.us/j/93089049423?pwd=UGVlMlVhZS1WVGsX82WHY2UlpBWEhNcQ709		Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	18	7	0	Available upon request
409	16960	21-22 CDPLT: From Feelings to Solutions: A Focus on Social-Emotional Learning - Facilitated by CanyonPD - 3/31	Using current research on critical/creative thinking strategies, teachers will define and explore the use of CCT strategies and open-ended questioning to improve and enhance instruction for all students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elmes@tUSD1.org. Please include the	36366	21-22 CDPLT: From Feelings to Solutions: A Focus on Social-Emotional Learning - Facilitated by CanyonPD - 3/31 Learning Block A	3/31/2022	3/31/2022	https://gcu.zoom.us/j/93089049423?pwd=UGVlMlVhZS1WVGsX82WHY2UlpBWEhNcQ709		Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	22	8	0	Available upon request
409	16961	21-22 CDPLT: UDL (Universal Design for Learning, Part 1) - Facilitated by CanyonPD - 3/31	UDL is a framework that is designed to improve classroom instruction and support students learning. UDL provides scientific insights into how people learn and what methods work best. During this session, participants will be provided with an overview of UDL and the guidelines for implementation. K-12 ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elmes@tUSD1.org. Please include the	36373	21-22 CDPLT: UDL (Universal Design for Learning, Part 1) - Facilitated by CanyonPD - 3/31 Learning Block B	3/31/2022	3/31/2022	https://gcu.zoom.us/j/94602383314		Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	2	4	0	Available upon request
409	16961	21-22 CDPLT: UDL (Universal Design for Learning, Part 1) - Facilitated by CanyonPD - 3/31	UDL is a framework that is designed to improve classroom instruction and support students learning. UDL provides scientific insights into how people learn and what methods work best. During this session, participants will be provided with an overview of UDL and the guidelines for implementation. K-12 ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elmes@tUSD1.org. Please include the	36374	21-22 CDPLT: UDL (Universal Design for Learning, Part 1) - Facilitated by CanyonPD - 3/31 Learning Block C	3/31/2022	3/31/2022	https://gcu.zoom.us/j/94602383314		Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	5	6	0	Available upon request
409	16961	21-22 CDPLT: UDL (Universal Design for Learning, Part 1) - Facilitated by CanyonPD - 3/31	UDL is a framework that is designed to improve classroom instruction and support students learning. UDL provides scientific insights into how people learn and what methods work best. During this session, participants will be provided with an overview of UDL and the guidelines for implementation. K-12 ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elmes@tUSD1.org. Please include the	36372	21-22 CDPLT: UDL (Universal Design for Learning, Part 1) - Facilitated by CanyonPD - 3/31 Learning Block A	3/31/2022	3/31/2022	https://gcu.zoom.us/j/94602383314		Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	6	1	0	Available upon request
409	16962	21-22 CDPLT: UDL (Universal Design for Learning, Part 2) - Facilitated by CanyonPD - 3/31	Now that you have a clear understanding of the UDL framework, it is time to put it into action! During this session, participants will learn how to apply UDL to help students meet specific learning goals. They will reflect on how the shared language, assessments, methods, and materials embedded within UDL lead to a meaningful learning experience for all students. K-12 ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elmes@tUSD1.org. Please include the	36377	21-22 CDPLT: UDL (Universal Design for Learning, Part 2) - Facilitated by CanyonPD - 3/31 Learning Block C	3/31/2022	3/31/2022	https://gcu.zoom.us/j/96956043421		Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	0	1	0	Available upon request
409	16962	21-22 CDPLT: UDL (Universal Design for Learning, Part 2) - Facilitated by CanyonPD - 3/31	Now that you have a clear understanding of the UDL framework, it is time to put it into action! During this session, participants will learn how to apply UDL to help students meet specific learning goals. They will reflect on how the shared language, assessments, methods, and materials embedded within UDL lead to a meaningful learning experience for all students. K-12 ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elmes@tUSD1.org. Please include the	36375	21-22 CDPLT: UDL (Universal Design for Learning, Part 2) - Facilitated by CanyonPD - 3/31 Learning Block A	3/31/2022	3/31/2022	https://gcu.zoom.us/j/96956043421		Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	1	0	0	Available upon request
409	16962	21-22 CDPLT: UDL (Universal Design for Learning, Part 2) - Facilitated by CanyonPD - 3/31	Now that you have a clear understanding of the UDL framework, it is time to put it into action! During this session, participants will learn how to apply UDL to help students meet specific learning goals. They will reflect on how the shared language, assessments, methods, and materials embedded within UDL lead to a meaningful learning experience for all students. K-12 ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elmes@tUSD1.org. Please include the	36376	21-22 CDPLT: UDL (Universal Design for Learning, Part 2) - Facilitated by CanyonPD - 3/31 Learning Block B	3/31/2022	3/31/2022	https://gcu.zoom.us/j/96956043421		Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	6	0	0	Available upon request
409	16965	21-22 CDPLT: Understanding and Responding to i-Ready Data for Leadership (Grades 6-8) - 3/31	Prepare to successfully lead an i-Ready implementation. Data-Driven Leadership Best Practices helps leaders establish effective implementation strategies and foundations that unlock i-Ready's potential to drive student growth. Leaders who are new to i-Ready engage in hands-on exploration of the most important reports and features for administrators. This prepares leaders to use i-Ready for data-driven decision-making and instructional planning. As time permits, educators discuss the Top Leader Actions for	36383	21-22 CDPLT: Understanding and Responding to i-Ready Data for Leadership (Grades 6-8) - 3/31 Learning Block C	3/31/2022	3/31/2022	https://cainc.zoom.us/j/851215648868		Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Omar Sotelo	2	No	1	0	0	0	Available upon request
409	16968	21-22 CDPLT: Grades K-5: Eureka Math Squared Webinar: GreatMinds' 2nd Edition for Eureka Math - 3/31	Elementary teachers please join us for this informative webinar and take a look at what makes Eureka Math exponentially more accessible for students and teachers alike. This session highlights how the Eureka Math instructional design aligns with the Universal Design for Learning (UDL) guidelines to support learner variability. Educators will learn how embedded lesson features and strategically placed UDL and Language Support notes can maximize learner success. K-12 ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elmes@tUSD1.org. Please include the	36385	21-22 CDPLT: Grades K-5: Eureka Math Squared Webinar: GreatMinds' 2nd Edition for Eureka Math - 3/31 Learning Block C	3/31/2022	3/31/2022	https://tUSD1.zoom.us/j/851215648868		Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Omar Sotelo	2	No	0	25	3	0	Available upon request
409	16968	21-22 CDPLT: Grades K-5: Eureka Math Squared Webinar: GreatMinds' 2nd Edition for Eureka Math - 3/31	Elementary teachers please join us for this informative webinar and take a look at what makes Eureka Math exponentially more accessible for students and teachers alike. This session highlights how the Eureka Math instructional design aligns with the Universal Design for Learning (UDL) guidelines to support learner variability. Educators will learn how embedded lesson features and strategically placed UDL and Language Support notes can maximize learner success. K-12 ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elmes@tUSD1.org. Please include the	36384	21-22 CDPLT: Grades K-5: Eureka Math Squared Webinar: GreatMinds' 2nd Edition for Eureka Math - 3/31 Learning Block B	3/31/2022	3/31/2022	https://tUSD1.zoom.us/j/851215648868		Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Omar Sotelo	2	No	1	69	4	1	Available upon request
409	16969	21-22 CDPLT: Count Me In! Working with Algebra Tiles - 3/31	Algebra tiles enable learners to make concrete connections to abstract unknown quantities. In this course, we will explore the properties of virtual algebra tiles and the use of these tiles to simplify expressions, to add and subtract algebraic expressions, to substitute and to solve equations. This session is intended for the mathematics used in grades 6 through Algebra 1.	36390	21-22 CDPLT: Count Me In! Working with Algebra Tiles - 3/31 Learning Block B	3/31/2022	3/31/2022	https://us02web.zoom.us/j/85185159694		Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Omar Sotelo	2	No	0	18	2	0	Available upon request

409	16971	21-22 CDPLT: Noyce Borderlands: Thinking Outside - Exploring Gardens as Teaching Spaces - 3/31	Interested in starting a garden? If you have a garden, are you interested in facilitating engaging outside gardening lessons? This course is a joint collaboration between Noyce Borderland fellows and the Lapan College Club in exploring how to use gardens as effective and impactful teaching spaces. No gardening experience required. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusi1.org and Mary.Elmes@tusi1.org. Please include the following information in your email: - Date needed - Start and end time	36394	21-22 CDPLT: Noyce Borderlands: Thinking Outside - Exploring Gardens as Teaching Spaces - 3/31 Learning Block C	3/31/2022	3/31/2022	https://tusi1.zoom.us/j/774225852	Carrie Burdon; Kristi Chiasson; Megan Corona; Benjamin Davis; Bradley Fletcher; Timothy Malan; Elizabeth Rowe	2	No	0	3	6	1	Available upon request
409	16971	21-22 CDPLT: Noyce Borderlands: Thinking Outside - Exploring Gardens as Teaching Spaces - 3/31	Interested in starting a garden? If you have a garden, are you interested in facilitating engaging outside gardening lessons? This course is a joint collaboration between Noyce Borderland fellows and the Lapan College Club in exploring how to use gardens as effective and impactful teaching spaces. No gardening experience required. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusi1.org and Mary.Elmes@tusi1.org. Please include the following information in your email: - Date needed - Start and end time	36496	21-22 CDPLT: Noyce Borderlands: Thinking Outside - Exploring Gardens as Teaching Spaces - 3/31 Learning Block B	3/31/2022	3/31/2022	https://tusi1.zoom.us/j/774225852	Carrie Burdon; Kristi Chiasson; Megan Corona; Benjamin Davis; Bradley Fletcher; Timothy Malan; Elizabeth Rowe	2	No	0	9	4	0	Available upon request
409	16975	21-22 CDPLT: Final Preparation for State Testing Readiness and Success - AASCI, AASA, and ACT & ACT Aspire - 3/31	State testing season is upon us and you serve a critical role! We are here to help. This session will better prepare you for meeting the daily challenges of state testing. We will help you review an in-depth checklist of priorities to be ready for state testing including logistics, technical, and staffing issues. This session will be interactive and you will share best practices with your peers using real life testing scenarios. By the end of this session, you will be able to answer Adaintake@tusi1.org and Mary.Elmes@tusi1.org. Please include the following information in your email: - Date needed - Start and end time	36396	21-22 CDPLT: Final Preparation for State Testing Readiness and Success - 3/31 Learning Block A	3/31/2022	3/31/2022	https://tusi1.zoom.us/j/82964897190?pwd=Zm1aRkV3Q3CMGPFWRURUdTV3R2Z3CUT09	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Halley Freitas; Elizabeth Rowe	2	No	0	8	3	0	Available upon request
409	16975	21-22 CDPLT: Final Preparation for State Testing Readiness and Success - AASCI, AASA, and ACT & ACT Aspire - 3/31	State testing season is upon us and you serve a critical role! We are here to help. This session will better prepare you for meeting the daily challenges of state testing. We will help you review an in-depth checklist of priorities to be ready for state testing including logistics, technical, and staffing issues. This session will be interactive and you will share best practices with your peers using real life testing scenarios. By the end of this session, you will be able to answer Adaintake@tusi1.org and Mary.Elmes@tusi1.org. Please include the following information in your email: - Date needed - Start and end time	36397	21-22 CDPLT: Final Preparation for State Testing Readiness and Success - 3/31 Learning Block B	3/31/2022	3/31/2022	https://tusi1.zoom.us/j/82964897190?pwd=Zm1aRkV3Q3CMGPFWRURUdTV3R2Z3CUT09	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Halley Freitas; Elizabeth Rowe	2	No	1	6	1	0	Available upon request
409	16976	21-22 CDPLT: K-5 Math Curriculum Writing - 3/31	Support our teachers and Students through your math expertise as we update our math curriculum documents to align with Eureka Math Squared, GreatMinds 2nd edition to Eureka Math. This session is intended for K-5 participants who are committed to an ongoing writing process for our TUSD Math Curriculum documents. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusi1.org and Mary.Elmes@tusi1.org. Please include the following information in your email: - Date needed - Start and end time	36401	21-22 CDPLT: K-5 Math Curriculum Writing - 3/31 Learning Block B	3/31/2022	3/31/2022	https://tusi1.zoom.us/j/88183474542	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Dana Islas; Elizabeth Rowe; Omar Setelo	2	No	0	1	0	0	Available upon request
409	16976	21-22 CDPLT: K-5 Math Curriculum Writing - 3/31	Support our teachers and Students through your math expertise as we update our math curriculum documents to align with Eureka Math Squared, GreatMinds 2nd edition to Eureka Math. This session is intended for K-5 participants who are committed to an ongoing writing process for our TUSD Math Curriculum documents. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusi1.org and Mary.Elmes@tusi1.org. Please include the following information in your email: - Date needed - Start and end time	36400	21-22 CDPLT: K-5 Math Curriculum Writing - 3/31 Learning Block A	3/31/2022	3/31/2022	https://tusi1.zoom.us/j/88183474542	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Dana Islas; Elizabeth Rowe; Omar Setelo	2	No	0	9	0	0	Available upon request
409	16978	21-22 CDPLT: Intellectual Freedom Committee: What 'Intellectual Freedom' Means for You & Your Students - 3/31	This session will define 'Intellectual Freedom' for you and your students, and also how to handle book challenges/banning/censorship. You will learn TUSD governing board policy on how to handle such situations in the classroom, the library, and concern from parents and community. This policy has also been	36405	21-22 CDPLT: Intellectual Freedom Committee: What 'Intellectual Freedom' Means for You & Your Students - 3/31 Learning Block A	3/31/2022	3/31/2022	https://tusi1.zoom.us/j/82507540107	Carrie Burdon; Kristi Chiasson; Megan Corona; Kirsten Cummins; Bradley Rowe	2	No	1	23	26	0	Available upon request
409	16979	21-22 CDPLT: Classroom Management Through Student Engagement - Facilitated by CanyonPD - 3/31	During this session participants will reflect on the types of classroom management problems they are encountering. They will identify how to address the three dimensions of engagement (behavioral, cognitive, and emotional). Participants will learn a variety of strategies to promote optimal student engagement and to limit behavioral issues in the classroom. K-12	36407	21-22 CDPLT: Classroom Management Through Student Engagement - Facilitated by CanyonPD - 3/31 Learning Block B	3/31/2022	3/31/2022	https://gce.zoom.us/j/95493326510	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	14	4	0	Available upon request
409	16979	21-22 CDPLT: Classroom Management Through Student Engagement - Facilitated by CanyonPD - 3/31	During this session participants will reflect on the types of classroom management problems they are encountering. They will identify how to address the three dimensions of engagement (behavioral, cognitive, and emotional). Participants will learn a variety of strategies to promote optimal student engagement and to limit behavioral issues in the classroom. K-12	36408	21-22 CDPLT: Classroom Management Through Student Engagement - Facilitated by CanyonPD - 3/31 Learning Block C	3/31/2022	3/31/2022	https://gce.zoom.us/j/95493326510	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	16	9	0	Available upon request
409	16979	21-22 CDPLT: Classroom Management Through Student Engagement - Facilitated by CanyonPD - 3/31	During this session participants will reflect on the types of classroom management problems they are encountering. They will identify how to address the three dimensions of engagement (behavioral, cognitive, and emotional). Participants will learn a variety of strategies to promote optimal student engagement and to limit behavioral issues in the classroom. K-12	36406	21-22 CDPLT: Classroom Management Through Student Engagement - Facilitated by CanyonPD - 3/31 Learning Block A	3/31/2022	3/31/2022	https://gce.zoom.us/j/95493326510	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	17	3	1	Available upon request
409	16980	21-22 CDPLT: Three-Dimensional Science Instruction - Facilitated by CanyonPD - 3/31	What benefits does phenomenon-based learning offer students? Science is not a set of facts or vocabulary lists to be memorized. Science is a process of knowing and questioning the world around us. Three-dimensional science instruction is a way to get students DOING, SHOWING, KNOWING, and USING	36409	21-22 CDPLT: Three-Dimensional Science Instruction - Facilitated by CanyonPD - 3/31 Learning Block A	3/31/2022	3/31/2022	https://gce.zoom.us/j/99273968697?pwd=REQYanhxh1N2wzckBh3RFRtE4609	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	2	0	0	Available upon request
409	16980	21-22 CDPLT: Three-Dimensional Science Instruction - Facilitated by CanyonPD - 3/31	What benefits does phenomenon-based learning offer students? Science is not a set of facts or vocabulary lists to be memorized. Science is a process of knowing and questioning the world around us. Three-dimensional science instruction is a way to get students DOING, SHOWING, KNOWING, and USING	36410	21-22 CDPLT: Three-Dimensional Science Instruction - Facilitated by CanyonPD - 3/31 Learning Block B	3/31/2022	3/31/2022	https://gce.zoom.us/j/99273968697?pwd=REQYanhxh1N2wzckBh3RFRtE4609	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	8	0	0	Available upon request
409	16980	21-22 CDPLT: Three-Dimensional Science Instruction - Facilitated by CanyonPD - 3/31	What benefits does phenomenon-based learning offer students? Science is not a set of facts or vocabulary lists to be memorized. Science is a process of knowing and questioning the world around us. Three-dimensional science instruction is a way to get students DOING, SHOWING, KNOWING, and USING	36411	21-22 CDPLT: Three-Dimensional Science Instruction - Facilitated by CanyonPD - 3/31 Learning Block C	3/31/2022	3/31/2022	https://gce.zoom.us/j/99273968697?pwd=REQYanhxh1N2wzckBh3RFRtE4609	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	10	1	0	Available upon request
409	16981	21-22 CDPLT: Building the STEM Mindset - Facilitated by CanyonPD - 3/31	What is your current STEM Mindset? During this session you will spend time defining your STEM identity and developing an understanding of how the Engineering Design Process relates to STEM. You will learn how to use problem-solving techniques to develop students' social-emotional and academic growth. K-12	36414	21-22 CDPLT: Building the STEM Mindset - Facilitated by CanyonPD - 3/31 Learning Block C	3/31/2022	3/31/2022	https://gce.zoom.us/j/99499746021	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	17	1	0	Available upon request
409	16981	21-22 CDPLT: Building the STEM Mindset - Facilitated by CanyonPD - 3/31	What is your current STEM Mindset? During this session you will spend time defining your STEM identity and developing an understanding of how the Engineering Design Process relates to STEM. You will learn how to use problem-solving techniques to develop students' social-emotional and academic growth. K-12	36413	21-22 CDPLT: Building the STEM Mindset - Facilitated by CanyonPD - 3/31 Learning Block B	3/31/2022	3/31/2022	https://gce.zoom.us/j/99499746021	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	23	0	0	Available upon request
409	16981	21-22 CDPLT: Building the STEM Mindset - Facilitated by CanyonPD - 3/31	What is your current STEM Mindset? During this session you will spend time defining your STEM identity and developing an understanding of how the Engineering Design Process relates to STEM. You will learn how to use problem-solving techniques to develop students' social-emotional and academic growth. K-12	36412	21-22 CDPLT: Building the STEM Mindset - Facilitated by CanyonPD - 3/31 Learning Block A	3/31/2022	3/31/2022	https://gce.zoom.us/j/99499746021	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	24	4	0	Available upon request
409	16985	21-22 CDPLT: Adobe Creative Educator-Inspiring Creativity for all Classrooms - 3/31	(From Adobe Education Exchange) Understanding the power of creativity, why it matters, and how to leverage it in your teaching helps to prepare students by giving them the 21st-century skills they need to succeed. This course helps educators understand what creativity is, why it's important, and how to develop creativity in their students across subjects and grade levels, from young children through to college students and adult learners. Whether you teach in a media lab or a history classroom, primary school or college, this course will give you a deeper understanding of the power of creativity in any classroom. This course will offer easy active participation strategies that teachers can immediately use in their classroom instruction (both physical and virtual). There are a wide range of strategies for all grade levels. Participants will be expected to be actively engaged in participation. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusi1.org and Mary.Elmes@tusi1.org. Please include the following information in your email: - Date needed - Start and end time	36427	21-22 CDPLT: Adobe Creative Educator-Inspiring Creativity for all Classrooms - 3/31 Learning Block B	3/31/2022	3/31/2022	https://tusi1.zoom.us/j/84222947188	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Christina McGeer; Elizabeth Rowe	2	No	0	36	2	1	Available upon request
409	16986	21-22 CDPLT: Engaging students with CTE Active Participation Strategies - 3/31	What is your current STEM Mindset? During this session you will spend time defining your STEM identity and developing an understanding of how the Engineering Design Process relates to STEM. You will learn how to use problem-solving techniques to develop students' social-emotional and academic growth. K-12	36428	21-22 CDPLT: Engaging students with CTE Active Participation Strategies - 3/31 Learning Block C	3/31/2022	3/31/2022	https://tusi1.zoom.us/j/82474454256	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Christina McGeer; Elizabeth Rowe	2	No	0	25	4	0	Available upon request

409	16987	21-22 CDPLT: Imagine Language and Literacy: Getting Started with Success for Teachers, K-5 - 3/31	Imagine Language and Literacy for Grades K-5. Are you ready to find out more about how you can successfully use the Imagine Language and Literacy program in your classroom? Join us to learn more about the key features of the program, become comfortable navigating the teacher portal, and spend some time live in the program exploring where to find information and additional resources. <i>Join us to find out more about Imagine Language and Literacy for Grades K-5. This session equips educators with a foundational understanding of the report suite in Imagine Language and Literacy. Participants will focus on key reports to monitor throughout the year, mapping out action plans for data points to analyze daily, weekly, and monthly. Hands-on opportunities with reports and actual student data will</i>	36429	21-22 CDPLT: Imagine Language and Literacy: Getting Started with Success for Teachers, K-5 - 3/31 Learning Block A	3/31/2022	3/31/2022	https://imaginelearning.com.us/j/9713477964?pwd=VmludVRLZjpwVVA3QzZlOUpkRQT09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	8	0	0	Available upon request
409	16988	21-22 CDPLT: Imagine Language and Literacy: Best Practices with Reports and Data for Teachers Grades K-5 - 3/31	Imagine Language and Literacy Grades K-5. This session delves into how to use data to plan for and drive instruction and student achievement. Educators will build upon their knowledge of Imagine Language & Literacy reports and get hands-on to analyze student data in the Portfolio, Progress by Lesson, and the Action Areas Tool and map out action plans to inform instruction for intervention and enrichment. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to adaaccommodations@imaginelearning.com	36430	21-22 CDPLT: Imagine Language and Literacy: Best Practices with Reports and Data for Teachers Grades K-5 - 3/31 Learning Block B	3/31/2022	3/31/2022	https://imaginelearning.com.us/j/96186882915?pwd=ZlhuMDRlbnRlc0xwMjZlOUpkRQT09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	14	2	0	Available upon request
409	16989	21-22 CDPLT: Imagine Language and Literacy: Using Data to Inform Intervention & Enrichment Instruction, Grades K-5 - 3/31	Imagine Language and Literacy Grades K-5. This session delves into how to use data to plan for and drive instruction and student achievement. Educators will build upon their knowledge of Imagine Language & Literacy reports and get hands-on to analyze student data in the Portfolio, Progress by Lesson, and the Action Areas Tool and map out action plans to inform instruction for intervention and enrichment. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to adaaccommodations@imaginelearning.com	36431	21-22 CDPLT: Imagine Language and Literacy: Using Data, Grades K-5 - 3/31 Learning Block C	3/31/2022	3/31/2022	https://imaginelearning.com.us/j/99853498660?pwd=UERMOUtaTW50UjllOHRaODQ2eWw2ZD09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	7	1	0	Available upon request
409	16993	21-22 CDPLT: Introduction to Flocabulary - 3/31	K-12 Flocabulary is known for their engaging videos, but did you know each Flocabulary lesson comes with a suite of engaging activities, games and assignments to make the learning experience even more robust? In this introductory session, we will demonstrate how the site is organized, describe the function of each of the lesson features, and highlight a range of subject and grade-level content that students will be able to access. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to adaaccommodations@imaginelearning.com	36443	21-22 CDPLT: Introduction to Flocabulary - 3/31 Learning Block A	3/31/2022	3/31/2022	https://usd1.zoom.us/j/84110539060	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	33	3	0	Available upon request
409	16997	21-22 CDPLT: Introduction to Gizmos - 3/31	Grades 6-7 This workshop is designed to prepare teachers to use Gizmos immediately in their classrooms. The course introduces the major features and functions of the ExploreLearning website and shows teachers how Gizmos can look in their classrooms. In the workshop, an experienced ExploreLearning instructor models a math and science lesson with Gizmos so that participants can identify and deconstruct best teaching practices. Teachers use this information to best understand how to use Gizmos with their students.	36446	21-22 CDPLT: Introduction to Gizmos - 3/31 Learning Block B	3/31/2022	3/31/2022	https://explorelarning.com.us/j/99845431788	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	1	0	0	Available upon request
409	16998	21-22 CDPLT: Imagine Math PK2 & Math 3+ Getting Started with Success for Teachers Grades K-8 - 3/31	Imagine Math Grades K-8. Are you ready to find out more about how you can successfully use the Imagine Math PreK-2 and/or Imagine Math 3+ program in your classroom? Join us to learn more about the key features of the program, become comfortable navigating the teacher portal, and spend some time live in the program exploring where to find information and additional resources. Participants will focus on key reports to monitor throughout the year, mapping out action plans for data	36454	21-22 CDPLT: Imagine Math PK2 & Math 3+ Getting Started with Success for Teachers Grades K-8 - 3/31 Learning Block C	3/31/2022	3/31/2022	https://imaginelearning.com.us/j/93003474669?pwd=dkxibWludVRLZjpwVVA3QzZlOUpkRQT09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	7	0	0	Available upon request
409	16999	21-22 CDPLT: Imagine Math PK2 & Math 3+ Using Data to Inform Intervention & Enrichment Instruction for Teachers Gr K-8 - 3/31	Imagine Math Grades K-8. This session delves into how to use data to plan for and drive instruction and student achievement. Educators will build upon their knowledge of Imagine Math reports and get hands-on instruction on analyzing student data and guiding whole- and small-group instruction for intervention and enrichment. For grades 3+, participants will examine reports to monitor student progress through pathways and create custom pathways. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to adaaccommodations@imaginelearning.com	36444	21-22 CDPLT: Imagine Math: Using Data to Inform Intervention & Enrichment Instruction for Grades K-8 - 3/31 Learning Block B	3/31/2022	3/31/2022	https://imaginelearning.com.us/j/95380120467?pwd=WGJlMjZlbnRlc0xwMjZlOUpkRQT09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	1	0	0	Available upon request
409	17000	21-22 CDPLT: Imagine Math: Best Practices to Lead with Success for Administrators Grades K-8 - 3/31	Imagine Math Grades K-8. This session prepares leaders with everything needed to jump-start and lead a successful implementation with Imagine Math PreK-2 and/or Math 3+. Leaders will dive into their school's success plan and map out milestones for a successful rollout to educators. Key data indicators to monitor will be identified along with action steps to take to ensure all teachers and students are up and running with success. Data investigation will include how to look at beginning	36448	21-22 CDPLT: Imagine Math: Best Practices to Lead with Success for Administrators Grades K-8 - 3/31 Learning Block B	3/31/2022	3/31/2022	https://imaginelearning.com.us/j/99215874395?pwd=UWJlbnRlc0xwMjZlbnRlc0xwMjZlOUpkRQT09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	2	0	0	Available upon request
409	17004	21-22 CDPLT: Imagine Español: Getting Started with Success & Reports and Data for Teachers Grades K-2 - 3/31	Imagine Español Grades K-2. This session builds a solid understanding of both the teacher and student experience and key steps to take in the first few months to get started with success with Imagine Español. Participants will learn how to manage student settings and dive into the powerful personalized learning and adaptive instruction for students. Participants will focus on key reports to monitor throughout the year, mapping out action plans for data	36452	21-22 CDPLT: Imagine Español: Getting Started with Success & Reports and Data for Teachers Grades K-2 - 3/31 Learning Block A	3/31/2022	3/31/2022	https://imaginelearning.com.us/j/916500676327?pwd=a3Q2WEYcTWVhbnRlc0xwMjZlbnRlc0xwMjZlOUpkRQT09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	1	0	0	Available upon request
409	17005	21-22 CDPLT: Imagine Reading: Getting Started with Success for Teachers Grades 6-8 - 3/31	Imagine Reading Grades 6-8. Are you ready to find out more about how you can successfully use the Imagine Reading program in your classroom? Join us to learn more about the key features of the program, become comfortable navigating the teacher portal, and spend some time live in the program exploring where to find information and additional resources. Participants will dive into the content and map out unit/text sets to align to instructional	36453	21-22 CDPLT: Imagine Reading: Getting Started with Success for Teachers Grades 6-8 - 3/31 Learning Block C	3/31/2022	3/31/2022	https://imaginelearning.com.us/j/91388136064?pwd=MkhpZWludVRLZjpwVVA3QzZlOUpkRQT09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	1	0	0	Available upon request
409	17007	21-22 CDPLT: Imagine Reading: Getting Started with Success for Teachers Grades 6-8 - 3/31	Imagine Reading Grades 6-8. Are you ready to find out more about how you can successfully use the Imagine Reading program in your classroom? Join us to learn more about the key features of the program, become comfortable navigating the teacher portal, and spend some time live in the program exploring where to find information and additional resources. Participants will dive into the content and map out unit/text sets to align to instructional goals. They will observe and unpack a Power Sentence Lesson, designed to	36456	21-22 CDPLT: Imagine Reading: Getting Started with Success for Teachers Grades 6-8 - 3/31 Learning Block A	3/31/2022	3/31/2022	https://imaginelearning.com.us/j/98040161074?pwd=UFRlbnRlc0xwMjZlbnRlc0xwMjZlOUpkRQT09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	1	0	0	Available upon request
409	17018	21-22 CDPLT: Supporting Benchmark Advance Writing Mini-Lessons (K-2) - 3/31	In this course, grades K-2 teachers will expand their knowledge of writing mini-lessons to cover the following objectives: 8.C Examine the types of writing mini-lessons including writing in response to reading. 8.C Explore the writing mini-lessons and how they support students as they grow as a writer. 8.C Understand the different writing lessons and development of lessons over the year. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to adaaccommodations@imaginelearning.com	36482	21-22 CDPLT: Supporting Benchmark Advance Writing Mini-Lessons (K-2) - 3/31 Learning Block A	3/31/2022	3/31/2022	https://zoom.us/join/zoom/register/jUlcuCuqhoqVhNGRfrkCb-3ZyT5-D0w1dz	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	4	0	0	Available upon request
409	17018	21-22 CDPLT: Supporting Benchmark Advance Writing Mini-Lessons (K-2) - 3/31	In this course, grades K-2 teachers will expand their knowledge of writing mini-lessons to cover the following objectives: 8.C Examine the types of writing mini-lessons including writing in response to reading. 8.C Explore the writing mini-lessons and how they support students as they grow as a writer. 8.C Understand the different writing lessons and development of lessons over the year. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to adaaccommodations@imaginelearning.com	36485	21-22 CDPLT: Supporting Benchmark Advance Writing Mini-Lessons (K-2) - 3/31 Learning Block B	3/31/2022	3/31/2022	https://zoom.us/join/zoom/register/jUyluf-r0BHM9WVPLG13KcpN-1mmPBt	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	24	0	0	Available upon request
409	17018	21-22 CDPLT: Supporting Benchmark Advance Writing Mini-Lessons (K-2) - 3/31	In this course, grades K-2 teachers will expand their knowledge of writing mini-lessons to cover the following objectives: 8.C Examine the types of writing mini-lessons including writing in response to reading. 8.C Explore the writing mini-lessons and how they support students as they grow as a writer. 8.C Understand the different writing lessons and development of lessons over the year. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to adaaccommodations@imaginelearning.com	36486	21-22 CDPLT: Supporting Benchmark Advance Writing Mini-Lessons (K-2) - 3/31 Learning Block C	3/31/2022	3/31/2022	https://zoom.us/join/zoom/register/jUlkdeqopkVGRJDFa-jRN8WZf0-1-jgf	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	14	0	0	Available upon request
409	17018	21-22 CDPLT: Supporting Benchmark Advance Writing Mini-Lessons (K-2) - 3/31	In this course, grades K-2 teachers will expand their knowledge of writing mini-lessons to cover the following objectives: 8.C Examine the types of writing mini-lessons including writing in response to reading. 8.C Explore the writing mini-lessons and how they support students as they grow as a writer. 8.C Understand the different writing lessons and development of lessons over the year. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to adaaccommodations@imaginelearning.com	36483	21-22 CDPLT: Supporting Benchmark Advance Writing Mini-Lessons (K-2) - 3/31 Learning Block A	3/31/2022	3/31/2022	https://zoom.us/join/zoom/register/jUOpde-tqijqHNTdAZfG24-MTH3KDM1P8	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	37	1	0	Available upon request

409	17019	21-22 CDPLT: Supporting Benchmark Advance Writing Mini-Lessons (3-5) - 3/31	In this course, grades 3-5 teachers will expand their knowledge of writing mini-lessons to cover the following objectives: 8Cc Examine the types of writing mini-lessons including writing in response to reading, 8Cc Explore the writing mini-lessons and how they support students as they grow as a writer, 8Cc Understand the different writing lessons and development of lessons over the year. ADA accommodations (specifically an ASL Interpreter) must be	36487	21-22 CDPLT: Supporting Benchmark Advance Writing Mini-Lessons (3-5) - 3/31 Learning Block A	3/31/2022	3/31/2022	https://zoom.us/join/zoom/register/7U0ld-6sqWjHdF-9t5gtLvbRumNzV69D-T	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	1	0	0	Available upon request
409	17019	21-22 CDPLT: Supporting Benchmark Advance Writing Mini-Lessons (3-5) - 3/31	In this course, grades 3-5 teachers will expand their knowledge of writing mini-lessons to cover the following objectives: 8Cc Examine the types of writing mini-lessons including writing in response to reading, 8Cc Explore the writing mini-lessons and how they support students as they grow as a writer, 8Cc Understand the different writing lessons and development of lessons over the year. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaptive@tusd1.org and	36491	21-22 CDPLT: Supporting Benchmark Advance Writing Mini-Lessons (3-5) - 3/31 Learning Block C	3/31/2022	3/31/2022	https://zoom.us/join/zoom/register/7U0ceZorD0uG9N1y-onAQjPVAUBVQHaPw1	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	8	1	0	Available upon request
409	17019	21-22 CDPLT: Supporting Benchmark Advance Writing Mini-Lessons (3-5) - 3/31	In this course, grades 3-5 teachers will expand their knowledge of writing mini-lessons to cover the following objectives: 8Cc Examine the types of writing mini-lessons including writing in response to reading, 8Cc Explore the writing mini-lessons and how they support students as they grow as a writer, 8Cc Understand the different writing lessons and development of lessons over the year. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaptive@tusd1.org and	36490	21-22 CDPLT: Supporting Benchmark Advance Writing Mini-Lessons (3-5) - 3/31 Learning Block B	3/31/2022	3/31/2022	https://zoom.us/join/zoom/register/7U0c-muqJk0HtZrD5ePaJ8ChOeeH7N_vN	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	13	0	0	Available upon request
409	17019	21-22 CDPLT: Supporting Benchmark Advance Writing Mini-Lessons (3-5) - 3/31	In this course, grades 3-5 teachers will expand their knowledge of writing mini-lessons to cover the following objectives: 8Cc Examine the types of writing mini-lessons including writing in response to reading, 8Cc Explore the writing mini-lessons and how they support students as they grow as a writer, 8Cc Understand the different writing lessons and development of lessons over the year. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaptive@tusd1.org and	36488	21-22 CDPLT: Supporting Benchmark Advance Writing Mini-Lessons (3-5) - 3/31 Learning Block A	3/31/2022	3/31/2022	https://zoom.us/join/zoom/register/7U0cd-ussjksGHNHUIOP-y0nVlpgYTPpD	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	10	0	0	Available upon request
409	17046	Summer PD22: (Part One of Two) Trauma Informed Teaching	This session will examine SEL needs in our schools. We will look at why we need SEL time, where we implement SEL, when do we have time to do SEL, and how we can implement SEL in our day to regulate ourselves and students. The information presented is drawn from the Neurosequential Model in Education and Neurosequential Model in Therapeutics, developed by Dr. Bruce Perry.	36610	6/15/22 - Summer PD22 - Part One of Two: Trauma Informed Teaching	6/15/2022	6/15/2022	https://tusd1.zoom.us/j/85631447229	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	15	0	0	Available upon request
409	17047	Summer PD22 - SEL: Why Do We Need It? Where Do We Use It? When Do We Have Time? How Do We Implement It?	This presentation will discuss Federal Programs and the funding available to support School Counselors. Helpful tips for advocating to administrators will be shared. Additional emphasis will be placed on the non-profit organization, DonorsChoose.	36652	Summer PD22 - SEL: Why Do We Need It? Where Do We Use It? When Do We Have Time? How Do We Implement It?	6/8/2022	6/8/2022	https://tusd1.zoom.us/j/6867286188	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	9	1	0	Available upon request
409	17049	Summer PD22: Funding for School Counseling Programs	This presentation will discuss how Powtoon can aid educators in disseminating their Social Emotional Learning Programming school-wide. Helpful tips for using the free version will be provided. Additional emphasis will be placed on tailoring the use of Powtoon to TUSD's adopted SEL curriculum, CharacterStrong.	36630	6/8/22 - Summer PD22 - Funding for School Counseling Programs	6/8/2022	6/8/2022	https://tusd1.zoom.us/j/5202326700	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	7	0	0	Available upon request
409	17050	Summer PD22 - Using Powtoon to Highlight SEL Programming	This session will examine SEL needs in our schools. We will look at why we need SEL time, where we implement SEL, when do we have time to do SEL, and how we can implement SEL in our day to regulate ourselves and students. The information presented is drawn from the Neurosequential Model in Education and Neurosequential Model in Therapeutics, developed by Dr. Bruce Perry.	36641	6/16/22 - Summer PD22 - Using Powtoon to Highlight SEL Programming	6/16/2022	6/16/2022	https://tusd1.zoom.us/j/5202326700	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	2	0	0	Available upon request
409	17051	Summer PD22 - Daily Art Prompts- Engaging All Students in Visual Arts	Learners will engage with how to craft sketchbooks and zines for small daily art challenges that can be used as a great tool for bell work and for building confidence in students at all levels. This is not solely for art teachers, but can be used as an integration tool across curricula and a classroom management tool to get students invested in their learning from the get go.	36660	6/6/22 - Daily Art Prompts- Engaging All Students in Visual Arts	6/6/2022	6/6/2022	https://tusd1.zoom.us/j/87074630106	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	6	0	0	Available upon request
409	17051	Summer PD22 - Daily Art Prompts- Engaging All Students in Visual Arts	Learners will engage with how to craft sketchbooks and zines for small daily art challenges that can be used as a great tool for bell work and for building confidence in students at all levels. This is not solely for art teachers, but can be used as an integration tool across curricula and a classroom management tool to get students invested in their learning from the get go.	36661	6/10/22 - Daily Art Prompts- Engaging All Students in Visual Arts	6/10/2022	6/10/2022	https://tusd1.zoom.us/j/87074630106	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	7	0	0	Available upon request
409	17075	Summer PD22 - Teaching Children To Care: Classroom Management Beyond Reward & Punishment	This course connects to the goal of social emotional competency as well as culturally responsive pedagogy by teaching teachers and students how to work together to create a safe and equitable classroom.	36703	6/13/22 - Summer PD22 - Teaching Children To Care: Classroom Management Beyond Reward & Punishment	6/13/2022	6/13/2022	https://tusd1.zoom.us/j/9941023586	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	3	0	0	Available upon request
409	17084	Summer PD22 - mCLASS with DIBELS 8 - Initial Training (Full Day)	This session trains educators to assess platform for literacy foundational skills in grades K-3.	36619	6/14/22 - mCLASS with DIBELS 8 - Initial Training (Full Day)	6/14/2022	6/14/2022	https://ampify.zoom.us/j/89476088212	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	6	No	0	1	0	0	Available upon request
409	17084	Summer PD22 - mCLASS with DIBELS 8 - Initial Training (Full Day)	This session trains educators to assess platform for literacy foundational skills in grades K-3.	36620	6/15/22 - mCLASS with DIBELS 8 - Initial Training (Full Day)	6/15/2022	6/15/2022	https://ampify.zoom.us/j/89476088212	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	6	No	0	1	0	0	Available upon request
409	17084	Summer PD22 - mCLASS with DIBELS 8 - Initial Training (Full Day)	This session trains educators to assess platform for literacy foundational skills in grades K-3.	36621	6/21/22 - mCLASS with DIBELS 8 - Initial Training (Full Day)	6/21/2022	6/21/2022	https://ampify.zoom.us/j/89476088212 Password: Amplify1	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	6	No	0	1	0	0	Available upon request
409	17084	Summer PD22 - mCLASS with DIBELS 8 - Initial Training (Full Day)	This session trains educators to assess platform for literacy foundational skills in grades K-3.	36622	6/22/22 - mCLASS with DIBELS 8 - Initial Training (Full Day)	6/22/2022	6/22/2022	https://ampify.zoom.us/j/89476088212 Password: Amplify1	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	6	No	0	1	0	0	Available upon request
409	17085	Summer PD22 - mCLASS with DIBELS 8 Refresher	Refresher training on how to administer mCLASS DIBELS 8th (grades K-3) For those with prior experience with DIBELS	36637	6/22/22 - mCLASS with DIBELS 8 Refresher 12-30PM	6/22/2022	6/22/2022	https://ampify.zoom.us/j/89666632974 Password: Amplify1	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	3	No	0	6	0	0	Available upon request
409	17085	Summer PD22 - mCLASS with DIBELS 8 Refresher	Refresher training on how to administer mCLASS DIBELS 8th (grades K-3) For those with prior experience with DIBELS	36629	6/14/22 - mCLASS with DIBELS 8 Refresher 12-30PM	6/14/2022	6/14/2022	https://ampify.zoom.us/j/89666632974	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	3	No	0	7	0	0	Available upon request

			Refresher training on how to administer mCLASS DIBELS 8th (grades K-3) For those with prior experience with DIBELS						Carrie Burdon; Bradley Fletcher; Henry Mangan; Deanna McLemore; Dawn Merrick; Elizabeth Rowe										
409	17085	Summer PD22 - mCLASS with DIBELS 8 Refresher	Refresher training on how to administer mCLASS DIBELS 8th (grades K-3) For those with prior experience with DIBELS	36631	6/15/22 - mCLASS with DIBELS 8 Refresher 8:30AM	6/15/2022	6/15/2022	https://ampfly.zoom.us/j/89666632974	Carrie Burdon; Bradley Fletcher; Henry Mangan; Deanna McLemore; Dawn Merrick; Elizabeth Rowe	3	No	0	5	0	0	0	Available upon request		
409	17085	Summer PD22 - mCLASS with DIBELS 8 Refresher	Refresher training on how to administer mCLASS DIBELS 8th (grades K-3) For those with prior experience with DIBELS	36628	6/14/22 - mCLASS with DIBELS 8 Refresher 8:30AM	6/14/2022	6/14/2022	https://ampfly.zoom.us/j/89666632974	Carrie Burdon; Bradley Fletcher; Henry Mangan; Deanna McLemore; Dawn Merrick; Elizabeth Rowe	3	No	0	7	0	0	0	Available upon request		
409	17086	Summer PD22 - All About Progress Monitoring (DIBELS K-3)	DIBELS is the assessment tool for foundational skills K-3. This session is all about Progress Monitoring with DIBELS between Benchmarks.	36646	6/23/22 - All About Progress Monitoring (DIBELS K-3) 8AM	6/23/2022	6/23/2022	https://ampfly.zoom.us/j/89629727894 Password: Amplify1	Carrie Burdon; Bradley Fletcher; Henry Mangan; Deanna McLemore; Dawn Merrick; Elizabeth Rowe	2	No	0	6	0	0	0	Available upon request		
409	17086	Summer PD22 - All About Progress Monitoring (DIBELS K-3)	DIBELS is the assessment tool for foundational skills K-3. This session is all about Progress Monitoring with DIBELS between Benchmarks.	36647	6/23/22 - All About Progress Monitoring (DIBELS K-3) 10AM	6/23/2022	6/23/2022	https://ampfly.zoom.us/j/89629727894 Password: Amplify1	Carrie Burdon; Bradley Fletcher; Henry Mangan; Deanna McLemore; Dawn Merrick; Elizabeth Rowe	2	No	0	8	0	0	0	Available upon request		
409	17086	Summer PD22 - All About Progress Monitoring (DIBELS K-3)	DIBELS is the assessment tool for foundational skills K-3. This session is all about Progress Monitoring with DIBELS between Benchmarks.	36642	6/16/22 - All About Progress Monitoring (DIBELS K-3) 8AM	6/16/2022	6/16/2022	https://ampfly.zoom.us/j/89629727894	Carrie Burdon; Bradley Fletcher; Henry Mangan; Deanna McLemore; Dawn Merrick; Elizabeth Rowe	2	No	0	13	0	0	0	Available upon request		
409	17086	Summer PD22 - All About Progress Monitoring (DIBELS K-3)	DIBELS is the assessment tool for foundational skills K-3. This session is all about Progress Monitoring with DIBELS between Benchmarks.	36645	6/23/22 - All About Progress Monitoring (DIBELS K-3) 1PM	6/23/2022	6/23/2022	https://ampfly.zoom.us/j/89629727894 Password: Amplify1	Carrie Burdon; Bradley Fletcher; Henry Mangan; Deanna McLemore; Dawn Merrick; Elizabeth Rowe	2	No	0	10	0	0	0	Available upon request		
409	17086	Summer PD22 - All About Progress Monitoring (DIBELS K-3)	DIBELS is the assessment tool for foundational skills K-3. This session is all about Progress Monitoring with DIBELS between Benchmarks.	36643	6/16/22 - All About Progress Monitoring (DIBELS K-3) 10AM	6/16/2022	6/16/2022	https://ampfly.zoom.us/j/89629727894	Carrie Burdon; Bradley Fletcher; Henry Mangan; Deanna McLemore; Dawn Merrick; Elizabeth Rowe	2	No	0	16	0	0	0	Available upon request		
409	17086	Summer PD22 - All About Progress Monitoring (DIBELS K-3)	DIBELS is the assessment tool for foundational skills K-3. This session is all about Progress Monitoring with DIBELS between Benchmarks.	36644	6/16/22 - All About Progress Monitoring (DIBELS K-3) 1PM	6/16/2022	6/16/2022	https://ampfly.zoom.us/j/89629727894	Carrie Burdon; Bradley Fletcher; Henry Mangan; Deanna McLemore; Dawn Merrick; Elizabeth Rowe	2	No	0	19	0	0	0	Available upon request		
409	17087	Summer PD22 - Philosophical Chairs	Participants will engage in specific WICOR (Writing, Inquiry, Collaboration, Organization and Reading) strategies to plan for integration of Philosophical Chairs into their lessons. They will focus on building central questions to which contradictory positions exist. Participants will address these positions	36649	6/9/22 - Philosophical Chairs	6/9/2022	6/9/2022	https://usd1.zoom.us/j/86413605299	Carrie Burdon; Bradley Fletcher; Deanna McLemore; Lacey Petterson; Elizabeth Rowe	2	No	0	7	0	0	0	Available upon request		
409	17087	Summer PD22 - Philosophical Chairs	Participants will engage in specific WICOR (Writing, Inquiry, Collaboration, Organization and Reading) strategies to plan for integration of Philosophical Chairs into their lessons. They will focus on building central questions to which contradictory positions exist. Participants will address these positions	36648	6/8/22 - Philosophical Chairs	6/8/2022	6/8/2022	https://usd1.zoom.us/j/86413605299	Carrie Burdon; Bradley Fletcher; Deanna McLemore; Lacey Petterson; Elizabeth Rowe; Christine White	2	No	0	11	0	0	0	Available upon request		
409	17088	Summer PD22 - What's Love Got to Do With It?	The Essential Role of Attachment-Based Developmental Relationships in Learning and Leading This session will illustrate the foundational power that relationships have over memory and resilient learning in order to show how grit, determination, and positive purpose arise from caring and committed relationships. In addition, it will explore how the neurochemistry of positive and challenging relationships increases memory and engagement with	36650	6/8/22 - What's Love Got to Do With It?	6/8/2022	6/8/2022	https://usd1.zoom.us/j/86413605299	Carrie Burdon; Bradley Fletcher; Deanna McLemore; Lacey Petterson; Elizabeth Rowe; Christine White	2	No	0	8	0	0	0	Available upon request		
409	17088	Summer PD22 - What's Love Got to Do With It?	The Essential Role of Attachment-Based Developmental Relationships in Learning and Leading This session will illustrate the foundational power that relationships have over memory and resilient learning in order to show how grit, determination, and positive purpose arise from caring and committed relationships. In addition, it will explore how the neurochemistry of positive and challenging relationships increases memory and engagement with	36651	6/9/22 - What's Love Got to Do With It?	6/9/2022	6/9/2022	https://usd1.zoom.us/j/86413605299	Carrie Burdon; Bradley Fletcher; Deanna McLemore; Lacey Petterson; Elizabeth Rowe; Christine White	2	No	0	9	0	0	0	Available upon request		
409	17091	Summer PD22 - Using The Why To Inspire Achievement	This module focuses on the power of starting with why we do what we do when communicating and attempting to inspire action. The focus will be illustrating and discussing what <i>Why</i> messaging is in contrast to the <i>What</i> and <i>How</i> . Finally, we will apply our understanding of <i>Why</i> messaging by creating a <i>Why</i> message connected to our professional practice and AVID strategies.	36666	6/15/22 - Summer PD22 - Using The Why To Inspire Achievement	6/15/2022	6/15/2022	https://usd1.zoom.us/j/86413605299	Carrie Burdon; Bradley Fletcher; Deanna McLemore; Lacey Petterson; Elizabeth Rowe; Christine White	2	No	0	7	0	0	0	Available upon request		
409	17091	Summer PD22 - Using The Why To Inspire Achievement	This module focuses on the power of starting with why we do what we do when communicating and attempting to inspire action. The focus will be illustrating and discussing what <i>Why</i> messaging is in contrast to the <i>What</i> and <i>How</i> . Finally, we will apply our understanding of <i>Why</i> messaging by creating a <i>Why</i> message connected to our professional practice and AVID strategies.	36665	6/14/22 - Summer PD22 - Using The Why To Inspire Achievement	6/14/2022	6/14/2022	https://usd1.zoom.us/j/86413605299	Carrie Burdon; Bradley Fletcher; Deanna McLemore; Lacey Petterson; Elizabeth Rowe; Christine White	2	No	0	9	0	0	0	Available upon request		
409	17093	Summer PD22 - Using Costa's Levels Of Thinking To Increase Inquiry	This module is intended to strengthen inquiry in all classrooms through the use of Costa's Levels of Thinking. The module will allow participants a chance to learn how AVID strategies can be implemented in all classrooms to increase inquiry. While the focus of this module is on increasing inquiry, each element of WICOR (Writing, Inquiry,	36709	6/14/22 - Summer PD22 - Using Costa's Levels Of Thinking To Increase Inquiry	6/14/2022	6/14/2022	https://usd1.zoom.us/j/8531621985?pwd=VASEVE9HkzRlRlQWw4d3BMeVZaQ2Vkd090	Amy Armenta; Carrie Burdon; Bradley Fletcher; Ruth Mann; Deanna McLemore; Elizabeth Rowe; Cody Stacker	2	No	0	8	0	0	0	Available upon request		
409	17093	Summer PD22 - Using Costa's Levels Of Thinking To Increase Inquiry	This module is intended to strengthen inquiry in all classrooms through the use of Costa's Levels of Thinking. The module will allow participants a chance to learn how AVID strategies can be implemented in all classrooms to increase inquiry. While the focus of this module is on increasing inquiry, each element of WICOR (Writing, Inquiry,	36708	6/7/22 - Summer PD22 - Using Costa's Levels Of Thinking To Increase Inquiry	6/7/2022	6/7/2022	https://usd1.zoom.us/j/8531621985?pwd=VASEVE9HkzRlRlQWw4d3BMeVZaQ2Vkd090	Amy Armenta; Carrie Burdon; Bradley Fletcher; Ruth Mann; Deanna McLemore; Elizabeth Rowe; Cody Stacker	2	No	0	12	0	0	0	Available upon request		
409	17095	Summer PD22 - Fostering A Growth Mindset For K-12 Student Success	This module is an exploration of Carol Dweck's theory of mindsets. Participants will explore the difference between the fixed and growth mindset and how to use that understanding to help students be more successful in any learning task. A model for coaching students to move from the fixed to the growth mindset will also be practiced.	36713	6/16/22 - Summer PD22 - Fostering A Growth Mindset For K-12 Student Success	6/16/2022	6/16/2022	https://usd1.zoom.us/j/8531621985?pwd=VASEVE9HkzRlRlQWw4d3BMeVZaQ2Vkd090	Amy Armenta; Carrie Burdon; Bradley Fletcher; Ruth Mann; Deanna McLemore; Elizabeth Rowe; Cody Stacker	2	No	0	9	0	0	0	Available upon request		

			Trust-Based Relational Intervention (TBRI) is a therapeutic model that trains caregivers to provide effective support and treatment for children that have experienced trauma.						Carrie Burdon; Bradley Fletcher; Deanna McLemore; Elizabeth Rowe; Judyth Winsberg							
409	17096	Summer PD22 - SEL: Learning the Basics Of Trust-Based Relational Interventions		36602	6/20/22 - SEL: Learning the Basics Of Trust-Based Relational Interventions	6/20/2022	6/20/2022	https://tusd1.zoom.us/j/853501465304	Carrie Burdon; Bradley Fletcher; Deanna McLemore; Elizabeth Rowe; Judyth Winsberg	2	No	0	8	0	0	Available upon request
409	17096	Summer PD22 - SEL: Learning the Basics Of Trust-Based Relational Interventions	Trust-Based Relational Intervention (TBRI) is a therapeutic model that trains caregivers to provide effective support and treatment for children that have experienced trauma.	36601	6/14/22 - SEL: Learning the Basics Of Trust-Based Relational Interventions	6/14/2022	6/14/2022	https://tusd1.zoom.us/j/81340737291	Carrie Burdon; Bradley Fletcher; Deanna McLemore; Elizabeth Rowe; Judyth Winsberg	2	No	0	9	0	0	Available upon request
409	17096	Summer PD22 - SEL: Learning the Basics Of Trust-Based Relational Interventions	Trust-Based Relational Intervention (TBRI) is a therapeutic model that trains caregivers to provide effective support and treatment for children that have experienced trauma.	36600	6/7/22 - SEL: Learning the Basics Of Trust-Based Relational Interventions	6/7/2022	6/7/2022	https://tusd1.zoom.us/j/85646933987	Carrie Burdon; Bradley Fletcher; Deanna McLemore; Elizabeth Rowe; Judyth Winsberg	2	No	0	14	0	0	Available upon request
409	17097	Summer PD22 - Social Emotional Tools For Learning	Participants will learn about different types of check-ins, quick deregulation/regulation activities, mindfulness ideas, and dealing with ANTs (Automatic Negative Thoughts). There will be items available for pick-up so participants can create SEL items for their work space.	36599	6/24/22 - Social Emotional Tools For Learning	6/24/2022	6/24/2022	https://tusd1.zoom.us/j/89016257115	Carrie Burdon; Bradley Fletcher; Deanna McLemore; Elizabeth Rowe; Judyth Winsberg	2	No	0	5	0	0	Available upon request
409	17097	Summer PD22 - Social Emotional Tools For Learning	Participants will learn about different types of check-ins, quick deregulation/regulation activities, mindfulness ideas, and dealing with ANTs (Automatic Negative Thoughts). There will be items available for pick-up so participants can create SEL items for their work space.	36598	6/17/22 - Social Emotional Tools For Learning	6/17/2022	6/17/2022	https://tusd1.zoom.us/j/83558749216	Carrie Burdon; Bradley Fletcher; Deanna McLemore; Elizabeth Rowe; Judyth Winsberg	2	No	0	8	0	0	Available upon request
409	17097	Summer PD22 - Social Emotional Tools For Learning	Participants will learn about different types of check-ins, quick deregulation/regulation activities, mindfulness ideas, and dealing with ANTs (Automatic Negative Thoughts). There will be items available for pick-up so participants can create SEL items for their work space.	36597	6/10/22 - Social Emotional Tools For Learning	6/10/2022	6/10/2022	https://tusd1.zoom.us/j/85246756319	Carrie Burdon; Bradley Fletcher; Deanna McLemore; Elizabeth Rowe; Judyth Winsberg	2	No	0	10	0	0	Available upon request
409	17100	Summer PD22 - Using Games to Meet Standards!	A look at different games teachers can use or design and play to help with interventions and standard extensions. Participants will learn about different available games they can use or make that connect to math and ELA standards. Including using Benchmark Advance and Eureka Math concepts to develop games to use for interventions and extensions.	36594	6/20/22 - Using Games to Meet Standards!	6/20/2022	6/20/2022	https://tusd1.zoom.us/j/81840370499?pwd=VDIwOXBsREVkNDI0LjRlR2I0b2w3d3d09	Carrie Burdon; Sara Dineley; Bradley Fletcher; Deanna McLemore; Christina Petrino; Elizabeth	2	No	0	8	0	0	Available upon request
409	17105	Summer PD22 - Principles to Action Book Study	This book study will engage participants to reflect on the core principles and actions for high-quality math experiences for all students. This directly connects to our updated K-5 math curriculum resource, Eureka Math Squared, NPP and Our Instructional Framework.	36779	Summer PD22 - Principles to Action Book Study	6/2/2022	6/2/2022	https://tusd1.zoom.us/j/6905723529	Carrie Burdon; Bradley Fletcher; Dana Islas; Christina Loria; Deanna McLemore; Elizabeth Rowe; Shayla	2	No	0	47	0	0	Available upon request
409	17107	Summer PD22: (TSI) Student Engagement	Professional development for creating and developing a learning environment where all students are overtly engaged in demonstrating their academic understanding multiple times through multiple methods and settings throughout the entire lesson. The training incorporates research on the professional development for creating and developing a learning environment where all students are overtly engaged in demonstrating their academic understanding multiple times through multiple methods and settings throughout the entire lesson. The training incorporates research on the impact academic student engagement has on student learning and provides	36613	6/8/22 - Summer PD22 - Student Engagement - Session A - 8:00AM	6/8/2022	6/8/2022	Howenstine Professional Learning Center	Carrie Burdon; Christina Loria; Shayla Samuels	3	No	0	2	0	0	Available upon request
409	17107	Summer PD22: (TSI) Student Engagement	Professional development for creating and developing a learning environment where all students are overtly engaged in demonstrating their academic understanding multiple times through multiple methods and settings throughout the entire lesson. The training incorporates research on the impact academic student engagement has on student learning and provides	36615	6/8/22 - Summer PD22 - Student Engagement - Session B - 12:00PM	6/8/2022	6/8/2022	Howenstine Professional Learning Center	Carrie Burdon; Christina Loria; Shayla Samuels	3	No	0	2	0	0	Available upon request
409	17108	Summer PD22 - Booth Fickett's Summer PD on Depth of Knowledge (Booth Fickett Staff ONLY)	Using Depth of Knowledge to Increase Rigor for All Students - Through collaborative activities and discussions designed for teachers of any grade level, participants will learn how Depth of Knowledge (DOK) is a key tool for analyzing the cognitive complexity and alignment of not only standards, but in this one-day session, Eureka Math2 facilitators introduce school and district leaders to the curriculum and provide guidance on how leaders can best support their teachers during implementation.	36617	Summer PD22 - Booth Fickett's Summer PD on Depth of Knowledge (Booth Fickett Staff ONLY)	6/7/2022	6/7/2022	Booth Fickett K-8 School	Carrie Burdon; Bradley Fletcher; Dana Islas; Deanna McLemore; Elizabeth Rowe; Omar Sotelo	2	No	0	3	0	0	Available upon request
409	17110	Summer PD22 - [Eureka] Lead Eureka Math2	In this one-day session, Eureka Math2 facilitators introduce school and district leaders to the curriculum and provide guidance on how leaders can best support their teachers during implementation.	36719	6/6/22 - Summer PD22 - Lead Eureka Math2	6/6/2022	6/6/2022	https://greatminds.zoom.us/j/96640475916?pwd=TXRlM2RkODFkY2I2dGpMcUhlwTjZ5d098&from=addon	Carrie Burdon; Bradley Fletcher; Dana Islas; Deanna McLemore; Elizabeth Rowe; Omar Sotelo	4	No	0	5	1	0	Available upon request
409	17110	Summer PD22 - [Eureka] Lead Eureka Math2	In this one-day session, teachers who are transitioning from Eureka Math to Eureka Math2 will investigate the similarities and differences between the structure, design and components of the two curricula while engaging with the new curriculum's print and digital resources. Teachers will explore the instructional role of all the curriculum resources (including Eureka Math2 Equip for those who have purchased it) and be prepared to facilitate lessons with students.	36720	6/7/22 - Summer PD22 - Lead Eureka Math2	6/7/2022	6/7/2022	https://greatminds.zoom.us/j/96019479254?pwd=OHQ1Ykd5WlovaHhVvXkRlbnRlR2I0b2w3d3d098&from=addon	Carrie Burdon; Bradley Fletcher; Dana Islas; Deanna McLemore; Elizabeth Rowe; Omar Sotelo	4	No	1	4	0	0	Available upon request
409	17111	Summer PD22 - [Eureka] Power Up: Transitioning to Eureka Math2	In this one-day session, teachers who are transitioning from Eureka Math to Eureka Math2 will investigate the similarities and differences between the structure, design and components of the two curricula while engaging with the new curriculum's print and digital resources. Teachers will explore the instructional role of all the curriculum resources (including Eureka Math2 Equip for those who have purchased it) and be prepared to facilitate lessons with students.	36722	6/13/22 - Summer PD22 - Power Up: Transitioning to Eureka Math2	6/13/2022	6/13/2022	https://greatminds.zoom.us/j/97912684169?pwd=UjFjUjRlbnRlR2I0b2w3d3d098&from=addon	Carrie Burdon; Bradley Fletcher; Dana Islas; Deanna McLemore; Elizabeth Rowe; Omar Sotelo	4	No	0	16	0	0	Available upon request
409	17111	Summer PD22 - [Eureka] Power Up: Transitioning to Eureka Math2	In this one-day session, teachers who are transitioning from Eureka Math to Eureka Math2 will investigate the similarities and differences between the structure, design and components of the two curricula while engaging with the new curriculum's print and digital resources. Teachers will explore the instructional role of all the curriculum resources (including Eureka Math2 Equip for those who have purchased it) and be prepared to facilitate lessons with students.	36724	6/13/22 - Summer PD22 - Power Up: Transitioning to Eureka Math2	6/13/2022	6/13/2022	https://greatminds.zoom.us/j/94834881040?pwd=djFkMTBfS2RkODFkY2I2dGpMcUhlwTjZ5d098&from=addon	Carrie Burdon; Bradley Fletcher; Dana Islas; Deanna McLemore; Elizabeth Rowe; Omar Sotelo	4	No	0	41	0	0	Available upon request
409	17111	Summer PD22 - [Eureka] Power Up: Transitioning to Eureka Math2	In this one-day session, teachers who are transitioning from Eureka Math to Eureka Math2 will investigate the similarities and differences between the structure, design and components of the two curricula while engaging with the new curriculum's print and digital resources. Teachers will explore the instructional role of all the curriculum resources (including Eureka Math2 Equip for those who have purchased it) and be prepared to facilitate lessons with students.	36728	6/14/22 - Summer PD22 - Power Up: Transitioning to Eureka Math2	6/14/2022	6/14/2022	https://greatminds.zoom.us/j/96441247975?pwd=RkF1QWJhXkRlbnRlR2I0b2w3d3d098&from=addon	Carrie Burdon; Bradley Fletcher; Dana Islas; Deanna McLemore; Elizabeth Rowe; Omar Sotelo	4	No	0	11	0	0	Available upon request
409	17111	Summer PD22 - [Eureka] Power Up: Transitioning to Eureka Math2	In this one-day session, teachers who are transitioning from Eureka Math to Eureka Math2 will investigate the similarities and differences between the structure, design and components of the two curricula while engaging with the new curriculum's print and digital resources. Teachers will explore the instructional role of all the curriculum resources (including Eureka Math2 Equip for those who have purchased it) and be prepared to facilitate lessons with students.	36729	6/16/22 - Summer PD22 - Power Up: Transitioning to Eureka Math2 (In-Person)	6/16/2022	6/16/2022	Howenstine Education Center	Carrie Burdon; Bradley Fletcher; Dana Islas; Deanna McLemore; Elizabeth Rowe; Omar Sotelo	4	No	0	17	0	0	Available upon request

			In this one-day session, teachers who are transitioning from Eureka Math to Eureka Math2 will investigate the similarities and differences between the structure, design and components of the two curricula while engaging with the new curriculum's print and digital resources. Teachers will explore the instructional role of all the curriculum resources (including Eureka Math2 Equia for those who have purchased it) and be prepared to facilitate lessons	36723	6/13/22 - Summer PD22 - Power Up: Transitioning to Eureka Math2	6/13/2022	6/13/2022	https://greatminds.com.us/j/97850232613?pwd=skpfafdmT000U3Vza3RwWjB1YTRVUT09&from=addon	Carrie Burdon; Bradley Fletcher; Dana Ilias; Deanna McLemore; Elizabeth Rowe; Omar Sotelo	4	No	0	34	0	0	Available upon request
409	17111	Summer PD22 - [Eureka] Power Up: Transitioning to Eureka Math2	In this one-day session, teachers who are transitioning from Eureka Math to Eureka Math2 will investigate the similarities and differences between the structure, design and components of the two curricula while engaging with the new curriculum's print and digital resources. Teachers will explore the instructional role of all the curriculum resources (including Eureka Math2 Equia for those who have purchased it) and be prepared to facilitate lessons. This course will define A.C.E.s (Adverse Childhood Experiences), inform about the percentage of students impacted by trauma, how trauma impacts learning, and useful strategies to help support traumatized students.	36731	6/17/22 - Summer PD22 - Power Up: Transitioning to Eureka Math2 [In-Person]	6/17/2022	6/17/2022	Howenstine Education Center	Carrie Burdon; Bradley Fletcher; Dana Ilias; Deanna McLemore; Elizabeth Rowe; Omar Sotelo	4	No	0	30	0	0	Available upon request
409	17113	Summer PD22: (Part Two of Two) Trauma Informed Teaching	This session used international children's literature as a way to organically explore culturally responsive teaching and learning. By reading books intended for audiences outside of the USA, we include a plethora of voices and knowledges and experiences by reading other world views.	36612	6/16/22 - Summer PD22 - Part Two of Two: Trauma Informed Teaching	6/16/2022	6/16/2022	https://tusd1.zoom.us/j/85631447229	Carrie Burdon; Stobhan Daniel; Bradley Fletcher; Christine Hermes; Deanna McLemore; Elizabeth Rowe	2	No	0	14	0	0	Available upon request
409	17115	Summer PD22: (Part One of Two) Using International Children's Literature To Build Understanding	Games give students opportunities to explore fundamental number concepts, such as the counting sequence, one-to-one correspondence, and computation strategies. Engaging in mathematical games can also encourage students to explore number combinations, place values, patterns, and other important mathematical concepts. Further, they afford opportunities for students to deepen their mathematical understanding and reasoning. Teachers should provide repeated opportunities for students to play games, then let the	36714	6/20/22 - Summer PD22 - Part One of Two: Using International Children's Literature To Build Understanding	6/20/2022	6/20/2022	https://tusd1.zoom.us/j/9941023586	Carrie Burdon; Bradley Fletcher; Deanna McLemore; Elizabeth Rowe; Melissa Wilson	2	No	0	7	0	0	Available upon request
409	17117	SUMMER PD22: (TSJ) Math Fluency Games for Elementary	Games give students opportunities to explore fundamental number concepts, such as the counting sequence, one-to-one correspondence, and computation strategies. Engaging in mathematical games can also encourage students to explore number combinations, place values, patterns, and other important mathematical concepts. Further, they afford opportunities for students to	36556	Math Fluency Games (3-5) 1:00 - 2:00 PM	6/14/2022	6/14/2022	Howenstine PD Center	Carrie Burdon; Kristi Ohlsson; Megan Corona; Veronica Dorion; Bradley Fletcher; Christina Loria; Deanna McLemore; Elizabeth Rowe	1	Yes	0	5	0	0	Available upon request
409	17117	SUMMER PD22: (TSJ) Math Fluency Games for Elementary	Games give students opportunities to explore fundamental number concepts, such as the counting sequence, one-to-one correspondence, and computation strategies. Engaging in mathematical games can also encourage students to explore number combinations, place values, patterns, and other important mathematical concepts. Further, they afford opportunities for students to	36557	Math Fluency Games (K-2) 11:00 AM - 12:00 PM	6/14/2022	6/14/2022	Howenstine PD Center	Carrie Burdon; Kristi Ohlsson; Megan Corona; Veronica Dorion; Bradley Fletcher; Christina Loria	1	Yes	0	8	0	0	Available upon request
409	17118	SUMMER PD22: (TSJ) Ten Frame Mathematics in Action with KP Math! (K-5)	Ten-Frame Mathematics provides a structure and pattern to base-ten mathematics in ways that are both unique and profound. Whether your students are learning to count to ten or divide multi-digit decimal fractions, this set of hands-on/mind-on tools will help your students truly understand fundamental building blocks that impact meaning-making. Join Kim Rimbey as she walks you through the ABCs of setting up a Ten-Frame Mathematics classroom and the XYZs of teaching and learning with KP Ten-Frame Tiles, Ten-	36564	Ten Frame KP Mathematics Day 2 - Making Math Meaningful (3-5) 8:00 AM - 3:00 PM	6/21/2022	6/21/2022	Howenstine PD Center	Carrie Burdon; Veronica Dorion; Bradley Fletcher; Christina Loria; Shayla Samuels	6	Yes	0	3	1	0	Available upon request
409	17118	SUMMER PD22: (TSJ) Ten Frame Mathematics in Action with KP Math! (K-5)	Ten-Frame Mathematics provides a structure and pattern to base-ten mathematics in ways that are both unique and profound. Whether your students are learning to count to ten or divide multi-digit decimal fractions, this set of hands-on/mind-on tools will help your students truly understand fundamental building blocks that impact meaning-making. Join Kim Rimbey as she walks you through the ABCs of setting up a Ten-Frame Mathematics classroom and the XYZs of teaching and learning with KP Ten-Frame Tiles, Ten-	36561	Ten Frame KP Mathematics Day 1 - Making Math Meaningful (K-2) 8:00 AM - 3:00 PM	6/13/2022	6/13/2022	Howenstine PD Center	Carrie Burdon; Veronica Dorion; Bradley Fletcher; Christina Loria; Shayla Samuels	6	Yes	0	6	0	0	Available upon request
409	17118	SUMMER PD22: (TSJ) Ten Frame Mathematics in Action with KP Math! (K-5)	Ten-Frame Mathematics provides a structure and pattern to base-ten mathematics in ways that are both unique and profound. Whether your students are learning to count to ten or divide multi-digit decimal fractions, this set of hands-on/mind-on tools will help your students truly understand fundamental building blocks that impact meaning-making. Join Kim Rimbey as she walks you through the ABCs of setting up a Ten-Frame Mathematics classroom and the XYZs of teaching and learning with KP Ten-Frame Tiles, Ten-	36562	Ten Frame KP Mathematics Day 2 - Making Math Meaningful (K-2) 8:00 AM - 3:00 PM	6/14/2022	6/14/2022	Howenstine PD Center	Carrie Burdon; Veronica Dorion; Bradley Fletcher; Christina Loria; Shayla Samuels	6	Yes	0	6	0	0	Available upon request
409	17118	SUMMER PD22: (TSJ) Ten Frame Mathematics in Action with KP Math! (K-5)	Ten-Frame Mathematics provides a structure and pattern to base-ten mathematics in ways that are both unique and profound. Whether your students are learning to count to ten or divide multi-digit decimal fractions, this set of hands-on/mind-on tools will help your students truly understand fundamental building blocks that impact meaning-making. Join Kim Rimbey as she walks you through the ABCs of setting up a Ten-Frame Mathematics classroom and the XYZs of teaching and learning with KP Ten-Frame Tiles, Ten-	36563	Ten Frame KP Mathematics Day 1 - Making Math Meaningful (3-5) 8:00 AM - 3:00 PM	6/20/2022	6/20/2022	Howenstine PD Center	Carrie Burdon; Veronica Dorion; Bradley Fletcher; Christina Loria; Shayla Samuels	6	Yes	0	6	1	0	Available upon request
409	17119	SUMMER PD22: (TSJ) Thinking in Math Class? Strategies to get students thinking deeply (6-8, HS) 10:00 AM - 11:30 AM	For middle and high school math teachers who want strategies to get their students thinking. The Standards of Mathematical Practice require students to make sense of problems, reason and construct viable arguments, all of which require students to think deeply and engage in mathematical dialogue. This session will give practical strategies for engaging students in deep	36565	Thinking in Math Class? Strategies for thinking deeply (6-12) 10:00 AM - 11:30 AM	6/18/2022	6/18/2022	https://tusd1.zoom.us/j/9540265891	Carrie Burdon; Bradley Fletcher; Shawn Heddayat; Christina Loria; Shayla Samuels; Faten Tarabishi	1	Yes	0	6	0	0	Available upon request
409	17121	SUMMER PD22: (TSJ) Count me In! Accommodations and Modifications (K-5)	This course will provide ideas and support for teachers to identify and provide accommodations and modifications for math applications in the classroom using different learning styles. This course is for Elementary teachers and/or Teachers of Struggling Learners Teri Kilcran (Facilitator) Stephanie Werner (Facilitator) Shayla Samuels (TSJ Program Coordinator) Carrie Burdon (PD Program Manager)	36568	Count Me In! Accommodations and Modifications (K-5) 3:00 - 4:30 PM	6/16/2022	6/16/2022	https://tusd1.zoom.us/j/83644106400?pwd=NOF1UEVhNzB1dHlnelYwa2pnaWJkZGd09	Carrie Burdon; Veronica Dorion; Bradley Fletcher; Teri Kilcran; Christina Loria; Shayla Samuels; Stephanie Werner	1.5	No	0	10	0	0	Available upon request
409	17122	SUMMER PD22: (TSJ) Creating Interactive Math Lessons with... (6-12 & Resource)	Walk away with a completed lesson using Mathigon online manipulatives activity and Escape Room Assessment. Learning how to use online tools in-person without neglecting the SEL needs of students. Secondary - Math/Resource only Participants need to bring a favorite lesson/standard. They will go through a live tutorial of the free tools on Mathigon.org and be given time to explore the tools that they like for their specific lesson. Then a brief	36569	Creating Interactive Math Lessons with Manipulatives, Activities, and More! (6-12/Resource) 1:00 - 3:00 PM	6/15/2022	6/15/2022	Howenstine PD Center	April Armstrong; Carrie Burdon; Veronica Dorion; Bradley Fletcher; Christina Loria; Shayla Samuels	6	No	0	4	0	0	Available upon request
409	17122	SUMMER PD22: (TSJ) Creating Interactive Math Lessons with... (6-12 & Resource)	Walk away with a completed lesson using Mathigon online manipulatives activity and Escape Room Assessment. Learning how to use online tools in-person without neglecting the SEL needs of students. Secondary - Math/Resource only Participants need to bring a favorite lesson/standard. They will go through a live tutorial of the free tools on Mathigon.org and be given time to explore the tools that they like for their specific lesson. Then a brief	36570	Creating Interactive Math Lessons with Manipulatives, Activities, and More! (6-12/Resource) 1:00 - 3:00 PM	6/16/2022	6/16/2022	Howenstine PD Center	April Armstrong; Carrie Burdon; Veronica Dorion; Bradley Fletcher; Christina Loria; Shayla Samuels	6	No	0	4	0	0	Available upon request
409	17123	SUMMER PD22: (TSJ) Fluency is FUNdamental! (K-8)	This session is for anyone who is curious about what we can do to promote fluency and mathematical literacy in our school communities. We will discuss the meaning of fluency and present effective and equitable ways to develop fluency. By the end of this session, participants will be able to choose strategies for math fluency instruction. This course is for K-8 educators, Alexis Delbridge(Facilitator) Stephanie Werner (Facilitator) Shayla Samuels	36571	Fluency is FUNdamental! (K-8) 1:00 - 2:30 PM	6/13/2022	6/13/2022	https://tusd1.zoom.us/j/48482311912	Carrie Burdon; Alexis Delbridge; Veronica Dorion; Bradley Fletcher; Christina Loria; Shayla Samuels; Stephanie Werner	1.5	No	0	8	0	0	Available upon request
409	17124	SUMMER PD22: (TSJ) Math Tasks to Promote Discussion (K-5)	Use MPP discussion builders to help to achieve an engaging math discussion based on curriculum standards. By the end of this session, participants will be able to think creatively, invite students to wrestle with a problem, share their ideas, apply mathematical representations and collaborate to develop Mathematical Reasoning Using Discussion to Create Life-Long Problem Solvers Learn how to flip a problem from inputting numbers into a formula to being able to apply reasoning in order to understand what the problem is asking and what information is needed to solve the problem. Teachers will leave the Professional development with an understanding of how to change textbook	36572	Math Tasks to Promote Discussion (K-5) 2:00 - 3:00 PM	6/14/2022	6/14/2022	https://tusd1.zoom.us/j/88070480603?pwd=bl9jSnBhYmVkdDdRwXNkVjYXNlYU09&success	Carrie Burdon; Veronica Dorion; Himani Duttia; Bradley Fletcher; Ellen Floyd	1	No	0	8	0	0	Available upon request
409	17125	SUMMER PD22: (TSJ) Math Reasoning (K-5)	Learn how to flip a problem from inputting numbers into a formula to being able to apply reasoning in order to understand what the problem is asking and what information is needed to solve the problem. Teachers will leave the Professional development with an understanding of how to change textbook	36573	Math Reasoning (K-5) 3:00 - 4:30 PM	6/14/2022	6/14/2022	https://tusd1.zoom.us/j/meeting/register/1ZMKdu-ppuqH42m34x7T1E1234CjPVMRus	Carrie Burdon; Veronica Dorion; Kristin Graw; Christina Loria; Shayla Samuels;	1	No	0	10	0	0	Available upon request

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			This workshop is designed to prepare teachers to use Gizmos immediately in their classrooms. The course introduces the major features and functions of the ExploreLearning website and shows teachers how Gizmos can look in their classrooms. In the workshop, an experienced ExploreLearning instructor models a math and science lesson with Gizmos so that participants can identify and deconstruct best teaching practices. Teachers use this	36735	Summer PD22 - Introduction to Gizmos	6/6/2022	6/6/2022	https://explorellearning.zoom.us/j/92866156368	Carrie Burdon; Bradley Fletcher; Kimberly King; Deanna McLemore; Elizabeth Rowe; Omar Sotelo	2	No	0	1	0	0	Available upon request
409	17152	Summer PD22 - Introduction to Gizmos	Students don't just wake up and suddenly have all the skills they need to be successful with a topic or course of study (much to our chagrin). However, there is nothing saying that our students cannot be taught the skills they need to be successful with a topic or course of study. Much of these skills are taught through scaffolding and supplemented with differentiation. In this session, we will focus on HOW to scaffold and differentiate activities for	36744	6/9/22 - Summer PD22 - Pivot Scaffolding Activities- Strategies for All	6/9/2022	6/9/2022	https://pivotinteractives.zoom.us/j/86493708617?pwd=naVFBUtMaSUzRmJWOWhwSEI2ajYlUTQ9bUuccss	Carrie Burdon; Bradley Fletcher; Kimberly King; Deanna McLemore; Elizabeth Rowe; Omar Sotelo	2	No	0	14	0	0	Available upon request
409	17154	Summer PD22 - Teaching Scientific Inquiry with Gizmos	Teaching Scientific Inquiry with Gizmos prepares teachers to use the inquiry process and Gizmos to support the development of deeper student understanding of important science concepts. The instructor models best practices for teaching with Gizmos in science, demonstrating a progression of inquiry that develops students' scientific inquiry skills. Teachers become more skillful in using inquiry methods of instruction, which encourage students to	36736	Summer PD22 - Teaching Scientific Inquiry with Gizmos	6/6/2022	6/6/2022	https://explorellearning.zoom.us/j/92866156368	Carrie Burdon; Bradley Fletcher; Kimberly King; Deanna McLemore; Elizabeth Rowe; Omar Sotelo	2	No	0	3	0	0	Available upon request
409	17155	Summer PD22 - Teaching with SE Model in Science	Teaching with the SE Model in Science will enable teachers to effectively use Gizmos in the context of the SE Model for science instruction. The course combines hands-on activities and Gizmo simulations to enhance student engagement and understanding. Participants discuss the SE instructional model and its benefits. The instructor demonstrates how Gizmos can be used in the context of each of the 5 E's.	36738	Summer PD22 - Teaching with SE Model in Science	6/13/2022	6/13/2022	https://explorellearning.zoom.us/j/96439003136	Carrie Burdon; Bradley Fletcher; Kimberly King; Deanna McLemore; Elizabeth Rowe; Omar Sotelo	2	No	0	2	0	0	Available upon request
409	17156	Summer PD22 - Amplify Series for Diverse Learners - 6/7/22 & 6/10/22 (2 Part Series)	This visit focuses on introducing the participants to differentiated supports within the Amplify Science curriculum with a specific focus on access and equity and how those resources can be used to support for diverse learners.	36741	6/7/22 & 6/10/22 - Summer PD22 - Amplify Series for Diverse Learners (2 Day Series)	6/7/2022	6/10/2022	https://nam04.safelinks.protection.outlook.com/?url=https%3A%3Fwefnet.google.com%3Fwefnet-wefnet-hq&data=05%7C0D1N7Ckimberly.king%40	Carrie Burdon; Bradley Fletcher; Kimberly King; Deanna McLemore; Elizabeth Rowe; Omar Sotelo	2	No	0	2	0	0	Available upon request
409	17157	Summer PD22 - Getting Started with Flocabulary	Get started with Flocabulary! We'd like you to know for our engaging videos, but each Flocabulary lesson comes with a suite of interactive activities, games, and assignments to make the learning experience even more robust. In this introductory session, we will demonstrate how the site is organized, describe the function of each lesson feature and highlight a range of subject and grade-level content that students will be able to access.	36737	6/8/22 - Summer PD22 - Getting Started with Flocabulary	6/8/2022	6/8/2022	https://nearpod.zoom.us/webinar/register/WN_7TtmwaJm9GDQmw5ymZMHu2Gg	Carrie Burdon; Bradley Fletcher; Kimberly King; Deanna McLemore; Elizabeth Rowe; Omar Sotelo	2	No	0	7	0	0	Available upon request
409	17157	Summer PD22 - Getting Started with Flocabulary	Get started with Flocabulary! We'd like you to know for our engaging videos, but each Flocabulary lesson comes with a suite of interactive activities, games, and assignments to make the learning experience even more robust. In this introductory session, we will demonstrate how the site is organized, describe	36739	6/6/22 - Summer PD22 - Getting Started with Flocabulary	6/6/2022	6/6/2022	https://nearpod.zoom.us/webinar/register/WN_fjdUjTYORiyh2gdzcQuSd	Carrie Burdon; Bradley Fletcher; Kimberly King; Deanna McLemore; Elizabeth Rowe; Omar Sotelo	2	No	0	14	0	0	Available upon request
409	17159	Summer PD22 - Discovering Pivot Interactives	In this session, teachers will use the Discovery Learning method of teaching to explore Pivot Interactives to find relevant teaching activities for their classroom. This session is best for folks who are new to Pivot Interactives. The session is best for teachers working with grades 6-12 of any discipline.	36745	6/9/22 - Summer PD22 - Discovering Pivot Interactives	6/9/2022	6/9/2022	https://pivotinteractives.zoom.us/j/85649040834?pwd=eTh4djlhYU5DNHk2bGFpRGZlUzVhbnFkdD09	Carrie Burdon; Bradley Fletcher; Kimberly King; Deanna McLemore; Elizabeth Rowe; Omar Sotelo	2	No	0	3	0	0	Available upon request
409	17159	Summer PD22 - Discovering Pivot Interactives	In this session, teachers will use the Discovery Learning method of teaching to explore Pivot Interactives to find relevant teaching activities for their classroom. This session is best for folks who are new to Pivot Interactives. The session is best for teachers working with grades 6-12 of any discipline.	36746	6/8/22 - Summer PD22 - Discovering Pivot Interactives	6/8/2022	6/8/2022	https://pivotinteractives.zoom.us/j/86099007628?pwd=M0FGOTVnZWVnM2RyYXNvMTQ2bGRqdD09	Carrie Burdon; Bradley Fletcher; Kimberly King; Deanna McLemore; Elizabeth Rowe; Omar Sotelo	2	No	0	20	0	0	Available upon request
409	17160	Summer PD22 - Equity in the Science Classroom	Equity is a science classroom is a major concern when juggling the vast impact of social-emotional, physical, and socio-economic factors on the learning of our students. As science teachers, we are faced with the real dilemma that some activities are just not accessible to all of our students. In this session, we will look at some of the various factors that impact science students and we will find ways to address them in a safe and inclusive method, making science a study for all.	36761	6/9/22 - Summer PD22 - Equity in the Science Classroom	6/9/2022	6/9/2022	https://pivotinteractives.zoom.us/j/87605825761?pwd=bzTRUzQ1YkNjYWRBb3RlbnRlcU5ldD09	Carrie Burdon; Catherine Espinoza; Adeline Federico; Bradley Fletcher; Cruz Herrera; Deanna McLemore; Elizabeth Rowe	2	No	0	3	0	0	Available upon request
409	17162	Summer PD22 - K-5 Summer Language Academy Teachers -Wednesday June 1, 2022 (By Invitation Only)	This PD is by invitation only. It is strictly for K-5 EL/D Classroom teachers / EL/D Resource Teachers who will be participating in Summer School Language Academies. The PD will focus on the US and Windows on Literacy curriculum used for the instruction of EL students during summer school at select sites.	36747	Summer Language Academy Teachers by invitation only Wednesday June 1, 2022	6/2/2022	6/2/2022	zoom	Carrie Burdon; Catherine Espinoza; Adeline Federico; Bradley Fletcher; Cruz Herrera; Deanna McLemore; Elizabeth Rowe	2	No	0	9	0	0	Available upon request
409	17164	Summer PD22 - Easy SEs with Pivot Interactives	In science, active learning is often equated to being a lab and that means it's pretty much only used in the Explore category! But, active learning is science, so why not use active learning strategies in every area of the SE lesson? In this session, we'd like going to focus on use cases for Pivot Interactives in all five parts of the SE instructional model (Engage, Explore, Explain, Elaborate, and Evaluate).	36760	6/8/22 - Summer PD22 - Easy SEs with Pivot Interactives	6/8/2022	6/8/2022	https://pivotinteractives.zoom.us/j/83558219881?pwd=uUEtoTEZGdD03VTBlbmM2cVpwOUFZd09	Carrie Burdon; Bradley Fletcher; Kimberly King; Deanna McLemore; Elizabeth Rowe; Julie Shivamonda	2	No	0	6	0	0	Available upon request
			In partnership with the Arizona Department of Education (ADE), TUSD Communications and TUSD Curriculum & Instruction, A.T.U.S.D. Fine and Performing Arts/Opening Minds through the Arts (OMA) proposes Regional Summer School hub sites that creatively address learning loss by providing meaningful connections between the Arts and tested curricular areas (OMA), social/emotional learning (SEL), and recruitment/retention efforts. While providing OMA&TUSD Communications will create training videos utilizing ADE&TUSD instructional resources for state/national distribution.	36775	Fine Arts/OMA SEL Summer School Training	5/31/2022	6/1/2022	Catalina High School	Joan Ashcraft; Hillary Douglas; Joshua Floyd; Chiara Lovio-Jordan; Teri Shepard-McBride	12	No	0	12	0	0	Available upon request
409	17174	Summer PD22 - Fine Arts/OMA SEL Summer School Training	This course will provide schools with the theory and research behind SEL, help to prepare the environment for implementation, and will instruct staff in how to implement the curriculum. FOR SECONDARY GRADES ONLY, 6-12. ***Zoom links will be emailed to registrants on the days leading up to the course and/or on the day of the course.***	36787	6/10/22 1PM - [GRADES 6-12] Character Strong Curriculum **SEE DISCLAIMER***	6/10/2022	6/10/2022	Zoom links will be emailed to registrants on the days leading up to the course and/or on the day of the course.	Carrie Burdon; Kristi Chiasson; Megan Corona; Bethanne Counts; Bradley Fletcher; Elizabeth Rowe; Julie Shivamonda	2	No	0	9	0	0	Available upon request
409	17188	Summer PD22 - SEL: [GRADES 6-12] Character Strong Curriculum and Foundations of School Culture	This course will provide schools with the theory and research behind SEL, help to prepare the environment for implementation, and will instruct staff in how to implement the curriculum. FOR SECONDARY GRADES ONLY, 6-12. ***Zoom links will be emailed to registrants on the days leading up to the course and/or on the day of the course.***	36787	6/10/22 10AM - [GRADES 6-12] Character Strong Curriculum ***SEE DISCLAIMER***	6/10/2022	6/10/2022	Zoom links will be emailed to registrants on the days leading up to the course and/or on the day of the course.	Carrie Burdon; Kristi Chiasson; Megan Corona; Bethanne Counts; Bradley Fletcher; Elizabeth Rowe; Julie Shivamonda	2	No	0	11	0	0	Available upon request
409	17188	Summer PD22 - SEL: [GRADES 6-12] Character Strong Curriculum and Foundations of School Culture	This course will provide schools with the theory and research behind SEL, help to prepare the environment for implementation, and will instruct staff in how to implement the curriculum. FOR SECONDARY GRADES ONLY, 6-12. ***Zoom links will be emailed to registrants on the days leading up to the course and/or on the day of the course.***	36786	6/10/22 10AM - [GRADES 6-12] Character Strong Curriculum ***SEE DISCLAIMER***	6/10/2022	6/10/2022	Zoom links will be emailed to registrants on the days leading up to the course and/or on the day of the course.	Carrie Burdon; Kristi Chiasson; Megan Corona; Bethanne Counts; Bradley Fletcher; Elizabeth Rowe; Julie Shivamonda	2	No	0	11	0	0	Available upon request

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			This course will track PLC hours for Blenman Elementary.														
415	16049	Blenman Elementary PLC 21-22 SY	This course will track PLC hours for Blenman Elementary.	34760	5th Grade PLC 21-22 SY	8/23/2021	5/19/2022	Blenman Elementary	Francine Bloom; Charlene Bruce;	45	No	0	5	0	0	Available upon request	
415	16049	Blenman Elementary PLC 21-22 SY	This course will track PLC hours for Blenman Elementary.	34762	4th Grade PLC 21-22 SY	8/23/2021	5/19/2022	Blenman Elementary	Francine Bloom; Charlene Bruce; Constance Langrehr; Kelly Mack	45	No	0	4	0	0	Available upon request	
415	16049	Blenman Elementary PLC 21-22 SY	This course will track PLC hours for Blenman Elementary.	34763	3rd Grade PLC 21-22 SY	8/23/2021	5/19/2022	Blenman Elementary	Francine Bloom; Charlene Bruce; Constance Langrehr; Kelly Mack	45	No	0	4	0	0	Available upon request	
415	16049	Blenman Elementary PLC 21-22 SY	This course will track PLC hours for Blenman Elementary.	34764	2nd Grade PLC 21-22 SY	8/23/2021	5/19/2022	Blenman Elementary	Francine Bloom; Charlene Bruce; Constance Langrehr; Kelly Mack	45	No	0	5	0	0	Available upon request	
415	16049	Blenman Elementary PLC 21-22 SY	This course will track PLC hours for Blenman Elementary.	34767	1st Grade PLC 21-22 SY	8/23/2021	5/19/2022	Blenman Elementary	Francine Bloom; Charlene Bruce; Constance Langrehr; Kelly Mack	45	No	0	5	0	0	Available upon request	
415	16049	Blenman Elementary PLC 21-22 SY	This course will track PLC hours for Blenman Elementary.	34769	Kinder PLC 21-22 SY	8/23/2021	5/19/2022	Blenman Elementary	Francine Bloom; Charlene Bruce; Constance Langrehr; Kelly Mack	45	No	0	4	0	0	Available upon request	
415	16053	Doolen Middle School Wednesday PD 21/22 SY	This course will track the Wednesday Staff Development of Doolen Middle School	34775	Doolen Middle School Wednesday PD 21/22 SY	8/2/2021	5/25/2022	Doolen Middle School	Michelle Gower	58	No	2	40	8	0	Available upon request	
415	16056	Maldonado Wednesday Staff Development PD 21-22 SY	Wednesday Site Based Professional Development	34776	21-22 Maldonado Wednesday Site Based PD	8/11/2021	5/25/2022	Maldonado Elementary School	Edilia Armenta-Tipton; Savannah Minear; Robbie Ramirez; Eva Robson	34	Yes	1	17	0	0	Available upon request	
415	16074	UHS Wednesday Professional Development 2021-22	Program designed for professional growth and to fulfill District Requirements. The group will discuss ways to better serve students through Professional Learning Communities, discussion of mandated topics and discuss site specific needs.	34796	Wednesday Professional Development	8/2/2021	5/30/2022	University High School	Jeanette Apaez- Gutierrez; Andrea Evans; Martina Kimball; Claudia Monica Montano; Alberto Ranjer; Alicia Villago-Martinez	50	Yes	3	50	0	0	Available upon request	
415	16306	Maldonado Weekly PLC's 21-22 SY	Weekly PLC's for Maldonado Staff	35026	Maldonado Weekly PLC 21-22 SY	8/23/2021	5/25/2022	Maldonado Elementary School	Edilia Armenta-Tipton; Savannah Minear; Robbie Ramirez; Eva Robson	32	Yes	1	40	5	0	Available upon request	
415	16316	Kellond Elementary Wednesday PD SY21-22	This course will track the Wednesday Staff Development of Kellond Elementary	35039	Kellond Elementary Wednesday PD	8/2/2021	5/27/2022	Kellond Elementary	Keisha Coleman; Brenda Meneguin	40	No	1	25	2	0	Available upon request	
415	16317	Bonillas Traditional Magnet School PD SY 21/22	This course will track Wednesday Staff Development of Bonillas	35040	Bonillas Wednesday Staff Development 21-22	8/2/2021	5/31/2022	Bonillas Traditional Elementary Magnet School	Frank Schaepe	39	No	1	29	0	0	Available upon request	
415	16318	Whitmore Elementary School Professional Development 2021-2022	This course will track the Wednesday Professional Development at Whitmore Elementary to focus on district initiatives, curriculum, and instruction.	35041	2021-2022 SY	8/2/2021	5/25/2022	Whitmore Elementary/Zoom	Jennifer Figueroa; Kelly Viguers	39	No	1	25	2	0	Available upon request	
415	16321	Roberts Naylor K-8 Wednesday Staff Development 2021-22 School Year	This course will track the Wednesday Staff Development of Roberts Naylor K-8	35042	Roberts Naylor K-8 Wednesday Staff Development 2021-22	8/2/2021	5/27/2022	Roberts Naylor K-8	Elizabeth Engler; Timothy Erikson; Bernadette Rothenhausler Espinoza	39	No	2	49	0	0	Available upon request	
415	16322	USP:P2 Davis Bilingual Magnet School Wednesday Professional Development 2021-22	This course will keep track of the Wednesday Staff Development of Davis Bilingual Magnet School.	35043	Davis Bilingual Magnet Wednesday PD 2021-22	8/11/2021	5/25/2022	Davis Bilingual	Catherine Arnsquit Burke; Elizabeth Ladriere; Jose Olivas	41	No	1	20	1	0	Available upon request	
415	16329	Morgan Maxwell K-8 Wednesday Professional Development 2021-2022	This course will track the Wednesday Staff Development of Morgan Maxwell K-8	35049	Morgan Maxwell Professional Development Wednesdays	8/11/2021	5/25/2022	Morgan Maxwell K-8	Katherine Eddleman- Bullman; Rebecca Hoy; Erin McAllister; Cesar Miranda	39	Yes	2	30	6	0	Available upon request	
415	16330	Myers-Ganoung Elementary School Wednesday Staff Development 2021-2022	Myers-Ganoung Elementary School	35050	Myers-Ganoung Elementary School Wednesday Staff Development 2021-2022	8/2/2021	5/27/2022	Myers-Ganoung Elementary	Connie Moore; Megan Stefanek	76.5	Yes	1	20	5	0	Available upon request	
415	16334	Blenman Elementary Wednesday PD 21-22	This course will track the Wednesday Staff Development of Blenman Elementary	35060	Blenman Elementary Wednesday PD 21-22	8/2/2021	5/25/2022	Blenman RM 6	Francine Bloom; Charlene Bruce; Kelly Mack	38	Yes	2	20	0	0	Available upon request	
415	16337	Collier Wednesday Staff Development 21-22 SY	This course will track the Wednesday Staff Development of Collier	35068	Collier Wednesday Staff Development 21-22 SY	8/4/2021	5/25/2022	Collier Elem	Ida Meien	53	No	1	9	0	0	Available upon request	
415	16341	Cavett Elementary Wednesday Staff Professional Development 2021-2022	This course will be every Wednesday for the whole year.	35073	Cavett Elementary Wednesday Staff Professional Development 2021-2022	8/11/2021	5/25/2022	Cavett ES	Carol Lesson; Myma Quintana; Grace Tapia- Beltran	34	Yes	1	16	0	0	Available upon request	
415	16342	Borman K-8 Wednesday Staff Development 2021-2022	This course will track the Wednesday Staff Development of Borman.	35074	Borman K-8 Wednesday Staff Development 2021-2022	8/2/2021	5/25/2022	Borman K-8	Veronica Bonner; Donna Dennis; Katherine Siler	34	No	0	6	0	0	Available upon request	
415	16343	White Elementary Wednesday Staff Development SY 21-22	Weekly staff development for White Elementary only	35075	White Elementary Wednesday Staff Development SY 21-22	8/2/2021	5/25/2022	White Elementary School	Norma Lerma; Brenda Maylorena; Marco Ruiz	38	Yes	1	35	2	0	Available upon request	
415	16345	Erickson Wednesday Staff Development 2021-22	This course will track the Wednesday Staff Development of Erickson Elementary School.	35081	Erickson Wednesday Staff Development 2021-22	8/2/2021	5/31/2022	Erickson Elementary School	Erin Pier; Rachel Romero	40	No	1	24	0	0	Available upon request	
415	16346	Hollinger K-8 Wednesday Professional Development 2021/2022 SY	This course will track the Wednesday Staff Development of Hollinger	35082	Hollinger K-8 Wednesday Professional Development 2021/2022 SY	8/4/2021	5/25/2022	Hollinger K-8	Guadalupe Riveria- Madrid; Karen Taravati	41	No	2	40	7	0	Available upon request	
415	16347	Cholla HS Wednesday Professional Development 21-22 SY	This course will track the Wednesday Staff Development of Cholla High Magnet School.	35084	Cholla HS PD 21/22 PE/ JROTC & Fine Arts Group	8/2/2021	5/25/2022	Cholla High School	Vanesa Carrasco; Renee Parra; Tammy Tullous	60	No	0	15	0	0	Available upon request	
415	16347	Cholla HS Wednesday Professional Development 21-22 SY	This course will track the Wednesday Staff Development of Cholla High Magnet School.	35087	Cholla HS PD 21/22 English Group	8/2/2021	5/25/2022	Cholla High School	Vanesa Carrasco; Renee Parra; Tammy Tullous	60	No	0	15	0	0	Available upon request	
415	16347	Cholla HS Wednesday Professional Development 21-22 SY	This course will track the Wednesday Staff Development of Cholla High Magnet School.	35083	Cholla HS PD 21/22 Math Group	8/2/2021	5/25/2022	Cholla High School	Vanesa Carrasco; Renee Parra; Tammy Tullous	60	No	0	13	0	0	Available upon request	

			This course will track the Wednesday Staff Development of Cholla High Magnet School.						Vanessa Carrasco; Renee Parra; Tammy Tullous							
415	16347	Cholla HS Wednesday Professional Development 21-22 SY		35085	Cholla HS PD 21/22 Science Group	8/2/2021	5/25/2022	Cholla High School		60	No	0	11	0	0	Available upon request
415	16347	Cholla HS Wednesday Professional Development 21-22 SY	This course will track the Wednesday Staff Development of Cholla High Magnet School.	35088	Cholla HS PD 21/22 World Languages& Special Programs Group	8/2/2021	5/25/2022	Cholla High School	Vanessa Carrasco; Renee Parra; Tammy Tullous	60	No	0	11	0	0	Available upon request
415	16347	Cholla HS Wednesday Professional Development 21-22 SY	This course will track the Wednesday Staff Development of Cholla High Magnet School.	35090	Cholla HS PD 21/22 Social Studies Group	8/2/2021	5/25/2022	Cholla High School	Vanessa Carrasco; Renee Parra; Tammy Tullous	60	No	0	10	0	0	Available upon request
415	16347	Cholla HS Wednesday Professional Development 21-22 SY	This course will track the Wednesday Staff Development of Cholla High Magnet School.	35091	Cholla HS PD 21/22 Ex Ed Group	8/2/2021	5/25/2022	Cholla High School	Vanessa Carrasco; Renee Parra; Tammy Tullous	60	No	0	11	0	0	Available upon request
415	16347	Cholla HS Wednesday Professional Development 21-22 SY	This course will track the Wednesday Staff Development of Cholla High Magnet School.	35086	Cholla HS PD 21/22 Counselors & Student Services Group	8/2/2021	5/25/2022	Cholla High School	Vanessa Carrasco; Renee Parra; Tammy Tullous	60	No	0	7	0	0	Available upon request
415	16347	Cholla HS Wednesday Professional Development 21-22 SY	This course will track the Wednesday Staff Development of Cholla High Magnet School.	35089	Cholla HS PD 21/22 CTE Group	8/2/2021	5/25/2022	Cholla High School	Vanessa Carrasco; Renee Parra; Tammy Tullous	60	No	0	11	0	0	Available upon request
415	16352	Tully Elementary Wednesday PD 21/22 SY	This course is Wednesday Staff development for Certified Tully Employees.	35103	Tully Elementary Wednesday Staff Development 2021-2022	8/11/2021	5/25/2022	Tully Library	Michelle McCallum; Sean Wilken	40	No	1	24	0	0	Available upon request
415	16354	USP: P2 TUSD Drachman Montessori K-8 Magnet Wednesday PD 21-22 SY	This course is intended to keep Drachman's staff hours for professional development.	35107	USP: P2 TUSD Drachman Montessori K-8 Magnet Wednesday PD 21-22 SY	8/11/2021	5/25/2022	Drachman K-8 Montessori	Jesus Celaya; Wendy Weeks	39	Yes	2	27	0	0	Available upon request
415	16356	Wheeler Staff Wednesday PD 2021/2022	This course will track the Wednesday Staff Development of Wheeler Elementary	35109	Wheeler Elementary Wednesday Staff Development 21/22	8/2/2021	5/25/2022	Wheeler Elementary School	Sanja Hopson; Dora Saldamando	36	No	1	28	0	0	Available upon request
415	16359	Sabino HS Wednesday Professional Development & PLC 2021-2022 SY	This course will Track Wednesday P.D.	35111	Sabino HS Wednesday Professional Development 2021-2022	8/2/2021	5/25/2022	Sabino HS	Christi DelPercio	47	No	0	6	0	0	Available upon request
415	16361	TUVA Wednesday Professional Development 2021-2022	This course will track Wednesday Staff Development for TUVA Virtual Academy.	35133	TUVA Wednesday Professional Development 2021-2022	8/11/2021	5/25/2022	TUVA - Tucson Virtual Academy	Karyn Anton; Michelle Sigafos; Jennifer Turley	61.5	Yes	2	100	0	0	Available upon request
415	16364	USP: P2 TUSD Drachman Montessori K-8 PLCs SY: 21-22	This course is intended to keep Drachman's staff hours for PLCs.	35135	USP: P2 TUSD Drachman Montessori K-8 PLCs SY: 21-22	8/9/2021	5/23/2022	Drachman K-8 Montessori	Jesus Celaya; Wendy Weeks	40	Yes	2	27	0	0	Available upon request
415	16370	Ford Elementary School Wednesday Professional Development 2021-2022 sy	Ford Elementary School Wednesday Staff Development 2021-2022 school year. This course will track the Wednesday Staff Development of Ford Elementary School Faculty and Staff	35139	Ford Elementary School Wednesday Professional Development 2021-2022 sy	8/2/2021	5/25/2022	Ford Elementary School	Julie Cox; Diana Johnston	39	Yes	1	15	0	0	Available upon request
415	16376	Bloom Elementary Wednesday Staff Development 2021-2022	This course will track the Wednesday Staff Development of Bloom Elementary for the 2021-2022 school year.	35155	Bloom Elementary Wednesday Staff Development 2021-2022	8/11/2021	5/25/2022	Bloom Elementary School	Lucinda Brunenkant; Ricki Turak	34	Yes	1	8	0	0	Available upon request
415	16556	USP: Sahuaro High School Wednesday Professional Development SY 21-22	2021-2022 Professional Development	35477	USP: Sahuaro High School Wednesday Professional Development SY 21-22	8/2/2021	5/25/2022	Sahuaro HS	Sarah Genung; Paula Saldutti	38	No	2	8	0	0	Available upon request
415	16560	Marshall Wednesday Professional Development 21-22	Staff Professional Development	35492	Marshall Wednesday Professional Development 21-22	8/2/2021	5/27/2022	Marshall Elementary	Christopher Loya	34	Yes	1	20	0	0	Available upon request
415	16565	Rincon HS Wednesday PD 21-22 SY	This course is for Wednesday Professional Development for Rincon HS.	35508	Rincon HS Wednesday PD 21-22 SY	8/4/2021	5/25/2022	Rincon HS	Kristina Rowe	38	No	4	67	0	0	Available upon request
415	16566	Lynn Urquides Elementary Wednesday Staff Development 2021-2022	This course will track the Wednesday Staff Development of Lynn Urquides Elementary	35510	Lynn Urquides Elementary Wednesday Staff Development 2021-2022	8/2/2021	5/25/2022	Lynn Urquides ES	Elma Puentes	59	No	1	25	2	0	Available upon request
415	16573	Santa Rita High School Wednesday Professional Development 2021-2022 SY	This course will track the Wednesday and Thursday Staff Development of Santa Rita High School	35517	Santa Rita High School Wednesday Professional Development 2021-2022 SY	8/2/2021	5/25/2022	Santa Rita HS	Rosalinda Rodriguez	54	Yes	4	35	0	0	Available upon request
415	16580	Hudlow Professional Development 2021-2022	This course will track the Staff Professional Development of Hudlow.	35543	Hudlow Professional Development 2021-2022	8/2/2021	5/25/2022	Hudlow Elementary School	Alicia Addotta; Eva Almonte; Jessa Deaub; Esmeralda Diaz	36	No	1	18	0	0	Available upon request
415	16585	Vesey Elementary Wednesday Staff Professional Development 21-22 SY	Vesey Wednesday Staff Development and PLC Learning	35557	Vesey Elementary Wednesday Staff Professional Development 21-22 SY	8/2/2021	5/25/2022	Vesey Elementary School	Lori Myers; Jeffrey Uhrig	40	No	0	4	0	0	Available upon request
415	16586	Van Buskirk Elementary Wednesday PD Hours 2021-2022 SY	Course will track Staff Development hours for Van Buskirk Elementary for the 2021-2022 school year	35573	Van Buskirk Elementary Wednesday PD Hours 2021-2022 SY	8/2/2021	5/25/2022	Van Buskirk ES	Victoria Barajas; Karla Cortez	70	No	1	22	0	0	Available upon request
415	16587	Dunham Wednesday PD 21-22	This course will track the Wednesday staff Development of Dunham Elementary School	35574	Dunham Wednesday PD 21-22	8/11/2021	5/25/2022	Dunham Elementary	Kathleen Chandler; Pamela Herman	34	Yes	1	11	0	0	Available upon request

			This course will track the Wednesday staff development of Borton						Lisa McCorkle; Kristin Meza; Margaret Seamans							
415	16589	Borton Magnet Elementary Wednesday Staff Development 2021-2022 SY		35575	Borton Magnet Elementary Wednesday Staff Development 2021-2022 SY	8/2/2021	5/25/2022	Borton Elementary		38	No	0	2	0	0	Available upon request
			This course will track the Wednesday Staff Development at Sewell Elementary						Robert Jewett; Barbara Watts							
415	16591	Sewell Elementary Wednesday Staff Development 2021-2022		35583	Sewell Elementary Wednesday Staff Development 2021-2022	8/2/2021	5/25/2022	Sewell Elementary School		35	No	1	17	0	0	Available upon request
			This course will track the Wednesday Staff Development of Secrist MS						Deborah Garcia; Carol Kennedy; Kelley McGinn; Denise Saucedo							
415	16592	Secrist MS Wednesday Staff Development 2021-2022		35584	Secrist MS Wednesday Staff Development 2021-2022	8/2/2021	5/25/2022	Secrist Middle School		44	No	2	25	0	0	Available upon request
			The course is for staff at Roskrige						Donna Bowser; Nara Jaramillo; Yvonne Torres							
415	16596	Roskrige Bilingual k-8 Magnet Wednesday Staff Development of 2021-22		35613	Roskrige Bilingual Magnet k-8	8/4/2021	5/25/2022	Roskrige Bilingual Magnet K-8		39	No	2	40	2	0	Available upon request
			This course will track the Wednesday Staff Development of Davidson Elementary School						Sarah Andricopoulos; Stacy Snellen							
415	16598	Davidson Wednesday Staff Development 2021-2022 SY		35639	Davidson Wednesday Staff Development 2021-2022 SY	8/4/2021	5/25/2022	Davidson Elementary		36	Yes	1	22	0	0	Available upon request
			This course will track the Wednesday Staff Development of Robison Elementary.						Kathy Schroeder							
415	16600	Robison Wednesday Staff Development 2021-2022 SY		35638	Robison Wednesday Staff Development 2021-2022 SY	8/11/2021	5/25/2022	Robison Elementary		43	No	1	20	0	0	Available upon request
			This course will track the Wednesday Staff Development of Miles ELC for SY 2021-22 SY.						Sarah Clarkson							
415	16619	Miles ELC Wednesday Staff Development 2021-22 SY		35647	Miles ELC Wednesday Staff Development 2021-22 SY	8/4/2021	5/25/2022	Miles ELC		37	Yes	2	24	0	0	Available upon request
			This course will track the Wednesday Staff Development of Cragin ES.						Kenia Alvarado Martinez; Andrea Steele							
415	16621	Cragin Wednesday Staff Development 2021-2022 SY		35654	Cragin Wednesday Staff Development 2021-2022 SY	8/4/2021	5/25/2022	Cragin Elementary School		39	No	1	20	0	0	Available upon request
			This course will track the Wednesday staff development of Banks						Rachel Stevens							
415	16622	Banks Elementary Wednesday Staff Development 2021-2022 SY		35703	Banks Elementary Wednesday Staff Development 2021-2022 SY	8/11/2021	5/25/2022	Banks Elementary		39	No	0	20	0	0	Available upon request
			Professional Development - Wednesday Staff Development for Oyama SY 21-22						Maria Bustamante; Tamara Christopherson							
415	16837	Oyama Wednesday Professional Development SY 21-22		36113	Oyama Wednesday Professional Development SY 21-22	8/4/2021	5/25/2022	Oyama Elementary School		43	No	1	24	0	0	Available upon request
			This course will track the Wednesday staff development of Sam Hughes Elementary.						Kathryn Bolash; Frances Contreras							
415	16838	Hughes Wednesday Staff Development 21-22 SY		36114	Hughes Wednesday Staff Development 21-22 SY	8/1/2021	5/25/2022	Hughes Elementary		41	Yes	1	23	0	0	Available upon request
			This course will track the Wednesday Staff Development of Johnson Primary School.						Rosaisela Cota; Lilia Vasquez							
415	16846	Johnson Wednesday staff development 2021-22		36123	Johnson Wednesday staff development 2021-22	8/4/2021	5/25/2022	Johnson Primary		39	Yes	1	20	0	0	Available upon request
			Strengthening student engagement through building capacity for Social Emotional Learning. Collaborative time to plan implementation of these new strategies to address student trauma and our ability to effectively create a safer and more effective learning environment. Consultant Tim Grioux will support this work and facilitate this PD for Davis teachers. Strengthening CTE, ELA, mathematics, and science to ensure rigorous, relevant, and authentic Community Training (A.C.T.).						Catherine Arquist Burke; Elizabeth Ladriere; Jose Olivas							
415	17020	USP-P2 Davis Bilingual Magnet Summer PD SY 21-22		36493	Davis Bilingual Magnet Summer PD 2021-22	6/6/2022	6/10/2022	Davis		24	No	0	16	0	0	Available upon request
			This course will track the Wednesday staff development of Advanced Community Training (A.C.T.).						Maggie Gedebeu; Jessica Guenera							
415	17142	Ex Ed A.C.T. Wednesday Staff Development 2021-2022 School Year		36893	A.C.T. Wednesday Staff Development 2021-2022 School Year	8/4/2021	5/25/2022			57	No	0	12	0	0	Available upon request
			Monthly meeting for School Social Workers covering best practice, department procedures, current research in school social work. Guest speakers will also present on topics of their expertise.						Alexandria Soto							
415	17176	School Social Work Jobalikes TUSD SY 21-22 SY		36778	School Social Work Jobalikes TUSD SY 21-22 SY	8/18/2021	5/11/2022	Various Zoom meetings		14.5	Yes	0	1	9	1	Available upon request
			This course will track the Wednesday Staff Development of Grijalva Elementary School.						Megan Chavez; Heidi Wright							
415	17190	Grijalva Elementary Wednesday Staff Development 2021-22 SY		36839	Grijalva Elementary Wednesday Staff Development 2021-22 SY	8/2/2021	5/25/2022	Grijalva Elementary		78	Yes	0	5	0	0	Available upon request
			This course will track the Wednesday Staff Development of Henry Elementary						Hanna Cordova; Thomas Heminger							
415	17192	Henry Elementary Wednesday Staff Development 2021-2022		36820	Henry Elementary Wednesday Staff Development 2021-2022	8/4/2021	5/25/2022	Henry Elementary School		44	No	0	20	0	0	Available upon request

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			This course will track the Wednesday Staff Development of Lineweaver							Kathryn Arvizu; Patricia Bertaglio; Christine Georgelos; Emily Walls							
415	17194	Lineweaver Wednesday Staff Development 2021/2022		36842	Lineweaver Wednesday Staff Development 2021/2022	8/4/2021	5/25/2022	Lineweaver Elementary		Elizabeth Glyn-Anderson	42	Yes	0	8	2	0	Available upon request
			Problem-based learning (PBL) is a student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem. This problem is what drives the motivation and the learning. We will be working on creating PBL projects and units to use in the 2022-23 School Year. 7														
415	17210	Safford K-8 - Summer Project Based Learning 22-23		36867	PBL Afternoon Session	6/6/2022	6/30/2022	Safford K-8		Elizabeth Glyn-Anderson; Joshua Glyn-Anderson; Joshua Peebles	2	No	0	7	0	0	Available upon request
415	17212	Safford K-8 - Technology 101: Support with the Microsoft Suite, Promethean Boards, C.O.W.s, and more! - 22/23 SY		36872	Technology 101	6/6/2022	6/30/2022	Safford K-8		Tadeo Yabeban	38	No	0	1	0	0	Available upon request
415	17213	Safford K-8 RPF/SEL/Classroom Support 22-23 School Year		36873	Safford K-8 RPF/SEL/Classroom Support 22-23 School Year	6/8/2022	6/30/2022	Safford K-8			136	No	0	4	0	0	Available upon request
			This is Course is cataloged McCorkle PD hours							Amy Cannon							
415	17224	McCorkle Wednesday Staff PD SY 21-22		36892	McCorkle Wednesday Staff PD SY 21-22	8/4/2021	5/25/2022	Mary Belle McCorkle K-8			38	No	0	6	0	0	Available upon request
418	17184	Tier I Instruction: Best Practices - (2nd-5th Grade) - (CSPs ONLY)	During this 2 day session, participants will reflect on the importance of this session effective Tier 1 instruction. Improving the quality of Tier 1 instruction leads to exponential growth across the grade levels. The facilitator will share Tier 1 best practices that will work in any classroom and lead to more productive lessons. Day 2 will consist of improving core instruction ensures	36801	Tier I Instruction: Best Practices - (2nd-5th Grade) - (CSPs ONLY)	6/7/2022	6/9/2022	A zoom link will be sent out prior to the start of this training.		Carrie Burdon; Kristi Chasson; Bradley Fletcher	3	No	0	14	0	0	Available upon request
418	17185	Summer PD22 - Tier I Instruction: Best Practices - (6th-8th Grade) - (CSPs ONLY)	During this 2 day session, participants will reflect on the importance of this session effective Tier 1 instruction. Improving the quality of Tier 1 instruction leads to exponential growth across the grade levels. The facilitator will share Tier 1 best practices that will work in any classroom and lead to more productive lessons. Day 2 will consist of improving core instruction ensures	36802	Summer PD22 - Tier I Instruction: Best Practices - (6th-8th Grade) - (CSPs ONLY)	6/7/2022	6/9/2022	A zoom link will be sent out prior to the start of this training.		Carrie Burdon; Kristi Chasson; Bradley Fletcher	3	No	0	1	0	0	Available upon request
418	17186	Summer PD22 - Tier I Instruction: Best Practices - (9th-12th Grade) - (CSPs ONLY)	During this 2 day session, participants will reflect on the importance of this session effective Tier 1 instruction. Improving the quality of Tier 1 instruction leads to exponential growth across the grade levels. The facilitator will share Tier 1 best practices that will work in any classroom and lead to more productive lessons. Day 2 will consist of improving core instruction ensures	36803	Summer PD22 - Tier I Instruction: Best Practices - (9th-12th Grade) - (CSPs ONLY)	6/7/2022	6/9/2022	A zoom link will be sent out prior to the start of this training.		Carrie Burdon; Kristi Chasson; Bradley Fletcher	2	No	0	4	0	0	Available upon request
418	17197	Tier I Instruction: Best Practices - (K-1st Grade) - (CSPs ONLY)	During this 2 day session, participants will reflect on the importance of this session effective Tier 1 instruction. Improving the quality of Tier 1 instruction leads to exponential growth across the grade levels. The facilitator will share Tier 1 best practices that will work in any classroom and lead to more productive lessons. Day 2 will consist of improving core instruction ensures	36800	Tier I Instruction: Best Practices - (K-1st Grade) - (CSPs ONLY)	6/7/2022	6/9/2022	A zoom link will be sent out prior to the start of this training.		Peter Blankfield; Bradley Fletcher; Leslie Framblau-Wirth; Amanda Lee-Corfer; Deanna McLemore; Michael Moeykens;	3	No	0	1	0	0	Available upon request
501	15826	SUMMER PD21-An Interdisciplinary Exploration for Honors and AP Teachers	This course invites all Honors and AP teachers at the high school level to engage in discourse guided by several essential questions, such as: 1. What makes a course worthy of the title "Honors"? 2. What makes a course worthy of the title "AP"? 3. How do we create engagement and still ready our students for the "tests" (ACT, SAT, AP) 4. What should students be aware of before signing up for an Honors or AP class 5. How important is it to teach to	34240	An Interdisciplinary Exploration for Honors and AP Teachers Session-3	7/19/2021	7/19/2021	https://usd1.zoom.us/j/5935525437		Annie Brookshire; Melanie Chacon; Alzira Duncan; Louise Till	2	No	0	16	1	0	Available upon request
501	15960	USP: 2021-2022 Itinerant GATE Staff Development	Itinerant GATE teachers will have ongoing learning opportunities that support professional growth, teacher practice and GATE/ district professional goals.	34528	USP: 2021-2022 Itinerant GATE Staff Development	8/4/2021	5/25/2022	Utterback Middle School		Annie Brookshire; Melanie Chacon; Kendra Citron	78	No	0	3	1	0	Available upon request
501	15976	USP: 2021-2022 New GATE Teacher Study Group Sessions	This study group will provide new GATE teachers with the important background knowledge and information to effectively teach GATE students.	34601	USP: 2021-2022 New GATE Teacher Study Group Sessions	11/28/2021	12/1/2021	Remote Locations		Annie Brookshire; Melanie Chacon; Kendra Citron	12	No	0	6	0	0	Available upon request
501	15977	USP: 2021-2022 GATE Informational Session	This session will provide initial GATE programs information to include endorsements, stipends, and ADE requirements.	34602	USP: 2021-2022 GATE Informational Session	9/9/2021	9/9/2021	Remote Locations			1	No	0	18	0	0	Available upon request
501	16042	AVID Site Coordinators Monthly Collaboration and Professional Learning SY21-22	AVID Site Coordinators will meet monthly to collaborate and review AVID requirements and strategies toward certification of their AVID site.	34754	AVID Site Coordinators Monthly Collaboration and Professional Learning SY21-22	8/18/2021	12/15/2021	Catalina High School		Kathryn Jensen; Sky Saczko	7.5	No	0	11	10	0	Available upon request
501	16042	AVID Site Coordinators Monthly Collaboration and Professional Learning SY21-22	AVID Site Coordinators will meet monthly to collaborate and review AVID requirements and strategies toward certification of their AVID site.	36090	AVID Site Coordinators Monthly Collaboration SY21-22 - 2nd Semester	1/26/2022	5/25/2022	Zoom		Annie Brookshire; Melanie Chacon; Kendra Citron; Alzira Duncan	7.5	No	0	15	5	0	Available upon request
501	16611	USP: 2021-2022 GATE: Project Based Learning in the GATE Classroom	Using Gold-Standard Project-Based Learning, we will review the essential elements and teacher practices for PBL. We will also share how to integrate gifted education standards and GATE strategies into your content area.	35641	USP: 2021-2022 GATE: Project Based Learning in the GATE Classroom	2/3/2022	2/3/2022	Zoom		Annie Brookshire; Melanie Chacon; Kendra Citron; Alzira Duncan	2	No	0	18	1	0	Available upon request
501	16616	USP: 2021-2022 GATE: Game Theory in the Gifted Classroom	Learn a high-engagement, student-centered unit on Game Theory that explores mathematics in a way that is focused on critical thinking, creative thinking, problem solving and spatial reasoning. Students will explore games and probability in a way that encourages inquiry and justified decision making.	35642	USP: 2021-2022 GATE: Game Theory in the Gifted Classroom	3/3/2022	3/3/2022	Zoom		Annie Brookshire; Melanie Chacon; Kendra Citron; Alzira Duncan	2	No	0	26	1	0	Available upon request
501	16626	USP: 2021-2022 GATE: Fall Self-Contained Articulation	This training is for Self-Contained GATE Teachers only. Teachers will build curriculum, lesson plan, and receive training on gifted strategies.	35655	USP: 2021-2022 GATE: Fall Self-Contained Articulation	1/11/2022	1/11/2022	Remote Location		Annie Brookshire; Melanie Chacon; Kendra Citron; Alzira Duncan	2	No	0	1	0	0	Available upon request
501	16880	USP: 2021-2022 GATE: Spring Remote Professional Development	Participants work remotely completing chapter and instructional strategy reflections. Participants will also create artifacts to articulate how the instructional strategies will be used in the classroom.	36203	USP: 2021-2022 GATE: Spring Remote Professional Development	2/21/2022	3/1/2022				15	No	0	13	0	0	Available upon request

			Asking and answering tough questions is key to powerful instruction and a crucial real-world skill. But what happens when no one answers your questions? What happens if everyone has the same answer? What happens if one student is always trying to dominate the Q & A? In ThinkLaw's interactive, teacher-as-students, model classroom we will introduce powerful question							Annie Brookshire; Melanie Chacon; Alzira Duncan								
501	17008	USP: SY 2021-2022 The Question is the Answer: Critical Thinking for the Gifted Classroom		36458	USP: Summer SY 2021-2022 The Question is the Answer: Critical Thinking for the Gifted Classroom	6/7/2022	6/7/2022	Remote Location		Carrie Burdon; Bradley Fletcher; Deanna McLemore; Lacey Petterson; Elizabeth Rowe; Christine White	2	No	0	11	1	0	Available upon request	
501	17090	Summer PD22 - AVID Elementary: Focused Note -Taking Formats in A Math Classroom	This course is designed to increase an Elementary educator's ability to teach, model, and support the focused note-taking process to move students beyond Level One Thinking and Questioning in a math class. Examples of numerical and word mathematical problems will be used to illustrate how focused note-taking with two- and three-column formats can be used as a	36663	6/14/22 - AVID Elementary: Focused Note -Taking Formats in A Math Classroom	6/14/2022	6/14/2022	https://tusd1.zoom.us/j/86413605299		Carrie Burdon; Bradley Fletcher; Deanna McLemore; Lacey Petterson; Elizabeth Rowe; Christine White	2	No	0	6	0	0	Available upon request	
501	17090	Summer PD22 - AVID Elementary: Focused Note -Taking Formats in A Math Classroom	This course is designed to increase an Elementary educator's ability to teach, model, and support the focused note-taking process to move students beyond Level One Thinking and Questioning in a math class. Examples of numerical and word mathematical problems will be used to illustrate how focused note-taking with two- and three-column formats can be used as a	36664	6/15/22 - AVID Elementary: Focused Note -Taking Formats in A Math Classroom	6/15/2022	6/15/2022	https://tusd1.zoom.us/j/86413605299		Carrie Burdon; Bradley Fletcher; Deanna McLemore; Lacey Petterson; Elizabeth Rowe; Christine White	2	No	0	8	0	0	Available upon request	
501	17092	Summer PD22 - O Is For Organization	During this module, participants will have an opportunity to explore AVID resources that assist in increasing the organizational skills of their students, better preparing them for success in college. Participants will discuss best practices and how to increase the effectiveness of strategies they are already	36706	6/6/22 - Summer PD22 - O Is For Organization	6/6/2022	6/6/2022	https://tusd1.zoom.us/j/85316219855?pwd=YK5EVE9H RWQwREhkd3BMZWZqQ2Vkd09		Amy Armenta; Carrie Burdon; Bradley Fletcher; Ruth Mann; Deanna McLemore;	2	No	0	7	0	0	Available upon request	
501	17092	Summer PD22 - O Is For Organization	During this module, participants will have an opportunity to explore AVID resources that assist in increasing the organizational skills of their students, better preparing them for success in college. Participants will discuss best practices and how to increase the effectiveness of strategies they are already using in their classrooms. Finally, participants will review the vertical	36707	6/13/22 - Summer PD22 - O Is For Organization	6/13/2022	6/13/2022	https://tusd1.zoom.us/j/85316219855?pwd=YK5EVE9H RWQwREhkd3BMZWZqQ2Vkd09		Amy Armenta; Carrie Burdon; Bradley Fletcher; Ruth Mann; Deanna McLemore;	2	No	0	11	0	0	Available upon request	
501	17094	Summer PD22 - Using Inquiry To Increase Rigor	Using current research and AVID strategies, teachers will define and explore types of inquiry-based instruction.	36711	6/15/22 - Summer PD22 - Using Inquiry To Increase Rigor	6/15/2022	6/15/2022	https://tusd1.zoom.us/j/85316219855?pwd=YK5EVE9H RWQwREhkd3BMZWZqQ2Vkd09		Amy Armenta; Carrie Burdon; Bradley Fletcher; Ruth Mann; Deanna McLemore;	2	No	0	3	0	0	Available upon request	
501	17094	Summer PD22 - Using Inquiry To Increase Rigor	Using current research and AVID strategies, teachers will define and explore types of inquiry-based instruction.	36710	6/8/22 - Summer PD22 - Using Inquiry To Increase Rigor	6/8/2022	6/8/2022	https://tusd1.zoom.us/j/85316219855?pwd=YK5EVE9H RWQwREhkd3BMZWZqQ2Vkd09		Amy Armenta; Carrie Burdon; Bradley Fletcher; Ruth Mann; Deanna McLemore;	2	No	0	7	0	0	Available upon request	
501	17095	Summer PD22 - Fostering A Growth Mindset For K-12 Student Success	This module is an exploration of Carol Dweck's theory of mindsets. Participants will explore the difference between the fixed and growth mindset and how to use that understanding to help students be more successful in any learning task. A model for coaching students to move from the fixed to the growth mindset will also be practiced.	36712	6/9/22 - Summer PD22 - Fostering A Growth Mindset For K-12 Student Success	6/9/2022	6/9/2022	https://tusd1.zoom.us/j/85316219855?pwd=YK5EVE9H RWQwREhkd3BMZWZqQ2Vkd09		Amy Armenta; Carrie Burdon; Bradley Fletcher; Ruth Mann; Deanna McLemore; Elizabeth Rowe; Cody	2	No	0	9	0	0	Available upon request	
501	17098	Summer PD22 - GATE: Academic Games to Expand Critical Thinking	Academic games can have relevant and complex problems waiting to be solved in a way that is both fun and challenging. Academic games can involve critical thinking, problem solving, higher level thinking skills, and can improve student collaboration. They can promote a growth mindset and diverse educational experiences to develop the full potential of all learners.	36596	6/7/22 - GATE: Academic Games to Expand Critical Thinking	6/7/2022	6/7/2022	https://tusd1.zoom.us/j/87140199040?pwd=UWh7b1N MNWIndWRhMz10ZDh5dUQ0d09		Annie Brookshire; Carrie Burdon; Alzira Duncan; Bradley Fletcher; Deanna McLemore; Myrna Ramirez; Elizabeth	2	No	0	12	0	0	Available upon request	
504	15908	USP: Language Acquisition: Virtual District Training for AZELLA Placement SY21-22	Who Should Attend: 8C Required: ELDO/AZELLA Coordinator & any staff who will be administering the Placement Test 8C Requested: Tech Support Staff/Field Technicians/ Ed Tech Integration Specialists (Stages III-V session & Test Security and Ethics) 8C Support staff (not a classroom teacher) to assist with test administration for all Stages. This test is administered throughout	34441	AZELLA Placement Testing Stages I-V	8/2/2021	8/2/2021	Virtual		Charlotte Almazan; Adelina Federico; Lisa Sofias	1	No	0	1	2	0	Available upon request	
504	15908	USP: Language Acquisition: Virtual District Training for AZELLA Placement SY21-22	Who Should Attend: 8C Required: ELDO/AZELLA Coordinator & any staff who will be administering the Placement Test 8C Requested: Tech Support Staff/Field Technicians/ Ed Tech Integration Specialists (Stages III-V session & Test Security and Ethics) 8C Support staff (not a classroom teacher) to assist with test administration for all Stages. This test is administered throughout	34918	AZELLA Placement Testing Stages I-V	8/24/2021	8/24/2021	Virtual		Charlotte Almazan; Adelina Federico; Lisa Sofias	1	No	0	1	0	0	Available upon request	
504	15908	USP: Language Acquisition: Virtual District Training for AZELLA Placement SY21-22	Who Should Attend: 8C Required: ELDO/AZELLA Coordinator & any staff who will be administering the Placement Test 8C Requested: Tech Support Staff/Field Technicians/ Ed Tech Integration Specialists (Stages III-V session & Test Security and Ethics) 8C Support staff (not a classroom teacher) to assist with test administration for all Stages. This test is administered throughout	34439	AZELLA Placement Testing Stages I-V	7/21/2021	7/21/2021	Virtual		Charlotte Almazan; Adelina Federico; Lisa Sofias	1	No	0	3	0	0	Available upon request	
504	15908	USP: Language Acquisition: Virtual District Training for AZELLA Placement SY21-22	Who Should Attend: 8C Required: ELDO/AZELLA Coordinator & any staff who will be administering the Placement Test 8C Requested: Tech Support Staff/Field Technicians/ Ed Tech Integration Specialists (Stages III-V session & Test Security and Ethics) 8C Support staff (not a classroom teacher) to assist with test administration for all Stages. This test is administered throughout the school year and someone at each site needs to be available to test	34437	AZELLA Placement Testing Stages I-V	7/15/2021	7/15/2021	Virtual		Charlotte Almazan; Adelina Federico; Lisa Sofias	1	No	0	5	3	0	Available upon request	
504	15908	USP: Language Acquisition: Virtual District Training for AZELLA Placement SY21-22	Who Should Attend: 8C Required: ELDO/AZELLA Coordinator & any staff who will be administering the Placement Test 8C Requested: Tech Support Staff/Field Technicians/ Ed Tech Integration Specialists (Stages III-V session & Test Security and Ethics) 8C Support staff (not a classroom teacher) to assist with test administration for all Stages. This test is administered throughout the school year and someone at each site needs to be available to test	34438	AZELLA Placement Testing Stages I-V	7/19/2021	7/19/2021	Virtual		Charlotte Almazan; Adelina Federico; Lisa Sofias	1	No	0	5	5	0	Available upon request	
504	15908	USP: Language Acquisition: Virtual District Training for AZELLA Placement SY21-22	Who Should Attend: 8C Required: ELDO/AZELLA Coordinator & any staff who will be administering the Placement Test 8C Requested: Tech Support Staff/Field Technicians/ Ed Tech Integration Specialists (Stages III-V session & Test Security and Ethics) 8C Support staff (not a classroom teacher) to assist with test administration for all Stages. This test is administered throughout the school year and someone at each site needs to be available to test	34752	AZELLA Placement Testing Stages I-V	8/10/2021	8/10/2021	Virtual		Charlotte Almazan; Adelina Federico; Lisa Sofias	1	No	0	5	6	0	Available upon request	
504	15908	USP: Language Acquisition: Virtual District Training for AZELLA Placement SY21-22	Who Should Attend: 8C Required: ELDO/AZELLA Coordinator & any staff who will be administering the Placement Test 8C Requested: Tech Support Staff/Field Technicians/ Ed Tech Integration Specialists (Stages III-V session & Test Security and Ethics) 8C Support staff (not a classroom teacher) to assist with test administration for all Stages. This test is administered throughout the school year and someone at each site needs to be available to test	34443	AZELLA Placement Testing Stages I-V	8/9/2021	8/9/2021	Virtual		Charlotte Almazan; Adelina Federico; Lisa Sofias	1	No	0	7	3	0	Available upon request	
504	15908	USP: Language Acquisition: Virtual District Training for AZELLA Placement SY21-22	Who Should Attend: 8C Required: ELDO/AZELLA Coordinator & any staff who will be administering the Placement Test 8C Requested: Tech Support Staff/Field Technicians/ Ed Tech Integration Specialists (Stages III-V session & Test Security and Ethics) 8C Support staff (not a classroom teacher) to assist with test administration for all Stages. This test is administered throughout the school year and someone at each site needs to be available to test	34442	AZELLA Placement Testing Stages I-V	8/3/2021	8/3/2021	Virtual		Charlotte Almazan; Adelina Federico; Lisa Sofias	1	No	0	8	3	0	Available upon request	
504	15908	USP: Language Acquisition: Virtual District Training for AZELLA Placement SY21-22	Who Should Attend: 8C Required: ELDO/AZELLA Coordinator & any staff who will be administering the Placement Test 8C Requested: Tech Support Staff/Field Technicians/ Ed Tech Integration Specialists (Stages III-V session & Test Security and Ethics) 8C Support staff (not a classroom teacher) to assist with test administration for all Stages. This test is administered throughout the school year and someone at each site needs to be available to test	34444	AZELLA Placement Testing Stages I-V	8/11/2021	8/11/2021	Virtual		Charlotte Almazan; Adelina Federico; Lisa Sofias	1	No	0	10	2	0	Available upon request	

504	15908	USP: Language Acquisition: Virtual District Training for AZELLA Placement SY21-22	Who Should Attend: 8EC Required: ELD/AZELLA Coordinator & any staff who will be administering the Placement Test. 8EC Requested: Tech Support Staff/Field Technicians/ Ed Tech Integration Specialists (Stages III-V session & Test Security and Ethics) 8EC Support staff (not a classroom teacher) to assist with test administration for all Stages. This test is administered throughout the school year and someone at each site needs to be available to test students as they enroll.	34440	AZELLA Placement Testing Stages I-V	7/26/2021	7/26/2021	Virtual	Charlotte Almazan; Adelina Federico; Lisa Sofias	1	No	1	6	4	0	Available upon request
504	15908	USP: Language Acquisition: Virtual District Training for AZELLA Placement SY21-22	Who Should Attend: 8EC Required: ELD/AZELLA Coordinator & any staff who will be administering the Placement Test. 8EC Requested: Tech Support Staff/Field Technicians/ Ed Tech Integration Specialists (Stages III-V session & Test Security and Ethics) 8EC Support staff (not a classroom teacher) to assist with test administration for all Stages. This test is administered throughout the school year and someone at each site needs to be available to test students as they enroll.	34436	AZELLA Placement Testing Stages I-V	7/13/2021	7/13/2021	Virtual	Charlotte Almazan; Adelina Federico; Lisa Sofias	1	No	1	12	8	0	Available upon request
504	16055	USP: SY 21-22 TUSD Two-Way Dual Language Program Framework	Two-Way Dual language teachers will be meeting with ATDLE consultant, Rosa Molina and the Language Acquisition Dual Language team to receive professional development focused on the program framework, essential components of two-way dual language including curriculum components, instructional strategies, language of instruction, assessment and AELD.	35029	Guided Language Acquisition by Design- Research and Theory	9/9/2021	9/16/2021	Virtual	Adelina Federico; Anna Manzano; Maritza Mazon	3	No	0	21	0	0	Available upon request
504	16055	USP: SY 21-22 TUSD Two-Way Dual Language Program Framework	Two-Way Dual language teachers will be meeting with ATDLE consultant, Rosa Molina and the Language Acquisition Dual Language team to receive professional development focused on the program framework, essential components of two-way dual language including curriculum components, instructional strategies, language of instruction, assessment and AELD.	35030	Guided Language Acquisition by Design- Demonstration Sessions	9/7/2021	9/30/2021	Roskrugs Bilingual Magnet	Adelina Federico; Anna Manzano; Maritza Mazon	3	No	0	21	0	0	Available upon request
504	16055	USP: SY 21-22 TUSD Two-Way Dual Language Program Framework	Two-Way Dual language teachers will be meeting with ATDLE consultant, Rosa Molina and the Language Acquisition Dual Language team to receive professional development focused on the program framework, essential components of two-way dual language including curriculum components, instructional strategies, language of instruction, assessment and AELD.	35117	AELD/Framework TWDL 3rd-5th grade	10/5/2021	10/5/2021	https://tusd1.zoom.us/j/86380605646?pwd=SU5BS0ZlVGU0QmVRZmZmPM3Rl1FUQT09	Adelina Federico; Anna Manzano; Maritza Mazon	24	No	0	38	0	0	Available upon request
504	16055	USP: SY 21-22 TUSD Two-Way Dual Language Program Framework	Two-Way Dual language teachers will be meeting with ATDLE consultant, Rosa Molina and the Language Acquisition Dual Language team to receive professional development focused on the program framework, essential components of two-way dual language including curriculum components, instructional strategies, language of instruction, assessment and AELD.	35118	Assessment in TWDL	10/19/2021	10/19/2021	https://tusd1.zoom.us/j/86380605646?pwd=SU5BS0ZlVGU0QmVRZmZmPM3Rl1FUQT09	Adelina Federico; Anna Manzano; Maritza Mazon	24	No	0	21	0	0	Available upon request
504	16055	USP: SY 21-22 TUSD Two-Way Dual Language Program Framework	Two-Way Dual language teachers will be meeting with ATDLE consultant, Rosa Molina and the Language Acquisition Dual Language team to receive professional development focused on the program framework, essential components of two-way dual language including curriculum components, instructional strategies, language of instruction, assessment and AELD.	35119	Thinking Maps Overview 6th-8th Grade	10/21/2021	10/21/2021	https://tusd1.zoom.us/j/86380605646?pwd=SU5BS0ZlVGU0QmVRZmZmPM3Rl1FUQT09	Adelina Federico; Anna Manzano; Maritza Mazon	24	No	0	30	0	0	Available upon request
504	16055	USP: SY 21-22 TUSD Two-Way Dual Language Program Framework	Two-Way Dual language teachers will be meeting with ATDLE consultant, Rosa Molina and the Language Acquisition Dual Language team to receive professional development focused on the program framework, essential components of two-way dual language including curriculum components, instructional strategies, language of instruction, assessment and AELD.	35120	TWDL Program Model and Programmatic Expectations	10/26/2021	10/26/2021	https://tusd1.zoom.us/j/86380605646?pwd=SU5BS0ZlVGU0QmVRZmZmPM3Rl1FUQT09	Adelina Federico; Anna Manzano; Maritza Mazon	24	No	0	41	0	0	Available upon request
504	16055	USP: SY 21-22 TUSD Two-Way Dual Language Program Framework	Two-Way Dual language teachers will be meeting with ATDLE consultant, Rosa Molina and the Language Acquisition Dual Language team to receive professional development focused on the program framework, essential components of two-way dual language including curriculum components, instructional strategies, language of instruction, assessment and AELD.	35121	K-2 AELD Tier I	11/9/2021	11/9/2021	https://tusd1.zoom.us/j/86380605646?pwd=SU5BS0ZlVGU0QmVRZmZmPM3Rl1FUQT09	Adelina Federico; Anna Manzano; Maritza Mazon	24	No	0	22	0	0	Available upon request
504	16055	USP: SY 21-22 TUSD Two-Way Dual Language Program Framework	Two-Way Dual language teachers will be meeting with ATDLE consultant, Rosa Molina and the Language Acquisition Dual Language team to receive professional development focused on the program framework, essential components of two-way dual language including curriculum components, instructional strategies, language of instruction, assessment and AELD.	35122	AELD/ELA 3rd-5th Grade	11/16/2021	11/16/2021	https://tusd1.zoom.us/j/86380605646?pwd=SU5BS0ZlVGU0QmVRZmZmPM3Rl1FUQT09	Adelina Federico; Anna Manzano; Maritza Mazon	24	No	0	39	0	0	Available upon request
504	16055	USP: SY 21-22 TUSD Two-Way Dual Language Program Framework	Two-Way Dual language teachers will be meeting with ATDLE consultant, Rosa Molina and the Language Acquisition Dual Language team to receive professional development focused on the program framework, essential components of two-way dual language including curriculum components, instructional strategies, language of instruction, assessment and AELD.	35124	Thinking Maps Part 1 6th-8th Grade	11/18/2021	11/18/2021	https://tusd1.zoom.us/j/86380605646?pwd=SU5BS0ZlVGU0QmVRZmZmPM3Rl1FUQT09	Adelina Federico; Anna Manzano; Maritza Mazon	24	No	0	27	0	0	Available upon request
504	16055	USP: SY 21-22 TUSD Two-Way Dual Language Program Framework	Two-Way Dual language teachers will be meeting with ATDLE consultant, Rosa Molina and the Language Acquisition Dual Language team to receive professional development focused on the program framework, essential components of two-way dual language including curriculum components, instructional strategies, language of instruction, assessment and AELD.	35125	Thinking Maps Part 2 6th-8th Grade	11/23/2021	11/23/2021	https://tusd1.zoom.us/j/86380605646?pwd=SU5BS0ZlVGU0QmVRZmZmPM3Rl1FUQT09	Adelina Federico; Anna Manzano; Maritza Mazon	24	No	0	27	0	0	Available upon request
504	16055	USP: SY 21-22 TUSD Two-Way Dual Language Program Framework	Two-Way Dual language teachers will be meeting with ATDLE consultant, Rosa Molina and the Language Acquisition Dual Language team to receive professional development focused on the program framework, essential components of two-way dual language including curriculum components, instructional strategies, language of instruction, assessment and AELD.	35123	AELD/K-2	11/30/2021	11/30/2021	https://tusd1.zoom.us/j/86380605646?pwd=SU5BS0ZlVGU0QmVRZmZmPM3Rl1FUQT09	Adelina Federico; Anna Manzano; Maritza Mazon	24	No	0	52	0	0	Available upon request
504	16055	USP: SY 21-22 TUSD Two-Way Dual Language Program Framework	Two-Way Dual language teachers will be meeting with ATDLE consultant, Rosa Molina and the Language Acquisition Dual Language team to receive professional development focused on the program framework, essential components of two-way dual language including curriculum components, instructional strategies, language of instruction, assessment and AELD.	35586	Beable Start Fast 6th-12th TWDL Teachers (By invitation only)	12/9/2021	12/9/2021	Zoom Link	Elizabeth Escarcaga-Tapia; Adelina Federico; Benjamin Kowalski; Anna Manzano; Maritza Mazon	24	No	0	39	0	0	Available upon request
504	16055	USP: SY 21-22 TUSD Two-Way Dual Language Program Framework	Two-Way Dual language teachers will be meeting with ATDLE consultant, Rosa Molina and the Language Acquisition Dual Language team to receive professional development focused on the program framework, essential components of two-way dual language including curriculum components, instructional strategies, language of instruction, assessment and AELD.	35895	GLADify Adelante	1/11/2022	1/11/2022	Virtual	Adelina Federico; Anna Manzano	24	No	0	39	0	0	Available upon request
504	16055	USP: SY 21-22 TUSD Two-Way Dual Language Program Framework	Two-Way Dual language teachers will be meeting with ATDLE consultant, Rosa Molina and the Language Acquisition Dual Language team to receive professional development focused on the program framework, essential components of two-way dual language including curriculum components, instructional strategies, language of instruction, assessment and AELD.	35900	SLA Units of Study	1/25/2022	1/25/2022	Virtual	Elizabeth Escarcaga-Tapia; Adelina Federico; Benjamin Kowalski; Anna Manzano; Maritza Mazon	24	No	0	17	0	0	Available upon request
504	16055	USP: SY 21-22 TUSD Two-Way Dual Language Program Framework	Two-Way Dual language teachers will be meeting with ATDLE consultant, Rosa Molina and the Language Acquisition Dual Language team to receive professional development focused on the program framework, essential components of two-way dual language including curriculum components, instructional strategies, language of instruction, assessment and AELD.	35954	Beable Data and Reports 6th-12th TWDL Teachers (By invitation only)	2/3/2022	2/3/2022	Zoom Link	Elizabeth Escarcaga-Tapia; Adelina Federico; Benjamin Kowalski; Anna Manzano; Maritza Mazon	24	No	0	37	0	0	Available upon request

			Two-Way Dual language teachers will be meeting with ATDLE consultant, Rosa Molina and the Language Acquisition Dual Language team to receive professional development focused on the program framework, essential components of two-way dual language including curriculum components, instructional strategies, language of instruction, assessment and AELD.							Adelina Federico; Anna Manzano							
504	16055	USP: SY 21-22 TUSD Two-Way Dual Language Program Framework	Two-Way Dual language teachers will be meeting with ATDLE consultant, Rosa Molina and the Language Acquisition Dual Language team to receive professional development focused on the program framework, essential components of two-way dual language including curriculum components, instructional strategies, language of instruction, assessment and AELD.	35063	Guided Language Acquisition by Design - Research and Theory-Spring	2/15/2022	2/21/2022	Virtual		Adelina Federico; Anna Manzano	3	No	0	23	0	0	Available upon request
504	16055	USP: SY 21-22 TUSD Two-Way Dual Language Program Framework	Two-Way Dual language teachers will be meeting with ATDLE consultant, Rosa Molina and the Language Acquisition Dual Language team to receive professional development focused on the program framework, essential components of two-way dual language including curriculum components, instructional strategies, language of instruction, assessment and AELD.	35901	SLA Units of Study	2/15/2022	2/15/2022	Virtual		Adelina Federico; Anna Manzano	24	No	0	17	0	0	Available upon request
504	16055	USP: SY 21-22 TUSD Two-Way Dual Language Program Framework	Two-Way Dual language teachers will be meeting with ATDLE consultant, Rosa Molina and the Language Acquisition Dual Language team to receive professional development focused on the program framework, essential components of two-way dual language including curriculum components, instructional strategies, language of instruction, assessment and AELD.	35902	Responding to Reading Through Writing K-1st	2/17/2022	2/17/2022	Virtual		Adelina Federico; Anna Manzano	24	No	0	31	0	0	Available upon request
504	16055	USP: SY 21-22 TUSD Two-Way Dual Language Program Framework	Two-Way Dual language teachers will be meeting with ATDLE consultant, Rosa Molina and the Language Acquisition Dual Language team to receive professional development focused on the program framework, essential components of two-way dual language including curriculum components, instructional strategies, language of instruction, assessment and AELD.	35903	SLA Units of Study	3/1/2022	3/1/2022	Virtual		Adelina Federico; Anna Manzano	24	No	0	16	0	0	Available upon request
504	16055	USP: SY 21-22 TUSD Two-Way Dual Language Program Framework	Two-Way Dual language teachers will be meeting with ATDLE consultant, Rosa Molina and the Language Acquisition Dual Language team to receive professional development focused on the program framework, essential components of two-way dual language including curriculum components, instructional strategies, language of instruction, assessment and AELD.	35904	Math Bridge 3rd-8th grade TWDL	3/3/2022	3/3/2022	Virtual		Adelina Federico; Anna Manzano	24	No	0	45	0	0	Available upon request
504	16055	USP: SY 21-22 TUSD Two-Way Dual Language Program Framework	Two-Way Dual language teachers will be meeting with ATDLE consultant, Rosa Molina and the Language Acquisition Dual Language team to receive professional development focused on the program framework, essential components of two-way dual language including curriculum components, instructional strategies, language of instruction, assessment and AELD.	35905	Responding to Reading Through Writing 2nd-3rd grade TWDL	3/22/2022	3/22/2022	Virtual		Adelina Federico; Anna Manzano	24	No	0	30	0	0	Available upon request
504	16055	USP: SY 21-22 TUSD Two-Way Dual Language Program Framework	Two-Way Dual language teachers will be meeting with ATDLE consultant, Rosa Molina and the Language Acquisition Dual Language team to receive professional development focused on the program framework, essential components of two-way dual language including curriculum components, instructional strategies, language of instruction, assessment and AELD.	35906	Responding to Reading Through Writing 4th-8th grade TWDL	3/29/2022	3/29/2022	Virtual		Adelina Federico; Anna Manzano	24	No	0	42	0	0	Available upon request
504	16344	USP: Language Acquisition: AZELLA SAFT (Stand Alone Field Test) 21/22 SY	ADE Required training for classified and certified personnel administering/proctoring the SAFT (Stand Alone Field Test) Who should attend: Required: ELD/AZELLA Coordinators/ELD Teachers and anyone who will be administering the Test. Requested: Support staff (not a classroom teacher) to assist with test administration for all Stages. Sites are responsible for completing all components of the AZELLA.	35079	Language Acquisition: AZELLA SAFT (Stand Alone Field Test) - 10/7/2021	10/7/2021	10/7/2021	ZOOM		Charlotte Almazan; Adelina Federico; Lisa Sofias	4	No	0	7	3	0	Available upon request
504	16344	USP: Language Acquisition: AZELLA SAFT (Stand Alone Field Test) 21/22 SY	ADE Required training for classified and certified personnel administering/proctoring the SAFT (Stand Alone Field Test) Who should attend: Required: ELD/AZELLA Coordinators/ELD Teachers and anyone who will be administering the Test. Requested: Support staff (not a classroom teacher) to assist with test administration for all Stages. Sites are responsible for completing all components of the AZELLA.	35078	Language Acquisition: AZELLA SAFT (Stand Alone Field Test) - 10/5/2021	10/5/2021	10/5/2021	ZOOM		Charlotte Almazan; Adelina Federico; Lisa Sofias	4	No	0	15	4	0	Available upon request
504	16344	USP: Language Acquisition: AZELLA SAFT (Stand Alone Field Test) 21/22 SY	ADE Required training for classified and certified personnel administering/proctoring the SAFT (Stand Alone Field Test) Who should attend: Required: ELD/AZELLA Coordinators/ELD Teachers and anyone who will be administering the Test. Requested: Support staff (not a classroom teacher) to assist with test administration for all Stages. Sites are responsible for completing all components of the AZELLA.	35076	Language Acquisition: AZELLA SAFT (Stand Alone Field Test) - 9/29/2021	9/29/2021	9/29/2021	ZOOM		Charlotte Almazan; Adelina Federico; Lisa Sofias	4	No	0	16	3	0	Available upon request
504	16344	USP: Language Acquisition: AZELLA SAFT (Stand Alone Field Test) 21/22 SY	ADE Required training for classified and certified personnel administering/proctoring the SAFT (Stand Alone Field Test) Who should attend: Required: ELD/AZELLA Coordinators/ELD Teachers and anyone who will be administering the Test. Requested: Support staff (not a classroom teacher) to assist with test administration for all Stages. Sites are responsible for completing all components of the AZELLA.	35077	Language Acquisition: AZELLA SAFT (Stand Alone Field Test) - 10/1/2021	10/1/2021	10/1/2021	ZOOM		Charlotte Almazan; Adelina Federico; Lisa Sofias	4	No	0	18	8	0	Available upon request
504	16344	USP: Language Acquisition: AZELLA SAFT (Stand Alone Field Test) 21/22 SY	ADE Required training for classified and certified personnel administering/proctoring the SAFT (Stand Alone Field Test) Who should attend: Required: ELD/AZELLA Coordinators/ELD Teachers and anyone who will be administering the Test. Requested: Support staff (not a classroom teacher) to assist with test administration for all Stages. Sites are responsible for completing all components of the AZELLA.	35080	Language Acquisition: AZELLA SAFT (Stand Alone Field Test) - 10/8/2021	10/8/2021	10/8/2021	ZOOM		Charlotte Almazan; Adelina Federico; Lisa Sofias	4	No	1	20	9	0	Available upon request
504	16578	USP: Language Acquisition English Language Development for New Teachers of ELs K-5 SY 21-22	This course provides a thorough understanding of the ELD Curriculum-Cengage Reach K-5, SEI - ELD program models, which includes targeted and integrated instruction, and School City Assessments. Participants will have multiple opportunities to experience and practice the specialized instructional strategies for English language learners.	35539	Jan. 11, 2022 SEI-ELD K-5 New Teacher Training (By Invitation Only) 1st section: Part A Overview AZ SEI Models Implementation	1/11/2022	1/11/2022	Zoom		Sonia Dunscombe; Li-Lin English; Catherine Espinoza; Adelina Federico; Cruz Herrera; Marisa Pargas; Lizabeth	8	No	0	27	0	0	Available upon request
504	16578	USP: Language Acquisition English Language Development for New Teachers of ELs K-5 SY 21-22	This course provides a thorough understanding of the ELD Curriculum-Cengage Reach K-5, SEI - ELD program models, which includes targeted and integrated instruction, and School City Assessments. Participants will have multiple opportunities to experience and practice the specialized instructional strategies for English language learners.	35540	Feb. 1, 2022 SEI-ELD K-5 New Teacher Training (By Invitation Only) 2nd section: Part B Cengage REACH ELD Curriculum Overview	2/1/2022	2/1/2022	Zoom		Sonia Dunscombe; Li-Lin English; Catherine Espinoza; Adelina Federico; Cruz Herrera; Marisa Pargas; Lizabeth	8	No	0	25	0	0	Available upon request
504	16578	USP: Language Acquisition English Language Development for New Teachers of ELs K-5 SY 21-22	This course provides a thorough understanding of the ELD Curriculum-Cengage Reach K-5, SEI - ELD program models, which includes targeted and integrated instruction, and School City Assessments. Participants will have multiple opportunities to experience and practice the specialized instructional strategies for English language learners.	35541	Feb. 17, 2022 SEI-ELD K-5 New Teacher Training (By Invitation Only) 3rd section: Part C Cengage REACH Assessments on School City	2/17/2022	2/17/2022	Zoom		Sonia Dunscombe; Li-Lin English; Catherine Espinoza; Adelina Federico; Cruz Herrera; Marisa Pargas; Lizabeth	8	No	0	23	0	0	Available upon request
504	16578	USP: Language Acquisition English Language Development for New Teachers of ELs K-5 SY 21-22	This course provides a thorough understanding of the ELD Curriculum-Cengage Reach K-5, SEI - ELD program models, which includes targeted and integrated instruction, and School City Assessments. Participants will have multiple opportunities to experience and practice the specialized instructional strategies for English language learners.	35542	March 1, 2022 SEI-ELD K-5 New Teacher Training (By Invitation Only) 4th section: Part D Sheltering for Integrated Content	3/1/2022	3/1/2022	Zoom		Sonia Dunscombe; Li-Lin English; Catherine Espinoza; Adelina Federico; Cruz Herrera; Marisa Pargas; Lizabeth	8	No	0	18	0	0	Available upon request
504	16578	USP: Language Acquisition English Language Development for New Teachers of ELs K-5 SY 21-22	This course provides a thorough understanding of the ELD Curriculum-Cengage Reach K-5, SEI - ELD program models, which includes targeted and integrated instruction, and School City Assessments. Participants will have multiple opportunities to experience and practice the specialized instructional strategies for English language learners.	36096	March 8, 2022 SEI-ELD K-5 New Teacher Training (By Invitation Only) 5th section: Part E Putting it All Together	3/8/2022	3/8/2022	Zoom		Sonia Dunscombe; Li-Lin English; Catherine Espinoza; Adelina Federico; Cruz Herrera; Marisa Pargas; Lizabeth	8	No	0	12	0	0	Available upon request
504	16579	USP: Language Acquisition: Grammar-to-Text 2021-2022	Grammar Instruction in the Secondary ELD classroom	35538	Grammar-to-text 2021-2022, by invitation only	11/29/2021	1/31/2022	remote		Paula Cortes; Jean D'Andrea; Adelina Federico; Benjamin Kowalski; Maritza Mazon	15	No	0	30	0	0	Available upon request
504	16579	USP: Language Acquisition: Grammar-to-Text 2021-2022	Grammar Instruction in the Secondary ELD classroom	36109	Grammar-to-Text, next steps	3/3/2022	4/5/2022	remote		Paula Cortes; Jean D'Andrea; Adelina Federico; Benjamin Kowalski; Maritza Mazon	8	No	0	30	0	0	Available upon request

			This study Group will provide Zoom sessions to address K-5 teachers at TUVa who are teaching EL students. We will explore the following topics: Qualification Process for EL Services, Azella Language Proficiencies, Arizona SEI Model, Arizona English Language Proficiency Standards, Cengage Reach on-line Curriculum, e-assessment on School City								Catherine Espinoza; Adelina Federico; Maria Pargas						
504	16590	Language Acquisition Department TUVa ELD Teachers K-5 Study Group Sept 9-October 5, 2021	ADE Required training for classified and certified personnel administering/proctoring the Spring 2022 AZELLA Reassessment Test	35582	TUVA ELD Teachers K-5 Study Group Sept 9- October 5, 2021	9/9/2021	10/5/2021	zoom Link		10	No	0	12	0	0	0	Available upon request
504	16614	USP: Language Acquisition: Spring 2022 AZELLA Reassessment Test Training	ADE Required training for classified and certified personnel administering/proctoring the Spring 2022 AZELLA Reassessment Test	35646	Stages I-V (K-12)	1/25/2022	1/25/2022	ZOOM		4	No	0	1	0	0	0	Available upon request
504	16614	USP: Language Acquisition: Spring 2022 AZELLA Reassessment Test Training	ADE Required training for classified and certified personnel administering/proctoring the Spring 2022 AZELLA Reassessment Test	35644	Stages I-V (K-12)	1/19/2022	1/19/2022	ZOOM		4	No	0	4	0	0	0	Available upon request
504	16614	USP: Language Acquisition: Spring 2022 AZELLA Reassessment Test Training	ADE Required training for classified and certified personnel administering/proctoring the Spring 2022 AZELLA Reassessment Test	35645	Stages I-V (K-12)	1/21/2022	1/21/2022	ZOOM		4	No	1	4	3	0	0	Available upon request
504	17028	Summer PD22 - Remote LAD Language Learning Symposium for ELEMENTARY K-5 SEI/UEL ELD Teachers	AUDIENCE: K-5 SEI/UEL / Resource and Itinerant ELD Teachers: Professional Development will be on Zoom. It will include: - daily keynote speakers in the field of Language Acquisition - sheltered instructional strategies with a focus on Writing - best practices for ELs including Technology resources -	36503	Tuesday 5/31/22 - Day 1 - Remote Language Learning Symposium for K-5 SEI-UEL ELD Teachers	5/31/2022	5/31/2022	https://tusd1.zoom.us/j/86044967578		6	No	0	104	0	0	0	Available upon request
504	17028	Summer PD22 - Remote LAD Language Learning Symposium for ELEMENTARY K-5 SEI/UEL ELD Teachers	AUDIENCE: K-5 SEI/UEL / Resource and Itinerant ELD Teachers: Professional Development will be on Zoom. It will include: - daily keynote speakers in the field of Language Acquisition - sheltered instructional strategies with a focus on Writing - best practices for ELs including Technology resources - overview of State and Federal mandates for the instruction of ELs	36504	Wednesday 6/1/22 - Day 2 - Language Learning Symposium for K-5 SEI-UEL ELD Teachers	6/1/2022	6/1/2022	https://tusd1.zoom.us/j/86044967578		6	No	0	95	0	0	0	Available upon request
504	17028	Summer PD22 - Remote LAD Language Learning Symposium for ELEMENTARY K-5 SEI/UEL ELD Teachers	AUDIENCE: K-5 SEI/UEL / Resource and Itinerant ELD Teachers: Professional Development will be on Zoom. It will include: - daily keynote speakers in the field of Language Acquisition - sheltered instructional strategies with a focus on Writing - best practices for ELs including Technology resources - overview of State and Federal mandates for the instruction of ELs	36505	Thursday 6/2/22 - Day 3 - Language Learning Symposium for K-5 SEI-UEL ELD Teachers	6/2/2022	6/2/2022	https://tusd1.zoom.us/j/86044967578		6	No	0	100	0	0	0	Available upon request
504	17028	Summer PD22 - Remote LAD Language Learning Symposium for ELEMENTARY K-5 SEI/UEL ELD Teachers	AUDIENCE: K-5 SEI/UEL / Resource and Itinerant ELD Teachers: Professional Development will be on Zoom. It will include: - daily keynote speakers in the field of Language Acquisition - sheltered instructional strategies with a focus on Writing - best practices for ELs including Technology resources - overview of State and Federal mandates for the instruction of ELs	36506	Friday 6/3/22 - Day 4 - Language Learning Symposium for K-5 SEI-UEL ELD Teachers	6/3/2022	6/3/2022	https://tusd1.zoom.us/j/86044967578		6	No	0	81	0	0	0	Available upon request
504	17037	Summer PD22 - (USP) LAD Language Learning Symposium for K-12 Two-Way Dual Language (TWDL) Teachers 20-215Y (By Invite Only)	AUDIENCE: K-12 TWDL Teachers, TWDL Support Staff Professional Development will focus on research based instructional strategies in Two-Way Dual Language. Once registered in the PD portal, registrants will receive a Zoom link prior to the session through email.	36530	K-2nd Grade - Two-Way Dual Language Teachers	5/31/2022	6/3/2022	https://tusd1.zoom.us/j/87374865392?pwd=WkZlV0ZkMWV5b0h4b0JBLUZYVnVkdV5kdD09		24	No	0	29	0	0	0	Available upon request
504	17037	Summer PD22 - (USP) LAD Language Learning Symposium for K-12 Two-Way Dual Language (TWDL) Teachers 20-215Y (By Invite Only)	AUDIENCE: K-12 TWDL Teachers, TWDL Support Staff Professional Development will focus on research based instructional strategies in Two-Way Dual Language. Once registered in the PD portal, registrants will receive a Zoom link prior to the session through email.	36531	3rd-5th Grade - Two-Way Dual Language Teachers	5/31/2022	6/3/2022	https://tusd1.zoom.us/j/85240940222?pwd=d1F0TRRlRWVmSwUzZm5Uby9lNVVkdD09		24	No	0	22	0	0	0	Available upon request
504	17037	Summer PD22 - (USP) LAD Language Learning Symposium for K-12 Two-Way Dual Language (TWDL) Teachers 20-215Y (By Invite Only)	AUDIENCE: K-12 TWDL Teachers, TWDL Support Staff Professional Development will focus on research based instructional strategies in Two-Way Dual Language. Once registered in the PD portal, registrants will receive a Zoom link prior to the session through email.	36532	Secondary (6th -12th Grade) - Two-Way Dual Language Teachers	5/31/2022	6/3/2022	https://tusd1.zoom.us/j/83409980941?pwd=SVR0RkN3OVh0b0h4b0JBLUZYVnVkdV5kdD09		24	No	0	20	0	0	0	Available upon request
504	17143	Summer PD22 - Remote LAD Language Learning Symposium for SECONDARY 6-12 ELD Teachers	AUDIENCE: 6-12 ELD Teachers Professional Development will include: - Keynote speakers - Guided planning with Grammar-to-Text methodologies - The Modern Classrooms Project - How to use Rosetta Stone successfully with your ELD I & II students - Technology resources for the ELD classroom - Teacher wellness - Serving new refugee populations	36693	Day 1, Tuesday May 31st, 2022 Language Learning Symposium for Secondary 6-12 ELD Teachers	5/31/2022	5/31/2022			6	No	0	25	0	0	0	Available upon request
504	17143	Summer PD22 - Remote LAD Language Learning Symposium for SECONDARY 6-12 ELD Teachers	AUDIENCE: 6-12 ELD Teachers Professional Development will include: - Keynote speakers - Guided planning with Grammar-to-Text methodologies - The Modern Classrooms Project - How to use Rosetta Stone successfully with your ELD I & II students - Technology resources for the ELD classroom - Teacher wellness - Serving new refugee populations	36694	Day 2, Wednesday June 1st, 2022 Language Learning Symposium for Secondary 6-12 ELD Teachers	6/1/2022	6/1/2022			6	No	0	20	0	0	0	Available upon request
504	17143	Summer PD22 - Remote LAD Language Learning Symposium for SECONDARY 6-12 ELD Teachers	AUDIENCE: 6-12 ELD Teachers Professional Development will include: - Keynote speakers - Guided planning with Grammar-to-Text methodologies - The Modern Classrooms Project - How to use Rosetta Stone successfully with your ELD I & II students - Technology resources for the ELD classroom - Teacher wellness - Serving new refugee populations	36695	Day 3, Thursday June 2nd, 2022 Language Learning Symposium for Secondary 6-12 ELD Teachers	6/2/2022	6/2/2022			6	No	0	37	0	0	0	Available upon request
504	17143	Summer PD22 - Remote LAD Language Learning Symposium for SECONDARY 6-12 ELD Teachers	AUDIENCE: 6-12 ELD Teachers Professional Development will include: - Keynote speakers - Guided planning with Grammar-to-Text methodologies - The Modern Classrooms Project - How to use Rosetta Stone successfully with your ELD I & II students - Technology resources for the ELD classroom - Teacher wellness - Serving new refugee populations	36696	Day 4 Friday June 3rd, 2022 Language Learning Symposium for Secondary 6-12 ELD Teachers	6/3/2022	6/3/2022			6	No	0	13	0	0	0	Available upon request
504	17149	Summer PD22 - Comprehensive Input Workshop With Mike Peto - 6/1/22 - Language Acquisition Department	The 1-day Zoom training will focus on CI activities to build a student-centered classroom such as student interviews, picture talk, One Word Images, Matava scripts, Movie Talks and the daily techniques that develop reading & writing such as Write & Discuss.	36734	6/1/22 - Comprehensive Input Workshop with Mike Peto - Language Acquisition Department	6/1/2022	6/1/2022		Registrants will be sent a zoom link prior to this session starting.	6	No	0	24	0	0	0	Available upon request
508	15829	SUMMER PD21-Bridges Out of Poverty	SUMMER PD21-Bridges Out of Poverty, strategies for professionals and communities to support students and staff who come from low income backgrounds. Aligned to SPARKS, and building relationships to help understand and provide a framework to support students and staff from low income backgrounds.	34247	Bridges Out of Poverty Session 1 a & b	7/20/2021	7/21/2021	https://tusd1.zoom.us/j/9049963175		8	No	0	16	1	0	0	Available upon request
516	15748	Summer PD21: ExEd - NCI Training (Administrators Only)	This course is for Administrators only. Participants will learn a range of preventative strategies, de-escalation skills and communication skills. They will also learn psychological and physiological responses that will minimize the potential harm of disruptive and aggressive behavior.	34095	2-Day NCI Training - Administrators ONLY - (Duffy)	7/14/2021	7/15/2021		Duffy Service Center Room 105	6	No	3	1	0	0	0	Available upon request
516	15804	SUMMER PD21-Children and Grief Educational Workshop	In the last year, more and more schools and community agencies are reaching out to Tu Nidito for support and education regarding how best to support the social-emotional needs of children and teens as they navigate the losses of traditional school, socialization, and many other losses. Grief support, not just bereavement support, is needed now more than ever. In response, Tu Nidito	34219	Children and Grief Educational Workshop Session-3	7/22/2021	7/22/2021	https://us02web.zoom.us/j/83800515161?pwd=Z3pScU9pWUJlZjZqNk1weEci1NlZSUj09		6	No	0	18	0	0	0	Available upon request
516	15804	SUMMER PD21-Children and Grief Educational Workshop	In the last year, more and more schools and community agencies are reaching out to Tu Nidito for support and education regarding how best to support the social-emotional needs of children and teens as they navigate the losses of traditional school, socialization, and many other losses. Grief support, not just bereavement support, is needed now more than ever. In response, Tu Nidito is offering a Virtual Grief Education Workshop. This workshop covers the	34221	Children and Grief Educational Workshop Session-4	7/23/2021	7/23/2021	https://us02web.zoom.us/j/83800515161?pwd=Z3pScU9pWUJlZjZqNk1weEci1NlZSUj09		6	No	0	18	0	0	0	Available upon request

			This is a beginning of the year training for Paraprofessionals.						Nancy Aguinaga; Cori Dennis; Theresa Huelkamp; Jason Lilly; Jessica Nolan							
516	15916	Ex Ed Paraprofessional Training Day (2021-2022 School Year)		34455	Parapro Day 2021 August 2, 2021	8/2/2021	8/2/2021	https://usd1.zoom.us/j/8345934650?pwd=VSxhRHNGVjR0NEwRORludHl0THZYZ2o9		7	No	0	0	109	0	Available upon request
			There will be a training in June on how to implement the LIPS program. - Only one teacher from each campus is eligible to attend the training, although all teachers are eligible to use the kit. - Your Exceptional Education Assistant Director provided a name for the training. If you do not currently have a teacher for next year, there will be an additional training offered in August. - The training will be virtual and will take place on June 7-11th	34731	ExEd - Lindamoodbell LIPS (SY 21-22)	8/2/2021	9/16/2021	Online/Zoom	Cara Gabor; Theresa Huelkamp	20	No	0	41	1	0	Available upon request
			Monthly small group meetings for psychologists covering best practice, department procedures, current research in school psychology.	34755	Ex Ed Psychologist Cadre 2021-22 SY	7/29/2021	6/2/2022	Various Locations	Garrett Saybala	20	No	0	53	0	0	Available upon request
516	16044	Ex Ed Psychologist Cadre 2021-22 SY		34755	Ex Ed Psychologist Cadre 2021-22 SY	7/29/2021	6/2/2022	Various Locations	Garrett Saybala	20	No	0	53	0	0	Available upon request
516	16045	Ex Ed Psychologist Wednesday Professional Development 2021-22 SY	Monthly meeting for psychologists covering best practice, department procedures, current research in school psychology. Guest speakers will also present on topics of their expertise.	34756	Ex Ed Psychologist Wednesday Professional Development 2021-22 SY	7/28/2021	6/1/2022	Various Locations		24	No	0	54	0	0	Available upon request
			Monthly professional development for Speech Clinicians						Alexis Moreno							Available upon request
516	16348	Speech Clinician Professional Development USP 2021-22 SY		35094	Speech Clinician Professional Development USP 2021-22 SY	8/18/2021	5/18/2022	Zoom Online Conference		16	Yes	0	0	67	0	Available upon request
			Monthly Cadres for Speech Clinicians will provide training in District procedures and professional topics.						Alexis Moreno							Available upon request
516	16349	Speech Clinician Professional Cadres, USP 2021-2022		35100	Speech Clinician Professional Cadres, USP 2021-2022	9/8/2021	5/4/2022	Zoom Online Conference		13.5	Yes	0	0	67	0	Available upon request
			This course will track the professional development for K-12 school counselors.						Bethanne Counts							Available upon request
516	16351	K-12 School Counselor Professional Development Training 2021-22		35101	K-12 School Counselor Professional Development Training 2021-22	7/27/2021	5/4/2022	Zoom Online Conference		56.5	No	0	130	0	0	Available upon request
			This course is for staff who are new to the district, have been recommended for the training by an administrator, or have not taken the Nonviolent Crisis Intervention (NCI) course. Participants will learn a range of preventative strategies, de-escalation skills and communication skills. They will also learn psychological and physiological responses that will minimize the potential harm of disruptive and aggressive behavior.	35998	April 4th and 5th, 2022	4/4/2022	4/5/2022	Duffy Center	Theresa Huelkamp	6	No	0	0	6	0	Available upon request
603	15947	Initial NCI (CPI) 2 day Training - SY 21/22		35998	April 4th and 5th, 2022	4/4/2022	4/5/2022	Duffy Center	Theresa Huelkamp	6	No	0	0	6	0	Available upon request
			This course is for staff who are new to the district, have been recommended for the training by an administrator, or have not taken the Nonviolent Crisis Intervention (NCI) course. Participants will learn a range of preventative strategies, de-escalation skills and communication skills. They will also learn psychological and physiological responses that will minimize the potential harm of disruptive and aggressive behavior.	35562	April 25th and 26th, 2022	4/25/2022	4/26/2022	Duffy Center	Theresa Huelkamp	6	No	0	0	5	0	Available upon request
603	15947	Initial NCI (CPI) 2 day Training - SY 21/22		35562	April 25th and 26th, 2022	4/25/2022	4/26/2022	Duffy Center	Theresa Huelkamp	6	No	0	0	5	0	Available upon request
			This course is for staff who are new to the district, have been recommended for the training by an administrator, or have not taken the Nonviolent Crisis Intervention (NCI) course. Participants will learn a range of preventative strategies, de-escalation skills and communication skills. They will also learn psychological and physiological responses that will minimize the potential harm of disruptive and aggressive behavior.	35564	June 6th and 7th, 2022	6/6/2022	6/7/2022	Duffy Center	Theresa Huelkamp	6	No	0	0	1	0	Available upon request
603	15947	Initial NCI (CPI) 2 day Training - SY 21/22		35564	June 6th and 7th, 2022	6/6/2022	6/7/2022	Duffy Center	Theresa Huelkamp	6	No	0	0	1	0	Available upon request
			This course is for staff who are new to the district, have been recommended for the training by an administrator, or have not taken the Nonviolent Crisis Intervention (NCI) course. Participants will learn a range of preventative strategies, de-escalation skills and communication skills. They will also learn psychological and physiological responses that will minimize the potential harm of disruptive and aggressive behavior.	35559	February 7th & 8th, 2022	2/7/2022	2/8/2022	Duffy Center	Theresa Huelkamp	6	No	0	1	5	0	Available upon request
603	15947	Initial NCI (CPI) 2 day Training - SY 21/22		35559	February 7th & 8th, 2022	2/7/2022	2/8/2022	Duffy Center	Theresa Huelkamp	6	No	0	1	5	0	Available upon request
			This course is for staff who are new to the district, have been recommended for the training by an administrator, or have not taken the Nonviolent Crisis Intervention (NCI) course. Participants will learn a range of preventative strategies, de-escalation skills and communication skills. They will also learn psychological and physiological responses that will minimize the potential harm of disruptive and aggressive behavior.	35560	March 7th and 8th, 2022	3/7/2022	3/8/2022	Duffy Center	Theresa Huelkamp	6	No	0	1	6	0	Available upon request
603	15947	Initial NCI (CPI) 2 day Training - SY 21/22		35560	March 7th and 8th, 2022	3/7/2022	3/8/2022	Duffy Center	Theresa Huelkamp	6	No	0	1	6	0	Available upon request
			This course is for staff who are new to the district, have been recommended for the training by an administrator, or have not taken the Nonviolent Crisis Intervention (NCI) course. Participants will learn a range of preventative strategies, de-escalation skills and communication skills. They will also learn psychological and physiological responses that will minimize the potential harm of disruptive and aggressive behavior.	35563	May 9th and 10th, 2022	5/9/2022	5/10/2022	Duffy Center	Theresa Huelkamp	6	No	0	1	5	0	Available upon request
603	15947	Initial NCI (CPI) 2 day Training - SY 21/22		35563	May 9th and 10th, 2022	5/9/2022	5/10/2022	Duffy Center	Sylvia Alvarado; Theresa Huelkamp; Jason Lilly; Veronica Sanchez	6	No	0	1	5	0	Available upon request
			This course is for staff who are new to the district, have been recommended for the training by an administrator, or have not taken the Nonviolent Crisis Intervention (NCI) course. Participants will learn a range of preventative strategies, de-escalation skills and communication skills. They will also learn psychological and physiological responses that will minimize the potential harm of disruptive and aggressive behavior.	35558	January 10-11, 2022	1/10/2022	1/11/2022	Duffy Center	Theresa Huelkamp	6	No	0	2	8	0	Available upon request
603	15947	Initial NCI (CPI) 2 day Training - SY 21/22		35558	January 10-11, 2022	1/10/2022	1/11/2022	Duffy Center	Theresa Huelkamp	6	No	0	2	8	0	Available upon request
			This course is for staff who are new to the district, have been recommended for the training by an administrator, or have not taken the Nonviolent Crisis Intervention (NCI) course. Participants will learn a range of preventative strategies, de-escalation skills and communication skills. They will also learn psychological and physiological responses that will minimize the potential harm of disruptive and aggressive behavior.	36268	May 16th and 17th NCI Initial Training	5/16/2022	5/17/2022	Duffy Center	Theresa Huelkamp	6	No	0	2	6	0	Available upon request
603	15947	Initial NCI (CPI) 2 day Training - SY 21/22		36268	May 16th and 17th NCI Initial Training	5/16/2022	5/17/2022	Duffy Center	Theresa Huelkamp	6	No	0	2	6	0	Available upon request
			This course is for staff who are new to the district, have been recommended for the training by an administrator, or have not taken the Nonviolent Crisis Intervention (NCI) course. Participants will learn a range of preventative strategies, de-escalation skills and communication skills. They will also learn psychological and physiological responses that will minimize the potential harm of disruptive and aggressive behavior.	36193	June 15th and 16th, 2022	6/15/2022	6/16/2022	Duffy Center	Theresa Huelkamp	6	No	0	2	1	0	Available upon request
603	15947	Initial NCI (CPI) 2 day Training - SY 21/22		36193	June 15th and 16th, 2022	6/15/2022	6/16/2022	Duffy Center	Nancy Aguinaga; Sylvia Alvarado; Jason Lilly; Veronica Sanchez	6	No	0	2	1	0	Available upon request
			This course is for staff who are new to the district, have been recommended for the training by an administrator, or have not taken the Nonviolent Crisis Intervention (NCI) course. Participants will learn a range of preventative strategies, de-escalation skills and communication skills. They will also learn psychological and physiological responses that will minimize the potential harm of disruptive and aggressive behavior.	34488	August 23-24, 2021	8/23/2021	8/24/2021	Duffy Center	Theresa Huelkamp	6	No	0	3	3	0	Available upon request
603	15947	Initial NCI (CPI) 2 day Training - SY 21/22		34488	August 23-24, 2021	8/23/2021	8/24/2021	Duffy Center	Theresa Huelkamp	6	No	0	3	3	0	Available upon request
			This course is for staff who are new to the district, have been recommended for the training by an administrator, or have not taken the Nonviolent Crisis Intervention (NCI) course. Participants will learn a range of preventative strategies, de-escalation skills and communication skills. They will also learn psychological and physiological responses that will minimize the potential harm of disruptive and aggressive behavior.	35561	March 14th and 15th, 2022	3/14/2022	3/15/2022	Duffy Center	Sylvia Alvarado; Theresa Huelkamp; Jason Lilly; Veronica Sanchez	6	No	0	4	7	0	Available upon request
603	15947	Initial NCI (CPI) 2 day Training - SY 21/22		35561	March 14th and 15th, 2022	3/14/2022	3/15/2022	Duffy Center	Sylvia Alvarado; Theresa Huelkamp; Jason Lilly; Veronica Sanchez	6	No	0	4	7	0	Available upon request
			This course is for staff who are new to the district, have been recommended for the training by an administrator, or have not taken the Nonviolent Crisis Intervention (NCI) course. Participants will learn a range of preventative strategies, de-escalation skills and communication skills. They will also learn psychological and physiological responses that will minimize the potential harm of disruptive and aggressive behavior.	35140	October 11-12, 2021	10/11/2021	10/12/2021	Duffy Center	Sylvia Alvarado; Theresa Huelkamp; Jason Lilly; Veronica Sanchez	6	No	0	5	3	0	Available upon request
603	15947	Initial NCI (CPI) 2 day Training - SY 21/22		35140	October 11-12, 2021	10/11/2021	10/12/2021	Duffy Center	Sylvia Alvarado; Theresa Huelkamp; Jason Lilly; Veronica Sanchez	6	No	0	5	3	0	Available upon request

603	15947	Initial NCI (CPI) 2 day Training - SY 21/22	This course is for staff who are new to the district, have been recommended for the training by an administrator, or have not taken the Nonviolent Crisis Intervention (NCI) course. Participants will learn a range of preventative strategies, de-escalation skills and communication skills. They will also learn psychological and physiological responses that will minimize the potential harm of disruptive and aggressive behavior.	34501	October 21-22, 2021	10/21/2021	10/22/2021	Duffy Center	Sylvia Alvarado; Theresa Huelskamp; Jason Lilly; Veronica Sanchez	6	No	1	2	5	0	Available upon request	
603	15947	Initial NCI (CPI) 2 day Training - SY 21/22	*** THIS COURSE IS FOR EX ED EMPLOYEES WHO HAVE ALREADY TAKEN THE 2-DAY TRAINING**** Participants will review and discuss the application of preventative strategies, de-escalation skills and communication skills learned in the initial training. They will also learn psychological and physiological response that will minimize the potential harm of disruptive and aggressive behavior.	34506	December 9-10, 2021	12/9/2021	12/10/2021	Duffy Center	Sylvia Alvarado; Theresa Huelskamp; Jason Lilly; Veronica Sanchez	6	No	1	2	10	0	Available upon request	
603	15949	NCI- RENEWAL Training SY 21-22	*** THIS COURSE IS FOR EX ED EMPLOYEES WHO HAVE ALREADY TAKEN THE 2-DAY TRAINING**** Participants will review and discuss the application of preventative strategies, de-escalation skills and communication skills learned in the initial training. They will also learn psychological and physiological response that will minimize the potential harm of disruptive and aggressive behavior.	34514		13-Dec-21	12/13/2021	12/13/2021	Duffy Center	Sylvia Alvarado; Theresa Huelskamp; Jason Lilly; Veronica Sanchez	6	No	0	0	8	0	Available upon request
603	15949	NCI- RENEWAL Training SY 21-22	*** THIS COURSE IS FOR EX ED EMPLOYEES WHO HAVE ALREADY TAKEN THE 2-DAY TRAINING**** Participants will review and discuss the application of preventative strategies, de-escalation skills and communication skills learned in the initial training. They will also learn psychological and physiological response that will minimize the potential harm of disruptive and aggressive behavior.	35569	March 31st, 2022, Renewal for Paragros and TAs only	3/31/2022	3/31/2022	Duffy Center	Sylvia Alvarado; Theresa Huelskamp; Jason Lilly; Veronica Sanchez	6	No	0	0	5	0	Available upon request	
603	15949	NCI- RENEWAL Training SY 21-22	*** THIS COURSE IS FOR EX ED EMPLOYEES WHO HAVE ALREADY TAKEN THE 2-DAY TRAINING**** Participants will review and discuss the application of preventative strategies, de-escalation skills and communication skills learned in the initial training. They will also learn psychological and physiological response that will minimize the potential harm of disruptive and aggressive behavior.	34512		25-Oct-21	10/25/2021	10/25/2021	Duffy Center	Sylvia Alvarado; Theresa Huelskamp; Jason Lilly; Veronica Sanchez	6	No	1	3	7	0	Available upon request
603	16326	Basic School Monitor Training: SY 2021-22 (via ZOOM)	This 4 hour course via ZOOM is a mandatory training for all K-8, Middle School and High School security staff whether they are full or part time. Once registered, participants will receive a Zoom invite with a link and a password. Topics covered include: * Responsibilities * Incident Response * Use of Force * Increasing Observation Skills * Conflict Management * Mandatory	35044		26-Aug-21	8/26/2021	8/26/2021	https://husd1.zoom.us/j/6797844967?pwd=NFTZUWtF6t3lEMDVN2RTZlZ3NjMmVhVjU0T09	4	No	0	0	86	0	Available upon request	
903	15800	SUMMER PD21-Calendar for Conference scheduling	Participants will learn how to use Calendly as a tool to schedule conferences. The examples will be from parent-teacher conferences, but this can also be used for student-teacher conferences. Participants will follow along step by step to create an example event. Participants will then brainstorm in small groups ways to utilize the software in their department (counseling, ExEd, General Ed, admin). (Technology)	34188	Calendar for Conference scheduling Session-3	7/19/2021	7/19/2021	Zoom link: https://husd1.zoom.us/j/7654339098	Bradley Fletcher; Taylor Hall; Amanda Lee-Confer; Deanna McLemore; Michael Moeykens; Alicia Nourse; Jennifer	2	No	0	29	0	0	Available upon request	
903	15800	SUMMER PD21-Calendar for Conference scheduling	Participants will learn how to use Calendly as a tool to schedule conferences. The examples will be from parent-teacher conferences, but this can also be used for student-teacher conferences. Participants will follow along step by step to create an example event. Participants will then brainstorm in small groups ways to utilize the software in their department (counseling, ExEd, General Ed, admin). (Technology)	34189	Calendar for Conference scheduling Session-2	7/26/2021	7/26/2021	Zoom link: https://husd1.zoom.us/j/7654339098	Bradley Fletcher; Taylor Hall; Amanda Lee-Confer; Deanna McLemore; Michael Moeykens; Alicia Nourse; Jennifer	2	No	0	34	1	0	Available upon request	
903	15806	SUMMER PD21-Minecraft: Education Edition for All Grade Levels	In this course, we will introduce the power of Minecraft: Education Edition for all grade levels and all subject areas. This incredible tool will help students learn to code and improve a variety of 21st Century skills such as critical thinking, digital citizenship, and teambuilding. (Technology)	34195	Minecraft: Education Edition for All Grade Levels Session-3	7/21/2021	7/21/2021	https://husd1.zoom.us/j/87935896195?pwd=BUUWVGJlZlQ1cmM3WHhRbWVhZjU0T09	Bradley Fletcher; Taylor Hall; Amanda Lee-Confer; Deanna McLemore; Alicia Nourse; Jennifer	2	No	0	24	1	0	Available upon request	
903	15806	SUMMER PD21-Minecraft: Education Edition for All Grade Levels	In this course, we will introduce the power of Minecraft: Education Edition for all grade levels and all subject areas. This incredible tool will help students learn to code and improve a variety of 21st Century skills such as critical thinking, digital citizenship, and teambuilding. (Technology)	34196	Minecraft: Education Edition for All Grade Levels Session-4	7/28/2021	7/28/2021	https://husd1.zoom.us/j/87935896195?pwd=BUUWVGJlZlQ1cmM3WHhRbWVhZjU0T09	Bradley Fletcher; Taylor Hall; Amanda Lee-Confer; Deanna McLemore; Alicia Nourse; Jennifer	2	No	0	29	0	0	Available upon request	
903	15839	SUMMER PD21-Neapod in the Secondary Math Classroom	Attendees will explore functions of Neapod that are of particular interest to secondary math teachers. A basic understanding of Neapod is recommended (but not required) as this session focuses on activities that can be used in math class rather than on how to use Neapod. (Technology)	34274	Neapod in the Secondary Math Classroom Session-4	7/26/2021	7/26/2021	Zoom Link: https://husd1.zoom.us/j/7654339098	Bradley Fletcher; Taylor Hall; Amanda Lee-Confer; Deanna McLemore; Alicia Nourse; Jennifer	2	No	0	18	0	0	Available upon request	
903	15839	SUMMER PD21-Neapod in the Secondary Math Classroom	Attendees will explore functions of Neapod that are of particular interest to secondary math teachers. A basic understanding of Neapod is recommended (but not required) as this session focuses on activities that can be used in math class rather than on how to use Neapod. (Technology)	34273	Neapod in the Secondary Math Classroom Session-3	7/19/2021	7/19/2021	Zoom Link: https://husd1.zoom.us/j/7654339098	Bradley Fletcher; Taylor Hall; Amanda Lee-Confer; Deanna McLemore; Alicia Nourse; Jennifer	2	No	1	18	0	0	Available upon request	
903	15870	SUMMER PD21-Neapod 101/102	Are you NEW to Neapod and don't know where to start? This workshop will help you get started. Learn how to navigate the Neapod platform. Then, customize any digital lesson in 3 easy steps to personalize the instruction for your students. Bring teaching resources you already have and be prepared to make them come to life with rich media and interactive activities to engage your students.	34323	Neapod 101/102 Session-5	7/20/2021	7/20/2021	https://husd1.zoom.us/j/83942870768	Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Deanna McLemore; Alicia Nourse	2	No	0	10	2	0	Available upon request	
903	15870	SUMMER PD21-Neapod 101/102	Are you NEW to Neapod and don't know where to start? This workshop will help you get started. Learn how to navigate the Neapod platform. Then, customize any digital lesson in 3 easy steps to personalize the instruction for your students. Bring teaching resources you already have and be prepared to make them come to life with rich media and interactive activities to engage your students.	34322	Neapod 101/102 Session-4	7/19/2021	7/19/2021	https://husd1.zoom.us/j/82696319598	Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Deanna McLemore; Alicia Nourse; Jennifer	2	No	0	15	2	0	Available upon request	
903	15888	SUMMER PD21: Creating a Successful Credit Recovery Program with APEX	APEX Tutorials is a versatile platform for delivering standards-based content to students in Credit Recovery. Find out how to get the most out of this powerful tool in conjunction with the most important resource in the room, You! This course offers strategies to ensure students have the best opportunity to be successful in a Credit Recovery classroom. Whether this is a series of courses designed for Teacher Technology Liaisons. Courses will be live through a video conference system.	34388	SUMMER PD21: Creating a Successful Credit Recovery Program with APEX - PM Session	7/27/2021	7/27/2021	https://husd1.zoom.us/j/83162511941	James Butler; Robert Kramer; Sylvia Quigley; Tracey Rowley; Heba Sindair	2	No	0	9	2	0	Available upon request	
903	15888	SUMMER PD21: Creating a Successful Credit Recovery Program with APEX	APEX Tutorials is a versatile platform for delivering standards-based content to students in Credit Recovery. Find out how to get the most out of this powerful tool in conjunction with the most important resource in the room, You! This course offers strategies to ensure students have the best opportunity to be successful in a Credit Recovery classroom. Whether this is a series of courses designed for Teacher Technology Liaisons. Courses will be live through a video conference system.	34387	SUMMER PD21: Creating a Successful Credit Recovery Program with APEX - AM Session	7/27/2021	7/27/2021	https://husd1.zoom.us/j/81261629685	James Butler; Robert Kramer; Sylvia Quigley; Tracey Rowley; Heba Sindair	2	No	0	10	0	0	Available upon request	
903	16373	Teacher Technology Liaison Online PD Plus SY 21-22 SY	This is a series of courses designed for Teacher Technology Liaisons. Courses will be live through a video conference system.	35143	Synergy TeacherVue Refresher for Secondary Teachers	10/5/2021	10/5/2021	Online Training using Zoom	James Butler; Adeflo Huerta; Robert Kramer; Tracey Rowley; Daniel	1	No	0	6	0	0	Available upon request	
903	16373	Teacher Technology Liaison Online PD Plus SY 21-22 SY	This is a series of courses designed for Teacher Technology Liaisons. Courses will be live through a video conference system.	36083	State Mandated Testing PD Plus-Prep for ACT	3/8/2022	3/8/2022	Online Training using Zoom	James Butler; Adeflo Huerta; Robert Kramer; Tracey Rowley; Daniel	1	No	0	7	1	0	Available upon request	
903	16373	Teacher Technology Liaison Online PD Plus SY 21-22 SY	This is a series of courses designed for Teacher Technology Liaisons. Courses will be live through a video conference system.	36110	All About Canvas PD Plus for TTLs	4/7/2022	4/7/2022	Online Training using Zoom	James Butler; Adeflo Huerta; Robert Kramer; Tracey Rowley; Daniel	1	No	0	7	0	0	Available upon request	
903	16373	Teacher Technology Liaison Online PD Plus SY 21-22 SY	This is a series of courses designed for Teacher Technology Liaisons. Courses will be live through a video conference system.	36034	Classroom PowerPoint Games PD Plus	2/3/2022	2/3/2022	Online Training using Zoom	James Butler; Adeflo Huerta; Robert Kramer; Tracey Rowley; Heba Sindair	1	No	0	11	2	0	Available upon request	
903	16373	Teacher Technology Liaison Online PD Plus SY 21-22 SY	This is a series of courses designed for Teacher Technology Liaisons. Courses will be live through a video conference system.	35141	New Features in O365: Insights and Reading Progress	9/28/2021	9/28/2021	Online Training using Microsoft Teams	James Butler; Robert Kramer; Sylvia Quigley; Tracey Rowley; Heba Sindair	1	No	0	13	2	0	Available upon request	

			This is a series of courses designed for Teacher Technology Liaisons. Courses will be live through a video conference system.							James Butler; Robert Kramer; Sylvia Quigley; Tracey Rowley; Heba Sinclair							
903	16373	Teacher Technology Liaison Online PD Plus SY 21-22 SY		35142	Synergy TeacherVue Refresher for Elementary Teachers	9/30/2021	9/30/2021	Online Training using Zoom		James Butler; Robert Kramer; Sylvia Quigley; Tracey Rowley; Heba Sinclair	1	No	0	13	0	0	Available upon request
			This is a series of courses designed for Teacher Technology Liaisons. Courses will be live through a video conference system.							James Butler; Robert Kramer; Sylvia Quigley; Tracey Rowley; Heba Sinclair							
903	16373	Teacher Technology Liaison Online PD Plus SY 21-22 SY		35198	All About AirTames PD Plus for TTLs	10/19/2021	10/19/2021	Online Training using Zoom		James Butler; Robert Kramer; Sylvia Quigley; Tracey Rowley; Daniel Sanchez; Heba Sinclair; Adolfo Huerta	1	No	0	16	0	0	Available upon request
903	16373	Teacher Technology Liaison Online PD Plus SY 21-22 SY		35614	State Mandated Testing PD Plus-Prep for January Writing Assessment	1/18/2022	1/18/2022	Online Training using Zoom		James Butler; Robert Kramer; Sylvia Quigley; Tracey Rowley; Daniel Sanchez; Heba Sinclair; Adolfo Huerta	1	No	1	16	0	0	Available upon request
			Learn how to create interactive educational games using Microsoft PowerPoint Game Making Tools. In this training, you will utilize a game template and learn how to operate and build your very own customized game utilizing the following tools: 1. Duplicating and Group objects 2. Animation Pane 3. Action Buttons 4. Remove Background 5. Animated Triggers														
903	16577	Microsoft PowerPoint Game-Making Tools 21/22 SY		35537	MS PowerPoint- Game Making Tools Family Fued	11/18/2021	11/18/2021	Microsoft Teams Meeting			1.5	Yes	0	5	1	0	Available upon request
			In this course, you will acquire 4 Microsoft PowerPoint Games: 1. Family Feud 2. Millionaire 3. Auto Game 4. Jeopardy The PowerPoint games are already created for you. Learn how to: 1. Enter your educational questions and answers into the game. 2. Learn to navigate and play the game. 3. Review best practices on game delivery. Please watch the class review video attached.							Adolfo Huerta							
903	16605	Classroom Engagement PowerPoint Games 21/22 SY		35629	MS PowerPoint Games- (4)	12/16/2021	12/16/2021	Microsoft Teams Meeting		Adolfo Huerta	1	Yes	0	6	1	0	Available upon request
			In this course, you will acquire 4 Microsoft PowerPoint Games: 1. Family Feud 2. Millionaire 3. Auto Game 4. Jeopardy The PowerPoint games are already created for you. Learn how to: 1. Enter your educational questions and answers into the game. 2. Learn to navigate and play the game. 3. Review best practices on game delivery. Please watch the class review video attached.							Adolfo Huerta							
903	16605	Classroom Engagement PowerPoint Games 21/22 SY		35628	MS PowerPoint Games- (4)	12/9/2021	12/9/2021	Microsoft Teams Meeting			1	Yes	0	11	1	0	Available upon request
			The sixth annual Teaching and Learning Summit will bring Teacher Technology Liaisons (TTLs) together to discuss the exciting district news surrounding technology. This will include a keynote speaker and TTLs will have several breakout sessions to choose from.							James Butler; Li-Lin English; Adolfo Huerta; Robert Kramer; Tracey Rowley; Heba Sinclair							
903	16608	2021-2022 Technology Teaching and Learning Summit		35637	TTL Teaching and Learning Summit	3/3/2022	3/3/2022	Virtual Online Training Using Zoom			2	No	0	28	2	0	Available upon request
			International trade is an integral part of the U.S. economy and the daily lives of all Americans. In this session attendees will explore a series of active lessons that help students in Grades 6-8 better understand issues around international trade. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but After an introduction to the economic way of thinking, attendees will explore a framework for adding an economic component to primary source analysis as well as engaging lesson plans on the Great Migration and the Great Depression. Grades 9-12 ADA accommodations (specifically an ASL							Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth							
903	16679	21-22 CDPLT: A Yen to Trade - 1/27		35773	21-22 CDPLT: A Yen to Trade - 1/27 Learning Block B	1/27/2022	1/27/2022	https://us02web.zoom.us/j/86222078916		Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth	2	No	0	14	4	0	Available upon request
			After an introduction to the economic way of thinking, attendees will explore a framework for adding an economic component to primary source analysis as well as engaging lesson plans on the Great Migration and the Great Depression. Grades 9-12 ADA accommodations (specifically an ASL							Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth							
903	16680	21-22 CDPLT: Economic Issues in American History 1880-1945 - 1/27		35774	21-22 CDPLT: Economic Issues in American History 1880-1945 - 1/27 Learning Block C	1/27/2022	1/27/2022	https://us02web.zoom.us/j/89836564152		Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth	2	No	0	18	0	0	Available upon request
			PARTICIPANTS MUST HAVE TAKEN BASICS OF BEHAVIOR PART 1 IN THE 1ST OR 2ND QUARTER IN ORDER TO JOIN THIS COURSE. Basics of Behavior Part 2 will review and build upon what participants learned in part one. This course will take a more in-depth look at developing an informal intervention							Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth							
903	16681	21-22 CDPLT: Basics of Behavior Part 2 - 1/27		35776	21-22 CDPLT: Basics of Behavior Part 2 - 1/27 Learning Block B	1/27/2022	1/27/2022	https://us01zoom.us/j/88976886029		Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth	2	No	0	13	10	0	Available upon request
			PARTICIPANTS MUST HAVE TAKEN BASICS OF BEHAVIOR PART 1 IN THE 1ST OR 2ND QUARTER IN ORDER TO JOIN THIS COURSE. Basics of Behavior Part 2 will review and build upon what participants learned in part one. This course will take a more in-depth look at developing an informal intervention							Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth							
903	16681	21-22 CDPLT: Basics of Behavior Part 2 - 1/27		35775	21-22 CDPLT: Basics of Behavior Part 2 - 1/27 Learning Block A	1/27/2022	1/27/2022	https://us01zoom.us/j/88976886029		Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth	2	No	0	16	8	1	Available upon request
			****THIS COURSE IS INTENDED FOR FIRST- AND SECOND-YEAR TEACHERS ONLY *** Participants will learn how to engage students in learning while managing the structure in their classrooms. Participants will discover how to create an inclusive environment, learn about culturally responsive approaches, and promote positive student behaviors. Participants will be introduced to							Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth							
903	16682	21-22 CDPLT: Classroom Management 1 (Secondary) - 1/27		35777	21-22 CDPLT: Classroom Management 1 (Secondary) - 1/27 Learning Block A	1/27/2022	1/27/2022	https://us01zoom.us/j/2795205826		Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth	2	No	0	11	0	0	Available upon request
			****THIS CLASS IS INTENDED FOR FIRST- AND SECOND-YEAR TEACHERS ONLY WHO HAVE COMPLETED CLASSROOM MANAGEMENT 1*** This online seminar provides participants with instructional strategy tools to create a positive and proactive classroom management system. Strategies from the 5							Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth							
903	16683	21-22 CDPLT: Classroom Management 2 (Secondary) - 1/27		35778	21-22 CDPLT: Classroom Management 2 (Secondary) - 1/27 Learning Block A	1/27/2022	1/27/2022	https://us01zoom.us/j/81543141291		Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth	2	No	0	6	0	0	Available upon request
			This course is to track all of the specific PD sessions offered for librarians by Susan Metzger during the January 27th 21-22 Professional Learning Thursday.							Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth							
903	16805	21-22 CDPLT: Librarian Sessions - 1/27		36024	Destiny Discover - 1/27	1/27/2022	1/27/2022	Zoom/Online		Susan Metzger	1	Yes	0	7	45	0	Available upon request
			These sessions will train the TUSD Technology Services staff on the use of TUSD's Destiny Resource Manager for tracking technology.							Susan Metzger							
903	16830	Destiny Training for Technology Services Staff SY 21-22		36098	TS Destiny Training 2/14/22 9 am	2/14/2022	2/14/2022	https://us01zoom.us/j/85953800638		Susan Metzger	1	No	0	9	0	0	Available upon request
			These sessions will train the TUSD Technology Services staff on the use of TUSD's Destiny Resource Manager for tracking technology.							Susan Metzger							
903	16830	Destiny Training for Technology Services Staff SY 21-22		36102	TS Destiny Training 2/14/22 12-30 pm	2/14/2022	2/14/2022	https://us01zoom.us/j/86225175289		Susan Metzger	1	No	0	12	0	0	Available upon request
			These sessions will train the TUSD Technology Services staff on the use of TUSD's Destiny Resource Manager for tracking technology.							Susan Metzger							
903	16830	Destiny Training for Technology Services Staff SY 21-22		36104	TS Destiny Training 2/15/22 9 am	2/15/2022	2/15/2022	https://us01zoom.us/j/86372881340		Susan Metzger	1	No	0	12	0	0	Available upon request
			These sessions will train the TUSD Technology Services staff on the use of TUSD's Destiny Resource Manager for tracking technology.							Susan Metzger							
903	16830	Destiny Training for Technology Services Staff SY 21-22		36105	TS Destiny Training 2/15/22 1:30 pm	2/15/2022	2/15/2022	https://us01zoom.us/j/8306585503		Susan Metzger	1	No	0	12	0	0	Available upon request
			These sessions will train the TUSD Technology Services staff on the use of TUSD's Destiny Resource Manager for tracking technology.							Susan Metzger							
903	16830	Destiny Training for Technology Services Staff SY 21-22		36106	TS Destiny Training 2/16/22 11 am	2/16/2022	2/16/2022	https://us01zoom.us/j/89972897904		Susan Metzger	1	No	0	9	0	0	Available upon request
			In this course, you will learn the key elements to collecting data with Microsoft Excel. The objectives of the course are: Understand the needs for Data Validation in reference to data collection; Be able to explain the difference between validation criteria, input messages, and error alerts; Apply protection rules to worksheets and workbooks; Learn how to collect							Adolfo Huerta							
903	16834	Collecting Data with Excel 21/22 SY		36107	Collecting Data with Excel Lunch Training	2/17/2022	2/17/2022	Zoom Training			1.5	No	0	7	16	0	Available upon request

			Empower every voice! Engage and empower every voice in your classroom or at home by recording and sharing short, awesome videos...together! Filgrid is a tool inside of Office 365 that allows teachers to create 'grids' to facilitate video discussions. Each grid is like a message board where teachers can pose questions, called 'topics,' and their students can post video responses that						https://usf1.d1.zoom.us/j/8761233415?pwd=b9j3NHNlZDZVQWlycmh0Ym94YXpUOT05dGom-addon	Carrie Burdon; James Butler; Bradley Fletcher; Adolfo Huerta; Robert Kramer; Tracey								
903	16841	Summer PD22 - Filgrid	Empower every voice! Engage and empower every voice in your classroom or at home by recording and sharing short, awesome videos...together! Filgrid is a tool inside of Office 365 that allows teachers to create 'grids' to facilitate video discussions. Each grid is like a message board where teachers can pose questions, called 'topics,' and their students can post video responses that	36191	6/22/22 - Flipping for Filgrid - 2:30PM	6/22/2022	6/22/2022			1.5	No	0	8	0	0	0	Available upon request	
903	16841	Summer PD22 - Filgrid	This is a series of courses about the use of Microsoft Office 365. Office 365 is a staple set of tools for educators using the Microsoft suite of platforms, Teams, Excel, Word, Powerpoint, OneNote and accessibility tools. Learning to use these applications can help increase learning, empower students, help teachers track student progress and even save valuable time. These courses will dive into tips and tricks that will allow educators of all grade levels and	36118	6/07/22 - Flipping for Filgrid - 8:30AM	6/7/2022	6/7/2022	https://bit.ly/35E0dJc	Carrie Burdon; James Butler; Bradley Fletcher; Adolfo Huerta; Robert Kramer; Tracey	1.5	No	0	19	1	0	0	Available upon request	
903	16842	Summer PD22 - Office 365	This is a series of courses about the use of Microsoft Office 365. Office 365 is a staple set of tools for educators using the Microsoft suite of platforms, Teams, Excel, Word, Powerpoint, OneNote and accessibility tools. Learning to use these applications can help increase learning, empower students, help teachers track student progress and even save valuable time. These courses will dive into tips and tricks that will allow educators of all grade levels and	36219	6/15/22 - O365 Teams and OneNote 1:30PM	6/15/2022	6/15/2022	https://bit.ly/3HUm8Vm	Carrie Burdon; James Butler; Bradley Fletcher; Adolfo Huerta; Robert Kramer; Tracey Rowley; Heba Sindair	2	No	0	11	0	0	0	Available upon request	
903	16842	Summer PD22 - Office 365	This is a series of courses about the use of Microsoft Office 365. Office 365 is a staple set of tools for educators using the Microsoft suite of platforms, Teams, Excel, Word, Powerpoint, OneNote and accessibility tools. Learning to use these applications can help increase learning, empower students, help teachers track student progress and even save valuable time. These courses will dive into tips and tricks that will allow educators of all grade levels and	36265	6/21/22 - Microsoft Learn - 8:30AM	6/21/2022	6/21/2022	https://usf1.d1.zoom.us/j/82115764806	Carrie Burdon; James Butler; Bradley Fletcher; Adolfo Huerta; Robert Kramer; Tracey Rowley; Heba Sindair	2	No	0	4	0	0	0	Available upon request	
903	16842	Summer PD22 - Office 365	This is a series of courses about the use of Microsoft Office 365. Office 365 is a staple set of tools for educators using the Microsoft suite of platforms, Teams, Excel, Word, Powerpoint, OneNote and accessibility tools. Learning to use these applications can help increase learning, empower students, help teachers track student progress and even save valuable time. These courses will dive into tips and tricks that will allow educators of all grade levels and	36218	6/23/22 - Expand your Outlook 12:30PM	6/23/2022	6/23/2022	https://usf1.d1.zoom.us/j/88217829756?pwd=MzI0bkRlc0RCWGoxZDU0UTlpblpwU09	Carrie Burdon; James Butler; Bradley Fletcher; Adolfo Huerta; Robert Kramer; Tracey	2	No	0	14	0	0	0	Available upon request	
903	16842	Summer PD22 - Office 365	This is a series of courses about the use of Microsoft Office 365. Office 365 is a staple set of tools for educators using the Microsoft suite of platforms, Teams, Excel, Word, Powerpoint, OneNote and accessibility tools. Learning to use these applications can help increase learning, empower students, help teachers track student progress and even save valuable time. These courses will dive into tips and tricks that will allow educators of all grade levels and	36147	6/20/22 - Microsoft Learn - 10:30AM	6/20/2022	6/20/2022	https://usf1.d1.zoom.us/j/6742124532?pwd=ZGt0bGhlbnUzTR3ZGN0ZGhhd1NkY2RFZDo9	Carrie Burdon; James Butler; Bradley Fletcher; Adolfo Huerta; Robert Kramer; Tracey	2	No	0	8	0	0	0	Available upon request	
903	16842	Summer PD22 - Office 365	This is a series of courses about the use of Microsoft Office 365. Office 365 is a staple set of tools for educators using the Microsoft suite of platforms, Teams, Excel, Word, Powerpoint, OneNote and accessibility tools. Learning to use these applications can help increase learning, empower students, help teachers track student progress and even save valuable time. These courses will dive into tips and tricks that will allow educators of all grade levels and	36464	6/20/22 - Expand your Outlook - 8:30AM	6/20/2022	6/20/2022	https://usf1.d1.zoom.us/j/88217829756?pwd=MzI0bkRlc0RCWGoxZDU0UTlpblpwU09	Carrie Burdon; James Butler; Bradley Fletcher; Adolfo Huerta; Robert Kramer; Tracey	2	No	0	7	0	0	0	Available upon request	
903	16842	Summer PD22 - Office 365	This is a series of courses about the use of Microsoft Office 365. Office 365 is a staple set of tools for educators using the Microsoft suite of platforms, Teams, Excel, Word, Powerpoint, OneNote and accessibility tools. Learning to use these applications can help increase learning, empower students, help teachers track student progress and even save valuable time. These courses will dive into tips and tricks that will allow educators of all grade levels and	36145	6/9/22 - Microsoft Learn - 2:30PM	6/9/2022	6/9/2022	https://usf1.d1.zoom.us/j/6742124532?pwd=ZGt0bGhlbnUzTR3ZGN0ZGhhd1NkY2RFZDo9	Carrie Burdon; James Butler; Bradley Fletcher; Adolfo Huerta; Robert Kramer; Tracey	2	No	0	9	0	0	0	Available upon request	
903	16842	Summer PD22 - Office 365	This is a series of courses about the use of Microsoft Office 365. Office 365 is a staple set of tools for educators using the Microsoft suite of platforms, Teams, Excel, Word, Powerpoint, OneNote and accessibility tools. Learning to use these applications can help increase learning, empower students, help teachers track student progress and even save valuable time. These courses will dive into tips and tricks that will allow educators of all grade levels and	36266	6/9/22 - What's New? The Newest Features in Microsoft O365 & Education Technology Platforms 1:30PM	6/9/2022	6/9/2022	https://bit.ly/3wSw9Wn	Carrie Burdon; James Butler; Bradley Fletcher; Adolfo Huerta; Robert Kramer; Tracey	2	No	0	12	0	0	0	Available upon request	
903	16842	Summer PD22 - Office 365	This is a series of courses about the use of Microsoft Office 365. Office 365 is a staple set of tools for educators using the Microsoft suite of platforms, Teams, Excel, Word, Powerpoint, OneNote and accessibility tools. Learning to use these applications can help increase learning, empower students, help teachers track student progress and even save valuable time. These courses will dive into tips and tricks that will allow educators of all grade levels and	36148	6/15/22 - Intervention and Accessibility Tools in Office 365 - 8:30AM	6/15/2022	6/15/2022	https://bit.ly/3HVHv1w	Carrie Burdon; James Butler; Bradley Fletcher; Adolfo Huerta; Robert Kramer; Tracey	2	No	0	5	0	0	0	Available upon request	
903	16842	Summer PD22 - Office 365	This is a series of courses about the use of Microsoft Office 365. Office 365 is a staple set of tools for educators using the Microsoft suite of platforms, Teams, Excel, Word, Powerpoint, OneNote and accessibility tools. Learning to use these applications can help increase learning, empower students, help teachers track student progress and even save valuable time. These courses will dive into tips and tricks that will allow educators of all grade levels and	36267	6/13/22 - What's New? The Newest Features in Microsoft O365 & Education Technology Platforms 8:30AM	6/13/2022	6/13/2022	https://bit.ly/3i5f6UL	Carrie Burdon; James Butler; Bradley Fletcher; Adolfo Huerta; Robert Kramer; Tracey	2	No	0	6	0	0	0	Available upon request	
903	16842	Summer PD22 - Office 365	This is a series of courses about the use of Microsoft Office 365. Office 365 is a staple set of tools for educators using the Microsoft suite of platforms, Teams, Excel, Word, Powerpoint, OneNote and accessibility tools. Learning to use these applications can help increase learning, empower students, help teachers track student progress and even save valuable time. These courses will dive into tips and tricks that will allow educators of all grade levels and	36172	6/16/22 - Electrifying Presentation Tools - 2:30PM	6/16/2022	6/16/2022	https://bit.ly/3i2Z7bf	Carrie Burdon; James Butler; Bradley Fletcher; Adolfo Huerta; Robert Kramer; Tracey	2	No	0	6	0	0	0	Available upon request	
903	16842	Summer PD22 - Office 365	This is a series of courses about the use of Microsoft Office 365. Office 365 is a staple set of tools for educators using the Microsoft suite of platforms, Teams, Excel, Word, Powerpoint, OneNote and accessibility tools. Learning to use these applications can help increase learning, empower students, help teachers track student progress and even save valuable time. These courses will dive into tips and tricks that will allow educators of all grade levels and	36221	6/9/22 - O365 Teams & OneNote 10:30AM	6/9/2022	6/9/2022	https://bit.ly/378uKv	Carrie Burdon; James Butler; Bradley Fletcher; Adolfo Huerta; Robert Kramer; Tracey	2	No	0	14	0	0	0	Available upon request	
903	16842	Summer PD22 - Office 365	This is a series of courses about the use of Microsoft Office 365. Office 365 is a staple set of tools for educators using the Microsoft suite of platforms, Teams, Excel, Word, Powerpoint, OneNote and accessibility tools. Learning to use these applications can help increase learning, empower students, help teachers track student progress and even save valuable time. These courses will dive into tips and tricks that will allow educators of all grade levels and	36171	6/6/22 - Electrifying Presentation Tools 8:30AM	6/6/2022	6/6/2022	https://bit.ly/3MjYotl	Carrie Burdon; James Butler; Bradley Fletcher; Adolfo Huerta; Robert Kramer; Tracey	2	No	0	17	0	0	0	Available upon request	
903	16842	Summer PD22 - Office 365	This is a series of courses about the use of Microsoft Office 365. Office 365 is a staple set of tools for educators using the Microsoft suite of platforms, Teams, Excel, Word, Powerpoint, OneNote and accessibility tools. Learning to use these applications can help increase learning, empower students, help teachers track student progress and even save valuable time. These courses will dive into tips and tricks that will allow educators of all grade levels and	36119	6/6/22 - Intervention and Accessibility Tools in Office365 - 1:30PM	6/6/2022	6/6/2022	https://bit.ly/3wQoZGg	Carrie Burdon; James Butler; Bradley Fletcher; Adolfo Huerta; Robert Kramer; Tracey	2	No	0	18	0	0	0	Available upon request	
903	16843	Summer PD22 - Clever! Leveraging the Use of Clever in the Classroom	This is a course about Clever which is available for teachers of record only. Middle/High School teachers-as all middle and high schools will be implementing the learning management system, Canvas, which students can only access through Clever, this course will help you review the effective of Middle/High School teachers-as all middle and high schools will be implementing the learning management system, Canvas, which students can only access through Clever, this course will help you review the effective of	36186	6/08/22 - Clever! Leveraging the Use of Clever in the Classroom - 2:30PM	6/8/2022	6/8/2022	https://usf1.d1.zoom.us/j/86347811746?pwd=djQ0WkVlZS00ZSNIbG9kbnUzOT05dGom-addon	Carrie Burdon; James Butler; Bradley Fletcher; Adolfo Huerta; Robert Kramer; Tracey	1	No	0	28	0	0	0	Available upon request	
903	16843	Summer PD22 - Clever! Leveraging the Use of Clever in the Classroom	This is a course about Clever which is available for teachers of record only. Middle/High School teachers-as all middle and high schools will be implementing the learning management system, Canvas, which students can only access through Clever, this course will help you review the effective of Middle/High School teachers-as all middle and high schools will be implementing the learning management system, Canvas, which students can only access through Clever, this course will help you review the effective of	36187	6/16/22 - Clever! Leveraging the Use of Clever in the Classroom - 1:00PM	6/16/2022	6/16/2022	https://usf1.d1.zoom.us/j/85637264479?pwd=Mjk0R0Rlc0RCWGoxZDU0UTlpblpwU09	Carrie Burdon; James Butler; Bradley Fletcher; Adolfo Huerta; Robert Kramer; Tracey	1	No	0	32	0	0	0	Available upon request	
903	16843	Summer PD22 - Clever! Leveraging the Use of Clever in the Classroom	This is a course about Clever which is available for teachers of record only. Middle/High School teachers-as all middle and high schools will be implementing the learning management system, Canvas, which students can only access through Clever, this course will help you review the effective of Middle/High School teachers-as all middle and high schools will be implementing the learning management system, Canvas, which students can only access through Clever, this course will help you review the effective of	36120	6/8/22 - Clever! Leveraging the Use of Clever in the Classroom - 11:00AM	6/8/2022	6/8/2022	https://usf1.d1.zoom.us/j/85686248160?pwd=N05paUFlbGt0bG9kbnUzOT05dGom-addon	Carrie Burdon; James Butler; Bradley Fletcher; Adolfo Huerta; Robert Kramer; Tracey	1	No	0	28	0	0	0	Available upon request	
903	16844	Summer PD22 - Using Educational Technology	Teaching the Gen Zer's can present challenges and also opportunities in today's ever changing environment. This course will focus on utilizing digital tools, online resources and apps which can be used for remote or classroom teaching. All of the Instructional Technology tools will support and enrich	36143	6/16/22 - Using Educational Technology for Engaging & Personalized Instruction - 8:30AM	6/16/2022	6/16/2022	https://usf1.d1.zoom.us/j/85850169517?pwd=Z3liMkRlc0RCWGoxZDU0UTlpblpwU09	Carrie Burdon; James Butler; Bradley Fletcher; Adolfo Huerta; Robert Kramer; Tracey	2	No	0	8	0	0	0	Available upon request	
903	16844	Summer PD22 - Using Educational Technology	Teaching the Gen Zer's can present challenges and also opportunities in today's ever changing environment. This course will focus on utilizing digital tools, online resources and apps which can be used for remote or classroom teaching. All of the Instructional Technology tools will support and enrich	36170	6/23/22 - Using Education Technology for Engaging & Personalized Instruction - 2:30PM	6/23/2022	6/23/2022	https://usf1.d1.zoom.us/j/89704783300?pwd=NfB6TVZlWER0d0NkZ3Rlc0RCWGoxZDU0UTlpblpwU09	Carrie Burdon; James Butler; Bradley Fletcher; Adolfo Huerta; Robert Kramer; Tracey	2	No	0	9	0	0	0	Available upon request	
903	16865	21-22 CDPLT: Promethean Panelpalooza - 3/31	Do you have one of the brand new Promethean Panels? Do you have a Version 5, 6 or 7 Promethean Panel? Have been using it and are curious to dive deeper into what it can do for you, or maybe you'd like a refresher class on using it? This session is for you... Gain the skills and knowledge to feel more confident using your Promethean Panel. This session will be held at the end of the day on 3/31/22. This session is for you... Gain the skills and knowledge to feel more confident using your Promethean Panel. This session will be held at the end of the day on 3/31/22. This session is for you... Gain the skills and knowledge to feel more confident using your Promethean Panel. This session will be held at the end of the day on 3/31/22. This session is for you... Gain the skills and knowledge to feel more confident using your Promethean Panel. This session will be held at the end of the day on 3/31/22. This session is for you... 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This session is for you... Gain the skills and knowledge to feel more confident using your Promethean Panel. This session will be held at the end of the day on 3/31/22. This session is for you... Gain the skills and knowledge to feel more															

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			Teaching with Canvas will introduce teachers to using Canvas in the classroom and build their lessons inside Canvas. ****THIS COURSE IS ONLY INTENDED FOR TEACHERS AT SECONDARY SITES, INCLUDING: HIGH SCHOOL, MIDDLE SCHOOL, CANVAS PILOT SCHOOLS & TUVIA***	36684	6/13/22 - Summer PD22 - Part Two of Two: Teaching with Canvas - 1:00PM	6/13/2022	6/13/2022	https://tusd1.zoom.us/j/89520008154?pwd=SlJlYkY0c2lnQVhNUnZlbnQxQzJlYQTO9	Carrie Burdon; Bradley Fletcher; Elizabeth Hudson; Deanna McLemore; Elizabeth Rowe	2	No	0	6	0	0	Available upon request
903	17062	Summer PD22 - Part Two of Two: Teaching with Canvas [SECONDARY ONLY]	Teaching with Canvas will introduce teachers to using Canvas in the classroom and build their lessons inside Canvas. ****THIS COURSE IS ONLY INTENDED FOR TEACHERS AT SECONDARY SITES, INCLUDING: HIGH SCHOOL, MIDDLE SCHOOL, CANVAS PILOT SCHOOLS & TUVIA***	36682	6/8/22 - Summer PD22 - Part Two of Two: Teaching with Canvas - 1:00PM	6/8/2022	6/8/2022	https://tusd1.zoom.us/j/89520008154?pwd=SlJlYkY0c2lnQVhNUnZlbnQxQzJlYQTO9	Carrie Burdon; Bradley Fletcher; Elizabeth Hudson; Deanna McLemore; Elizabeth Rowe	2	No	0	32	0	0	Available upon request
903	17062	Summer PD22 - Part Two of Two: Teaching with Canvas [SECONDARY ONLY]	Teaching with Canvas will introduce teachers to using Canvas in the classroom and build their lessons inside Canvas. ****THIS COURSE IS ONLY INTENDED FOR TEACHERS AT SECONDARY SITES, INCLUDING: HIGH SCHOOL, MIDDLE SCHOOL, CANVAS PILOT SCHOOLS & TUVIA***	36683	6/10/22 - Summer PD22 - Part Two of Two: Teaching with Canvas - 1:00PM	6/10/2022	6/10/2022	https://tusd1.zoom.us/j/89520008154?pwd=SlJlYkY0c2lnQVhNUnZlbnQxQzJlYQTO9	Carrie Burdon; Bradley Fletcher; Elizabeth Hudson; Deanna McLemore; Elizabeth Rowe	2	No	0	32	0	0	Available upon request
903	17062	Summer PD22 - Part Two of Two: Teaching with Canvas [SECONDARY ONLY]	Teaching with Canvas will introduce teachers to using Canvas in the classroom and build their lessons inside Canvas. ****THIS COURSE IS ONLY INTENDED FOR TEACHERS AT SECONDARY SITES, INCLUDING: HIGH SCHOOL, MIDDLE SCHOOL, CANVAS PILOT SCHOOLS & TUVIA***	36681	6/6/22 - Summer PD22 - Part Two of Two: Teaching with Canvas - 1:00PM	6/6/2022	6/6/2022	https://tusd1.zoom.us/j/89520008154?pwd=SlJlYkY0c2lnQVhNUnZlbnQxQzJlYQTO9	Carrie Burdon; Bradley Fletcher; Elizabeth Hudson; Deanna McLemore; Elizabeth Rowe	2	No	0	34	0	0	Available upon request
903	17076	Summer PD22 - Technology Integration With Forms: The Basics & Beyond	Microsoft Forms can help you get more done in a shorter span of time. Forms are easy to use and will allow you to easily collect data. Forms allows educators to get innovative with classroom material and create collaboration activities for students. In this session you will review the basics of how to use Forms, see teacher-created examples of Forms for the classroom and have	36662	6/20/22 - Technology Integration With Forms: The Basics & Beyond	6/20/2022	6/20/2022	https://tusd1.zoom.us/j/8867288277	Carrie Burdon; Bradley Fletcher; Deanna McLemore; Elizabeth Rowe; Judith Winsberg	2	No	0	5	0	0	Available upon request
903	17078	Summer PD22 - Digital Portfolios: Demonstrating Authentic Learning From Creating To Implementation	Using student created digital portfolios demonstrates authentic activated learning. This approach will help to support the whole student from Elementary-High School, Gifted and Talented to Ex. Ed. students. In a personal way, students are able to connect their creative work, share presentations and assignments via student developed digital portfolios Participants will learn	36604	6/13/22 - Digital Portfolios: Demonstrating Authentic Learning From Creating To Implementation	6/13/2022	6/13/2022	https://tusd1.zoom.us/j/83644307356	Carrie Burdon; Bradley Fletcher; Deanna McLemore; Elizabeth Rowe; Debora Supplitt	4	No	0	2	0	0	Available upon request
903	17078	Summer PD22 - Digital Portfolios: Demonstrating Authentic Learning From Creating To Implementation	Using student created digital portfolios demonstrates authentic activated learning. This approach will help to support the whole student from Elementary-High School, Gifted and Talented to Ex. Ed. students. In a personal way, students are able to connect their creative work, share presentations and assignments via student developed digital portfolios Participants will learn	36603	6/6/22 - Digital Portfolios: Demonstrating Authentic Learning From Creating To Implementation	6/6/2022	6/6/2022	https://tusd1.zoom.us/j/85096635421	Carrie Burdon; Bradley Fletcher; Deanna McLemore; Elizabeth Rowe; Debora Supplitt	4	No	0	5	0	0	Available upon request
903	17099	Summer PD22 - APEX Course Customization	APEX is releasing updated courses for the 22/23SY. To ensure equity between online and classroom instruction, TUSD staff will review these courses and customize them to match the district's Scope and Sequence.	36595	6/22/22 - APEX Course Customization	6/22/2022	6/22/2022	https://tusd1.zoom.us/j/81911882385	Carrie Burdon; Bradley Fletcher; Deanna McLemore; Elizabeth Rowe; Omar Sotelo	2	No	0	5	0	0	Available upon request
1003	16809	ESSA Conference 2021-2022	Annual Conference Grants and Federal Programs	36050	ESSA Conference 2021-2022	1/10/2022	1/12/2022	Blue Room Conference Room	Linda Nowak	16	No	0	0	2	0	Available upon request
1003	17042	Summer PD22 - How to Get Supplies & Experiences Using Crowdfunding Websites & Grants	There are so many things we wish our students could have: Guest speakers. Books. Equipment. Instruments. Field trips. Even just basic school supplies and snacks. Unfortunately, they often seem impossible to acquire -- until now. This class will guide you through several pathways to acquire these items or experiences at no cost to you. You will learn how to use Donors Choose and	36559	Summer PD22 - How to Get Supplies & Experiences Using Crowdfunding Websites & Grants	6/14/2022	6/14/2022	https://tusd1.zoom.us/j/88643480545	Carrie Burdon; Julia Burnett; Bradley Fletcher; Khylla Marshall; Abigail Mcracken; Deanna Tonya Strozier	2	No	0	7	0	0	Available upon request
202 409	16338	21-22 CDPLT: Alternate Vendor PD - 10/28 Various Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the October 28th District-Wide PLT Day outside of TrueNorthLogic.	35503	21-22 CDPLT: Holladay STEAM Art Integration - 10/28 Learning Block B	10/28/2021	10/28/2021	Holladay Magnet Elementary	Tonya Strozier	2	No	0	2	0	0	Available upon request
202 409	16338	21-22 CDPLT: Alternate Vendor PD - 10/28 Various Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the October 28th District-Wide PLT Day outside of TrueNorthLogic.	35523	21-22 CDPLT: Holladay STEAM Art Integration - 10/28 Learning Block A	10/28/2021	10/28/2021	Holladay Magnet Elementary	Tonya Strozier	2	No	0	6	0	0	Available upon request
202 409	16338	21-22 CDPLT: Alternate Vendor PD - 10/28 Various Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the October 28th District-Wide PLT Day outside of TrueNorthLogic.	35504	21-22 CDPLT: Holladay UDL by ASU - 10/28 Learning Block C	10/28/2021	10/28/2021	Holladay Magnet Elementary	Tonya Strozier	2	No	1	18	4	0	Available upon request
202 409	16338	21-22 CDPLT: Alternate Vendor PD - 10/28 Various Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the October 28th District-Wide PLT Day outside of TrueNorthLogic.	35598	21-22 CDPLT: Borton Magnet Elementary Alternate Vendor PD - 10/28 - Learning Block A	10/28/2021	10/28/2021	Borton Magnet Elementary	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Khylla Marshall; Jennifer Prusak; Elizabeth Rowe	2	No	1	21	1	0	Available upon request
202 409	16338	21-22 CDPLT: Alternate Vendor PD - 10/28 Various Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the October 28th District-Wide PLT Day outside of TrueNorthLogic.	35501	21-22 CDPLT: Bonillas Teach Like a Champion - 10/28 Learning Block B	10/28/2021	10/28/2021	Bonillas Traditional Elementary School	Frank Schiavone	2	No	1	27	0	0	Available upon request
202 409	16339	21-22 CDPLT: Alternate Vendor PD - 1/27 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the January 27th District-Wide PLT Day outside of TrueNorthLogic.	36044	21-22 CDPLT: Carrillo Root Cause Analysis - 1/27 - Learning Block A	1/27/2022	1/27/2022	Carrillo K-5 Magnet	Kirstin Bittel	2	No	1	9	1	0	Available upon request
202 409	16340	21-22 CDPLT: Alternate Vendor PD - 3/31 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the March 31st District-Wide PLT Day outside of TrueNorthLogic.	36508	21-22 CDPLT: Davis Bilingual - Using Authentic Literature to Build Conceptual Math Skills - 3/31 Learning Block B	3/31/2022	3/31/2022	Davis Bilingual	Catherine Arnaquist Burke	2	No	0	5	4	0	Available upon request
202 409	16340	21-22 CDPLT: Alternate Vendor PD - 3/31 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the March 31st District-Wide PLT Day outside of TrueNorthLogic.	36513	21-22 CDPLT: Davis Bilingual- Using Authentic Literature to Build Conceptual Math Skills - 3/31 Learning Block C	3/31/2022	3/31/2022	Davis Bilingual	Catherine Arnaquist Burke	2	No	0	5	2	0	Available upon request
202 508 509 510 516	15986	CIPDA Academy 21-22 SY	Monthly professional development sessions for Curriculum Service Providers (CSPs), MTSS Facilitators and Leads, Magnet Coordinators, and Instructional Data CRPI Master Teachers and Intervention Specialists (IDIS) and Counselors.	35055	CIPDA Academy -IDIs for K-5/MS/HIS	8/17/2021	5/20/2022	Zoom Online Conference	Megan Corona; Daniel Sanchez	97.75	No	0	12	0	0	Available upon request
202 508 509 510 516	15986	CIPDA Academy 21-22 SY	Monthly professional development sessions for Curriculum Service Providers (CSPs), MTSS Facilitators and Leads, Magnet Coordinators, and Instructional Data CRPI Master Teachers and Intervention Specialists (IDIS) and Counselors.	34654	CIPDA Academy - CSP for K-5/MS/HIS	8/17/2021	5/20/2022	Zoom Online Conference	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Jennifer Prusak	97.75	No	0	83	0	0	Available upon request

202 508 509 510 516	15986	OPDA Academy 21-22 SY	Monthly professional development sessions for Curriculum Service Providers (CSPs), MTSS Facilitators and Leads, Magnet Coordinators, and Instructional Data CPI Master Teachers and Intervention Specialists (DIS) and Counselors.	34656	OPDA Academy -Counselor for K-5/MS/HS	8/17/2021	5/20/2022	Zoom Online Conference	Vanessa Aguayo; Rebecca Carrier; Megan Corona; Bethanne Counts; Bradley Fletcher;	97.75	No	0	132	0	0	Available upon request
202 508 509 510 516	15986	OPDA Academy 21-22 SY	Monthly professional development sessions for Curriculum Service Providers (CSPs), MTSS Facilitators and Leads, Magnet Coordinators, and Instructional Data CPI Master Teachers and Intervention Specialists (DIS) and Counselors.	34655	OPDA Academy -MTSS for K-5/MS/HS	8/17/2021	5/20/2022	Zoom Online Conference	Vanessa Aguayo; Michael Blunt; Rebecca Carrier; Megan Corona; Bradley Fletcher; Dawn Merrick; Erin	97.75	No	1	108	7	0	Available upon request
301 302 409	16011	21-22 CDPLT Classified Professional Learning Thursdays	This course is designed for the PD tracking of Classified Employees for the 4 District Wide Calendar Days beginning August 26th to March 31st.	34702	Transportation	8/26/2021	3/31/2022	Transportation/Various Locations	Luis Flores; Brent Pantaleo	32	No	0	0	305	0	Available upon request
405 409	16011	21-22 CDPLT Classified Professional Learning Thursdays	This course is designed for the PD tracking of Classified Employees for the 4 District Wide Calendar Days beginning August 26th to March 31st.	34725	Equity, Diversity & Inclusiveness	8/26/2021	3/31/2022	1010 Building A/Various Locations	Luis Flores; Brent Pantaleo	32	No	0	0	39	0	Available upon request
409 1003 1004	16011	21-22 CDPLT Classified Professional Learning Thursdays	This course is designed for the PD tracking of Classified Employees for the 4 District Wide Calendar Days beginning August 26th to March 31st.	34718	Financial Services	8/26/2021	3/31/2022	1010 Building B/Various Locations	Luis Flores; Brent Pantaleo	32	No	0	0	36	0	Available upon request
409 412	15995	USP: INDUCTION: PK-12 Curriculum - 2021-2022 SY	Teacher will analyze the 5.0 Curriculum documents in their content areas and develop a comprehensive understanding of how these documents support planning, instruction, and assessment. This course specifically addresses Danielson 1a, 1e	34687	USP: INDUCTION: PK-12 Curriculum - 2021-2022 SY	7/27/2021	7/27/2021	Zoom Online Course	Katherine Cummings; Bradley Fletcher; Christine Hermes; Nicole Kredich; Elizabeth Rowe; Carol Ruhkne; Tanya	3	No	1	110	2	0	Available upon request
409 412	15996	USP: INDUCTION: PK-5 Curriculum - 2021-2022 SY	Teacher will analyze the 5.0 Curriculum documents in their content areas and develop a comprehensive understanding of how these documents support planning, instruction, and assessment. This course specifically addresses Danielson 1a, 1e	34688	USP: INDUCTION: PK-5 Curriculum - 2021-2022 SY	7/27/2021	7/27/2021	Zoom Online Course	Katherine Cummings; Bradley Fletcher; Christine Hermes; Nicole Kredich; Elizabeth Rowe; Carol Ruhkne; Tanya	3	No	0	101	0	0	Available upon request
409 412	15997	USP: INDUCTION: Teacher Adolescents - 2021-2022 SY	Learn the psychological, physical, and social emotional developmental milestones for adolescents. Discover strategies to use in the classroom when working with this age group. This seminar specifically addresses Danielson 1b, 2a, & 2b	34689	USP: INDUCTION: Teacher Adolescents - 2021-2022 SY	7/27/2021	7/27/2021	Zoom Online Course	Katherine Cummings; Bradley Fletcher; Christine Hermes; Nicole Kredich; Elizabeth Rowe; Carol Ruhkne; Tanya	3	Yes	1	17	0	0	Available upon request
409 412	15998	USP: INDUCTION: Creating an Optimal Learning Environ for Teaching and Princ of Learning Day 1 of 3 - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey, not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent	34690	USP: INDUCTION: Creating an Optimal Learning Environ for Teaching and Princ of Learning Day 1 of 3 - 2021-2022 SY	7/28/2021	7/28/2021	Zoom Online Course	Katherine Cummings; Bradley Fletcher; Christine Hermes; Nicole Kredich; Rebecca Parala;	4	No	1	131	2	0	Available upon request
409 412	16000	USP: INDUCTION: Collaborative Engagement - 2021-2022 SY	Learn collaborative learning structures to boost student academic achievement, improve student relations, promote thinking skills, and create a more kind and caring school community. This seminar specifically addresses Danielson 2a, 2c, 3c	34691	USP: INDUCTION: Collaborative Engagement - 2021-2022 SY	7/28/2021	7/28/2021	Zoom Online Course	Katherine Cummings; Bradley Fletcher; Christine Hermes; Nicole Kredich; Elizabeth Rowe; Carol Ruhkne; Tanya	3	No	1	44	1	0	Available upon request
409 412	16002	USP: INDUCTION: Building Relationships - 2021-2022 SY	In this class, participants will learn a variety of relationship building activities. Participants will discover how fostering relationships leads to an effective classroom. This seminar specifically addresses Danielson 1b, 2a, 2c, & 2d.	34692	USP: INDUCTION: Building Relationships - 2021-2022 SY	7/28/2021	7/28/2021	Zoom Online Course	Katherine Cummings; Bradley Fletcher; Christine Hermes; Nicole Kredich; Elizabeth Rowe; Carol Ruhkne; Tanya Schrantz; Nancy	3	No	1	142	3	0	Available upon request
409 412	16511	21-22 CDPLT: Turnitin Feedback Studio - New Instructor Training - 10/28	This training is for new instructors who will be using Turnitin Feedback Studio through the Turnitin.com website. This will be an essentials training for instructors who are new to Turnitin. We will cover the Originality report, creating classes, creating assignments, assignment options and the student workflow. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably	35398	21-22 CDPLT: Turnitin Feedback Studio - New Instructor Training - 10/28 Learning Block A	10/28/2021	10/28/2021	https://turnitin.zoom.us/j/97600421729	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Leslie Frandblau-Wirth; Jennifer Prusak;	2	No	0	6	0	0	Available upon request
409 412	16511	21-22 CDPLT: Turnitin Feedback Studio - New Instructor Training - 10/28	This training is for new instructors who will be using Turnitin Feedback Studio through the Turnitin.com website. This will be an essentials training for instructors who are new to Turnitin. We will cover the Originality report, creating classes, creating assignments, assignment options and the student workflow. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably	35399	21-22 CDPLT: Turnitin Feedback Studio - New Instructor Training - 10/28 Learning Block B	10/28/2021	10/28/2021	https://turnitin.zoom.us/j/97600421729	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Leslie Frandblau-Wirth; Jennifer Prusak;	2	No	0	7	0	0	Available upon request
409 412	16512	21-22 CDPLT: Turnitin Feedback Studio - Advanced Instructor Training - 10/28	This training is for new instructors who will be using Turnitin Feedback Studio through the Turnitin.com website. This will be an advanced session for users already familiar with the basics of Turnitin. We will cover advanced options such as Peermark, Gradmark and the Rubric manager. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably	35400	21-22 CDPLT: Turnitin Feedback Studio - Advanced Instructor Training - 10/28 Learning Block C	10/28/2021	10/28/2021	https://turnitin.zoom.us/j/99620438972	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Leslie Frandblau-Wirth; Jennifer Prusak;	2	No	0	6	1	0	Available upon request
409 412 504 516	16009	USP: INDUCTION: Curriculum Overview ExEd/DL/ELD - 2021-2022 SY	Teacher will analyze the 5.0 Curriculum documents in their content areas and develop a comprehensive understanding of how these documents support planning, instruction, and assessment. This course will emphasize information for ExEd, DL, and ELD. This course specifically addresses Danielson 1a, 1e.	34698	USP: INDUCTION: Curriculum Overview ExEd/DL/ELD - 2021-2022 SY	7/30/2021	7/30/2021	Zoom Online Course	Katherine Cummings; Bradley Fletcher; Christine Hermes; Nicole Kredich;	1	No	0	25	0	0	Available upon request
409 412 508 509 510	16007	USP: INDUCTION: Successful Start SY: 2021-2022	Participants will learn how to engage students in learning while managing the structure in their classrooms. Participants will discover how to create an inclusive environment, learn about culturally responsive approaches, and promote positive student behaviors. Participants will be introduced to follow-up seminars that offer opportunities for discussion and resources.	34697	USP: INDUCTION: Successful Start SY: 2021-2022	7/29/2021	7/29/2021	Zoom Online Course	Katherine Cummings; Bradley Fletcher; Christine Hermes; Nicole Kredich;	2	No	1	141	3	0	Available upon request
409 412 903	16003	USP: INDUCTION: Clever! Introduction to the Functions and Features of Clever for Rostered Classroom Teachers - 2021-2022 SY	Learners will be guided through the basic functionality of Clever as a rostering and dashboard/portal for teachers and students. The Clever platform can be used by rostered teachers to provide educational digital resources to students as well as link to Zoom meetings connecting with students. Features include how to create teacher pages and categories, add resources and links, and Participants will learn the fundamentals of navigating Synergy TeacherVue for gradebook and seating chart use. This course specifically addresses Danielson 4b	34693	USP: INDUCTION: Clever! Introduction to the Functions and Features of Clever for Rostered Classroom Teachers - 2021-2022 SY	7/28/2021	7/28/2021	Zoom Online Course	Katherine Cummings; Bradley Fletcher; Christine Hermes; Nicole Kredich; Sylvia Osiglier; Elizabeth	1	No	1	152	3	0	Available upon request
409 412 903	16004	USP: INDUCTION: Synergy Training TVUE: For K - 12 CLASSROOM TEACHERS SY 2021-2022	Participants will learn the fundamentals of navigating Synergy TeacherVue for gradebook and seating chart use. This course specifically addresses Danielson 4b	34694	USP: INDUCTION: Synergy Training TVUE: For K - 12 CLASSROOM TEACHERS SY 2021-2022	7/29/2021	7/29/2021	Zoom Online Course	Katherine Cummings; Bradley Fletcher; Christine Hermes; Nicole Kredich; Elizabeth Rowe; Carol Ruhkne; Tanya	2	No	1	122	5	0	Available upon request

409 413 903	16005	USP: INDUCTION: Synergy Training TVUE: For K - 12 Ex Ed TEACHERS SY 2021-2022	Participants will learn the fundamentals of navigating Synergy TeacherVue for Ex Ed use. This seminar specifically addresses Danielson 4b	34695	USP: INDUCTION: Synergy Training TVUE: For K - 12 Ex Ed TEACHERS SY 2021-2022	7/29/2021	7/29/2021	Zoom Online Course	Katherine Cummings; Bradley Fletcher; Christine Hermes; Nicole Kredich; Elizabeth Rowe; Carol	2	No	0	21	1	0	Available upon request
409 413 903	16006	USP: INDUCTION: MTSS: For K - 12 CLASSROOM TEACHERS SY 2021-2022	This course will provide instructions for utilizing the Synergy MTSS platform from TeacherVUE. Participants will learn how to identify which students are in the MTSS process or enrolled in Check In/Check Out, how to document interventions via Observations, and how to request support from the MTSS process. This seminar specifically addresses Danielson 3d, 4b	34696	USP: INDUCTION: MTSS: For K - 12 CLASSROOM TEACHERS SY 2021-2022	7/29/2021	7/29/2021	Zoom Online Course	Katherine Cummings; Bradley Fletcher; Christine Hermes; Nicole Kredich; Elizabeth Rowe; Carol	2	No	1	129	3	0	Available upon request
409 413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Probe-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	35694	XP Ten Frames - Ten Frame Sketching (K-5) at 4:00	2/22/2022	2/22/2022	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	23	0	0	Available upon request
409 413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Probe-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	35545	Algebra Tiles - Level 2 (MS & HS) VIRTUAL	1/24/2022	1/24/2022	Zoom Online Conference	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	5	0	0	Available upon request
409 413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Probe-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	35551	Algebra Tiles - Level 1 (MS & HS) online	2/1/2022	2/1/2022	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	6	0	0	Available upon request
409 413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Probe-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	35199	Algebra Tiles - Level 2 (MS & HS) VIRTUAL	11/9/2021	11/9/2021	Zoom Online Conference	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	6	0	0	Available upon request
409 413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Probe-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	35550	Algebra Tiles - Level 1 (MS & HS) online	1/20/2022	1/20/2022	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	7	0	0	Available upon request
409 413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Probe-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	36222	Algebra Tiles - Level 2 (MS & HS) VIRTUAL	4/14/2022	4/14/2022	Zoom Online Conference	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	7	0	0	Available upon request
409 413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Probe-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	35549	The Amazing Ten Frame (K-5) online	11/30/2021	11/30/2021	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	13	0	0	Available upon request
409 413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Probe-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	35546	Algebra Tiles - Level 3 (MS & HS) VIRTUAL	1/31/2022	1/31/2022	Zoom Online Conference	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	10	1	0	Available upon request
409 413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Probe-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	35547	Algebra Tiles - Level 2 (MS & HS) VIRTUAL	2/7/2022	2/7/2022	Zoom Online Conference	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	13	0	0	Available upon request
409 413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Probe-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	36220	Algebra Tiles - Level 1 (MS & HS) online	4/7/2022	4/7/2022	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	10	0	0	Available upon request
409 413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Probe-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	36223	Algebra Tiles - Level 3 (MS & HS) VIRTUAL	4/21/2022	4/21/2022	Zoom Online Conference	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	8	0	0	Available upon request
409 413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Probe-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	35548	Algebra Tiles - Level 3 (MS & HS) VIRTUAL	2/15/2022	2/15/2022	Zoom Online Conference	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	8	0	0	Available upon request
409 413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Probe-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	36224	Algebra Tiles - Level 4 (MS & HS) VIRTUAL	4/28/2022	4/28/2022	Zoom Online Conference	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	13	0	0	Available upon request
409 413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Probe-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	35544	Algebra Tiles - Level 3 (MS & HS) VIRTUAL	12/8/2021	12/8/2021	Zoom Online Conference	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	13	0	0	Available upon request
409 413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Probe-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	35704	Building Mathematical Discussions, Part 2 - MPP (K-12) online 4:30	1/26/2022	1/26/2022	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	13	0	0	Available upon request
409 413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Probe-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	34546	Intro to Math Pathways & Pitfalls/MPP (K-12) online	8/11/2021	8/11/2021	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	9	0	0	Available upon request
409 413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Probe-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	34551	Algebra Tiles - Level 1 (MS & HS) online	9/14/2021	9/14/2021	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	9	0	0	Available upon request
409 413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Probe-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	35116	Algebra Tiles - Level 2 (MS & HS) VIRTUAL	10/26/2021	10/26/2021	Zoom Online Conference	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	9	0	0	Available upon request
409 413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Probe-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	35991	DOK - Secrist Middle School - online 2:00	1/12/2022	1/12/2022	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	9	0	0	Available upon request
409 413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Probe-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	34553	Algebra Tiles - Level 2 (MS & HS) in-person	10/5/2021	10/5/2021	Zoom Online Conference	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	12	0	0	Available upon request
409 413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Probe-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	35973	XP Ten Frames - Bonillas & Ford (K-5) at 4:00	1/11/2022	1/11/2022	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	12	0	0	Available upon request

409	413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Prob-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	34549	The Amazing Ten Frame (K-5) online	8/24/2021	8/24/2021	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	13	0	0	Available upon request
409	413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Prob-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	34550	Algebra Tiles - Level 1 (MS & HS) online	8/31/2021	8/31/2021	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	13	0	0	Available upon request
409	413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Prob-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	35144	Praise-Prob-Polish/MPP (K-12) online	11/17/2021	11/17/2021	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	13	0	0	Available upon request
409	413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Prob-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	35148	Asking High Level OOK Questions & Clipboard Prompts - MPP (K-12) online 2:00	12/1/2021	12/1/2021	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	13	0	0	Available upon request
409	413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Prob-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	35692	KP Ten Frames - Early Number (K-5) at 4:00	1/25/2022	1/25/2022	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	14	0	0	Available upon request
409	413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Prob-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	35693	KP Ten Frames - Number Sense Concepts (K-6) at 4:00	2/8/2022	2/8/2022	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	14	1	0	Available upon request
409	413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Prob-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	36310	Connecting Math Pathways and Pitfalls to Access and Equity (K-12) online	3/23/2022	3/23/2022	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	14	0	0	Available upon request
409	413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Prob-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	34548	The Amazing Ten Frame (K-5) online	8/17/2021	8/17/2021	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	15	0	1	Available upon request
409	413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Prob-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	35145	Discussion Builders ACROSS CONTENT - MPP (K-12) online 2:00	11/3/2021	11/3/2021	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	15	2	0	Available upon request
409	413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Prob-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	35150	Equitable Math Instruction; Goals for Emerging Multilinguals - MPP (K-12) online	12/2/2021	12/2/2021	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	16	0	0	Available upon request
409	413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Prob-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	35695	KP Ten Frames - Addition & Subtraction - Part 1 (K-5) at 4:00	3/1/2022	3/1/2022	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	17	1	0	Available upon request
409	413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Prob-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	35701	KP Ten Frames - Decimal Fractions - (Grades 2-6) at 4:00	5/10/2022	5/10/2022	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	18	1	0	Available upon request
409	413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Prob-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	35702	KP Ten Frames - Decimal Fraction Operations - (Grades 2-6) at 4:00	5/17/2022	5/17/2022	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	18	1	0	Available upon request
409	413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Prob-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	35147	Building Mathematical Discussions, Part 1 - MPP (K-12) online 4:30	10/22/2021	10/22/2021	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	19	0	0	Available upon request
409	413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Prob-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	35696	KP Ten Frames - Addition & Subtraction - Part 2 (K-5) at 4:00	3/8/2022	3/8/2022	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	20	0	0	Available upon request
409	413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Prob-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	35699	KP Ten Frames - Multiplication & Division Part 2: (Grades 2-6) at 4:00	4/19/2022	4/19/2022	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	20	0	0	Available upon request
409	413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Prob-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	34554	Praise-Prob-Polish/MPP (K-12) online	9/8/2021	9/8/2021	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	21	0	0	Available upon request
409	413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Prob-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	34547	Intro to Math Pathways & Pitfalls/MPP (K-12) online	8/18/2021	8/18/2021	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	22	0	0	Available upon request

409 413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Probe-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	35149	Asking High Level DOK Questions & Clipboard Prompts - MPP (K-12) online 4:30	12/1/2021	12/1/2021	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	22	0	0	Available upon request
409 413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Probe-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	35700	KP Ten Frames - Ten Frame Fractions - (Grades 1-6) at 4:00	4/26/2022	4/26/2022	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	23	0	0	Available upon request
409 413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Probe-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	35697	KP Ten Frames - Word Problem Strategies - (K-5) at 4:00	3/29/2022	3/29/2022	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	24	0	0	Available upon request
409 413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Probe-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	35698	KP Ten Frames - Multiplication & Division Part 1- (Grades 2-6) at 4:00	4/5/2022	4/5/2022	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	0	26	1	0	Available upon request
409 413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Probe-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	35136	The Amazing Ten Frame (K-5) online	10/6/2021	10/6/2021	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	1	22	0	0	Available upon request
409 413	15967	Math Pathways and Pitfalls (PD for TSI Schools) 21-22 SY	This course is intended to support teachers at TSI schools in the implementation of West Ed's Math Pathways & Pitfalls, and to support subgroup achievement. This course includes Math Pathways and Pitfalls for grades K-12, West Ed's Praise-Probe-Polish, as well as courses on the use of math manipulatives to support TSI schools (Algebra Tiles or Ten Frames).	35146	Discussion Builders ACROSS CONTENT - MPP (K-12) online 4:30	11/3/2021	11/3/2021	Online/Zoom	Carrie Burdon; Veronica Dorion; Christina Loria; Shayla Samuels	1	Yes	1	22	0	0	Available upon request
409 413	15971	Benchmark Advance- Implementing Routines that Support a Comprehensive Literacy Framework (Unit 0) SY 21-22	Review all Benchmark Advance/Adelante components that will help teachers establish habits and procedures during whole-group, small-group, and independent reading and writing. Develop an understanding of rituals and routines that support students and help them develop the skills they need to become independent learners. Review unit and lesson structure and pacing	34574	August 2nd K-2 8:30AM Session A	8/2/2021	8/2/2021	ZOOM	Theresa Martinez; Dawn Merrick; Erin Rabuck	2	No	0	1	1	0	Available upon request
409 413	15971	Benchmark Advance- Implementing Routines that Support a Comprehensive Literacy Framework (Unit 0) SY 21-22	Review all Benchmark Advance/Adelante components that will help teachers establish habits and procedures during whole-group, small-group, and independent reading and writing. Develop an understanding of rituals and routines that support students and help them develop the skills they need to become independent learners. Review unit and lesson structure and pacing	34594	August 3rd K-2 8:30AM Session B	8/3/2021	8/3/2021	ZOOM	Theresa Martinez; Dawn Merrick; Erin Rabuck	2	No	0	3	0	0	Available upon request
409 413	15971	Benchmark Advance- Implementing Routines that Support a Comprehensive Literacy Framework (Unit 0) SY 21-22	Review all Benchmark Advance/Adelante components that will help teachers establish habits and procedures during whole-group, small-group, and independent reading and writing. Develop an understanding of rituals and routines that support students and help them develop the skills they need to become independent learners. Review unit and lesson structure and pacing	34578	August 2nd K-2 1:00PM Session A	8/2/2021	8/2/2021	ZOOM	Theresa Martinez; Dawn Merrick; Erin Rabuck	2	No	0	5	0	0	Available upon request
409 413	15971	Benchmark Advance- Implementing Routines that Support a Comprehensive Literacy Framework (Unit 0) SY 21-22	Review all Benchmark Advance/Adelante components that will help teachers establish habits and procedures during whole-group, small-group, and independent reading and writing. Develop an understanding of rituals and routines that support students and help them develop the skills they need to become independent learners. Review unit and lesson structure and pacing	34599	August 3rd 3-5 1:00PM Session B	8/3/2021	8/3/2021	ZOOM	Theresa Martinez; Dawn Merrick; Erin Rabuck	2	No	0	5	1	0	Available upon request
409 413	15971	Benchmark Advance- Implementing Routines that Support a Comprehensive Literacy Framework (Unit 0) SY 21-22	Review all Benchmark Advance/Adelante components that will help teachers establish habits and procedures during whole-group, small-group, and independent reading and writing. Develop an understanding of rituals and routines that support students and help them develop the skills they need to become independent learners. Review unit and lesson structure and pacing	34597	August 3rd K-2 1:00PM Session B	8/3/2021	8/3/2021	ZOOM	Theresa Martinez; Dawn Merrick; Erin Rabuck	2	No	0	6	1	0	Available upon request
409 413	15971	Benchmark Advance- Implementing Routines that Support a Comprehensive Literacy Framework (Unit 0) SY 21-22	Review all Benchmark Advance/Adelante components that will help teachers establish habits and procedures during whole-group, small-group, and independent reading and writing. Develop an understanding of rituals and routines that support students and help them develop the skills they need to become independent learners. Review unit and lesson structure and pacing	34593	August 2nd 3-5 1:00PM Session B	8/2/2021	8/2/2021	ZOOM	Theresa Martinez; Dawn Merrick; Erin Rabuck	2	No	0	9	1	1	Available upon request
409 413	15971	Benchmark Advance- Implementing Routines that Support a Comprehensive Literacy Framework (Unit 0) SY 21-22	Review all Benchmark Advance/Adelante components that will help teachers establish habits and procedures during whole-group, small-group, and independent reading and writing. Develop an understanding of rituals and routines that support students and help them develop the skills they need to become independent learners. Review unit and lesson structure and pacing	34580	August 3rd K-2 8:30AM Session A	8/3/2021	8/3/2021	ZOOM	Theresa Martinez; Dawn Merrick; Erin Rabuck	2	No	0	9	1	0	Available upon request
409 413	15971	Benchmark Advance- Implementing Routines that Support a Comprehensive Literacy Framework (Unit 0) SY 21-22	Review all Benchmark Advance/Adelante components that will help teachers establish habits and procedures during whole-group, small-group, and independent reading and writing. Develop an understanding of rituals and routines that support students and help them develop the skills they need to become independent learners. Review unit and lesson structure and pacing	34590	August 3rd K-2 1:00PM Session A	8/3/2021	8/3/2021	ZOOM	Theresa Martinez; Dawn Merrick; Erin Rabuck	2	No	0	10	0	0	Available upon request
409 413	15971	Benchmark Advance- Implementing Routines that Support a Comprehensive Literacy Framework (Unit 0) SY 21-22	Review all Benchmark Advance/Adelante components that will help teachers establish habits and procedures during whole-group, small-group, and independent reading and writing. Develop an understanding of rituals and routines that support students and help them develop the skills they need to become independent learners. Review unit and lesson structure and pacing	34598	August 3rd 3-5 1:00PM Session A	8/3/2021	8/3/2021	ZOOM	Theresa Martinez; Dawn Merrick; Erin Rabuck	2	No	0	11	2	0	Available upon request
409 413	15971	Benchmark Advance- Implementing Routines that Support a Comprehensive Literacy Framework (Unit 0) SY 21-22	Review all Benchmark Advance/Adelante components that will help teachers establish habits and procedures during whole-group, small-group, and independent reading and writing. Develop an understanding of rituals and routines that support students and help them develop the skills they need to become independent learners. Review unit and lesson structure and pacing	34575	August 2nd K-2 8:30AM Session B	8/2/2021	8/2/2021	ZOOM	Theresa Martinez; Dawn Merrick; Erin Rabuck	2	No	0	12	0	0	Available upon request

409 413	15971	Benchmark Advance- Implementing Routines that Support a Comprehensive Literacy Framework (Unit 0) SY 21-22	Review all Benchmark Advance/Adelante components that will help teachers establish habits and procedures during whole-group, small-group, and independent reading and writing. Develop an understanding of rituals and routines that support students and help them develop the skills they need to become independent learners. Review unit and lesson structure and pacing	34592	August 2nd 3-5 1:00PM Session A	8/2/2021	8/2/2021	ZOOM	Theresa Martinez; Dawn Merrick; Erin Rabuck	2	No	0	16	0	1	Available upon request
409 413	15971	Benchmark Advance- Implementing Routines that Support a Comprehensive Literacy Framework (Unit 0) SY 21-22	Review all Benchmark Advance/Adelante components that will help teachers establish habits and procedures during whole-group, small-group, and independent reading and writing. Develop an understanding of rituals and routines that support students and help them develop the skills they need to become independent learners. Review unit and lesson structure and pacing	34576	August 2nd 3-5 8:30AM Session A	8/2/2021	8/2/2021	ZOOM	Theresa Martinez; Dawn Merrick; Erin Rabuck	2	No	0	19	2	0	Available upon request
409 413	15971	Benchmark Advance- Implementing Routines that Support a Comprehensive Literacy Framework (Unit 0) SY 21-22	Review all Benchmark Advance/Adelante components that will help teachers establish habits and procedures during whole-group, small-group, and independent reading and writing. Develop an understanding of rituals and routines that support students and help them develop the skills they need to become independent learners. Review unit and lesson structure and pacing	34595	August 3rd 3-5 8:30AM Session A	8/3/2021	8/3/2021	ZOOM	Theresa Martinez; Dawn Merrick; Erin Rabuck	2	No	0	21	0	1	Available upon request
409 413	15971	Benchmark Advance- Implementing Routines that Support a Comprehensive Literacy Framework (Unit 0) SY 21-22	Review all Benchmark Advance/Adelante components that will help teachers establish habits and procedures during whole-group, small-group, and independent reading and writing. Develop an understanding of rituals and routines that support students and help them develop the skills they need to become independent learners. Review unit and lesson structure and pacing	34591	August 2nd K-2 1:00PM Session B	8/2/2021	8/2/2021	ZOOM	Theresa Martinez; Dawn Merrick; Erin Rabuck	2	No	0	25	1	0	Available upon request
409 413	16358	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 2 of 3 - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent learners.	36049	Section L - 01/26/22 4PM-6PM	1/26/2022	1/26/2022	Zoom/Online	Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Carol Ruhnke; Tanya Schrantz; Cynthia Wong	4	No	0	1	0	0	Available upon request
409 413	16358	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 2 of 3 - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent learners.	36125	Section L - 02/22/2022 4PM-8PM	2/22/2022	2/22/2022	Zoom/Online	Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Carol Ruhnke; Tanya Schrantz; Cynthia Wong	4	No	0	4	0	0	Available upon request
409 413	16358	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 2 of 3 - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent learners.	35487	Section G - 10/23/2021 8AM-12PM	10/23/2021	10/23/2021	Zoom/Online	Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Carol Ruhnke; Tanya Schrantz; Cynthia Wong	4	No	0	5	1	0	Available upon request
409 413	16358	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 2 of 3 - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent learners.	35486	Section F - 10/21/2021 4PM-8PM	10/21/2021	10/21/2021	Zoom/Online	Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Carol Ruhnke; Tanya Schrantz; Cynthia Wong	4	No	0	7	0	0	Available upon request
409 413	16358	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 2 of 3 - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent learners.	35921	Section J - 02/03/2022 4PM-8PM	2/3/2022	2/3/2022	Zoom/Online	Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Carol Ruhnke; Tanya Schrantz; Cynthia Wong	4	No	0	8	0	0	Available upon request
409 413	16358	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 2 of 3 - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent learners.	35919	Section H - 02/01/2022 4PM-8PM	2/1/2022	2/1/2022	Zoom/Online	Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Carol Ruhnke; Tanya Schrantz; Cynthia Wong	4	No	0	11	0	0	Available upon request
409 413	16358	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 2 of 3 - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent learners.	35920	Section I - 02/02/2022 4PM-8PM	2/2/2022	2/2/2022	Zoom/Online	Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Carol Ruhnke; Tanya Schrantz; Cynthia Wong	4	No	0	11	0	0	Available upon request
409 413	16358	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 2 of 3 - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent learners.	35112	Section B - 09/21/2021 4PM-8PM	9/21/2021	9/21/2021	Zoom/Online	Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Carol Ruhnke; Tanya Schrantz; Cynthia Wong	4	No	0	12	0	0	Available upon request
409 413	16358	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 2 of 3 - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent learners.	35114	Section D - 09/23/2021 4PM-8PM	9/23/2021	9/23/2021	Zoom/Online	Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Carol Ruhnke; Tanya Schrantz; Cynthia Wong	4	No	0	19	0	0	Available upon request
409 413	16358	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 2 of 3 - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent learners.	35922	Section K - 02/05/2022 8AM-12PM	2/5/2022	2/5/2022	Zoom/Online	Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Carol Ruhnke; Tanya Schrantz; Cynthia Wong	4	No	0	19	0	1	Available upon request

			USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 2 of 3 - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent learners.						Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Carol Ruhkne; Tanya Schrantz; Cynthia Wong							
409 413	16358		USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 2 of 3 - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent learners.	35110	Section A - 09/20/2021 4PM-8PM	9/20/2021	9/20/2021	Zoom/Online		4	No	0	23	0	0	Available upon request
409 413	16358		USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 2 of 3 - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent learners.	35113	Section C - 09/22/2021 4PM-8PM	9/22/2021	9/22/2021	Zoom/Online	Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Carol	4	No	0	23	0	0	Available upon request
409 413	16358		USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 2 of 3 - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent learners.	35115	Section E - 09/25/2021 8AM-12PM	9/25/2021	9/25/2021	Zoom/Online	Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Carol	4	No	0	40	1	0	Available upon request
409 413	16400		21-22 CDPLT: Classroom Management 1 (6-12 Emphasis) - 10/28	Participants will learn how to engage students in learning while managing the structure in their classrooms. Participants will discover how to create an inclusive environment, learn about culturally responsive approaches, and promote positive student behaviors. Participants will be introduced to follow-up seminars that offer more opportunities for discussion and resources	35191	21-22 CDPLT: Classroom Management 1 (6-12 Emphasis) - 10/28 Learning Block C	10/28/2021	10/28/2021	https://tUSD1.zoom.us/j/81488044539	Colleen Bradley; Carrie Burdon; Margarito Casillas; Joan Flannery; Bradley Fletcher; Rebecca Long; Rebecca	2	No	0	10	9	0	Available upon request
409 413	16400		21-22 CDPLT: Classroom Management 1 (6-12 Emphasis) - 10/28	Participants will learn how to engage students in learning while managing the structure in their classrooms. Participants will discover how to create an inclusive environment, learn about culturally responsive approaches, and promote positive student behaviors. Participants will be introduced to follow-up seminars that offer more opportunities for discussion and resources around building an equitable environment. Taught with an emphasis on	35190	21-22 CDPLT: Classroom Management 1 (6-12 Emphasis) - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tUSD1.zoom.us/j/81488044539	Colleen Bradley; Carrie Burdon; Margarito Casillas; Joan Flannery; Bradley Fletcher; Rebecca Long; Rebecca Peralta; Jennifer	2	No	0	11	7	0	Available upon request
409 413	16400		21-22 CDPLT: Classroom Management 1 (6-12 Emphasis) - 10/28	Participants will learn how to engage students in learning while managing the structure in their classrooms. Participants will discover how to create an inclusive environment, learn about culturally responsive approaches, and promote positive student behaviors. Participants will be introduced to follow-up seminars that offer more opportunities for discussion and resources around building an equitable environment. Taught with an emphasis on grades 6-12. This seminar specifically addresses Danielson 1a, 1b, THIS course is appropriate for both new teachers and experienced teachers who would like to discuss best practices for using the TUSD Scope and Sequence & Curriculum Maps for curriculum planning. This course will allow participants to explore these documents and will provide an opportunity to collaborate with other high school math teachers. The curriculum department will also provide an opportunity for Q&A.	35189	21-22 CDPLT: Classroom Management 1 (6-12 Emphasis) - 10/28 Learning Block A	10/28/2021	10/28/2021	https://tUSD1.zoom.us/j/81488044539	Colleen Bradley; Carrie Burdon; Margarito Casillas; Joan Flannery; Bradley Fletcher; Rebecca Long; Rebecca Peralta; Jennifer Prusak; Elizabeth	2	No	0	22	6	0	Available upon request
409 418	15897		Summer PD21 - Connecting Math Grades 9-12 Scope and Sequence and Curriculum Maps	This course is appropriate for both new teachers and experienced teachers who would like to discuss best practices for using the TUSD Scope and Sequence & Curriculum Maps for curriculum planning. This course will allow participants to explore these documents and will provide an opportunity to collaborate with other high school math teachers. The curriculum department will also provide an opportunity for Q&A.	34418	HS Math Grades 9-12 - Connecting SAS and Curriculum Maps - Session #1	7/22/2021	7/22/2021	https://tUSD1.zoom.us/j/89484145221?pwd=ZnZMcNpYQkZva0dmUk1wcE83akxkUT09	Carrie Burdon; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Christina Loria; Deanna McLemore; Alicia Nourse; Jennifer Prusak; Omar Sotelo	2	No	0	10	1	0	Available upon request
409 418	15897		Summer PD21 - Connecting Math Grades 9-12 Scope and Sequence and Curriculum Maps	This course is appropriate for both new teachers and experienced teachers who would like to discuss best practices for using the TUSD Scope and Sequence & Curriculum Maps for curriculum planning. This course will allow participants to explore these documents and will provide an opportunity to collaborate with other high school math teachers. The curriculum department will also provide an opportunity for Q&A.	34419	HS Math Grades 9-12 - Connecting SAS and Curriculum Maps - Session #2	7/26/2021	7/26/2021	https://tUSD1.zoom.us/j/89484145221?pwd=ZnZMcNpYQkZva0dmUk1wcE83akxkUT09	Carrie Burdon; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Christina Loria; Deanna McLemore; Alicia Nourse; Jennifer	2	No	0	14	0	0	Available upon request
409 413 418	16353		USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey, not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent learners. Danielson: 2b, 3b	36048	Section G - 01/26/2022 4PM - 8PM	1/26/2022	1/26/2022	Zoom/Online	Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Carol	4	No	0	2	0	0	Available upon request
409 413 418	16353		USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey, not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent learners. Danielson: 2b, 3b	35105	Section B - 09/25/2021 8AM - 12PM	9/25/2021	9/25/2021	Zoom/Online	Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Carol Ruhkne; Tanya	4	No	0	3	0	0	Available upon request
409 413 418	16353		USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey, not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent learners.	35916	Section D - 01/10/2022 4PM - 8PM	1/10/2022	1/10/2022	Zoom/Online	Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Carol	4	No	0	3	0	0	Available upon request
409 413 418	16353		USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey, not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent learners.	35104	Section A - 09/23/2021 4PM - 8PM	9/23/2021	9/23/2021	Zoom/Online	Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Carol	4	No	0	6	0	0	Available upon request
409 413 418	16353		USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey, not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent learners.	35917	Section E - 01/11/2022 4PM - 8PM	1/11/2022	1/11/2022	Zoom/Online	Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Carol	4	No	0	6	0	0	Available upon request
409 413 418	16353		USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey, not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent learners.	35918	Section F - 01/12/2022 4PM - 8PM	1/12/2022	1/12/2022	Zoom/Online	Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Carol	4	No	0	8	0	0	Available upon request
409 413 418	16353		USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey, not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent learners. Danielson: 2b, 3b	35915	Section C - 01/08/2022 8AM - 12PM	1/8/2022	1/8/2022	Zoom/Online	Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Carol Ruhkne; Tanya Schrantz	4	No	0	14	0	1	Available upon request
409 413 516	16538		21-22 CDPLT: K-2 Self-Contained Teachers New to TouchMath - 10/28	K-2 self-contained Ex Ed teachers will work with TouchMath trainers to learn the protocols of using TM to support student learning. TouchMath is a complete solution & everything you need to teach math as a core curriculum or to supplement your current core for remediation or intervention & from Pre-K to beginning Algebra. Every numeral from one through nine has TouchPoints corresponding to the digit's value. Numerals one through five	35436	21-22 CDPLT: K-2 Self-Contained Teachers New to TouchMath - 10/28 Learning Block B	10/28/2021	10/28/2021	https://us06web.zoom.us/j/88975408758?pwd=dW5CZjF1UlpZeE02SlhMc0RlbnRlcUo9	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Theresa Huelskamp; Jennifer Prusak; Elizabeth Rowe	2	No	0	12	1	0	Available upon request
409 414	16958		21-22 CDPLT: Administrator SEL PD: Leveraging Teaming to Support the Implementation and Delivery of Practices - 3/31	This session is a follow-up to the session in January with Dr. Cook around our SEL implementation and practices in TUSD. This presentation will discuss the critical role of implementation and how building leaders can work with and through others on a leadership team to drive successful implementation of an effective practice that students need and can benefit from. Students	36361	21-22 CDPLT: Administrator SEL PD: Leveraging Teaming - 3/31 Learning Block B	3/31/2022	3/31/2022	https://characterstrong.zoom.us/j/88953190883?pwd=SFcra2pYllNOVjRjQWZlYU9pS09	Carrie Burdon; Kristi Chasson; Megan Corona; Bethanne Counts; Bradley	2	No	1	1	2	0	Available upon request

409 415	16428	21-22 CDPLT: Social Studies PLC (Professional Learning Community) for Grades 6-8 - 10/28	This session will provide participants the opportunity to learn from each and establish connections with teachers across Tucson Unified to share resources, ideas, successes, and potential interschool projects. This will be facilitated by Peter M Blankfield K-12 Social Studies Professional Development, but the content of this sessions will be driven by the participants needs for supporting student growth and academic success. ADA accommodations (specifically an	35250	21-22 CDPLT: Social Studies PLC (Professional Learning Community) for Grades 6-8 - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/94370454046?pwd=UVRDRNWM3ISMHh4eWRLTVhRTUkuUT09	Peter Blankfield; Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	0	3	0	0	Available upon request
409 415	16429	21-22 CDPLT: Unique Learning System (ULS) Professional Learning for Self-Contained Exceptional Education Teachers - 10/28	Begin Lesson Planning Learn how the Monthly Lessons are constructed and preview the lessons. Assign Lessons in Unique Learning System Assigning lesson activities makes them accessible in Student View. Be sure to assign Science & Social Studies Courses (only available for intermediate, middle, and high school grade bands) and library books as well! Ensure That Students See Content the Student Login feature gives students independent access to	35252	21-22 CDPLT: Unique Learning System (ULS) for Self-Contained Exceptional Education Teachers - 10/28 Learning Block A	10/28/2021	10/28/2021	https://zoom.us/j/99589326613	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Theresa Huelskamp; Elizabeth Martin-Parrish; Jennifer Prusak;	2	No	0	20	2	0	Available upon request
409 415	16430	21-22 CDPLT: Content Area PLCs for HS Social Science Teachers (Grades 9-12) - 10/28	This session will provide participants the opportunity to learn from each and establish connections with teachers across Tucson Unified to share resources, ideas, successes, and potential interschool projects. This will be facilitated by Peter M Blankfield K-12 Social Studies Professional Development, but the content of this sessions will be driven by the participants needs for supporting student growth and academic success. ADA accommodations (specifically an	35255	21-22 CDPLT: Content Area PLCs for HS Social Science Teachers (Grades 9-12) - 10/28 Learning Block C	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/85781770002?pwd=cmwTC0dHhSHV5Mm56GkUwUWU09	Peter Blankfield; Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	0	22	0	0	Available upon request
409 415	16958	21-22 CDPLT: Administrator SEL PD: Leveraging Teaming to Support the Implementation and Delivery of Practices - 3/31	This session is a follow-up to the session in January with Dr. Cook around our SEL implementation and practices in TUSD. This presentation will discuss the critical role of implementation and how building leaders can work with and through others on a leadership team to drive successful implementation of any effective practice that students need and can benefit from. Students	36360	21-22 CDPLT: Administrator SEL PD: Leveraging Teaming - 3/31 Learning Block A	3/31/2022	3/31/2022	https://characterstrong.zoom.us/j/88953190883?pwd=Sf0ra2pYllN0VjcjQwZWY3U3p5d09	Carrie Burdon; Kristi Chiasion; Megan Corona; Bethanne County; Bradley Fletcher; Elizabeth Luis Flores; Brent Pantaleo	2	No	3	2	2	0	Available upon request
409 417	16011	21-22 CDPLT Classified Professional Learning Thursdays	This session is designed for the PD tracking of Classified Employees for the 4 District Wide Calendar Days beginning August 26th to March 31st.	34721	Human Resources	8/26/2021	3/31/2022	1010 Building A/Various Locations	Peter Blankfield; Bradley Fletcher; Leslie Franzblau-Wirth; Amanda Lee-Confer; Deanna McLenore	32	No	0	0	38	0	Available upon request
409 418	15869	SUMMER PD21-Inquiry-Based Learning and the Inquiry Design Model for K-5 and 6-12 Social Studies Teachers	This course is designed to expose teachers to Inquiry-Based Learning and the Inquiry Design Model (IDM). This course will provide teachers with the knowledge and skills to design Inquiry units and to use the Inquiry Design Model effectively. This course will provide teachers with the opportunity to review the available Inquiry Units in TUSD's library and to develop units to implement in their classrooms and share with teachers across TUSD. (Instruction & Assessment)	34318	Inquiry-Based Learning and the Inquiry Design Model for K-5 and 6-12 Social Studies Teachers Session-2	7/21/2021	7/21/2021	https://tusd1.zoom.us/j/6953194484?pwd=NhVONDS1AZ0310RHgRMEowU1d0Q09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	4	No	0	21	0	0	Available upon request
409 418	16381	21-22 CDPLT: Best Practices in Online Instruction - 10/28	In this training, participants will learn how to plan and conduct effective live lessons, and how to integrate live lessons with content to enrich the learning experience. We will explore our favorite polling, whiteboard and discussion tools that allow students to engage with content in an innovative and	35163	21-22 CDPLT: Best Practices in Online Instruction - 10/28 Learning Block A	10/28/2021	10/28/2021	https://asu.zoom.us/j/ellereich	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	0	21	3	1	Available upon request
409 418	16381	21-22 CDPLT: Best Practices in Online Instruction - 10/28	In this training, participants will learn how to plan and conduct effective live lessons, and how to integrate live lessons with content to enrich the learning experience. We will explore our favorite polling, whiteboard and discussion tools that allow students to engage with content in an innovative and	35162	21-22 CDPLT: Best Practices in Online Instruction - 10/28 Learning Block B	10/28/2021	10/28/2021	https://asu.zoom.us/j/ellereich	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	0	28	1	2	Available upon request
409 418	16486	21-22 CDPLT: Imagine Language and Literacy: Best Practices with Reports and Data for Teachers - 10/28	This session equips educators with a foundational understanding of the report suite in Imagine Language and Literacy. Participants will focus on key reports to monitor throughout the year, mapping out action plans for data points to analyze daily, weekly, and monthly. Hands-on opportunities with reports and	35349	21-22 CDPLT: Imagine Language and Literacy: Best Practices with Reports and Data for Teachers - 10/28 Learning Block A	10/28/2021	10/28/2021	https://imaginelearning.zoom.us/j/92746566914?pwd=d2Vja3VlZ1Y3a3NkWWZlbnVhZG45d09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangin; Theresa	2	No	0	6	0	0	Available upon request
409 418	16486	21-22 CDPLT: Imagine Language and Literacy: Best Practices with Reports and Data for Teachers - 10/28	This session equips educators with a foundational understanding of the report suite in Imagine Language and Literacy. Participants will focus on key reports to monitor throughout the year, mapping out action plans for data points to analyze daily, weekly, and monthly. Hands-on opportunities with reports and	35350	21-22 CDPLT: Imagine Language and Literacy: Best Practices with Reports and Data for Teachers - 10/28 Learning Block B	10/28/2021	10/28/2021	https://imaginelearning.zoom.us/j/92746566914?pwd=d2Vja3VlZ1Y3a3NkWWZlbnVhZG45d09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangin; Theresa	2	No	0	8	0	0	Available upon request
409 418	16486	21-22 CDPLT: Imagine Language and Literacy: Best Practices with Reports and Data for Teachers - 10/28	This session equips educators with a foundational understanding of the report suite in Imagine Language and Literacy. Participants will focus on key reports to monitor throughout the year, mapping out action plans for data points to analyze daily, weekly, and monthly. Hands-on opportunities with reports and	35351	21-22 CDPLT: Imagine Language and Literacy: Best Practices with Reports and Data for Teachers - 10/28 Learning Block C	10/28/2021	10/28/2021	https://imaginelearning.zoom.us/j/92746566914?pwd=d2Vja3VlZ1Y3a3NkWWZlbnVhZG45d09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangin; Theresa	2	No	0	13	2	0	Available upon request
409 418	16498	21-22 CDPLT: Administrators: Imagine Math: Best Practices to Lead with Success for Administrators - 10/28	This session prepares leaders with everything needed to jump-start and lead a successful implementation with Imagine Math. Leaders will dive into their school's success plan and map out milestones for a successful rollout to educators. Key data indicators to monitor in the first 60-90 days of implementation will be identified along with action steps to take to ensure all teachers and students are up and running with success. Target Audience: Administrators, Curriculum Service Providers, MTSS Facilitators, and Building Lead at K-5 Sites using Imagine Math (PK-6). ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to adminatke@tusd1.org and Mary.Elmes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35383	21-22 CDPLT: Administrators: Imagine Math: Best Practices to Lead with Success for Administrators - 10/28 Learning Block A	10/28/2021	10/28/2021	https://imaginelearning.zoom.us/j/98882077375?pwd=Wm9lU3lON3NwTD04eWwUFR40R0FwQ09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangin; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	2	1	0	Available upon request
409 418	16498	21-22 CDPLT: Administrators: Imagine Math: Best Practices to Lead with Success for Administrators - 10/28	This session prepares leaders with everything needed to jump-start and lead a successful implementation with Imagine Math. Leaders will dive into their school's success plan and map out milestones for a successful rollout to educators. Key data indicators to monitor in the first 60-90 days of implementation will be identified along with action steps to take to ensure all teachers and students are up and running with success. Target Audience: Administrators, Curriculum Service Providers, MTSS Facilitators, and Building Lead at K-5 Sites using Imagine Math (PK-6). ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to adminatke@tusd1.org and Mary.Elmes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35385	21-22 CDPLT: Administrators: Imagine Math: Best Practices to Lead with Success for Administrators - 10/28 Learning Block C	10/28/2021	10/28/2021	https://imaginelearning.zoom.us/j/98882077375?pwd=Wm9lU3lON3NwTD04eWwUFR40R0FwQ09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangin; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	3	0	0	Available upon request
409 418	16498	21-22 CDPLT: Administrators: Imagine Math: Best Practices to Lead with Success for Administrators - 10/28	This session prepares leaders with everything needed to jump-start and lead a successful implementation with Imagine Math. Leaders will dive into their school's success plan and map out milestones for a successful rollout to educators. Key data indicators to monitor in the first 60-90 days of implementation will be identified along with action steps to take to ensure all teachers and students are up and running with success. Target Audience: Administrators, Curriculum Service Providers, MTSS Facilitators, and Building Lead at K-5 Sites using Imagine Math (PK-6). ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to adminatke@tusd1.org and Mary.Elmes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35384	21-22 CDPLT: Administrators: Imagine Math: Best Practices to Lead with Success for Administrators - 10/28 Learning Block B	10/28/2021	10/28/2021	https://imaginelearning.zoom.us/j/98882077375?pwd=Wm9lU3lON3NwTD04eWwUFR40R0FwQ09	Katherine Cummings; Bradley Fletcher; Nicole Kriedrich; Rebecca Peralt; Elizabeth Rowe; Carol	4	No	0	1	0	0	Available upon request
409 418	16558	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent	36035	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 2021-2022 SY-Section H	1/18/2022	1/18/2022	Zoom/Online Link will be provided prior to start date.	Katherine Cummings; Bradley Fletcher; Nicole Kriedrich; Rebecca Peralt; Elizabeth Rowe; Carol	4	No	0	2	0	0	Available upon request
409 418	16558	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent	35633	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 2021-2022 SY-Section G	12/15/2021	12/15/2021	Zoom/Online Link will be provided prior to start date.	Katherine Cummings; Bradley Fletcher; Nicole Kriedrich; Rebecca Peralt; Elizabeth Rowe; Carol	4	No	0	2	0	0	Available upon request

409 418	16558	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent learners.	36036	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 2021-2022 SY-Section I	2/2/2022	2/2/2022	Zoom/Online Link will be provided prior to start date.	Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Carol Ruhnke; Tanya Schrantz	4	No	0	3	0	0	Available upon request
409 418	16558	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent learners.	35632	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 2021-2022 SY-Section F	12/9/2021	12/9/2021	Zoom/Online Link will be provided prior to start date.	Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Carol Ruhnke; Tanya Schrantz	4	No	0	7	0	0	Available upon request
409 418	16558	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent learners.	36039	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 2021-2022 SY-Section L	3/3/2022	3/3/2022	Zoom/Online Link will be provided prior to start date.	Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Carol Ruhnke; Tanya Schrantz	4	No	0	7	0	0	Available upon request
409 418	16558	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent learners.	35481	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 2021-2022 SY-Section A	10/18/2021	10/18/2021	Zoom/Online Link will be provided prior to start date.	Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Carol Ruhnke; Tanya Schrantz	4	No	0	10	0	0	Available upon request
409 418	16558	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent learners.	36038	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 2021-2022 SY-Section K	3/2/2022	3/2/2022	Zoom/Online Link will be provided prior to start date.	Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Carol Ruhnke; Tanya Schrantz	4	No	0	11	0	0	Available upon request
409 418	16558	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent learners.	35482	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 2021-2022 SY-Section B	10/19/2021	10/19/2021	Zoom/Online Link will be provided prior to start date.	Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Carol Ruhnke; Tanya Schrantz	4	No	0	14	0	0	Available upon request
409 418	16558	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent learners.	36037	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 2021-2022 SY-Section J	3/1/2022	3/1/2022	Zoom/Online Link will be provided prior to start date.	Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Carol Ruhnke; Tanya Schrantz	4	No	0	18	0	0	Available upon request
409 418	16558	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent learners.	36040	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 2021-2022 SY-Section M	3/5/2022	3/5/2022	Zoom/Online Link will be provided prior to start date.	Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Carol Ruhnke; Tanya Schrantz	4	No	0	20	0	1	Available upon request
409 418	16558	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent learners.	35484	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 2021-2022 SY-Section D	10/21/2021	10/21/2021	Zoom/Online Link will be provided prior to start date.	Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Carol Ruhnke; Tanya Schrantz	4	No	0	22	0	0	Available upon request
409 418	16558	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent learners.	35483	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 2021-2022 SY-Section C	10/20/2021	10/20/2021	Zoom/Online Link will be provided prior to start date.	Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Carol Ruhnke; Tanya Schrantz	4	No	0	28	0	0	Available upon request
409 418	16558	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 2021-2022 SY	The quality of the individual classroom teacher is one of the most important variables affecting student learning. Excellence in teaching is a journey not a destination. By continually adding to your teaching repertoire through deliberate efforts to improve instruction, content and curriculum knowledge, you increase the opportunities for TUSD students to become excellent learners.	35485	USP: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 2021-2022 SY-Section E	10/23/2021	10/23/2021	Zoom/Online Link will be provided prior to start date.	Katherine Cummings; Bradley Fletcher; Nicole Kredich; Rebecca Peralta; Elizabeth Rowe; Carol Ruhnke; Tanya Schrantz	4	No	0	29	0	0	Available upon request
409 418	16588	Targeted Learning Sessions 2021-2022 SY	Targeted Learning Sessions (TLS) are established to provide student's additional focused opportunities to achieve mastery of grade level content. The goal is to provide targeted literacy and math instruction.	35592	Targeted Learning Session - December 7, 2021	12/7/2021	12/7/2021	https://tusd1.zoom.us/j/82403012998	Bradley Fletcher; Deanna McLemore; Elizabeth Rowe; Omar Sotelo	2	No	0	35	3	0	Available upon request
409 418	16588	Targeted Learning Sessions 2021-2022 SY	Targeted Learning Sessions (TLS) are established to provide student's additional focused opportunities to achieve mastery of grade level content. The goal is to provide targeted literacy and math instruction.	35593	Targeted Learning Session - December 9, 2021	12/9/2021	12/9/2021	https://tusd1.zoom.us/j/82403012998	Colleen Bradley; Carrie Burdon; Kristi Chasson; Megan Corona; Bradley Fletcher; Henry Mangen; Dawn Merrick; Elizabeth Rowe	2	No	0	42	2	0	Available upon request
409 418	16739	21-22 CDPLT: Imagine Language & Literacy: Best Practices with Reports & Data for Teachers (K-5th Grade) - 1/27	Grades K-5. This session equips educators with a foundational understanding of the report suite in Imagine Language and Literacy. Participants will focus on key reports to monitor throughout the year, mapping out action plans for data points to analyze daily, weekly, and monthly. Hands-on opportunities with reports and actual student data will arm educators so they leave feeling confident accessing reports and interpreting data to make learner-centered and data-informed decisions. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance.	35873	21-22 CDPLT: Imagine Language & Literacy: Best Practices with Reports & Data for Teachers (K-5th Grade) - 1/27 Learning Block B	1/27/2022	1/27/2022	https://imaginelearning.com/us/j/9674587695?pwd=ekUyVjZlYmZTYWU5GkUvEVMmR0MjBQQT09	Colleen Bradley; Carrie Burdon; Kristi Chasson; Megan Corona; Bradley Fletcher; Henry Mangen; Dawn Merrick; Elizabeth Rowe	2	No	0	8	1	0	Available upon request
409 418	16746	21-22 CDPLT: Imagine Math PK2 & Math 3+ Best Practices with Reports and Data for Teachers - 1/27	Grades K-6. Now that your students have been using Imagine Math, how do you access student results in your teacher dashboard? This session equips educators with a foundational understanding of the report suite in Imagine Math PreK-2 and/or Imagine Math 3+. Participants will focus on key reports to monitor throughout the year, mapping out action plans for data points. Hands-on opportunities with reports and actual student data will arm educators so they leave feeling confident accessing reports and interpreting data to make learner-centered and data-informed decisions. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance.	35879	21-22 CDPLT: Imagine Math PK2 & Math 3+ Best Practices with Reports and Data for Teachers (K-27 Learning Block A	1/27/2022	1/27/2022	https://imaginelearning.com/us/j/97056936016?pwd=ekUyVjZlYmZTYWU5GkUvEVMmR0MjBQQT09	Colleen Bradley; Carrie Burdon; Kristi Chasson; Megan Corona; Bradley Fletcher; Henry Mangen; Dawn Merrick; Elizabeth Rowe	2	No	0	5	1	0	Available upon request

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409 418 603	17012	USP: SY 2021-2022 A Deeper Look: Depth and Complexity Prompts in the GATE Classroom	Dr. Manzono has worked closely with Sandra Kaplan, creator of the Depth and Complexity prompts, and works with educators of advanced learners. In this session, she will teach you how to best incorporate the Depth and Complexity Prompts in existing curriculum by creating essential questions through the lens of a disciplinarian.	36465	USP: SY 2021-2022 A Deeper Look: Depth and Complexity Prompts in the GATE Classroom	6/6/2022	6/6/2022	Remote Location	Annie Brookshire; Melanie Chacon; Alzira Durcan	2	No	0	14	2	0	Available upon request
409 418 903	16789	21-22 CDPLT: Apex Best Practices for Credit Recovery: Supporting Student Success and Completion - 1/27	Apex Courses Best Practices: Supporting Student Success and Completion Credit recovery best practices to help support students' success in completing their assignments in Apex, learning the material, and finishing on time. Come	35984	21-22 CDPLT: Apex Best Practices for Credit Recovery: Supporting Student Success and Completion - 1/27 Learning Block B	1/27/2022	1/27/2022	https://edmentum.zoom.us/j/93943956600	Colleen Bradley; Carrie Burdon; Kristi Chasson; Megan	2	No	0	13	1	0	Available upon request
409 501	16065	21-22 CDPLT: Honors Teacher Training Module 8C Equitable Practices - 8/26 Learning Block C	This course is for designed for the CR Honors Modules for 6th-12th. Using current research on critical/ creative thinking strategies, teachers will define and explore the use of CCT strategies and open-ended questioning to improve	34780	21-22 CDPLT: The Juxtaposition of Inclusive/Creative/Critical Thinking Teaching & Questioning Strategies - 8/26 Learning Block C	8/26/2021	8/26/2021	https://usd1.zoom.us/j/81084162555?pwd=Z2Z2CEFGQlQ4RG13GSdWZUc2hkd09	Colleen Bradley; Megan Corona; Bradley Fletcher;	2	No	0	13	0	0	Available upon request
409 501	16067	21-22 CDPLT: Honors Teacher Training Module 8C Equitable Practices - 8/26 Learning Block B	This course is for designed for the CR Honors Modules for 6th-12th. Using current research on critical/ creative thinking strategies, teachers will define and explore the use of CCT strategies and open-ended questioning to improve	34781	21-22 CDPLT: The Juxtaposition of Inclusive/Creative/Critical Thinking Teaching & Questioning Strategies - 8/26 Learning Block B	8/26/2021	8/26/2021	https://usd1.zoom.us/j/81084162555?pwd=Z2Z2CEFGQlQ4RG13GSdWZUc2hkd09	Colleen Bradley; Megan Corona; Bradley Fletcher;	2	No	0	10	0	0	Available upon request
409 501	16068	21-22 CDPLT: Honors Teacher Training Module 8C Equitable Practices - 8/26 Learning Block A	This course is for designed for the CR Honors Modules for 6th-12th. Using current research on critical/ creative thinking strategies, teachers will define and explore the use of CCT strategies and open-ended questioning to improve and enhance instruction for all students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adainake@tusd1.org and Mary Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time	34783	21-22 CDPLT: The Juxtaposition of Inclusive/Creative/Critical Thinking Teaching & Questioning Strategies - 8/26 Learning Block A	8/26/2021	8/26/2021	https://usd1.zoom.us/j/81084162555?pwd=Z2Z2CEFGQlQ4RG13GSdWZUc2hkd09	Colleen Bradley; Megan Corona; Bradley Fletcher; Kevin Kier-Choi; Amanda Lee-Confier; Elizabeth Rowe; Sky Sackzo	2	No	0	23	0	0	Available upon request
409 501	16076	21-22 CDPLT: Honors/GATE Teacher Training Module: How to Utilize Depth Prompts to in your Honors - 8/26 Learning Block A	This class with Dr. Jessica Manzono will review the Depth & Complexity prompts and how to use them with your Honors and/or GATE students. This class will teach you how to integrate the prompts in your content area course to raise the level of intellectual challenge and rigor. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adainake@tusd1.org and Mary Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time	34791	21-22 CDPLT: Honors/GATE Teacher Training Module: How to Utilize Depth Prompts to in your Honors - 8/26 Learning Block A	8/26/2021	8/26/2021	https://usd1.zoom.us/j/86390601206?pwd=bWFWwS1d6T9ONVhYkRlYmF1eUeHd5Zm9	Colleen Bradley; Annie Brookshire; Megan Corona; Bradley Fletcher; Amanda Lee-Confier; Elizabeth Rowe; Sky Sackzo	2	No	0	30	0	0	Available upon request
409 501	16079	21-22 CDPLT: Honors/GATE Teacher Training Module: How to Utilize Depth Prompts to in your Honors - 8/26 Learning Block B	This class with Dr. Jessica Manzono will review the Depth & Complexity prompts and how to use them with your Honors and/or GATE students. This class will teach you how to integrate the prompts in your content area course to raise the level of intellectual challenge and rigor. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adainake@tusd1.org and Mary Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time	34793	21-22 CDPLT: Honors/GATE Teacher Training Module: How to Utilize Depth Prompts to in your Honors - 8/26 Learning Block B	8/26/2021	8/26/2021	https://usd1.zoom.us/j/86390601206?pwd=bWFWwS1d6T9ONVhYkRlYmF1eUeHd5Zm9	Colleen Bradley; Annie Brookshire; Megan Corona; Bradley Fletcher; Amanda Lee-Confier; Elizabeth Rowe; Sky Sackzo	2	No	0	30	2	1	Available upon request
409 501	16080	21-22 CDPLT: Honors/GATE Teacher Training Module: How to Utilize Depth Prompts to in your Honors - 8/26 Learning Block C	This class with Dr. Jessica Manzono will review the Depth & Complexity prompts and how to use them with your Honors and/or GATE students. This class will teach you how to integrate the prompts in your content area course to raise the level of intellectual challenge and rigor. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adainake@tusd1.org and Mary Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time	34795	21-22 CDPLT: Honors/GATE Teacher Training Module: How to Utilize Depth Prompts to in your Honors - 8/26 Learning Block C	8/26/2021	8/26/2021	https://usd1.zoom.us/j/86390601206?pwd=bWFWwS1d6T9ONVhYkRlYmF1eUeHd5Zm9	Colleen Bradley; Annie Brookshire; Megan Corona; Bradley Fletcher; Amanda Lee-Confier; Elizabeth Rowe; Sky Sackzo	2	No	0	24	0	0	Available upon request
409 501	16086	21-22 CDPLT: Honors Teacher Training Module: Collaborative Study Groups - 8/26 Learning Block A	In Collaborative Study Groups (CSG), students identify a specific question from a content area, collaborate to develop and deepen their understanding through Socratic inquiry, and apply their new learning in order to enhance classroom performance. Participants in this session will experience CSGs through watching two different classroom applications and participating in a CSG before developing a CSG Personal Implementation Plan for their own	34800	21-22 CDPLT: Honors Teacher Training Module: Collaborative Study Groups - 8/26 Learning Block A	8/26/2021	8/26/2021	https://usd1.zoom.us/j/84620463967?pwd=ZDF3a2hJbUJlYmF1eUeHd5Zm9	Colleen Bradley; Megan Corona; Bradley Fletcher; Kathryn Jensen; Jhovanna Kortright; Amanda Lee-Confier;	2	No	0	13	0	0	Available upon request
409 501	16087	21-22 CDPLT: Honors Teacher Training Module: Collaborative Study Groups - 8/26 Learning Block B	In Collaborative Study Groups (CSG), students identify a specific question from a content area, collaborate to develop and deepen their understanding through Socratic inquiry, and apply their new learning in order to enhance classroom performance. Participants in this session will experience CSGs through watching two different classroom applications and participating in a	34802	21-22 CDPLT: Honors Teacher Training Module: Collaborative Study Groups - 8/26 Learning Block B	8/26/2021	8/26/2021	https://usd1.zoom.us/j/84620463967?pwd=ZDF3a2hJbUJlYmF1eUeHd5Zm9	Colleen Bradley; Megan Corona; Bradley Fletcher; Kathryn Jensen; Jhovanna Kortright;	2	No	0	20	1	0	Available upon request
409 501	16088	21-22 CDPLT: Honors Teacher Training Module: Collaborative Study Groups - 8/26 Learning Block C	In Collaborative Study Groups (CSG), students identify a specific question from a content area, collaborate to develop and deepen their understanding through Socratic inquiry, and apply their new learning in order to enhance classroom performance. Participants in this session will experience CSGs	34803	21-22 CDPLT: Honors Teacher Training Module: Collaborative Study Groups - 8/26 Learning Block C	8/26/2021	8/26/2021	https://usd1.zoom.us/j/84620463967?pwd=ZDF3a2hJbUJlYmF1eUeHd5Zm9	Colleen Bradley; Megan Corona; Bradley Fletcher; Kathryn Jensen;	2	No	0	22	1	0	Available upon request
409 501	16106	21-22 CDPLT: Honors Teacher Training Module: Socratic Seminar - 8/26 Learning Block A	This session will provide an overview of the principles and practices of Socratic Seminar. Participants will understand what a Socratic Seminar is and what it is not. Participants will have practical tools and resources to bring back to their classrooms to conduct Socratic Seminars with students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adainake@tusd1.org and Mary Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time	34820	21-22 CDPLT: Honors Teacher Training Module: Socratic Seminar - 8/26 Learning Block A	8/26/2021	8/26/2021	https://usd1.zoom.us/j/87546545087?pwd=RDVRbUJlYmF1eUeHd5Zm9	Colleen Bradley; Megan Corona; Bradley Fletcher; Kathryn Jensen; Jhovanna Kortright;	2	No	0	30	1	0	Available upon request
409 501	16109	21-22 CDPLT: Honors Teacher Training Module: Socratic Seminar - 8/26 Learning Block B	This session will provide an overview of the principles and practices of Socratic Seminar. Participants will understand what a Socratic Seminar is and what it is not. Participants will have practical tools and resources to bring back to their classrooms to conduct Socratic Seminars with students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adainake@tusd1.org and Mary Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time	34823	21-22 CDPLT: Honors Teacher Training Module: Socratic Seminar - 8/26 Learning Block B	8/26/2021	8/26/2021	https://usd1.zoom.us/j/87546545087?pwd=RDVRbUJlYmF1eUeHd5Zm9	Colleen Bradley; Megan Corona; Bradley Fletcher; Kathryn Jensen; Jhovanna Kortright; Amanda Lee-Confier; Elizabeth Rowe; Sky Sackzo	2	No	1	20	0	0	Available upon request
409 501	16338	21-22 CDPLT: Alternate Vendor PD - 10/28 Various Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the October 28th District-Wide PLT Day outside of TrueNorthLogic.	35599	21-22 CDPLT: Wright AVID Teacher Training - 10/28 Learning Block B	10/28/2021	10/28/2021	Wright Elementary	Brenda Encinas	2	No	0	3	0	0	Available upon request
409 501	16338	21-22 CDPLT: Alternate Vendor PD - 10/28 Various Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the October 28th District-Wide PLT Day outside of TrueNorthLogic.	35488	21-22 CDPLT: Wright AVID Teacher Training - 10/28 Learning Block A	10/28/2021	10/28/2021	Wright Elementary	Brenda Encinas	2	No	0	4	0	0	Available upon request
409 501	16338	21-22 CDPLT: Alternate Vendor PD - 10/28 Various Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the October 28th District-Wide PLT Day outside of TrueNorthLogic.	35152	21-22 CDPLT: Cholla IB Program Alternate Vendor PD - 10/28 - Learning Block A	10/28/2021	10/28/2021	Cholla HS	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth	2	No	0	24	1	0	Available upon request
409 501	16338	21-22 CDPLT: Alternate Vendor PD - 10/28 Various Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the October 28th District-Wide PLT Day outside of TrueNorthLogic.	35600	21-22 CDPLT: Wright AVID Teacher Training - 10/28 Learning Block C	10/28/2021	10/28/2021	Wright Elementary	Brenda Encinas	2	No	1	2	0	0	Available upon request
409 501	16339	21-22 CDPLT: Alternate Vendor PD - 1/27 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the January 27th District-Wide PLT Day outside of TrueNorthLogic.	35153	21-22 CDPLT: Cholla IB Program Alternate Vendor PD - 1/27 - Learning Block A	1/27/2022	1/27/2022	Cholla HS	Rae Billings; Colleen Bradley; Carrie Burdon; Kristi Chasson; Alissa Moreno	2	No	0	22	0	0	Available upon request
409 501	16339	21-22 CDPLT: Alternate Vendor PD - 1/27 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the January 27th District-Wide PLT Day outside of TrueNorthLogic.	36093	21-22 CDPLT: SLP Outside Alternate Vendor PD - 1/27 - Learning Block A	1/27/2022	1/27/2022	Zoom Online Conference	Colleen Bradley; Carrie Burdon; Kristi Chasson; Alissa Moreno	2	No	0	50	0	1	Available upon request

[illegible]

409 501	16970	21-22 CPDLT: Honors Teacher Training Module: Inquiry Cycle - 3/31	Using current research and AVID strategies, teachers will define and explore types of inquiry-based instruction. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in	36392	21-22 CPDLT: Honors Teacher Training Module: Inquiry Cycle - 3/31 Learning Block B	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/82211872509	Carrie Burdon; Kristi Chlasson; Megan Corona; Bradley Fletcher; Carrie Burdon; Kristi Chlasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Sky Sackzo	2	No	0	9	0	0	Available upon request
409 501	16974	21-22 CPDLT: Honors/GATE Teacher Training Module: Curriculum & Instructional Modifications - 3/31	Teachers will learn about resources and strategies to support them in creating multiple domain-specific higher-level questions for use in modifying their content area curriculum. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in	36416	21-22 CPDLT: Honors/GATE Teacher Training Module: Curriculum & Instructional Modifications - 3/31 Learning Block B	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/8951852418?pwd=WlBLCkVseHh5SjZlNkpld0h4OUYkQT09	Annie Brookshire; Carrie Burdon; Kristi Chlasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Sky Sackzo	2	No	0	9	0	0	Available upon request
409 501	16974	21-22 CPDLT: Honors/GATE Teacher Training Module: Curriculum & Instructional Modifications - 3/31	Teachers will learn about resources and strategies to support them in creating multiple domain-specific higher-level questions for use in modifying their content area curriculum. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	36415	21-22 CPDLT: Honors/GATE Teacher Training Module: Curriculum & Instructional Modifications - 3/31 Learning Block A	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/8951852418?pwd=WlBLCkVseHh5SjZlNkpld0h4OUYkQT09	Annie Brookshire; Carrie Burdon; Kristi Chlasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Sky Sackzo	2	No	0	10	0	0	Available upon request
409 501	16974	21-22 CPDLT: Honors/GATE Teacher Training Module: Curriculum & Instructional Modifications - 3/31	This course is designed for the CR Honors Modules for 6th-12th. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	36417	21-22 CPDLT: Honors/GATE Teacher Training Module: Curriculum & Instructional Modifications - 3/31 Learning Block C	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/8951852418?pwd=WlBLCkVseHh5SjZlNkpld0h4OUYkQT09	Annie Brookshire; Carrie Burdon; Kristi Chlasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Sky Sackzo	2	No	0	12	2	0	Available upon request
409 501	16983	21-22 CPDLT: Honors Teacher Training Module: Equitable Practices - 3/31	This course is designed for the CR Honors Modules for 6th-12th. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	36422	21-22 CPDLT: Honors Teacher Training Module: Equitable Practices - 3/31 Learning Block B	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/86145274365	Carrie Burdon; Kristi Chlasson; Megan Corona; Bradley Fletcher; Kevan Kiser-Chuc; Elizabeth Rowe; Sky Sackzo; Rashanda Sneed	2	No	0	1	0	0	Available upon request
409 501	16983	21-22 CPDLT: Honors Teacher Training Module: Equitable Practices - 3/31	This course is designed for the CR Honors Modules for 6th-12th. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	36423	21-22 CPDLT: Honors Teacher Training Module: Equitable Practices - 3/31 Learning Block C	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/86145274365	Carrie Burdon; Kristi Chlasson; Megan Corona; Bradley Fletcher; Kevan Kiser-Chuc; Elizabeth Rowe; Sky Sackzo; Rashanda Sneed	2	No	0	5	0	0	Available upon request
409 501	16983	21-22 CPDLT: Honors Teacher Training Module: Equitable Practices - 3/31	No two gifted students are alike! To teach them as such, even in a gifted classroom, is a mistake. The session will introduce the Differentiation Needs Assessment Tool, which is designed to help teachers determine the types and levels of support and enrichment each student needs.	36421	21-22 CPDLT: Honors Teacher Training Module: Equitable Practices - 3/31 Learning Block A	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/86145274365	Annie Brookshire; Melanie Chacon; Alzira Duncan	2	No	0	9	0	0	Available upon request
409 501	17013	USP: SY 2021-2022 Sequencing the Academic D.N.A. of Your Gifted Students	Using the Gold Standard for Project Based Learning (PBL), participants will be taken through the step-by-step process of how to create, implement, and assess PBLs using a classroom tested framework for gifted learners.	36466	USP: SY 2021-2022 Sequencing the Academic D.N.A. of Your Gifted Students	6/9/2022	6/9/2022	Remote Location	Annie Brookshire; Melanie Chacon; Alzira Duncan	2	No	0	11	2	0	Available upon request
409 501	17016	USP: SY 2021-2022 Setting the Standard for Project Based Learning in the GATE Classroom	This class with Dr. Jessica Mancose will review the Depth & Complexity prompts and how to use them with your Honors and/or GATE students. This class will teach you how to integrate the prompts in your content area course to raise the level of intellectual challenge and rigor. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	36480	USP: SY 2021-2022 Setting the Standard for Project Based Learning in the GATE Classroom	6/1/2022	6/20/2022	Remote Location	Annie Brookshire; Melanie Chacon; Alzira Duncan	15	No	0	11	1	0	Available upon request
409 501	17017	USP: SY 2021-2022 - Thinking Like a Lawyer in the Gifted Classroom	To close the critical thinking gap, Colin Seale's book, Thinking Like a Lawyer, introduces a powerful but practical framework to give GATE teachers the tools and knowledge to teach critical thinking skills.	36481	USP: SY 2021-2022 Thinking Like a Lawyer in the Gifted Classroom	6/1/2022	6/20/2022	Remote Location	Annie Brookshire; Melanie Chacon; Alzira Duncan	15	No	0	5	1	0	Available upon request
409 508 509 510	16659	21-22 CPDLT: Honors Teacher Training Module: Portfolios, Rubrics & Building an Honors Syllabus - 1/27	This module will provide instruction and materials on building student portfolios, rubrics, and syllabi at the Honors level. The Honors experience provides students the opportunity to hone academic critical reading and writing strategies and acquire post-secondary college and career readiness and presentation skills. This course is put on in conjunction with Culturally	35733	21-22 CPDLT: Honors Teacher Training Module: Portfolios, Rubrics & Building an Honors Syllabus - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/8346750263?pwd=bmhtbStENXh0S05Nmc3a0dvTlM0d0lsc098fom-addon	Colleen Bradley; Carrie Burdon; Kristi Chlasson; Megan Corona; Maria Federico-Brummer; Colleen Bradley; Carrie Burdon; Kristi Chlasson; Megan Corona; Maria Federico-Brummer;	2	No	0	4	0	0	Available upon request
409 508 509 510	16659	21-22 CPDLT: Honors Teacher Training Module: Portfolios, Rubrics & Building an Honors Syllabus - 1/27	This module will provide instruction and materials on building student portfolios, rubrics, and syllabi at the Honors level. The Honors experience provides students the opportunity to hone academic critical reading and writing strategies and acquire post-secondary college and career readiness and presentation skills. This course is put on in conjunction with Culturally	35734	21-22 CPDLT: Honors Teacher Training Module: Portfolios, Rubrics & Building an Honors Syllabus - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/8346750263?pwd=bmhtbStENXh0S05Nmc3a0dvTlM0d0lsc098fom-addon	Colleen Bradley; Carrie Burdon; Kristi Chlasson; Megan Corona; Maria Federico-Brummer;	2	No	0	6	0	0	Available upon request
409 502	16660	21-22 CPDLT: Honors/GATE Teacher Training Module: Depth & Complexity - 1/27	This class with Dr. Jessica Mancose will review the Depth & Complexity prompts and how to use them with your Honors and/or GATE students. This class will teach you how to integrate the prompts in your content area course to raise the level of intellectual challenge and rigor. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35736	21-22 CPDLT: Honors/GATE Teacher Training Module: Depth & Complexity - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/8951852418?pwd=Q2RTSTh5S0ZlNkpld0h4OUYkQT09	Carrie Burdon; Kristi Chlasson; Megan Corona; Bradley Fletcher; Kevan Kiser-Chuc; Elizabeth Rowe; Sky Sackzo; Rashanda Sneed	2	No	0	13	1	0	Available upon request
409 504	16107	21-22 CPDLT: USP-Language Acquisition Overview of Sheltered Content Instruction - 8/26 Learning Block B	Secondary content teachers will analyze, understand and apply the components of the SDOF Model in order to shelter their content instruction for ELs. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34821	21-22 CPDLT: USP-Language Acquisition Overview of Sheltered Content Instruction - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/81896454696	Colleen Bradley; Carrie Burdon; Kristi Chlasson; Megan Corona; Paula Cortes; Jean D'Andrea; Adelina Federico; Bradley Fletcher; Benjamin Kowalski; Colleen Bradley; Carrie Burdon; Paula Cortes; Jean D'Andrea; Adelina Federico; Bradley Fletcher; Benjamin Kowalski; Maritza Mosen; Jennifer	2	No	0	5	0	0	Available upon request
409 504	16432	21-22 CPDLT: USP-Language Acquisition-Language Registers & Discourse Patterns of our EL Students - 10/28	This course will review the five Universal Language Registers and describe the characteristics of the discourse patterns of American English and many other languages represented in TUSD. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35257	21-22 CPDLT: USP-Language Acquisition-Language Registers & Discourse Patterns of our EL Students - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/87897846311?pwd=bWlBLCkVseHh5SjZlNkpld0h4OUYkQT09	Colleen Bradley; Carrie Burdon; Paula Cortes; Jean D'Andrea; Adelina Federico; Bradley Fletcher; Benjamin Kowalski; Maritza Mosen; Jennifer	2	No	0	17	0	0	Available upon request
409 504	16467	21-22 CPDLT: USP-Language Acquisition-Secondary ELD SchoolCity Assessments & AZELLA History Reports - 10/28	This course will review how to manage ELD assessments in schoolcity and look at different ways to view and analyze data in order to shape future instruction. Participants will learn to access AZELLA test history for their participants (all teachers of English Learners (ELs) will become familiar with the 4 principles of Arizona New Language Development Approach with a focus on Principle 2, Integrated Instruction in Disciplinary Language and Content. Participants will use the narrative of AZ Content standards to select	35317	21-22 CPDLT: USP-Language Acquisition-Secondary ELD SchoolCity Assessments & AZELLA History Reports - 10/28 Learning Block C	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/8839346343?pwd=C0Vhbnh5SjZlNkpld0h4OUYkQT09	Colleen Bradley; Carrie Burdon; Paula Cortes; Jean D'Andrea; Adelina Federico; Bradley Fletcher; Benjamin Kowalski; Maritza Mosen; Jennifer	2	No	0	13	0	0	Available upon request
409 504	16483	21-22 CPDLT: Integrated ELD Instruction (Sheltered Instruction) for K-5 SE/UE/L Teachers - 10/28	Participants [all teachers of English Learners (ELs) will become familiar with the 4 principles of Arizona New Language Development Approach with a focus on Principle 2, Integrated Instruction in Disciplinary Language and Content. Participants will use the narrative of AZ Content standards to select	35345	21-22 CPDLT: Integrated ELD Instruction (Sheltered Instruction) for K-5 SE/UE/L Teachers - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/81452658325	Colleen Bradley; Carrie Burdon; Paula Cortes; Jean D'Andrea; Adelina Federico; Bradley Fletcher; Cruz Herrera; Colleen Bradley; Carrie Burdon; Paula Cortes; Jean D'Andrea; Adelina Federico; Bradley Fletcher; Cruz Herrera;	2	No	0	62	2	1	Available upon request
409 504	16483	21-22 CPDLT: Integrated ELD Instruction (Sheltered Instruction) for K-5 SE/UE/L Teachers - 10/28	Participants [all teachers of English Learners (ELs) will become familiar with the 4 principles of Arizona New Language Development Approach with a focus on Principle 2, Integrated Instruction in Disciplinary Language and Content. Participants will use the narrative of AZ Content standards to select	35346	21-22 CPDLT: Integrated ELD Instruction (Sheltered Instruction) for K-5 SE/UE/L Teachers - 10/28 Learning Block A	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/81452658325	Colleen Bradley; Carrie Burdon; Paula Cortes; Jean D'Andrea; Adelina Federico; Bradley Fletcher; Cruz Herrera; Jennifer Insua; Lieth	2	No	1	73	1	0	Available upon request
409 504	16510	21-22 CPDLT: USP-Language Acquisition - Unpacking the 2019 Arizona ELP Standards for Secondary ELD Teachers - 10/28	This course will review the new English Language Proficiency Standards (2019 ELP Standards) and take an in-depth look at how the current TUSD ELD curriculum at the secondary level addresses each standard. Participants will	35397	21-22 CPDLT: Unpacking the 2019 Arizona ELP Standards for Secondary ELD Teachers - 10/28 Learning Block A	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/82160921901	Colleen Bradley; Carrie Burdon; Paula Cortes; Jean D'Andrea; Adelina Federico; Bradley Fletcher; Cruz Herrera; Jennifer Insua; Lieth	2	No	0	15	0	0	Available upon request

409 504	16648	21-22 CDPLT: Eureka Math en Español for K-5 TWDL Teachers - 1/27	This session will help develop a deeper understanding of all of the components included in Eureka Matemáticas. Participants will be introduced to the instructional pathways for Eureka Matemáticas and the resources available to make adjustments to lessons to ensure a deeper understanding of mathematical concepts. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and	35717	21-22 CDPLT: Eureka Math en Español for K-5 TWDL Teachers - 1/27 Learning Block B	1/27/2022	1/27/2022	https://usd1.zoom.us/j/860185656817?pwd=QXhYakVhbnRlR0RlUjVUG5meU4QjT09	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Adelina Federico; Bradley Fletcher; Benjamin Kowalski; Maritza Maazon; Elizabeth	2	No	0	6	0	0	Available upon request
409 504	16648	21-22 CDPLT: Eureka Math en Español for K-5 TWDL Teachers - 1/27	This session will help develop a deeper understanding of all of the components included in Eureka Matemáticas. Participants will be introduced to the instructional pathways for Eureka Matemáticas and the resources available to make adjustments to lessons to ensure a deeper understanding of mathematical concepts. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and	35718	21-22 CDPLT: Eureka Math en Español for K-5 TWDL Teachers - 1/27 Learning Block C	1/27/2022	1/27/2022	https://usd1.zoom.us/j/860185656817?pwd=QXhYakVhbnRlR0RlUjVUG5meU4QjT09	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Adelina Federico; Bradley Fletcher; Benjamin Kowalski; Maritza Maazon; Elizabeth	2	No	0	6	1	0	Available upon request
409 504	16648	21-22 CDPLT: Eureka Math en Español for K-5 TWDL Teachers - 1/27	This session will help develop a deeper understanding of all of the components included in Eureka Matemáticas. Participants will be introduced to the instructional pathways for Eureka Matemáticas and the resources available to make adjustments to lessons to ensure a deeper understanding of mathematical concepts. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and	35716	21-22 CDPLT: Eureka Math en Español for K-5 TWDL Teachers - 1/27 Learning Block A	1/27/2022	1/27/2022	https://usd1.zoom.us/j/860185656817?pwd=QXhYakVhbnRlR0RlUjVUG5meU4QjT09	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Adelina Federico; Bradley Fletcher; Benjamin Kowalski; Maritza Maazon; Elizabeth	2	No	0	11	2	0	Available upon request
409 504	16740	21-22 CDPLT: USP: Language Acquisition-Grammar to Text in Action, Part 1 - 1/27	For new secondary ELD teachers who are currently enrolled in the 4-part course "Grammar Instruction in the Secondary ELD classroom," this session will provide a video demonstration of the methodology with in-depth analysis of the components and discussion for application in their classrooms. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and	35867	21-22 CDPLT: USP: Language Acquisition-Grammar to Text in Action, Part 1 - 1/27 Learning Block B	1/27/2022	1/27/2022	https://usd1.zoom.us/j/88147492962?pwd=ZlJlSGMhZGZlUjVUG5meU4QjT09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Paula Cortes; Jean D'Andrea; Adelina Federico; Bradley Fletcher; Benjamin Kowalski; Maritza Maazon; Elizabeth	2	No	0	7	2	0	Available upon request
409 504	16914	21-22 CDPLT: Arizona State Seal of Bilingualty - What it is and How it is Awarded - 3/31	The course will introduce the Arizona State Seal of Bilingualty (AZSSB), its origins, its development, and its relationship to current language standards. The course will especially focus on how the AZSSB is awarded to HS graduating students, including the requirements, procedures, assessments, and its relationship to current language standards. Secondary content teachers will analyze, understand and apply the components of Integrated ELD instruction for ELs that includes sheltered content instruction (the SIOP Model) and the 2019 English Language Proficiency Standards. This is to fulfill the state requirement that all Math, Science and Social Studies teachers who have ELs in their classes must provide integrated ELD instruction. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and	36302	21-22 CDPLT: Arizona State Seal of Bilingualty - What it is and How it is Awarded - 3/31 Learning Block C	3/31/2022	3/31/2022	https://usd1.zoom.us/j/859385854907?pwd=RmhjUjVhbnRlR0RlUjVUG5meU4QjT09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Paula Cortes; Jean D'Andrea; Adelina Federico; Bradley Fletcher; Benjamin Kowalski; Maritza Maazon; Elizabeth	2	No	0	19	3	0	Available upon request
409 504	16984	21-22 CDPLT: USP: Language Acquisition: Integrated ELD-Sheltered Content Instruction & ELP Standards for 6-12 - 3/31	This course will help prepare 2nd - 8th grade TWDL teachers and assessment coordinators with the online administration of Logramos, Spanish standardized summative assessment for students in TWDL. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and	36426	21-22 CDPLT: USP: Lang Acq: Integrated ELD-Sheltered Content Instruction & ELP for 6-12 - 3/31 Learning Block C	3/31/2022	3/31/2022	https://usd1.zoom.us/j/85846432774?pwd=TENwOVh0bWVhbnRlR0RlUjVUG5meU4QjT09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Paula Cortes; Jean D'Andrea; Adelina Federico; Bradley Fletcher; Benjamin Kowalski; Maritza Maazon; Elizabeth	2	No	0	15	0	0	Available upon request
409 504	16984	21-22 CDPLT: USP: Language Acquisition: Integrated ELD-Sheltered Content Instruction & ELP Standards for 6-12 - 3/31	This course will help prepare 2nd - 8th grade TWDL teachers and assessment coordinators with the online administration of Logramos, Spanish standardized summative assessment for students in TWDL. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and	36425	21-22 CDPLT: USP: Lang Acq: Integrated ELD-Sheltered Content Instruction & ELP for 6-12 - 3/31 Learning Block B	3/31/2022	3/31/2022	https://usd1.zoom.us/j/85846432774?pwd=TENwOVh0bWVhbnRlR0RlUjVUG5meU4QjT09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Paula Cortes; Jean D'Andrea; Adelina Federico; Bradley Fletcher; Benjamin Kowalski; Maritza Maazon; Elizabeth	2	No	0	17	0	1	Available upon request
409 504	16984	21-22 CDPLT: USP: Language Acquisition: Integrated ELD-Sheltered Content Instruction & ELP Standards for 6-12 - 3/31	This course will help prepare 2nd - 8th grade TWDL teachers and assessment coordinators with the online administration of Logramos, Spanish standardized summative assessment for students in TWDL. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and	36424	21-22 CDPLT: USP: Lang Acq: Integrated ELD-Sheltered Content Instruction & ELP for 6-12 - 3/31 Learning Block A	3/31/2022	3/31/2022	https://usd1.zoom.us/j/85846432774?pwd=TENwOVh0bWVhbnRlR0RlUjVUG5meU4QjT09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Paula Cortes; Jean D'Andrea; Adelina Federico; Bradley Fletcher; Benjamin Kowalski; Maritza Maazon; Elizabeth	2	No	0	35	1	0	Available upon request
409 504	16990	21-22 CDPLT: All 2nd-8th Grade TWDL Teachers - 3/31	This course will help prepare 2nd - 8th grade TWDL teachers and assessment coordinators with the online administration of Logramos, Spanish standardized summative assessment for students in TWDL. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and	36433	21-22 CDPLT: All 2nd-8th Grade TWDL Teachers - 3/31 Learning Block B	3/31/2022	3/31/2022	https://usd1.zoom.us/j/83521500941?pwd=a1JaSkx0c2l3VW8ibThkZU9hbmM4d09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Paula Cortes; Jean D'Andrea; Adelina Federico; Bradley Fletcher; Benjamin Kowalski; Maritza Maazon; Elizabeth	2	No	0	7	3	0	Available upon request
409 504	16990	21-22 CDPLT: All 2nd-8th Grade TWDL Teachers - 3/31	This course will help prepare 2nd - 8th grade TWDL teachers and assessment coordinators with the online administration of Logramos, Spanish standardized summative assessment for students in TWDL. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and	36432	21-22 CDPLT: All 2nd-8th Grade TWDL Teachers - 3/31 Learning Block A	3/31/2022	3/31/2022	https://usd1.zoom.us/j/83521500941?pwd=a1JaSkx0c2l3VW8ibThkZU9hbmM4d09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Paula Cortes; Jean D'Andrea; Adelina Federico; Bradley Fletcher; Benjamin Kowalski; Maritza Maazon; Elizabeth	2	No	0	13	4	0	Available upon request
409 504	16990	21-22 CDPLT: All 2nd-8th Grade TWDL Teachers - 3/31	This course will help prepare 2nd - 8th grade TWDL teachers and assessment coordinators with the online administration of Logramos, Spanish standardized summative assessment for students in TWDL. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and	36434	21-22 CDPLT: All 2nd-8th Grade TWDL Teachers - 3/31 Learning Block C	3/31/2022	3/31/2022	https://usd1.zoom.us/j/83521500941?pwd=a1JaSkx0c2l3VW8ibThkZU9hbmM4d09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Paula Cortes; Jean D'Andrea; Adelina Federico; Bradley Fletcher; Benjamin Kowalski; Maritza Maazon; Elizabeth	2	No	2	4	5	0	Available upon request
409 504	16991	21-22 CDPLT: SE/ELD K-5/Resource Teachers - Building EL Students Reading Proficiency Using NGL Cengage REACH - 3/31	In this session, SE/ELD K-5 and resource teachers will receive training by the NGL Cengage consultant on the motivational texts, skills, and strategies provided in REACH for delivering explicit ELD reading instruction in whole and small group settings. This training is to promote the development of English Learners' foundational reading skills, including comprehension and	36435	21-22 CDPLT: Building EL Students Reading Proficiency Using NGL Cengage REACH (Kindergarten) - 3/31 Learning Block A	3/31/2022	3/31/2022	https://usd1.zoom.us/j/81881463865	Carrie Burdon; Kristi Ohlsson; Megan Corona; Paula Cortes; Jean D'Andrea; Adelina Federico; Bradley Fletcher; Benjamin Kowalski; Maritza Maazon; Elizabeth	2	No	0	8	0	0	Available upon request
409 504	16991	21-22 CDPLT: SE/ELD K-5/Resource Teachers - Building EL Students Reading Proficiency Using NGL Cengage REACH - 3/31	In this session, SE/ELD K-5 and resource teachers will receive training by the NGL Cengage consultant on the motivational texts, skills, and strategies provided in REACH for delivering explicit ELD reading instruction in whole and small group settings. This training is to promote the development of English Learners' foundational reading skills, including comprehension and	36437	21-22 CDPLT: Building EL Students Reading Proficiency Using NGL Cengage REACH (Grades 3rd-5th) - 3/31 Learning Block C	3/31/2022	3/31/2022	https://usd1.zoom.us/j/81881463865	Carrie Burdon; Kristi Ohlsson; Megan Corona; Paula Cortes; Jean D'Andrea; Adelina Federico; Bradley Fletcher; Benjamin Kowalski; Maritza Maazon; Elizabeth	2	No	0	14	1	0	Available upon request
409 504	16991	21-22 CDPLT: SE/ELD K-5/Resource Teachers - Building EL Students Reading Proficiency Using NGL Cengage REACH - 3/31	Teachers will learn the four domains of writing to transform chatty conversational writing practices to academic-based writing. These four domains will be applied to three different writing structures: The Power Sentence, Four-Picture Story Frames, and Genre Text Webbing. Each academic writing structure is designed for varying language levels within the ELD classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and	36436	21-22 CDPLT: Building EL Students Reading Proficiency Using NGL Cengage REACH (Grades 1st-2nd) - 3/31 Learning Block B	3/31/2022	3/31/2022	https://usd1.zoom.us/j/81881463865	Carrie Burdon; Kristi Ohlsson; Megan Corona; Paula Cortes; Jean D'Andrea; Adelina Federico; Bradley Fletcher; Benjamin Kowalski; Maritza Maazon; Elizabeth	2	No	0	17	0	0	Available upon request
409 504	16992	21-22 CDPLT: USP: Language Acquisition: Grammar-to-Text, Teaching Informative Writing to Secondary EL's - 3/31	Teachers will learn the four domains of writing to transform chatty conversational writing practices to academic-based writing. These four domains will be applied to three different writing structures: The Power Sentence, Four-Picture Story Frames, and Genre Text Webbing. Each academic writing structure is designed for varying language levels within the ELD classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and	36440	21-22 CDPLT: Grammar-to-Text, Teaching Informative Writing to Secondary EL's - 3/31 Learning Block A	3/31/2022	3/31/2022	https://usd1.zoom.us/j/88487066563?pwd=U1JHR3R0bWVhbnRlR0RlUjVUG5meU4QjT09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Paula Cortes; Jean D'Andrea; Adelina Federico; Bradley Fletcher; Benjamin Kowalski; Maritza Maazon; Elizabeth	2	No	0	10	1	0	Available upon request
409 504	16992	21-22 CDPLT: USP: Language Acquisition: Grammar-to-Text, Teaching Informative Writing to Secondary EL's - 3/31	Teachers will learn the four domains of writing to transform chatty conversational writing practices to academic-based writing. These four domains will be applied to three different writing structures: The Power Sentence, Four-Picture Story Frames, and Genre Text Webbing. Each academic writing structure is designed for varying language levels within the ELD classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and	36442	21-22 CDPLT: Grammar-to-Text, Teaching Informative Writing to Secondary EL's - 3/31 Learning Block B	3/31/2022	3/31/2022	https://usd1.zoom.us/j/88487066563?pwd=U1JHR3R0bWVhbnRlR0RlUjVUG5meU4QjT09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Paula Cortes; Jean D'Andrea; Adelina Federico; Bradley Fletcher; Benjamin Kowalski; Maritza Maazon; Elizabeth	2	No	0	10	0	0	Available upon request
409 506 508 509 510	15994	USP: INDUCTION: Multicultural K-12 Curriculum - 2021-2022 SY	This session provides an overview of culturally responsive practices through the districts SPARKS instructional framework. COLE Plus utilizes content previously presented to all district teachers, modified to the specific needs of this learner group. The districts focus on culturally responsive practices recognizes the need due to district demographics and achievement and the its effort to provide an equitable learning experience for all students. This course specifically addresses Danielson 1a	34686	USP: INDUCTION: Multicultural K-12 Curriculum - 2021-2022 SY	7/27/2021	7/27/2021	Zoom Online Course	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Paula Cortes; Jean D'Andrea; Adelina Federico; Bradley Fletcher; Benjamin Kowalski; Maritza Maazon; Elizabeth	1	No	1	86	2	0	Available upon request
409 508 509 510	16081	21-22 CDPLT: Building Academic Identity through Culturally Responsive Practices - 8/26 Learning Block B	This presentation will be looking closely at the Academic Identity tenet in the SPARKS framework. We will be addressing the power of student identity in the engagement and center of classroom instruction. Explicit discussion on academic identity will connect teacher work to student achievement. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and	34754	21-22 CDPLT: Building Academic Identity through Culturally Responsive Practices - 8/26 Learning Block B	8/26/2021	8/26/2021	https://usd1.zoom.us/j/82815281779	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Paula Cortes; Jean D'Andrea; Adelina Federico; Bradley Fletcher; Benjamin Kowalski; Maritza Maazon; Elizabeth	2	No	0	30	1	0	Available upon request
409 508 509 510	16082	21-22 CDPLT: New Culturally Relevant Teacher Orientation - 8/26 Learning Block A	This is an orientation for teachers who are new to teaching culturally relevant courses. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and	34797	21-22 CDPLT: New Culturally Relevant Teacher Orientation - 8/26 Learning Block A	8/26/2021	8/26/2021	https://usd1.zoom.us/j/81804792689	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Paula Cortes; Jean D'Andrea; Adelina Federico; Bradley Fletcher; Benjamin Kowalski; Maritza Maazon; Elizabeth	2	No	0	19	1	0	Available upon request
409 508 509 510	16083	21-22 CDPLT: New Culturally Relevant Teacher Orientation - 8/26 Learning Block B	This is an orientation for teachers who are new to teaching culturally relevant courses. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@usd1.org and	34798	21-22 CDPLT: New Culturally Relevant Teacher Orientation - 8/26 Learning Block B	8/26/2021	8/26/2021	https://usd1.zoom.us/j/81804792689	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Paula Cortes; Jean D'Andrea; Adelina Federico; Bradley Fletcher; Benjamin Kowalski; Maritza Maazon; Elizabeth	2	No	0	21	3	0	Available upon request
409 508 509 510	16461	21-22 CDPLT: Culturally Responsive Practices for Building Equitable Classroom Talk - 10/28	Teachers will analyze discourse practices that create Equitable Classroom Talk for all students, most importantly for marginalized students. Teacher learning is centered on creating equitable opportunities for all students to talk and to participate in classroom activity. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to	35301	21-22 CDPLT: Culturally Responsive Practices for Building Equitable Classroom Talk - 10/28 Learning Block C	10/28/2021	10/28/2021	https://usd1.zoom.us/j/85499629978	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Paula Cortes; Jean D'Andrea; Adelina Federico; Bradley Fletcher; Benjamin Kowalski; Maritza Maazon; Elizabeth	2	No	0	20	1	0	Available upon request

508 509 510	16484	21-22 CDPLT: Culturally Responsive: Ethnic & Academic Development Through Chicana/o/x & Raza Literature - 10/28	This workshop will address the power of implementing Chicana/o/x and Raza literature into the curriculum, at the elementary, middle, and high school levels, to develop academic and ethnic identity in Mexican American/Raza	35347	21-22 CDPLT: Culturally Responsive: Ethnic & Academic Development Through Chicana/o/x & Raza Literature - 10/28 Learning Block A	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/814258703587pwd=Nk1VNF8R2jXUFlpIVU44NUJZWlphQ209	Colleen Bradley; Carrie Burdon; Alec Escamilla; Bradley	2	No	0	20	1	0	Available upon request
508 509 510	16484	21-22 CDPLT: Culturally Responsive: Ethnic & Academic Development Through Chicana/o/x & Raza Literature - 10/28	This workshop will address the power of implementing Chicana/o/x and Raza literature into the curriculum, at the elementary, middle, and high school levels, to develop academic and ethnic identity in Mexican American/Raza	35348	21-22 CDPLT: Culturally Responsive: Ethnic & Academic Development Through Chicana/o/x & Raza Literature - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/814258703587pwd=Nk1VNF8R2jXUFlpIVU44NUJZWlphQ209	Colleen Bradley; Carrie Burdon; Alec Escamilla; Bradley	2	No	1	17	1	0	Available upon request
508 509 510	16601	USP: Tier II Maestr@ Reading Circle 21-22SY	Maestr@s shall review and analyze research literature within the fields effecting culturally relevant education. This group will consist of CR teachers who are more knowledgeable in the theoretical foundations of culturally	35622	USP: Tier II Maestr@s Reading Circle 21-22SY	9/13/2021	5/2/2022	URC (via Zoom)	Rashanda Snead	18	No	0	30	0	0	Available upon request
409 508 509 510	16602	2021-22 CRC Tier 1 Professional Development Series	On-going staff development for mentor teachers	35623	2021-22 CRC Tier 1 Professional Development Series	9/11/2021	5/7/2022	URC (via Zoom)	Lorenzo Lopez; Rashanda Snead	36	No	0	59	0	0	Available upon request
409 508 509 510	16603	CRPI: Itinerant Teacher Staff Development 2021-2022	This course is Day 1 of 3 in the series Creating an Optimal Learning Environment. It is a requirement for all new certificated hires to TUSD according to the Unitary Status Plan. Day 1 is an introduction to three instructional frameworks in TUSD: Danielson Framework for Teaching, SPARKS Framework for Culturally Responsive Teaching, and Essential Elements of Effective Instruction. This is a blended learning course using Edupuzzle as the platform for the asynchronous portion of the course. This course is a four hour learning block. We will meet for brief opening and closing Zoom sessions.	35624	CRPI: Itinerant Teacher Staff Development 2021-2022	9/22/2021	5/18/2022	URC (via Zoom)	Lorenzo Lopez; Rashanda Snead	18	No	0	9	0	0	Available upon request
409 508 509 510	16671	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day - 1 of 3 2021-2022 - 1/27	This course is Day 1 of 3 in the series Creating an Optimal Learning Environment. It is a requirement for all new certificated hires to TUSD according to the Unitary Status Plan. Day 1 is an introduction to three instructional frameworks in TUSD: Danielson Framework for Teaching, SPARKS Framework for Culturally Responsive Teaching, and Essential Elements of Effective Instruction. This is a blended learning course using Edupuzzle as the platform for the asynchronous portion of the course. This course is a four hour learning block. We will meet for brief opening and closing Zoom sessions.	35757	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 1 of 3 - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/81191410921	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Rebecca Peralta; Elizabeth Rowe; Tanya Schrantz	2	No	0	1	0	0	Available upon request
409 508 509 510	16671	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day - 1 of 3 2021-2022 - 1/27	This course is Day 1 of 3 in the series Creating an Optimal Learning Environment. It is a requirement for all new certificated hires to TUSD according to the Unitary Status Plan. Day 1 is an introduction to three instructional frameworks in TUSD: Danielson Framework for Teaching, SPARKS Framework for Culturally Responsive Teaching, and Essential Elements of Effective Instruction. This is a blended learning course using Edupuzzle as the platform for the asynchronous portion of the course. This course is a four hour learning block. We will meet for brief opening and closing Zoom sessions.	35755	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 1 of 3 - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/81191410921	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Rebecca Peralta; Elizabeth Rowe; Tanya Schrantz	2	No	0	13	1	0	Available upon request
409 508 509 510	16671	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day - 1 of 3 2021-2022 - 1/27	This course is Day 1 of 3 in the series Creating an Optimal Learning Environment. It is a requirement for all new certificated hires to TUSD according to the Unitary Status Plan. Day 1 is an introduction to three instructional frameworks in TUSD: Danielson Framework for Teaching, SPARKS Framework for Culturally Responsive Teaching, and Essential Elements of Effective Instruction. This is a blended learning course using Edupuzzle as the platform for the asynchronous portion of the course. This course is a four hour learning block. We will meet for brief opening and closing Zoom sessions.	35756	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 1 of 3 - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/81191410921	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Rebecca Peralta; Elizabeth Rowe; Tanya Schrantz	2	No	0	13	1	0	Available upon request
508 509 510	16673	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 2021-2022 - 1/27	This course is Day 3 of Creating an Optimal Learning Environment (COLE). It is a requirement for all new certificated hires to TUSD according to the Unitary Status Plan. Day 3 focuses on moving your instruction from proficient to distinguished through the examination of the SPARKS framework for	35763	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/8118493986	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Rebecca Peralta; Elizabeth Rowe; Tanya Schrantz	2	No	0	2	0	0	Available upon request
508 509 510	16673	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 2021-2022 - 1/27	This course is Day 3 of Creating an Optimal Learning Environment (COLE). It is a requirement for all new certificated hires to TUSD according to the Unitary Status Plan. Day 3 focuses on moving your instruction from proficient to distinguished through the examination of the SPARKS framework for	35761	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/8118493986	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Rebecca Peralta; Elizabeth Rowe; Tanya Schrantz	2	No	0	10	0	0	Available upon request
409 508 509 510	16673	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 2021-2022 - 1/27	This course is Day 3 of Creating an Optimal Learning Environment (COLE). It is a requirement for all new certificated hires to TUSD according to the Unitary Status Plan. Day 3 focuses on moving your instruction from proficient to distinguished through the examination of the SPARKS framework for	35762	21-22 CDPLT: Creating an Optimal Learning Environment for Teaching and Principles of Learning Day 3 of 3 - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/8118493986	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Rebecca Peralta; Elizabeth Rowe; Tanya Schrantz	2	No	0	10	0	0	Available upon request
409 508 509 510	16712	21-22 CDPLT: Culturally Responsive: Elementary Inquiry Design for ELA & Social Studies Integration - 1/27	The inquiry design process will be targeted to elementary teachers who would like to integrate social studies and ELA in their problem-based learning projects with a culturally responsive lens. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the	35825	21-22 CDPLT: Culturally Responsive: Elementary Inquiry Design for ELA & Social Studies Integration - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/82530782740	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Alec Escamilla; Bradley	2	No	0	6	1	0	Available upon request
409 508 509 510	16712	21-22 CDPLT: Culturally Responsive: Elementary Inquiry Design for ELA & Social Studies Integration - 1/27	The inquiry design process will be targeted to elementary teachers who would like to integrate social studies and ELA in their problem-based learning projects with a culturally responsive lens. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the	35826	21-22 CDPLT: Culturally Responsive: Elementary Inquiry Design for ELA & Social Studies Integration - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/82530782740	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Alec Escamilla; Bradley	2	No	0	10	1	0	Available upon request
409 508 509 510	16715	21-22 CDPLT: Culturally Responsive: SPARKS & SEL - Using Restorative Approaches in our Schools - 1/27	Review of SPARKS and SEL strategies and their integration and application in terms of a restorative approach. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right	35836	21-22 CDPLT: Culturally Responsive: SPARKS & SEL - Using Restorative Approaches in our Schools - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/83062700191	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Lorenzo	2	No	2	10	11	0	Available upon request
409 508 509 510	16715	21-22 CDPLT: Culturally Responsive: SPARKS & SEL - Using Restorative Approaches in our Schools - 1/27	Review of SPARKS and SEL strategies and their integration and application in terms of a restorative approach. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right	35835	21-22 CDPLT: Culturally Responsive: SPARKS & SEL - Using Restorative Approaches in our Schools - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/83062700191	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Lorenzo	2	No	3	14	7	0	Available upon request
409 508 509 510	16718	21-22 CDPLT: Culturally Responsive Strategies for Developing Relationships with a Trauma-Informed Approach - 1/27	Developing relationships using a trauma-informed approach for middle and high school. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right	35839	21-22 CDPLT: Culturally Responsive Strategies for Developing Relationships w/ a Trauma-Informed Approach - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/89232639842	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Corina Ontiveros; Elizabeth Rowe; Rashanda	2	No	0	12	6	0	Available upon request
409 508 509 510	16718	21-22 CDPLT: Culturally Responsive Strategies for Developing Relationships with a Trauma-Informed Approach - 1/27	Developing relationships using a trauma-informed approach for middle and high school. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right	35837	21-22 CDPLT: Culturally Responsive Strategies for Developing Relationships w/ a Trauma-Informed Approach - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/89232639842	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Corina Ontiveros; Elizabeth Rowe; Rashanda	2	No	0	24	8	0	Available upon request
409 508 509 510	16722	21-22 CDPLT: Culturally Responsive: Let's SPARK it up: SPARKING your current HS lessons SS & ELA - 1/27	Taking high school lessons that you already have and adding elements of SPARKS. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right	35846	21-22 CDPLT: Culturally Responsive: Let's SPARK it up: SPARKING your current HS lessons SS & ELA - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/82200514196	Jessica Bernal-Mejia; Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Rashanda	2	No	0	7	0	0	Available upon request
409 508 509 510	16722	21-22 CDPLT: Culturally Responsive: Let's SPARK it up: SPARKING your current HS lessons SS & ELA - 1/27	Taking high school lessons that you already have and adding elements of SPARKS. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right	35847	21-22 CDPLT: Culturally Responsive: Let's SPARK it up: SPARKING your current HS lessons SS & ELA - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/82200514196	Jessica Bernal-Mejia; Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Rashanda	2	No	0	9	0	0	Available upon request

409 508 509 510	16966	21-22 CDPLT: Using Culturally Relevant Pedagogy To Increase Student Engagement in Mathematics - 3/31	Join us as we examine the ways by which we could use culturally relevant pedagogy to make mathematics more accessible to all students, especially those who do not see themselves as a "Math Person." Culturally Responsive Mathematics teaching is about inviting all students into mathematics as participants because their ways of thinking and reasoning are worth sharing. It's about ensuring each learner not only has success with mathematics but also comes to see mathematics as a tool Mathematicians the world. ADA	36389	21-22 CDPLT: Using Culturally Relevant Pedagogy To Increase Student Engagement in Mathematics - 3/31 Learning Block B	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/84914283281	Carrie Burdon; Kristi Ohlsson; Charles Collingswood; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	4	0	0	Available upon request
409 508 509 510	16977	21-22 CDPLT: CRPI - SPARKS: May the Force Be With You - 3/31	Incorporating SPARKS using a Star Wars theme and examining the real-life, indigenous inspiration for several Star Wars characters. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and	36404	21-22 CDPLT: CRPI - SPARKS: May the Force Be With You - 3/31 Learning Block B	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/87969402519	Carrie Burdon; Kristi Ohlsson; Megan Corona; Alec Escamilla; Bradley Fletcher; Nicole Ramirez; Elizabeth	2	No	0	15	0	0	Available upon request
409 508 509 510	16977	21-22 CDPLT: CRPI - SPARKS: May the Force Be With You - 3/31	Incorporating SPARKS using a Star Wars theme and examining the real-life, indigenous inspiration for several Star Wars characters. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and	36403	21-22 CDPLT: CRPI - SPARKS: May the Force Be With You - 3/31 Learning Block A	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/87969402519	Carrie Burdon; Kristi Ohlsson; Megan Corona; Alec Escamilla; Bradley Fletcher; Nicole Ramirez; Elizabeth	2	No	0	20	0	0	Available upon request
409 508 509 510	17175	Summer PD22 - De-Escalation 101	In this course participants will develop an understanding of the stages of the Conflict 84° Escalation Cycle. This course will provide strategies for recognizing the relationship between self awareness, implicit biases, and de-escalation. Participants will learn interventions and strategies to utilize at each stage of the Conflict-escalation cycle.	36777	Summer PD22 - Culturally Responsive De-Escalation Strategies 101	6/14/2022	6/16/2022	https://tusd1.zoom.us/j/81545014534	Mariela Dominguez; Monique Landrum	4	Yes	0	17	0	0	Available upon request
409 508 509 510	17196	Summer PD22 - SEL: [GRADES K-5] Character Strong Curriculum and Foundations of School Culture	This course will provide schools with the theory and research behind SEL, help to prepare the environment for implementation, and will instruct staff in how to implement the curriculum. FOR KINDER-5TH GRADES ONLY ***Zoom links will be emailed to registrants on the days leading up to the course and/or on the day of the course.***	36795	6/17/22 10AM - [GRADES K-5] Character Strong Curriculum	6/17/2022	6/17/2022	Zoom links will be emailed to registrants on the days leading up to the course and/or on the day of the course.	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bethanne Counts; Bradley Fletcher; Elizabeth Rowe; Julie	2	No	0	28	0	0	Available upon request
409 508 509 510	17196	Summer PD22 - SEL: [GRADES K-5] Character Strong Curriculum and Foundations of School Culture	This course will provide schools with the theory and research behind SEL, help to prepare the environment for implementation, and will instruct staff in how to implement the curriculum. FOR KINDER-5TH GRADES ONLY ***Zoom links will be emailed to registrants on the days leading up to the course	36793	6/10/22 10AM - [GRADES K-5] Character Strong Curriculum ***SEE DISCLAIMER***	6/10/2022	6/10/2022	Zoom links will be emailed to registrants on the days leading up to the course and/or on the day of the course.	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bethanne Counts; Bradley Fletcher; Elizabeth Rowe; Julie	2	No	0	29	0	0	Available upon request
409 508 509 510	17196	Summer PD22 - SEL: [GRADES K-5] Character Strong Curriculum and Foundations of School Culture	This course will provide schools with the theory and research behind SEL, help to prepare the environment for implementation, and will instruct staff in how to implement the curriculum. FOR KINDER-5TH GRADES ONLY ***Zoom links will be emailed to registrants on the days leading up to the course	36797	6/24/22 10AM - [GRADES K-5] Character Strong Curriculum	6/24/2022	6/24/2022	Zoom links will be emailed to registrants on the days leading up to the course and/or on the day of the course.	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bethanne Counts; Bradley Fletcher; Elizabeth Rowe; Julie	2	No	0	24	0	0	Available upon request
409 508 509 510	17196	Summer PD22 - SEL: [GRADES K-5] Character Strong Curriculum and Foundations of School Culture	This course will provide schools with the theory and research behind SEL, help to prepare the environment for implementation, and will instruct staff in how to implement the curriculum. FOR KINDER-5TH GRADES ONLY ***Zoom links will be emailed to registrants on the days leading up to the course	36796	6/17/22 1PM - [GRADES K-5] Character Strong Curriculum	6/17/2022	6/17/2022	Zoom links will be emailed to registrants on the days leading up to the course and/or on the day of the course.	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bethanne Counts; Bradley Fletcher; Elizabeth Rowe; Julie	2	No	0	14	0	0	Available upon request
409 508 509 510	17196	Summer PD22 - SEL: [GRADES K-5] Character Strong Curriculum and Foundations of School Culture	This course will provide schools with the theory and research behind SEL, help to prepare the environment for implementation, and will instruct staff in how to implement the curriculum. FOR KINDER-5TH GRADES ONLY ***Zoom links will be emailed to registrants on the days leading up to the course	36794	6/10/22 1PM - [GRADES K-5] Character Strong Curriculum ***SEE DISCLAIMER***	6/10/2022	6/10/2022	Zoom links will be emailed to registrants on the days leading up to the course and/or on the day of the course.	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bethanne Counts; Bradley Fletcher; Elizabeth Rowe; Julie	2	No	0	20	0	0	Available upon request
409 509	17033	21-22 CDPLT: Librarian Sessions - 3/31	This course is to track all of the specific PD sessions offered for librarians by Susan Metzger during the March 31st 21-22 Professional Learning Thursday.	36525	Multiculturalism in the Library - 3/31	3/31/2022	3/31/2022	Zoom/Online	Susan Metzger	1	Yes	0	4	42	0	Available upon request
409 511 516	16829	21-22 CDPLT: Equity, Diversity & Inclusiveness Conference - 3/31	Anchoring sessions in our core values (diversity, equity, excellence, integrity, innovation, & caring community), this conference serves to model, advocate, support and develop integrative systems of programs and practices to ensure equitable learning opportunities in Tucson Unified. Professional learning will further the work of the FDPIC's vision to promote school communities of care. This course is designed for the PD tracking of Classified Employees for the 4 District Wide Calendar Days beginning August 26th to March 31st.	36097	21-22 CDPLT: EDI Conference General Registration - 3/31	3/31/2022	3/31/2022	DoubleTree Hotel - Reid Park	Roxanne Begay-James; Maria Federico-Brummer; Jimmy Hertz; Alma Iniguez; Selena Mabouze; Luis Flores; Brent Pantaleo	6	No	25	122	60	0	Available upon request
409 516	16011	21-22 CDPLT Classified Professional Learning Thursdays	Whether new to co-teaching or teacher teams that have worked together previously, this session provides ideas on how to use the features in Nearpod to support the co-teaching team and their students. It is recommended that co-teaching teams participate in this session together. They will have the opportunity to work through the lesson creation process as a team and then practice launching a lesson together. To further support students, we will also take a closer look at K-12 SEL content aligned to the CASEL framework to	34713	Exceptional Education & Para-Professionals	8/26/2021	3/31/2022	1010 Building B/Various Locations	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Amy McAllister; Jennifer Prusak; Elizabeth Rowe	32	No	0	0	265	0	Available upon request
409 516	16388	21-22 CDPLT: Co-teaching and Social Emotional Learning (Elementary) - 10/28	Whether new to co-teaching or teacher teams that have worked together previously, this session provides ideas on how to use the features in Nearpod to support the co-teaching team and their students. It is recommended that co-teaching teams participate in this session together. They will have the opportunity to work through the lesson creation process as a team and then practice launching a lesson together. To further support students, we will also take a closer look at K-12 SEL content aligned to the CASEL framework to	35171	21-22 CDPLT: Co-teaching and Social Emotional Learning (Elementary) - 10/28 Learning Block C	10/28/2021	10/28/2021	https://nearpod.zoom.us/webinar/register/WN_FR0b5V7MRG7hahH80hyQ	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Amy McAllister; Jennifer Prusak; Elizabeth Rowe	2	No	0	20	6	0	Available upon request
409 516	16389	21-22 CDPLT: Co-teaching and Social Emotional Learning (Secondary) - 10/28	This training reviews the foundational concepts of social and emotional learning and how it is applied in the classroom, and then delves into tools and strategies teachers can use to promote social and emotional awareness with students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and	35172	21-22 CDPLT: Co-teaching and Social Emotional Learning (Secondary) - 10/28 Learning Block C	10/28/2021	10/28/2021	https://nearpod.zoom.us/webinar/register/WN_3fpqQkTwOupX9tm37WQ	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	0	27	2	0	Available upon request
409 516	16390	21-22 CDPLT: Supporting Student's Social and Emotional Learning - 10/28	This training reviews the foundational concepts of social and emotional learning and how it is applied in the classroom, and then delves into tools and strategies teachers can use to promote social and emotional awareness with students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and	35174	21-22 CDPLT: Supporting Student's Social and Emotional Learning - 10/28 Learning Block B	10/28/2021	10/28/2021	https://asu.zoom.us/j/6556004908	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	0	22	24	0	Available upon request
409 516	16390	21-22 CDPLT: Supporting Student's Social and Emotional Learning - 10/28	This training reviews the foundational concepts of social and emotional learning and how it is applied in the classroom, and then delves into tools and strategies teachers can use to promote social and emotional awareness with students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and	35173	21-22 CDPLT: Supporting Student's Social and Emotional Learning - 10/28 Learning Block A	10/28/2021	10/28/2021	https://asu.zoom.us/j/6556004908	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	1	17	16	0	Available upon request
409 516	16515	21-22 CDPLT: IEP Writing Basics - 10/28	This course is intended to provide a basic overview of how to develop an Individualized Education Plan (IEP) that is compliant to district policies and relevant to the student for which it is written. ****THIS CLASS IS INTENDED FOR FIRST- AND SECOND-YEAR TEACHERS ONLY *** ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT	35408	21-22 CDPLT: IEP Writing Basics - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/86086834497?pwd=dkfZ1A3MDlSMkVtam54VGxkd0l6d09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Lynnette Lehman; Rebecca Long; Rebecca Peralta;	2	No	0	7	0	0	Available upon request
409 516	16542	21-22 CDPLT: Fostering Inclusive Schools for LGBTQ+ Students, Families, Teachers, and Staff - 10/28	In this session, school personnel will gain knowledge of LGBTQ+ definitions as well as an overview of legal obligations and policies. They will also gain a deeper understanding of the skills and strategies needed to cultivate safety, inclusion, and respect for all students, families, teachers and staff. The presenters will also share bilingual resources including LGBTQ+ children's	35446	21-22 CDPLT: Fostering Inclusive Schools for LGBTQ+ Students, Families, Teachers, and Staff - 10/28 Learning Block B	10/28/2021	10/28/2021	https://arizona.zoom.us/j/82352728101	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	0	16	7	0	Available upon request
409 516	16542	21-22 CDPLT: Fostering Inclusive Schools for LGBTQ+ Students, Families, Teachers, and Staff - 10/28	In this session, school personnel will gain knowledge of LGBTQ+ definitions as well as an overview of legal obligations and policies. They will also gain a deeper understanding of the skills and strategies needed to cultivate safety, inclusion, and respect for all students, families, teachers and staff. The presenters will also share bilingual resources including LGBTQ+ children's	35447	21-22 CDPLT: Fostering Inclusive Schools for LGBTQ+ Students, Families, Teachers, and Staff - 10/28 Learning Block C	10/28/2021	10/28/2021	https://arizona.zoom.us/j/82352728101	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	0	17	7	0	Available upon request
409 516	16542	21-22 CDPLT: Fostering Inclusive Schools for LGBTQ+ Students, Families, Teachers, and Staff - 10/28	In this session, school personnel will gain knowledge of LGBTQ+ definitions as well as an overview of legal obligations and policies. They will also gain a deeper understanding of the skills and strategies needed to cultivate safety, inclusion, and respect for all students, families, teachers and staff. The presenters will also share bilingual resources including LGBTQ+ children's	35445	21-22 CDPLT: Fostering Inclusive Schools for LGBTQ+ Students, Families, Teachers, and Staff - 10/28 Learning Block A	10/28/2021	10/28/2021	https://arizona.zoom.us/j/82352728101	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe	2	No	1	14	6	1	Available upon request

409 516	16760	21-22 CDPLT: High Quality Preschool Inclusive Classroom Environments - 1/27	High Quality Preschool Inclusive Classroom Environments will help preschool teachers learn appropriate practices to create an inclusive classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and MaryElenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered High Quality Preschool Inclusive Classroom Environments will help preschool teachers learn appropriate practices to create an inclusive classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and MaryElenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered	35889	21-22 CDPLT: High Quality Preschool Inclusive Classroom Environments - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/86096906169	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Jessica Jaeger; Elizabeth Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Jessica Jaeger; Elizabeth	2	No	0	4	9	0	Available upon request
409 516	16760	21-22 CDPLT: High Quality Preschool Inclusive Classroom Environments - 1/27	High Quality Preschool Inclusive Classroom Environments will help preschool teachers learn appropriate practices to create an inclusive classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and MaryElenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered	35890	21-22 CDPLT: High Quality Preschool Inclusive Classroom Environments - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/86096906169	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Jessica Jaeger; Elizabeth	2	No	0	7	11	0	Available upon request
409 516	16761	21-22 CDPLT: Resources to Scaffold Intervention and Special Education [3-5] - 1/27	THIS SESSION IS INTENDED FOR 3-5 TEACHERS ONLY Objectives for the Grades 3-5 session: - 8C Understand the scaffolded instruction available so that all students can be successful during the core reading block - 8C Examine intervention resources included with the program - 8C Explore core program supports designed to meet the needs of various learners ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and MaryElenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered	35909	21-22 CDPLT: Resources to Scaffold Intervention and Special Education [3-5] - 1/27 Learning Block A	1/27/2022	1/27/2022	https://zoom.us/join/zoom/register/10dof-yorjwGdCh8rc3h_h_Xh0i(DOEwQJ	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth	2	No	0	2	1	0	Available upon request
409 516	16761	21-22 CDPLT: Resources to Scaffold Intervention and Special Education [3-5] - 1/27	THIS SESSION IS INTENDED FOR 3-5 TEACHERS ONLY Objectives for the Grades 3-5 session: - 8C Understand the scaffolded instruction available so that all students can be successful during the core reading block - 8C Examine intervention resources included with the program - 8C Explore core program supports designed to meet the needs of various learners ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and MaryElenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered	35911	21-22 CDPLT: Resources to Scaffold Intervention and Special Education [3-5] - 1/27 Learning Block B	1/27/2022	1/27/2022	https://zoom.us/join/zoom/register/10dof-ppzw0E3X0BnIC847ciyokF#e35H6V	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth	2	No	0	2	0	0	Available upon request
409 516	16807	21-22 CDPLT: Fostering Inclusive Schools for LGBTQ+ Students, Families, Teachers, and Staff - 1/27	In this session, school personnel will gain knowledge of LGBTQ+ definitions as well as an overview of legal obligations and policies. They will also gain a deeper understanding of the skills and strategies needed to cultivate safety, inclusion, and respect for all students, families, teachers and staff. The presenters will also share bilingual resources including LGBTQ+ children's and young adult literature. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and MaryElenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered	36042	21-22 CDPLT: Fostering Inclusive Schools for LGBTQ+ Students, Families, Teachers, and Staff - 1/27 Learning Block B	1/27/2022	1/27/2022	https://arizona.zoom.us/j/82352728101	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	7	10	0	Available upon request
409 516	16807	21-22 CDPLT: Fostering Inclusive Schools for LGBTQ+ Students, Families, Teachers, and Staff - 1/27	In this session, school personnel will gain knowledge of LGBTQ+ definitions as well as an overview of legal obligations and policies. They will also gain a deeper understanding of the skills and strategies needed to cultivate safety, inclusion, and respect for all students, families, teachers and staff. The presenters will also share bilingual resources including LGBTQ+ children's and young adult literature. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and MaryElenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered	36041	21-22 CDPLT: Fostering Inclusive Schools for LGBTQ+ Students, Families, Teachers, and Staff - 1/27 Learning Block A	1/27/2022	1/27/2022	https://arizona.zoom.us/j/82352728101	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	15	2	0	Available upon request
409 516	16807	21-22 CDPLT: Fostering Inclusive Schools for LGBTQ+ Students, Families, Teachers, and Staff - 1/27	In this session, school personnel will gain knowledge of LGBTQ+ definitions as well as an overview of legal obligations and policies. They will also gain a deeper understanding of the skills and strategies needed to cultivate safety, inclusion, and respect for all students, families, teachers and staff. The presenters will also share bilingual resources including LGBTQ+ children's and young adult literature. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and MaryElenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered	36043	21-22 CDPLT: Fostering Inclusive Schools for LGBTQ+ Students, Families, Teachers, and Staff - 1/27 Learning Block C	1/27/2022	1/27/2022	https://arizona.zoom.us/j/82352728101	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	15	8	0	Available upon request
409 516	16892	21-22 CDPLT: IEP Writing Basics - 3/31	****THIS CLASS IS INTENDED FOR FIRST AND SECOND YEAR TEACHERS ONLY**** This course is intended to provide a basic overview of how to develop an Individualized Education Plan (IEP) that is compliant to district policies and relevant to the student for which it is written. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and MaryElenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered	36244	21-22 CDPLT: IEP Writing Basics - 3/31 Learning Block C	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/83404962885?pwd=WjBWMjZpL3Q0Q5NjRheWd1WD12czR0	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Lynnette Lehman; Rebecca	2	No	0	6	4	1	Available upon request
409 516	16923	21-22 CDPLT: IEP Work Session - 3/31	This course will provide Exceptional Education Case Managers an opportunity to review compliance requirements with the Program Coordinator as well as Ex Ed Compliance Monitors while completing IEP paperwork during this work session. Please note this is for Ex Ed Case Managers or Related Service Providers only. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and MaryElenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered	36316	21-22 CDPLT: IEP Work Session - 3/31 Learning Block B	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/89644300995?pwd=OTdMcEYU31Z1WpVnM0Nk01Z1Jm	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Jessica Nolan; Elizabeth Rowe	2	No	0	20	0	0	Available upon request
409 516	16923	21-22 CDPLT: IEP Work Session - 3/31	This course will provide Exceptional Education Case Managers an opportunity to review compliance requirements with the Program Coordinator as well as Ex Ed Compliance Monitors while completing IEP paperwork during this work session. Please note this is for Ex Ed Case Managers or Related Service Providers only. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and MaryElenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered	36507	21-22 CDPLT: IEP Work Session - 3/31 Learning Block C	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/89644300995?pwd=OTdMcEYU31Z1WpVnM0Nk01Z1Jm	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Theresa Huelskamp; Jessica Nolan; Elizabeth Rowe	2	No	0	20	0	0	Available upon request
409 516	16942	21-22 CDPLT: IEP Basics for Educational Interpreters ONLY - 3/31	Understanding the IDEA 2004 laws that were put in place to support students with disabilities. Once the laws are covered and review, a basic review of the IEP process and development for Educational Interpreters to understand their role and relationship with the IEP. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and MaryElenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered	36345	21-22 CDPLT: IEP Basics for Educational Interpreters ONLY - 3/31 Learning Block A	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/8957709335?pwd=OGVhdmR0ZWpVnM0Nk01Z1Jm	Monica Ayon; Carrie Burdon; Kristi Chiasson; Megan Corona; Cori Dennis; Bradley Fletcher; Theresa Huelskamp;	2	No	0	0	11	0	Available upon request
409 516	16982	21-22 CDPLT: Fostering Inclusive Schools for LGBTQ+ Students, Families, Teachers, and Staff - 3/31	In this session, school personnel will gain knowledge of LGBTQ+ definitions as well as an overview of legal obligations and policies. They will also gain a deeper understanding of the skills and strategies needed to cultivate safety, inclusion, and respect for all students, families, teachers and staff. The presenters will also share bilingual resources including LGBTQ+ children's and young adult literature. Audience: K-12. All grade levels. All content areas. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and MaryElenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered	36418	21-22 CDPLT: Fostering Inclusive Schools for LGBTQ+ Students, Families, Teachers, and Staff - 3/31 Learning Block A	3/31/2022	3/31/2022	https://arizona.zoom.us/j/82352728101	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	16	7	0	Available upon request
409 516	16982	21-22 CDPLT: Fostering Inclusive Schools for LGBTQ+ Students, Families, Teachers, and Staff - 3/31	In this session, school personnel will gain knowledge of LGBTQ+ definitions as well as an overview of legal obligations and policies. They will also gain a deeper understanding of the skills and strategies needed to cultivate safety, inclusion, and respect for all students, families, teachers and staff. The presenters will also share bilingual resources including LGBTQ+ children's and young adult literature. Audience: K-12. All grade levels. All content areas. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and MaryElenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered	36419	21-22 CDPLT: Fostering Inclusive Schools for LGBTQ+ Students, Families, Teachers, and Staff - 3/31 Learning Block B	3/31/2022	3/31/2022	https://arizona.zoom.us/j/82352728101	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	16	3	0	Available upon request
409 516	16982	21-22 CDPLT: Fostering Inclusive Schools for LGBTQ+ Students, Families, Teachers, and Staff - 3/31	In this session, school personnel will gain knowledge of LGBTQ+ definitions as well as an overview of legal obligations and policies. They will also gain a deeper understanding of the skills and strategies needed to cultivate safety, inclusion, and respect for all students, families, teachers and staff. The presenters will also share bilingual resources including LGBTQ+ children's and young adult literature. Audience: K-12. All grade levels. All content areas. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and MaryElenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered	36420	21-22 CDPLT: Fostering Inclusive Schools for LGBTQ+ Students, Families, Teachers, and Staff - 3/31 Learning Block C	3/31/2022	3/31/2022	https://arizona.zoom.us/j/82352728101	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	22	8	0	Available upon request
409 516	17049	Summer PD22: Funding for School Counseling Programs	This presentation will discuss Federal Programs and the funding available to support School Counselors. Helpful tips for advocating to administrators will be provided. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and MaryElenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered	36636	6/24/22 - Summer PD22 - Funding for School Counseling Programs	6/24/2022	6/24/2022	https://tusd1.zoom.us/j/5202326700	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Alex	2	No	0	5	0	0	Available upon request
409 601	16405	21-22 CDPLT: Introduction to Restorative Practices - 10/28	Discover restorative concepts and learn effective strategies for building community, managing student behavior, and implementing the five core values of restorative practices in your classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and MaryElenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered	35206	21-22 CDPLT: Introduction to Restorative Practices - 10/28 Learning Block A	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/82320666119?pwd=MWFFb3ZlczR0ZWpVnM0Nk01Z1Jm	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Heather Mace; Rebecca Peralta; Jennifer Prusak; Elizabeth	2	No	0	18	14	0	Available upon request
409 601	16405	21-22 CDPLT: Introduction to Restorative Practices - 10/28	Discover restorative concepts and learn effective strategies for building community, managing student behavior, and implementing the five core values of restorative practices in your classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and MaryElenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered	35207	21-22 CDPLT: Introduction to Restorative Practices - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/82320666119?pwd=MWFFb3ZlczR0ZWpVnM0Nk01Z1Jm	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Heather Mace; Rebecca Peralta; Jennifer Prusak; Elizabeth	2	No	0	20	16	0	Available upon request
409 601	16405	21-22 CDPLT: Introduction to Restorative Practices - 10/28	Discover restorative concepts and learn effective strategies for building community, managing student behavior, and implementing the five core values of restorative practices in your classroom. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and MaryElenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered	35208	21-22 CDPLT: Introduction to Restorative Practices - 10/28 Learning Block C	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/82320666119?pwd=MWFFb3ZlczR0ZWpVnM0Nk01Z1Jm	Colleen Bradley; Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Heather Mace; Rebecca Peralta; Jennifer Prusak; Elizabeth	2	No	2	17	15	0	Available upon request

409 601	16685	21-22 CDPLT: Classroom Management 2 (Elementary) - 1/27	****THIS COURSE IS INTENDED FOR FIRST- AND SECOND-YEAR K-5 ELEMENTARY TEACHERS. *** This PLT seminar provides participants with instructional strategy tools to create a positive and proactive classroom management system. Strategies from Elements of Effective Classroom Management will be used as a key tool to guide discussions. Participants will learn and refine techniques for creating and maintaining a positive learning environment in accordance with district initiatives (PBS, Restorative Practices, MTSS). This seminar specifically addresses Danielson's Domain 2 - Management of the Classroom.	35785	21-22 CDPLT: Classroom Management 2 (Elementary) - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/85725004963	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Rebecca Peralta; Anita Raptis;	2	No	0	5	0	0	Available upon request
409 601	16685	21-22 CDPLT: Classroom Management 2 (Elementary) - 1/27	****THIS COURSE IS INTENDED FOR FIRST- AND SECOND-YEAR K-5 ELEMENTARY TEACHERS. *** This PLT seminar provides participants with instructional strategy tools to create a positive and proactive classroom management system. Strategies from Elements of Effective Classroom Management will be used as a key tool to guide discussions. Participants will learn and refine techniques for creating and maintaining a positive learning environment in accordance with district initiatives (PBS, Restorative Practices, MTSS). This seminar specifically addresses Danielson's Domain 2 - Management of the Classroom.	35786	21-22 CDPLT: Classroom Management 2 (Elementary) - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/85725004963	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Rebecca Peralta; Anita Raptis; Elizabeth Rowe; Tanya Schwartz; Alex Virgilia	2	No	0	5	4	0	Available upon request
409 601	16685	21-22 CDPLT: Classroom Management 2 (Elementary) - 1/27	****THIS COURSE IS INTENDED FOR FIRST- AND SECOND-YEAR K-5 ELEMENTARY TEACHERS. *** This PLT seminar provides participants with instructional strategy tools to create a positive and proactive classroom management system. Strategies from Elements of Effective Classroom Management will be used as a key tool to guide discussions. Participants will learn and refine techniques for creating and maintaining a positive learning environment in accordance with district initiatives (PBS, Restorative Practices, MTSS). This seminar specifically addresses Danielson's Domain 2 - Management of the Classroom.	35784	21-22 CDPLT: Classroom Management 2 (Elementary) - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/85725004963	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Rebecca Peralta; Anita Raptis; Elizabeth Rowe; Tanya Schwartz; Alex Virgilia	2	No	0	6	0	0	Available upon request
409 601	16884	21-22 CDPLT: Trauma Informed and Social Emotional Regulation - 3/31	This workshop teaches how to use self-care and self-regulation to create classrooms that are stable, consistent, and safe for students to enter and remain in learning mode. In addition to referencing the value of multi-tiered behavioral systems like PBS, participants are provided a comprehensive list of strategies that not only regulate our classrooms, but also help us build relationships vital to our students' well-being and our own. Open to all participants K-12. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to AdaIntake@tusd1.org and Mary.Dienes@tusd1.org. Please include the following information in your email: - Date needed -	36232	21-22 CDPLT: Trauma Informed and Social Emotional Regulation - 3/31 Learning Block A	3/31/2022	3/31/2022	https://us02web.zoom.us/j/92136619107pwd=TDdYVWgyOTNwZk0M3ZqOU5kOHhBQWQ09-map	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bethanne Counts; Bradley Fletcher; Elizabeth Rowe; Julie Shivananda	2	No	0	10	15	0	Available upon request
409 601	16891	21-22 CDPLT: Basics of Behavior 2 - 3/31	**PARTICIPANTS MUST HAVE TAKEN BASICS OF BEHAVIOR PART 1 IN THE 1ST OR 2ND QUARTER IN ORDER TO JOIN THIS COURSE.** Basics of Behavior Part 2 will review and build upon what participants learned in part one. This course will take a more in-depth look at developing an informal intervention plan using the A, B, C's of behavior learned in Part 1. Participants will have the opportunity to collaborate with colleagues to create a plan of action to	36241	21-22 CDPLT: Basics of Behavior 2 - 3/31 Learning Block C	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/88976886029	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Danielle Fradette; Elizabeth Rowe; Carol Ruhnke;	2	No	0	9	9	1	Available upon request
409 601	16895	21-22 CDPLT: Classroom Management 2 (Secondary) - 3/31	****THIS CLASS IS INTENDED FOR FIRST- AND SECOND-YEAR TEACHERS ONLY WHO HAVE COMPLETED CLASSROOM MANAGEMENT 1*** This online seminar provides participants with instructional strategy tools to create a positive and proactive classroom management system. Strategies from the 5 Elements of Effective Classroom Management will be used as a key tool to guide discussions. Participants will learn and refine techniques for creating	36257	21-22 CDPLT: Classroom Management 2 (Secondary) - 3/31 Learning Block B	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/84387057931	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Heather Mace; Elizabeth Rowe; Carol Ruhnke; Tanya	2	No	0	17	1	0	Available upon request
409 601	16895	21-22 CDPLT: Classroom Management 2 (Secondary) - 3/31	****THIS CLASS IS INTENDED FOR FIRST- AND SECOND-YEAR TEACHERS ONLY WHO HAVE COMPLETED CLASSROOM MANAGEMENT 1*** This online seminar provides participants with instructional strategy tools to create a positive and proactive classroom management system. Strategies from the 5 Elements of Effective Classroom Management will be used as a key tool to guide discussions. Participants will learn and refine techniques for creating	36256	21-22 CDPLT: Classroom Management 2 (Secondary) - 3/31 Learning Block A	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/84387057931	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Heather Mace; Elizabeth Rowe; Carol Ruhnke; Tanya	2	No	0	12	3	0	Available upon request
409 601	16901	21-22 CDPLT: Classroom Management 2 (Elementary) - 3/31	****THIS COURSE IS INTENDED FOR FIRST- AND SECOND-YEAR K-5 ELEMENTARY TEACHERS. *** This PLT seminar provides participants with instructional strategy tools to create a positive and proactive classroom management system. Strategies from Elements of Effective Classroom Management will be used as a key tool to guide discussions. Participants will learn and refine techniques for creating	36279	21-22 CDPLT: Classroom Management 2 (Elementary) - 3/31 Learning Block B	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/84587246580	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Julie Shivananda	2	No	0	13	3	0	Available upon request
409 601	16901	21-22 CDPLT: Classroom Management 2 (Elementary) - 3/31	****THIS COURSE IS INTENDED FOR FIRST- AND SECOND-YEAR K-5 ELEMENTARY TEACHERS. *** This PLT seminar provides participants with instructional strategy tools to create a positive and proactive classroom management system. Strategies from Elements of Effective Classroom Management will be used as a key tool to guide discussions. Participants will learn and refine techniques for creating	36278	21-22 CDPLT: Classroom Management 2 (Elementary) - 3/31 Learning Block A	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/84587246580	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Julie Shivananda	2	No	0	32	6	0	Available upon request
409 601	16959	21-22 CDPLT: Shifting the Paradigm Around Restorative Practices - 3/31	Participants will receive an overview of Restorative Practices on TUSD campuses and be empowered to support site staff in becoming restorative practitioners. Participants will refine their skills in the practices and vocabulary of Restorative Practices so that they can be an exemplar and	36363	21-22 CDPLT: Shifting the Paradigm Around Restorative Practices - 3/31 Learning Block A	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/89570753488	Carrie Burdon; Kristi Ohlsson; Megan Corona; Gabriela Darany; Bradley Fletcher; Elizabeth Rowe; Julie Shivananda	2	No	2	16	7	0	Available upon request
409 601	16959	21-22 CDPLT: Shifting the Paradigm Around Restorative Practices - 3/31	Participants will receive an overview of Restorative Practices on TUSD campuses and be empowered to support site staff in becoming restorative practitioners. Participants will refine their skills in the practices and vocabulary of Restorative Practices so that they can be an exemplar and	36364	21-22 CDPLT: Shifting the Paradigm Around Restorative Practices - 3/31 Learning Block B	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/89570753488	Carrie Burdon; Kristi Ohlsson; Megan Corona; Gabriela Darany; Bradley Fletcher; Elizabeth Rowe; Julie Shivananda	2	No	2	26	7	0	Available upon request
409 601	17114	Summer PD22: (USP) Fostering Social, Emotional, and Academic Learning through Stories and the Arts	children's social, emotional, and academic learning. For example, in teaching and discussing kindness, <i>Mean Walk with Vanessa: A Story about a Simple Act of Kindness</i> , the story of a girl who inspires a community to stand up to bullying, increases children's ability to understand the feelings	36551	6/15/2022 - Fostering Social, Emotional, and Academic Learning through Stories and the Arts - Section A	6/15/2022	6/15/2022	https://tusd1.zoom.us/j/88205248777	Carrie Burdon; Kristi Ohlsson; Megan Corona; Gabriela Darany; Bradley Fletcher; Elizabeth Rowe; Julie Shivananda	2	No	0	30	0	0	Available upon request
409 601	17114	Summer PD22: (USP) Fostering Social, Emotional, and Academic Learning through Stories and the Arts	In recent years, a growing number of researchers and educators have identified literature and the Arts as having significant power in enhancing children's social, emotional, and academic learning. For example, in teaching and discussing kindness, <i>Mean Walk with Vanessa: A Story about a Simple Act of Kindness</i> , the story of a girl who inspires a community to stand up to bullying, increases children's ability to understand the feelings	36552	6/16/22 - Fostering Social, Emotional, and Academic Learning through Stories and the Arts - Section B	6/16/2022	6/16/2022	https://tusd1.zoom.us/j/81406361358	Carrie Burdon; Kristi Ohlsson; Megan Corona; Gabriela Darany; Bradley Fletcher; Elizabeth Rowe; Julie Shivananda	2	No	0	29	0	0	Available upon request
409 603	16883	21-22 CDPLT: Responding to Very Challenging Behaviors - 3/31	Many educators are confident with classroom management, but want better outcomes for students with more intensive needs. Leverage powerful evidence-based strategies, including differential reinforcement and group contingency to support our students with the most significant behavioral challenges when prior intervention plans have been exhausted. Open to all participants K-12. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to AdaIntake@tusd1.org and Mary.Dienes@tusd1.org. Please include the following information in your email: - Date needed -	36233	21-22 CDPLT: Responding to Very Challenging Behaviors - 3/31 Learning Block B	3/31/2022	3/31/2022	https://us02web.zoom.us/j/87683105867pwd=ajl0m5HjBMZS1KVGJWVzQV9kVjZlQ09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bethanne Counts; Bradley Fletcher; Elizabeth Rowe; Julie Shivananda	2	No	0	10	12	2	Available upon request
409 701 702	17052	Summer PD22: Fundamentals of Behavior and Behavior Strategies	2-hour course on Fundamentals of Behavior and Behavior Strategies. Participants will learn about what causes behavior and how to better understand and successfully approach and address behavior. Participants will also learn about a variety of behavior strategies applicable for in-person and for remote teaching. Participants will have the opportunity to apply their learning during this training. There will also be helpful take-home	36698	6/17/22 - Summer PD22 - Fundamentals of Behavior and Behavior Strategies	6/17/2022	6/17/2022	https://tusd1.zoom.us/j/837365299307pwd=UE4wZkZlS2ZkQmNkQ0pGpG5lTzZlQ09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bethanne Counts; Bradley Fletcher; Elizabeth Rowe; Julie Shivananda	4	No	0	5	0	0	Available upon request
409 701 702	17048	Summer PD22 - Working with Foster Youth	We will briefly review the AZ Foster care system, including terms and commonly used acronyms and participants will be given a cheat sheet of these. We will then discuss challenges foster youth face in schools and how teachers and other school staff can be aware and support them. We will talk about	36623	6/17/22 - Summer PD22 - Working with Foster Youth	6/17/2022	6/17/2022	https://tusd1.zoom.us/j/867701519127pwd=VE83Yk1fNW9ERURVYVWkYXVhbnBQUT09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bethanne Counts; Bradley Fletcher; Elizabeth Rowe; Julie Shivananda	2	No	0	6	0	0	Available upon request
409 701 702 703 704	16011	21-22 CDPLT Classified Professional Learning Thursdays	This course is designed for the PD tracking of Classified Employees for the 4 District Wide Calendar Days beginning August 26th to March 31st.	34707	Family & Community Outreach	8/26/2021	3/31/2022	Menlo Park/Various Locations	Luis Flores; Brent Pantaleo	32	No	0	0	18	0	Available upon request
409 701 702 703 704	16391	21-22 CDPLT: Unpacking the 6 Types of Family & Community Engagement - 10/28	Participants will learn about framework for Dr. Joyce Epstein's 6 Types of Family and Community Engagement in addition to services provided to TUSD (Tucson Unified School District) students at each Family Resource Center ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to AdaIntake@tusd1.org and Mary.Dienes@tusd1.org. Please include the following information in your email: - Date needed -	35175	21-22 CDPLT: Unpacking the 6 Types of Family & Community Engagement - 10/28 Learning Block A	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/89080225131	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bethanne Counts; Bradley Fletcher; Lisa Gonzales; Lacey Grijak; Kristi Ohlsson; Prusak; Elizabeth Rowe	2	No	0	13	4	0	Available upon request

409 704	16117	21-22 CDPLT: Meaningful Access-Interpretation and Translation Services & Compliance Information - 8/26 Learning Block B	Information presented in this course will ensure participants understand the process for accessing interpretation and translation services for families, staff and community members. In addition, you will receive critical information on state and federal requirements for students who have another language in the home. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably	34831	21-22 CDPLT: Meaningful Access-Interpretation and Translation Services & Compliance Information - 8/26 Learning Block B	8/26/2021	8/26/2021	https://tusd1.zoom.us/j/92322090283?pwd=UmwWwEhUHVQjBwaTR0ZmR2Q1p5QjQ09	Colleen Bradley; Megan Corona; Adeline Federico; Bradley Fletcher; Amanda Lee-Confier; Luis Orantes; Elizabeth	2	No	0	5	0	0	Available upon request
409 704	16668	21-22 CDPLT: Meaningful Access-Interpretation and Translation Services & Compliance Information - 1/27	Information presented in this course will ensure participants understand the process for accessing interpretation and translation services for families, staff and community members. In addition, you will receive critical information on state and federal requirements for students who have another language in the home. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adairlake@tusd1.org and Mary.Elizalde@tusd1.org . Please include the following information in your	35749	21-22 CDPLT: Meaningful Access-Interpretation and Translation Services & Compliance Information - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/94529824881?pwd=ZSfZUWVhOUI0MmVkdDZlRkRhdDQ2Q09	Carrie Burdon; Kristi Chiasion; Megan Corona; Bradley Fletcher; Luis Orantes; Elizabeth Rowe; Patricia Sandoval-Taylor	2	No	0	6	8	0	Available upon request
409 704	16668	21-22 CDPLT: Meaningful Access-Interpretation and Translation Services & Compliance Information - 1/27	Information presented in this course will ensure participants understand the process for accessing interpretation and translation services for families, staff and community members. In addition, you will receive critical information on state and federal requirements for students who have another language in the home. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably	35750	21-22 CDPLT: Meaningful Access-Interpretation and Translation Services & Compliance Information - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/94529824881?pwd=ZSfZUWVhOUI0MmVkdDZlRkRhdDQ2Q09	Carrie Burdon; Kristi Chiasion; Megan Corona; Bradley Fletcher; Luis Orantes; Elizabeth Rowe; Patricia Sandoval-Taylor	2	No	1	17	102	3	Available upon request
409 801 802	16011	21-22 CDPLT Classified Professional Learning Thursdays	This course is designed for the PD tracking of Classified Employees for the 4 District Wide Calendar Days beginning August 26th to March 31st.	35473	Interscholastics	8/26/2021	3/31/2022	Catalina High School/Various Locations	Luis Flores; Brent Pantaleo	32	No	0	0	10	0	Available upon request
409 903	15984	DIBELS Refresher Workshop (3 hrs) - mCLASS Platform 8th Edition 21-22 SY	This training will provide the purpose and specific guidelines. Objectives and educators will be able to: Implement the mCLASS with DIBELS 8th Edition assessment. Collect reliable data using standardized guidelines. Use the targeted lessons available on mCLASS with DIBELS 8th Edition to drive differentiated instruction as part of their regular classroom practice.	34610	DIBELS Refresher Workshop - mCLASS platform - 12:30-3:30PM	7/26/2021	7/26/2021	This section will be done through Google Meets	Henry Mangan; Dawn Merrick	3	No	0	13	0	0	Available upon request
409 903	15984	DIBELS Refresher Workshop (3 hrs) - mCLASS Platform 8th Edition 21-22 SY	This training will provide the purpose and specific guidelines. Objectives and educators will be able to: Implement the mCLASS with DIBELS 8th Edition assessment. Collect reliable data using standardized guidelines. Use the targeted lessons available on mCLASS with DIBELS 8th Edition to drive differentiated instruction as part of their regular classroom practice.	35607	DIBELS Refresher Workshop - mCLASS platform - 8:30AM-11:30 AM	12/8/2021	12/8/2021	Online/Zoom	Henry Mangan; Dawn Merrick	3	No	0	1	0	0	Available upon request
409 903	15984	DIBELS Refresher Workshop (3 hrs) - mCLASS Platform 8th Edition 21-22 SY	This training will provide the purpose and specific guidelines. Objectives and educators will be able to: Implement the mCLASS with DIBELS 8th Edition assessment. Collect reliable data using standardized guidelines. Use the targeted lessons available on mCLASS with DIBELS 8th Edition to drive differentiated instruction as part of their regular classroom practice.	36159	DIBELS Refresher Workshop - mCLASS platform - 8:30AM-11:30 AM	4/5/2022	4/5/2022	Online/Zoom	Henry Mangan; Dawn Merrick	3	No	0	10	0	0	Available upon request
409 903	15984	DIBELS Refresher Workshop (3 hrs) - mCLASS Platform 8th Edition 21-22 SY	This training will provide the purpose and specific guidelines. Objectives and educators will be able to: Implement the mCLASS with DIBELS 8th Edition assessment. Collect reliable data using standardized guidelines. Use the targeted lessons available on mCLASS with DIBELS 8th Edition to drive differentiated instruction as part of their regular classroom practice.	36161	DIBELS Refresher Workshop - mCLASS platform - 12:30PM-3:30PM	4/5/2022	4/5/2022	Online/Zoom	Henry Mangan; Dawn Merrick	3	No	0	5	0	0	Available upon request
409 903	15984	DIBELS Refresher Workshop (3 hrs) - mCLASS Platform 8th Edition 21-22 SY	This training will provide the purpose and specific guidelines. Objectives and educators will be able to: Implement the mCLASS with DIBELS 8th Edition assessment. Collect reliable data using standardized guidelines. Use the targeted lessons available on mCLASS with DIBELS 8th Edition to drive differentiated instruction as part of their regular classroom practice.	36160	DIBELS Refresher Workshop - mCLASS platform - 8:30AM-11:30 AM	4/7/2022	4/7/2022	Online/Zoom	Henry Mangan; Dawn Merrick	3	No	0	3	0	0	Available upon request
409 903	15984	DIBELS Refresher Workshop (3 hrs) - mCLASS Platform 8th Edition 21-22 SY	This training will provide the purpose and specific guidelines. Objectives and educators will be able to: Implement the mCLASS with DIBELS 8th Edition assessment. Collect reliable data using standardized guidelines. Use the targeted lessons available on mCLASS with DIBELS 8th Edition to drive differentiated instruction as part of their regular classroom practice.	36162	DIBELS Refresher Workshop - mCLASS platform - 12:30PM-3:30PM	4/7/2022	4/7/2022	Online/Zoom	Henry Mangan; Dawn Merrick	3	No	0	2	0	0	Available upon request
409 903	15984	DIBELS Refresher Workshop (3 hrs) - mCLASS Platform 8th Edition 21-22 SY	This training will provide the purpose and specific guidelines. Objectives and educators will be able to: Implement the mCLASS with DIBELS 8th Edition assessment. Collect reliable data using standardized guidelines. Use the targeted lessons available on mCLASS with DIBELS 8th Edition to drive differentiated instruction as part of their regular classroom practice.	34608	DIBELS Refresher Workshop - mCLASS platform - 8:30-1130 AM	7/26/2021	7/26/2021	This section will be done through Google Meets	Henry Mangan; Dawn Merrick; Erin Rabuck	3	No	0	1	1	0	Available upon request
409 903	15984	DIBELS Refresher Workshop (3 hrs) - mCLASS Platform 8th Edition 21-22 SY	This training will provide the purpose and specific guidelines. Objectives and educators will be able to: Implement the mCLASS with DIBELS 8th Edition assessment. Collect reliable data using standardized guidelines. Use the targeted lessons available on mCLASS with DIBELS 8th Edition to drive differentiated instruction as part of their regular classroom practice.	34659	DIBELS Refresher Workshop - mCLASS platform - 12:30-3:30PM	8/19/2021	8/19/2021	This section will be done through Zoom	Henry Mangan; Dawn Merrick	3	No	0	1	0	0	Available upon request
409 903	15984	DIBELS Refresher Workshop (3 hrs) - mCLASS Platform 8th Edition 21-22 SY	This training will provide the purpose and specific guidelines. Objectives and educators will be able to: Implement the mCLASS with DIBELS 8th Edition assessment. Collect reliable data using standardized guidelines. Use the targeted lessons available on mCLASS with DIBELS 8th Edition to drive differentiated instruction as part of their regular classroom practice.	35612	DIBELS Refresher Workshop - mCLASS platform - 12:30PM-3:30PM	12/8/2021	12/8/2021	Online/Zoom	Henry Mangan; Dawn Merrick	3	No	0	1	0	0	Available upon request
409 903	15984	DIBELS Refresher Workshop (3 hrs) - mCLASS Platform 8th Edition 21-22 SY	This training will provide the purpose and specific guidelines. Objectives and educators will be able to: Implement the mCLASS with DIBELS 8th Edition assessment. Collect reliable data using standardized guidelines. Use the targeted lessons available on mCLASS with DIBELS 8th Edition to drive differentiated instruction as part of their regular classroom practice.	34633	DIBELS Refresher Workshop - mCLASS platform - 8:30-1130 AM	8/17/2021	8/17/2021	This section will be done through Zoom	Henry Mangan; Dawn Merrick; Erin Rabuck	3	No	0	2	3	0	Available upon request

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409 903	15985	DIBELS New Tester Session (8hrs) - mCLASS Platform 8th Edition 21-22 SY	By the end of the session educators will be able to: Explain how DIBELS 8th Edition assesses the basic early literacy skills required for students to become proficient readers. Administer and score your mCLASS assessment measures according to standardized guidelines. Interpret student data and identify instructional needs. Navigate targeted skills-focused lessons available in mCLASS to plan differentiated instruction	34674	DIBELS New Tester Session (8hrs) - mCLASS Platform - 8:30-3:30PM	8/19/2021	8/19/2021	This session will be done through ZOOM	Henry Mangen; Dawn Merrick; Erin Rabuck	6	No	0	12	0	0	Available upon request
409 903	16011	21-22 CDPLT Classified Professional Learning Thursdays	This course is designed for the PD tracking of Classified Employees for the 4 District Wide Calendar Days beginning August 26th to March 31st.	34709	Technology Services & School Community Services	8/26/2021	3/31/2022	1010 Building 8/Various Locations	Luis Flores; Brent Pantaleo	32	No	0	0	88	0	Available upon request
409 903	16066	21-22 CDPLT: PBS Learning Media - Engaging Resources in a Snap! - 8/26 Learning Block A	'Are you looking for FREE high-quality resources for your classroom? Join this interactive session featuring PBS LearningMedia, with over 31,000 resources (including videos, lesson plans, discussion guides, interactive lessons, and more!) spanning all Pre-K to 12 content areas. We will discuss tips for integrating content into your classroom and engaging your students in dialogue, and opportunities to locate resources for your classroom. In addition, we will explore Lesson Builder for creating your own lessons within PBS LearningMedia, learn about more (free!) PBS resources and opportunities for your students such as the NPR Podcast Challenge.' ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34782	21-22 CDPLT: PBS Learning Media - Engaging Resources in a Snap! - 8/26 Learning Block A	8/26/2021	8/26/2021	https://arizona.zoom.us/j/81453430758	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	30	2	1	Available upon request
409 903	16070	21-22 CDPLT: PBS Learning Media - Engaging Resources in a Snap! - 8/26 Learning Block C	'Are you looking for FREE high-quality resources for your classroom? Join this interactive session featuring PBS LearningMedia, with over 31,000 resources (including videos, lesson plans, discussion guides, interactive lessons, and more!) spanning all Pre-K to 12 content areas. We will discuss tips for integrating content into your classroom and engaging your students in dialogue, and opportunities to locate resources for your classroom. In addition, we will explore Lesson Builder for creating your own lessons within PBS LearningMedia, learn about more (free!) PBS resources and opportunities for your students such as the NPR Podcast Challenge.' ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34786	21-22 CDPLT: PBS Learning Media - Engaging Resources in a Snap! - 8/26 Learning Block C	8/26/2021	8/26/2021	https://arizona.zoom.us/j/81453430758	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe	2	No	0	32	2	0	Available upon request
409 903	16071	21-22 CDPLT: Vibrant Vocabulary - 8/26 Learning Block A	Learn how to explicitly teach vocabulary in 15 min a day! Simple to implement strategies for teaching students how to figure out what words mean on their own and how to OWN vocabulary words so that concepts deepen, comprehension grows and students have the words they need for fabulous discourse! ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34785	21-22 CDPLT: Vibrant Vocabulary - 8/26 Learning Block A	8/26/2021	8/26/2021	https://us02web.zoom.us/j/6025026430	Colleen Bradley; Megan Corona; Bradley Fletcher; Luis Flores; Amanda Lee-Confer; Brent Pantaleo; Elizabeth Rowe	2	No	0	30	2	0	Available upon request
409 903	16072	21-22 CDPLT: Vibrant Vocabulary - 8/26 Learning Block B	Learn how to explicitly teach vocabulary in 15 min a day! Simple to implement strategies for teaching students how to figure out what words mean on their own and how to OWN vocabulary words so that concepts deepen, comprehension grows and students have the words they need for fabulous discourse! ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34787	21-22 CDPLT: Vibrant Vocabulary - 8/26 Learning Block B	8/26/2021	8/26/2021	https://us02web.zoom.us/j/6025026430	Colleen Bradley; Megan Corona; Bradley Fletcher; Luis Flores; Amanda Lee-Confer; Brent Pantaleo; Elizabeth Rowe	2	No	0	43	1	0	Available upon request
409 903	16073	21-22 CDPLT: Vibrant Vocabulary - 8/26 Learning Block C	Learn how to explicitly teach vocabulary in 15 min a day! Simple to implement strategies for teaching students how to figure out what words mean on their own and how to OWN vocabulary words so that concepts deepen, comprehension grows and students have the words they need for fabulous discourse! ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34788	21-22 CDPLT: Vibrant Vocabulary - 8/26 Learning Block C	8/26/2021	8/26/2021	https://us02web.zoom.us/j/6025026430	Colleen Bradley; Carrie Burdon; Kristi Chiasion; Megan Corona; Bradley Fletcher; Diana Johnston; Elizabeth Rowe	2	No	0	45	11	0	Available upon request
409 903	16339	21-22 CDPLT: Alternate Vendor PD - 1/27 All Learning Blocks	This course is a container for all teachers who participate in alternate professional development sessions with vendors on the January 27th District-Wide PLT Day outside of TrueNorthLogic.	35996	21-22 CDPLT: Ford Air Tame Devices & Promethean Boards - 1/27 Learning Block B	1/27/2022	1/27/2022	Ford Elementary	Colleen Bradley; Carrie Burdon; Kristi Chiasion; Megan Corona; Bradley Fletcher; Diana Johnston; Elizabeth Rowe	2	No	1	18	9	0	Available upon request

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409 903	16438	21-22 CDPLT: TUSD/Apex Tutorials Level 2, Implementing Tutorials in Multiple Models - 10/28	Learn to tap into Apex Tutorials in multiple instructional models, reteach, station rotation, personalized practice, skills scaffolding, synchronous instruction, and more. Bring a lesson plan and get hands-on in this workshop session where you will learn to create a blended plan for the instructional model of your choice. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35263	21-22 CDPLT: TUSD/Apex Tutorials Level 2, Implementing Tutorials in Multiple Models - 10/28 Learning Block A	10/28/2021	10/28/2021	https://us02web.zoom.us/j/85221523007?pwd=b254WjlvTURlTm1NeW5ScjBQTHh3Q2Q09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe; Omar Sotelo	2	No	0	2	0	0	Available upon request
409 903	16438	21-22 CDPLT: TUSD/Apex Tutorials Level 2, Implementing Tutorials in Multiple Models - 10/28	Learn to tap into Apex Tutorials in multiple instructional models, reteach, station rotation, personalized practice, skills scaffolding, synchronous instruction, and more. Bring a lesson plan and get hands-on in this workshop session where you will learn to create a blended plan for the instructional model of your choice. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35267	21-22 CDPLT: TUSD/Apex Tutorials Level 2, Implementing Tutorials in Multiple Models - 10/28 Learning Block B	10/28/2021	10/28/2021	https://us02web.zoom.us/j/85221523007?pwd=b254WjlvTURlTm1NeW5ScjBQTHh3Q2Q09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe; Omar Sotelo	2	No	0	6	0	0	Available upon request
409 903	16452	21-22 CDPLT: The Assistive Technology Process and the ISETI - 10/28	This class will teach about assistive technology process including the ISETI and where to find it and how to fill it out. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35291	21-22 CDPLT: The Assistive Technology Process and the ISETI - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tUSD1.zoom.us/j/81478161107?pwd=dEakTGf4d7ZjcrVCW0M0MzRkTSkvd09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Elizabeth Rowe; Johelen Strawn	2	No	0	5	10	0	Available upon request
409 903	16503	21-22 CDPLT: K-2 Keyboarding Without Tears Virtual Workshop - 10/28	8EC Learn the developmental progression of keyboarding skills to ensure student success. 8EC Review student lessons and learn how to seamlessly implement them into your instructional day and computer-based testing prep. 8EC Maximize the following educator resources to foster success: lesson previews, teacher8EC™ guides, and digital citizenship lessons. 8EC Use robust reporting tools to adapt and differentiate keyboarding instruction so students meet grade-level benchmarks. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35389	21-22 CDPLT: K-2 Keyboarding Without Tears Virtual Workshop - 10/28 Learning Block A	10/28/2021	10/28/2021	https://us06web.zoom.us/j/83423746043	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	4	2	0	Available upon request
409 903	16504	21-22 CDPLT: 3-5 Keyboarding Without Tears Virtual Workshop - 10/28	8EC Learn the developmental progression of keyboarding skills to ensure student success. 8EC Review student lessons and learn how to seamlessly implement them into your instructional day and computer-based testing prep. 8EC Maximize the following educator resources to foster success: lesson previews, teacher8EC™ guides, and digital citizenship lessons. 8EC Use robust reporting tools to adapt and differentiate keyboarding instruction so students meet grade-level benchmarks. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35390	21-22 CDPLT: 3-5 Keyboarding Without Tears Virtual Workshop - 10/28 Learning Block B	10/28/2021	10/28/2021	https://us06web.zoom.us/j/83423746043	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	26	15	2	Available upon request
409 903	16505	21-22 CDPLT: Expand Your Outlook! Beyond Basics of O365 Outlook - 10/28	In this course, we will delve into the basics and tools of O365 Outlook. Outlook is much more than just email! We will explore how to go beyond using Outlook for just email, and look at using the calendar, invites, tasks and how to set up folders and rules. Join us to learn about how to optimize your use of Outlook and simplify your life! This will be a hands-on course in which participants will work within their Outlook accounts in real-time. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35392	21-22 CDPLT: Expand Your Outlook! Beyond Basics of O365 Outlook - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tUSD1.zoom.us/j/83423746043	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Sylvia Quigley; Elizabeth Rowe; Tracey Rowley; Heba Sinclair	2	No	1	37	12	1	Available upon request
409 903	16506	21-22 CDPLT: Broaden your Outlook! Beyond the Basics of Microsoft O365 Outlook and Bookings - 10/28	Join us to dig deep into Outlook and the Outlook calendar including Bookings. This course is designed for people who feel comfortable with the basics of Outlook but are looking to increase their knowledge and skills. Join us to become a professional user of Outlook and amaze your coworkers with newfound expertise! Learn about how to optimize your use of Bookings and simplify your life! Bookings allows users to schedule and manage appointments. It is a web-based booking calendar which integrates with Outlook Calendar and gives 8ECcustomers8ECthe ability to book a time that works best for them and you. Please note, this will be a hands-on course in which participants will work within their Outlook accounts in real-time and will set up a related Bookings account. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35393	21-22 CDPLT: Broaden your Outlook! Beyond the Basics of Microsoft O365 Outlook and Bookings - 10/28 Learning Block C	10/28/2021	10/28/2021	https://tUSD1.zoom.us/j/82935175173?pwd=bTR0aThSc0RlTD0WbW5kZFRWVWUzZ09	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Jennifer Prusak; Sylvia Quigley; Elizabeth Rowe; Tracey Rowley; Heba Sinclair	2	No	1	38	13	0	Available upon request

409 903	16507	21-22 CDPLT: Direct Link - Added Duty Time Clock and Daily Attendance Notes Procedures - 10/28	The Direct Link teachers have been directed to use Time Clock to log their added duty hours and to input student attendance in Daily Attendance and Attendance Notes to cut down on paperwork and improve efficiency. This PD opportunity will demonstrate how to do both and allow teachers to ask questions specific to their needs. IT is only applicable to Direct Link teachers or those interested in joining our Added Duty staff. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35394	21-22 CDPLT: Direct Link - Added Duty Time Clock and Daily Attendance Notes Procedures - 10/28 Learning Block A	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/83532358478	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Trevia Heath; Jennifer Prusak; Elizabeth Rowe	2	No	0	7	1	1	Available upon request
409 903	16509	21-22 CDPLT: Increasing Student Engagement with Ed Technology - 10/28	If you are looking to increase student engagement using common Educational Technologies found in many classrooms, then this course is for you! During this course, we will deep dive into how to use AirTame devices, AVer USO document cameras and Promethean Boards and Panels. Best of all, we'll show how you can use these devices in tandem. John Farley from AirTame will be joined by members of the Instructional Technology department and Shayla Samuels from the Grants and Federal Programs department. We will discuss how to set up AirTame devices, how to use them and how to problem solve any potential issues. New this year-how students can use these devices as well! Specific schools received 5 AirTame devices per school (list is at the bottom). AirTames can be used by any classroom teacher-it's not just for specific teachers anymore. If your school did not receive these devices, this training will not be applicable for you! AVer USO document cameras were deployed around the district during remote learning, since then, many are finding them to be useful when delivering lessons. We will cover the features that you may know about, and some that you may not have noticed. We will also show how they can be used in conjunction with Promethean Boards and Panels. SCHOOLS WITH AIRTAMES: Blenman, Bonillas, Booth Fickett, Borton, Catalina, CE Rose, Cholla, Dietz, Dodge, Doolen, Drachman, Erickson, Ford, Gridley, Grijalva, Holladay, Holtzinger, Howell, Hudlow, Lawrence, Magee, Maldonado, Mansfield, Mary Meredith, McCorkle, Miller, Maxwell, Ochoa, Palo Verde, Pistor, Pueblo, Pueblo Gardens, Rincon, Roberts Naylor Rouskrug, Safford, Sahuaro, Santa Rita, Secrist, Steele, TAPP, Tucson, Tully, Utterback, Vall, Valencia, Vesey, Warren, Wheeler, White ADA accommodations (specifically an ASL interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35396	21-22 CDPLT: Increasing Student Engagement with Ed Technology - 10/28 Learning Block B	10/28/2021	10/28/2021	https://tusd1.zoom.us/j/88988333023	Colleen Bradley; Carrie Burdon; James Butler; Bradley Fletcher; Robert Kramer; Jennifer Prusak; Sylvia Quigley; Elizabeth Rowe; Tracey Rowley; Shayla Samuels; Heba Sinclair	2	No	1	37	4	1	Available upon request
409 903	16548	21-22 CDPLT: Waterford: Getting Started - 10/28	Waterford Reading Academy includes specific programs in support of student outcomes. These programs include individualized adaptive learning for students, instructional sequences, assessments, and digital resources and activities for educators to use in whole-group, small-group, or one-to-one instruction. This interactive session provides educators with a solid overview of their focused program. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35463	21-22 CDPLT: Waterford: Getting Started - 10/28 Learning Block A	10/28/2021	10/28/2021	https://waterford.zoom.us/j/89720119266	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	0	0	0	Available upon request
409 903	16548	21-22 CDPLT: Waterford: Getting Started - 10/28	Waterford Reading Academy includes specific programs in support of student outcomes. These programs include individualized adaptive learning for students, instructional sequences, assessments, and digital resources and activities for educators to use in whole-group, small-group, or one-to-one instruction. This interactive session provides educators with a solid overview of their focused program. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35464	21-22 CDPLT: Waterford: Getting Started - 10/28 Learning Block B	10/28/2021	10/28/2021	https://waterford.zoom.us/j/85042906969	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	0	0	0	Available upon request
409 903	16548	21-22 CDPLT: Waterford: Getting Started - 10/28	Waterford Reading Academy includes specific programs in support of student outcomes. These programs include individualized adaptive learning for students, instructional sequences, assessments, and digital resources and activities for educators to use in whole-group, small-group, or one-to-one instruction. This interactive session provides educators with a solid overview of their focused program. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35465	21-22 CDPLT: Waterford: Getting Started - 10/28 Learning Block C	10/28/2021	10/28/2021	https://waterford.zoom.us/j/83432723552	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	2	2	0	Available upon request
409 903	16549	21-22 CDPLT: Introduction to Canvas Learning Management System - 10/28	Participants will be introduced to Canvas as a Learning Management System, learn how to use it with their students, managing curriculum inside the	35467	21-22 CDPLT: Introduction to Canvas Learning Management System - 10/28 Learning Block B	10/28/2021	10/28/2021	https://instructure.zoom.us/j/95833768589	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	30	0	0	Available upon request
409 903	16549	21-22 CDPLT: Introduction to Canvas Learning Management System - 10/28	Participants will be introduced to Canvas as a Learning Management System, learn how to use it with their students, managing curriculum inside the	35466	21-22 CDPLT: Introduction to Canvas Learning Management System - 10/28 Learning Block A	10/28/2021	10/28/2021	https://instructure.zoom.us/j/95833768589	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	0	38	4	0	Available upon request
409 903	16549	21-22 CDPLT: Introduction to Canvas Learning Management System - 10/28	Participants will be introduced to Canvas as a Learning Management System, learn how to use it with their students, managing curriculum inside the platform, the overall functionality of it for teachers. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35468	21-22 CDPLT: Introduction to Canvas Learning Management System - 10/28 Learning Block C	10/28/2021	10/28/2021	https://instructure.zoom.us/j/95833768589	Colleen Bradley; Carrie Burdon; Bradley Fletcher; Henry Mangen; Theresa Martinez; Dawn Merrick; Jennifer Prusak; Erin Rabuck; Elizabeth Rowe	2	No	1	25	0	4	Available upon request
409 903	16575	21-22 CDPLT: Librarian Sessions - 8/26	This course is to track all of the specific PD sessions offered for librarians by Susan Metzger during the August 26th 21-22 Professional Learning Thursday.	35531	Library Office Hours: Ask Library and Destiny Related Questions - 8/26	8/26/2021	8/26/2021	Zoom/Online	Susan Metzger	5	No	0	1	23	0	Available upon request

409 903	16575	21-22 CDPLT: Librarian Sessions - 8/26	This course is to track all of the specific PD sessions offered for librarians by Susan Metzger during the August 26th 21-22 Professional Learning Thursday.	35530	Adding Resources into Destiny Resource Manager - 8/26	8/26/2021	8/26/2021	Zoom/Online	Susan Metzger	5	No	0	4	25	0	Available upon request
409 903	16576	21-22 CDPLT: Librarian Sessions - 10/28	This course is to track all of the specific PD sessions offered for librarians by Susan Metzger during the October 28th 21-22 Professional Learning Thursday.	35535	Utilize Destiny for Tracking an App Approval (for TS Staff) - 10/28	10/28/2021	10/28/2021	Zoom/Online	Susan Metzger	0.5	Yes	0	1	13	0	Available upon request
409 903	16576	21-22 CDPLT: Librarian Sessions - 10/28	This course is to track all of the specific PD sessions offered for librarians by Susan Metzger during the October 28th 21-22 Professional Learning Thursday.	35533	Copy & Item History in Destiny: What Does it All Mean? - 10/28	10/28/2021	10/28/2021	Zoom/Online	Susan Metzger	0.5	Yes	0	2	19	0	Available upon request
409 903	16662	21-22 CDPLT: Empowering Educators and Families with Mentor (Waterford Schools Grades K-3) - 1/27	Teachers will learn about the research-based framework used to develop our family communication tool, Waterford MentorK™ a digital tool that fosters interaction between educators and families by providing families with on-the-go, easy-to-implement ideas in both English and Spanish that are directly related to their child's current age, academic achievements, and social- Educators will learn how to use the library of digital activities during lesson planning and lesson delivery for collaborative learning in various settings. Teachers will also receive access to pre-designed Playlists. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible.	35754	21-22 CDPLT: Empowering Educators and Families with Mentor (Waterford Schools Grades K-3) - 1/27 Learning Block C	1/27/2022	1/27/2022	https://waterford.zoom.us/j/2090621798	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry	2	No	0	1	0	0	Available upon request
409 903	16675	21-22 CDPLT: Classroom Advantage for Waterford Schools Grades K-3 - 1/27	Educators will learn how to use the library of digital activities during lesson planning and lesson delivery for collaborative learning in various settings. Teachers will also receive access to pre-designed Playlists. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible.	35768	21-22 CDPLT: Classroom Advantage for Waterford Schools Grades K-3 - 1/27 Learning Block B	1/27/2022	1/27/2022	https://waterford.zoom.us/j/8324073262	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry	2	No	0	3	1	0	Available upon request
409 903	16675	21-22 CDPLT: Classroom Advantage for Waterford Schools Grades K-3 - 1/27	Educators will learn how to use the library of digital activities during lesson planning and lesson delivery for collaborative learning in various settings. Teachers will also receive access to pre-designed Playlists. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible.	35767	21-22 CDPLT: Classroom Advantage for Waterford Schools Grades K-3 - 1/27 Learning Block A	1/27/2022	1/27/2022	https://waterford.zoom.us/j/8324073262	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry	2	No	0	4	1	0	Available upon request
409 903	16676	21-22 CDPLT: Classroom Advantage Digging Deeper for Waterford Schools K-3 - 1/27	Educators will review the purpose of Classroom Advantage and take a deeper dive into how to use Waterford data to inform specific lessons from our pre-built Reading and Math & Science playlists. Educators will also learn how to create custom playlists using WaterfordK™s digital library of activities. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible.	35769	21-22 CDPLT: Classroom Advantage Digging Deeper for Waterford Schools K-3 - 1/27 Learning Block C	1/27/2022	1/27/2022	https://waterford.zoom.us/j/8324073262	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn	2	No	0	2	0	0	Available upon request
409 903	16678	21-22 CDPLT: Do-It-Yourself Data Walls for Waterford Schools Grades K-3 - 1/27	The presentation reviews using dashboards and reports to track student's usage and progress and fosters creativity by encouraging educators to create their own data wall for accountability. Educators enjoy this make and take session as they walk away with their own illustrations demonstrating how	35771	21-22 CDPLT: Do-It-Yourself Data Walls for Waterford Schools Grades K-3 - 1/27 Learning Block B	1/27/2022	1/27/2022	https://waterford.zoom.us/j/82892646482	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	0	1	0	Available upon request
409 903	16678	21-22 CDPLT: Do-It-Yourself Data Walls for Waterford Schools Grades K-3 - 1/27	The presentation reviews using dashboards and reports to track student's usage and progress and fosters creativity by encouraging educators to create their own data wall for accountability. Educators enjoy this make and take session as they walk away with their own illustrations demonstrating how they monitor and track student usage, progress and achievement. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35772	21-22 CDPLT: Do-It-Yourself Data Walls for Waterford Schools Grades K-3 - 1/27 Learning Block C	1/27/2022	1/27/2022	https://waterford.zoom.us/j/82892646482	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry Mangan; Dawn Merrick; Elizabeth Rowe	2	No	0	1	0	0	Available upon request
409 903	16687	21-22 CDPLT: XL for Effective Small Group Instruction - 1/27	Learn how XL&K™s Curriculum, Diagnostic, and Analytics reports are uniquely suited to support effective small group instruction. We will discuss a variety of uses that can work in any classroom and any grade level. All proficiency levels in XL are welcome. This session is appropriate for both teachers and site administrators. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your	35789	21-22 CDPLT: XL for Effective Small Group Instruction - 1/27 Learning Block A	1/27/2022	1/27/2022	https://zoom.us/j/94438088473	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Leslie	2	No	0	19	4	0	Available upon request
409 903	16687	21-22 CDPLT: XL for Effective Small Group Instruction - 1/27	Learn how XL&K™s Curriculum, Diagnostic, and Analytics reports are uniquely suited to support effective small group instruction. We will discuss a variety of uses that can work in any classroom and any grade level. All proficiency levels in XL are welcome. This session is appropriate for both teachers and site administrators. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your	35791	21-22 CDPLT: XL for Effective Small Group Instruction - 1/27 Learning Block C	1/27/2022	1/27/2022	https://zoom.us/j/98560156733	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Leslie	2	No	0	27	5	1	Available upon request
409 903	16687	21-22 CDPLT: XL for Effective Small Group Instruction - 1/27	Learn how XL&K™s Curriculum, Diagnostic, and Analytics reports are uniquely suited to support effective small group instruction. We will discuss a variety of uses that can work in any classroom and any grade level. All proficiency levels in XL are welcome. This session is appropriate for both teachers and site administrators. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your	35790	21-22 CDPLT: XL for Effective Small Group Instruction - 1/27 Learning Block B	1/27/2022	1/27/2022	https://zoom.us/j/92914464297	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Leslie	2	No	0	28	1	0	Available upon request
409 903	16688	21-22 CDPLT: Promethean Panelpalooza - 1/27	Do you have a Version 5, 6 or 7 Promethean Panel, have been using it and are curious to dive deeper into what it can do for you? This session is for you! Gain the skills and knowledge to feel more confident in using this game changing educational technology. Save valuable time, amp up your lessons, engage your students and build your confidence in your use of your Promethean Panel. This session will be hands on and collaborative!	35792	21-22 CDPLT: Promethean Panelpalooza - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/87307366885?pwd=Q2d3ZkVhL1dyQzhvVjVwZWZQc05NLTQ09	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Tracey Rowley	2	No	0	18	2	0	Available upon request
409 903	16697	21-22 CDPLT: My Students All Have Laptops, Now What? - 1/27	If you are looking for ways to increase student engagement and find innovative ways to use common Educational Technologies platforms, then this course is for you! We'll show how you can leverage smash&click activities	35810	21-22 CDPLT: My Students All Have Laptops, Now What? - 1/27 Learning Block B	1/27/2022	1/27/2022	https://bit.ly/31SPmfv	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Henry	2	No	0	32	1	2	Available upon request
409 903	16698	21-22 CDPLT: Bringing Online Strategies into the 6-12 ELD Classroom - 1/27	This course will explore ways in which secondary ELD teachers can take advantage of technology and skills learned from online teaching to increase student engagement and learning in the physical classroom. Additionally,	35834	21-22 CDPLT: Bringing Online Strategies into the 6-12 ELD Classroom - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/87009400159?pwd=emFjZjYtE1MEFwZWZlbnRya3ZkZm9	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Paula Cortes; Jean D'Andrea; Adelfina Federico; Bradley Fletcher; Benjamin Kowalski; Martizza Mason; Elizabeth Rowe	2	No	0	11	1	0	Available upon request
409 903	16698	21-22 CDPLT: Bringing Online Strategies into the 6-12 ELD Classroom - 1/27	This course will explore ways in which secondary ELD teachers can take advantage of technology and skills learned from online teaching to increase student engagement and learning in the physical classroom. Additionally, participants will identify ways in which they can streamline management of student work in the ELD classroom through the use of technology. This will be achieved through short presentations followed by breakout room discussions and time allotted for practice and application. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35833	21-22 CDPLT: Bringing Online Strategies into the 6-12 ELD Classroom - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/87009400159?pwd=emFjZjYtE1MEFwZWZlbnRya3ZkZm9	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Paula Cortes; Jean D'Andrea; Adelfina Federico; Bradley Fletcher; Benjamin Kowalski; Martizza Mason; Elizabeth Rowe	2	No	0	13	0	0	Available upon request

409 903	16707	21-22 CDPLT: IXL for Beginners - 1/27	Did you know that ALL students in our district have IXL licenses in math and ELA? Did you know that all teachers and staff in our district have access to all four subjects (math, ELA, science, & social studies) in IXL? Are you a teacher (or someone who supports teachers in our district) who has little or no experience using IXL but wants to learn more about it? *Then this session is for you!* We will explore the basics of using this software platform and will go over the essential aspects of how to use IXL to support daily instruction. This session will be facilitated by TUSD personnel, not the vendor. This session is ideal for first time users of the platform, any grade level. *This is a duplicate of the Oct. IXL for Beginners workshop that was offered.* If you have previous IXL experience and are looking for a deep dive into the analytic reports, this session is NOT for you. There are 3 vendor sponsored sessions that will be covering an in depth look into IXL for small group instruction. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35817	21-22 CDPLT: IXL for Beginners - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tUSD1.zoom.us/j/87357712224?pwd=NTUwQmVMdUJkWHNySDZlZDZvaanHU09	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Christina Loria; Elizabeth Rowe; Omar Sotelo	2	No	1	30	15	2	Available upon request
409 903	16708	21-22 CDPLT: Classroom Engagement PowerPoint Games - 1/27	In this course you will acquire 4 PowerPoint games: Family Feud, Millionaire, Auto Game and Jeopardy. Learn how to enter your educational questions and answers into the games, as well as best practices for classroom delivery. In this training, you will also utilize a game template and learn how to build your very own customized game. Please watch the course review video: https://www.youtube.com/watch?v=1E20P1a7c ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35818	21-22 CDPLT: Classroom Engagement PowerPoint Games - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tUSD1.zoom.us/j/82613580702	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Adelfo Huerta; Elizabeth Rowe	2	No	0	58	7	1	Available upon request
409 903	16788	21-22 CDPLT: Blended Learning Using Apex Courses and Tutorials - 1/27	Want to expand your resources for Blended Learning? This session will show you how to 'shop' for a broad range of instructional content, tools, and activities from both Apex Courses and Apex Tutorials, select the elements you would like to incorporate into your lessons, and use them to support student success. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35983	21-22 CDPLT: Blended Learning Using Apex Courses and Tutorials - 1/27 Learning Block C	1/27/2022	1/27/2022	https://edmentum.zoom.us/j/95910428598	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Omar Sotelo	2	No	0	13	5	2	Available upon request
409 903	16790	21-22 CDPLT: Apex Tutorials for ACT Prep - 1/27	Learn to use Apex Tutorials to support student readiness for the ACT. Whether in student-directed self-practice or in teacher-led instruction, Apex Tutorials can provide students with skills practice and personalized scaffolded pathways to enhance confidence and mastery of ACT-tested skills. You will set up a classroom, explore the content, and be ready to use Apex Tutorials for ACT Prep by the end of this session. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35985	21-22 CDPLT: Apex Tutorials for ACT Prep - 1/27 Learning Block A	1/27/2022	1/27/2022	https://edmentum.zoom.us/j/94481518358	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	24	1	0	Available upon request
409 903	16801	21-22 CDPLT: Canvas Pilot Schools - Creating Assessments/Quizzes - 1/27	For Canvas pilot schools and teachers. Teachers will learn about how to create a quiz inside their Canvas sandboxes and explore the various questions and quiz capabilities. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	36014	21-22 CDPLT: Canvas Pilot Schools - Creating Assessments/Quizzes - 1/27 Learning Block B	1/27/2022	1/27/2022	https://instructure.zoom.us/j/95833768589	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	27	2	0	Available upon request
409 903	16801	21-22 CDPLT: Canvas Pilot Schools - Creating Assessments/Quizzes - 1/27	For Canvas pilot schools and teachers. Teachers will learn about how to create a quiz inside their Canvas sandboxes and explore the various questions and quiz capabilities. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	36015	21-22 CDPLT: Canvas Pilot Schools - Creating Assessments/Quizzes - 1/27 Learning Block C	1/27/2022	1/27/2022	https://instructure.zoom.us/j/95833768589	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	44	1	1	Available upon request
409 903	16801	21-22 CDPLT: Canvas Pilot Schools - Creating Assessments/Quizzes - 1/27	For Canvas pilot schools and teachers. Teachers will learn about how to create a quiz inside their Canvas sandboxes and explore the various questions and quiz capabilities. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	36013	21-22 CDPLT: Canvas Pilot Schools - Creating Assessments/Quizzes - 1/27 Learning Block A	1/27/2022	1/27/2022	https://instructure.zoom.us/j/95833768589	Colleen Bradley; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	47	2	2	Available upon request
409 903	16852	Summer PD22: K-2 Reid Park Zoo Interactive Lesson	This course is for K-2 Teachers only. Bring Reid Park Zoo to your classroom using a PowerPoint Interactive Lesson. Visit Reid Park Zoo, take pictures and record specific animal details for the interactive lesson. Free Admission to the Zoo is provided by Reid Park Zoo. Learn how to enter the Zoo content into your lesson, and how to deliver the interactive activities to your students. Using the Zoo Activity Interactive Lesson learn the tools necessary to create your own activities. This course requires you have a camera or cell phone of your own, to take the pictures.	36198	6/23/22 - K-2 Reid Park Zoo Interactive Lesson - 8:30AM	6/23/2022	6/23/2022	https://tUSD1.zoom.us/j/833809402287?pwd=bu9ZSk1b2Y4NkYtUjY0Fas1QU0T058from=addon	Carrie Burdon; James Butler; Bradley Fletcher; Adelfo Huerta; Robert Kramer; Tracy Rowley; Heba Sinclair	3	No	0	6	0	0	Available upon request
409 903	16852	Summer PD22: K-2 Reid Park Zoo Interactive Lesson	This course is for K-2 Teachers only. Bring Reid Park Zoo to your classroom using a PowerPoint Interactive Lesson. Visit Reid Park Zoo, take pictures and record specific animal details for the interactive lesson. Free Admission to the Zoo is provided by Reid Park Zoo. Learn how to enter the Zoo content into your lesson, and how to deliver the interactive activities to your students.	36197	6/8/22 - K-2 Reid Park Zoo Interactive Lesson - 1:30PM	6/8/2022	6/8/2022	https://tUSD1.zoom.us/j/84849321394?pwd=VW04TDQpYkY1ZDp0MlQ3U1VlbtDwZj098from=addon	Carrie Burdon; James Butler; Bradley Fletcher; Adelfo Huerta; Robert Kramer; Tracy	3	No	0	10	0	0	Available upon request

409 903	16874	0365 The Basics SY 21-22 SY	Do you find it difficult to locate or save files in OneDrive? maybe, you are new to the Office 365 environment and you need to get familiar with it to be more productive. This course is designed for educators who want some practice navigating and managing their OneDrive. In this course you will: 1. Explore the 0365 Concept of Web vs Desktop applications. 2. Be able to identify and familiarize yourself with the common TUSD 0365 Applications. 3. Practice creating folders and uploading files to One Drive. 4. Explore Microsoft Teams	36202	0365 The Basics	3/24/2022	3/24/2022	Zoom Training	Adolfo Huerta	1.5	No	0	8	1	0	Available upon request
409 903	16887	21-22 CDPLT: Creative Implementation of IXL this Spring - 3/31	Learn how IXL can support your students (K-12) throughout this testing season and into the summer. Specifically, we will discuss how to use IXL for state and standardized test prep. You will also experience multiple strategies for how IXL can be implemented to keep students engaged during April and May. Finally, we will explore how IXL can support summer learning for your students. All proficiency levels in IXL are welcome. This session is appropriate for both teachers and site administrators. ADA	36253	21-22 CDPLT: Creative Implementation of IXL this Spring - 3/31 Learning Block A	3/31/2022	3/31/2022	https://zoom.us/j/94455212597	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Leslie Frandblau-Wirth; Christina Loria; Elizabeth Rowe; Omar	2	No	0	19	3	0	Available upon request
409 903	16887	21-22 CDPLT: Creative Implementation of IXL this Spring - 3/31	Learn how IXL can support your students (K-12) throughout this testing season and into the summer. Specifically, we will discuss how to use IXL for state and standardized test prep. You will also experience multiple strategies for how IXL can be implemented to keep students engaged during April and May. Finally, we will explore how IXL can support summer learning for your students. All proficiency levels in IXL are welcome. This session is appropriate for both teachers and site administrators. ADA	36254	21-22 CDPLT: Creative Implementation of IXL this Spring - 3/31 Learning Block B	3/31/2022	3/31/2022	https://zoom.us/j/95542863468	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Leslie Frandblau-Wirth; Christina Loria; Elizabeth Rowe; Omar	2	No	0	23	1	1	Available upon request
409 903	16887	21-22 CDPLT: Creative Implementation of IXL this Spring - 3/31	Learn how IXL can support your students (K-12) throughout this testing season and into the summer. Specifically, we will discuss how to use IXL for state and standardized test prep. You will also experience multiple strategies for how IXL can be implemented to keep students engaged during April and May. Finally, we will explore how IXL can support summer learning for your students. All proficiency levels in IXL are welcome. This session is appropriate for both teachers and site administrators. ADA	36255	21-22 CDPLT: Creative Implementation of IXL this Spring - 3/31 Learning Block C	3/31/2022	3/31/2022	https://zoom.us/j/94097746653	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Leslie Frandblau-Wirth; Christina Loria; Elizabeth Rowe; Omar	2	No	0	24	1	1	Available upon request
409 903	16906	21-22 CDPLT: Collecting Data with Excel - 3/31	In this course, you will learn the key elements to collecting data with Microsoft Excel. The objectives of the course are: Understand the needs for Data Validation in reference to data collection; Be able to explain the difference between validation criteria, input messages, and error alerts; Apply protection rules to worksheets and workbooks; Learn how to collect data using an Excel Form. Review Course Video: https://youtu.be/ZP-fc1LpHPU ADA accommodations (specifically an ASL	36290	21-22 CDPLT: Collecting Data with Excel - 3/31 Learning Block A	3/31/2022	3/31/2022	https://tUSD1.zoom.us/j/83389355240?pwd=ZHRNSUJhUjZlRhoQlEwefjCMkZkd098f8rom=addon	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Adolfo Huerta; Elizabeth Rowe	2	No	0	16	7	0	Available upon request
409 903	16913	21-22 CDPLT: PowerPoint and Excel! Deep Dive into Powerful Microsoft 0365 Tools! 3/31	Join Trainers from Microsoft to deep dive into 2 powerful and often used tools: Excel and PowerPoint. In this fast moving session, you will gain some new skills, build your confidence and increase your efficiency. Participants should have a basic knowledge about how to use Powerpoint and Excel. Please note this session will be using Microsoft Teams. Microsoft Excel, the spreadsheet app, lets you create, view, edit, and share files quickly and easily. We will learn how to organize excel, organize data, and use basic formulas. Teachers will learn about the research-based framework used to develop our family communication tool, Waterford Mentor4C's a digital tool that fosters interaction between educators and families by providing families with on-the-go, easy-to-implement ideas in both English and Spanish that are directly related to their child's current age, academic achievements, and social-emotional learning. There may be opportunities to explore Mentor's desktop and mobile versions. Our session is designed for teachers to learn about the importance of engaging families in the learning process. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	36296	21-22 CDPLT: PowerPoint and Excel! Deep Dive into Powerful Microsoft 0365 Tools! 3/31 Learning Block C	3/31/2022	3/31/2022	https://aka.ms/TUSD1.ExcelPowerPoint.3.31.2022.JoinLink	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Elizabeth Rowe; Tracey Rowley	2	No	0	51	10	0	Available upon request
409 903	16932	21-22 CDPLT: Empowering Educators and Families with Mentor For Waterford Schools K-2 - 3/31	Teachers will learn about the research-based framework used to develop our family communication tool, Waterford Mentor4C's a digital tool that fosters interaction between educators and families by providing families with on-the-go, easy-to-implement ideas in both English and Spanish that are directly related to their child's current age, academic achievements, and social-emotional learning. There may be opportunities to explore Mentor's desktop and mobile versions. Our session is designed for teachers to learn about the importance of engaging families in the learning process. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	36333	21-22 CDPLT: Empowering Educators and Families with Mentor For Waterford Schools K-2 - 3/31 Learning Block B	3/31/2022	3/31/2022	https://waterford.zoom.us/j/2090621798	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Henry Mangen; Dawn Merrick; Elizabeth Rowe	2	No	0	0	0	0	Available upon request
409 903	16932	21-22 CDPLT: Empowering Educators and Families with Mentor For Waterford Schools K-2 - 3/31	Teachers will learn about the research-based framework used to develop our family communication tool, Waterford Mentor4C's a digital tool that fosters interaction between educators and families by providing families with on-the-go, easy-to-implement ideas in both English and Spanish that are directly related to their child's current age, academic achievements, and social-emotional learning. There may be opportunities to explore Mentor's desktop and mobile versions. Our session is designed for teachers to learn about the importance of engaging families in the learning process. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	36332	21-22 CDPLT: Empowering Educators and Families with Mentor For Waterford Schools K-2 - 3/31 Learning Block A	3/31/2022	3/31/2022	https://waterford.zoom.us/j/2090621798	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Henry Mangen; Dawn Merrick; Elizabeth Rowe	2	No	0	1	0	0	Available upon request
409 903	16957	21-22 CDPLT: Waterford Resources & Activities for K-2 Teachers - 3/31	This fun Scavenger Hunt developed by the Waterford Curriculum Team familiarizes educators with the variety of ways they can locate valuable offline resources within Waterford Reading Academy. For Waterford Schools K-2 grades. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	36378	21-22 CDPLT: Waterford Resources & Activities for K-2 Teachers (Grades K-2) - 3/31 Learning Block A	3/31/2022	3/31/2022	https://waterford.zoom.us/j/89449587115	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Henry Mangen; Dawn Merrick; Elizabeth Rowe	2	No	0	0	0	0	Available upon request
409 903	16957	21-22 CDPLT: Waterford Resources & Activities for K-2 Teachers - 3/31	This fun Scavenger Hunt developed by the Waterford Curriculum Team familiarizes educators with the variety of ways they can locate valuable offline resources within Waterford Reading Academy. For Waterford Schools K-2 grades. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	36380	21-22 CDPLT: Waterford Resources & Activities for K-2 Teachers (Grades K-2) - 3/31 Learning Block C	3/31/2022	3/31/2022	https://waterford.zoom.us/j/89449587115	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Henry Mangen; Dawn Merrick; Elizabeth Rowe	2	No	0	0	0	0	Available upon request
409 903	16957	21-22 CDPLT: Waterford Resources & Activities for K-2 Teachers - 3/31	This fun Scavenger Hunt developed by the Waterford Curriculum Team familiarizes educators with the variety of ways they can locate valuable offline resources within Waterford Reading Academy. For Waterford Schools K-2 grades. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	36379	21-22 CDPLT: Waterford Resources & Activities for K-2 Teachers (Grades K-2) - 3/31 Learning Block B	3/31/2022	3/31/2022	https://waterford.zoom.us/j/89449587115	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Henry Mangen; Dawn Merrick; Elizabeth Rowe	2	No	0	2	0	0	Available upon request
409 903	16967	21-22 CDPLT: Classroom Advantage for Waterford Schools K-2 - 3/31	Educators will learn how to use the variety of digital activities during lesson planning and lesson delivery for collaborative learning in various settings. Teachers will also receive access to pre-designed Playlists. A. Search, preview, and create your Playlists. B. Use Waterford data to inform instruction with prebuilt Playlists. C. Plan a lesson using Playlists for intervention and whole class instruction. D. Learn how to share Playlists with colleagues. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	36387	21-22 CDPLT: Classroom Advantage for Waterford Schools (Grades K-2) - 3/31 Learning Block B	3/31/2022	3/31/2022	https://waterford.zoom.us/j/8324073262	Carrie Burdon; Kristi Chiasson; Megan Corona; Bradley Fletcher; Henry Mangen; Dawn Merrick; Elizabeth Rowe	2	No	0	2	0	0	Available upon request

				Educators will learn how to use the library of digital activities during lesson planning and lesson delivery for collaborative learning in various settings. Teachers will also receive access to pre-designed Playlists. A Search, preview, and create your Playlists. A Use Waterford data to inform instruction with prebuilt Playlists. A Plan a lesson using Playlists for intervention and whole class instruction. A Learn how to share Playlists with colleagues. ADA accommodations (specifically an ASL Interpreter) must be	36388	21-22 CDPLT: Classroom Advantage for Waterford Schools (Grades K-2) - 3/31 Learning Block C	3/31/2022	3/31/2022	https://waterford.zoom.us/j/8324073262	Carrie Burdon; Kristi Chlasson; Megan Corona; Bradley Fletcher; Henry Mangen; Dawn Merrick; Elizabeth Rowe	2	No	0	6	1	0	Available upon request
409	903	16967	21-22 CDPLT: Classroom Advantage for Waterford Schools K-2 - 3/31	Educators will learn how to use the library of digital activities during lesson planning and lesson delivery for collaborative learning in various settings. Teachers will also receive access to pre-designed Playlists. A Search, preview, and create your Playlists. A Use Waterford data to inform instruction with prebuilt Playlists. A Plan a lesson using Playlists for intervention and whole class instruction. A Learn how to share Playlists with colleagues. ADA accommodations (specifically an ASL Interpreter) must be	36386	21-22 CDPLT: Classroom Advantage for Waterford Schools (Grades K-2) - 3/31 Learning Block A	3/31/2022	3/31/2022	https://waterford.zoom.us/j/8324073262	Carrie Burdon; Kristi Chlasson; Megan Corona; Bradley Fletcher; Henry Mangen; Dawn Merrick; Elizabeth Rowe	2	No	0	9	1	0	Available upon request
409	903	16994	21-22 CDPLT: Nearpod Data Analysis - 3/31	Examine ways data can be used to inform instruction in real time and be reviewed and analyzed in a team or individual setting to determine appropriate strategies to engage individual learners. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps join us for a special day to learn all about the Promethean Panels. Promethean Education Consultants are flying in from around the country to join us for this engaging, fun-filled day! If you have a Promethean Panel in your room (they look like flat screen tvs) or know you will be getting one in the Fall of 2022, you will not want to miss this opportunity! The knowledgeable team of Promethean Education Consultants will be offering a wide range of courses designed to help you best utilize Promethean tools in your classroom in relevant, cutting-edge ways. Attendees will be able to select which courses they would like to attend. There will be something for everyone, from the beginner to the advanced user! Please note this will be an in-person training (following all Covid safety protocols) at Howestine Learning Center. We will also be offering opportunities for people who are summer school teachers to join us virtually for 1 to 2 hours in the afternoon based on their schedules. Afternoon summer school teachers can register and join us in person for just the morning sessions.	36445	21-22 CDPLT: Nearpod Data Analysis - 3/31 Learning Block B	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/87908735258	Carrie Burdon; Kristi Chlasson; Megan Corona; Bradley Fletcher; Kimberly King; Elizabeth Rowe	2	No	0	4	0	0	Available upon request
409	903	17021	Summer PD22 - Promethean Summit	Join us for a special day to learn all about the Promethean Panels. Promethean Education Consultants are flying in from around the country to join us for this engaging, fun-filled day! If you have a Promethean Panel in your room (they look like flat screen tvs) or know you will be getting one in the Fall of 2022, you will not want to miss this opportunity! The knowledgeable team of Promethean Education Consultants will be offering a wide range of courses designed to help you best utilize Promethean tools in your classroom in relevant, cutting-edge ways. Attendees will be able to select which courses they would like to attend. There will be something for everyone, from the beginner to the advanced user! Please note this will be an in-person training (following all Covid safety protocols) at Howestine Learning Center. We will also be offering opportunities for people who are summer school teachers to join us virtually for 1 to 2 hours in the afternoon based on their schedules. Afternoon summer school teachers can register and join us in person for just the morning sessions.	36494	6/14/ 22 Promethean Summit - Morning Session Only (In Person Event)	6/14/2022	6/14/2022	Howestine Education Center	Carrie Burdon; James Butler; Bradley Fletcher; Adeflo Huerta; Robert Kramer; Tracey Rowley; Heba Sinclair	7	No	0	5	0	0	Available upon request
409	903	17021	Summer PD22 - Promethean Summit	Join us for a special day to learn all about the Promethean Panels. Promethean Education Consultants are flying in from around the country to join us for this engaging, fun-filled day! If you have a Promethean Panel in your room (they look like flat screen tvs) or know you will be getting one in the Fall of 2022, you will not want to miss this opportunity! The knowledgeable team of Promethean Education Consultants will be offering a wide range of courses designed to help you best utilize Promethean tools in your classroom in relevant, cutting-edge ways. Attendees will be able to select which courses they would like to attend. There will be something for everyone, from the beginner to the advanced user! Please note this will be an in-person training (following all Covid safety protocols) at Howestine Learning Center. We will also be offering opportunities for people who are summer school teachers to join us virtually for 1 to 2 hours in the afternoon based on their schedules. Afternoon summer school teachers can register and join us in person for just the morning sessions.	36529	6/14/22 - Promethean Summit- Afternoon Session (Zoom Session)	6/14/2022	6/14/2022	https://tusd1.zoom.us/j/83465688861?pwd=MEJlSTRQ201odVROFo4VWV0OGhUJT09	Carrie Burdon; James Butler; Bradley Fletcher; Adeflo Huerta; Robert Kramer; Tracey Rowley; Heba Sinclair	7	No	0	8	0	0	Available upon request
409	903	17021	Summer PD22 - Promethean Summit	Join us for a special day to learn all about the Promethean Panels. Promethean Education Consultants are flying in from around the country to join us for this engaging, fun-filled day! If you have a Promethean Panel in your room (they look like flat screen tvs) or know you will be getting one in the Fall of 2022, you will not want to miss this opportunity! The knowledgeable team of Promethean Education Consultants will be offering a wide range of courses designed to help you best utilize Promethean tools in your classroom in relevant, cutting-edge ways. Attendees will be able to select which courses they would like to attend. There will be something for everyone, from the beginner to the advanced user! Please note this will be an in-person training (following all Covid safety protocols) at Howestine Learning Center. We will also be offering opportunities for people who are summer school teachers to join us virtually for 1 to 2 hours in the afternoon based on their schedules. Afternoon summer school teachers can register and join us in person for just the morning sessions.	36495	6/14/22 - Promethean Summit - Afternoon Session (Zoom Session)	6/14/2022	6/14/2022	https://tusd1.zoom.us/j/83465688861?pwd=MEJlSTRQ201odVROFo4VWV0OGhUJT09	Carrie Burdon; James Butler; Bradley Fletcher; Adeflo Huerta; Robert Kramer; Tracey Rowley; Heba Sinclair	7	No	0	32	1	0	Available upon request
409	903	17021	Summer PD22 - Promethean Summit	Join us for a special day to learn all about the Promethean Panels. Promethean Education Consultants are flying in from around the country to join us for this engaging, fun-filled day! If you have a Promethean Panel in your room (they look like flat screen tvs) or know you will be getting one in the Fall of 2022, you will not want to miss this opportunity! The knowledgeable team of Promethean Education Consultants will be offering a wide range of courses designed to help you best utilize Promethean tools in your classroom in relevant, cutting-edge ways. Attendees will be able to select which courses they would like to attend. There will be something for everyone, from the beginner to the advanced user! Please note this will be an in-person training (following all Covid safety protocols) at Howestine Learning Center. We will also be offering opportunities for people who are summer school teachers to join us virtually for 1 to 2 hours in the afternoon based on their schedules. Afternoon summer school teachers can register and join us in person for just the morning sessions.	36492	6/14/22 - Promethean Summit - Full Day (In-Person Event)	6/14/2022	6/14/2022	Howestine Education Center	Carrie Burdon; James Butler; Bradley Fletcher; Adeflo Huerta; Robert Kramer; Tracey Rowley; Heba Sinclair	7	No	0	33	0	0	Available upon request
409	903	17033	21-22 CDPLT: Librarian Sessions - 3/31	This course is to track all of the specific PD sessions offered for librarians by Susan Metzger during the March 31st 21-22 Professional Learning Thursday.	36526	Nickname Field in Destiny - 3/31	3/31/2022	3/31/2022	Zoom/Online	Susan Metzger	1	Yes	0	2	34	0	Available upon request
409	903	17033	21-22 CDPLT: Librarian Sessions - 3/31	This course is to track all of the specific PD sessions offered for librarians by Susan Metzger during the March 31st 21-22 Professional Learning Thursday.	36527	Using Help Ticket Feature in Destiny - 3/31	3/31/2022	3/31/2022	Zoom/Online	Susan Metzger	1	Yes	0	2	34	0	Available upon request
409	903	17033	21-22 CDPLT: Librarian Sessions - 3/31	This course is to track all of the specific PD sessions offered for librarians by Susan Metzger during the March 31st 21-22 Professional Learning Thursday.	36524	SORA - Downloadable Audiobooks and eBooks - 3/31	3/31/2022	3/31/2022	Zoom/Online	Susan Metzger	1	Yes	0	4	37	0	Available upon request
409	903	17146	Summer PD22 - (Eureka) Eureka Digital for Middle School	By the end of this session, participants will be able to utilize Inspyr/Affirm to enhance mathematical instruction and make informed instructional decisions based on data. .	36732	6/15/22 - Summer PD22 - Eureka Digital for Middle School	6/15/2022	6/15/2022	https://greatminds.com.us/j/99248354195?pwd=cStWbRnRkLWUldFJmZm04M0VhZz069&from=addon	Carrie Burdon; Bradley Fletcher; Dana Islas; Deanna McLemore; Elizabeth Rowe; Omar Sotelo	3	No	0	19	0	0	Available upon request
409	903	17158	Summer PD22 - Nearpod and Canvas Integrations	Maximize the integration between Nearpod and Canvas. Learn how to log into your Nearpod account, add assignments and launch Live and Student paced codes all from within your district Canvas account. Students can join lessons while inside Canvas, minimizing the places students need to go for their learning resources. Determine how to utilize Nearpod reports in Canvas Speedgrader to provide feedback and award points to students.	36743	6/7/22 - Summer PD22 - Nearpod and Canvas Integrations	6/7/2022	6/7/2022	https://nearpod.zoom.us/webinar/register/WN_o2bP8lEBT8xK3GecGqR7w	Carrie Burdon; Bradley Fletcher; Kimberly King; Deanna McLemore; Elizabeth Rowe; Omar Sotelo	2	No	0	4	0	0	Available upon request
409	903	17158	Summer PD22 - Nearpod and Canvas Integrations	Maximize the integration between Nearpod and Canvas. Learn how to log into your Nearpod account, add assignments and launch Live and Student paced codes all from within your district Canvas account. Students can join lessons while inside Canvas, minimizing the places students need to go for their learning resources. Determine how to utilize Nearpod reports in Canvas Speedgrader to provide feedback and award points to students.	36742	6/8/22 - Summer PD22 - Nearpod and Canvas Integrations	6/8/2022	6/8/2022	https://nearpod.zoom.us/webinar/register/WN_VBMSi5X6T6BaDW4d07apQ	Carrie Burdon; Bradley Fletcher; Kimberly King; Deanna McLemore; Elizabeth Rowe; Omar Sotelo	2	No	0	5	0	0	Available upon request

409 903	17161	Summer PD22 - Nearpod to the Next Level - Advanced Platform	Explore advanced uses of the Nearpod platform that allow students to demonstrate their thought processes while sharing their levels of understanding. We will highlight pre-made activities such as Drag and Drop, Draw It, Matching Pairs, and Time to Climb. We will also combine formative assessment activities with Virtual Reality, 3D Models, Interactive Videos, PhET Simulations, Gamified Learning, and other Web-based resources.	36748	6/7/22 - Summer PD22 - Nearpod to the Next Level - Advanced Platform	6/7/2022	6/7/2022	https://nearpod.zoom.us/j/909XJH95u8vA	Carrie Burdon; Bradley Fletcher; Kimberly King; Deanna McLemore; Elizabeth Rowe; Omar Sotelo	2	No	0	8	0	0	Available upon request
409 903	17163	Summer PD22 - Learning & Creating With Nearpod	Participants will experience Nearpod as a learner and explore the Nearpod Library of lessons where they will find, edit and launch lessons in both LIVE and Student-Faced mode. They will begin to explore how to create lessons that use their own resources. Finally, they will learn how to view student progress in the lesson as well in the reports.	36756	6/6/22 - Summer PD22 - Learning & Creating With Nearpod	6/6/2022	6/6/2022	https://nearpod.zoom.us/j/909XJH95u8vA	Carrie Burdon; Bradley Fletcher; Kimberly King; Deanna McLemore; Elizabeth Rowe; Omar Sotelo	2	No	0	8	0	0	Available upon request
412 413	15948	USP: Mentor Teacher-Staff Development SY 2021-2022	On-going staff development for mentor teachers	34503	USP: Mentor Teacher-Staff Development SY 2020-2021	7/22/2021	12/17/2021	Zoom	Tanya Schrantz	119	No	2	17	2	1	Available upon request
412 413 516	16627	USP: MENTOR TEACHER PROGRAM: A General Education Teacher's Guide to Special Education 2021-2022 SY	This course is designed for general education teachers at all grade levels who want to understand exceptional education and how to better support their students who have IEPs. Participants will learn the components of IEPs, strategies for providing accommodations, Universal Design for Learning, different ways to work with exceptional education teachers and related service providers, and models for inclusion. By the end of the seminar, participants will understand their legal responsibilities regarding IEPs and the IEP process. They will be able to identify the most relevant parts of the IEPs, strategies to implement accommodations, and who to contact for support. This course specifically addresses Danielson 1b, 1c, 2a, 4b	35656	USP: MENTOR TEACHER PROGRAM: A General Education Teacher's Guide to Special Education 2021-2022 SY - Section 1	2/8/2022	2/15/2022	Zoom Online Course	Katherine Cummings; Bradley Fletcher; Danielle Fradette; Christine Hermes; Katherine Jordan; Nicole Kredich; Rebecca Long; Elizabeth Rowe; Carol Ruhke; Tanya Schrantz; Cynthia Wong	4	No	0	2	0	0	Available upon request
412 413 516	16629	USP: MENTOR TEACHER PROGRAM: Lesson Planning Study Group 2021-2022 SY	Lesson planning for K-12 teachers This seminar specifically addresses Danielson 1e	35663	USP: MENTOR TEACHER PROGRAM: Lesson Planning Study Group 2021-2022 SY - Section 2	1/6/2022	5/5/2022	Zoom Online Course	Katherine Cummings; Bradley Fletcher; Christine Hermes; Nicole Kredich; Rebecca Long; Elizabeth Rowe; Carol Ruhke; Tanya Schrantz; Elise Van Der Zee; Cynthia Wong	30	No	0	11	0	0	Available upon request
412 413 516	16629	USP: MENTOR TEACHER PROGRAM: Lesson Planning Study Group 2021-2022 SY	Lesson planning for K-12 teachers This seminar specifically addresses Danielson 1e	35662	USP: MENTOR TEACHER PROGRAM: Lesson Planning Study Group 2021-2022 SY - Section 1	1/12/2022	5/4/2022	Zoom Online Course	Katherine Cummings; Bradley Fletcher; Jana Gahn; Christine Hermes; Nicole Kredich; Rebecca Long; Elizabeth Rowe; Carol Ruhke; Tanya Schrantz; Cynthia Wong	32	No	0	14	0	0	Available upon request
412 413 516	16630	USP: MENTOR TEACHER PROGRAM: IEP Writing 2021-2022 SY	This online seminar provides participants with an overview of IEP components and the skills needed to write an IEP that is individually designed to meet the academic, social/emotional, and behavioral needs of their student. They will also learn of details regarding IEP compliance as denoted by district policies as they apply to state and federal laws. Participants will learn how to gather information to develop a PLAAFP that is representative of the student and is data driven in order to construct individualized goals, specially designed instruction, and services/supports based on student needs. This seminar specifically addresses Danielson 1b, 1c, 4b, 4c	35666	USP: MENTOR TEACHER PROGRAM: IEP Writing 2021-2022 SY - Section 3	4/9/2022	4/9/2022	Zoom Online Course	Katherine Cummings; Bradley Fletcher; Christine Hermes; Nicole Kredich; Lynnette Lehman; Rebecca Long; Elizabeth Rowe; Carol Ruhke; Tanya Schrantz; Cynthia Wong	4	No	0	0	0	1	Available upon request
412 413 516	16630	USP: MENTOR TEACHER PROGRAM: IEP Writing 2021-2022 SY	This online seminar provides participants with an overview of IEP components and the skills needed to write an IEP that is individually designed to meet the academic, social/emotional, and behavioral needs of their student. They will also learn of details regarding IEP compliance as denoted by district policies as they apply to state and federal laws. Participants will learn how to gather information to develop a PLAAFP that is representative of the student and is data driven in order to construct individualized goals, specially designed instruction, and services/supports based on student needs. This seminar specifically addresses Danielson 1b, 1c, 4b, 4c	35665	USP: MENTOR TEACHER PROGRAM: IEP Writing 2021-2022 SY - Section 2	2/28/2022	3/1/2022	Zoom Online Course	Katherine Cummings; Bradley Fletcher; Christine Hermes; Nicole Kredich; Lynnette Lehman; Rebecca Long; Elizabeth Rowe; Carol Ruhke; Tanya Schrantz; Cynthia Wong	4	No	0	2	0	0	Available upon request
412 413 516	16630	USP: MENTOR TEACHER PROGRAM: IEP Writing 2021-2022 SY	This online seminar provides participants with an overview of IEP components and the skills needed to write an IEP that is individually designed to meet the academic, social/emotional, and behavioral needs of their student. They will also learn of details regarding IEP compliance as denoted by district policies as they apply to state and federal laws. Participants will learn how to gather information to develop a PLAAFP that is representative of the student and is data driven in order to construct individualized goals, specially designed instruction, and services/supports based on student needs. This seminar specifically addresses Danielson 1b, 1c, 4b, 4c	35664	USP: MENTOR TEACHER PROGRAM: IEP Writing 2021-2022 SY - Section 1	2/19/2022	2/19/2022	Zoom Online Course	Katherine Cummings; Bradley Fletcher; Christine Hermes; Nicole Kredich; Lynnette Lehman; Rebecca Long; Elizabeth Rowe; Carol Ruhke; Tanya Schrantz; Cynthia Wong	4	No	0	3	0	0	Available upon request
412 413 516	16631	USP: MENTOR TEACHER PROGRAM: Teacher Intern Study Group 2021-2022 SY	A study group designed to support those on an alternative path to a teaching certification. This study group will be a flexible time planned by participants and will include building a network of interns. This seminar specifically addresses Danielson Domains: 3c, 4d, 4e	35667	USP: MENTOR TEACHER PROGRAM: Teacher Intern Study Group 2021-2022 SY	1/24/2022	5/2/2022	Zoom Online Course	Katherine Cummings; Joan Flannery; Bradley Fletcher; Christine Hermes; Nicole Kredich; Rebecca Long; Elizabeth Rowe; Carol Ruhke; Tanya Schrantz; Cynthia Wong	10.5	No	0	2	0	0	Available upon request
412 413 516	16632	USP: MENTOR TEACHER PROGRAM: Collaborative Engagement Strategies 2021-2022 SY	Learn collaborative learning structures to boost student academic achievement, improve student relations, promote thinking skills, and create a more kind and caring school community. This seminar specifically addresses Danielson 2a, 2c, 3c	35668	USP: MENTOR TEACHER PROGRAM: Collaborative Engagement Strategies 2021-2022 SY - Section 1	2/16/2022	2/16/2022	Zoom Online Course	Katherine Cummings; Bradley Fletcher; Christine Hermes; Sharon Herring; Nicole Kredich; Rebecca Long; Elizabeth Rodriguez; Cynthia Wong	2	No	0	0	0	0	Available upon request
412 413 516	16635	USP: MENTOR TEACHER PROGRAM: Exceptional Education Forum Study Group 2021-2022 SY	The ExEd Study Group is a regular Zoom meeting created for ExEd teachers to have a space to meet with others in your field who understand all your ups and downs. It will be a fluid, discussion-based group that will offer connection, collaboration, celebration, conversation, and support both	35679	USP: MENTOR TEACHER PROGRAM: Exceptional Education Forum Study Group 2021-2022 SY - Section 1	1/6/2022	5/12/2022	Zoom Online Course	Katherine Cummings; Bradley Fletcher; Christine Hermes; Katherine Cummings; Bradley Fletcher; Christine Hermes; Melinda Gomez; Christine Hermes;	21	No	0	7	0	0	Available upon request
412 413 516	16635	USP: MENTOR TEACHER PROGRAM: Exceptional Education Forum Study Group 2021-2022 SY	The ExEd Study Group is a regular Zoom meeting created for ExEd teachers to have a space to meet with others in your field who understand all your ups and downs. It will be a fluid, discussion-based group that will offer connection, collaboration, celebration, conversation, and support both	35680	USP: MENTOR TEACHER PROGRAM: Exceptional Education Forum Study Group 2021-2022 SY - Section 2	1/11/2022	5/10/2022	Zoom Online Course	Katherine Cummings; Bradley Fletcher; Christine Hermes; Susan Allard; Katherine Cummings; Bradley Fletcher; Christine Hermes; Nicole Kredich; Rebecca Long; Elizabeth Rowe; Carol Ruhke; Tanya Schrantz; Cynthia Wong	21	No	0	7	0	0	Available upon request
412 413 516	16636	USP: MENTOR TEACHER PROGRAM: Classroom Management 1 2021-2022 SY	This seminar will focus on providing teachers the tools to create a positive and proactive classroom management system. Strategies from the 5 Elements of Effective Classroom Management will be used as a key tool to guide our discussions as well as Rosemary and Henry Wong's classroom management strategies. In this seminar, participants will learn and refine techniques for creating and maintaining a positive learning environment in accordance with district PBIS initiatives. This seminar specifically addresses Danielson's Domain 2 - The Classroom Environment 2a, 2c, 2d	35671	USP: MENTOR TEACHER PROGRAM: Classroom Management 1 (K-5) 2021-2022 SY	3/22/2022	3/24/2022	Zoom Online Course	Katherine Cummings; Bradley Fletcher; Christine Hermes; Nicole Kredich; Rebecca Long; Elizabeth Rowe; Carol Ruhke; Tanya Schrantz; Cynthia Wong	4	No	0	4	0	0	Available upon request

412 413 516	16636	USP: MENTOR TEACHER PROGRAM: Classroom Management 1 2021-2022 SY	This seminar will focus on providing teachers the tools to create a positive and proactive classroom management system. Strategies from the 5 Elements of Effective Classroom Management will be used as a key tool to guide our discussions as well as Rosemary and Harry Wong's classroom management strategies. In this seminar, participants will learn and refine techniques for creating and maintaining a positive learning environment in accordance with district PBIS initiatives. This seminar specifically addresses Danielson's Domain 2 - The Classroom Environment 2a, 2c, 2d	35670	USP: MENTOR TEACHER PROGRAM: Classroom Management 1 (6-12) 2021-2022 SY - Section 1	2/8/2022	2/15/2022	Zoom Online Course	Margarito Casillas; Katherine Cummings; Bradley Fletcher; Christine Hermes; Nicole Kredich; Rebecca Long; Heather Mace; Elizabeth Rowe; Carol Ruhnke; Tanya Schrantz; Cynthia Wong	4	No	0	5	0	0	Available upon request
412 413 516	16636	USP: MENTOR TEACHER PROGRAM: Classroom Management 1 2021-2022 SY	This seminar will focus on providing teachers the tools to create a positive and proactive classroom management system. Strategies from the 5 Elements of Effective Classroom Management will be used as a key tool to guide our discussions as well as Rosemary and Harry Wong's classroom management strategies. In this seminar, participants will learn and refine techniques for creating and maintaining a positive learning environment in accordance with district PBIS initiatives. This seminar specifically addresses Danielson's Domain 2 - The Classroom Environment 2a, 2c, 2d	36149	USP: MENTOR TEACHER PROGRAM: Classroom Management 1 (6-12) 2021-2022 SY - Section 2	3/22/2022	3/24/2022	Zoom Online Course	Margarito Casillas; Katherine Cummings; Bradley Fletcher; Christine Hermes; Nicole Kredich; Rebecca Long; Heather Mace; Elizabeth Rowe; Carol Ruhnke; Tanya Schrantz; Cynthia Wong	4	No	0	8	0	0	Available upon request
412 413 516	16637	USP: MENTOR TEACHER PROGRAM: Classroom Management 2 2021-2022 SY	This online seminar provides participants with instructional strategy tools to create a positive and proactive classroom management system. Strategies from the 5 Elements of Effective Classroom Management will be used as a key tool to guide discussions. Participants will learn and refine techniques for creating and maintaining a positive learning environment in accordance with district initiatives (PBIS, Restorative Practices, MTSS). This seminar specifically addresses Danielson's Domain 2 - The Classroom Environment. This seminar specifically addresses Danielson 2a, 2c, 2d	35688	USP: MENTOR TEACHER PROGRAM: Classroom Management 2 (K-5) 2021-2022 SY - Section 5	3/28/2022	3/30/2022	Zoom Online Course	Katherine Cummings; Bradley Fletcher; Christine Hermes; Nicole Kredich; Lynnette Lehman; Rebecca Long; Elizabeth Rowe; Carol Ruhnke; Tanya Schrantz; Cynthia Wong; Alex Yrigolla	4	No	0	2	0	0	Available upon request
412 413 516	16637	USP: MENTOR TEACHER PROGRAM: Classroom Management 2 2021-2022 SY	This online seminar provides participants with instructional strategy tools to create a positive and proactive classroom management system. Strategies from the 5 Elements of Effective Classroom Management will be used as a key tool to guide discussions. Participants will learn and refine techniques for creating and maintaining a positive learning environment in accordance with district initiatives (PBIS, Restorative Practices, MTSS). This seminar specifically addresses Danielson's Domain 2 - The Classroom Environment. This seminar specifically addresses Danielson 2a, 2c, 2d	35690	USP: MENTOR TEACHER PROGRAM: Classroom Management 2 (K-5) 2021-2022 SY - Section 7	4/25/2022	4/27/2022	Zoom Online Course	Katherine Cummings; Bradley Fletcher; Christine Hermes; Nicole Kredich;	4	No	0	2	0	0	Available upon request
412 413 516	16637	USP: MENTOR TEACHER PROGRAM: Classroom Management 2 2021-2022 SY	This online seminar provides participants with instructional strategy tools to create a positive and proactive classroom management system. Strategies from the 5 Elements of Effective Classroom Management will be used as a key tool to guide discussions. Participants will learn and refine techniques for creating and maintaining a positive learning environment in accordance with district initiatives (PBIS, Restorative Practices, MTSS). This seminar specifically addresses Danielson's Domain 2 - The Classroom Environment. This seminar specifically addresses Danielson 2a, 2c, 2d	35691	USP: MENTOR TEACHER PROGRAM: Classroom Management 2 (6-12) 2021-2022 SY - Section 8	5/3/2022	5/5/2022	Zoom Online Course	Katherine Cummings; Bradley Fletcher; Christine Hermes; Nicole Kredich; Rebecca Long; Elizabeth Rowe; Carol Ruhnke; Tanya Schrantz; Cynthia Wong	4	No	0	3	0	0	Available upon request
412 413 516	16637	USP: MENTOR TEACHER PROGRAM: Classroom Management 2 2021-2022 SY	This online seminar provides participants with instructional strategy tools to create a positive and proactive classroom management system. Strategies from the 5 Elements of Effective Classroom Management will be used as a key tool to guide discussions. Participants will learn and refine techniques for creating and maintaining a positive learning environment in accordance with district initiatives (PBIS, Restorative Practices, MTSS). This seminar specifically addresses Danielson's Domain 2 - The Classroom Environment. This seminar specifically addresses Danielson 2a, 2c, 2d	35681	USP: MENTOR TEACHER PROGRAM: Classroom Management 2 (6-12) 2021-2022 SY - Section 1	1/10/2022	1/13/2022	Zoom Online Course	Katherine Cummings; Joan Flannery; Bradley Fletcher; Christine Hermes; Nicole Kredich; Rebecca Long; Elizabeth Rowe; Carol Ruhnke; Tanya Schrantz; Cynthia Wong	4	No	0	4	0	0	Available upon request
412 413 516	16637	USP: MENTOR TEACHER PROGRAM: Classroom Management 2 2021-2022 SY	This online seminar provides participants with instructional strategy tools to create a positive and proactive classroom management system. Strategies from the 5 Elements of Effective Classroom Management will be used as a key tool to guide discussions. Participants will learn and refine techniques for creating and maintaining a positive learning environment in accordance with district initiatives (PBIS, Restorative Practices, MTSS). This seminar specifically addresses Danielson's Domain 2 - The Classroom Environment. This seminar specifically addresses Danielson 2a, 2c, 2d	35686	USP: MENTOR TEACHER PROGRAM: Classroom Management 2 (6-12) 2021-2022 SY - Section 3	2/15/2022	2/17/2022	Zoom Online Course	Katherine Cummings; Joan Flannery; Bradley Fletcher; Christine Hermes; Nicole Kredich; Rebecca Long; Elizabeth Rowe; Carol Ruhnke; Tanya Schrantz; Cynthia Wong	4	No	0	4	0	0	Available upon request
412 413 516	16637	USP: MENTOR TEACHER PROGRAM: Classroom Management 2 2021-2022 SY	This online seminar provides participants with instructional strategy tools to create a positive and proactive classroom management system. Strategies from the 5 Elements of Effective Classroom Management will be used as a key tool to guide discussions. Participants will learn and refine techniques for creating and maintaining a positive learning environment in accordance with district initiatives (PBIS, Restorative Practices, MTSS). This seminar specifically addresses Danielson's Domain 2 - The Classroom Environment. This seminar specifically addresses Danielson 2a, 2c, 2d	35687	USP: MENTOR TEACHER PROGRAM: Classroom Management 2 (K-5) 2021-2022 SY - Section 4	2/28/2022	3/2/2022	Zoom Online Course	Katherine Cummings; Bradley Fletcher; Christine Hermes; Nicole Kredich; Rebecca Long; Elizabeth Rowe; Carol Ruhnke; Tanya Schrantz; Nancy Silverman; Dana Stonecipher; Cynthia Wong	4	No	0	4	0	0	Available upon request
412 413 516	16637	USP: MENTOR TEACHER PROGRAM: Classroom Management 2 2021-2022 SY	This online seminar provides participants with instructional strategy tools to create a positive and proactive classroom management system. Strategies from the 5 Elements of Effective Classroom Management will be used as a key tool to guide discussions. Participants will learn and refine techniques for creating and maintaining a positive learning environment in accordance with district initiatives (PBIS, Restorative Practices, MTSS). This seminar specifically addresses Danielson's Domain 2 - The Classroom Environment. This seminar specifically addresses Danielson 2a, 2c, 2d	35689	USP: MENTOR TEACHER PROGRAM: Classroom Management 2 (6-12) 2021-2022 SY - Section 6	4/5/2022	4/7/2022	Zoom Online Course	Katherine Cummings; Bradley Fletcher; Christine Hermes; Nicole Kredich; Rebecca Long; Elizabeth Rowe; Carol Ruhnke; Tanya Schrantz; Cynthia Wong	4	No	0	5	0	0	Available upon request
412 413 516	16637	USP: MENTOR TEACHER PROGRAM: Classroom Management 2 2021-2022 SY	This online seminar provides participants with instructional strategy tools to create a positive and proactive classroom management system. Strategies from the 5 Elements of Effective Classroom Management will be used as a key tool to guide discussions. Participants will learn and refine techniques for creating and maintaining a positive learning environment in accordance with district initiatives (PBIS, Restorative Practices, MTSS). This seminar specifically addresses Danielson's Domain 2 - The Classroom Environment. This seminar specifically addresses Danielson 2a, 2c, 2d	35682	USP: MENTOR TEACHER PROGRAM: Classroom Management 2 (K-5) 2021-2022 SY - Section 2	1/24/2022	1/26/2022	Zoom Online Course	Katherine Cummings; Bradley Fletcher; Christine Hermes; Nicole Kredich; Rebecca Long; Elizabeth Rowe; Carol Ruhnke; Tanya Schrantz; Cynthia Wong	4	No	0	6	0	0	Available upon request

412 413 516	16640	ACES Cohort #2 - Action for Climate Equity and Sustainability - Teacher PD SY 21-22	Teacher Professional Development in Climate and Environmental Sciences TO PARTICIPATE IN THIS COURSE, YOU MUST BE A PART OF THE ACES 2021-22 COHORT. Teachers enrolled in ACES will be committing to 53 hours of professional development during the 2021-22 SY. This includes 3 field days and 14 hours of homework between class sessions.	35705	ACES - Action for Climate Equity and Sustainability Workshops/Homework	10/2/2021	5/7/2022	Zoom / Field Locations	Adelle Moniece	53	Yes	0	9	0	0	Available upon request
412 413 516	16644	USP: 2021-2022 GATE: Differentiation for Gifted Learners Part A	The essence of good teaching is differentiation. This course will introduce participants to the basics of differentiating for the gifted learner. Participants will discover multiple ways to differentiate the content, process, and product for gifted students using pre-assessment data as a starting point.	35710	USP: 2021-2022 GATE: Differentiation for Gifted Learners Part A	2/23/2022	2/23/2022	Remote Location	Annie Brookshire; Melanie Chacon; Kendra Citron; Alzira Duncan	2	No	0	25	0	0	Available upon request
412 413 516	16645	USP: 2021-2022 GATE: Differentiation for Gifted Learners Part B	Building on what was learned in Part A, participants will learn how to modify curriculum and instruction for gifted learners according to students' interests, learning preferences, and readiness levels. Strategies for differentiating the learning environment will be explored as well.	35711	USP: 2021-2022 GATE: Differentiation for Gifted Learners Part B	3/2/2022	4/18/2022	Remote Location	Annie Brookshire; Melanie Chacon; Kendra Citron; Alzira Duncan	2	No	0	24	0	0	Available upon request
412 413 516	16646	USP: 2021-2022 GATE: Fall Remote Professional Development	Participants work remotely completing chapter and instructional strategy reflections. Participants will also create artifacts to articulate how the instructional strategies will be used in the classroom.	35712	USP: 2021-2022 GATE: Fall Remote Professional Development	12/9/2021	12/11/2021	Remote Location	Annie Brookshire; Melanie Chacon; Kendra Citron; Alzira Duncan	15	No	0	24	0	0	Available upon request
415 418	15811	SUMMER PD21-Teacher and Student Engagement: Reflections for Teaching in Any Environment	During the school building shut-downs of 2020-2021 many schools discovered that student engagement in remote learning was an issue. However, it is possible that the same students who have difficulty being engaged during in-person learning. This reflective activity will help teachers discover where both they and their students fall on the engagement continuum and will help teachers to plan more effectively for their students, both individually and by class. (Instruction & Assessment)	34207	Teacher and Student Engagement: Reflections for Teaching in Any Environment Session-3	7/20/2021	7/20/2021	https://tusd1.zoom.us/j/85063567245?pwd=NnFmc0hKWHk0Z21aUEl6VW5pUjd0Z09	Carrie Burdon; Pamela Dean; Bradley Fletcher; Amanda Lee-Confer; Deanna McLemore; Alicia Nourse; Jennifer Prusak	2	No	0	33	1	0	Available upon request
415 418	15811	SUMMER PD21-Teacher and Student Engagement: Reflections for Teaching in Any Environment	During the school building shut-downs of 2020-2021 many schools discovered that student engagement in remote learning was an issue. However, it is possible that the same students who have difficulty being engaged during in-person learning. This reflective activity will help teachers discover where both they and their students fall on the engagement continuum and will help teachers to plan more effectively for their students, both individually and by class. (Instruction & Assessment)	34208	Teacher and Student Engagement: Reflections for Teaching in Any Environment Session-4	7/27/2021	7/27/2021	https://tusd1.zoom.us/j/85063567245?pwd=NnFmc0hKWHk0Z21aUEl6VW5pUjd0Z09	Carrie Burdon; Pamela Dean; Bradley Fletcher; Amanda Lee-Confer; Deanna McLemore; Alicia Nourse; Jennifer Prusak	2	No	0	38	2	0	Available upon request
415 501	16332	Cholla IB Prep and IB Teacher Curriculum Development Training 21/22 SY	Cholla IB Prep and IB Teachers will work together to create a written curriculum (Course outlines and units) that meet the IB specified requirements in the school's 2020-21 evaluation report. The course outlines and units will be uploaded in a TEAMS folder.	35052	Cholla IB Prep and IB Teacher Curriculum Development Training 21/22 SY	9/16/2021	4/21/2022	Cholla Library	Ise Billings	6	Yes	0	24	1	0	Available upon request
415 508 509 510	17205	CE Rose Culturally Responsive Summer PD 2022	Based on the CE Rose CNA, CE Rose needs to focus on rigor and relevance. This two-day course will teach 24 teachers how to consistently use SPARKS framework and depth of knowledge within their instruction. Students will be able to show and explain a deeper understanding of their learning and support their answers with evidence.	36861	CE Rose Culturally Responsive Summer PD 2022	5/31/2022	6/1/2022	CE Rose	Kari Baltes; Alma Carmona; Corina Ontiveros; Rashanda Sneed; Julie Thompson	10	Yes	0	26	2	0	Available upon request
415 511 512 513 516	16571	Mexican American Student Services PD 21-22 SY	This will track the PD for the Mexican American services department for the 21-22 school year.	35516	Mexican American Student Services PD 21-22 SY	8/9/2021	5/23/2022	Catalina family Resource Center/MASS	Jennifer Contreras	59	Yes	1	0	16	0	Available upon request
508 509 510	15805	SUMMER PD21-Engaging Students who Hate Reading: How to Help them Read Anyway	Anyone who tries to get students to read has probably heard students say, 'Reading is boring' or, 'I hate reading.' This class will cover a variety of methods to encourage reading that will capture most students, most of the time. These strategies include relationship building, connecting to student interests, adding a social element to reading, ways to differentiate for students with reading struggles, resources for finding relevant and interesting readings, and other strategies that will help students slow down and think about the reading. These student-centered reading techniques are all connected to SPARKS. (Instruction & Assessment)	34242	Engaging Students who Hate Reading: How to Help them Read Anyway Session-2	7/21/2021	7/21/2021	Zoom Link: https://tusd1.zoom.us/j/88643460545	Bradley Fletcher; Amanda Lee-Confer; Abbigail Mcracken; Deanna McLemore; Alicia Nourse; Jennifer Prusak	4	No	0	14	1	0	Available upon request
508 509 510	15805	SUMMER PD21-Engaging Students who Hate Reading: How to Help them Read Anyway	Anyone who tries to get students to read has probably heard students say, 'Reading is boring' or, 'I hate reading.' This class will cover a variety of methods to encourage reading that will capture most students, most of the time. These strategies include relationship building, connecting to student interests, adding a social element to reading, ways to differentiate for students with reading struggles, resources for finding relevant and interesting readings, and other strategies that will help students slow down and think about the reading. These student-centered reading techniques are all connected to SPARKS. (Instruction & Assessment)	34243	Engaging Students who Hate Reading: How to Help them Read Anyway Session-2	7/28/2021	7/28/2021	Zoom Link: https://tusd1.zoom.us/j/88643460545	Bradley Fletcher; Amanda Lee-Confer; Abbigail Mcracken; Deanna McLemore; Alicia Nourse; Jennifer Prusak	4	No	0	30	2	0	Available upon request
508 509 510	17023	Summer PD22 - CRPI Summer Institute for Culturally Responsive Education	The Department of Culturally Responsive Pedagogy and Instruction (CRPI) seeks to promote innovation in addressing issues of educational equity in this 3 day conference. The rampant inequities in educational outcomes have been attributed to what some have called the 400 opportunity gap. The broad focus of this theme is an acknowledgement of the fact that there are many factors that contribute to this disparity. This conference will provide educators with research from nationally renowned scholars and strategies to utilize in remedying these disparities at their sites.	36498	Summer PD22_USP: Summer Institute (Teachers Only)	6/9/2022	6/11/2022	URC (via Zoom)	Carrie Burdon; Lorenzo Lopez; Rashanda Sneed	18	No	0	244	0	0	Available upon request
508 509 510	17023	Summer PD22 - CRPI Summer Institute for Culturally Responsive Education	The Department of Culturally Responsive Pedagogy and Instruction (CRPI) seeks to promote innovation in addressing issues of educational equity in this 3 day conference. The rampant inequities in educational outcomes have been attributed to what some have called the 400 opportunity gap. The broad focus of this theme is an acknowledgement of the fact that there are many factors that contribute to this disparity. This conference will provide educators with research from nationally renowned scholars and strategies to utilize in remedying these disparities at their sites.	36499	Summer PD22_USP: Summer Institute (Administrators and Non Paid Employees)	6/9/2022	6/11/2022	URC (via Zoom)	Carrie Burdon; Lorenzo Lopez; Rashanda Sneed	18	No	32	0	0	0	Available upon request

508 509 510	17141	Summer PD22 - Critical Multicultural Literature and Pedagogy in the Secondary Classroom	When multicultural literature becomes an integral part of the curriculum and teachers act as models and guides, classrooms can become arenas for open exchange. Multicultural literature and the ensuing discussions permit students to read, think, and become actively engaged with the texts. In this class participants will: a) Use a critical lens, to read and discuss a broad range of multicultural literature representing a variety of time periods, diverse cultures and authors. b) Explore and address the many issues involved in creating, and using multicultural curriculum and resources across content areas. c) Examine various instructional frameworks for selecting and using texts with sensitive content, and how to connect a novel's themes to current social and political topics. d) Collaboratively review sample inquiry based lessons, revolving around central themes found in multicultural texts for use in their classrooms.	36653	6/6/22 - Critical Multicultural Literature and Pedagogy in the Secondary Classroom - SESSION A	6/6/2022	6/6/2022	https://tusd1.zoom.us/j/5354939060?pwd=SF0aTESGWXVlbnNvVG4wRUhpcGZlQWlUT09	Carrie Burdon; Bradley Fletcher; Heather Frankfort; Deanna McLemore; Susan Oslago; Elizabeth Rowe; Junko Sakoi	2	No	0	21	0	0	Available upon request
508 509 510	17141	Summer PD22 - Critical Multicultural Literature and Pedagogy in the Secondary Classroom	When multicultural literature becomes an integral part of the curriculum and teachers act as models and guides, classrooms can become arenas for open exchange. Multicultural literature and the ensuing discussions permit students to read, think, and become actively engaged with the texts. In this class participants will: a) Use a critical lens, to read and discuss a broad range of multicultural literature representing a variety of time periods, diverse cultures and authors. b) Explore and address the many issues involved in creating, and using multicultural curriculum and resources across content areas. c) Examine various instructional frameworks for selecting and using texts with sensitive content, and how to connect a novel's themes to current social and political topics. d) Collaboratively review sample inquiry based lessons, revolving around central themes found in multicultural texts for use in their classrooms.	36654	6/8/22 - Critical Multicultural Literature and Pedagogy in the Secondary Classroom - SESSION B	6/8/2022	6/8/2022	https://tusd1.zoom.us/j/5354939060?pwd=SF0aTESGWXVlbnNvVG4wRUhpcGZlQWlUT09	Carrie Burdon; Bradley Fletcher; Heather Frankfort; Deanna McLemore; Susan Oslago; Elizabeth Rowe; Junko Sakoi	2	No	0	24	0	0	Available upon request
601 602 603	17057	Summer PD22 - Shifting The Paradigm Around Restorative Practices	Participants will receive an overview of Restorative Practices on TUSD campuses and be empowered to become Restorative Practitioners capable of supporting your site in creating a more positive school community. Teachers will learn hands on techniques to use Restorative Practices to create a learning environment in their classrooms that is supportive for all students. All participants will refine their skills in the practices and vocabulary of Restorative Practices so that they can be an exemplar and resource on their campus. Course content will include but is not limited to: the Compass of Shame, Fair Process, Affective Statements and the Social Discipline Window. Participants will have hands on opportunities to collaborate and work with the material. This training is recommended for all counselors, Deans, MTSS facilitators, IS teachers, behavior intervention monitors, teachers and other site staff who engage with students.	36659	6/17/22 - Shifting The Paradigm Around Restorative Practices	6/17/2022	6/17/2022	https://tusd1.zoom.us/j/87672770049	Carrie Burdon; Gabriela Darany; Bradley Fletcher; Raquel Garcia; Andrea Martinez; Deanna McLemore; Elizabeth Rowe	2	No	0	7	0	0	Available upon request
601 602 603	17057	Summer PD22 - Shifting The Paradigm Around Restorative Practices	Participants will receive an overview of Restorative Practices on TUSD campuses and be empowered to become Restorative Practitioners capable of supporting your site in creating a more positive school community. Teachers will learn hands on techniques to use Restorative Practices to create a learning environment in their classrooms that is supportive for all students. All participants will refine their skills in the practices and vocabulary of Restorative Practices so that they can be an exemplar and resource on their campus. Course content will include but is not limited to: the Compass of Shame, Fair Process, Affective Statements and the Social Discipline Window. Participants will have hands on opportunities to collaborate and work with the material. This training is recommended for all counselors, Deans, MTSS facilitators, IS teachers, behavior intervention monitors, teachers and other site staff who engage with students.	36658	6/7/22 - Shifting The Paradigm Around Restorative Practices	6/7/2022	6/7/2022	https://tusd1.zoom.us/j/87672770049	Carrie Burdon; Gabriela Darany; Bradley Fletcher; Raquel Garcia; Andrea Martinez; Deanna McLemore; Elizabeth Rowe	2	No	0	15	1	0	Available upon request
601 602 603 605	16048	High School MTSS Facilitators Monthly Meetings SY 21-22	Multi-Tier System of Supports Facilitators assigned to high schools meet monthly to discuss the MTSS process, PBIS, discipline, school climate, instructional coaching, restorative practices, the collection, management and reporting of data, etc.	34758	High School MTSS Facilitators Monthly Meetings SY 21-22	8/12/2021	5/31/2022	Palo Verde HS	Scott Eisenberg	24	No	0	7	0	0	Available upon request
601 603	15989	Basic School Monitor Training: SY 2021-22	This 4 hour course is a mandatory training for all K-8, Middle School and High School security staff whether they are full or part time. Topics covered include: * Responsibilities * Incident Response * Use of Force * Increasing Observation Skills * Conflict Management * Mandatory Reporting * Covid-19 Compliance Guidelines * Conflict De-Escalation Techniques * Emergency Management Procedures	34677	Basic School Monitor Training: SY 2021-22	8/2/2021	8/2/2021	School Safety Office - Classroom #8	Juan Alvarez; Dale King; Samuel Martin; Michael Olbert	5	No	0	0	5	0	Available upon request
601 603	15989	Basic School Monitor Training: SY 2021-22	This 4 hour course is a mandatory training for all K-8, Middle School and High School security staff whether they are full or part time. Topics covered include: * Responsibilities * Incident Response * Use of Force * Increasing Observation Skills * Conflict Management * Mandatory Reporting * Covid-19 Compliance Guidelines * Conflict De-Escalation Techniques * Emergency Management Procedures	34678	Basic School Monitor Training: SY 2021-22	8/16/2021	8/16/2021	School Safety Office - Classroom #8	Juan Alvarez; Dale King; Samuel Martin; Michael Olbert	5	No	0	0	5	0	Available upon request
601 603	15989	Basic School Monitor Training: SY 2021-22	This 4 hour course is a mandatory training for all K-8, Middle School and High School security staff whether they are full or part time. Topics covered include: * Responsibilities * Incident Response * Use of Force * Increasing Observation Skills * Conflict Management * Mandatory Reporting * Covid-19 Compliance Guidelines * Conflict De-Escalation Techniques * Emergency Management Procedures	34679	Basic School Monitor Training: SY 2021-22	9/7/2021	9/7/2021	School Safety Office - Classroom #8	Juan Alvarez; Dale King; Samuel Martin; Michael Olbert	5	No	0	0	16	0	Available upon request
601 603	15989	Basic School Monitor Training: SY 2021-22	This 4 hour course is a mandatory training for all K-8, Middle School and High School security staff whether they are full or part time. Topics covered include: * Responsibilities * Incident Response * Use of Force * Increasing Observation Skills * Conflict Management * Mandatory Reporting * Covid-19 Compliance Guidelines * Conflict De-Escalation Techniques * Emergency Management Procedures	34680	Basic School Monitor Training: SY 2021-22	9/20/2021	9/20/2021	School Safety Office - Classroom #8	Juan Alvarez; Dale King; Samuel Martin; Michael Olbert	5	No	0	0	8	0	Available upon request
601 603	15989	Basic School Monitor Training: SY 2021-22	This 4 hour course is a mandatory training for all K-8, Middle School and High School security staff whether they are full or part time. Topics covered include: * Responsibilities * Incident Response * Use of Force * Increasing Observation Skills * Conflict Management * Mandatory Reporting * Covid-19 Compliance Guidelines * Conflict De-Escalation Techniques * Emergency Management Procedures	34681	Basic School Monitor Training: SY 2021-22	10/4/2021	10/4/2021	School Safety Office - Classroom #8	Juan Alvarez; Dale King; Samuel Martin; Michael Olbert	5	No	0	0	10	0	Available upon request

601 603	15989	Basic School Monitor Training: SY 2021-22	This 4 hour course is a mandatory training for all K-8, Middle School and High School security staff whether they are full or part time. Topics covered include: * Responsibilities * Incident Response * Use of Force * Increasing Observation Skills * Conflict Management * Mandatory Reporting * Covid-19 Compliance Guidelines * Conflict De-Escalation Techniques * Emergency Management Procedures	34682	Basic School Monitor Training: SY 2021-22	10/18/2021	10/18/2021	School Safety Office - Classroom #8	Juan Alvarez; Dale King; Samuel Martin; Michael Olbert	5	No	0	0	3	0	Available upon request
601 603	15989	Basic School Monitor Training: SY 2021-22	This 4 hour course is a mandatory training for all K-8, Middle School and High School security staff whether they are full or part time. Topics covered include: * Responsibilities * Incident Response * Use of Force * Increasing Observation Skills * Conflict Management * Mandatory Reporting * Covid-19 Compliance Guidelines * Conflict De-Escalation Techniques * Emergency Management Procedures	34683	Basic School Monitor Training: SY 2021-22	11/1/2021	11/1/2021	School Safety Office - Classroom #8	Juan Alvarez; Dale King; Samuel Martin; Michael Olbert	5	No	0	0	17	0	Available upon request
601 603	15989	Basic School Monitor Training: SY 2021-22	This 4 hour course is a mandatory training for all K-8, Middle School and High School security staff whether they are full or part time. Topics covered include: * Responsibilities * Incident Response * Use of Force * Increasing Observation Skills * Conflict Management * Mandatory Reporting * Covid-19 Compliance Guidelines * Conflict De-Escalation Techniques * Emergency Management Procedures	35585	Basic School Monitor Training: SY 2021-22 - December 6, 2021	12/6/2021	12/6/2021	School Safety Office - Classroom #7	Dale King; Samuel Martin; Michael Olbert	5	No	0	0	4	0	Available upon request
601 603	15989	Basic School Monitor Training: SY 2021-22	This 4 hour course is a mandatory training for all K-8, Middle School and High School security staff whether they are full or part time. Topics covered include: * Responsibilities * Incident Response * Use of Force * Increasing Observation Skills * Conflict Management * Mandatory Reporting * Covid-19 Compliance Guidelines * Conflict De-Escalation Techniques * Emergency Management Procedures	35589	Basic School Monitor Training: SY 2021-22 - January 10, 2022	1/10/2022	1/10/2022	School Safety Office - Classroom #7	Dale King; Samuel Martin; Michael Olbert	5	No	0	0	4	0	Available upon request
601 603	15989	Basic School Monitor Training: SY 2021-22	This 4 hour course is a mandatory training for all K-8, Middle School and High School security staff whether they are full or part time. Topics covered include: * Responsibilities * Incident Response * Use of Force * Increasing Observation Skills * Conflict Management * Mandatory Reporting * Covid-19 Compliance Guidelines * Conflict De-Escalation Techniques * Emergency Management Procedures	35590	Basic School Monitor Training: SY 2021-22 - February 7, 2022	2/7/2022	2/7/2022	School Safety Office - Classroom #7	Dale King; Samuel Martin; Michael Olbert	5	No	0	0	6	0	Available upon request
601 603	15989	Basic School Monitor Training: SY 2021-22	This 4 hour course is a mandatory training for all K-8, Middle School and High School security staff whether they are full or part time. Topics covered include: * Responsibilities * Incident Response * Use of Force * Increasing Observation Skills * Conflict Management * Mandatory Reporting * Covid-19 Compliance Guidelines * Conflict De-Escalation Techniques * Emergency Management Procedures	36163	Basic School Monitor Training: SY 2021-22 - April 4, 2022	4/4/2022	4/4/2022	School Safety Office - Classroom #7	Dale King; Samuel Martin; Michael Olbert	5	No	0	0	2	0	Available upon request
601 603	15989	Basic School Monitor Training: SY 2021-22	This 4 hour course is a mandatory training for all K-8, Middle School and High School security staff whether they are full or part time. Topics covered include: * Responsibilities * Incident Response * Use of Force * Increasing Observation Skills * Conflict Management * Mandatory Reporting * Covid-19 Compliance Guidelines * Conflict De-Escalation Techniques * Emergency Management Procedures	36164	Basic School Monitor Training: SY 2021-22 - May 2, 2022	5/2/2022	5/2/2022	School Safety Office - Classroom #7	Dale King; Samuel Martin; Michael Olbert	5	No	0	0	8	0	Available upon request
903 508 509 510	16684	21-22 CDPLT: Classroom Management 1 (Elementary) - 1/27	****THIS COURSE IS INTENDED FOR FIRST- AND SECOND-YEAR TEACHERS ONLY**** Participants will learn how to engage students in learning while managing the structure in their classrooms. Participants will discover how to create an inclusive environment, learn about culturally responsive approaches, and promote positive student behaviors. Participants will be introduced to follow-up seminars that offer more opportunities for discussion and resources around building an equitable environment. Taught with an emphasis on grades K-5. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35781	21-22 CDPLT: Classroom Management 1 (Elementary) - 1/27 Learning Block A	1/27/2022	1/27/2022	https://tUSD1.zoom.us/j/83784026455	Susan Allard; Colleen Bradley; Carrie Burdon; Kristi Chiasion; Megan Corona; Bradley Fletcher; Rebecca Peralta; Elizabeth Rowe; Tanya Schrantz; Nancy Silverman	2	No	0	12	2	0	Available upon request
903 508 509 510	16684	21-22 CDPLT: Classroom Management 1 (Elementary) - 1/27	****THIS COURSE IS INTENDED FOR FIRST- AND SECOND-YEAR TEACHERS ONLY**** Participants will learn how to engage students in learning while managing the structure in their classrooms. Participants will discover how to create an inclusive environment, learn about culturally responsive approaches, and promote positive student behaviors. Participants will be introduced to follow-up seminars that offer more opportunities for discussion and resources around building an equitable environment. Taught with an emphasis on grades K-5. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35782	21-22 CDPLT: Classroom Management 1 (Elementary) - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tUSD1.zoom.us/j/83784026455	Susan Allard; Colleen Bradley; Carrie Burdon; Margarto Casillas; Kristi Chiasion; Megan Corona; Bradley Fletcher; Heather Mase; Rebecca Peralta; Elizabeth Rowe; Tanya Schrantz	2	No	0	17	4	0	Available upon request
903 601	16683	21-22 CDPLT: Classroom Management 2 (Secondary) - 1/27	****THIS CLASS IS INTENDED FOR FIRST- AND SECOND-YEAR TEACHERS ONLY WHO HAVE COMPLETED CLASSROOM MANAGEMENT 1**** This online seminar provides participants with instructional strategy tools to create a positive and proactive classroom management system. Strategies from the 5 Elements of Effective Classroom Management will be used as a key tool to guide discussions. Participants will learn and refine techniques for creating and maintaining a positive learning environment in accordance with district initiatives (PBIS, Restorative Practices, MTSS). This seminar specifically addresses Danielson's Domain 2 - The Classroom Environment. This seminar addresses Danielson components 2a, 2c, 2d. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tUSD1.org and Mary.Elenes@tUSD1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35779	21-22 CDPLT: Classroom Management 2 (Secondary) - 1/27 Learning Block B	1/27/2022	1/27/2022	https://tUSD1.zoom.us/j/81543141291	Colleen Bradley; Carrie Burdon; Margarto Casillas; Kristi Chiasion; Megan Corona; Bradley Fletcher; Heather Mase; Rebecca Peralta; Elizabeth Rowe; Tanya Schrantz	2	No	0	13	0	0	Available upon request

903 601	16683	21-22 CDPLT: Classroom Management 2 (Secondary) - 1/27	****THIS CLASS IS INTENDED FOR FIRST- AND SECOND-YEAR TEACHERS ONLY WHO HAVE COMPLETED CLASSROOM MANAGEMENT 1**** This online seminar provides participants with instructional strategy tools to create a positive and proactive classroom management system. Strategies from the 5 Elements of Effective Classroom Management will be used as a key tool to guide discussions. Participants will learn and refine techniques for creating and maintaining a positive learning environment in accordance with district initiatives (PBS, Restorative Practices, MTSS). This seminar specifically addresses Danielson's Domain 2 - The Classroom Environment. This seminar addresses Danielson components 2a, 2c, 2d. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	35780	21-22 CDPLT: Classroom Management 2 (Secondary) - 1/27 Learning Block C	1/27/2022	1/27/2022	https://tusd1.zoom.us/j/81543141291	Colleen Bradley; Carrie Burdon; Margarito Castillo; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Heather Mace; Rebecca Peralta; Elizabeth Rowe; Tanya Schrantz	2	No	0	17	2	0	Available upon request
	16069	21-22 CDPLT: PBS Learning Media - Engaging Resources in a Snap! - 8/26 Learning Block B	'Are you looking for FREE high-quality resources for your classroom? Join this interactive session featuring PBS LearningMedia, with over 33,000 resources (including videos, lesson plans, discussion guides, interactive lessons, and more!) spanning all Pre-K to 12 content areas. We will discuss tips for integrating content into your classroom and engaging your students in dialogue, and opportunities to locate resources for your classroom. In addition, we will explore Lesson Builder for creating your own lessons within PBS LearningMedia, learn about more (free!) PBS resources and opportunities for your students such as the NPR Podcast Challenge.' ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	34784	21-22 CDPLT: PBS Learning Media - Engaging Resources in a Snap! - 8/26 Learning Block B	8/26/2021	8/26/2021	https://arizona.zoom.us/j/81453430758	Colleen Bradley; Megan Corona; Bradley Fletcher; Amanda Lee-Confer; Elizabeth Rowe	2	No	1	36	4	0	Available upon request
	16951	21-22 CDPLT: High School Health Credit Teachers - 3/31	Collaboration of Syllabus, Curriculum, Textbooks, and Family Life Lessons. Moving toward a consistent and unified curriculum in all TUSD high schools&E" health courses. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	36356	21-22 CDPLT: High School Health Credit Teachers - 3/31 Learning Block B	3/31/2022	3/31/2022	https://tusd1.zoom.us/j/84596607730	Jaime Bernier; Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	9	0	0	Available upon request
	16952	21-22 CDPLT: PBS LearningMedia in the Classroom: Pre-K to Grade 12 - 3/31	This session is intended for grades Pre-K to 12. Join this interactive session featuring PBS LearningMedia, with over 33,000 FREE resources (including videos, lesson plans, discussion guides, interactive lessons, and more!) spanning all content areas. Participants will be given time to explore the site, with the goal of creating a portfolio of resources that can be used in the classroom. Other PBS educational resources will also be explored, as well as ideas for integrating technology into the classroom to motivate and empower students. ADA accommodations (specifically an ASL Interpreter) must be requested by the participant AT LEAST 48 hours in advance, but preferably sooner if possible. Send requests to Adaintake@tusd1.org and Mary.Elenes@tusd1.org. Please include the following information in your email: - Date needed - Start and end time interpreter needed - Location of training - Content to be covered (this helps the company find the right person) - Name of employee needing services	36357	21-22 CDPLT: PBS LearningMedia in the Classroom: Pre-K to Grade 12 - 3/31 Learning Block A	3/31/2022	3/31/2022	https://arizona.zoom.us/j/87384706372	Carrie Burdon; Kristi Ohlsson; Megan Corona; Bradley Fletcher; Elizabeth Rowe	2	No	0	16	2	1	Available upon request