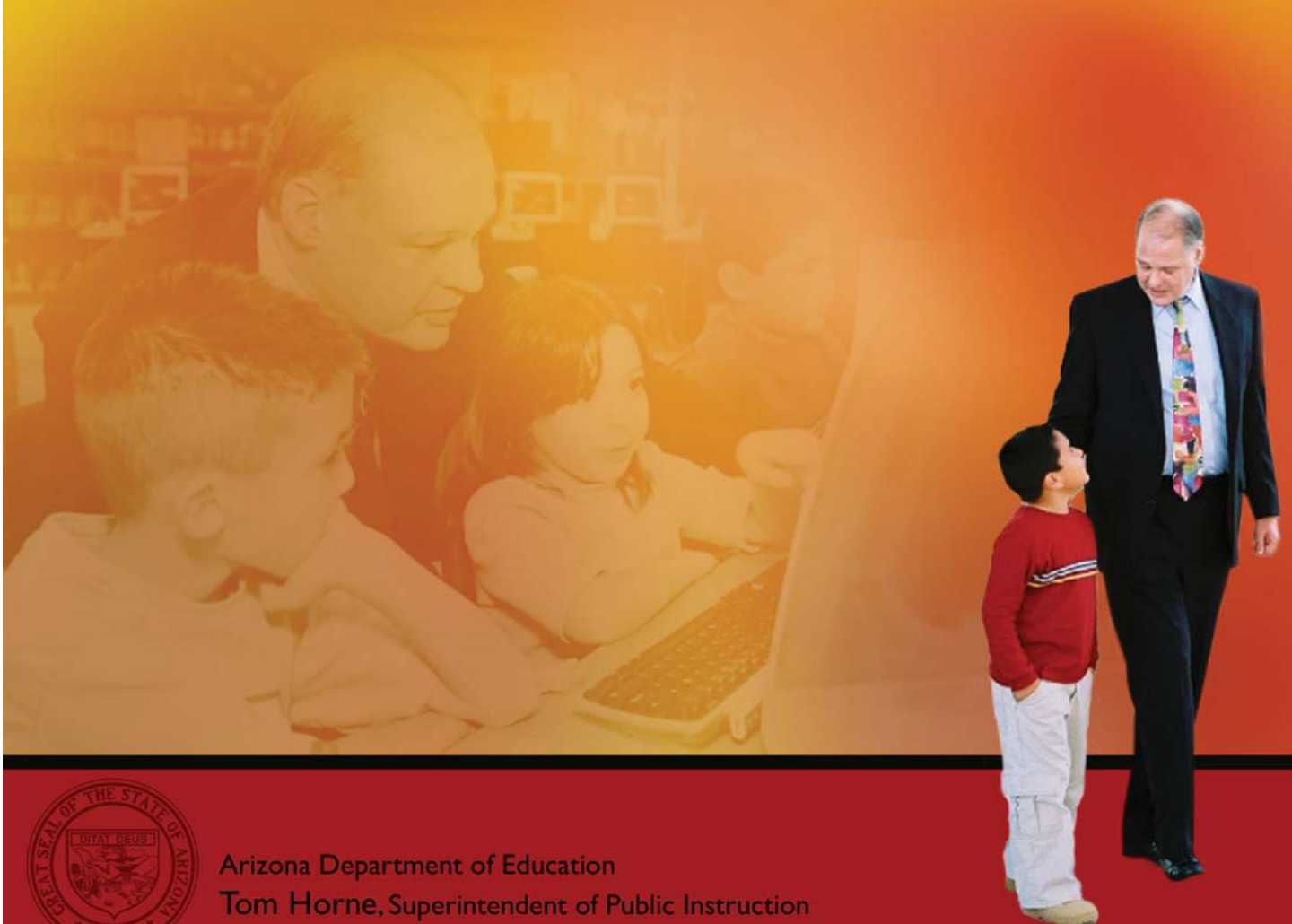# Arizona Department of Education Professional Development and Technical Assistance Catalog

Spring / Summer 2009

Arizona Department of Education
Tom Horne, Superintendent of Public Instruction

State of Arizona

Department of Education

Tom Horne
Superintendent of
Public Instruction

March 27th, 2007

Dear Education Professionals:

Since taking office in 2003, I have emphasized that the primary role of the Department of Education would be service. I have asked the Department to do everything possible to provide opportunities for growth for all educational professionals of our state. This catalog is a compilation of the efforts of the entire department to assist in creating better schools, better teachers, and better curriculum.

Research shows that in order for professional development to be successful, the effort needs to be continuous, job embedded, relevant, owned by the learner, and interactive. We also know that as educators, you are doing the most important, challenging work imaginable, and deserve strong support in order to be successful. This comprehensive catalog offers many opportunities across all topics to support your professional needs.

Thank you for your utilizing this catalog to provide educators with continuing professional development that promotes student achievement and professional satisfaction.

Sincerely,

Tom Horne

Tom Horne

Arizona State Superintendent
of Public Instruction
Tom Horne

Tom Horne assumed the position of Arizona State Superintendent of Public Instruction on January 6, 2003. Horne served in the Arizona legislature from 1996-2000, during which time he chaired the Academic Accountability Committee and served as vice-chair of the Education Committee. Horne brings 24 years of school board experience as a member of the board of the third largest district in the state. He held the position of president of the board for ten years. He has written extensively on education-related issues such as raising academic standards, character education, student discipline, school finance, and school safety.
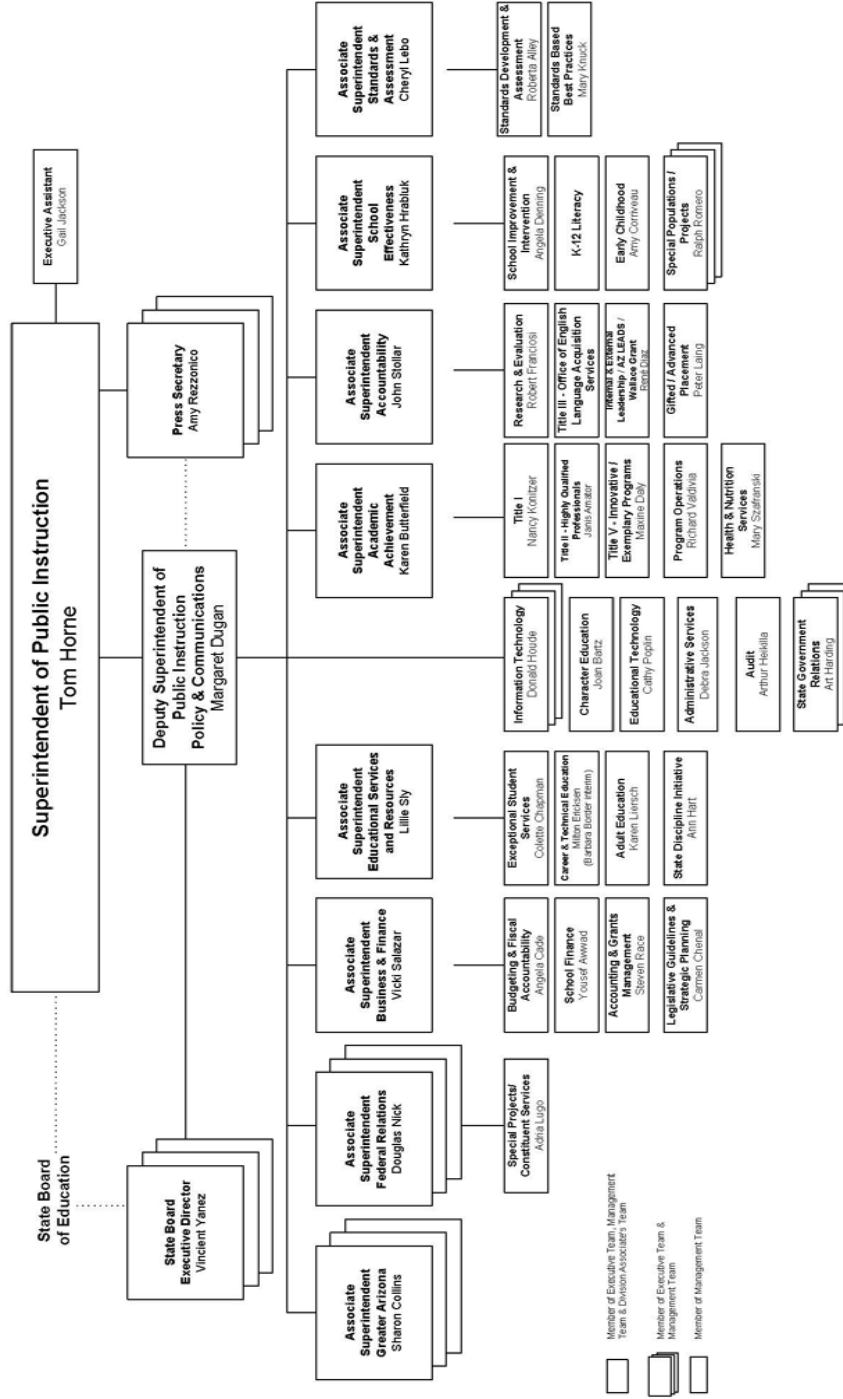
Mr. Horne received his undergraduate degree magna cum laude from Harvard College and his J.D. with honors from the Harvard Law School.

Arizona
Department of
Education

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ARIZONA DEPARTMENT OF EDUCATION

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Gail Jackson

State Board of Education

State Board Executive Director
Vincient Yanez

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Margaret Dugan

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Sharon Collins

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Adria Lugo

Associate Superintendent Business & Finance
Vicki Salazar

Budgeting & Fiscal Accountability
Angela Cade

School Finance
Yousif Awwad

Accounting & Grants Management
Steven Race

Legislative Guidelines & Strategic Planning
Carmen Chenal

Associate Superintendent Educational Services and Resources
Lillie Sly

Exceptional Student Services
Colette Chapman

Career & Technical Education
Milton Ericksen
(Barbara Border interim)

Adult Education
Karen Liersch

State Discipline Initiative
Ann Hart

Associate Superintendent Academic Achievement
Karen Butterfield

Title I
Nancy Konitzer

Title II - Highly Qualified Professionals
Janis Amator

Title V - Innovative / Exemplary Programs
Maxine Daly

Program Operations
Richard Valdivia

Health & Nutrition Services
Mary Szafranski

Information Technology
Donald Houde

Character Education
Joan Bartz

Educational Technology
Cathy Poplin

Administrative Services
Debra Jackson

Audit
Arthur Heikkila

State Government Relations
Art Harding

Associate Superintendent Accountability
John Stollar

Research & Evaluation
Robert Franciosi

Title III - Office of English Language Acquisition Services

Internal & External Leadership / AZ LEADS / Wallace Grant
Rene Diaz

Gifted / Advanced Placement
Peter Laing

Associate Superintendent School Effectiveness
Kathryn Hrabluk

School Improvement & Intervention
Angela Denning

K-12 Literacy

Early Childhood
Amy Corriveau

Special Populations / Projects
Ralph Romero

Associate Superintendent Standards & Assessment
Cheryl Lebo

Standards Development & Assessment
Roberta Alley

Standards Based Best Practices
Mary Knuck

Member of Executive Team, Management Team & Division Associate's Team

Member of Executive Team & Management Team

Member of Management Team

4

"Contemporary professional learning is results-driven, standards-based, and job embedded."

NSDC Standards for Performance Development

The School Effectiveness Division recognizes the need for highly qualified instructional leaders and classroom teachers to support student achievement. The Division adheres to the principles and standards for professional development set forth by the US Department of Education and the National Staff Development Council.

Principles of High Quality Professional Development
US Department of Education

- Focuses on teachers as central to student learning, yet includes all other members of the school community.
- Focuses on individual, collegial, and organizational improvement.
- Respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community.
- Enables teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards.
- Promotes continuous inquiry and improvement embedded in the daily life of schools.
- Is planned collaboratively by those who will participate in and facilitate that development.
- Requires substantial time and other resources.
- Is driven by a coherent long-term plan.
- Is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning, and this assessment guides subsequent professional development efforts.

Purposes of Professional Development for Classroom Implications
National Staff Development Council; Designing Professional Development for Teachers

- **Developing awareness** builds knowledge and awareness in new content or approaches.
  Strategies: professional networks, demonstration lessons, and study groups
- **Building knowledge** provides opportunities for teachers to develop knowledge and pedagogical practice
  Strategies: case discussions, immersion experiences, workshops, technology for professional development, and partnerships with specialists in different fields like scientists or mathematicians
- **Translating knowledge into practice** draws on the teacher knowledge base to plan instruction and improve their   teaching.
  Strategies: coaching, mentoring, curriculum implementation, and demonstration lessons
- **Practicing teaching** is using a new approach, practice, or process with students.
  Strategies: examining student work, lesson study, coaching, mentoring, and demonstration lessons
- **Deep reflection** engages teachers in examining their experiences in the classroom and assessing the impact of the changes they have made on their students which encourage teachers to reflect on their own practice.
  Strategies: action research, study groups, lesson study, case discussions, and examining student work

The Department of Education recognizes that the professional development it sponsors must be viewed in the context of each district/school site in order for it to be effective. Although we can contribute to developing awareness, building content knowledge, and translating research into practice, professional development *will only have an impact on practice if there is ongoing follow-up and follow-through at the local level.* Therefore, we encourage **districts and school leadership teams** to attend state sponsored training whenever possible

By using the standards to guide professional development, school/program teams will benefit in the following ways:

Context standards

- Results in learning communities
- Promotes shared leadership
- Requires resources (time, money, and, sometimes, expertise that links professional development to student achievement)

Content standards

- Prepares educators to understand and appreciate all students, create supportive learning environments for them and have high expectations for their achievement
- Deepens educators' content knowledge and ability to provide instruction and assessment so students can meet high academic standards
- Provides educators with knowledge and skills to appropriately involve stakeholders outside the classroom

Process standards

- Encourages data collection and analysis
- Demonstrates using multiple sources of information to guide improvement and demonstrate the impact of change
- Uses learning strategies appropriate to intended outcome
- Encourages research based decision making
- Uses knowledge about how people learn and change
- Provides educators with the skills and knowledge to collaborate

Please Note: For the purposes of this catalog, a distinction between professional development and technical assistance is defined as follows:

Professional Development: Ongoing, intensive training focused on deepening content knowledge/skills and/or instructional strategies to more effectively teach state standards and support school improvement efforts

Technical Assistance: (1) Providing support in relation to regulatory mandates (2) Monitoring, assistance and guidance in implementing strategies a school or district has gained through formal professional development

Context Standards	Process Standards	Content Standards
Staff development that improves the learning of all students: • Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities) • Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership) • Requires resources to support adult learning and collaboration. (Resources)	**Staff development that improves the learning of all students:** • Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven) • Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation) • Prepares educators to apply research to decision making. (Research-Based) • Uses learning strategies appropriate to the intended goal. (Design) • Applies knowledge about human learning and change. (Learning) • Provides educators with the knowledge and skills to collaborate. (Collaboration)	**Staff development that improves the learning of all students:** • Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity) • Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching) • Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

For more information, please visit:
http://www.nsdc.org/standards/index.cfm

REGISTRATION INSTRUCTIONS

Registration for all events is completed through our online registration application. Once you have selected the professional development/ technical assistance opportunity you plan to attend please follow the steps below:

STEPS FOR REGISTERING FOR AN EVENT FROM CATALOG:
- **Locate the event you would like to attend.**
- **Click on the title of the event**
- **If registration page is available, please read over the event description, and click on the blue and white "Register" icon located next to the time and date of the event. If registration is not available, please use the contact information to receive more information.**
- **Fill out all fields with the information of the conference attendee. If you do not have a P.O. number, continue registering and bring the P.O. to the event. Continue to the next step.**
- **Once all fields are completed, press "Send" and print or write down the confirmation number located on the top of the page.**
- **BRING THE CONFIRMATION NUMBER WITH YOU TO THE EVENT.**

STEPS FOR REGISTERING FOR AN EVENT FROM CALENDAR:

- **Please visit our Calendar of Events, located at: http://www.ade.az.gov/onlineregistration/calendar/RenderCalendar.asp.**
- **Find the date for the event you would like to attend by using the calendar located in the upper right-hand corner of the page, and then scroll down the list of events for that day until you find the event you are interested in attending. If you do not know the date of the event, please click on "View Month" and scroll down the list of events. Click on "Choose and Continue" located to the right of the name of the event.**
- **After reading over the event description, click on the blue and white "Register" icon located next to the time and date of the event.**
- **Fill out all fields with the information of the conference attendee. If you do not have a P.O. number, continue registering and bring the P.O. to the event. Continue to the next step.**
- **Once all fields are completed, press "Send" and print or write down the confirmation number located on the top of the page.**
- **BRING THE CONFIRMATION NUMBER WITH YOU TO THE EVENT.**

PLEASE NOTE:
Registration confirmation numbers are required on the day of the event. Please use the contact information provided in the catalog if confirmation number is lost.

The Arizona Department of Education reserves the right to:
- **Ask participants without confirmation numbers to wait until participants with confirmation numbers are processed.**
- **Allow all walk-in attendees or those who did not register online to participate only if materials and seats are available. Conference breakfast and lunch might not be provided.**
- **Charge a sliding fee of $25.00, $50.00, or $75.00 for unregistered participants depending on the original cost of the conference.**

Interactive Catalog Features
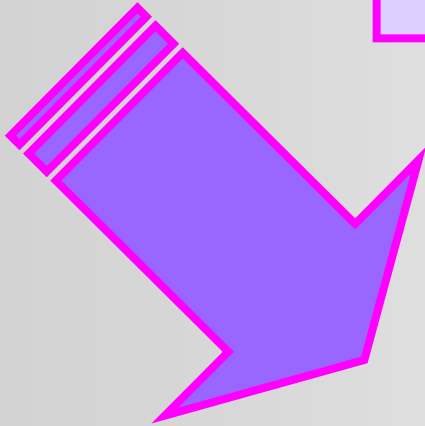
When utilizing this catalog, please note that many items are interactive.

By clicking on conference titles, contact names, or the table of contents, you will be provided with future conference information, registration capabilities, the ability to quickly move through-out pages, or email templates. Please use these features to save time when choosing fu-ture professional development opportunities.

The Standards and Rubrics for School Improvement (PDF), are used by schools across our state in order to identify the strengths and limitations of their overall program. The Standards and Rubrics for School Improvement are anchored in the scientifically research-based principles and indicators that consistently distinguish top-performing schools. The indicators are defined within the following four standards:

Standard 1: School and District Leadership Capacity
Standard 2: Curriculum, Instruction, and Professional Development
Standard 3: Classroom and School Assessments
Standard 4: School Culture, Climate, and Communication

This professional development/technical assistance catalog is based around these standards, and lists offerings by function, not division:

Standard 1: School and District Leadership Capacity	**Standard 2: Curriculum, Instruction, and Professional Development**
Administrator Training	Gifted Education/ Advanced Placement
Advocating for Arts	Arts Education
Adult Education	Career And Technical Education
AZ LEARNS	Adult Education
High School Renewal	Curriculum Mapping
No Child Left Behind	Best Practices
Observation Protocols	Highly Qualified/Appropriately Certified
English Language Learners	Mathematics
Conferences	Reading
	Science
	Social Studies
	Writing
	Early Learning Standards
Standard 3: Classroom and School Assessments	**Standard 4: School Culture, Climate, and Communication**
AIMS and NAEP	Family Involvement
Arts Assessments	Classroom Management/Discipline Initiative
Data	Native American Resources
Early Childhood	School Environment
Reading Assessments	Dropout Prevention

A Technical Assistance section is provided for any scheduled and/or requested events that assist in complying with regulatory mandates and Arizona Department of Education initiatives and grant requirements.

Standard 1: Leadership

District and School Leadership focuses on improved student achievement

ARIZONA DEPARTMENT OF EDUCATION

SUPERINTENDENT TOM HORNE

Leadership

LEADERSHIP: *Administrator Training*

Gifted Education/ Advanced Placement	**Gifted Education Directors/ Coordinators Regional Meetings**

Corresponding Standards from the *Standards and Rubrics for School Improvement:*
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
To provide regular networking and professional development opportunities for administrators of gifted education programs throughout the state. **Audience/Targeted Attendees:** Gifted Education Directors/Coordinators or their designees from school district and charter schools	This offering is a series of (at least) quarterly two-hour meeting of gifted education administrators held in regional locations throughout the state. These meetings serve as an opportunity to share information on current and planned ADE and other state initiatives and news in gifted education, and for administrators to share information on successes and challenges within their programs. The meetings are also an opportunity for professional development, with each meeting having a unique training focus in addition to the general informational focus.	Participants will: • Learn about gifted education programs and services in Arizona and nationally • Identify and examine new promising practices in gifted education • Network with colleagues • Provide valuable feedback to the ADE regarding successes and challenges **Scheduling Questions and Programmatic Contact:** Peter Laing peter.laing@azed.gov

Standards-Based Best Practices	**Designing Quality Professional Development Plans and Crucial Conversations**

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 4

INTENT	DESCRIPTION	OUTCOMES
To provide district and school leaders with understanding of the importance of professional development that produces learning as well as focus on techniques and skills for conducting crucial conversations in order to resolve conflicts. **Audience/Targeted Attendees:** Superintendents, curriculum directors, principals/school leadership teams including teachers, counselors, and school partners	What teachers know, do, and believe has a major influence on what students learn. If we are to improve the quality of teaching and learning in our schools we must invest in the learning of teachers. This learning should support the growth of the individual as well as contribute to the realization of the goals and priorities of the school and system. This interactive workshop will show how to take classroom observational data and develop and design a professional development plan to meet the needs of teachers. In addition, information on how to offer professional development to teachers that produces learning and has impact on classroom instruction will be shared. This interactive workshop will also focus on techniques and skills for conducting crucial conversations in order to resolve conflicts, influence people, and promote change in the context of school improvement. Classroom and school examples will be shared and processed in order to make the crucial conversation.	Participants will: • Understand how to develop and design a professional development plan to meet the needs of teachers • Learn techniques to conduct crucial conversations **Scheduling Questions and Programmatic Contact**: Oran Tkatchov oran.tkatchov@azed.gov

LEADERSHIP: *Administrator Training*

Collaborative Leadership and Professional Learning Communities

Corresponding Standard from the *Standards and Rubrics for School Improvement:*
Standard 1

INTENT	DESCRIPTION	OUTCOMES
To present a clear depiction of the changing nature of school leadership, the relationship of ongoing professional learning and the process of collaborative leadership. **Audience/Targeted Attendees:** Superintendents, curriculum directors, principals and school leadership teams including teachers and school partners	This series of workshops presents a variety of successful collaborative leadership models. This will include research and theory behind such models of leadership. It will highlight how systemic change is essential for today's high schools to effectively prepare all students for the high level of performance demanded by the post-secondary environment. In addition, professional learning communities will be explored as a component of the process of establishing high performance leadership and teaching and learning communities.	Participants will: • Compare and contrast models of collaborative leadership • Explain the rationale for initiating such a model as an essential component of systemic change for improved academic performance • Identify the resources available to districts and schools to begin the process of moving towards such a model of leadership and school structure (including Professional Learning Communities) • Demonstrate the importance and nature of Professional Learning Communities in order to articulate an understanding of the quality that such structures bring to the good of the whole organization **Scheduling Questions:** Shannon Tucker shannon.tucker@azed.gov **Programmatic Contact:** Robert Coccagna robert.coccagna@azed.gov

ARIZONA FACT:

ARIZONA BECAME A TERRITORY IN 1864 AND PRESCOTT WAS SELECTED AS THE CAPITAL. PRESCOTT REMAINED THE CAPITAL UNTIL 1889.

LEADERSHIP: *Administrator Training*

Professional Development Leadership Academy

Corresponding Standard from the *Standards and Rubrics for School Improvement:*
Standard 1

INTENT	DESCRIPTION	OUTCOMES
To develop the leadership capacity of teams to design and implement comprehensive systems of quality professional development (PD) that are aligned with school goals and that enhance student learning, thereby creating school cultures that support deep learning for students and adults alike.	In this three-year curriculum, teams of educators from the same school, district, county, or program learn together how to design, implement and evaluate a high quality, effective professional development (PD) plan focused on improving schools and systems and raising student achievement. This rigorous improvement program uses the National Staff Development Council's Standards for Staff Development as foundational principles.	Participants will:
	Each year of the training series consists of four, two-day sessions and a four-day Summit in June which serves as a culminating event for the year's work.	• Demonstrate skillful collaboration with team members and with colleagues back home
	Year 1 focuses on team processes, data driven decision making, and PD program design basics including the NSDC staff development standards, PD research findings, PD models, and planning.	• Analyze school data and documents and interpret patterns and trends
Audience/Targeted Attendees:	**Year 2** focuses on implementation of the plans and establishing systems of accountability and evaluation.	• Set SMART goals for student academic learning and for teacher professional learning based on their data analysis
Team members from schools, school districts, charters, county ESA's, and other educational programs. Recommended team size is 6 members of representative stakeholders. Teams must include at least one administrator with authority to make professional development decisions (principal &/or central office administrator).	In **Year 3** the teams continue to advance their learning about systemic change and focus on leading and sustaining continuous improvement efforts.	• Choose relevant PD interventions, select appropriate PD strategies and activities
		• Develop a PD action plan and a plan for evaluating its implementation
		• Build support in their organizations for the culture, structures and processes that are necessary to sustain quality PD
		Registration Questions: Athena Celaya athena.celeya@azed.gov
		Programmatic Contact: Donna Campbell donna.campbell@azed.gov

LEADERSHIP: *Administrator Training*

<table>
<tr><td>Exceptional Student Services</td></tr>
</table>

Special Education Director Training

Corresponding Standards from the *Standards and Rubrics for School Improvement:*
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
To provide up to date training and information to all public education agencies in the State to facilitate effective and compliant special education programs that lead to high student achievement. **Audience/Targeted Attendees:** Arizona Special Education administrators, teachers, and related service providers charged with the education of students with disabilities	The Institute offers courses over a three day, on-site training. Training provide opportunities for administrators to learn about new concepts, changes to law and best practices for dealing with diverse populations. The focus of the training is field initiated. PEAs indicate through needs surveys and the results of the Arizona Performance Indicators the areas of interest and need. The training may take the form of small group learning tasks, or large group presentations.	Participants will: • Know the state and federal requirements for the implementation of special education services • Be informed of best practices in serving students with disabilities • Learn the latest updates relating to state and federal laws governing special education **Scheduling Questions and Programmatic Contact:** essdesk@azed.gov

<table>
<tr><td>Assessment</td></tr>
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New District Test Coordinators Training

Corresponding Standards from the *Standards and Rubrics for School Improvement:*
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
To help new district test coordinators be familiar with AIMS administration procedures. **Audience/Targeted Attendees:** New district test coordinators	This is encouraged for all NEW district test coordinators. Classes in August and September will be specifically for Fall AIMS HS testing. Classes in November and December will be for Spring 2009 AIMS HS, DPA, and TerraNova testing. Topics will include: responsibilities, what to expect as a test coordinator, overall testing program, answer questions that will help your testing program go smoothly at your district. This class is in addition to the mandatory Pre-Test Workshops that will be held in September and January.	Participants will: • Understand the role of the test coordinator **Scheduling Questions and Programmatic Contact:** Mary Pat Wood marypat.wood@azed.gov

LEADERSHIP: *Administrator Training*

<table>
<tr><td>**Adult Education**</td><td colspan="2">**Leadership:**
Adult Education Program Administrator Training

Corresponding Standards from the *Standards and Rubrics for School Improvement:*</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To provide information, materials, and resources to attendees in order to give them the basic information necessary to run a successful adult education program. **Audience/Targeted Attendees:** New Directors of local, State-funded adult education programs and others designated/ invited by ADE/AES	This is the free basic-level training for new directors of local, state-funded, adult education programs. Other attendees may be present by request or invitation. The training is approximately four hours long and covers the information, documents, regulations, policies and guidelines that govern all state-funded adult education programs.	Participants will: • List the legislation, guidelines, and policies that govern ADE/AES programs • Understand the importance and relationship between instructional components, content and performance standards, assessment and curricula • Name ADE/AES personnel and understand the basic organizational structures at the state level • Know about the existence of various program documents including multi-year program plans, calendars and mission statements • Name the basic assessment tests and data management systems • Understand the importance of continuing professional learning for all staff **Scheduling Questions and Programmatic Contact:** Wilda Theobald wilda.theobald@azed.gov

"It is the responsibility of every adult... to make sure that children hear what we have learned from the lessons of life, and to hear over and over that we love them and they are not alone."
Marian Wright Edelman

LEADERSHIP: *Administrator Training*

	Adult Education

Leadership Excellence Academies

Corresponding Standards from the *Standards and Rubrics for School Improvement:*
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
To provide local Adult Education Program managers training in critical leadership skills and concepts specific to adult education and literacy. **Audience/Targeted Attendees:** Current and potential adult education program administrators employed by state-funded adult education programs. Participants are selected through an annual application process.	The Leadership Excellence Academy is a joint professional learning initiative with ProLiteracy America, the National Adult Education Professional Development Consortium, and Adult Education Services. Upon completion of the two-year training series, program administrators will be eligible to become a Certified Manager of Program Improvement, a nationally recognized adult education certification.	Participants will: • Complete three training modules via a variety of delivery methods including: face-to-face, online course, and webcasts • Complete project artifacts including a program learning plan based on self assessment, research and data • Pilot the learning plan and assist the ADE staff in evaluating pilot program effectiveness **Scheduling Questions and Programmatic Contact:** Beverly Wilson beverly.wilson@azed.gov

	Adult Education

Project IDEAL Training

Corresponding Standards from the *Standards and Rubrics for School Improvement:*
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
To provide training on access, instructional resources and professional development available through Project IDEAL. **Audience/Targeted Attendees:** Adult educators and administrators in state-funded adult education programs	This offering consists of a series of training models including face-to-face and on-line sessions to introduce adult educators and administrators to the resources and tools available in Project IDEAL.	Participants will: • Create an individual account to access the Project IDEAL portal • Become familiar with curricular resources, professional development opportunities, and collaboration tools available in Project IDEAL • Be able to train other adult educators on navigating and utilizing the resources in Project IDEAL **Scheduling Questions and Programmatic Contact:** Beverly Wilson beverly.wilson@azed.gov

LEADERSHIP: *Advocating for Arts*

Title V-Innovative & Exemplary Programs

Advocating for Arts Education at the Local Level

Corresponding Standard from the *Standards and Rubrics for School Improvement:*
Standard 1

INTENT	DESCRIPTION	OUTCOMES
To provide tools for local arts education advocates to "make the case" for quality arts education programs in their schools. **Audience/Targeted Attendees:** Arts education teachers and administrators; parents; students	An interactive lecture/demo for Arizona's parents, teachers and students as they work to create quality arts education programs in their schools. Models of quality arts education advocacy and programs are shared, as well as research showing how quality programs are maintained over time.	Participants will: • Learn about Arizona statutes and federal laws which support arts education • Examine arts education advocacy models from around the country and the state • Create an arts advocacy plan for their school(s) **Scheduling Questions:** Justin Hernandez justin.hernandez@azed.gov **Programmatic Contact:** Lynn Tuttle lynn.tuttle@azed.gov

"Works of art, in my opinion, are the only objects in the material universe to possess internal order, and that is why, though I don't believe that only art matters, I do believe in Art for Arts sake."
E. M. Forster

LEADERSHIP: *High School Renewal*

Arizona High School Renewal Initiative on Collaborative Leadership/ Personal Learning Communities Summit

Corresponding Standards from the *Standards and Rubrics for School Improvement:*
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
To present participants with a clear understanding of the changing nature of school leadership and the relationship of on-going professional learning to the process of collaborative leadership. **Audience/Targeted Attendees:** Superintendents, curriculum directors, principals/school leadership teams including teachers, counselors, and school partners	This series of workshops presents a variety of successful collaborative leadership models. This will include research and theory behind such models of leadership. It will highlight how systemic change is essential for today's high schools to effectively prepare all students for the high level of performance demanded by the post-secondary environment. In addition, professional learning communities will be explored as a component of the process of establishing high performance leadership and teaching and learning communities.	Participants will: • Compare and contrast models of collaborative leadership • Explain the rationale for initiating such a model as an essential component of systemic change for improved academic performance • Identify the resources available to districts and schools to begin the process of moving towards such a model of leadership and school structure (including Professional Learning Communities) • Demonstrate the importance and nature of Professional Learning Communities in order to articulate an understanding of the quality that such structure bring to the good of the whole organization **Registration Questions:** Shannon Tucker shannon.tucker@azed.gov **Programmatic Contact:** Robert Coccagna robert.coccagna@azed.gov

LEADERSHIP: *High School Renewal*

Arizona High School Renewal Initiative on Breaking Ranks II: Strategies for Leading High School Reform

Corresponding Standards from the *Standards and Rubrics for School Improvement:*
Standard 1 , 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
To provide secondary school leaders with detailed resources, suggestions and processes on how to proceed with the improvement of the work of their schools. This professional development provides administrators with strategies for action drawn from professional experience. It assists principals and leadership teams in understanding the complexity of the modern day high school, and examines the reality that we are not doing as well as we want or as we should be doing in educating the youth of America. **Audience/Targeted Attendees:** Superintendents, curriculum directors; principals/school leadership teams	Through a series of workshops presented by nationally trained presenters, including a cadre of local presenters trained in the national model, participants will explore the vast array of issues to be considered in planning for and implementing school renewal. Breaking Ranks II has been developed based on the recommendations and expertise of secondary principals and experts from around the country. These recommendations have been clustered around three touchstone themes. These touchstones include: ∗ Collaborative Leadership and Effective Learning Communities; ∗ Personalization, and ∗ Curriculum, Instruction and Assessment	Participants will: • Learn the importance of data and how to collect, manage and analyze data to assess effectiveness • Understand the complexity of the change process and navigate staff, students, and community in process • Recognize quality professional development and lead staff to develop and implement an on-going plan • Understand the importance of quality professional development to the effectiveness of the school • Recognize the role of school leadership and the importance of the principal in moving the school towards greater student personalization and improved climate for learning • Develop the skills and knowledge necessary for the principal to assume the role of instructional leader in moving towards a more rigorous and relevant curriculum through improved instruction and frequent and varied systems of assessment **Registration Contact:** Shannon Tucker shannon.tucker@azed.gov

LEADERSHIP: *High School Renewal*

Innovative & Exemplary Programs	**High School Renewal Conference: Personalizing Your School Environment** Standards from the *Standards and Rubrics for School Improvement* **Standard 1, 4**

INTENT	**DESCRIPTION**	**OUTCOMES**
To provide district and school leaders with understanding of the importance of personalizing the climate for student success, as well as: Provide examples of various best and promising strategies for making such a climate possible in all schools. **Audience/Targeted Attendees:** Superintendents, curriculum directors, principals/school leadership teams including teachers, counselors, and school partners	Through a series of workshops and presentations, participants will be offered a variety of examples of successful strategies and programs. These lead to meaningful personalization of the school climate which has been demonstrated to have meaningful impact on student well-being and achievement. In addition, presentations will be made which explain the theory behind why such personalization is essential to effectively working with today's youth in an effort to support them in achieving standards at a high level of proficiency.	Participants will: • Develop a better understanding of the research that supports the need for personalization of the school climate for student success, • Experience a variety of examples of successful programs that have initiated changes focused on personalization of the school climate and which have led to higher levels of student achievement and • Receive information and resources to assist them in making their own districts and schools more personalized institutions which address the needs of the individual student. **Scheduling Questions:** Shannon Tucker shannon.tucker@azed.gov **Programmatic Contact:** Robert Coccagna robert.coccagna@azed.gov

LEADERSHIP: *High School Renewal*

Innovative & Exemplary Programs

Arizona Middle School and High School Redesign Conference
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 4

INTENT	DESCRIPTION	OUTCOMES
To inform and expand upon collaborative leadership and instructional strategies for systemic school improvement through: * Rigor, Relevance and Relationship * Improving Adolescent Literacy *Inclusionary Special Education Strategies *Leadership Lessons Learned in School Renewal *Model School Sessions **Audience/Targeted Attendees:** Teachers, counselors, and administrators will benefit from this conference. School and district team participation is strongly encouraged.	The Arizona Department of Education's Innovative and Exemplary Programs Unit is pleased to present the 2008 Arizona Middle and High School Redesign Conference featuring Dr. Willard Daggett and the International Center for Leadership in Education. The focus of this conference is to inform and expand upon collaborative leadership and instructional strategies for systemic school improvement through: * Rigor, Relevance and Relationship * Improving Adolescent Literacy *Inclusionary Special Education Strategies *Leadership Lessons Learned in School Renewal *Model School Sessions FOCUS ON ARIZONA : There will be a specific attention paid to the needs and accomplishments of Arizona secondary schools in the area of high school redesign. Three Facilitated Planning Sessions will provide a unique opportunity for participants to extend the learning of the Conference throughout the remainder of the school year. You will engage in a series of activities to identify strengths, areas of need, and current status in three major areas of whole school reform: 1. Rigor, Relevance and Relationships for ALL Students - Definitions, expectations, examples, and practice 2. Learning Criteria to Support 21st Century Learners - This begin-with-the-end-in- mind approach allows schools and districts to identify their core beliefs and values in the dimensions of Core Academics, Stretch Learning, Student Engagement, and Personal Skill Development 3. The International Center's 8 Components of School Excellence - Embrace Common Vision and Goals - Inform Decisions through Data Systems - Empower Leadership Teams to Take Action and Innovate - Clarify Student Learning Expectations - Adopt Effective Instructional Practices - Address Organizational Structures - Monitor Progress/Improve Support Systems - Refine Process on an Ongoing Basis	Participants will: • Gain increased understanding of the urgency for secondary school redesign • Learn strategies and receive tools to identify district and school specific needs and assets in engaging in secondary school redesign • Develop skills and knowledge needed to conduct and manage the complex tasks related to secondary school redesign • Receive facilitated support for the development of a draft for strategic plan **Scheduling Questions:** Shannon Tucker shannon.tucker@azed.gov

LEADERSHIP: *No Child Left Behind*

<table>
<tr><td>

Title I – NCLB

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No Child Left Behind (NCLB) Coordinators Spring Meeting

Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 4

</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To provide updated information regarding the implementation of *No Child Left Behind* (NCLB) Consolidated Programs and address compliance issues. Discuss procedures for completing current year projects and planning/applying for upcoming year projects. **Audience/Targeted Attendees:** NCLB program coordinators, federal program coordinators, Title I coordinators and Title I school staff	Arizona Department of Education (ADE) staff will present current trends and information affecting the implementation of NCLB programs. Activities include the opportunity to provide input/feedback regarding NCLB.	Participants will: • Share questions and/or concerns with ADE staff • Utilize ADE systems effectively/in a timely manner when applying for funding and reporting on projects • Network with colleagues to engage in discussions and discover additional resources **Scheduling Questions and Programmatic Contact:** Christopher Dickinson christopher.dickinson@azed.gov

<table>
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Title I – NCLB

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Arizona School Improvement Plan (ASIP) and School-Wide (SW) Plan Integration

Corresponding Standards from the *Standards and Rubrics for School Improvement:*
Standard 1, 2, 3, 4

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</table>

INTENT	DESCRIPTION	OUTCOMES
To provide information on how to integrate the Arizona school improvement plans and school-wide plans. **Audience/Targeted Attendees:** NCLB coordinators, Title I coordinators and Title I school staff	This training will cover the requirements and processes for the development of Arizona school improvement and school-wide plans.	Participants will: • Identify similarities/differences of Arizona school improvement and school-wide plans • Develop an integrated plan that includes needs, goals, implementation/evaluation • Implement the Title I school process for planning, writing and evaluating integrated plans **Scheduling Questions:** Tee Lambert tee.lambert@azed.gov **Programmatic Contact:** Gary Fortney gary.fortney@azed.gov

LEADERSHIP: *No Child Left Behind*

Title I – NCLB

No Child Left Behind (NCLB)
Program Quality and Evaluation

Corresponding Standards from the *Standards and Rubrics for School Improvement:*
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
To enhance staff capability in Title I schools and Local Educational Agencies (LEAs) in the use of research and data to improve services to Title I students. **Audience/Targeted Attendees:** NCLB coordinators, Title I coordinators, Title I school staff	Participants will learn about the process for evaluating a Title I program to include collecting and analyzing data, as well as making decisions about the program's effectiveness. Types of effective programs and sources for research-based solutions will also be presented.	Participants will: • Apply the evaluation process to Title I programs • Evaluate research-based programs to meet the school's needs **Scheduling Questions and Programmatic Contact**: Nancy Konitzer nancy.konitzer@azed.gov

Title I – NCLB

School-wide Plan Development

Corresponding Standards from the *Standards and Rubrics for School Improvement:*
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
To provide information on the requirements of a Title I school-wide program. **Audience/Targeted Attendees:** NCLB coordinators, Title I coordinators and Title I school staff	This training will cover the requirements from the *No Child Left Behind Act* (NCLB) and the process for developing a plan for a Title I school-wide program.	Participants will: • Identify the components of a school-wide Title I plan • Lead a team of stakeholders in developing a plan (including needs assessment, program design, implementation and evaluation components) • Provide administrative support to the Title I school in planning, reporting and evaluating of the school-wide program **Scheduling Questions and Programmatic Contact**: Gary Fortney gary.fortney@azed.gov

LEADERSHIP: *No Child Left Behind*

Title I – NCLB

Targeted Assistance Programs

Corresponding Standards from the *Standards and Rubrics for School Improvement:*
Standard 1, Standard 2, Standard 3, Standard 4

INTENT	DESCRIPTION	OUTCOMES
To provide information on the requirements of Targeted Assistance Programs. **Audience/Targeted Attendees:** NCLB coordinators, Title I coordinators and Title I school staff	This training will cover the required *No Child Left Behind* (NCLB) components for the development of a Targeted Assistance Title I Program.	Participants will: ● Identify components of a Title I Targeted Assistance Program ● Provide administrative support to Title I-targeted assistance schools **Scheduling Questions and Programmatic Contacts:** Gary Fortney gary.fortney@azed.gov Madeline Coccagna madeline.coccagna@azed.gov

Title I – NCLB

What Does Scientifically-Based Research Mean?

Corresponding Standards from the *Standards and Rubrics for School Improvement:*
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
To familiarize Local Educational Agencies (LEAs) and school staff with scientifically-based research and how it can be used to improve programs for students and teachers. **Audience/Targeted Attendees:** NCLB coordinators, Title I coordinators and Title I school staff	The *No Child Left Behind Act* (NCLB) provides a specific definition of scientifically-based research (SBR) and requires schools and LEAs to use SBR when determining programs funded under the law. This training will provide: ∗ An outline of the SBR requirements, Examples of programs that have a proven success rate as shown by SBR and ∗ Assistance in evaluating claims of success by programs (that support instruction and/or professional development for teachers) to lead to improvement in academic achievement of students.	Participants will: ● Identify whether a research design meets SBR definitions ● Compare SBR programs and identify applicability to their own school or LEA ● Assist in the planning processes at the schools or the LEA for NCLB programs that require SBR considerations **Scheduling Questions and Programmatic Contact:** Barbara Presler barbara.presler@azed.gov

LEADERSHIP: *No Child Left Behind*

AZ LEARNS (Profiles)/NCLB (AYP)
Accountability Workshop

Corresponding Standards from the *Standards and Rubrics for School Improvement:*
Standard 1 , 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
To clarify the state and federal account-ability systems for attendees. **Audience/Targeted Attendees:** District superintendents, charter business managers, principals, charter administra-tors, and all accountability staff	The ADE has created an informative workshop designed to provide superintendents, principals, and staff detailed information about AZ LEARNS and NCLB accountability requirements and to demystify the state and federal accountability systems.	Participants will: • Receive updates on changes to AZ LEARNS and NCLB formulas • Learn how to calculate an AZ LEARNS achievement profile • Determine if the school made AYP • Receive tips and precautions to help interpret the accountability systems and how to write appeals and correct data **Scheduling Questions and Programmatic Contact:** Aleks Kadijevic Achieve@azed.gov

"Science is organized knowledge. Wisdom is organized life."
Immanuel Kant

LEADERSHIP: *Observation Protocols*

<table>
<tr><td>Standards-Based
Best Practices</td><td>Teach For Success:
Classroom Observation Protocol I

Corresponding Standards from the Standards and Rubrics for School Improvement:
Standard 1 , 2, 3, 4</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
Provide administrators and teachers with a research-based framework that provides criteria and definitions in improving instructional practices. Audience/Targeted Attendees: District leaders and school teams, including teachers, site leaders, and academic coaches – attending in teams is encouraged	This two-day foundational institute by WestEd covers seven aspects of effective instruction in parallel sessions designed for teachers and for administrators. In addition to lecture, modeling, and discussion activities, participants practice utilizing the protocol to understand how it can guide their teaching and/or guide observing and analyzing classroom instruction. The T4S Foundational Institute is based on the *Teach for Success Classroom Observation Protocol,* a research-based framework that provides administrators and teachers with criteria and definitions to impartially discuss the process of teaching and how to improve classroom instructional practices. During the institute, teachers, academic coaches, and district and site leaders explore practices that have been found to enhance achievement for all students.	Participants will: • Apply research-based instructional practices needed to plan, deliver, and assess effective standards-based instruction • Understand a process to lead and sustain an organizational culture able to plan, deliver, and assess effective standards-based instruction • Classify the five supervisory messages to provide classroom teachers with specific feedback on their classroom practices • Assess teacher classroom practices to determine the effectiveness of instruction • Develop common vocabulary and understanding of seven components of effective teaching <u>Scheduling Questions and Programmatic Contact:</u> Oran Tkatchov oran.tkatchov@azed.gov

"Strive for excellence, not perfection."
H. L. Jackson Brown Jr.

LEADERSHIP: *Observation Protocols*

<table>
<tr><td>

**Standards-Based
Best Practices**

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Teach For Success:
Classroom Observation Protocol II

Corresponding Standards from the *Standards and Rubrics for School Improvement:*
Standard 1, 2, 3, 4

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</table>

INTENT	DESCRIPTION	OUTCOMES
As a continuation of the T4S Classroom Observation Protocol, this academy provides more practice with the protocol and additional coaching techniques. **Audience/Targeted Attendees:** District leaders and school teams, including teachers, site leaders, and academic coaches – attending in teams is encouraged Prerequisite: Classroom Observation Protocol I	The Teach for Success Classroom Observation Protocol is a research-based framework that district and school leadership can use to observe and analyze the quality of classroom practices and instruction to determine the professional development needs of the school staff members. Presented by WestEd, this two-day event is a continuation of the Classroom Observation Protocol, with emphasis placed on coaching teachers and extensive practice with the protocol.	Participants will: ● Review the elements of the protocol ● Practice utilizing the protocol to determine the professional development needs of the school ● Maximize coaching opportunities for teacher success after observing their classroom practices **Scheduling Questions and Programmatic Contact:** Oran Tkatchov oran.tkatchov@azed.gov

<table>
<tr><td>

**Standards– Based
Best Practices**

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Coach For Success

Corresponding Standards from the *Standards and Rubrics for School Improvement:*
Standard 1 , 2, 3, 4

</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To assist schools in implementing the coaching portion of the Teach For Success Observation Protocol. **Audience/Targeted Attendees:** District leaders and school teams, including teachers, site leaders, and academic coaches- attending in teams is encouraged Prerequisite: Classroom Observation Protocol I and II	Coaching is the new buzz word for professional development in education and has become a popular model for professional development in schools (Poglinco & Bach, 2004). Wood and McQuarrie (1999) describe effective coaching as one of the most promising new approaches to professional development in education. Coaching is a conversation in which the coach provides the coachee with specific feedback on his or her performance in order to change or improve the performance and/or maintain the effectiveness of the performance. Presented by WestEd.	Participants will: ● Define the term coaching ● Identify key strategies that facilitate adult learning ● Identify strategies to objectively record classroom observation data ● Analyze classroom observation data using the T4S Program ● Prioritize and organize classroom observation data in order to provide teachers with specific feedback **Programmatic Contact:** Oran Tkatchov oran.tkatchov@azed.gov

LEADERSHIP: *Conferences*

Title I – NCLB	**MEGA Conference**

Corresponding Standards from the *Standards and Rubrics for School Improvement:*
Standard 1 , 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
To provide the latest information to K-12 education stakeholders on the requirements of current federal law, the effective implementation of federally funded programs, and any current initiatives of the Superintendent. **Audience/Targeted Attendees:** Superintendents, LEA administrators, NCLB coordinators, principals, teachers, Title I staff, federal program officers, professional development coordinators and parents	The MEGA Conference is an annual assemblage under the umbrella of NCLB. Sessions are organized around an annual theme that provides technical assistance and/or professional development for the attendees. As a cooperative effort by multiple divisions of the ADE, the MEGA Conference provides opportunities to meet with and learn from a variety of department, school, and district staff members.	Participants will: • Comply with federal program requirements • Choose and implement effective programs of instruction or professional development in order to meet student achievement goals • Meet with other colleagues, engage in discussions, and discover additional resources **Scheduling Questions and Programmatic Contact:** Christopher Dickinson christopher.dickinson@azed.gov

Early Childhood Education	**Annual Early Learning Institute**

Standards from the *Standards and Rubrics for School Improvement*
Standard 1

INTENT	DESCRIPTION	OUTCOMES
To provide Early Childhood Professionals with up to date research and information on best practices relating to the development and education of young children. The theme for the 2009 Institute is *Sharing Similarities, Celebrating Differences* with a focus on diversity in teaching and learning. **Audience/Targeted Attendees:** Teachers, staff, coordinators, and administrators working directly or indirectly with children ages 3 through 6 in public, private, and federal programs.	*Sharing Similarities, Celebrating Differences* is the topic that three nationally known keynote presentations and 80 breakout sessions will be focused. The 2009 Institute is scheduled for June 22nd through 24th, 2009 at the Westin La Paloma Resort in the foothills of Tucson, a luxurious 5-star venue. Bring your team, engage in interactive and thought provoking sessions, network with colleagues, and leave feeling refreshed and revitalized with new knowledge and ideas.	Participants will: • Understand current research on child development and best practices • Understand how teaching style and learning style impact children's development • Use new knowledge as they plan and implement programs for young children • Seek to continue their own learning about topics presented **Scheduling Questions and Programmatic Contact:** Sally Downing sally.downing@azed.gov

LEADERSHIP: *Conferences*

Office of English Language Acquisition Services
Annual Conference

Corresponding Standards from the *Standards and Rubrics for School Improvement:*
Standard 1 , 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
To provide educators with multiple professional development and technical assistance opportunities focused on current needs of English Language Learner administrators and teachers.	Participants at this comprehensive 3-day conference will have the opportunity to sample a variety of sessions designed to improve ELL student learning. Subjects will include leadership, teaching strategies, assessment and technical assistance. The 2009 conference will focus on successful SEI model implementation.	Participants will: • Learn practical information and insights to assist in implementing their English Language Learner program
Audience/Targeted Attendees: Superintendents, LEA administrators, ELL coordinators, principals, teachers, federal program officers, and professional development coordinators		**Scheduling Questions and Programmatic Contact:** Pat Scott pat.scott@azed.gov

Standard 2: Curriculum, Instruction, and Professional Development

Rigorous curriculum and quality instruction provide all students the opportunity to meet or exceed Arizona Academic Standards

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ARIZONA DEPARTMENT OF EDUCATION
SUPERINTENDENT TOM HORNE

Curriculum, Instruction, and Professional Development

CURRICULUM: *Advanced Placement/International Baccalaureate*

Advanced Placement and International Baccalaureate Coursework: Are They Making a Difference for Gifted Students?

Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 3

INTENT	DESCRIPTION	OUTCOMES
To provide an opportunity for the target audience to examine the existing approach to meeting the needs of high school gifted students and how a school might modify that approach using an Advanced Placement or International Baccalaureate program. **Audience/Targeted Attendees:** Gifted education teachers (middle and high school), gifted education coordinators and administrators	This workshop challenges the audience to examine the existing notion that the appropriate gifted program for high school students is a successful Advanced Placement or International Baccalaureate program. After exploring the startling statistics concerning college success and the basics of each program, participants will be asked the question, "Is this sufficient to meet gifted students needs?" To assist in their deliberation, research from the gifted community will be presented. Ultimately, an answer to the problematic question will be provided with a potential solution explored.	Participants will: • Examine the existing high school/middle school gifted education programs • Explain the basic tenets of an Advanced Placement or International Baccalaureate approach to the needs of gifted students • Assess the best practices that researchers in gifted education describe about the special need of those students • Look at Arizona law regarding the requirements for gifted education programs • React to a proposal for changes in the delivery of services to gifted students at the middle/high school level **Scheduling Questions:** Sandra Skelton sandra.skelton@azed.gov **Programmatic Contact:** John Balentine john.balentine@azed.gov

CURRICULUM: *Advanced Placement/International Baccalaureate*

Growing your Advanced Placement/ International Baccalaureate (AP/IB) Program

Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
To provide the targeted audience with the knowledge, skills and attitude to create, support and grow a rigorous academic program for all students.	This two-hour workshop is fundamental for anyone embarking on the process of creating either an AP or IB program. There are specific points of knowledge that the individual leading the implementation strategy must know in order to be successful. There are obvious roadblocks that will be encountered; this workshop will help participants develop the tools to make their implementation successful. No real previous knowledge of either program is necessary for participants, just a motivation to raise the bar for all students.	Participants will: • Learn the essential components of an AP/IB program and the best practices for growing the program • Explain the need for rigorous coursework for all students • Assess statistics related to college success rate and remediation • Critique strategies for creating, implementing and growing an effective AP/IB program • Identify the roadblocks to successful implementation and the techniques for overcoming those obstacles **Scheduling Questions:** Sandra Skelton sandra.skelton@azed.gov **Programmatic Contact:** Peter Laing peter.laing@azed.gov
Audience/Targeted Attendees: Middle/high school administrators, teachers and counselors		

Gifted Education Programs and Services– Teachers

Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
To provide teachers with information on what gifted education is about, and provide practical strategies on how to identify and support the ongoing development of their student's talent and potential.	Teachers will learn in this interactive session how to identify talent and potential through the learning and behavioral characteristics of gifted and advanced learners, how those characteristics manifest themselves in the classroom, and how to use performance-based assessment, authentic challenging and engaging instructional activities, and other data sources, to assist in developing holistic profiles of learner needs so that appropriate differentiation of instruction, programs, and services may be effectively implemented.	Participants will: • Identify the unique academic, social, and emotional learning and behavioral characteristics of gifted learners • Use performance-based assessments to assist in identifying talent and potential across multiple subject areas • Use authentic, challenging and engaging instructional activities that provide opportunities for students to think critically, creatively, and problem solve. **Scheduling Questions:** Sandra Skelton sandra.skelton@azed.gov
Audience/Targeted Attendees: Classroom teachers K-12		

CURRICULUM: *Advanced Placement/International Baccalaureate*

Compliance with Arizona's Gifted Education Mandate

Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
To provide school district personnel with the essential compliance requirements for the Arizona Gifted Education Mandate. **Audience/Targeted Attendees:** School administrators, teachers, counselors and parents	This workshop provides an orientation to Title 15, Chapter 7, Article 4.1: The Arizona Gifted Education Mandate. Gifted education is a requirement for all traditional school districts kindergarten through 12th grade. This workshop addresses all key components of state law including: Gifted education Scope and Sequence, program design, testing and identification, teacher endorsement requirements and funding. This workshop provides examples of successful gifted education programs designed to allow gifted children to "be gifted" everyday. Presentation includes a discussion of student achievement data associated with various program models. **Note:** This workshop is offered at no cost for school districts and is typically scheduled for two or three hours per session.	Participants will: • Demonstrate knowledge of key compliance components of Arizona's Gifted Mandate • Demonstrate knowledge of the essential elements of a successful gifted education program • Understand achievement gains associated with various gifted program models • Demonstrate knowledge of testing and identification methods for gifted children **Scheduling Questions:** Sandra Skelton sandra.skelton@azed.gov **Programmatic Contact:** Peter Laing peter.laing@azed.gov

CURRICULUM: *Advanced Placement/International Baccalaureate*

Gifted Education/ Advanced Placement

Gifted Education Programs and Services – Administrators
Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
To provide school and district administrators with information on what gifted education is about, and provide practical strategies on how to design, implement, and support effective gifted education and advanced level programs within their schools. **Audience/Targeted Attendees:** School and district administrators	Administrators will learn in this interactive session about the unique academic, social, and emotional learning and behavioral characteristics of gifted and advanced learners. Participants will then engage in substantive interactive discussions regarding how to design, implement, and support effective gifted education and advanced level programs within their schools – based on their unique contexts and challenges (size, resources, student demographics, teachers, etc.).	Participants will: • Identify and understand the unique academic, social, and emotional learning and behavioral characteristics of gifted and advanced learners • Raise expectations for achievement and future outcomes for all learners • Become talent scouts for identifying talent and potential in all learners • Become champions for providing access to rigorous, challenging, relevant curriculum for all learners **Scheduling Questions:** Sandra Skelton sandra.skelton@azed.gov **Programmatic Contact:** Peter Laing peter.laing@azed.gov

CURRICULUM: *Arts Education*

Innovative & Exemplary Programs

Arts Education Conference
Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 3

INTENT	DESCRIPTION	OUTCOMES
To provide professional development for arts education administrators, educators, advocates, parents and artists throughout the state. **Audience/Targeted Attendees:** Administrators, teachers, artists and parents	A statewide gathering of arts education practitioners and advocates. Information will be provided on how to build quality arts education programs in Arizona.	Participants will: • Engage in dialogue with colleagues from around the state • Examine the newly revised Academic Standards in the Arts • Create an Arts Education Strategic Plan for Arizona **Registration Questions:** Anne Trujillo anne.trujillo@azed.gov **Programmatic Contact:r** Lynn Tuttle lynn.tuttle@azed.gov

Innovative & Exemplary Programs

Arts Standards Implementation – an Overview
Corresponding Standards from the *Standards and Rubrics for School Improvement:*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
To provide an overview of the new Arizona K-12 arts standards and how schools can implement them. **Audience/Targeted Attendees:** Local Educational Agency (LEA) administrators and arts educators	Members of the Arts Standards Revision Committee will provide participants with an introduction to the newly revised standards (including where we've been and why we've changed), as well as lead participants in a process to begin implementing the new standards in their schools.	Participants will: • Learn about the newly revised Academic Standards in the Arts • Create a plan to implement the Arts Standards in their school(s) including curriculum alignment to the Standards **Scheduling Questions:** Justin Hernandez justin.hernandez@azed.gov **Programmatic Contact:** Lynn Tuttle lynn.tuttle@azed.gov

CURRICULUM: *Arts Education*

District Arts Coordinator Quarterly Meeting
Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 3

INTENT	DESCRIPTION	OUTCOMES
To provide a networking opportunity for arts coordinators throughout the state to share best practices and concerns with each other and the Arizona Department of Education (ADE).	A quarterly two-hour gathering of arts educators, these meetings provide an opportunity to share ideas and solutions. These are held in conjunction with the annual *Arizona Arts Education Association* and the *Arizona Music Educators Association* annual meetings, as well as in August and March.	Participants will: • Learn about arts education offerings throughout Arizona • Identify best practices and burgeoning issues in arts education • Provide input to the AZ Department on Education regarding arts education issues and policies **Registration Questions:** Justin Hernandez justin.hernandez@azed.gov **Programmatic Contact:** Lynn Tuttle lynn.tuttle@azed.gov
Audience/Targeted Attendees: District Arts Coordinators, their designees and educators/ administrators interested in arts education		

Overview of Arts Education from the State Perspective
Corresponding Standards from the *Standards and Rubrics for School Improvement:*
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
To provide an introduction to the status of Arts Education in Arizona and the multiple ways the Arizona Department of Education (ADE) supports quality arts education in Arizona schools.	An interactive lecture/demo designed to introduce Arizonans to arts education. This includes an overview of state and federal law, as well as the variety of services provided by ADE to support arts education in our state.	Participants will: • Learn about Arizona statutes and federal laws which support arts education • Examine current arts education practices and programs at ADE • Provide input to ADE on ways to create better arts education opportunities for Arizona students **Programmatic Contact:** Lynn Tuttle lynn.tuttle@azed.gov
Audience/Targeted Attendees: Arts education administrators and teachers, pre-service arts educators, parents and community organizations		

CURRICULUM: *Agriscience Education*

<table>
<tr><td>**Career and Technical Education**</td><td colspan="2">**Program Review Instruction**
Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 2</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To provide information to administrators and Agriscience instructors regarding the Program Review process to receive Science and Industry program certification. **Audience/Targeted Attendees:** Secondary Agriscience instructors only	Five all-day sessions are held regarding the purpose and process relating to the Program Review for the new Agriculture Business Management-Agriscience Curriculum.	Participants will: • Train teachers and administrators to become familiar with the Program Review process • Inform teachers of higher order instructional methods • Develop curriculum plans with academic and Agriscience cross-walks **Scheduling Questions and Programmatic Contact:** Jimmy Wojcik jimmy.wojcik@azed.gov

<table>
<tr><td>**Career and Technical Education**</td><td colspan="2">**Curriculum and Assessments Project**
Corresponding Standards from the *Standards and Rubrics for School Improvement:*
Standard 1, 2, 3, 4</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To provide a set of lesson plans and assessments for each of the new Agriscience Standards and Measurement Criteria. **Audience/Targeted Attendees:** Secondary Agriscience instructors only	This project consists of coordinating, planning, reviewing, and producing classroom ready, cross-walked lesson plans and assessments for Agriscience instructors in Arizona.	Participants will: • Provide lesson plans with appropriate assessments and academic cross-walks to the Agriscience instructors in Arizona • Provide lesson plans in a format that is acceptable to the majority of the school districts in Arizona • Provide assessments that can be utilized for CTE certification of the students **Scheduling Questions and Programmatic Contact:** Jimmy Wojcik jimmy.wojcik@azed.gov

CURRICULUM: *Agriscience Education*

Life Knowledge Curriculum and Assessments Training Corresponding

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
To provide information, materials and training in the core Standards from the National FFA relating to the employability and leadership Standards (1-9) in the new Agriscience Standards. **Audience/Targeted Attendees:** Secondary Agriscience instructors only	This consists of ½ day professional development sessions held at the state CTE conference in July, new teacher training during the school year in January, and student teacher training in September. The training is structured to showcase the cross-walked Arizona academic standards in science, math and language arts to the teachers lesson plans for use with their students and with administration.	Participants will: • Develop local curriculum plans utilizing Life Knowledge • Develop local lesson plans utilizing Life Knowledge • Learn how to utilize cross walked standards • Classroom teaching techniques utilizing Life Knowledge • Practice teaching utilizing Life Knowledge **Scheduling Questions and Programmatic Contact:** Jimmy Wojcik jimmy.wojcik@azed.gov

Career and Technical Education

New Teacher Induction and Training Program

Corresponding Standards from the *Standards and Rubrics for School Improvement:*
Standard 1, 2,3, 4

INTENT	DESCRIPTION	OUTCOMES
To provide necessary tools, information, contacts, practices, resources, and mentors that will assist the new teacher in becoming successful. **Audience/Targeted Attendees:** Secondary Agriscience instructors only	This program consists of five (5) day-long meetings during each year of a two-year training. The professional development meetings are held in July, September, January, March and June. Experienced mentors are assigned to a new teacher. At least one visit to the school of each new teacher occurs from the training staff, FFA, and the state staff.	Participants will: • Train new teachers in the survivability skills necessary to succeed and remain in teaching • Develop lesson plans that will meet school objectives • Develop curriculum that will meet Agriscience Standards • Develop resources to better deliver lesson plans to the students **Scheduling Questions and Programmatic Contact:** Jimmy Wojcik jimmy.wojcik@azed.gov

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CURRICULUM: *Industrial Technology Education*

Automotive Technologies
Ford Basic Electrical Class (40 hours)

Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
To update instructors to the rapid advancements being made in the design and implementation of electrical/electronic system being implemented in the automotive industry today. **Audience/Targeted Attendees:** This training is available to all secondary CTE Automotive Technologies instructors wishing to acquire hands-on training in advanced electrical systems currently being employed by Ford Motor Company	Instruction and demonstrations by Ford Motor Company's service training instructor(s) includes hands-on troubleshooting techniques, lab/shop management tips with teaching strategies that can be utilized with teaching students. Access to this information and materials is available only to teachers who complete this training. This is state-of-the-art information that you can use in your classrooms immediately.	Participants will: • Gain a comprehensive and thorough study of electrical and electronic theory as applied to the automobile industry today • Focus on the operation, diagnosis and repair of starting and charging systems, lighting systems, and all common accessories • Gain knowledge on the newest electronically controlled systems • Understand the latest Scanner products and their code number interpretations **Scheduling Questions and Programmatic Contact:** Jason Wojcik jason.wojcik@azed.gov

CURRICULUM: *Industrial Technology Education*

Automotive Technologies
General Motors Update

Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
To inform automotive technology teachers of the new "state of the art" GM technologies that are being employed in both the repair and the diagnostic sector of the automotive industry. **Audience/Targeted Attendees:** This training is available to all secondary CTE Automotive Technology Instructors wishing to acquire hands-on training in new products and systems from one of the world's largest automakers	Instruction and demonstrations by General Motors' service training instructor(s) of new product training using the Digital Storage Oscilloscopes. This will include automotive diagnostics and Lab/shop management tips that the instructor may employ as part of their teaching strategies. Access to this information and materials will be available only to teachers who complete this training. This is state-of-the-art information that you can use in your classrooms immediately.	Participants will: • Learn the essential skills required to service, troubleshoot, and repair today's complex vehicles • Increase knowledge on the latest developments in the fields of automotive technology, including computer control, anti-lock brakes, air bags, and refrigerant recovery • Acquire repair procedures and helpful tips that apply to all vehicles • Be refreshed on good work habits and safety for the shop environment **Scheduling Questions and Programmatic Contact:** Jason Wojcik jason.wojcik@azed.gov

CURRICULUM: *Industrial Technology Education*

Drafting and Design Technology
American Design Drafting Association (ADDA)
Certification Workshop
Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
During this session, ADDA staff will present a general overview of ADDA and will conduct a complete review of the Certified Drafter Examination for those who are planning to take the examination. **Audience/Targeted Attendees:** This training is available to all secondary CTE Drafting and Design instructors and students wishing to acquire insight into the certification exam.	This session is to help those who wish to obtain their ADDA drafting certification. This certification is an international program that allows drafters to show their knowledge in drafting concepts and internationally recognized standards and practices. ADDA developed the test to elevate the profession's standards. Certification enables drafters to demonstrate professional capabilities and helps employers in identifying quality employees. The test does not cover software specific to computer aided drafting or design (CADD). Certification serves educators as a supplementary measurement of a student's performance on a recognized national level.	Participants will: • Acquire an overview to what the certification test measures • Learn standardized testing techniques to improve their scores on the test • Understand the meaning behind the questions asked on the certification test • Review material to be tested such as sketching, scales, lettering, line weights, geometric construction, orthographic views, auxiliary views, sectional views, dimensions, notes, working drawings, basic welding symbols, fits, tolerances, and architectural terms/standards **Scheduling Questions and Programmatic Contact:** Shea Padilla shea.padilla@azed.gov

CURRICULUM: *Industrial Technology Education*

Drafting/Design Technology

Corresponding Standards from the *Standards and Rubrics for School Improvement*

Standard 2

INTENT	DESCRIPTION	OUTCOMES
Hands-on training with architectural and engineering software information to use in your classrooms immediately. **Audience/Targeted Attendees:** This training is available to all secondary CTE Drafting and Design instructors wishing to acquire hands-on training in new products and systems from various software vendors	Instruction and demonstrations of various software packages by representatives of nationally recognized software companies. Including such programs as Softplan 13 Architectural Design, ArchView 9.1 GIS, SDS/2 Structural Steel Detailing and Modeling, and AZ Revit 8 Building. This will be a hands-on activity with state-of-the-art software. A question and answer session with both the software company reps and ADDA administrators and instructors will occur. An overview of ADDA's Nationally Certified Architectural Design Drafting Program is reviewed.	Participants will: • Observe how the newest drafting software programs have become much more user-friendly • Discover why not every assignment needs to use a time consuming and complicated drawing program • Learn how to import and export drawings to and from different software packages • See how inventory and cost of building materials can be automatically calculated • Learn what revisions have been made in the past year to common software programs **Scheduling Questions and Programmatic Contact:** Shea Padilla shea.padilla@azed.gov

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CURRICULUM: *Industrial Technology Education*

Take the Adventure…
Learn from Your Peers and
Explore the Possibilities with Audio/Visual Technology
Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
To provide Audio/Visual Technology Instructors with an update on industry trends within the fields of Electronic Journalism and Interactive Digital Media to assist in enhancing their classrooms, curriculum, and lesson plans. **Audience/Targeted Attendees:** Audio/Visual Instructors, School Administrators, CTE Guidance Counselors and CTE Local Directors	Recharge your batteries with an energizing day of professional development and camaraderie. ∗ Take an adventure with the Mesquite High Schools Broadcast Program ∗ Learn from your peers in the Instructors Forum where you will exchange ideas, lesson plans, and teaching strategies ∗ Explore the possibilities, trends and expectations of Radio/Technology within Electronic Journalism and Interactive Digital Media from Industry Professionals ∗ Discuss the implications on teaching and learning in the Radio/Television Technology Program ∗ Attain the information on how to successfully integrate academics and SkillsUSA into your programs	Participants will: • Enhance their skill and knowledge in the areas of animation and broadcasting through Business and Industry Representatives • Gain tips and strategies from post-secondary Radio/Television Instructors to improve lesson plans and curriculum • Understand how to effectively utilize CTSO's within R/TV Program • Learn from peers on how to have an efficient and effective R/TV Program • Examine how to successfully integrate academics into R/TV Program **Scheduling Questions and Programmatic Contact:** Shea Padilla shea.padilla@azed.gov

CURRICULUM: *Industrial Technology Education*

Construction Technologies/Welding Technology
National Center for Construction Education
and Research (NCCER) Certification Workshop

Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
The construction curriculum published by the NCCER is the emerging national standard. Learn how to use this curriculum in your Construction Technologies or Welding program. You will receive information to certify your students once they complete the programs. **Audience/Targeted Attendees:** This workshop is designed for Construction Technologies or Welding Technology instructors who wish to learn more about becoming certified by the NCCER	This session is a workshop to help instructors to become certified. As part of its accreditation process, NCCER has developed the Instructor Certification Program (ICTP). This program ensures the uniform and consistent delivery of training. Through this process, NCCER certifies the Master Trainer. In turn, the Master Trainer certifies the local Craft/Technician Instructor. This network of certified instructors assures that NCCER training programs will meet the standards of instruction set by the industry. In addition to the ICTP, NCCER offers a certification program for Safety Instructors.	Participants will: • Acquire an overview to what the certification test measures • Learn standardized testing techniques to improve their scores on the test • Understand the meaning behind the questions asked on the certification test • Have a more complete understanding of how to use the task modules in training for the certification test • See sample questions of the type asked on the certification test **Scheduling Questions and Programmatic Contact:** Jason Wojcik jason.wojcik@azed.gov

CURRICULUM: *Industrial Technology Education*

OSHA Workshop

Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
To provide a understanding of OSHA's health and safety requirements for your industrial classrooms and labs. **Audience/Targeted Attendees:** This workshop is designed for Industrial Technology Education Teachers. Any teacher, however, who works with students in a laboratory or shop setting will benefit from the presentation.	Learn about Arizona Division of Occupational Safety and Health. There will be Q & A Opportunities with OSHA consultants at the end of the session. Also OHSA will demonstrate how to conduct onsite surveys of work areas in your shops. Included will be how to review written safety and health programs and policies.	Participants will: • Learn what businesses need their employees to know about safety • Become aware of correct procedures for accomplishing tasks from a safety point of view • Learn how to give students complete and accurate information • Learn how to demonstrate to students the correct and safe ways to do things • Learn how to prepare to meet the workplace standards **Scheduling Questions and Programmatic Contact:** Jason Wojcik jason.wojcik@azed.gov

"Safety is something that happens between your ears, not something you hold in your hands."
Jeff Coooper

CURRICULUM: *Health & Community Service Careers, Industrial Technology Education Marketing, Media & Information Technology*

Career and Technical Education

**Skills USA
Chapter Management Institute (CMI)
Teacher Training Seminar**
Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
To provide teachers with the skills to utilize SkillsUSA as an integral part of a career and technical education program. **Audience/Targeted Attendees:** High school and college instructors who teach any of the following programs: • Nursing Services • Law, Public Safety & Security • Fire Science • Allied Health Services • Drafting & Design Technology • Information Technology • Automotive Technologies • Construction Technologies • Industrial Manufacturing • Electronic Technology • Culinary Arts • Welding Technology • Cosmetology • Graphic Communications • Radio/Television Technology • Woodworking	The training provides answers to questions such as: How do I get students involved? What is the best way to organize our activities? What does a chapter set out to do? What materials are available to help my students? Teachers become team members charged with training each other on management strategies including but not limited to: promotion, getting a chapter started, service learning, engaging other instructors in the process, and running meetings. As a capstone, participants will experience being a contestant in a SkillsUSA Championship Leadership event, and also be challenged to facilitate and evaluate events. Providing resources, modeling techniques, peer assistance and networking allow for a rich, supportive training environment.	Participants will: • Develop and receive lesson plans • Cross-walk State of Arizona, Career and Technical Education Standards to SkillsUSA contests • Learn how to develop a program of work, determine budgets for meeting student goals, teach parliamentary procedure and setup student officer elections. • Receive a certificate for 8 hours of professional development • Good and composite substrates **Scheduling Questions and Programmatic Contact:** Scott Soldat scott.soldat@azed.gov

CURRICULUM: *Health & Community Service Careers, Industrial Technology Education, Marketing, Media & Information Technology*

Career and Technical Education

Skills USA
Professional Development Program
(PDP) Teacher Training Seminar
Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
To provide teachers with the skills to utilize SkillsUSA's Professional Development Program (PDP) curriculum as a tool to teach employability skills.	In this seminar participants will:	Participants will:

INTENT

To provide teachers with the skills to utilize SkillsUSA's Professional Development Program (PDP) curriculum as a tool to teach employability skills.

Audience/Targeted Attendees:
High school and college instructors who teach any of the following programs:
- Nursing Services
- Law, Public Safety & Security
- Fire Science
- Allied Health Services
- Drafting & Design Technology
- Information Technology
- Automotive Technologies
- Construction Technologies
- Industrial Manufacturing
- Electronic Technology
- Culinary Arts
- Welding Technology
- Cosmetology
- Graphic Communications
- Radio/Television Technology
- Woodworking

DESCRIPTION

In this seminar participants will:
* Learn employability skills training from experts and seasoned teachers
* Learn how to integrate the PDP into your program
* Learn how to teach your students to manage their education
* Learn how to maximize business and industry partnerships
* Learn about the online version of PDP

OUTCOMES

Participants will:
- Develop and receive lesson plans
- Cross-walk State of Arizona, Career and Technical Education Standards to PDP
- Learn how to use the workbook and online versions of the PDP
- Develop a complex understanding of how utilizing the PDP actually simplifies the process of teaching employability skills
- Receive a certificate for 8 hours of professional development

Scheduling Questions and Programmatic Contact:
Scott Soldat
scott.soldat@azed.gov

CURRICULUM: *Industrial Technology Education*

Graphic Communications
Graphic Communications Best Practices and Curriculum Rollout 2007
Standards from the *Standards and Rubrics for School Improvement*

INTENT	DESCRIPTION	OUTCOMES
To provide Graphic Communications Instructors with an update on industry trends within the fields of Graphic Arts, Graphic Design, and Photo Imaging to assist in enhancing their classrooms, curriculum, and lesson plans.	Participate in Best Practices Sessions from exemplary programs in Graphic Arts, Commercial Art, and Photo-Imaging. Exchange ideas, lesson plans, and teaching strategies during the GC Instructors Forum. Receive the new Graphic Communications Curriculum Framework and directions on the new CTE Delivery Model. Discuss Industry Expectations, Trends and Technical Assessments with Industry Professionals. Tour Photographic Works and Arizona Lithography Facilities.	Participants will: • Attain skill and knowledge from their peers and post-secondary partners on how to successfully integrate high-end technology into the classroom while also attaining best practices and lesson plans • Work with Business and Industry Partners within Graphic Arts, Graphic Design and Photo Imaging • Understand current industry trends, needs and expectations as they relate to skill, knowledge, hardware/software, and industry certifications • Learn how to effectively integrate and utilize SkillsUSA within GC Program Option(s) • Examine strategies to enhance academic learning including science and math into GC Program • Gain new information on curriculum and yearbook process within Graphic Communications

Audience/Targeted Attendees:
Graphic Communications Instructors, School Administrators, CTE Guidance Counselors and CTE local Directors

Scheduling Questions and Programmatic Contact:
Shea Padilla
shea.padilla@azed.gov

CURRICULUM: *Business Education*

<table>
<tr><td>**Career and Technical Education**</td><td>**Future Business Leaders of America (FBLA)**
The Friend Trap
Standards from the *Standards and Rubrics for School Improvement*
Standard 2</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To develop the tools and techniques that can lead to establishing and maintaining a positive leadership role. **Audience/Targeted Attendees:** 6-12 grade teachers, student teachers, volunteer tutors, CTSO advisers	Attendees will participate in activities that demonstrate the steps to creating a collaborative and successful relationship with the individuals they teach, while reducing the well intentioned but negative impact that the "friend trap" can foster.	Participants will: • Be able to recognize the signs of the "friend trap" • Discuss and share situations where the "friend trap" could or has happened • Leave with knowledge and tools that can be applied immediately in the classroom **Scheduling Questions and Programmatic Contact:** Ryan Hamilton ryan.hamilton@az.ed.gov

<table>
<tr><td>**Career and Technical Education**</td><td>**Future Business Leaders of America (FBLA)**
Web Career Exploration
Corresponding Standards from the *Standards and Rubrics for School Improvement:*
Standard 2, 3</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To develop a better understanding and working knowledge of website career exploration and provide the tools to utilize website career exploration in the classroom and within the Career Exploration delivery system. **Audience/Targeted Attendees:** 6-12 grade teachers, student teachers, volunteer tutors, CTSO advisers	Finding useful information on the Internet for career exploration can be very frustrating. There are too many websites, but not much really good information. What should be an easy assignment ends up a huge waste of time. There is an easier way. Using a series of Webquests, students can do career exploration, learn the tricks of job hunting, find colleges etc. Spend your time planning your future, not searching for more useless information. Lesson materials available on the CD are designed to meet CTE competencies and integrate academic standards for reading and writing.	Participants will: • Learn to utilize effective websites to conduct career exploration • Leave the session with an informational CD that will allow them to use the information that they gained in the classroom • Receive lesson plans that are designed to meet CTE competencies and integrate academic standards for reading and writing **Scheduling Questions and Programmatic Contact**: Ryan Hamilton ryan.hamilton@azed.gov

CURRICULUM: *Business Education*

Career and Technical Education

High Performance Business Tour for Business Educators
Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
To enhance the rigor and relevance of academic and employability skills taught to high school business students by immersing the teacher into the business environment of an Arizona high performing business. **Audience/Targeted Attendees:** Business Education teachers	Business teachers tour high performing Arizona businesses and speak with executives of the organizations regarding workforce development concerns, current management practices, customer service, technology skills and global competition. Teachers work together to prepare lessons and activities based upon the information and material collected during the tour(s). These lessons are posted on-line for others to use.	Participants will: • Update skills and knowledge of business practices • Collaborate with business leaders in high performing organizations • Enhance student understanding of business by utilizing information and work samples to update lessons and activities • Share lesson plans by posting on-line for other business teachers to use **Scheduling Questions and Programmatic Contact:** Dr. Janet Gandy janet.gandy@azed.gov

Career and Technical Education

Teaching and Learning by Design
Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
For teachers to increase student achievement through learning, practicing and applying evidence-based instructional strategies. **Audience/Targeted Attendees:** Secondary Business teachers and their mathematics, language arts, and social studies partners	Participants will apply standards-based instructional design and academic integration to their course plans and lesson plans.	Participants will: • Modify classroom instruction to increase engagement in learning **Scheduling Questions and Programmatic Contact:** Dr. Janet Gandy janet.gandy@azed.gov

CURRICULUM: *Business Education*

New Business Education Teacher Workshop Series

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
To provide information, materials and resources to help attendees effectively manage business education classes. **Audience/Targeted Attendees:** Business teachers with less than four years of experience teaching business education	Through a series of three workshops scheduled throughout the year, participants will learn, practice and reflect on their skills in classroom management, lesson mastery, integrating FBLA, positive expectations and professionalism. The series begins with a full-day workshop held in July during the CTE Summer Conference. Other workshops in the series are scheduled near communities where the participants teach. Participants become members of a cohort and are mentored as individual members of the Arizona Business Education Association.	Participants will: • Plan weekly lessons including activities with Bell Work • Develop lesson plans including academic standards using the template • Implement classroom management procedures with students • Receive feedback on classroom management and lesson mastery experiences **Scheduling Questions and Programmatic Contact:** Dr. Janet Gandy janet.gandy@azed.gov

Career and Technical Education

Plan Your Business Education Program's Transition to the New CTE Delivery System

Corresponding Standards from the *Standards and Rubrics for School Improvement:*
Standard 2, 3

INTENT	DESCRIPTION	OUTCOMES
To have business teachers develop an understanding and plan for addressing the opportunities and challenges of implementing the new CTE delivery system in their schools and programs. **Audience/Targeted Attendees:** All business education teachers	An overview of the new CTE delivery system and its impact on current practices will be presented. Business teachers will work in teams to identify the obstacles to implementing the new system and develop and share plans of action to be taken when they return to their campus. Members of the development teams will be in attendance and copies of the new Career Exploration and Career Preparation standards will be available and discussed.	Participants will: • Identify the differences and similarities between current practice and the new delivery system • Develop plans of action for changes necessary to implement the system including communication, program promotion, student recruitment and curriculum **Scheduling Questions and Programmatic Contact:** Dr. Janet Gandy janet.gandy@azed.gov

CURRICULUM: *Business Education*

Career and Technical Education

Financial and Career Education Training
Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
To provide educators with curriculum materials to incorporate financial education with career planning. **Audience/Targeted Attendees:** Middle school/high school Career Exploration teachers, high school FACS teachers and FCCLA advisors	An interactive training that will focus on providing educators the opportunity to receive financial education lesson plans and experience activities specifically designed for students grades 7-9.	Participants will: • Understand the connection between financial education and career exploration • Receive ready to teach lesson plans which have been aligned with national standards **Scheduling Questions and Programmatic Contact:** Ruth Kerr ruth.kerr@azed.gov

CURRICULUM: *Family and Consumer Sciences*

Family, Careers and Community Leaders of America
STOP the Violence Advisor Training
Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
FCCLA Advisors will learn about the STOP the Violence National Program. **Audience/Targeted Attendees:** FCCLA Chapter Advisors	This training was developed to assist FCCLA Advisors in understanding the STOP the Violence National Program. Advisors will be taught about the "Bullying Campaign" which includes classroom activities. They will learn about Internet Safety and will be trained and certified as "i-mentors". Other topics included in this training will be "Dating Violence" and "National Youth Service Day". STOP the Violence is a National Program developed by the National FCCLA Organization to assist youth in Recognizing, Reporting and Reducing Violence in their schools and communities.	Participants will: • Understand the STOP the Violence National Program • Identify activities and service projects that can be included in the STOP the Violence National Program Award application • Develop and implement local action projects to reduce the potential for violence in their school • Collaborate with school and community resources to address youth violence • Empower students with attitudes, skills, and resources to make their schools safer **Scheduling Questions and Programmatic Contact:** Sheri Cone sheri.cone@azed.gov

Family, Careers and Community Leaders of America
Techniques to Develop and Achieve Your Chapter Achievement Goals
Corresponding Standards from the Standards and Rubrics for School Improvement:
Standard 2, 3

INTENT	DESCRIPTION	OUTCOMES
FCCLA Advisors will learn techniques to develop a Program of Work for the school year. **Audience/Targeted Attendees:** FCCLA Chapter Advisors	This training assists FCCLA Advisors in understanding the Chapter Achievement process. When writing a Chapter Achievement application, the chapters are developing their "Program of Work" for the school year. Chapters plan service projects, fundraisers, social, leadership, promotional and public relations activities. By filling out a Chapter Achievement application chapters plan in advance. As goals are achieved the information is documented on the application. Chapters receive recognition at the FCCLA Spring Leadership Conference.	Participants will: • Understand the rules and requirements for a complete Chapter Achievement application • Identify activities and service projects that can be included in the application • Determine chapter achievement goal: Gold, Silver, or Bronze • Apply the Chapter Achievement goals throughout the school year as their Program of Work **Scheduling Questions and Programmatic Contact:** Sheri Cone sheri.cone@azed.gov

CURRICULUM: *Education Professions*

Career and Technical Education

Curriculum Training for
Education Professions Program
Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
Train new Education Professions teachers on the Teacher Cadet: Experiencing Education Curriculum. This training is required for all Education Professions teachers. **Audience/Targeted Attendees:** Education Professions teachers	This curriculum workshop will help inspire, guide, and train high school students to pursue careers in education. Curriculum materials are organized in three sections: *The Learner*, *The School*, and *The Teacher and Teaching*. Participants will receive these materials along with a multitude of hands-on activities and tips about observations and field experiences. Certified trainers will guide you through all workshop activities.	Participants will: • Receive the Teacher Cadet curriculum materials • Receive the Education Professions Curriculum Framework • Actively participate in a variety of activities that will assist in teaching the Education Professions program • Explore tips and tricks to setting up a successful work-based learning experience **Scheduling Questions and Programmatic Contact:** Stephanie Hahn stephanie.hahn@azed.gov

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CURRICULUM: *Marketing Education*

**DECA
Making the Stage!**
Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
To provide valuable information to chapter advisors on preparing their students to succeed in DECA Competition. **Audience/Targeted Attendees:** Marketing Education/DECA instructors	Learn secrets, tips, and proven success strategies for preparing DECA Students for State and International DECA Competition!	Participants will: • Learn secrets, tips, and proven success strategies for preparing DECA Students for State and International DECA Competition • Discover different types of resources available to ME/DECA instructors regarding competitive success • Understand how recruiting plays a big role in a chapter's success • Receive helpful guides and classroom materials to assist in competition preparation **Scheduling Questions and Programmatic Contact:** Oleg Shvets decaarizona@yahoo.com

Information Technology Forum
Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
To provide Information Technology Instructors with an update on Industry Trends within the fields of Computer Maintenance, Network Technology, Software Development and Web Page Development to assist in enhancing their classrooms, curriculum, and lesson plans. **Audience/Targeted Attendees:** Information Technology Instructors, School Administrators, CTE Guidance Counselors and CTE Local Directors	Participants will engage in an Instructors Forum to exchange ideas, lesson plans, and teaching strategies. IT professionals will discuss industry expectations and trends and Industry/panel of IT professionals. Attain the information on how to successfully integrate academics and SkillsUSA into your programs.	Participants will: • Gain insightful information on the importance of integrating high-tech programs into secondary education • Determine how to effectively involve the IT Industry to enhance current IT programs • Understand current industry trends, needs and expectations as they relate to skill, knowledge, hardware/software, and industry certifications • Examine information on effective teaching strategies and methods • Learn from peers on how to have an efficient and effective R/TV Program • Understand how to effectively utilize CTSO's within R/TV Program **Scheduling Questions and Programmatic Contact:** Shea Padilla shea.padilla@azed.gov

CURRICULUM: *Workforce Development*

Career and Technical Education	Rapid Response Workshop
	Standards from the *Standards and Rubrics for School Improvement* **Standard 2**

INTENT	DESCRIPTION	OUTCOMES
Provide a forum where Coordinators of Rapid Response in the various counties or LWIA gather to meet with ADE staff to advise as to procedures and processes to be used through Arizona Rapid Response Information System (ARRIS), a portion of the ArizonaHEAT designed exclusively to report and track rapid response events. **Audience/Targeted Attendees:** Rapid Response Coordinators; State Coordinator of Rapid Response; ARRIS administrators	*Rapid Response Workgroup* meets as an advisory group to be sure we offer the best service possible to those using or viewing the ARRIS application on the ArizonaHEAT website.	Participants will: • Gather information to be used to enhance the ARRIS application as to effect better service to Rapid Response coordinators and ultimately, the general public **Scheduling Questions and Programmatic Contact:** James Kooistra james.kooistra@azed.gov

Career and Technical Education	Training Expo
	Standards from the Standards and Rubrics for School Improvement **Standard 2**

INTENT	DESCRIPTION	OUTCOMES
Provide a forum where training providers, One-Stop staff, state agency staff and other workforce professionals can gather to exchange information, procedures, best practices and projects in a structured but relaxed atmosphere that includes large group information presentation and sharing and small group presentation sessions (breakouts). **Audience/Targeted Attendees:** Training Providers listed on Arizona's Eligible Training Provider List (ETPL); staff of One-Stops, ADE Workforce Development, DES WIA Section; workforce development professionals	*Training Expo* offers workforce professionals the venue in which to learn, exchange ideas and information and investigate trends and issues in the workforce world, especially focused on WIA and the interaction between providers and One-Stop staff to match clients with training.	Participants will : • Develop greater interaction between Training Providers and One-Stop staff to more effectively serve clients; • Create a professional atmosphere in which to exchange information and practices so collaboration becomes the rule of operation **Scheduling Questions and Programmatic Contact:** James Kooistra james.kooistra@azed.gov

CURRICULUM: *Adult Education*

<table>
<tr><td>**Adult Education**</td><td colspan="2">## Arizona Adult Education Digital Storytelling Institute
Standards from the *Standards and Rubrics for School Improvement*
Standard 2</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To create a network of Arizona Adult Educators trained in the art of digital storytelling. **Audience/Targeted Attendees:** Two participants per selected program for a maximum of ten participants at an institute	The Arizona Adult Education Digital Storytelling Institute (AADSI) brings together cutting-edge technology, literacy, and the arts by training adult education staff in digital storytelling. Digital storytelling is an approach that allows media novices to produce brief (2-4 minutes) videos blending their own voices, still photography, and other artifacts for the purpose of telling a story. The AADSI involves two key components: ∗ A four-day "train-the-trainer" workshop ∗ On-site implementation and follow-up training	Participants will: • Demonstrate an understanding of the art of storytelling • Create a digital story • Apply skills learned to integrate digital storytelling methodology into their Adult Education classrooms and programs • Create a library of Arizona Adult Education digital stories **Scheduling Questions and Programmatic Contact:** Sheryl Hart sheryl.hart@azed.gov

<table>
<tr><td>**Adult Education**</td><td colspan="2">## Planning and Implementing Standards-Based Professional Development
Standards from the *Standards and Rubrics for School Improvement*
Standard 2</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To provide an overview of a strategic professional development process focused on student success. **Audience/Targeted Attendees:** Adult educators and administrators in state-funded adult education programs	This session will provide an overview of the National Staff Development Council's Professional Development Standards. Participants will also be introduced to a strategic and data-driven process and tolls in order to plan, implement, and evaluate professional development.	Participants will: • Become familiar with the NSDC Standards for Professional Development • Become familiar with the Adult Education Services professional development planning guide, multiple measures of data, and available resources and tools **Scheduling Questions and Programmatic Contact:** Beverly Wilson beverly.wilson@azed.gov

CURRICULUM: *Adult Education*

Adult Education

**Distance Learning 101:
Teaching Adult Learners at a Distance (DL101)**

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
To assist adult educators in creating an effective distance education environment for their distance learning students. **Audience/Targeted Attendees:** Arizona's Adult Education instructors and administrators who are new to distance education	DL101 is a 6-8 week facilitated online professional learning opportunity that allows participants to learn about a topic, distance education, while also experiencing being a distance learner. The course is built around the *Handbook of Distance Education for Adult Learners*, a Project IDEAL publication, and a Web site that contains a variety of tools and resources for distance education, including five course exercises in the form of MS Word templates. In the beginning, the Web site serves as a virtual classroom for the course. Participants complete and submit the exercises and receive feedback from the facilitator. Additionally, participants take part in online discussions and conference calls relating to the exercises. As the course ends, the Web site's organization is adjusted and the site becomes a virtual resource area for educators to support their distance education efforts for the rest of the year.	Participants will: • Learn about DL topics and simultaneously experience being a DL learner • Demonstrate understanding and discuss issues relating to DL Recruitment • Demonstrate understanding and discuss issues relating to DL Orientation • Demonstrate understanding and discuss issues relating to DL Instruction • Demonstrate understanding and discuss issues relating to DL Assessment • Demonstrate understanding and discuss issues relating to DL Administration • Create a Program Plan for the administration of the DL Project **Scheduling Questions and Programmatic Contact:** Sheryl Hart sheryl.hart@azed.gov

CURRICULUM: *Adult Education*

<table>
<tr><td>Adult Education</td><td>**Distance Learning 102:
Study Groups (DL102)**

Standards from the *Standards and Rubrics for School Improvement*
Standard 2</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To help teachers deepen their understanding of a variety of learning challenges exhibited by ABE or ASE adult DL learners and expand their repertoire of instructional solutions. **Audience/Targeted Attendees:** Arizona's Adult Education instructors who have completed DL101	DL102: Study Groups is a 4-to-6 week professional learning opportunity consisting of a group of 5-to-8 DL instructors committed to improving their skills at meeting the needs of distance learners trying to master a particular curriculum. Each participant develops a case study of a difficult pedagogical problem he or she has faced teaching that curriculum and presents the case study to the group for discussion. The discussion takes place using a Web-based electronic discussion board under the guidance of a facilitator who helps participants refine their analytical skills and encourages them to develop solutions to the problems identified in each case. DL102, like DL101, provides teachers with experience being a distance learning student. In addition, DL102 builds a "community of practice" among participants. Through this process, each participant is provided with the support of a group of like-minded professionals who remain available to help solve new teaching-learning problems after the course is finished.	Participants will: • Understand and discuss a variety of learning challenges exhibited by ABE or ESL learners • Develop a case study of a difficult and real-life pedagogical problem to present to the group • Analyze and discuss case studies presented by other group members • Develop and propose solutions pertaining to a variety of difficult pedagogical problems • Identify and share help tips and resources for solving specific learning problems • Create an expanded repertoire of instructional solutions • Help to build a "community of practice" within the group that will continue after the course is finished **Scheduling Questions and Programmatic Contact:** Sheryl Hart sheryl.hart@azed.gov

CURRICULUM: *Adult Education*

Adult Education

Distance Learning 103:
Evaluating Resources (DL103)

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
To facilitate the identification, evaluation, and collection of Web-based resources for teaching at a distance. **Audience/Targeted Attendees:** Arizona's Adult Education instructors and administrators who have completed DL101 and/or DL102	This online course extends the idea of study groups as presented in DL102 in another direction. Whereas DL102 focused on pedagogical issues in distance learning, DL103 emphasizes identifying and evaluating Web-based resources for teaching at a distance. An electronic discussion format is utilized and a course facilitator guides participants in reviewing resources for their students. The content focus and activities of the course are determined by the content areas and curricula being used by the study group participants in their DL environment.	Participants will: ● Review and assess various educational Web sites pertaining to the content focus of the course ● Post the reviews on an accessible Web site so that all distance teachers have access to a growing library of evaluated resources **Scheduling Questions and Programmatic Contact:** Sheryl Hart sheryl.hart@azed.gov

CURRICULUM: *Adult Education*

Adult Education

Project Teachers Investigating Adult Numeracy (TIAN)
Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
To build and strengthen the capacity of Adult Education teachers to increase their standards-based math instruction for adult learners. **Audience/Targeted Attendees:** ABE teachers and adult education program administrators employed by State funded adult education programs. Participants are selected through an annual application process.	Teachers investigating Adult Numeracy Training is a joint professional learning initiative with the Center for Literacy Studies, University of Tennessee, Technical Education Research Centers (TERC), and Adult Education Services. This year-long training series is a blended learning model designed to strengthen the mathematical skills and instructional strategies of Adult Basic Education teachers.	Participants will: • Increase and deepen teachers' mathematical content knowledge • Increase the range of teachers' instructional strategies • Build teachers' knowledge and application of AZ ABE Mathematics Standards **Scheduling Questions and Programmatic Contact:** Beverly Wilson beverly.wilson@azed.gov

Adult Education

Technology Integration Project (TIP)
Standards from the Standards and Rubrics for School Improvement
Standard 2

INTENT	DESCRIPTION	OUTCOMES
To facilitate the implementation of the Adult Education Technology Standards and the full integration of educational technology in Adult Education classrooms. **Audience/Targeted Attendees:** One or more participants are appointed by each funded provider and serve as their program's designated ETE (Educational Technology Expert)	The Technology Integration Project is an ongoing series of connected professional learning experiences designed to develop participants into an "expert" in terms of educational technology. Activities include: ∗ Regional and statewide workshops ∗ Guided development, implementation, and evaluation of technology-rich lesson plans ∗ Research and review of technological resources ∗ Online collaboration with peers and State Office ∗ Monthly journal entries detailing the experiences, accomplishments, and concerns of the Adult Education program mentoring opportunities ∗ Mentoring opportunities	Participants will: • Identify barriers to technology integration and develop strategies to overcome those barriers • Create a program-specific and comprehensive technology plan • Apply strategies to assist their program in the implementation of the Adult Education Technology Standards • Assist in the creation of a library of technology-rich resources and lessons to be shared throughout the state • Develop collaboration strategies both within their program and among programs **Scheduling Questions and Programmatic Contact:** Sheryl Hart sheryl.hart@azed.gov

CURRICULUM: *Best Practices*

Research-Based Summer School:
Students Leaving 1st, 2nd and 3rd Grade
Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
Provide educators an opportunity to learn about intensive between-year programs that can optimize teacher instruction. **Audience/Targeted Attendees:** All administrators, teacher leaders, teachers, paraprofessionals, and summer school directors grades 1-3, campus teams are encouraged to attend	This two-day academy will offer ways to accelerate student learning skills by providing research-based strategies that have been used successfully with thousands of struggling readers and include structured, easy to implement teaching techniques that can be applied generally in any academic summer school setting.	Participants will: • Receive a complete set of sample materials for the purpose of training others • Learn sound strategies an teacher techniques that can be applied to any summer school reading program • Reflect on how these strategies are used or could be better used in one's professional setting **Scheduling Questions and Programmatic Contact:** Oran Tkatchov oran.tkatchov@azed.gov

Research-Based Summer School:
Students Leaving 4th Through 7th Grade
Standards from the Standards and Rubrics for School Improvement
Standard 2

INTENT	DESCRIPTION	OUTCOMES
Provide educators an opportunity to learn about intensive between-year programs that can optimize teacher instruction. **Audience/Targeted Attendees:** All administrators, teacher leaders, teachers, paraprofessionals and summer school directors grades 4-7, campus teams are encouraged to attend	This two-day academy will offer ways to accelerate student learning skills by providing research-based strategies that have been used successfully with thousands of struggling readers and include structured, easy to implement teaching techniques that can be applied generally in any academic summer school setting.	Participants will: • Receive a complete set of sample materials for the purpose of training others • Learn sound strategies an teacher techniques that can be applied to any summer school reading program • Reflect on how these strategies are used or could be better used in one's professional setting **Scheduling Questions and Programmatic Contact:** Oran Tkatchov oran.tkatchov@azed.gov

CURRICULUM: *Best Practices*

A Look at Differentiation of Instruction to Meet the Needs of ALL Students to be SUCCESSFUL in Academic Learning

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
Through the use of effective process strategies and varied student products, teachers can maximize achievement for each learner. **Audience/Targeted Attendees:** Teacher leaders, principals, district specialists – school teams recommended	"The mind is not a vessel to be filled, but a FIRE to be ignited": A look at Differentiation of Instruction to meet the needs of ALL Students to be SUCCESSFUL in the Academic Learning. Differentiation of instruction is an instructional concept that teachers can use to maximize learning for ALL students, regardless of students' skill levels or backgrounds. It's based on the fact that in a typical classroom, students vary in their academic abilities and knowledge. In this session, participants will learn the basics of differentiation, and how to implement in the culture of a school.	Participants will: • Define and explain in writing differentiation of instruction • Identify and create examples of differentiated instruction in the (primary or secondary) classroom by completing a graphic organizer • Identify strategies to approach the implementation of differentiation of instruction through professional development and the observation process by completing an action plan **Scheduling Questions and Programmatic Contact:** Oran Tkatchov oran.tkatchov@azed.gov

Active Engagement and Effective Teaching Practices: A Bridge from Teaching to Learning

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
To build teacher capacity at the campus level and classroom level. **Audience/Targeted Attendees:** All administrators, teacher leaders, teachers, and paraprofessionals	Given the increasing demands placed upon today's classroom teachers, it is crucial that our schools implement instructional techniques that are effective for all students. Active engagement on the part of students during the instructional sequence helps to promote learner success. It also produces more efficient instruction and a more positive learning environment for students and teachers. This session will focus on ways in which instructors can increase active engagement and improve instructional techniques and thereby improve the learning environment for all children.	Participants will: • Examine research-based classroom practices • Identify classroom management techniques • Discuss ways to increase active participation and classroom engagement **Scheduling Questions and Programmatic Contact:** Oran Tkatchov oran.tkatchov@azed.gov

CURRICULUM: *Best Practices*

<table>
<tr><td>**Standards-Based Best Practices**</td><td colspan="2">

The Architecture of Standards-Based Teaching
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2
</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To introduce the Arizona Articulated Standards, focusing on examining the framework, structure, and content, as well as the implications for school-wide change in promoting the implementation of the standards. **Audience/Targeted Attendees:** County, district, or school curriculum specialists, or lead teachers who deliver standards-based professional development.	Participants will examine the background of Arizona's standards-based system, the framework for developing the standards, and the elements of change in implementing them school and district-wide.	Participants will: • Examine the architecture of a standards-based system • Study the framework, structure, and content of the Arizona Academic Standards • Identify cross-curricular connections among the standards • Discuss implications for classroom practice **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

<table>
<tr><td>**Exceptional Student Services**</td><td colspan="2">

Arizona High Achievement for All
Standards from the *Standards and Rubrics for School Improvement*
Standard 4
</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To provide teachers with research-based strategies of differentiated instruction, accommodations and modifications for all students, meeting the National Staff Development Standards for professional development. **Audience/Targeted Attendees:** Teachers of grades K-12, teacher leaders, department chairs—leadership teams from general and special education	This workshop focuses on students with and without disabilities, English language learners and students whose learning characteristics interfere with mastery of the standards present a challenge for schools. "No Child Left Behind" requires school teams to have expertise in understanding how differentiated instruction, accommodations and modifications in classroom instruction and standardized testing can be developed to meet learner needs and the school's annual progress (AYP) challenge. The first year of this project includes six days of interaction with the presenter, Diana Browning Wright and an additional expectation of practice with student(s) from the home site and the reporting of results. Participants must attend all planned sessions: 6 the first year, 3 each for the second and third years. No rotation of staff or substitutions will be permitted.	**Participants will:** • Coordinate accommodation plans with behavior support plans • Streamline and analyze effectiveness of behavior support plans • Coordinate mental health treatment plans with accommodation plans • Learn consulting skills that overcome barriers to implementation • Learn training techniques that gain knowledge on engaging adult learners • Other (as project develops, site-specific topics will be addressed) **Scheduling Questions and Programmatic Contact:** Carol Crawford carol.crawford@azed.gov

CURRICULUM: *OELAS*

Office of English Language Acquisition Services
Annual Conference

Corresponding Standards from the *Standards and Rubrics for School Improvement:*
Standard 1 , 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
To provide educators with multiple professional development and technical assistance opportunities focused on current needs of English Language Learner administrators and teachers. **Audience/Targeted Attendees:** Superintendents, LEA administrators, ELL coordinators, principals, teachers, federal program officers, and professional development coordinators	Participants at this comprehensive 3-day conference will have the opportunity to sample a variety of sessions designed to improve ELL student learning. Subjects will include leadership, teaching strategies, assessment and technical assistance. The 2009 conference will focus on successful SEI model implementation.	Participants will: • Learn practical information and insights to assist in implementing their English Language Learner program **Scheduling Questions and Programmatic Contact:** Pat Scott pat.scott@azed.gov

CURRICULUM: *OELAS*

Office of English Language Acquisition Services

Round 2B– English Language Development (ELD) Classroom Practices Training for Teachers

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
To prepare ELL teachers to use teaching strategies to comply with the Structured English Immersion (SEI) Models. **Audience/Targeted Attendees:** Teachers of English Language Learners in Arizona. Round 2A is a prerequisite to Round 2B.	This 13 hour, two-day teachers' cohort training will include a focus on the English Language Proficiency (EKP) Standards in the Reading and Writing Domains (Round 2A trainings focused on the ELP Standards in the Listening and Speaking Domains). The Discrete Skills Inventory (DSI) will again be utilized in this phase of training. Participants will receive two additional ELD Methodologies for use in the SEI Classroom with English language learners. One methodology will be in the Reading Domain and one will reference the Writing Domain. The Morphology component of the Language Star will also be emphasized with a Verb Tense Study section of the agenda. Participants are reminded to bring their Round 2A Binders to this training. Districts with the largest ELL student populations will be trained in Spring 2009; the remainder of the training will be offered via online registration in Summer 2009.	**Participants will:** • Understand and be prepared to use classroom practices to implement the SEI Models • Expand on the skills acquired in the Round 2A training **Registration Questions:** Pat Scott pat.scott@azed.gov **Programmatic Contact:** Adela Santa Cruz adela.santacruz@azed.gov

Office of English Language Acquisition Services

Round 2C– English Language Development (ELD) Classroom Practices Training for Teachers

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
To prepare ELL teachers to use teaching strategies to comply with the Structured English Immersion (SEI) Models. **Audience/Targeted Attendees:** Teachers of English Language Learners in Arizona; particularly those who have already been trained in Round 2A and 2B	This two-day cohort training will complete the seven-day SEI Teacher Training with an agenda that includes assessment, data analysis and parent/home/school/community involvement. These three areas of instruction will complete the content requirements of the 45-hour SEI completion course. Participants will additionally receive instruction in three new ELD Methodologies for implementation in the Structured English Immersion (SEI) Classroom with English language learners (ELLs). Districts with the largest ELL student populations will be trained in Spring 2009; the remainder of the training will be offered via online registration in Summer 2009.	**Participants will:** • Understand and be prepared to use classroom practices to implement the SEI Models • Expand on the skills acquired in the Round 2A and 2B **Registration Questions:** Pat Scott pat.scott@azed.gov **Programmatic Contact:** Adela Santa Cruz adela.santacruz@azed.gov

CURRICULUM: *Highly Qualified*

National Board Certified Teacher (NBCT)
Facilitator Training

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
To provide targeted professional development to teachers going through the National Board Certification process. **Audience/Targeted Attendees:** Teachers pursuing National Board Certification	This one-day ELL Leadership Summit provides district and school leaders with the information and resources to help them provide strong leadership, coherent ELL instruction, effectively use ELL data to guide instruction and promote ELL academic achievement.	Participants will: • Incorporate new information into current practices • Critique their entries and other candidate's entries in the National Board process • Execute Core Proposition 5; "*Teachers are members of learning communities*" **Registration Questions:** Marilyn Gooden marilyn.gooden@azed.gov **Programmatic Contact:** Lisa Kelley, NBCT lisa.kelley@azed.gov

"Leadership and learning are indispensable to each other."
John F. Kennedy

CURRICULUM: *Highly Qualified*

Professional Development Leadership Academy

Corresponding Standard from the *Standards and Rubrics for School Improvement:*
Standard 1

INTENT	DESCRIPTION	OUTCOMES
To develop the leadership capacity of teams to design and implement comprehensive systems of quality professional development (PD) that are aligned with school goals and that enhance student learning, thereby creating school cultures that support deep learning for students and adults alike.	In this 3-year curriculum, teams of educators from the same school, district, county, or program learn together how to design, implement and evaluate a high quality, effective professional development (PD) plan focused on improving schools and systems and raising student achievement. This rigorous improvement program uses the National Staff Development Council's Standards for Staff Development as foundational principles.	Participants will:

Audience/Targeted Attendees:
Team members from schools, school districts, charters, county ESA's, and other educational programs. Recommended team size is six members of representative stakeholders. Teams must include at least one administrator with authority to make professional development decisions (principal &/or central office administrator).

Each year of the training series consists of four, two-day sessions and a four-day Summit in June which serves as a culminating event for the year's work.
Year 1 focuses on team processes, data driven decision making, and PD program design basics including the NSDC staff development standards, PD research findings, PD models, and planning.
Year 2 focuses on implementation of the plans and establishing systems of accountability and evaluation.
In **Year 3** the teams continue to advance their learning about systemic change and focus on leading and sustaining continuous improvement efforts.

Outcomes:
- Demonstrate skillful collaboration with team members and with colleagues back home
- Analyze school data and documents and interpret patterns and trends
- Set SMART goals for student academic learning and for teacher professional learning based on their data analysis
- Choose relevant PD interventions, select appropriate PD strategies and activities
- Develop a PD action plan and a plan for evaluating its implementation
- Build support in their organizations for the culture, structures and processes that are necessary to sustain quality PD

Registration Questions:
Athena Celaya
athena.celaya@azed.gov

Programmatic Contact:
Donna Campbell
donna.campbell@azed.gov

CURRICULUM: *Mathematics*

Introduction to Curriculum Topic Study in Mathematics

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
To provide content knowledge and methods for making content, curricular and instructional decisions in mathematics using the CTS process. **Audience/Targeted Attendees:** Mathematics teachers and teacher leaders, curriculum specialists, and administrators	Curriculum Topic Study (CTS) helps K-12 educators deepen their understanding of the important mathematics topics they teach by building a bridge between state and national standards, research on students' ideas in mathematics, and opportunities for students to learn important concepts through improved teacher practice. This half-day session will provide training and tools for mathematic teachers and teacher leaders, curriculum specialists, and administrators to implement a standards-based system using the Mathematics Standard and current research-based practices. Participants will use the CTS process, tools, and materials to engage in a systematic and scholarly method for discovering new knowledge about teaching and learning connected to the mathematics topics they teach through a "mini-topic study". Participants will become acquainted with the variety of content, curricular, and instructional decisions that CTS can be used to support, will examine a variety of context applications, and consider how they may be used in their own work.	Participants will: • Understand the process, tools, and collective resources in Mathematics Curriculum Topic Study (CTS) and use the CTS process to analyze mathematics concepts • Identify content, curricular, and instructional decisions that Mathematics Curriculum Topics study can be used to support • Examine a variety of context applications of CTS and apply research on student learning in mathematics to classroom and professional development practice **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

AZ Counts

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
To introduce the newly revised 2008 Mathematics Standard, focusing on the framework, structure, and content. **Audience/Targeted Attendees:** Mathematics teachers and teacher leaders, curriculum specialists, and administrators	This full-day conference will introduce participants to the newly revised 2008 Mathematics Standard. Sessions will include: navigating the new documents, mapping important ideas in the standard, crosswalking the "old" standard with the new, and considering implications for implementation.	Participants will: • Examine features of the Mathematics Standard • Navigate through the Mathematics Standard and identify important ideas • Crosswalk the 2003 standard to the 2008 standard • Review structure and purpose of grade level documents • Reflect on implications for practice **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

CURRICULUM: *Mathematics*

Constructing Number Sense (K-3)
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
To provide content knowledge and methods for effectively teaching number sense concepts. **Audience/Targeted Attendees:** Mathematic teachers and teacher leaders, curriculum specialists, and administrators	This session will focus on the big ideas of number sense, including counting. During this session, participants will examine research about student learning and number sense and use mathematical models to organize their thinking, solve problems, and explore relationships in several different contexts. Participants will investigate the 2008 Mathematics Standard in terms of these concepts and consider implications for their teaching practice. Each participant will leave with the necessary information for classroom implementation or to replicate this professional development opportunity in their schools and/or districts.	Participants will: • Distinguish critical big ideas, strategies, and models for thinking in number sense and operations and connections to systematic listing and counting • Engage, analyze, and reflect on tasks that focus on number sense leading to operation sense • Investigate the 2008 Mathematics Standard in terms of these ideas and reflect on implications for teaching • Plan for implementation **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

Curriculum Topic Study (CTS) Full Topic Study- Conjecture, Proof, and Justification
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
To provide content knowledge and methods for making content, curricular and instructional decisions in mathematics using the CTS process. The focus of this session will be the problem solving and process topic of Conjecture, Proof, and Justification. **Audience/Targeted Attendees:** Mathematics teachers and teacher leaders, curriculum specialists, and administrators	Curriculum Topic Study (CTS) helps K-12 educators deepen their understanding of the important mathematics topics they teach by building a bridge between state and national standards, research on students' ideas in mathematics, and opportunities for students to learn important concepts through improved teacher practice. This session will provide training and tools for mathematics teachers and teacher leaders, curriculum specialists, and administrators to implement a standards-based system using the Mathematics Standard and current research-based practices. Participants will use the CTS process, tools, and materials to engage in a systematic and scholarly method for discovering new knowledge about teaching and learning connected to the mathematics topics they teach through an in-depth topic study of Conjecture, Proof, and Justification. Through the process standards including Conjecture, Proof, and Justification, students are able to reason about and understand mathematics in all strands.	Participants will: • Understand the process, tools, and collective resources in Mathematics Curriculum Topic Study (CTS) and use the CTS process to analyze mathematics processes related to Conjecture, Proof, and Justification • Use curriculum topic study in Conjecture, Proof, and Justification to make content, curricular and instructional decisions • Examine context applications of CTS and apply research on student learning of mathematical processes to classroom and professional development practice **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

CURRICULUM: *Mathematics*

<table>
<tr><td>**Standards-Based Best Practices**</td><td colspan="2">**Geometry and Measurement, Connecting to Mathematical Investigation to Reasoning (7-8)**
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2</td></tr>
<tr><td>**INTENT**</td><td>**DESCRIPTION**</td><td>**OUTCOMES**</td></tr>
<tr>
<td>To provide content knowledge and methods for effectively teaching geometry and measurement.

Audience/Targeted Attendees:
Mathematics teachers and teacher leaders, curriculum specialists, and administrators.</td>
<td>This workshop will focus on critical ideas of geometry and measurement. Participants will consider common students misconceptions and explore critical concepts of geometry and measurement for grades 7-8. The purpose of this workshop is to provide teachers, lead teachers, curriculum specialists, and math coaches with a professional development opportunity that will build knowledge and understanding of the concept, translate knowledge into effective practice, and promote teacher analysis and reflection. Each participant will leave with the necessary information for classroom implementation or to replicate this professional development opportunity in their schools and/or districts.</td>
<td>Participants will:

• Explore the critical components of Geometry and Measurement
• Recognize the importance of evidence and justification (mathematical argumentation) to build the critical ideas of investigation, conjecture, and proof (NCTM, 2005)
• Understand the importance of focusing on student thinking
• Reflect on implications for practice
• Plan for implementation

Registration Questions:
Teresa Rivera
teresa.rivera@azed.gov</td>
</tr>
</table>

<table>
<tr><td>**Standards-Based Best Practices**</td><td colspan="2">**Geometry and Measurement, Connecting to Mathematical Investigation to Reasoning (9-12)**
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2</td></tr>
<tr><td>**INTENT**</td><td>**DESCRIPTION**</td><td>**OUTCOMES**</td></tr>
<tr>
<td>To provide content knowledge and methods for effectively teaching geometry and measurement.

Audience/Targeted Attendees:
Mathematics teachers and teacher leaders, curriculum specialists, and administrators.</td>
<td>This workshop will focus on critical ideas of geometry and measurement. Participants will consider common students misconceptions and explore critical concepts of geometry and measurement for grades 9-12. The purpose of this workshop is to provide teachers, lead teachers, curriculum specialists, and math coaches with a professional development opportunity that will build knowledge and understanding of the concept, translate knowledge into effective practice, and promote teacher analysis and reflection. Each participant will leave with the necessary information for classroom implementation or to replicate this professional development opportunity in their schools and/or districts.</td>
<td>Participants will:

• Explore the critical components of Geometry and Measurement
• Recognize the importance of evidence and justification (mathematical argumentation) to build the critical ideas of investigation, conjecture, and proof (NCTM, 2005)
• Understand the importance of focusing on student thinking
• Reflect on implications for practice
• Plan for implementation

Registration Questions:
Teresa Rivera
teresa.rivera@azed.gov</td>
</tr>
</table>

CURRICULUM: *Mathematics*

Standards-Based Best Practices

Selecting Mathematics Curricula Seminar
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
To introduce important features of core curriculum programs, as well as factors involved in choosing among them. **Audience/Targeted Attendees:** Teams consisting of lead teachers, building or district administrators, or other educators involved in the selection of core curriculum programs; team compositions that include a mix of teachers and administrators from different grade levels are recommended	This seminar focuses on the important features of core curriculum programs and factors involved in choosing among them. Participating teams will learn about the key characteristics of standards alignment and apply an alignment rubric used by Arizona educators.	Participants will: • Identify key characteristics that are essential to standards alignment in Mathematics at the elementary and middle school levels • Apply a rubric based on these key alignment characteristics • Recognize effective selection processes • Develop a strategic plan for selecting core curriculum programs across grade levels **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

Standards-Based Best Practices

Analysis of Change:
Where Algebra and Geometry Intersect (9-12)
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
To provide content knowledge and methods for effectively teaching and connecting geometry and algebraic functions using analysis of change. **Audience/Targeted Attendees:** Mathematics teachers and teacher leaders, curriculum specialists, and administrators	One strong relationship between geometry and algebraic functions is analysis of change. Participants will explore the critical ideas of analysis of change connecting algebraic functions to geometry. During the workshop participants will engage in an application of analysis of change to experience how applications model mathematical ideas and relationships in a way that deepens student understanding. Throughout the workshop participants will investigate the mathematics standard and consider implications for classroom implementation. Each participant will leave with the necessary information for classroom implementation or to replicate this professional development opportunity in their schools and/or districts.	Participants will: • Understand the importance of Analysis of Change in connecting algebra and geometry • Recognize the role real-world applications have in deepening student understanding • Model the process standards of communication, problem-solving, connections, reasoning and proof, and representation • Reflect on implications for practice • Plan for implementation **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

CURRICULUM: *Mathematics*

Discrete Mathematics for Elementary Teachers (2-4)
Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
To provide content knowledge and methods for effectively teaching the criteria of vertex-edge graphs (grades 2-4). **Audience/Targeted Attendees:** Grade 2-4 classroom teachers and administrators	This session focuses on the critical ideas of vertex-edge graphs, beginning with the coloring of simple pictures and maps and extending to paths, circuits, and conflicts problems. Participants will leave with the necessary information for classroom implementation.	Participants will: • Distinguish important ideas embedded within the concept of vertex-edge graphs and connect these ideas to real-world applications • Investigate the 2008 Mathematics Standard in terms of these ideas and reflect on implications for teaching • Engage in the process standards through inquiry • Plan for successful classroom implementation **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

Standards-Based Best Practices

Discrete Mathematics for Elementary Teachers (5-6)
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
To provide content knowledge and methods for effectively teaching the critical ideas of vertex-edge graphs (grades 5-6). **Audience/Targeted Attendees:** Mathematics teachers and teacher leaders, curriculum specialists, and administrators	This session focuses on the critical ideas of vertex-edge graphs, focusing in-depth on Euler and Hamilton paths and circuits and making connections to concepts introduced in the earlier grades. Participants will leave with the necessary information for classroom implementation.	Participants will: • Distinguish important ideas embedded within the concept of vertex-edge and connect these ideas to real-world applications • Investigate the 2008 Mathematics Standard in terms of these and reflect on implications for teaching • Engage in the process standards through inquiry • Plan for successful classroom implementation **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

CURRICULUM: *Mathematics*

Mathematics and Science Standards Academy-Mathematics Session
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
To build leadership capacity in mathematics content and pedagogy **Audience/Targeted Attendees:** Mathematics teachers and teacher leaders, curriculum specialists, and administrators.	This academy will provide teachers the opportunity to deepen their understanding of mathematics content, pedagogy, and the Arizona Mathematics Standard.	Participants will: • Connect mathematics concepts to standards-based best practices in the classroom • Apply research on student learning in mathematics to classroom implications **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

Standards-Based Best Practices

Introducing the 2008 Mathematics Standard
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
To introduce the revised Mathematics Standard, focusing on the framework, structure, and content **Audience/Targeted Attendees:** Mathematics teachers and teacher leaders, curriculum specialists, and administrators.	This half-day training will introduce participants to the newly revised Mathematics Standard. Each participant will leave with the necessary information for classroom implementation or to replicate this professional development opportunity in their schools and/or districts.	Participants will: • Understand the development process • Examine features of the Mathematics Standard • Navigate through the Mathematics Standard • Crosswalk the 2003 standard and the 2008 standard • Review structure and purpose of grade level documents • Reflect on implications for practice • Plan for implementation **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

CURRICULUM: *Mathematics*

<table>
<tr><td>

Standards-Based Best Practices

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Systematic Listing & Counting with Connections to Algebra and Probability (K-12)
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2

</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To provide content knowledge and methods for effectively teaching Systematic Listing & Counting. **Audience/Targeted Attendees:** Mathematic teachers and teacher leaders, curriculum specialists, and administrators	This specific session focuses on the Discrete Mathematics concept of Systematic Listing & Counting. Connections are made to algebra, probability, and literature throughout this training. The purpose of this one-day session is to provide lead teachers/curriculum specialists with a professional development opportunity that will build knowledge and understanding of the concept, translate knowledge into effective practice, and promote teacher analysis and reflection. Each participant will leave with all the necessary materials for classroom implementation or to replicate this professional development offering in their schools and/or districts.	Participants will: • Understand the importance of systematic listing & counting, and how this concept connects to algebra and probability • Recognize powerful connections between systematic listing & counting and literature • Model vocabulary development strategies and the process standards of communication, problem-solving, connections, reasoning and proof, and representation **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

<table>
<tr><td>

Standards-Based Best Practices

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Vertex-Edge Graphs (2-6) for Mathematics Content Experts
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2

</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To provide in-depth content knowledge and strategies for effectively teaching and supporting teachers in understanding the critical ideas of vertex-edge graphs (grades 2-6). **Audience/Targeted Attendees:** Mathematic teacher leaders, mathematic content experts and curriculum specialists, and administrators	This full-day session focuses on the critical ideas of vertex-edge graphs, beginning with coloring of simple pictures and maps and extending to the Euler and Hamilton paths and circuits. Participants will leave with strategies and materials to assist them in providing support for other teachers in their school and/or district.	Participants will: • Distinguish important ideas embedded within the concept of vertex-edge graphs and connect these ideas to real-world applications • Investigate the 2008 Mathematics Standard in terms of these ideas and reflect on implications for teaching • Engage in the process standards through inquiry • Plan for successful teacher support and implementation **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

CURRICULUM: *Mathematics*

Vertex-Edge Graphs (7-12)

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
To provide content knowledge and methods for effectively teaching Vertex-Edge Graphs. **Audience/Targeted Attendees:** Mathematic teachers and teacher leaders, curriculum specialists, and administrators	This full-day session focuses on the critical ideas of vertex-edge graphs, beginning with Euler and Hamilton paths and circuits and extending to solving network problems using algorithms and matrices. Each participant will leave with the necessary information for classroom implementation or to replicate this professional development opportunity in their schools and/or districts.	Participants will: • Understand the important ideas embedded within the concept of vertex-edge graphs • Solve network problems using graphs and matrices • Reflect on implications for practice • Plan for implementation • Model vocabulary development strategies and the process standards of communication, problem-solving, connections, reasoning and proof, and representation. **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

Connecting Algebraic Representation (5-8)

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
To provide content knowledge and methods for effectively teaching algebra concepts using multiple representations. **Audience/Targeted Attendees:** Mathematic teachers and teacher leaders, curriculum specialists, and administrators	This session will focus on the big ideas of algebra and its connections to other content strands through the use of multiple representations. During this session, participants will examine research about student learning and representations, make connections between multiple representations (language, contexts, tables, equations, and graphs) in several different contexts. Throughout the session, participants will investigate the mathematics standard and consider implications for classroom implementation. Each participant will leave with the necessary information for classroom implementation or to replicate this professional development opportunity in their schools and/or districts.	Participants will: • Connect concepts in algebra and other content strands through the use of multiple representations • Recognize the role of multiple representations in understanding and supporting student thinking • Model vocabulary development strategies and the process standards of communication, problem-solving, connections, reasoning, and proof, and representation • Reflect on implications for practice **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

CURRICULUM: *Mathematics*

Constructing Multiplication and Division (3-5)

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
To provide content knowledge and methods for effectively teaching multiplication and division concepts. **Audience/Targeted Attendees:** Mathematic teachers and teacher leaders, curriculum specialists, and administrators	This session will focus on the big ideas of multiplication and division. During this session, participants will examine research about student learning and multiplication and division and use mathematical models to organize their thinking, solve problems, and explore relationships in several different contexts. Participants will investigate the 2008 Mathematics Standard in terms of these concepts and consider implications for their teaching practice. Each participant will leave with the necessary information for classroom implementation or to replicate this professional development opportunity in their schools and/or districts.	Participants will: • Distinguish critical big ideas, strategies, and models for thinking in of multiplication and division in connections to systematic listing and counting • Engage, analyze, and reflect on teaks that focus on these critical big ideas, strategies, and models for thinking • Investigate the 2008 Mathematics Standard in terms of these ideas and reflect on implications for teaching • Plan for implementation **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

Constructing Fractions, Decimals, and Percents (4-6) Content in Action

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
To provide content knowledge and methods for effectively teaching fractions, decimals, and percents. **Audience/Targeted Attendees:** Mathematics teachers and teacher leaders, curriculum specialists, and administrators	This session will focus on the big ideas of fractions and the relationships among fractions, decimals, and percents. During this session, participants will examine research about student learning and fractions and use mathematical models to organize their thinking, solve problems, and explore relationships in several different contexts. Participants will investigate the 2008 Mathematics Standard in terms of these concepts and consider implications for their teaching practice. Each participant will leave with the necessary information for classroom implementation or to replicate this professional development opportunity in their schools and/or districts.	Participants will: • Distinguish critical big ideas, strategies, and models for thinking in fractions, decimals, percents, and proportional reasoning • Engage, analyze, and reflect on tasks that focus on these critical ideas, strategies, and models for thinking • Investigate the 2008 Mathematics Standard in terms of these ideas and reflect on implications for teaching • Plan for impelmentation **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

CURRICULUM: *Reading*

Developing Metacognitive Thinking
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
To provide teachers strategies and multisensory instruction that helps students improve their vocabulary and comprehension by teaching them to think about their thinking before, while, and after reading **Audience/Targeted Attendees:** Teachers at the adolescent /secondary level, Special Education, ELL, curriculum/ instructional specialists	This two-day professional development training builds on foundational skills for comprehension and incorporates research-based strategies that simulate what good readers do before– during– after they read. This training also develops vocabulary and meta-cognitive skills to reinforce decoding and fluency.	Participants will: ● Implement practical strategies for teaching vocabulary and comprehension to all learners with a variety of texts **Registration Questions:** Yvonne Miles yvonne.miles@azed.gov

Elements of Effective Reading Lessons: Increasing Vocabulary Knowledge – An Essential Element in Raising Reading Achievement
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
To provide teachers with research-based vocabulary instruction in content-area reading. **Audience/Targeted Attendees:** Teachers of grades 4-10	The research in vocabulary instruction is clear that teachers must use a variety of specific strategies before, during, and after reading assignments to increase students' vocabulary skills. This one-day module, presented by Kevin Feldman and SoprisWest, teaches participants to weave research-validated vocabulary instruction into both direct skill instruction in the 90-minute reading block and content area reading. Additionally this workshop will give participants the skills to assess their student's vocabulary level. The session will emphasize and broaden their level of language proficiency.	Participants will: ● Recognize strategies that aid students in improving the development of their vocabulary ● Develop skills to analyze critical vocabulary in content areas ● Examine techniques to provide practice and maintain vocabulary development in all subject areas **Registration Questions:** Shelly Pollnow shelly.pollnow@azed.gov

CURRICULUM: *Reading*

Standards-Based Best Practices

Adolescent Readers:
Teaching Essential Components of Reading
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
To provide teachers with research-based strategies to effectively address the critical components of reading. **Audience/Targeted Attendees:** County, district, or language arts teacher leaders	This two-day institute, presented by Frank Smith and SoprisWest, will offer teachers strategies to help students become more competent readers. It will provide an overview of the scientific research in adolescent literacy and effective instructional strategies to teach advanced decoding, vocabulary, fluency and comprehension.	Participants will: • Review the research that forms the foundation for effective adolescent literary instruction • Develop skills and practice in using advance decoding techniques • Use and interpret reading fluency measures as progress monitoring tools • Design interventions based on data • Identify and apply explicit comprehension strategies that will assist students in making meaning from text **Registration Questions:** Shelly Pollnow shelly.pollnow@azed.gov

Innovative and Exemplary Programs

Arizona High School Renewal Initiative on
High School and Middle School Adolescent Literacy
Standards from the *Standards and Rubrics for School Improvement*
Standard 1,2

INTENT	DESCRIPTION	OUTCOMES
To present a framework for Arizona high school leaders and teachers for understanding the concept of literacy integration across all disciplines for all students in grades 6 to 12; to assist middle and high school staff in identifying instructional strategies appropriate to dealing with reading intervention and enrichment activities for the development of higher order thinking skills and problem solving; and provide an understanding of the importance of formative and summative assessment practices. It is intended that participants see the importance of literacy integration for all students as it relates to high school renewal efforts in preparing students for a more rigorous curriculum. **Audience/Targeted Attendees:** Superintendents, curriculum directors, school leadership teams, teachers	This conference is designed to offer participants an opportunity to explore the concept of whole school literacy integration through a variety of workshops that relate to all levels of language development. Presentations will range in focus from strategic reading intervention to effective strategies for engaging gifted and advanced placement students in inquiry based activities and higher order problem solving. In addition, sessions will be available for administrators specifically addressing the relationship of adolescent literacy integration to middle and high school renewal efforts.	Participants will: • Participants will recognize and describe the elements of an effective whole school literacy plan • Identify specific and differentiated strategies for integrating literacy development into all content classes at the middle and high school level • Understand and be able to begin the process of developing a whole school literacy plan which includes identifying the literacy needs of all students, planning for professional development related to whole school literacy, implementation of a literacy plan and assessment and evaluation of student work and plan effectiveness **Registration Questions:** Shannon Tucker Shannon.tucker@azed.gov

CURRICULUM: *Reading*

Standards-Based Best Practices

Struggling Adolescent Readers
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
To provide teachers with research-based strategies to effectively address issues in adolescent reading. **Audience/Targeted Attendees:** 5-9 teachers, special education teachers, principals, curriculum coordinators	Middle school is a critical period for students facing reading failure. It is in grades six through eight that struggling readers may fall seriously behind their peers, jeopardizing their chances for success in high school and beyond. Despite the importance of their task, middle school teachers are often forced to use reading curricula that are outdated, impractical, or simply don't work.	Participants will: ● Master the most current research-validated strategies for increasing fluency ● Understand the key components of vocabulary, comprehension, and decoding skills **Registration Questions:** Shelly Pollnow shelly.pollnow@azed.gov

K-12 Literacy

Para Reading for RTI Support
Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
To increase the effectiveness of paraprofessionals by increasing their knowledge and understanding of explicit instruction in a small group setting. **Audience/Targeted Attendees:** Reading Specialists, Paraeducators, Curriculum Directors, General and Special Education Teachers	*ParaReading*, a *LETRS* Supplemental Module, prepares paraprofessionals for the increasing demands placed on them in today's schools.	Participants will: ● Understand the principles of explicit systematic instruction in a small group setting ● Understand the principles of why some children having difficulty learning to read and what are appropriate strategies to support them **Registration Questions:** Yvonne Miles yvonne.miles@azed.gov

CURRICULUM: *Reading*

SIG Reading Program
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
To provide teachers with research-based strategies to effectively improve the reading performance of all students with an emphasis on students with disabilities. **Audience/Targeted Attendees:** A school team consisting of a minimum of three staff members from a low performing school. The team must include a Building Administrator, a Special Education Teacher, and a General Education Reading Teacher.	This series of four, two-day trainings is designed to assist school teams with the implementation of systemic change in reading instruction in order to improve reading performance for students with disabilities. Content includes action planning and goal setting, analyzing data from curriculum-based measurements to inform instructional practices, intervention strategies, effective instructional methods and use of scientifically-based research validated differentiated instruction, accommodations and modifications in mainstream classrooms. Emphasis is on collaborative partnerships between general and special education teachers.	Participants will: • Understand the process of implementing systemic change in order to enhance and improve reading instruction • Create realistic action plans to bring about systemic change in delivery of reading instruction • Learn the five critical elements of reading instruction and apply strategies for teaching each of the elements • Utilize Curriculum-Based Measurement (CBM) for on-going student benchmarking and progress monitoring throughout the school year • Analyze assessment data to drive instructional practices • Use differentiated instruction, accommodations, and modifications to maximize success for students with disabilities in the regular classroom **Registration Questions:** Carol Crawford carol.crawford@azed.gov

Power Spelling to Improve Reading and Writing
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
To provide teachers with the basic knowledge and understanding of the history of English language, spelling patterns, spelling rules and how to develop a spelling lesson through analyzing a list of spelling words. **Audience/Targeted Attendees:** Teachers at elementary level, special education teachers, ELL teachers, as well as curriculum/ instructional specialists.	Students do not always understand or see the patterns of the English language. Participants will learn about the history of our English language, the reliable spelling patterns of the English language and major spelling rules that will enable students to spell words they are unfamiliar with.	Participants will: • Understand the that English language is made up of reliable spelling patterns and spelling rules based on the history of our language • Learn how to analyze a list of words spelling errors on a spelling test to drive instruction **Registration Questions:** Yvonne Miles yvonne.miles@azed.gov

CURRICULUM: *Reading*

The Big 5 for New Hires: Training of Trainers
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
The Arizona Department of Education is sponsoring these Institutes to build capacity within Arizona targeting the area of K-3 reading instruction. By participating in these five-day trainings LEA teams are equipped to train their teachers in *The Big 5 for New Hires*. **Audience/Targeted Attendees:** Targeted audience : LEA **teams** of two-four people with extensive experience in providing professional development in one or more of the following areas: ∗ K-3 early reading development; ∗ K-8 reading; ∗ K-3 early literacy; or ∗ New teacher induction coordinator; or ∗ Literacy coordinator; or ∗ Provides instruction at an institution of higher learning to undergraduate, post-baccalaureate, or graduate students.	In this five-day training, participants learn the techniques of how to deliver the content modules to teachers in their district with the shared commitment to implement the material with fidelity. FOUNDATIONS content is: ∗ Intended to enhance teachers' knowledge and skills so they can effectively teach children to read; ∗ Based on scientifically-based components that include explicit and systematic instruction in the Big Ideas of Reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension); ∗ Standards Based and; ∗ Focuses on the Cycle of Instruction which includes: data driven instruction, grouping practices, progress monitoring to inform instruction, and providing interventions for struggling readers.	Participants will: ● Attend the five-day training with a team member ● Know the scope and sequence of each grade level's training materials ● Understand the key components of scientifically-based reading research ● Understand how to support teachers in transferring the research into practice ● Examine effective presentation techniques to ensure a successful training experience for teachers ● Demonstrate effective presentation techniques to ensure a successful training experience for teachers ● Create an action plan for providing a Reading Academy training to their district teachers **Registration Questions:** Arlene Westphal arlene.westphal@azed.gov

"The most successful man in life is the man who has the best information."
Benjamin Disraeli

CURRICULUM: *Reading*

The Big 5+1 for Newly Hired or Assigned

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
To introduce teachers to the framework of Evidence-Based Reading Instruction and the Five Essential Components of Reading for grades K-3. **Audience/Targeted Attendees:** Classroom teachers, interventionalists, specialists, and LEA leaders	*The Big 5 for New Hires* is an engaging, three-day academy designed to support application of assessment and instructional practices that are research-based. The content focus is on developing high-quality, comprehensive K-3 reading instruction for all children. * Intended to enhance teachers' knowledge and skills so they can effectively teach children to read; * Based on scientifically-based components that include explicit and systematic instruction in the Big Ideas of Reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension); * Standards Based and; * Focuses on the Cycle of Instruction which includes: data driven instruction, grouping practices, progress monitoring to inform instruction, and providing interventions for struggling readers.	Participants will: • Examine the research base that supports teaching the Big 5 (phonological awareness, phonics, fluency, vocabulary, and comprehension) • Apply the Arizona Reading Standard to the Big 5 • Examine the Cycle of Instruction which includes: data driven instruction, grouping practices, progress monitoring to inform instruction, and providing interventions for struggling readers **Registration Questions:** Yvonne Miles yvonne.miles@azed.gov

Evidence-Based Literacy Leadership: It Works!

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
This training is designed to provide educational leaders with a framework for developing and sustaining systems which support effective teaching and learning across LEAs and school sites. **Audience/Targeted Attendees:** LEA teams of two-four people (administrators, coaches, site and LEA leaders)	Effective instruction and student growth occurs when there are strong, consistent systems of leadership and support established from the LEA level to the classroom. This two-day training focuses on the development of these systems, which include: • Leadership/Coaching • Instruction • Assessment • Intervention • Collaboration & Communication	Participants will: • Apply principles of leadership and instructional coaching • Apply classroom observation information and student assessment to make data-driven instructional decisions • Apply student data to develop and monitor child-centered action plans • Use models of communication and collaboration to enhance and accelerate student achievement **Registration Questions:** Yvonne Miles yvonne.miles@azed.gov

CURRICULUM: *Reading*

K-12 Literacy

Language Essentials for Teachers of Reading and Spelling (LETRS) for Adolescent Readers
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
Arizona LETRS Institutes are designed primarily for practitioners with experience or background in teaching reading. These Institutes are presented by Arizona LETRS trainers and focus on the foundation, content, and procedures, of research-based reading instruction. **Audience/Targeted Attendees:** Educators with experience or background in teaching reading	Each of the individual LETRS modules covers a key ingredient of effective reading instruction. As a whole, the print modules are designed to serve as a complete professional development course for reading teachers and coaches at all grade levels. LETRS modules provide the foundational knowledge requirements that reading teachers and coaches at all grade levels can use to be more effective. LETRS modules use easy-to-understand language. Essential teaching concepts are underscored with engaging questions, problems, and tasks that emphasize the concept's real-life application. Videos and other support resources are recommended, and educators can check their knowledge of LETRS content with the self-tests that bookend every LETRS module. LETRS Modules for Adolescent Readers: Module 1– The Challenge of Learning to Read Module 2– The Speech Sounds of English Module 3– Spellography for Teachers- How English Spelling Works Module 4– The Mighty Word– Building Vocabulary and Oral Language Module 10– Reading Big Words– Syllabication and Advanced Decoding Module 11– Writing– A Road to Reading Comprehension Module 12– Using Assessment to Guide Instruction	Participants will: • Examine scientific research, reading development, knowledge of language structure and its application • Apply practical skills of instruction in a comprehensive reading program including five essential elements and written composition • Use assessment data to inform instruction **Registration Questions:** Yvonne Miles yvonne.miles@azed.gov

CURRICULUM: *Reading*

Next STEPS: Small Group Instruction
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
To provide educators with a process to use data to make critical instructional decisions and provide effective instruction across a continuum of student needs. **Audience/Targeted Attendees:** Classroom teachers, specialists, and LEA leaders	Today's reading teachers and administrators have been taking notice of and feeling pressure to implement *Response to Intervention*. More commonly referenced as RTI, educational policy now requires schools to have a plan for ensuring that struggling readers receive the services they need to improve their reading abilities. RTI is a shared responsibility of all reading teachers. Under RTI, classroom teachers, special education and other specialists work together to use assessment coupled with analysis of that assessment, instruction and progress monitoring based upon the skills students need, and regular, systematic intervention to make sure students grow. RTI means data based decisions form the foundation for instruction and that instruction is dynamic, reflecting changes based on the student *response to instruction*. Teachers are in the best position to make these ongoing decisions and *Next STEPS* provides a tool for learning how to use fluency measures to guide instructional decisions.	Participants will: • Apply the Outcomes Driven Model to design and deliver effective small group instruction • Analyze Curriculum Based Measures to form small groups for intervention • Use methods of direct, explicit, systematic instruction to support student learning • Apply principles of Best Practices to lesson design **Registration Questions:** Yvonne Miles yvonne.miles@azed.gov

"Through learning we re-create ourselves. Through learning we become able to do something we were never able to do."
Peter Senge

CURRICULUM: *Reading*

Language Essentials for Teachers of Reading and Spelling (LETRS) Foundations
Standards from the *Standards and Rubrics for School Improvement*

INTENT	DESCRIPTION	OUTCOMES
Foundations was developed to fill the need for teacher training that is based in the science of how we learn to read through an introduction to the five components of reading – phoneme awareness, phonics, fluency, vocabulary, and comprehension – and oral language. **Audience/Targeted Attendees:** Classroom teachers and principals	*Foundations* provides a knowledge base that will lead to successful follow-up training focused on the details of classroom instruction, how to identify students who need small group reading instruction and how to plan and deliver and monitor that instruction.	Participants will: • Observe video demonstrations • Apply research and theory to core reading program components • Examine new information about how children learn to read • Understand the importance of oral language and the Big 5 and how to put LETRS concepts to work in the classroom **Registration Questions:** Yvonne Miles yvonne.miles@azed.gov

Language Essentials for Teachers of Reading and Spelling (LETRS) for Early Readers
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
Arizona LETRS Institutes are designed primarily for practitioners with experience or background in teaching reading. These Institutes are presented by Arizona LETRS trainers and focus on the foundation, content, and procedures of research-based reading instruction. **Audience/Targeted Attendees:** Classroom teachers, interventionalists, specialists, and LEA leaders	Each of the individual LETRS modules covers a key ingredient of effective reading instruction. As a whole, the print modules are designed to serve as a complete professional development course for reading teachers and coaches at all grade levels. LETRS modules provide the foundational knowledge requirements that reading teachers and coaches at all grade levels can use to be more effective. LETRS modules use easy-to-understand language. Essential teaching concepts are underscored with engaging questions, problems, and tasks that emphasize the concept's real-life application. Videos and other support resources are recommended, and educators can check their knowledge of LETRS content with the self-tests that bookend every LETRS module.	Participants will: • Examine scientific research, reading development, knowledge of language structure and its application • Apply practical skills of instruction in a comprehensive reading program including the five essential elements and written composition • Use assessment data to inform instruction **Registration Questions:** Yvonne Miles yvonne.miles@azed.gov

CURRICULUM: *Science*

<table>
<tr><td>**Standards-Based Best Practices**</td><td colspan="2">**Selecting Science Curricula Seminar**
Standards from the *Standards and Rubrics for School Improvement*
Standard 2</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To introduce important features of core curriculum programs, as well as factors involved in choosing among them. **Audience/Targeted Attendees:** County, district, or science teacher-leaders who deliver standards-based professional development	This seminar focuses on the important features of core curriculum programs and factors involved in choosing among them. Participating teams will learn about the key characteristics of standards alignment and apply an alignment rubric used by Arizona educators.	Participants will: • Identify key characteristics that are essential to standards alignment in Science at the elementary and middle school levels • Apply a rubric based on these key alignment characteristics • Recognize effective selection processes • Develop a strategic plan for selecting core curriculum programs across grade levels **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

<table>
<tr><td>**Standards-Based Best Practices**</td><td colspan="2">**Unwrapping the Science Standard and the Backward Design Model (K-12)**
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To deepen understanding of the Science Standard and curriculum alignment. **Audience/Targeted Attendees:** County, district, or science teacher-leaders who deliver standards-based professional development	This online course available through **IDEAL** has been developed to help district level curriculum teams and classroom teachers implement the procedures outlined in "The Science Standard and the Backward Design Model"; a workshop designed by Lacey Wieser of ADE, and models the concepts of "Understanding by Design", "essential questioning techniques" and "unwrapping the standards". Teachers will master these concepts by exploring research articles, participating in discussion forums, viewing streaming videos, and creating a unit plan demonstrating their understanding at a mastery level.	Participants will: • Recognize the three stages of the Backward Design Model • Unwrap performance objectives and analyze their critical parts • Identify Big Ideas and Essential Questions • Compare ways of measuring student learning **Registration:** https://www.ideal.azed.gov/

CURRICULUM: *Science*

Physical Science Concept :
Properties of Matter (K-4)
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
To provide content knowledge and methods for effectively teaching properties of matter. **Audience/Targeted Attendees:** K-4 science teachers and teacher leaders, curriculum specialists, and administrators	Participants will examine strategies for teaching properties of matter at the K-4 level. Participants will build knowledge and understanding of Strand 5 Concept 1 of the Arizona Science Standard, and learn strategies to translate that knowledge into effective practice. Activities are designed to promote teacher analysis and reflection about instructional strategies and common student misconceptions related to this concept.	Participants will: • Demonstrate content knowledge of properties of matter • Model vocabulary development strategies for this concept • Reflect on implications for practice • Plan for implementation **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

Properties of Matter (5-8)
Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
To provide content knowledge and methods for effectively teaching properties of matter. **Audience/Targeted Attendees:** Grades 5 and 8 science teachers and teacher leaders, curriculum specialists, and administrators	Participants will examine strategies for teaching properties of matter at grades 5 and 8. Participants will build knowledge and understanding of Strand 5 Concept 1 of the Arizona Science Standard, and learn strategies to translate that knowledge into effective practice. Activities are designed to promote teacher analysis and reflection about instructional strategies and common student misconceptions related to this concept.	Participants will: • Demonstrate content knowledge of properties of matter • Model vocabulary development strategies for this concept • Reflect on implications for practice • Plan for implementation **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

CURRICULUM: *Science*

Mathematics and Science Standards Academy-Science Sessions

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
To build leadership capacity in mathematics and science content and pedagogy. **Audience/Targeted Attendees:** Science teachers and teacher leaders, curriculum specialists, and administrators	This academy will provide teachers the opportunity to deepen their understanding of science content, pedagogy, and the Arizona Science Standard.	Participants will: • Connect science concepts to standards-based best practices in the classroom • Apply research on student learning in science to classroom implications **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

| K– 12 Literacy |

Six Traits Writing in Science: Adolescent/Secondary Level (7-12)

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
To provide science teachers at the adolescent/secondary level with strategies for teaching science-based writing. **Audience/Targeted Attendees:** Adolescent/secondary English teachers and curriculum/instructional specialists	This one-day professional development opportunity focuses on instructional strategies for teaching science-based writing.	Participants will: • Implement with practical strategies for teaching science-based writing **Registration Questions:** Arlene Westphal arlene.westphal@azed.gov

CURRICULUM: *Science*

<table>
<tr><td>**Standards-Based Best Practices**</td><td colspan="2">## Introduction to Curriculum Topic Study in Science
Standards from the *Standards and Rubrics for School Improvement*
Standard 2</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To use the CTS process to provide content knowledge and methods of making content, curricular and instructional decisions in science. **Audience/Targeted Attendees:** County, district, or school science teacher-leader teams who demonstrate expertise in the area of K-12 standards-based teaching and learning pertaining to content knowledge, pedagogy, and how children learn science.	Curriculum Topic Study (CTS) helps K-12 educators deepen their understanding of the important science topics they teach by building a bridge between state and national standards, research on students' ideas in science, and opportunities for students to learn important concepts through improved teacher practice. This half-day session will provide the information and tools for county, district, and school teams of teacher leaders to implement a standards-based system using the Science Standard and current research-based practices. Participants will use the CTS process, tools, and materials to engage in a systematic and scholarly method for discovering new knowledge about teaching and learning connected to the science topics they teach through a "mini" topic study. Participants will become acquainted with the variety of content, curricular, and instructional decisions that CTS can be used to support, will examine a variety of context applications, and consider how they may be used in their own work	Participants will: ● Understand the process, tools, and resources in Science Curriculum Topic Study ● Identify content, curricular, and instructional decisions that Science Curriculum Topic Study can be used to support ● Examine a variety of contextual applications of CTS and apply research on student learning in science to classroom and professional development practices **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

<table>
<tr><td>**Standards-Based Best Practices**</td><td colspan="2">## Electricity and Magnetism (K-4)
Standards from the *Standards and Rubrics for School Improvement*
Standard 2</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To provide content knowledge and methods for effectively teaching about electricity and magnetism. **Audience/Targeted Attendees:** County or district science teachers, teacher leaders, curriculum specialists, and administrators	Participants will examine strategies for teaching about electricity and magnetism at grades K-4. Participants will build knowledge and understandings of Strand 5 Concept 3 objectives of the Arizona Science Standard related to electricity and magnetism, and learn strategies to translate that knowledge into effective practice. Activities are designed to promote teacher analysis and reflection about instructional strategies and common student misconceptions related to this concept.	Participants will: ● Demonstrate content knowledge of electricity and magnetism ● Model vocabulary development strategies for this concept ● Plan for implementation ● Reflect on implications for practice **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

CURRICULUM: *Science*

Curriculum Topic Study-
Photosynthesis and Respiration
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
To use the CTS process to provide content knowledge and methods for making content, curricular and instructional decisions in science **Audience/Targeted Attendees:** County, district, or science teacher leaders who deliver science instruction or standards-based professional development	Curriculum Topic Study (CTS) helps K-12 educators deepen their understanding of the important science topics they teach by building a bridge between sate and national standards, research on students' ideas in science, and opportunities for students to learn important concepts through improved teacher practice. Participants will use the CTS process, tools, and materials to engage in a systematic and scholarly method for discovering new knowledge about teaching and learning connected to photosynthesis and respiration. Participants will use the Photosynthesis and Respiration CTS guide to examine a K-12 unfolding storyline that begins with basic ideas about plants, animals, ecosystems, and life processes and culminates in a sophisticated understanding of the ecological and physiological link between photosynthesis and respiration. Participants will have an opportunity to examine video and student work that reveals student ideas about food, plants, photosynthesis, and respiration.	Participants will: • Understand the process, tools, and resources in Science Curriculum Topic Study • Analyze the science topic of photosynthesis and respiration using the CTS process • Apply research on student learning in this topic to classroom implications **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

Using Trade Books to Teach Science
and Social Studies
Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
To provide a model and guidance in creating elementary trade book lessons in science and social studies. **Audience/Targeted Attendees:** K-4 teachers	This one-day session will provide teachers with the opportunity to engage in trade book lessons designed to teach Arizona Science and Social Studies Standards. Each participant will receive trade books, materials, and training necessary to develop their own social studies or science lesson to use in their classroom.	Participants will: • Understand the important elements for selecting a trade book for a content lesson in an elementary classroom • Participate in science and social studies lessons based on trade books • Develop their own trade book lesson aligned to the Science or Social Studies Standard **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

CURRICULUM: *Science*

Curriculum Topic Study-
Evidence and Explanation (6-12)
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
To use the CTS process to provide content knowledge and methods for making content, curricular and instructional decisions in science. **Audience/Targeted Attendees:** County, district, or science teacher leaders who deliver science instruction or standards-based professional development	Curriculum Topic Study (CTS) helps K-12 educators deepen their understanding of the important science topics they teach by building a bridge between state and national standards, research on students' ideas in science, and opportunities for students to learn important concepts through improved teacher practice. Participants will use the CTS process, tools, and materials to engage in a systematic and scholarly method for discovering new knowledge about teaching and learning connected to the topic Evidence and Explanation. In this session participants will use the CTS guide, *Evidence and Explanation,* to understand what constitutes evidence in science and how the use of explanations, supported by evidence, are a central feature of inquiry. Participants will connect their CTS study findings to an explanation framework to learn how to help students write scientific explanations that reflect the intent of science standards.	Participants will: • Understand the process, tools, and resources in Science Curriculum Topic Study • Analyze the science topic of Evidence and Explanation using the CTS process • Apply research on student learning in this topic to classroom implications **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

Motion and Forces (5-8)
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
To provide content knowledge and methods for effectively teaching about motion and forces. **Audience/Targeted Attendees:** Grades 5 and 8 science teachers and teacher leaders, curriculum specialists, and administrators	Participants will examine strategies for teaching about motion and forces at grades 5 and 8. Participants will build knowledge and understanding of Strand 5 Concept 2 of the Arizona Science Standard, and learn strategies to translate that knowledge into effective practice. Activities are designed to promote teacher analysis and reflection about instructional strategies and common student misconceptions related to this concept.	Participants will: • Demonstrate content knowledge of motion and forces • Model vocabulary development strategies for this concept • Reflect on implications for practice • Plan for implementation **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

CURRICULUM: *Social Studies*

Using Trade Books to Teach Science and Social Studies

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
To provide a model and guidance in creating elementary trade book lessons in science and social studies. **Audience/Targeted Attendees:** K-4 science and social studies teachers and teacher leaders, curriculum specialists, and administrators	This one-day session will provide teachers with the opportunity to engage in trade book lessons designed to teach Arizona Science and Social Studies Standards. Each participant will receive trade books, materials, and training necessary to develop their own social studies or science lesson to use in their classroom.	Participants will: • Understand the important elements for selecting a trade book for a content lesson in an elementary classroom • Participate in science and social studies lessons based on trade books • Develop their own trade book lesson aligned to the Science or Social Studies Standard **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

"The aim of education must be the training of independently acting and thinking individuals who can see in the service to the community their highest life achievement."
Albert Einstein

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CURRICULUM: *Social Studies*

Introducing the Social Studies Standard Institute
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
To introduce the new Social Studies Standard **Audience/Targeted Attendees:** Social studies teachers and teacher leaders, curriculum specialists, and administrators	This half-day training will introduce participants to the new Social Studies Standard. Each participant will leave with all the necessary materials for classroom implementation or to replicate this professional development opportunity so that trainings can be consistent in content and locally accessible throughout the state.	Participants will: ● Crosswalk the "old" standard with the "new" ● Understand scheduling options in the elementary school day ● Examine curriculum/lesson design ● Review available resources ● Identify cross curricular connections **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

Implementing the Articulated Social Studies Standard
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
To provide educators with the information and experience necessary for implementation of Arizona's articulated social studies standard at either a classroom or district level. **Audience/Targeted Attendees:** K-12 social studies teachers, lead teachers, Social Studies department chairs, district, or school curriculum coordinators.	This online course available through IDEAL has been developed to help provide educators with the information and experience necessary for implementation of Arizona's articulated social studies standard at either a classroom or district level. Accomplished through participants' guided exploration and "personalization" of the standard document, participation in discussion forums regarding integration and classroom implementation, participants will demonstrate their understanding of course concepts through the creation of a "Unit Plan Organizer." The content in this workshop was designed by Carol Warren, Social Studies Education Program Specialist at the Arizona Department of Education.	Participants will: ● Examine curriculum/lesson design in social studies ● Create a unit plan for social studies instruction ● Review available social studies resources ● Identify cross curricular connections **Registration:** www.ideal.azed.gov

CURRICULUM: *Social Studies*

Selecting Social Studies Curricula Seminar
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
To introduce important features of core curriculum programs, as well as factors involved in choosing among them. **Audience/Targeted Attendees:** County, district, school curriculum specialists, or lead teachers who deliver standards-based professional development	This seminar focuses on the important features of core curriculum programs and factors involved in choosing among them. Participating teams will learn about the key characteristics of standards alignment and apply an alignment rubric used by Arizona educators.	Participants will: • Identify key characteristics that are essential to standards alignment in Social Studies at the elementary and middle school levels • Apply a rubric based on these key alignment characteristics • Recognize effective selection processes • Develop a strategic plan for selecting core programs across grade levels **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

"What we share in common makes us human. How we differ makes us individuals. In a classroom with little or no differentiated instruction, only student similarities seem to take center stage. In a differentiated classroom, commonalities are acknowledged and built upon, and student differences become important elements in teaching and learning as well...students have multiple options for taking in information, making sense of ideas, and expressing what they learn. In other words, a differentiated classroom provides different avenues to acquiring content, to processing or making sense of ideas, and to developing products."
Carol Ann Tomlinson

CURRICULUM: *Social Studies*

K-12 Literacy

Six Traits Writing in Social Studies: Adolescent/Secondary Level (7-12)

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
To provide social studies teachers at the adolescent/secondary level with strategies for teaching social studies-based writing. **Audience/Targeted Attendees:** adolescent/secondary level social studies teachers and curriculum/instructional specialists	This one-day professional development opportunity focuses on instructional strategies for teaching social studies-based writing.	Participants will: ● Implement practical strategies for teaching social studies-based writing **Registration Questions:** Arlene Westphal arlene.westphal@azed.gov

Standards-Based Best Practices

Introductory Topic Study in Social Studies– What is Geography? (K-8)

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
To provide content and methods for strengthening geography instruction. **Audience/Targeted Attendees:** K-8 teachers, lead teachers, Social Studies department chairs, county, district, or school curriculum coordinators	The purpose of this one-day topic study is to provide Social Studies educators with a basic understanding of what geography is by building a bridge between state and national standards, research on student geographic knowledge, and opportunities for students to learn important geographic concepts through improved teacher practice.	Participants will: ● Understand what geography is ● Examine the state and national geography and social studies standards ● Analyze geographic concepts using the topic study process ● Apply the research on student learning in geography to classroom implications **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

CURRICULUM: *Social Studies*

Topic Study in Social Studies–
Linking Geography and World History (9-12)
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
To use the Topic Study process to provide content knowledge and methods of making content, curricular, and instructional decisions to strengthen geography and world history connections. **Audience/Targeted Attendees:** 9-12 social studies teachers, lead teachers Social Study department chairs, county, district or school curriculum coordinators	Topic Studies help educators deepen their understanding of the geography and history concepts they teach by building a bridge between state and national standards, research on students' ideas in geography and history, and opportunities for students to learn important connections through improved teacher practice. Participants will use the Topic Study process, tools, and materials to engage in a systematic and scholarly method for discovering new knowledge about teaching and learning the connections between geography and world history.	Participants will: • Analyze the linkages between geographical and historical concepts using the topic study process • Apply research on student learning in both geography and history to classroom implications **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

Social Studies Standard:
What K-6 Teachers Need to Know
and Be Able to Teach
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
To provide content, methods, and resources for effectively teaching the Articulated Social Studies Standards. **Audience/Targeted Attendees:** K-6 teachers and curriculum personnel	This one-day training will examine the content teachers need to teach the Articulated Social Studies Standard and review available resources for teaching it.	Participants will: • Understand the content needed to teach the Articulated Social Studies Standard • Understand effective strategies for teaching social studies content to elementary students • Review available resources **Registration Questions:** Teresa Rivera teresa.rivera@azed.gov

CURRICULUM: *Writing*

<table>
<tr><td>

K– 12 Literacy

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Fundamentals of Writing Instruction & Year-long Lesson Plan Design : Primary Grades (K-2/3)
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To provide teachers at the primary grades with a basic knowledge and understanding of the Six Traits model for writing instruction; and to provide guidance in designing a year-long lesson plan that incorporates Six Traits writing instruction. **Audience/Targeted Attendees:** teachers at the primary level (K-2/3) who are unfamiliar with the Six Traits model; who are interested in revitalizing their knowledge of the Six Traits model; and/or who desire guidance in creating a year-long lesson plan that incorporates 6-Traits writing instruction	This two-day professional development opportunity begins with an introduction to the Six Traits writing model that focuses on instructional strategies for teaching writing in the primary grades. It concludes with guidance and hands-on practice in designing a year-long lesson plan that incorporates Six Traits writing instruction.	Participants will: ● Achieve a working knowledge of the Six Traits model for writing instruction; practical strategies for teaching Six Traits in the primary grades; and a year-long lesson plan for teaching Six Traits **Registration Questions:** Yvonne Miles yvonne.miles@azed.gov

<table>
<tr><td>

K-12 Literacy

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Fundamentals of Writing Instruction and Year-long Lesson Plan Design: Elementary Level (3-5/6)
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To provide teachers at the elementary level with a basic knowledge and understanding of the Six Traits model for writing instruction; and to provide guidance in designing a year-long lesson plan that incorporates Six Traits writing instruction. **Audience/Targeted Attendees:** Teachers at the elementary level (Grades 3-5/6) who are unfamiliar with the Six Traits model; who are interested in revitalizing their knowledge of the Six Traits model; and/or who desire guidance in creating a year-long lesson plan that incorporates Six Traits writing instruction	This two-day professional development opportunity begins with an introduction to the Six Traits writing model that focuses on instructional strategies for teaching writing in the elementary grades. It concludes with guidance and hands-on practice in designing a year-long lesson plan that incorporates Six Traits writing instruction.	Participants will: ● Understand the Six Traits model for writing instruction; practical strategies for teaching Six Traits in the elementary grades; and a year-long lesson plan for teaching Six Traits **Registration Questions:** Yvonne Miles yvonne.miles@azed.gov

CURRICULUM: *Writing*

Fundamentals of Writing Instruction and Year-long Lesson Plan Design: Adolescent/Secondary Grades (7-12)

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
To provide primary grade teachers who are familiar with the Six Traits writing model with focused professional development in teaching expository writing. **Audience/Targeted Attendees:** teachers at the adolescent/secondary level (grades 7-12) who are unfamiliar with the Six Traits model; who are interested in revitalizing their knowledge of the Six Traits model; and/or who desire guidance in creating a year-long lesson plan that incorporates Six Traits writing instruction.	To provide teachers at the adolescent/secondary level with a basic knowledge and understanding of the Six Traits model for writing instruction; and to provide guidance in designing a year-long lesson plan that incorporates Six Traits writing instruction.	Participants will: • Understand the Six Traits model for writing instruction; practical strategies for teaching Six Traits at the adolescent/secondary level; and a year-long lesson plan for teaching Six Traits **Registration Questions:** Yvonne Miles yvonne.miles@azed.gov

Six Traits Writing in Science: Adolescent/Secondary Level (7-12)

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
To provide science teachers at the adolescent/secondary level with strategies for teaching science-based writing. **Audience/Targeted Attendees:** Adolescent/secondary English teachers and curriculum/instructional specialists	This one-day professional development opportunity focuses on instructional strategies for teaching science-based writing.	Participants will: • Implement with practical strategies for teaching science-based writing **Registration Questions:** Yvonne Miles yvonne.miles@azed.gov

CURRICULUM: *Writing*

K-12 Literacy

Six Traits Writing in Social Studies: Adolescent/Secondary Level (7-12)
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
To provide social studies teachers at the adolescent/secondary level with strategies for teaching social studies-based writing. **Audience/Targeted Attendees:** Adolescent/secondary level social studies teachers and curriculum/instructional specialists	This one-day professional development opportunity focuses on instructional strategies for teaching social studies-based writing.	Participants will: ● Implement practical strategies for teaching social studies-based writing **Registration Questions:** Yvonne Miles yvonne.miles@azed.gov

K-12 Literacy

Multi-Sensory Grammar
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
To provide elementary, special education, and ELL teachers the basic knowledge of the parts of speech and the essential structure of a sentence. **Audience/Targeted Attendees:** Elementary teachers, special education teachers, ELL teachers and curriculum/Instructional specialists	This one-day professional development opportunity will review the basic grammar components through multisensory instruction and then focus on the structure of a sentence.	Participants will: ● Understand the importance of teaching grammar components through multisensory strategies ● Learn how to teach the eight parts of speech ● Learn sequential steps in teaching sentence construction **Registration Questions:** Yvonne Miles yvonne.miles@azed.gov

CURRICULUM: *Early Childhood*

Early Childhood Education

Arizona Early Learning Standards (AELS)
Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
To provide an in-depth examination of the **A**rizona **E**arly **L**earning **S**tandards that will lead to effective planning of quality learning experiences for children 3 to 5 years of age **Audience/Targeted Attendees:** Teachers, child care providers' administrators working with young children in any early care and education setting in urban, rural and tribal communities.	This series will examine the indicators, strands and concepts in the 7 domains of **AELS**. The interconnectedness of social emotional, language/literacy, mathematics, science, social studies, physical development and fine arts will be explored. Emphasis will be given to : ● Foundational knowledge and understanding of the 7 domains in the **AELS** ● Alignment of **AELS** to curriculum, resources, assessment and Guidelines for Comprehensive Early Education Programs ● Inclusive and best early childhood practices in the implementation of the **AELS** ● Use of ongoing progress monitoring as a planning/teaching tool ● Combining **AELS** with program standards to provide a comprehensive quality early learning program ● Linking **AELS** to school readiness	Participants will: ● Implement **AELS** to support children in reaching their highest potential ● Align **AELS** to current curriculum, ongoing progress monitoring and instructional practices ● Evaluate lesson planning, choice of materials, activities and interactions with children using **AELS** as a guide ● Recognize and capture unexpected learning opportunities to spotlight **AELS** strands and concepts ● Articulate child's outcomes/progress to family ● Foster family involvement in the child's education **Scheduling Questions and Programmatic Contact:** Delores Roulhac-Nance delores.roulhac@azed.gov

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Early Childhood Education

Help For Early Learning Professionals (HELP)
Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
The HELP conference aims to make the transition processes in early childhood special education flawless as children transition into preschool and kindergarten programs. **Audience/Targeted Attendees:** Administrators, instructional staff, school psychologists and related service providers are encouraged to attend	The HELP conference focuses on assisting school districts place children into early childhood special education programs, serve them while incorporating best practices, and transition them into kindergarten.	Participants will: ● Approach processes, procedures, and compliance issues through case studies with time allotted for interactive discussions **Scheduling Questions and Programmatic Contact:** Rita Dickinson rita.dickinson@azed.gov

CURRICULUM: *Early Childhood*

Early Childhood Education	Implementing the National Individualizing Preschool Inclusion Project
	Standards from the *Standards and Rubrics for School Improvement*
	Standard 2, 4

INTENT	DESCRIPTION	OUTCOMES
To provide a research based framework to promote best practices for preschool inclusion based on the "National Individualizing Preschool Inclusion Project".	The Individualizing Inclusion Model is based on three principal components of quality inclusive practices in preschool environments. This session will focus on those components: ∗ Functional Intervention Planning Using Routines-Based Assessment ∗ Integrated Specialized Services ∗ Embedded Intervention	Participants will: • Demonstrate knowledge of implementing the *National Individualizing Preschool Inclusion Program* model • Explain how Routines-Based Assessment promotes family empowerment • Outline benefits of quality inclusive environments and conclude that inclusion without high quality intensive intervention, adaptations and modifications is not effective • Communicate children with disabilities require more than just being placed with typically developing peers to ensure reaching their maximum potential and maximizing early brain development and learning opportunities
Audience/Targeted Attendees: Superintendents, school board members, directors of special education, preschool coordinators, early childhood special education teachers, early childhood teachers		**Scheduling Questions and Programmatic Contact:** Delores Roulhac-Nance delores.roulhac@azed.gov

Early Childhood Education	Annual Early Learning Institute
	Standards from the *Standards and Rubrics for School Improvement*
	Standard 2

INTENT	DESCRIPTION	OUTCOMES
To provide early childhood educators throughout Arizona with in-depth knowledge related to the focus of "Intentional Instruction".	Intentional Instruction is the title and focus of the 2008 three-day institute, to be held at the Hyatt Regency Downtown (Phoenix) June 16th –18th, 2008. Come hear local , national and internationally known keynoters and presenters discuss issues pertinent to pre-k and kindergarten, specifically related to the intentional instruction of young children. The Hyatt is located in the heart of downtown Phoenix close to museums, theaters, and restaurants. Bring your team, as the institute schedule is designed to allow time for team building and planning, while learning and renewing is a scenic, yet centrally located setting.	Participants will: • Utilize knowledge gained from institute keynotes and break out sessions in their respective classrooms/ programs • Adapt ideas gleaned for use in their classroom/program use • Evaluate the relevance of new topics/ ideas presented • Stay current on topics relevant to early childhood education • Review new products/services/ resources available from vendors
Audience/Targeted Attendees: Teachers/staff, coordinators, and administrators working directly or indirectly with children ages three to six in rural, urban and tribal setting including: Public/ Private Preschools Childcare Centers Head Start Programs Kindergarten Programs		**Scheduling Questions and Programmatic Contact:** Sally Downing sally.downing@azed.gov

CURRICULUM: *Early Childhood*

Early Childhood Education

Early Learning Standards– Social Emotional Module
Standards from the *Standards and Rubrics for School Improvement*

INTENT	DESCRIPTION	OUTCOMES
To inform and instruct early childhood educators on the integration of the Social Emotional Standard in the Early Learning Standards with their day to day curriculum. **Audience/Targeted Attendees:** Trainers, supervisors, and administrators	Participants will learn how to apply both explicit and indirect teaching practices to assure children's social emotional development. Focus will be placed on the alignment of curriculum with the Social Emotional Standard content area and learning will occur through the use of lecture, small group activities and discussion.	Participants will: • Receive train-the-trainer information and materials • Understand the interconnectedness of the Early Learning Standards content areas • Apply what we know about children's behavior to social emotional curriculum development • Understand the connection between the Early Learning Standards and teacher responsiveness **Scheduling Questions and Programmatic Contact:** Terry Doolan terry.doolan@azed.gov

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Early Childhood Education

FDK– Unfold the Possibilities
Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
Support teachers and administrators in implementing a quality Full Day Kindergarten (FDK) program. **Audience/Targeted Attendees:** FDK instructional staff, principals, curriculum directors and inclusion specialists	Cultivate curiosity, thinking skills and engagement in an FDK classroom by connecting best practices with purposeful scheduling, integrated standards, and instructional organization.	Participants will: • Understand how to integrate kindergarten standards into a full day program • Identify elements of a daily schedule that incorporates best practice • Analyze effective instructional strategies for all FDK learners • Examine the impact of SEI on oral language development **Scheduling Questions and Programmatic Contact:** Sally Downing sally.downing@azed.gov

CURRICULUM: *Early Childhood*

Early Childhood Education

Early Learning Standards–
Mathematics Standard Module
Standards from the *Standards and Rubrics for School Improvement*
Standard 2, 4

INTENT	DESCRIPTION	OUTCOMES
To provide an in-depth train-the-trainer examination of the Arizona Early Learning Mathematics Standard that will lead to effective planning of quality learning mathematics' experiences for children three to five years of age.	Participants will actively explore the Early Learning Mathematics Standard through this module. Through hands on activities, participants will learn the theory of mathematics and also gain practical ideas to use in the classroom or to train others.	Participants will: • Receive train-the trainer information and materials • Identify the five strands of the Early Learning Mathematics Standard • Identify Mathematics Standard strands and concepts when observing children at play/work • Describe and design a mathematically–rich environment
Audience/Targeted Attendees: Trainers, supervisors, and administrators		**Scheduling Questions and Programmatic Contact:** Terry Doolan terry.doolan@azed.gov

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Early Childhood Education

New Requirement for Child Find and Transition Processes for AzEIP and School District Collaboration
Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
To assist providers in understanding the new Child Find and Early Intervention Transition Intergovernmental Agreements (IGAs). **Audience/Targeted Attendees:** AzEIP initial planning process team members, service coordinators, and other IPP or IFSP team members who participate in the initial planning process child find requirements or transition of children from the early intervention program and representatives from local school districts.	This event is an interactive professional development opportunity for Child Find personnel, early interventionists, and school district personnel to solidify processes for smooth transitions from early intervention (Part C) to preschool programs (Part B) and to update Child Find purposes and procedures.	Participants will: • Ensure families' rights to services for children with disabilities from birth to age 22 **Scheduling Questions and Programmatic Contact:** Valerie Andrews valerie.andrews@azed.gov

CURRICULUM: *Early Childhood*

<table>
<tr><td>**Early Childhood Education**</td><td>**Early Learning Standards– Language and Literacy Module**
Standards from the *Standards and Rubrics for School Improvement*
Standard 2, 4</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To provide an in-depth train-the-trainer examination of the Arizona Early Learning Language and Literacy Standard that will lead to effective planning of quality language and literacy experiences for children three to five years of age. **Audience/Targeted Attendees:** Trainers, supervisors, and administrators	Daily exposure to verbal and written language provides young children with the opportunities to begin acquiring a basic understanding of the concepts of literacy and its functions. Through play, children learn to create meaning from language and communicate with others using verbal and non-verbal language, pictures, symbols, and print. In this six hour session, participants will actively explore the Language and Literacy Standard. Through hands on activities, participants will gain practical ideas to use in the classroom to enhance preschool language and literacy.	Participants will: • Receive train-the trainer information and materials • Identify the three strands of the Language and Literacy Standard • Identify Language and Literacy Standard strands and concepts when observing children at play/work • Describe and design a literacy –rich environment • Identify and apply strategies that can be used to teach oral language development, pre-reading process, and pre-writing process **Scheduling Questions and Programmatic Contact:** Terry Doolan terry.doolan@azed.gov

Standard 3: Classroom and School Assessments

The district or school uses standards-based assessments, strategies and data to measure and monitor student performance and to revise curriculum and instruction as needed

Classroom and School Assessments

ASSESSMENT: *AIMS*

Assessment

INTENT	DESCRIPTION	OUTCOMES
Train test coordinators on test administration and preparation guidelines. **Audience/Targeted Attendees:** District and Charter Holder Test coordinators are required to attend	Participants is this workshop will be trained in procedures necessary for the correct administration of the AIMS and *TerraNova* tests. There is a limit of only two registrants per district/charter operator/ private school. Fall Workshops (HS only) are held in September. Spring Workshops (all districts/charters) are held in January.	Participants will: • Understand the procedures to correctly administer state tests **Scheduling Questions and Programmatic Contact:** Mary Pat Wood marypat.wood@azed.gov

Assessment

National Assessment of Educational Progress Data Explorer and Question Tool: From the Web to the Classroom
Standards from the *Standards and Rubrics for School Improvement*
Standard 3

INTENT	DESCRIPTION	OUTCOMES
Provide interactive tutorial on obtaining test results from NAEP and utilizing the question tool for ongoing classroom use. **Audience/Targeted Attendees:** Teachers, content specialists, and principals	This interactive presentation will introduce participants to the National Assessment of Educational Progress (NAEP) website. We will work with the NAEP Data Explorer tool to show participants how to obtain the NAEP results they are interested in utilizing to guide their instruction. The Item Map and Question Tool will be demonstrated to show how these tools can be helpful in creating formative assessments to be used in the classroom. Participants will have time to work with these tools, ask questions as needed during this session. Participants will leave the presentation with their own formative assessment customized to their classroom needs.	Participants will: • Navigate through the NAEP website • Explore the NAEP Data Explorer • Utilize the Question Tool for classroom use • Understand the Item Map and how informative it can be when tied with the Data Explorer and Question Tool • Take home their customized formative assessment **Scheduling Questions and Programmatic Contact:** Carrie Giovannone Carrie.giovannone@azed.gov

ASSESSMENT: *AIMS*

<table>
<tr><td>**Assessment**</td><td>**New District Test Coordinators Training**

Corresponding Standards from the *Standards and Rubrics for School Improvement:*
Standard 1, 2, 3, 4</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To help new district test coordinators be familiar with AIMS administration procedures. **Audience/Targeted Attendees:** New district test coordinators	This is encouraged for all NEW district test coordinators. Classes will be held in August for high schools that will be testing in the Fall. Additional classes will be in October and November for all schools testing in the Spring. Topics will include: responsibilities, what to expect as a test coordinator, overall testing program, answer questions that will help your testing program go smoothly at your district. This class is in addition to the mandatory Pre-Test Workshops that will be held in September and January.	Participants will: • Understand the role of the test coordinator **Scheduling Questions and Programmatic Contact:** Mary Pat Wood marypat.wood@azed.gov

ASSESSMENT: *Art*

<table>
<tr><td>**Innovative & Exemplary Programs**</td><td>**Creating Arts Assessments: Models and Means**

Standards from the *Standards and Rubrics for School Improvement*
Standard 3</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To provide arts educators information on standards-based arts assessment. **Audience/Targeted Attendees:** Arts educators and administrators	An interactive lecture/demo for arts educators on assessment in arts education. Will include an opportunity to showcase/review local arts education assessment practices.	Participants will: • Learn a variety of models regarding arts education assessment, • Create connections between standards-based teaching and assessment, • Evaluate current assessment practices and • Design new/revised assessment tools for arts education. **Scheduling Questions:** Justin Hernandez justin.hernandez@azed.gov **Programmatic Contact:** Lynn Tuttle lynn.tuttle@azed.gov

ASSESSMENT: *Reading Assessments*

K-12 Literacy

DIBELS Leadership Institute (DLI)
Standards from the *Standards and Rubrics for School Improvement*
Standard 3

INTENT	DESCRIPTION	OUTCOMES
To further develop the knowledge and skills of educational leaders regarding early literacy programs at the system level. **Audience/Targeted Attendees:** Educators that have previously attended Administration and Scoring training provided by a DIBELS Leadership Institute Arizona Certified DIBELS Trainer and had experience in two or three Benchmarking periods. Attendees should be responsible for training/professional development at the school and/or LEA level. An LEA plan must be submitted with the application	This six-day course presented by Angela Denning and Colleagues in the School Effectiveness Division will focus on the administration, scoring, interpretation, analysis and use of the DIBELS assessment measures, reports, and progress monitoring within a comprehensive scientifically-based reading program. Applicants must have already attended an Administration and Scoring training presented by a DIBELS Leadership Institute Arizona Certified DIBELS Trainer and have participated in two or three DIBELS Benchmarking periods.	Participants will: • Understand DIBELS training requirements • Attend all six days of Institute • Reliably administer and score DIBELS measures • Use DIBELS Data Management Systems • Organize a school-wide assessment system • Interpret, analyze and use data for instructional decision making • Read and react to pertinent research articles • Present one DIBELS measure to a small group • Present one DIBELS report to a small group • Pass a take-home exam • Successfully o-present with an existing Certified DIBELS Trainer **Scheduling Questions:** Yvonne Miles yvonne.miles@azed.gov

K-12 Literacy

DIBELS Leadership Institute (DLI) Refresher
Standards from the *Standards and Rubrics for School Improvement*
Standard 3

INTENT	DESCRIPTION	OUTCOMES
To provide continuing professional development that will bring the most current training materials, guidelines and updates to Arizona's Certified DIBELS trainers. **Audience/Targeted Attendees:** Certified DIBELS Trainers (trained prior to Fall of 2008)	This refresher training is a one-day commitment. Certified Trainers will be engaged in the latest activities and updates form the DIBELS Leadership Institute. Guidelines and expectations will be reviewed. This will be a great networking opportunity.	Participants will: • Receive the latest CD to use in their trainings **Registration Questions:** Yvonne Miles yvonne.miles@azed.gov

ASSESSMENT: *Data*

A Data Driven Approach
to Continuous Improvement
Standards from the *Standards and Rubrics for School Improvement*
Standard 3

INTENT	DESCRIPTION	OUTCOMES
To describe formative data that can be used by teachers and principals. **Audience/Targeted Attendees:** Grade K-12 teachers and administrators	This three-day session, presented by Dr. Lee Jenkins, is a fast-paced combination of practical classroom data uses, application, and in-depth description of educational problems that data can solve. This seminar starts with classroom-formative data and builds up towards school and district data. The clear aim of the presentation is describing formative data than can be used by teachers and principals immediately.	Participants will: • Learn how to interpret and analyze district, school, grade, and classroom-level data • Understand and apply the Classroom Data Process • Practice graphing and analyzing school data **Scheduling Questions:** Shelly Pollnow shelly.pollnow@azed.gov

A Data Driven Approach to Continuous Improvement:
Advanced Session
Standards from the *Standards and Rubrics for School Improvement*
Standard 3

INTENT	DESCRIPTION	OUTCOMES
To describe formative data that can be used by teachers and principals. **Audience/Targeted Attendees:** Grade K-12 teachers and administrators who have previously attended the *Data Driven Approach to Continuous Improvement* conference	This one-day follow up session, presented by Dr. Lee Jenkins, discusses the small challenges to overcome when implementing any new program or strategy. These small hurdles can usually be addressed and solutions designed in this one day. Further, past participants often struggle with the language to explain the data process to others. In this one-day follow-up they gain the ability to answer questions from colleagues in a logical manner. About 45 minutes of the day will be sharing new implementation strategies. Dr.Jenkins will only share new learnings from the past year. Participants are urged to bring to the seminar samples of graphs, key concepts, PowerPoints, or photographs. .	Participants will: • Learn how to interpret and analyze district, school, grade, and classroom-level data • Understand and apply the Classroom Data Process **Scheduling Questions:** Shelly Pollnow shelly.pollnow@azed.gov

ASSESSMENT: *Data*

Dr. Thomas Guskey:
Designing and Evaluating Effective Professional Development
Standards from the *Standards and Rubrics for School Improvement*
Standard 2, 3

INTENT	DESCRIPTION	OUTCOMES
To explore factors that contribute to the effectiveness of professional development and outlines the various levels professional development evaluation. **Audience/Targeted Attendees:** Grade K-12 leadership and professional development coordinators	Now more than ever, many professional developers are being asked to show that what they do makes a difference. Stakeholders at all levels want to know if investments in professional development truly result in improvement in the practices of educators and, ultimately, in the performance of students. This presentation explores factors that contribute to the effectiveness of professional development and outlines the various levels professional development evaluation. The use and appropriate application of these levels are described, along with procedures for establishing reliable indicators of success during professional development planning. Information is presented for applying change research findings to design and implementation procedures, gathering quantitative and qualitative evidence on effects, and presenting that evidence in meaningful ways. Dr. Thomas Guskey is the Distinguished Service Professor of Educational Measurement and Evaluation at Georgetown College in Georgetown, Kentucky. He has been a teacher at all levels, served as an administrator in Chicago public schools, and has worked in the area of professional development for more than 20 years. Guskey has written widely and is a regular presenter at the annual conference of the National Staff Development Council.	Participants will: • Learn how to establish relievable indicators of success during professional development planning • Understand the various levels of professional development evaluation **Scheduling Questions:** Shelly Pollnow shelly.pollnow@azed.gov

ARIZONA FACT:
ARIZONA'S STATE FLOWER IS THE SAGUARO BLOSSOM.
THIS WHITE FLOWER GROWS ON THE SAGUARO CACTUS,
WHICH CAN LIVE OVER 150 YEARS.

ASSESSMENT: *Early Childhood Assessments*

<table>
<tr><td>

Early Childhood Education

</td><td>

Early Childhood Assessment Training
Standards from the *Standards and Rubrics for School Improvement*
Standard 3

</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To provide information and resources on effective and appropriate practices for assessment of young children. **Audience/Targeted Attendees:** District, Head Start, and private preschool program administrators and teachers	Professional development on early childhood assessment for preschool programs is provided by three approved assessment instrument companies. Users may select from one of three approved assessment instruments for use in their programs. Each session is provided for varied duration and cost and in selected locations throughout the state, depending on the assessment company. For a list of approved assessment instruments and associated training costs, go to: www.ade.az.gov/earlychildhood and select "Assessment and Data Reporting".	Participants will: • Identify principles of best practices in assessment of young children • Demonstrate proficiency with selected assessment instrument to record and document observations during assessment period • Identify required elements and action steps for reporting assessment data • Demonstrate proficiency in interpretation of assessment results **Scheduling Questions:** Alisa Cusseaux alisa.cusseaux@azed.gov

<table>
<tr><td>

Early Childhood Education

</td><td>

Improving the Quality of Ongoing Progress Monitoring System
Standards from the *Standards and Rubrics for School Improvement*
Standard 3

</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
ADE Early Childhood Education strives to support districts in ensuring the integrity and the quality of the data that is collected and submitted to ADE as part of the Early Childhood Assessment System. **Audience/Targeted Attendees:** A district team of ECE administrator and instructional staff	An Early Childhood Specialist will facilitate a regional learning community which will help to improve the quality of the on-going progress monitoring assessment system in Arizona. Each district team (ECE administrator and instructional staff) is expected to review and analyze their own assessment procedures and forms of evidence. Interactive dialogue, practice, collaboration, and guidance are offered as part of improving individual evidence collection, evaluation, and teaching practices. **Week 1:** ADE will facilitate district teams in evaluating documentation methods and tolls to use in collecting evidence for any of the assessment options. **Week 2:** The district team will share their learning. This is also a week to practice methods learned. **Week 3:** ADE will facilitate district teams looking at successful portfolios and evidence gathering. **Week 4:** The district site team will work in their districts and share learning. **Week 5:** ADE will facilitate teams in interpreting data and using assessment to support learning. **Week 6:** The district site team will work in their district and share their learning.	Participants will: • Recognize and articulate elements of quality in varied forms of evidence that is collected as part of the ongoing progress monitoring system • Review and analyze their own assessment procedures and forms of evidence **Scheduling Questions:** Amy Corriveau amy.corriveau@azed.gov

ASSESSMENT: *Early Childhood Assessments*

<table>
<tr>
<td>Exceptional Student Services</td>
<td>A Team Approach to Transition from Early Intervention to Early Childhood
Special Education and Transition to School-Aged Services
Standards from the Standards and Rubrics for School Improvement
Standard 4</td>
</tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To provide guidance for compiling usable data from early intervention services to determine eligibility for ECSE services, and transition to school-aged services. **Audience/Targeted Attendees:** District Special Education Assessment Teams, AzEIP Staff, early childhood special education administrators, coordinators, and teachers	This two-day workshop will focus on strategies for effectively reviewing existing data and best practice for transitioning children from early intervention to preschool special education services, as well as transition to school-aged services. It will include discussion of assessment instruments and judgment-based assessment strategies.	Participants will: • Summarize how to effectively utilize existing progress data during the assessment process to determine eligibility for preschool special education services • Differentiate between standardized assessment and judgment-based assessment techniques for re-interpreting preschool assessment results and utilizing school-aged eligibility criteria for children transitioning from ECSE to school-aged services • Demonstrate benefits of working collaboratively with service providers from outside agencies to formulate a comprehensive assessment that utilizes informal anecdotal information • Create strategies for streamlining the assessment process and procedures for children transitioning from early intervention and those children that are transitioning to school-aged services **Scheduling Questions and Programmatic Contact:** Delores Roulhac-Nance delores.roulhac@azed.gov

<table>
<tr>
<td>Early Childhood Education</td>
<td>Early Childhood Quality Improvement Practices (ECQUIP) Process Refresher Training
Standards from the Standards and Rubrics for School Improvement
Standard 3</td>
</tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To provide early childhood teams a review of the framework for designing and implementing a quality improvement and accountability system for ADE administered early childhood programs. **Audience/Targeted Attendees:** District, Head Start, charter and private preschool program administrators and teachers	Review the Early Childhood Improvement Practices as required by the Arizona Department of Education. Expectations, timelines, and recommendation will be presented. Time will be available for questions and clarification.	Participants will: • Review the Early Childhood Improvement Process • Review Arizona Department of Education requirements **Scheduling Questions:** Alisa Cusseaux alisa.cusseaux@azed.gov

ASSESSMENT: *Adult Education Assessments*

Adult Education	**Training for Test of Adult Basic Education (TABE) Assessment** Standards from the *Standards and Rubrics for School Improvement* **Standard 3**

INTENT	DESCRIPTION	OUTCOMES
To provide training and policy information to administering the TABE assessment. **Audience/Targeted Attendees:** State funded Adult Education program personnel who administer the TABE assessment	This is a free facilitated training for state-funded adult education staff who administer the TABE assessment. The training is approximately one hour in length followed with a short posttest. The training covers testing protocol, test security, diagnostic tools, accommodations and adaptations, and scoring.	Participants will: • Understand the TABE assessment protocol • Understand the importance of test security • Be familiar with the necessary tools to administer the test • Be familiar with the TABE test book levels and locator test • Understand how to use the diagnostic tools for instructional purposes • Be aware of allowable/prohibited accommodations and adaptations • Understand the TABE assessment scoring process • Know where to find the publisher's guidelines to test administration **Scheduling Questions:** Wilda Theobald wilda.theobald@azed.gov

Adult Education	**Training for ELAA Assessment: TABE CLAS-E** Standards from the *Standards and Rubrics for School Improvement* **Standard 3**

INTENT	DESCRIPTION	OUTCOMES
To provide training and policy information to administering the TABE CLAS-E. **Audience/Targeted Attendees:** State-funded adult education program staff who administer the TABE CLAS-E assessment for ELAA learners	This is a free facilitated training for state-funded adult education program staff who administer the TABE CLAS-E assessment. The training includes an overview of AES assessment policies, test administration, testing protocols, and reporting of student assessment scores in the AZ data management system.	Participants will: • Understand and follow the Arizona Adult Education TABE CLAS-E assessment policy • Successfully administer and score the TABE CLAS-E • Understand the policies and regulations for student placement, progress testing, and score reporting for the TABE CLAS-E **Scheduling Questions:** Beverly Wilson beverly.wilson@azed.gov

ASSESSMENT: *English Language Learners*

Arizona English Language Learner Assessment (AZELLA) Training

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
To provide information, materials and resources to help attendees to effectively assess the English language proficiency of English Language Learner (ELL) students. **Audience/Targeted Attendees:** Local Educational Agency (LEA) ELL Co-ordinators, charter holders/charter administrators, testing personnel and other	This is a free one-day "train-the-trainer" instruction seminar for the Arizona English Language Learner Assessment (AZELLA). This English language proficiency assessment training has been structured to provide Local Educational Agency (LEA) ELL coordinators/ main contact with the information and resources needed to comply with the state-mandated single assessment of students for the determination of English Language Learner (ELL) program eligibility.	Participants will: • Train participants in the district/ school-wide administration of the AZELLA for Primary Home Language Other Than English (PHLOTE) students • Train participants in the district/ school-wide effective scoring of the AZELLA sub-tests • Train staff in AZELLA program management **Scheduling Questions:** Pat Scott pat.scott@azed.gov **Programmatic Contact:** Gerry Haskins gerry.haskins@azed.gov

"Without question...students must be regarded as the most important users of classroom assessment results."
Richard J. Stiggins

ASSESSMENT: *Advanced Placement/Gifted*

**Gifted Education/
Advanced Placement**

Gifted Education for English Language Learners
Standards from the *Standards and Rubrics for School Improvement*
Standard 3

INTENT	DESCRIPTION	OUTCOMES
To provide teachers, as well as school and district administrators, with information on how to identify gifted English Language Learners, and how to support their unique academic, social, and emotional development within appropriate gifted education and advanced level programs. **Audience/Targeted Attendees:** Classroom teachers and school and district administrators K-12	Gifted and advanced English language learners have unique academic, social, and emotional needs – impacting both their language acquisition and academic achievement. Here you will learn how to identify talent and potential through the learning and behavioral characteristics of gifted ELL students, how those characteristics manifest themselves in the classroom, and how to use performance-based assessment, authentic challenging and engaging instructional activities, and other data sources, to assist in developing holistic profiles of learner needs so that appropriate differentiation of instruction, programs, and services may be effectively implemented.	Participants will: • Identify and understand the unique academic, social, and emotional learning and behavioral characteristics of gifted and advanced English Language Learners • Understand how to use performance-based assessments to assist in identifying talent and potential across multiple subject areas • Understand how to use authentic, challenging and engaging instructional activities that provide opportunities for all students to think critically, creatively, and problem solve while developing proficiency • Raise expectations for achievement and future outcomes for all learners • Become talent scouts for identifying potential in all learners • Becomes champions for providing access to rigorous, challenging, relevant curriculum **Scheduling Questions:** Sandra Skelton sandra.skelton@azed.gov **Programmatic Contact:** Peter Laing peter.laing@azed.gov

Standard 4: School Culture, Climate, and Communication

The school functions as an effective learning community, supports a climate conductive to achievement for all students, and possesses an effective two-way communication system.

School Culture, Climate, and Communication

Standard 4: School Culture, Climate, and Communication

The school functions as an effective learning community, supports a climate conductive to achievement for all students, and possesses an effective two-way communication system.

School Culture, Climate, and Communication

Character Education

Character Education In-Service Training
Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
To provide K-12 educators and other youth stakeholders with FREE character education information and resources throughout the year. **Audience/Targeted Attendees:** Educators, administrators, youth stakeholders	Offered year-round and upon request, these FREE 1.5 hour character education in-service trainings are conducted on-site at K-12 schools and youth-serving organizations statewide. These trainings are intended to provide practical implementation and curriculum integration strategies to school staff and other youth stakeholders.	Participants will learn practical strategies regarding: • Creating a School Climate of Character • Character Education Curriculum Integration **Scheduling Questions and Programmatic Contact:** Holly Cawthon holly.cawthon@azed.gov

"If we want our children to possess the traits of character we most admire, we need to teach them what those traits are and why they deserve both admiration and allegiance. Children must learn to identify the forms and contents of those traits."
William J. Bennett

School Climate, Culture, and Communication: *Discipline Initiative*

Classroom Management
Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
To provide knowledge techniques and skills that will allow a teacher to manage students effectively in order to create a positive learning environment for all students.	Utilize "Best Practices of Effective Classroom Management": How to establish a productive classroom climate, How to work with students with many types of special needs, and apply a variety of management techniques to help students become responsible for their behavior and choices.	Participants will: • Gain knowledge on the Effective Correlates of Classroom Management • Learn how to build an Effective Classroom Management System. • Recognize how to maximize "time-on task" by establishing appropriate classroom environments • Implement strategies which enable independent student learning with desired outcomes. • Effectively establish instructional time to effectively maximize student achievement • Implement strategies on "setting limits" to improving student behaviors • Understand: Teaching Responsibility, Building Cooperation, and Motivating Students as effective tools in defusing classroom crisis • Understand the correlation between a teacher's and students' personality • Implement strategies for Positive Parent Involvement (PPI)
Audience/Targeted Attendees: Principals, assistant principals, teachers, dean of students, counselors, social workers, behavior intervention specialists, para-educators, other support staff		**Scheduling Questions and Programmatic Contact:** La'Thea Nevills lathea.nevills@azed.gov

School Climate, Culture, and Communication: *Discipline Initiative*

Preventing Discipline Problems in the Classroom
Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
To provide knowledge, and ways to practice skills and techniques, so that a teacher can develop competent trained responses that *naturally* prevent and handle disruptive behavior. **Audience/Targeted Attendees:** Principals, assistant principals, teachers, dean of students, counselors, social workers, behavior intervention specialists, para-educators, other support staff	To discover the sources of discipline problems and learn how to prevent them, rather than trying to extinguish them.	Participants will: • Gain a better understanding of Discipline Problems versus Disruptions • Learn how to prevent and handle the Sources of Disruptive Behavior • How to form an educational, non-adversarial partnership relationship with students • How to establish classroom procedures that breed order versus disorder • Establish positive interactions between you and your students • Implement lessons plans that are affective, actional, inductive and interactive for student learning • Construct Systematic Rewards, instead of punishments **Scheduling Questions and Programmatic Contact:** La'Thea Nevills lathea.nevills@azed.gov

School Climate, Culture, and Communication: *Discipline Initiative*

<table>
<tr><td colspan="2">**Educational Services and Resources**</td><td colspan="2">**Discipline Initiative Workshop Offerings**
Standards from the *Standards and Rubrics for School Improvement*
Standard 4</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To provide knowledge, and ways to practice skills and techniques, so that a teacher can develop competent trained responses that *naturally* prevent and handle disruptive behavior. **Audience/Targeted Attendees:** Principals, assistant principals, teachers, dean of students, counselors, social workers, behavior intervention specialists, para-educators, other support staff	To discover the sources of discipline problems and learn how to prevent them, rather than trying to extinguish them.	Participants will: • Classroom Management/Discipline • Prevention and Intervention • Promote Cultural Awareness to address classroom behavior • Learn how to become effective classroom mangers **Scheduling Questions and Programmatic Contact:** La'Thea Nevills lathea.nevills@azed.gov

School Climate, Culture, and Communication: *Classroom Management*

<table>
<tr><td>**Education Services and Resources**</td><td>**Positive Behavioral Interventions and Supports of Arizona – PBISAz**
Standards from the *Standards and Rubrics for School Improvement*
Standard 4</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
Building capacity for improved student discipline in Arizona's schools through training and technical assistance in positive behavioral interventions and supports. **Audience/Targeted Attendees:** Districts and/or school leadership teams, including teachers, coaches, administrators, curriculum coordinators, assessment directors, counselors, psychologists	This project provides school stakeholders with training, technical assistance, and professional development activities to help schools improve their student behavioral management systems and practices. The training includes guidance on how to effectively assess an organization's behavior management systems and processes through data collection; and effective use of positive behavioral supports for challenging individual and group situations. This is accomplished through 6 two-day conferences for school teams over the course of two years, university online courses in PBS and SWPBS, and on-site technical assistance. In addition, the project provides for training for a project coach for the district.	Participants will: ● Understand basic concepts and approaches used in PBIS ● Recognize the importance of data collection to assessment of behavior management systems based on findings of data collected ● Build systems, processes, and protocols based on positive and proactive approaches ● Recognize importance of active administrative support ● Build internal supports through development of leadership team and coaches ● Institutionalize ongoing assessment and PBIS principles **Contact:** ASU – Yadira Flores Yadira.Flores@asu.edu NAU – Joan Oakes Joan.Oakes@nau.edu U of A – Joelena Ferro jbferro@email.arizona.edu **Website:** www.pbisaz.org

School Climate, Culture, and Communication: *Early Childhood*

Early Childhood Education

Early Childhood Environmental Rating Scales – Revised (ECERS-R)
Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
Provide participants with information and knowledge needed to administer the ECERS-R program assessment tool. **Audience/Targeted Attendees:** District and charter leaders, early childhood education school teams, early childhood program administrators, school principals, classroom teachers	This half-day workshop session provides participants with the training needed to administer the ECERS-R tool. The ECERS-R rates early childhood environments and provides administrators and staff with a comprehensive rubric that evaluates classroom quality.	Participants will: • Understand the appropriate use of the ECERS-R program assessment tool • Learn to effectively and accurately score the ECERS-R tool • Understand how to determine inter-rater reliability within one's own program • Practice observing and using the ECERS-R as a tool for assessing classroom quality **Scheduling Questions and Programmatic Contact**: Terry Doolan terry.doolan@azed.gov

School Climate, Culture, and Communication: *Early Childhood*

Early Childhood Education	**Collaborating for Success – Creating Inclusive Learning Environments in Preschools**

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
To inform and promote inclusive options for special needs preschool children. **Audience/Targeted Attendees:** Superintendents, School Board Members, Directors of Special Education, Preschool Coordinators	The ADE Early Childhood Special Education Unit will share OSEP's requirements for providing "Least Restrictive Environments" for preschool special education students and the requirements of the State Performance Plan. Tucson Unified School District will share successes and challenges in creating inclusive preschool classrooms through collaborative partnerships and creative use of financial resources within a large urban district. The principal of Isaac Preschool will share experiences of blending and braiding funds to provide inclusive settings on a campus designed for preschoolers. Flowing Wells School District will share successes and experiences in providing inclusive settings for preschoolers.	Participants will: • Implement Office of Special Education Programs' (OSEP) requirements to serve preschool children in Least Restrictive Environments • Design a plan for blending and braiding funds from all preschool programs to provide more inclusive preschool environments • Choose alternatives to providing services in a self-contained preschool classroom **Scheduling Questions and Programmatic Contact:** Delores Roulhac-Nance delores.roulhac@azed.gov

"When I approach a child, he inspires in me two sentiments; tenderness for what he is, and respect for what he may become."
Louis Pasteur

School Climate, Culture, and Communication: *ESS*

Transition Services
Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
To provide information through training and technical assistance regarding transition services, programs, laws, regulations, Attorney General opinions, Office of Special Education Programs, guidance and court cases to schools, state agencies, parents, and the general public.	Transition Services is a function of Exceptional Student Services where working with students, families, school personnel, and other state agencies is essential for the purposes of addressing three main concepts within transition planning:	Participants will:

INTENT

To provide information through training and technical assistance regarding transition services, programs, laws, regulations, Attorney General opinions, Office of Special Education Programs, guidance and court cases to schools, state agencies, parents, and the general public.

Audience/Targeted Attendees:
Teachers of students with disabilities ages 16 through 21, or younger if determined appropriate by the IEP team, teacher leaders, department chairs—leadership teams from general and special education, parents, public agency service providers, and community services groups

DESCRIPTION

Transition Services is a function of Exceptional Student Services where working with students, families, school personnel, and other state agencies is essential for the purposes of addressing three main concepts within transition planning:

∗ Assisting students in visualizing and attaining post-high school goals by developing long-range plans in the areas of training, education, employment, and independent living skills

∗ Mapping out the blueprint of classes and experiences to ensure student attainment of skills and competencies necessary to achieve the vision of post-high school goals

∗ Identifying and connecting students and their families with the appropriate agencies, programs and services prior to school exit that the student will need to achieve his/her post-high school visions

OUTCOMES

Participants will:

- Increase their knowledge of IDEA transition requirements
- Learn how to develop post-secondary transition plans for students with disabilities
- Learn strategies through school and interagency collaborative efforts to work together to implement transition programs in order to ensure post-school results for students with disabilities
- Increase their knowledge about post-school outcomes data collection requirements
- Increase their knowledge about transition services and programs through opportunities at the state transition conference
- Develop skills to use the Transition Outcomes Project's data collection system to improve the quality and delivery of transition services to students with disabilities

Scheduling Questions and Programmatic Contact:
Cindy Richards
cindy.richards@azed.gov

School Climate, Culture, and Communication: *ESS*

Exceptional Student Services

Autism Spectrum Disorder Training
Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
To provide information, strategies, skills and resources on best practices for working with students with ASD to help attendees provide effective educational programs to students with autism spectrum disorder. **Audience/Targeted Attendees:** Special Education Teachers, General Education teachers, Speech Pathologist, Psychologist, Administrators	The Autism Spectrum Disorder Training is a six-part training series covering the following areas as they apply to students with autism spectrum disorder: ∗ Characteristics of Students with ASD ∗ Instructional Strategies 1 ∗ Communication Skills ∗ Social Skills ∗ Evaluation ∗ Instructional Strategies 2 There is a three day Summer Institute that instructs participants on SCERTS, a comprehensive service delivery model.	Participants will: *ASD YEAR 1* • Increase effective teaching strategies with students with ASD • Integrate assessment, instruction, intervention, and evaluation methods unique to each model to meet student's education needs • Train district and school staff to work with students autism spectrum disorder • Complete homework assignments to show understanding of training content *ASD YEAR 2* • Increase support in a variety of environments where students with ASD receive their education • Increase the frequency of professional development offered to parents and personnel in the district • Increase the number of schools that have a contact person knowledgeable of ASD issues • Increase knowledge of ASD resources outside of the school/district available to parents, students, and staff • Increase # of meaningful and individualized IEP goals related to social communication, emotional regulation, and transactional support **Scheduling Questions and Programmatic Contact:** Andrea O'Brien andrea.obrien@azed.gov

School Climate, Culture, and Communication: *ESS*

<table>
<tr><td colspan="3">

Exceptional Student Services

</td><td colspan="3" align="right">

Private Schools
Standards from the Standards and Rubrics for School Improvement
Standard 4

</td></tr>
<tr>
<th>INTENT</th>
<th>DESCRIPTION</th>
<th>OUTCOMES</th>
</tr>
<tr>
<td>

To insure approved private schools comply with their responsibilities to the PEAs and the state.

Audience/Targeted Attendees:
Approved private school administrators and staff

</td>
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Technical assistance and trainings tailored to needs of participants on topics including IEP development, data collection, curriculum development and mapping, differentiated instruction, etc.

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Participants will:

- Understand their responsibilities in regard to the provision of special education services

Scheduling Questions and Programmatic Contact:
Roberta Brown
roberta.brown@azed.gov

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</table>

<table>
<tr><td colspan="3">

Exceptional Student Services

</td><td colspan="3" align="right">

Voucher System
Standards from the *Standards and Rubrics for School Improvement*
Standard 4

</td></tr>
<tr>
<th>INTENT</th>
<th>DESCRIPTION</th>
<th>OUTCOMES</th>
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<td>

To insure Residential Education Voucher System operates as intended.

Audience/Targeted Attendees:
Representatives of State Placing Agencies, residential treatment centers, and PEAs

</td>
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Training on the history and process involved in securing voucher funding for students placed in residential treatment centers.

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Participants will:

- Understand the voucher system process
- Understand their agency's responsibility in regard to the voucher process
- Be familiar with the sources for information about the voucher system when in need of assistance

Scheduling Questions and Programmatic Contact:
Roberta Brown
roberta.brown@azed.gov

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</table>

School Climate, Culture, and Communication: *ESS*

Exceptional Student Services

Monitoring Services

INTENT	DESCRIPTION	OUTCOMES
To provide technical assistance, training, and monitoring services to all public education agencies in the State to facilitate effective and compliance services to students with disabilities. **Audience/Targeted Attendees:** Arizona administrators, teachers, and related service providers charged with the education of students with disabilities	The training, technical assistance and monitoring is delivered by education program specialists, each of whom is assigned to a case load of approximately 25-30 education agencies. The assistance that is offered to schools is individually determined based on the needs of the school. The focus of the assistance is building the capacity of the agency to provide special education services that are effective for students and meet the procedural compliance expectations of federal and state statutes and regulation. The assistance may take the form of one-to-one consultation, small group learning tasks, or large group presentations. Monitoring for compliance is viewed as a collaborative process and reported by the schools to be highest quality technical assistance delivered by the ESS staff.	Participants will: ● Know the state and federal requirements for the implementation of special education services ● Demonstrate effective procedural compliance in the implementation of special education services ● Analyze their own agency's data related to positive student outcomes and develop strategies for improved outcomes ● Provide high quality, legally compliant services to all students with disabilities enrolled in Arizona's schools **Scheduling Questions and Programmatic Contact:** Lynn Busenbark lynn.busenbark@azed.gov

Exceptional Student Services

Outreach

INTENT	DESCRIPTION	OUTCOMES
To provide up-to-date training and information to all public education agencies in the State to facilitate effective and compliant special education programs that lead to high student achievement. **Audience/Targeted Attendees:** Arizona Special Education administrators, teachers, and related service providers charged with the education of students with disabilities	The Outreach Trainings provide opportunities for administrators to learn about new concepts, changes to law and best practices for working with diverse populations of students with disabilities. The focus of the trainings is field initiated. PEAs indicate through needs surveys and the results of the Arizona Performance Indicators the areas of interest and need. The trainings take place across the state in rural and urban settings, to ensure that constituents throughout the state have access to quality professional development.	Participants will: ● Know the state and federal requirements for the implementation of special education services ● Be informed of best practices in serving students with disabilities ● Learn the latest updates relating to state and federal laws governing special education **Scheduling Questions and Programmatic Contact:** Helen Stalnaker helen.stalnaker@azed.gov

School Climate, Culture, and Communication: *ESS*

Exceptional Student Services

Traumatic Brain Injury (TBI) Project
Standards from the Standards and Rubrics for School Improvement
Standard 4

INTENT	DESCRIPTION	OUTCOMES
The intent of the Traumatic Brain Injury (TBI) project is to both build capacity in Arizona schools to serve students with TBI and to ensure any school in Arizona will be able to receive competent technical assistance related to TBI in order to meet the needs of children, who have sustained brain injuries, and their families. **Audience/Targeted Attendees:** Any individual who may now or in the future serve students with TBI in school or a related setting	The Traumatic Brain Injury project provides a learning laboratory approach to professional development with a set of seven two-day sessions designed to increase the participant's understanding of brain injury and effective teaching strategies for those working with children with TBI. This learning laboratory approach is based on: ∗ Comprehensive psycho-educational approach to TBI ∗ Interactive sessions using varied learning styles ∗ Scenario development ∗ Increasing participant's personal experience with TBI ∗ Systematic skill development based on problem solving principles	Participants will: • Enhance the ability of students to function effectively in the educational setting • Increase use of effective teaching strategies with students with a traumatic brain injury • Effectively communicate with education professionals, parents, paraprofessionals and others working with students with a traumatic brain injury • Effectively partner with other professionals in addressing assessment, instruction, intervention, and evaluation needs of students with traumatic brain injury • Work with and train other professionals in their own schools, districts and/or regions to meet the needs of students with traumatic brain injury **Scheduling Questions and Programmatic Contact:** Valerie Luks valerie.luks@azed.gov

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School Climate, Culture, and Communication: *ESS*

INTENT	DESCRIPTION	OUTCOMES
To provide teachers with research based strategies to effectively improve the reading performance of all students with an emphasis on students with disabilities. **Audience/Targeted Attendees:** A school team consisting of a minimum of three staff members from a low performing school. The team must include a Building Administrator, a Special Education Teacher, and a General Education Reading Teacher	This series of four, two-day trainings is designed to assist school teams with the implementation of systemic change in reading instruction in order to improve reading performance for students with disabilities. Content includes action planning and goal setting, analyzing data from curriculum-based measurements to inform instructional practices, intervention strategies, effective instructional methods and use of scientifically based research validated differentiated instruction, accommodations and modifications in mainstream classrooms. Emphasis is on collaborative partnerships between general and special education teachers.	Participants will: • Understand the process of implementing systemic change in order to enhance and improve reading instruction • Create realistic action plans to bring about systemic change in delivery of reading instruction • Learn the five critical elements of reading instruction and apply strategies for teaching each of the elements • Utilize Curriculum Based Measurement (CBM) for on-going student benchmarking and progress monitoring throughout the school year • Analyze assessment data to drive instructional practices • Use differentiated instruction, accommodations, and modifications to maximize success for students with disabilities in the regular classroom **Scheduling Questions and Programmatic Contact:** Carol Crawford carol.crawford@azed.gov

"Education is like a mosaic. There are often many seemingly small and unique pieces that, when put together, create a new picture."
Superintendent Tom Horne

School Climate, Culture, and Communication: *ESS*

INTENT	DESCRIPTION	OUTCOMES
To provide up to date training and information to all public education agencies in the State to facilitate effective and compliant special education programs that lead to high student achievement.	The Institute offers courses over a three day, on-site training. Trainings provide opportunities for administrators to learn about new concepts, changes to law and best practices for dealing with diverse populations.	Participants will: • Know the state and federal requirements for the implementation of special education services • Be informed of best practices in serving students with disabilities • Learn the latest updates relating to state and federal laws governing special education
Audience/Targeted Attendees: Arizona Special Education administrators, teachers, and related service providers charged with the education of students with disabilities	The focus of the trainings is field initiated. PEAs indicate through needs surveys and the results of the Arizona Performance Indicators the areas of interest and need. The trainings may take the form of small group learning tasks, or large group presentations.	**Scheduling Questions and Programmatic Contact:** Lisa Andrew lisa.andrew@azed.gov

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School Climate, Culture, and Communication: *ESS*

SELECT
Special Education Learning Experiences for Competency in Teaching
Standards from the Standards and Rubrics for School Improvement

INTENT	DESCRIPTION	OUTCOMES
Offering courses for special education teachers, administrators, and paraprofessionals to meet certification or re-certification requirements or to provide information for anyone working with children with disabilities.	SELECT primarily emphasizes coursework for personnel working on emergency special education certification. The classes also meet re-certification requirements for regular and special education teachers and SELECT courses provide special education training to people who want to expand their skills in working with children with disabilities.	Participants will: • Gain needed credit hours to meet certification requirements • Gain needed Professional Growth contact hours to meet re-certification requirements • Be exposed to best practices of special education • Meet and work with other educational professionals who share their day-to-day classroom experiences
Audience/Targeted Attendees: Anyone needing information on working with children with disabilities, especially school personnel: regular and special education teachers, administrators, and paraprofessionals	SELECT courses are graduate level and are equivalent to courses taught at state colleges and universities. The one valuable difference is that the SELECT program offers these classes outside of a degree program. This means that SELECT allows people statewide who don't have the time or the resources to complete a degree program access to the same classes and the same information. SELECT offers courses in most specialized certification areas such as Specific Learning Disability, Mild and Moderate Mental Retardation, Early Childhood Special Education, and Emotional Disability. There are no pre-requisites for SELECT courses so teachers can focus on taking needed classes for certification or endorsement in these areas. Courses are also offered on topics such as Autism, Traumatic Brain Injury, and Attention Deficit Hyperactivity Disorder.	**Scheduling Questions and Programmatic Contact:** Amy Grey amy.grey@nau.edu

School Climate, Culture, and Communication: *School Safety*

What To Do About Bullying: Thinking Outside the Box
Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
To provide the knowledge, skills, strategies, and resources necessary to reduce current and future bullying occurrences in school settings. **Audience/Targeted Attendees:** All administrators, teacher leaders, health educators, teachers, support staff and paraprofessionals	Safe school environments help promote student success. Some children, however, suffer from anxiety and fear on a daily basis due to bullying that they are experiencing or witnessing. In this workshop, we will discuss what bullying is, as well as some general strategies for preventing bullying at your school. We will also examine intervention strategies that can be used with bullies, targets, and bystanders. In addition, we will present overviews of three non-punitive approaches to bullying intervention that have been used widely with success in other countries: Restorative Justice, The Support Group Method, and The Method of Shared Concern.	Participants will: • Learn to identify bullying behaviors • Understand attitudes and conditions that promote bullying • Attain skills, strategies and resources for dealing with and reducing bullying behaviors • Examine a variety of intervention strategies **Scheduling Questions and Programmatic Contact:** Victoria Havins victoria.havins@azed.gov

School Safety and Prevention

Reaching Out: Involving Families (In More Ways Than One)
Standards from the Standards and Rubrics for School Improvement
Standard 4

INTENT	DESCRIPTION	OUTCOMES
To provide the knowledge, skills and strategies necessary to improve family involvement in school-based prevention programs. **Audience/Targeted Attendees:** All administrators, teacher leaders, health educators, teachers, support staff and paraprofessionals	When families support what you are doing in your school and in the classroom, students have a greater chance of success. In this workshop, we will identify and discuss different ways that families can be involved in your school. Participants will assess current levels of family involvement and have the opportunity to identify areas that need to be strengthened. In addition, participants will discuss and share their own successes as well as hear about ideas from educational research. Presenters will share information and materials from the Caring School Community Program, TIPS (**T**eachers **I**nvolve **P**arents in **S**choolwork), and other resources proven successful in schools.	Participants will: • Learn and discuss types of family involvement in schools • Explore what family involvement looks like at different schools • Identify what areas of family involvement can be strengthened, and how this can lead to student success **Scheduling Questions and Programmatic Contact:** Tori Havins victoria.havins@azed.gov

School Climate, Culture, and Communication: *School Safety*

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**School Safety
and Prevention**

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Multi-Hazard Safety Programs for Schools
Standards from the *Standards and Rubrics for School Improvement*
Standard 4

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</table>

INTENT	DESCRIPTION	OUTCOMES
Class participants develop an understanding of the basic principles of emergency management and the incident Command System allowing them to return to their district/school to begin developing and strengthening their emergency response plans. **Audience/Targeted Attendees:** All administrators, teacher leaders, teachers, support staff and paraprofessionals	ADE partners with the Arizona Division of Emergency Management (ADEM) to present the Multi Hazard Emergency Planning for Schools course. The course provides school personnel and first responders with a basic knowledge of emergency management principles, the Incident Command System and the tools and resources to design and/or strengthen their all hazards emergency response plan. To request this course, you must contact your county emergency management agency and your request will be forwarded from the county to ADEM. You may download the event request form at: http://www.dem.azdema.gov/docs/event_request.pdf.	Participants will: • Understand the basic principles of emergency management • Understand the Incident Command System • Gain basic knowledge to begin developing and strengthening their schools' emergency response plan(s) **Scheduling Questions and Programmatic Contact:** Victoria Havins victoria.havins@azed.gov

<table>
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**School Safety
and Prevention**

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Overcoming the Effects of Family and Economic Stressors On Learning
Standards from the *Standards and Rubrics for School Improvement*
Standard 4

</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To provide the knowledge, skills and strategies necessary to understand the various effects of poverty on children and academic achievement. **Audience/Targeted Attendees:** All administrators, teacher leaders, teachers, support staff and paraprofessionals	Children exposed to stressors in their lives (due to poverty and strained family systems) may lack the structure and support necessary for their social and academic growth. Understanding the various perspectives children come to school with can help educators design learning environments and tasks that will maximize the potential for student success. In this workshop, we will examine the factors that can impact student classroom functioning, as well as some strategies and approaches to maximize their success.	Participants will: • Learn about various stressors children face in their lives • Explore different strategies and approaches regarding academic issues dealing with family and economic stressors • Examine strategies and approaches focusing on student behavior issues **Scheduling Questions and Programmatic Contact:** Victoria Havins victoria.havins@azed.gov

School Climate, Culture, and Communication: *School Safety*

School Safety and Prevention	**Skills–Based Adolescent Health Education** Standards from the *Standards and Rubrics for School Improvement* **Standard 4**

INTENT	DESCRIPTION	OUTCOMES
To provide quality, interactive skills-based professional development for educators that promotes health enhancing behaviors in youth. **Audience/Targeted Attendees:** All administrators, health educators, teacher leaders, teachers, support staff and paraprofessionals	This training will offer educators the opportunity to analyze and evaluate teaching methods, learn about new strategies, gain knowledge on resources and strengthen confidence as a facilitator of a school health education program. The training will encompass the physical, social, and emotional development of adolescents and their risk-taking behaviors. The training will enhance the professional knowledge, efficacy, skills and attitudes of educators who work with youth, so that they may improve the learning and health outcomes of children and adolescents.	Participants will: • Learn how to develop and implement new approaches, strategies, and communication skills in their efforts to provide effective facilitation of a school health education program **Scheduling Questions and Programmatic Contact:** Jason Trujillo jason.trujillo@azed.gov

School Safety and Prevention	**From Toxic to Protective Cultures: Reducing Violence and Drug Use** Standards from the *Standards and Rubrics for School Improvement* **Standard 4**

INTENT	DESCRIPTION	OUTCOMES
To provide the knowledge, skills, strategies, and resources necessary to reduce violence and drug use by utilizing the Protective Schools Model. **Audience/Targeted Attendees:** All administrators, health educators, teacher leaders, teachers, support staff and paraprofessionals	The research in the fields of drop-out prevention, academic success, violence prevention and drug prevention indicate common factors that make up a "Protective School." The protective factors in these children's lives can be translated into activities, strategies and practices for schools, homes and communities. Participants will explore ten Protective School factors and assess their own school environment. In addition, participants will be taken through a six-step action planning process that can be utilized at their sites to determine their protective school status, to identify areas to be strengthened, and to create an action plan to address those areas.	Participants will: • Explore the Protective Schools Model • Understand the factors that make up a Protective School • Assess protective factors at their school/district • Create an action plan to address strengthening protective factors **Scheduling Questions and Programmatic Contact:** Victoria Havins victoria.havins@azed.gov

School Climate, Culture, and Communication: *School Safety*

<table>
<tr><td>School Safety
and Prevention</td><td style="text-align:right">**School Safety Program–
Law-Related Education Academies**
Standards from the *Standards and Rubrics for School Improvement*
Standard 4</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To develop and enhance ability to implement Law Related Education. **Audience/Targeted Attendees:** Education and health professionals	These trainings will provide new and experienced school resource officers and juvenile probation officers with Law Related Education training and instruction that is research-based and proven effective. Advanced courses are designed to assist the participants with the implementation of Law-Related Education lessons and activities at the elementary, middle, and high school level.	Participants will: • Understand the importance of Law Related Education • Identify best practices of Law Related Education • Develop interactive teaching strategies • Implement Law Related Education curriculum **Scheduling Questions and Programmatic Contact:** Rani Collins rani.collins@azed.gov

<table>
<tr><td>School Safety
and Prevention</td><td style="text-align:right">**School Safety Program–
Leadership Training**
Standards from the *Standards and Rubrics for School Improvement*
Standard 4</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To understand the requirements of the School Safety Program. **Audience/Targeted Attendees:** School administrators, district administrators, superintendents, law enforcement officers, juvenile probation officers, supervisors	This training provides an overview of the School Safety Program requirements.	Participants will: • Value philosophy of the School Safety Program • Support School Safety Program requirements • Recognize importance of Law Related Education • Realize benefits of collaboration • Identify methods for officer integration • Understand mandatory reporting requirements **Scheduling Questions and Programmatic Contact:** Rani Collins rani.collins@azed.gov

School Climate, Culture, and Communication: *School Safety*

Hook Us Up!: Helping Students Feel Connected to School
Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
To provide the knowledge, skills, strategies, and resources necessary to reduce current and future bullying occurrences in school settings. **Audience/Targeted Attendees:** Education and health professionals	School Climate and culture play a large role in the success of students. A positive school culture can have profound effects on students' lives. When schools are positive places to be, students are more likely to be connected. We have learned from students that they are less likely to become involved in risky behaviors (substance use, deviant behaviors, etc.) the more connected they feel to school. In this workshop, we will discuss connectedness and resiliency, and the role that school climate plays. We will also present information on recent research and trends in drug use, teenage sexual activity, and the effects of substances on the brain. In addition, participants will identify their school's strengths and discuss how they can be used to create a more protective school, where students can feel safe and be successful.	Participants will: • Learn about positive school climate and culture • Understand the correlation between school connectedness and resiliency • Examine the strengths of their school and discuss how to improve student connectedness at their school **Scheduling Questions and Programmatic Contact:** Victoria Havins victoria.havins@azed.gov

**School Safety
and Prevention**

School Safety Program: New School Safety Officer Training
Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
To provide new officers with assistance in understanding their role in the school safety program (including law related education) and develop a working knowledge of youth and the education system. **Audience/Targeted Attendees:** All officers new to the School Safety Program	All officers new to the School Safety Program are required to attend this 40 hour workshop which covers community oriented policing, the role of school based officers, and an introduction to LRE. This workshop, sponsored by the ADE, meets the School Safety Program LRE training requirement for officers who have not attended a Basic LRE Academy.	Participants will: • Understand the School Safety Program Requirements • Gain knowledge and skills on Law Related Education • Understand the various levels of youth development • Be prepared to work effectively in their schools **Scheduling Questions and Programmatic Contact:** Rani Collins rani.collins@azed.gov

School Climate, Culture, and Communication: *School Safety*

School Safety and Prevention	**Az SAFE Implementation Workshop**
	Standards from the Standards and Rubrics for School Improvement
	Standard 1, 4

INTENT	DESCRIPTION	OUTCOMES
This workshop will provide an overview of the Az SAFE data collection and reporting initiative for the upcoming 2009-2010 school year. **Audience/Targeted Attendees:** Principals and assistant principals, deans of discipline, special education directors, Title IV coordinators, IT directors	Az SAFE is a new data collection and reporting initiative for safety and discipline incidents to begin the 2009-2010 school year. Four workshops are being held to review the requirements, answer questions on the requirements, and offer guidance on how to proceed this year in preparation for next school year.	Participants will: • Understand the purpose of the AZ SAFE Initiative • Discuss Az SAFE requirements, terms, and definitions • Learn about Az SAFE technical requirements and options • Prepare for the 2009-2010 school year • Be introduced to and gain knowledge of the Az SAFE online system **Programmatic Contact:** Jean Ajamie jean.ajamie@azed.gov

School Safety and Prevention	**Essential Skills and Practice: Developmentally Appropriate Sexual Health/HIV Prevention Education**
	Standards from the Standards and Rubrics for School Improvement
	Standard 1, 4

INTENT	DESCRIPTION	OUTCOMES

To provide quality, interactive skills-based professional development for educators that includes a variety of approaches to effective sexual health education.
 	
Audience/Targeted Attendees:
All administrators, teacher leaders, health educators, teachers, social workers, counselors, support staff, and paraprofessionals
	This training will provide educators with a sequential overview and holistic perspective of how developmentally appropriate sexual health / HIV prevention education can be implemented beginning in kindergarten through grade 12. Fundamental youth development concepts will be highlighted. Educational approaches and methods of effective sexual health education which accommodates the needs of youth at different ages and stages of their lives will be featured. A multidimensional perspective of the concept of sexuality which is shaped by biological, psychological, social, and cultural factors will be conveyed.
	
	Participants will participate in a combination of engaging experiences that aim to help educators to personalize the information as well as enhance further knowledge, understanding, confidence, and essential skills in becoming a resourceful sexual health educator.
		Participants will:
		
		• Gain a new perspective on the characteristics of educational approaches and methods that create effective sexual health education.
		• Learn to apply the four key components of effective sexual health education:
		  ∗ Acquisition of knowledge
		  ∗ Development of motivation and critical insight
		  ∗ Development of skills
		  ∗ Creation of an environment conductive to sexual health
		
		Programmatic Contact:
		Jason Trujillo
		jason.trujillo@azed.gov

School Climate, Culture, and Communication: *Native American Resources*

Native American Youth Conference

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
To provide Arizona Native American youth in grades 7-12 a forum to explore educational and leadership opportunities. **Audience/Targeted Attendees:** Indian Education programs, Indian Education coordinators, Indian Education, Johnson O-Malley and Title VII students, and higher education	This two-day conference focuses on successful Native American educational programs, student achievement, and cultural programs that effectively meet the unique educational needs of Native American students. The Arizona Department of Education sponsors this Arizona Indian Education Association (AIEA) annual event.	Participants will: • Be exposed to higher education opportunities • Meet mentors and Native American role models • Learn about positive and successful programs for Native American students • Network • Communicate and advocate for Native American youth issues **Registration Questions:** Justin Hernandez justin.hernandez@azed.gov **Programmatic Contact:** Debora Norris debora.norris@azed.gov

Sub-Grantee Schools and Communities Participating In the Native American Dropout Prevention Initiative Project

Standards from the Standards and Rubrics for School Improvement
Standard 1, 4

INTENT	DESCRIPTION	OUTCOMES
To provide technical assistance to sub-grantee schools participating in the Native American Dropout Prevention Initiative project. **Audience/Targeted Attendees:** Administrators, grant project staff, teachers and parents involved in the NADPI project at San Carlos High School and Junior High (8th grade) and Alchesay High School and Canyon Day Junior High (8th grade). Community members and other stakeholders from the San Carlos and White Mountain Apache Tribal communities	Provide assistance to NADPI sub-grantee schools in the following areas: • Grant implementation • Professional development conferences, workshops and training in dropout prevention, cultural sensitivity and school reform • Scheduled community meetings as part of school and community reform	Participants will: • Learn how to implement the goals and objectives of the NADPI project • Gain skills and knowledge related to dropout prevention for Indian youth • Be provided with professional development opportunities to increase their knowledge and practice in dropout prevention within the classroom and school environment • Receive updates on the latest research and best practices **Programmatic Contact:** Bonnie Talakte bonnie.talakte@azed.gov

School Climate, Culture, and Communication: *Native American Resources*

Johnson-O'Malley Programs (JOM) Sub-contractor's Annual Meeting
Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
To provide administrators, teachers, and parents with the provisions of the JOM program. **Audience/Targeted Attendees:** Indian Education programs, Indian Education coordinators and Indian Education committees parent committees	This one-day workshop outlines the provisions of the JOM act. The requirements for eligibility, application process, implementation of program, and information about the funding process be presented to participants.	Participants will: • Understand the objectives of JOM • Understand the process for application • Understand the eligibility requirements for students • Learn activities required for JOM federal guideline compliance **Registration Questions:** Justin Hernandez justin.hernandez@azed.gov **Programmatic Contact:** Leon Oosahwe leon.oosahwe@azed.gov

Native American Dropout Prevention Initiative
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 4

INTENT	DESCRIPTION	OUTCOMES
To provide parents, educators and education advocates statewide and parents and community members from the San Carlos and White Mountain Apache Tribes, who are sub-grantee recipients of the Native American Dropout Prevention Initiative Grant (NADPI), with information on the progress the NADPI project is making and on dropout prevention efforts being made by tribal schools throughout the State of Arizona. **Audience/Targeted Attendees:** Parents, teachers, administrators, community members and other stakeholders	A one-day conference held in conjunction with the Arizona State Dropout Prevention Conference that will provide workshops on the NADPI grant, community and parent involvement, best practices in Native American dropout prevention, and current research on Native American dropout prevention.	Participants will: • Learn about the Native American Dropout Prevention Initiative grant project • Learn of successful practices in dropout prevention in Arizona Tribal schools • Learn of resources, research and data related to dropout prevention • Collaborate and network with schools, educators and tribal communities involved in dropout prevention and the NADPI project **Programmatic Contact:** Bonnie Talakte bonnie.talakte@azed.gov

School Climate, Culture, and Communication: *School Environment*

High School Renewal Conference:
Personalizing Your School Environment
Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
To provide district and school leaders with understanding of the importance of personalizing the climate for student success, as well as: provide examples of various best and promising strategies for making such a climate possible in all schools. **Audience/Targeted Attendees:** Superintendents, curriculum directors, principals/school leadership teams including teachers, counselors, and school partners	Through a series of workshops and presentations, participants will be offered a variety of examples of successful strategies and programs. These lead to meaningful personalization of the school climate which has been demonstrated to have meaningful impact on student well- being and achievement. In addition, presentations will be made which explain the theory behind why such personalization is essential to effectively working with today's youth in an effort to support them in achieving standards at a high level of proficiency.	Participants will: • Develop a better understanding of the research that supports the need for personalization of the school climate for student success • Experience a variety of examples of successful programs that have initiated changes focused on personalization of the school climate and which have led to higher levels of student achievement • Receive information and resources to assist them in making their own districts and schools more personalized institutions which address the needs of the individual student **Scheduling Questions:** Shannon Tucker shannon.tucker@azed.gov **Programmatic Contact:** Robert Coccagna robert.coccagna@azed.gov

<table>
<tr><td>**Innovative & Exemplary Programs**</td><td>**Arizona High School Renewal Initiative on Smaller Learning Communities**
Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 4</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To provide an understanding of the theory and implementation of the Smaller Learning Community model for middle and high school reform. In addition, participants will learn from Arizona school practitioners who are actively engaged in the process of small learning community development at varying levels of implementation. Participants will learn the pros and cons of this change and will be provided with tools and strategies to determine if this approach to restructuring is something they might want to consider. For those considering this process, materials and resources will be made available to begin the process. **Audience/Targeted Attendees:** Superintendents, curriculum directors; principals/school leadership teams, teacher teams	This conference will be structured to provided focused topics for school and/or district level teams to learn about Smaller Learning Communities (SLC). With support from WestEd and a team of Arizona school based teams, participants will be introduced to topics that include designing the SLC, Leadership in an SLC redesigned school; Professional Learning Communities and the SLC; Tools and Strategies for Successful SLC Implementation and Assessment and Evaluation for Continuous Improvement of the SLC. Additional topics will include, Sustaining SLCs over time; Grant Writing and Funding SLCs; and Stakeholder development and community buy-in. Participants will be presented with general information about the theory and process of leadership necessary to effectively restructure a school into smaller learning communities.	Participants will: • Understand the concept of SLC development and implementation as a structural change that, along with other modifications in such areas as curriculum, instruction and assessment, scheduling, and support services can be an effective model for school renewal leading to improved student performance • Acquire the tools and materials necessary to design and implement the SLC model of reform • Develop a plan of action to engage staff and community in the process of determining whether or not SLC I implementation would be an effective renewal model **Scheduling Questions:** Shannon Tucker shannon.tucker@azed.gov **Programmatic Contact:** Robert Coccagna robert.coccagna@azed.gov

ARIZONA FACT:
THE AMOUNT OF COPPER ON THE DOME OF THE ARIZONA CAPITOL BUILDING IN EQUIVALENT TO 4,800,00 PENNIES.

School Climate, Culture, and Communication: *School Environment*

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<tr>
<td>Exceptional Student Services</td>
<td colspan="2">
<h2>Positive Behavioral Interventions and Supports of Arizona – PBISAz</h2>
Standards from the <i>Standards and Rubrics for School Improvement</i>
Standard 4
</td>
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</table>

INTENT	DESCRIPTION	OUTCOMES
Building capacity for improved student discipline in Arizona's schools through training and technical assistance in positive behavioral interventions and supports. **Audience/Targeted Attendees:** Districts and/or school leadership teams, including teachers, coaches, administrators, curriculum coordinators, assessment directors, counselors, psychologists	This project provides school stakeholders with training, technical assistance, and professional development activities to help schools improve their student behavioral management systems and practices. The training includes guidance on how to effectively assess an organization's behavior management systems and processes through data collection; and effective use of positive behavioral supports for challenging individual and group situations. This is accomplished through 6 two-day conferences for school teams over the course of two years, university online courses in PBS and SWPBS, and on-site technical assistance. In addition, the project provides for training for a project coach for the district.	Participants will: • Understand basic concepts and approaches used in PBIS • Recognize the importance of data collection of behavior management systems based on findings of data collected • Build systems, processes, and protocols based on positive and proactive approaches • Recognize importance of active administrative support and ongoing assessments • Build internal supports through development of leadership team and coaches **Contact:** www.pbisaz.org

<table>
<tr>
<td>Innovative and Exemplary Programs</td>
<td colspan="2">
<h2>Arizona High School Renewal Initiative on Aligning Counseling and Personalized Learning Plans</h2>
Standards from the <i>Standards and Rubrics for School Improvement</i>
Standard 1, 2, 4
</td>
</tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To provide the opportunity for school counselors to review the Comprehensive Competency Based Guidance model as it relates to the Arizona High School Improvement and Renewal Initiative. It is intended that through this professional development, counselors will come to recognize the expanded role they play in the high school renewal effort Specific focus will be placed on the role of the counselor in the development and maintenance of individual learning plans for all students. This professional development opportunity will also provide sessions for superintendents, principals , and teachers to learn about the CCBG model and the expanded role and changing roles of all school staff in the process of personalizing the educational experience for all students. **Audience/Targeted Attendees:** Superintendents, principals, counselors, teachers	The Arizona Department of Education's Innovative and Exemplary Programs unit is collaborating with the Arizona Counselors Association to provide a series of workshops that address the changing roles of counselors and school staff in supporting all students through a comprehensive competency based model. Through this conference, counselors, administrators and staff will come to understand the changing nature of the roles they play in creating a more personalized environment in which optimal learning can occur. In addition, sessions will be provided on the importance, process and options for developing and maintaining individual learning plans for all students.	Participants will: • Learn and be able to discuss the relationship of counseling to high school renewal • Be able to articulate the role of the counselor in relation to the CCGB model and high school renewal • Become familiar with the best practices related to CCBG implementation • Understand the relationship and roles of other school staff including the principal and teachers in the effective of the CCBG model • Recognize the importance of the development and maintenance of ILP's for all students and the role school staff plays in its implementation **Programmatic Contact:** Maxine Daly maxine.daly@azed.gov

Health and Nutrition	DITEP: Drug Impairment Training for Education Professionals

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
To train various school staff in management of individuals suspected of drug/substance abuse. **Audience/Targeted Attendees:** School nurses, administrators, SRO's, counselors, psychologists, teachers, security, and others	This two-day training provides information and assessment skills training in the management and processing of substance impaired students.	Participants will: • Perform physical assessments on students • Discuss appropriate procedures used in the process **Contact:** Diane Tasev diane.tasev@azed.gov

Health and Nutrition	Facilitating the Return of School-Aged Cancer Survivors Back into the School Setting

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
To facilitate the return of school-aged cancer survivors back into the school system. **Audience/Targeted Attendees:** Intermediate and advanced level nurses and social workers	This is an interactive seminar providing discussion as well as technical information on the legal and human aspects of returning a student who has survived or is undergoing cancer treatment back to the school environment.	Participants will: • Discuss the treatment of childhood cancers and the side effects of survivorship • Recognize the physical, cognitive, and emotional challenges that childhood cancer survivors face • Identify laws protecting the rights of these children • Develop strategies to help meet students' short term and long term educational needs • Access resources that support schools and families of childhood cancer survivors **Programmatic Contact:** Diane Tasev diane.tasev@azed.gov

School Climate, Culture, and Communication: *School Environment*

Health and Nutrition	Care of Tracheostomy and G-Tubes in the School Setting
	Standards from the *Standards and Rubrics for School Improvement* **Standard 4**

INTENT	DESCRIPTION	OUTCOMES
To provide technical, hands-on training to school staff on the care of tracheostomies and g-tubes. **Audience/Targeted Attendees:** All school health staff responsible for the care of students with gastrointestinal feeding tubes	To provide technical, hands-on training to school staff on the care of tracheostomies and g-tubes.	Participants will: • Identify various tubes and recognize them • Confirm placement and proper function of tubes • Replace tubes that are inadvertently removed • Clean sites and tubes • Perform clean techniques suctioning • Replace tracheostamy tubes using appropriate techniques **Contact:** Diane Tasev diane.tasev@azed.gov

Health and Nutrition	Third Annual Professional Development Day
	Standards from the *Standards and Rubrics for School Improvement* **Standard 1, 2, 4**

INTENT	DESCRIPTION	OUTCOMES
To provide professional development and training on the new Asthma Coalition Guidelines for Asthma Care in the school setting as well as general asthma care training and assessment and a immuniza-tion update. **Audience/Targeted Attendees:** Health staff, nurses, paraprofessionals, health aides/clerk, staff involved with any aspect of student health services	To provide professional development and training on the new Asthma Coalition Guidelines for Asthma Care in the school setting as well as general asthma care training and assessment and a immunization update.	Participants will: • Receive, participate, and utilize the Asthma Care Guidelines • Enumerate the essential components and responsibilities of various staff, parents, and students in regards to asthma care in the school setting • Describe, utilize, and apply the updated immunization requirements **Programmatic Contact:** Diane Tasev diane.tasev@azed.gov

School Climate, Culture, and Communication: *Dropout Prevention*

Innovative & Exemplary Programs

AIMS Intervention/ Dropout Prevention Plan Development and Leadership Responsibilities
Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
To assist applicants for AIMS Intervention/ Dropout Prevention funding in developing a program design and in understanding the leadership responsibilities to such a program. **Audience/Targeted Attendees:** Districts, schools, and public agency representatives interested in developing a program to best support the needs of at-risk students likely to drop out of school and/or likely to score below level on the AIMS exam	Participants will meet for a session that will review the essential components of the state statute ARS 15-809. Successful models of existing programs will be discussed and opportunities will be provided for applicants to ask questions. Applicants will be presented with a clear presentation of the deliverables of the grant, the nature of the application review process including a presentation of the application and the rubric that will be used to determine the quality of the plan. Expectations for the gathering and maintaining of program data will be presented. **Note:** Time will be given for individual applicants to meet with staff and discuss unique concerns and potential ideas.	Participants will: ● Understand and be able to explain the nature of the AIMS Intervention/ Dropout Prevention Grant including the deliverables and the system of accountability required ● Identify and be able to describe successful programs that have been supported ● Receive ideas that can be potentially expanded and adapted by the applicants in developing their own programs ● Understand the application process and the method to be used for application review ● Have all questions answered **Scheduling Questions:** Sandra Skelton sandra.skelton@azed.gov

School Climate, Culture, and Communication: *Dropout Prevention*

<table>
<tr><td>**Innovative & Exemplary Programs**</td><td colspan="2">**AIMS Intervention/Dropout Prevention Data Collection, Analysis and Accountability Workshop**
Standards from the *Standards and Rubrics for School Improvement*
Standard 4</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To provide AIMS Intervention / Dropout Prevention grant award recipients with an understanding of the requirements of the grant for data collection and maintenance, and program assessment strategies. **Audience/Targeted Attendees:** Districts, schools, and public agencies who have received an AIMS Intervention/ Dropout Prevention grant to develop a program that supports the needs of at-risk students likely to drop out of school and/or likely to score below level on the AIMS exam.	With the support of the external evaluator required under ARS. 15-809, the Arizona Department of Education (ADE) will provide a mandatory session for all new award recipients. This session illustrate the kinds of data required under the statute (as well as the manner and form in which such data is to be collected and maintained). Sites will be given the opportunity to discuss the process and how such processes could impact on their ability to deliver. Also, existing sites will provide examples of anecdotal documentation which explains program success beyond the empirical data.	Participants will: • Understand exactly what data needs to be collected and maintained for program assessment and evaluation • Have an opportunity to have their concerns heard and acted upon where possible • Learn from existing programs how to document the "story" of success **Scheduling Questions:** Shannon Tucker shannon.tucker@azed.gov **Programmatic Contact:** Robert Coccagna robert.coccagna@azed.gov

Technical Assistance

Scheduled and/or on-request events to comply with regulatory mandates and Arizona Department of Education initiative and grant requirements.

ARIZONA DEPARTMENT OF EDUCATION
SUPERINTENDENT TOM HORNE

Technical Assistance

Technical Assistance

Scheduled and/or on-request events to comply with regulatory mandates and Arizona Department of Education initiative and grant requirements.

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Technical Assistance

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Technical Assistance

Scheduled and/or on-request events to comply with regulatory mandates and Arizona Department of Education initiative and grant requirements.

ARIZONA DEPARTMENT OF EDUCATION

Technical Assistance

SUPERINTENDENT TOM HORNE

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Scheduled and/or on-request events to comply with regulatory mandates and Arizona Department of Education initiative and grant requirements.

Technical Assistance

TECHNICAL ASSISTANCE: *AIMS, NAEP*

Assessment	**Pre-Test Workshops**

INTENT	DESCRIPTION	OUTCOMES
Train test coordinators on test administration and preparation guidelines. **Audience/Targeted Attendees:** District and Charter Holder Test coordinators are required to attend	Participants is this workshop will be trained in procedures necessary for the correct administration of the AIMS and *TerraNova* tests. There is a limit of only two registrants per district/charter operator/ private school. Fall Workshops (HS only) are held in September. Spring Workshops (all districts/charters).	Participants will: • Understand the procedures to correctly administer state tests **Scheduling Questions and Programmatic Contact:** Mary Pat Wood marypat.wood@azed.gov

Assessment	**National Assessment of Educational Progress Data Explorer and Question Tool: From the Web to the Classroom**

INTENT	DESCRIPTION	OUTCOMES
Provide interactive tutorial on obtaining test results from NAEP and utilizing the question tool for ongoing classroom use. **Audience/Targeted Attendees:** Teachers, content specialists, and principals	This interactive presentation will introduce participants to the National Assessment of Educational Progress (NAEP) website. We will work with the NAEP Data Explorer tool to show participants how to obtain the NAEP results they are interested in utilizing to guide their instruction. The Item Map and Question Tool will be demonstrated to show how these tools can be helpful in creating formative assessments to be used in the classroom. Participants will have time to work with these tools, ask questions as needed during this session. Participants will leave the presentation with their own formative assessment customized to their classroom needs.	Participants will: • Navigate through the NAEP website • Explore the NAEP Data Explorer • Utilize the Question Tool for classroom use • Understand the Item Map and how informative it can be when tied with the Data Explorer and Question Tool • Take home their customized formative assessment **Scheduling Questions and Programmatic Contact:** Carrie Giovannone carrie.giovannone@azed.gov

TECHNICAL ASSISTANCE: *AIMS, NAEP*

Assessment

National Assessment of Educational Progress (NAEP)
Make Sense of the Data in the NAEP Data Explorer

INTENT	DESCRIPTION	OUTCOMES
Provide an interactive tutorial on analyzing data through the NAEP Data Explorer. **Audience/Targeted Attendees:** District research and evaluation directors, district assessment coordinators, and researchers	This interactive presentation will provide a walk-through of basic data analysis using the NAEP Data Explorer (NDE). The participants will run their own analyses using state data based on "hot issues" effecting their schools or districts and will leave the presentation with those results.	Participants will: • Learn to navigate through the NDE • Explore various data • Run statistical significance tests on data • Take home data results **Scheduling Questions and Programmatic Contact:** Carrie Giovannone carrie.giovannone@azed.gov

Assessment

National Assessment of Educational Progress (NAEP)
An Insightful View of Background Data Tied to NAEP Results

INTENT	DESCRIPTION	OUTCOMES
In addition to its academic assessments, NAEP has collected information from hundreds on non-cognitive or background questions about students, their educational experiences in class and at home, their teachers, and their schools. Some of these questions provide data for NAEP's reporting categories, but far more have been used to give context to NAEP results or to track factors associated with academic achievement. **Audience/Targeted Attendees:** District research and evaluation directors, district assessment coordinators, and researchers	This interactive presentation will introduce participants to the hundreds of variables that are collected from students, teachers, and principals during the administration of the NAEP. These data are linked to student performance by states and the nation. After perusing the NAEP background questionnaires the participants will be able to develop research questions and then investigate those questions in the NAEP Data Explorer. Participants leave the presentation with knowledge of the background information that is collected by NAEP, how to access the data, and read the results from their explorations.	Participants will: • Be introduced to the NAEP background data • Explore various data • Run statistical significance tests on their data • Take home data results **Scheduling Questions and Programmatic Contact:** Carrie Giovannone carrie.giovannone@azed.gov

"Those who get lost on the way to school will never find their way through life."
German Proverb

TECHNICAL ASSISTANCE: *AIMS, NAEP*

Innovative & Exemplary Programs

National Assessment of Educational Progress (NAEP)
Entering the Kids Zone

INTENT	DESCRIPTION	OUTCOMES
To provide an interactive tutorial of the NCES Kids Zone website. **Audience/Targeted Attendees:** Teachers and principals	The NCES Kids Zone website is a way to introduce students to data, managing data, and the "odds" of probability. The Kids Zone website provides a plethora of fun facts and learning opportunities for your students. This interactive presentation will provide a walk-through of the NCES Kids Zone Website for teachers and principals with ideas for classroom fun.	Participants will: ● Discover the Kids Zone Website ● Explore various aspects of the site ● Learn how to spark the curiosity of their students through the data ● Take home ideas of how to incorporate this activity in their classroom **Scheduling Questions and Programmatic Contact:** Carrie Giovannone carrie.giovannone@azed.gov

Innovative & Exemplary Programs

AIMS Intervention/
Dropout Prevention Data Collection,
Analysis and Accountability Workshop

INTENT	DESCRIPTION	OUTCOMES
To provide AIMS Intervention / Dropout Prevention grant award recipients with an understanding of the requirements of the grant for data collection and maintenance, and program assessment strategies. **Audience/Targeted Attendees:** Districts, schools, and public agencies who have received an AIMS Intervention/ Dropout Prevention grant to develop a program that supports the needs of at-risk students likely to dropout of school and/or likely to score below level on the AIMS exam	With the support of the external evaluator required under ARS. 15-809, the Arizona Department of Education (ADE) will provide a mandatory session for all new award recipients. This session illustrate the kinds of data required under the statute (as well as the manner and form in which such data is to be collected and maintained). Sites will be given the opportunity to discuss the process and how such processes could impact on their ability to deliver. Also, existing sites will provide examples of anecdotal documentation which explains program success beyond the empirical data.	Participants will: ● Understand exactly what data needs to be collected and maintained for program assessment and evaluation ● Have an opportunity to have their concerns heard and acted upon where possible ● Learn from existing programs how to document the "story" of success **Scheduling Questions:** Shannon Tucker shannon.tucker@azed.gov **Programmatic Contact:** Robert Coccagna robert.coccagna@azed.gov

TECHNICAL ASSISTANCE: *AIMS, NAEP*

Innovative & Exemplary Programs	AIMS Intervention/ Dropout Prevention Plan Development and Leadership Responsibilities

INTENT	DESCRIPTION	OUTCOMES
To assist applicants for AIMS Intervention/ Dropout Prevention funding in developing a program design and in understanding the leadership responsibilities to such a program **Audience/Targeted Attendees:** Districts, schools, and public agency representatives interested in developing a program to best support the needs of at-risk students likely to dropout of school and/or likely to score below level on the AIMS exam.	Participants will meet for a session that will review the essential components of the state statute ARS 15-809. Successful models of existing programs will be discussed and opportunities will be provided for applicants to ask questions will be provided. Applicants will be presented with a clear presentation of the deliverables of the grant, the nature of the application review process including a presentation of the application and the rubric that will be used to determine the quality of the plan. Expectations for the gathering and maintaining of program data will be presented. **Note:** Time will be provided to allow individual applicants to meet with staff and discuss unique concerns and potential ideas.	Participants will: • Understand and be able to explain the nature of the AIMS Intervention/ Dropout Prevention Grant including the deliverables and the system of accountability required • Identify and be able to describe successful programs that have been supported • Receive ideas that can be potentially expanded and adapted by the applicants in developing their own programs • Understand the application process and the method to be used for application review • Have all questions answered **Scheduling Questions:** Shannon Tucker shannon.tucker@azed.gov **Programmatic Contact:** Robert Coccagna robert.coccagna@azed.gov

TECHNICAL ASSISTANCE: *AZLEARNS*

School Improvement

Solutions Team Orientation

INTENT	DESCRIPTION	OUTCOMES
To instruct newly selected Solution Team members on the Solution Team Process. **Audience/Targeted Attendees:** This two day training is open to those Solution Team applicants who have been notified of their acceptance and were invited to attend	This two-day training will prepare approved applicants to serve as Solutions Team members or leaders, and will lead to certification as Arizona Academic Standards Technicians. For more information on the Standards and Rubrics for School Improvement, please visit: http://www.ade.az.gov/schooleffectiveness/STDSRUBRIC.pdf.	Participants will: • Analyze Solution Team Process and how it is to be conducted • Develop skills in using the *"Standards and Rubrics for School Improvement"* to conduct an evidence-based inquiry • Understand new online Arizona School Improvement Plan (ASIP) • Recognize new ADE resources and support to schools • Understand ADE accounting and travel procedures • Demonstrate a personalized approach for successful participation in the Solution Team Process **Programmatic Contact:** Kega Leffard kega.laffard@azed.gov

School Improvement

Advanced Solution Team Training

INTENT	DESCRIPTION	OUTCOMES

To update previously trained Solution Teams leaders and members on process enhancements.
 	
Audience/Targeted Attendees:
Open to those Solution Teams applicants who were previously trained and wish to continue to serve in the future
	This one-day training is required for individuals who were previously trained for Solution Teams and wish to continue to serve in future years.	Participants will:
		
		• Update knowledge and skills with regard to:
		   -Revised Standards and Rubrics for School Improvement
		   -New Online Arizona School Improvement Plan (ASIP)
		   -ADE resources and support to schools
		   -ADE accounting and travel procedures
		• Revisit importance of evidence -based Statement of Findings and the specific expectations for its development and presentation at the conclusion of the visit.
		
		Programmatic Contact:
		Kega Leffard
		kega.leffard@azed.gov

TECHNICAL ASSISTANCE: *AZLEARNS*

School Improvement

State Intervention Student Achievement Turnaround Forum

INTENT	DESCRIPTION	OUTCOMES
To provide leadership teams and Turn-around personnel with information and tools for improving student achievement. **Audience/Targeted Attendees:** Leadership teams from schools that have been designated as failing to meet academic standards. All Turnaround personnel placed in the schools through State Intervention.	The State Intervention unit of the School Effectiveness Division will conduct a three to five day workshop in the summer. The focus will be understanding student achievement data, using data for instructional decisions, writing an Arizona School Improvement Plan and using feedback to teachers to improve instruction.	Participants will: • Use data to make instructional decisions • Use data to revise or write an Arizona School Improvement Plan (ASIP) • Implement a classroom observation instrument to determine the level of student engagement • Understand various models for providing feedback to teachers which will help them to improve instruction **Programmatic Contact:** Cindy Richards cindy.richards@azed.gov

School Improvement

AZ LEARNS Appeal Workshop

INTENT	DESCRIPTION	OUTCOMES
To provide information to schools regarding AZ LEARNS achievement profiles, calculating the achievement profiles, consequences for underperforming schools, and the components of an AZ LEARNS Appeal. **Audience/Targeted Attendees:** Schools designated under AZ LEARNS as underperforming for third consecutive year	The State Intervention unit in collaboration with the research and evaluation unit will conduct a workshop to provide school and district leadership the information that will be helpful in learning to read the schools academic profile and applying that information to writing an appeal to the school's AZ LEARNS designation.	Participants will: • Read and understand the data contained in the school's achievement profile • Know the three components of an AZ LEARNS appeal document • Apply achievement profile data when writing an appeals document **Programmatic Contact:** Cindy Richards cindy.richards@azed.gov

TECHNICAL ASSISTANCE: *AZLEARNS*

Research and Evaluation

AZ LEARNS (Profiles)/ NCLB (AYP) Accountability Workshop

INTENT	DESCRIPTION	OUTCOMES
To clarify the state and federal accountability systems for attendees. **Audience/Targeted Attendees:** District superintendents, charter business managers, principals, charter administrators, and all accountability staff	The ADE has created an informative workshop designed to provide superintendents, principals, and staff detailed information about AZ LEARNS and NCLB accountability requirements and to demystify the state and federal accountability systems.	Participants will: • Receive updates on changes to AZ LEARNS and NCLB formulas • Learn how to calculate an AZ LEARNS achievement profile • Determine if the school made AYP • Receive tips and precautions to help interpret the accountability systems and how to write appeals and correct data **Scheduling Questions and Programmatic Contact:** Aleks Kadijevic Achieve@azed.gov

School Improvement

Arizona ASIP Support Team

INTENT	DESCRIPTION	OUTCOMES
To train teams to work with school leadership to support the school in the completion of the Self-Assessment, integrate student data from school/district benchmark results, and give technical assistance as the school writes the ASIP goals, strategies, and action steps to support the ASIP. **Audience/Targeted Attendees:** District superintendents, charter business managers, principals, charter administrators, and all accountability staff	This one-day training is required for individuals who have been trained and served on Solutions Teams in the past.	Participants will: • Update knowledge and skills of the Standards and Rubrics for School Improvement • Increase familiarity with the online ASIP • Update knowledge of ADE resources and support to schools specifically in the areas of conducting an evidence-based self-assessment, evaluating testing data, writing SMART goals, and developing strong and effective strategies and action plans to support school improvement **Scheduling Questions and Programmatic Contact:** Kega Leffard kega.leffard@azed.gov

TECHNICAL ASSISTANCE: *Grants*

21st Century Community Learning Centers		

21st Century Community Learning Centers Grant-Fall Training

INTENT	DESCRIPTION	OUTCOMES
To keep grantees in compliance with federal and state mandates and to offer training that will enhance the successful implementation of this Grant. **Audience/Targeted Attendees:** All Cycles I—V 21st CCLC staff including but not limited to: program directors, site coordinators, teaching staff, support staff, superintendents, school board members and site principals. Special School Principal Track is facilitated by experienced principals with 21st CCLC Funding.	This two day workshop will focus on how to implement exciting and engaging 21st CCLC after school programs. Arizona veteran grantees will facilitate sessions and highlight best practice strategies used at their successful sites. This workshop will offer three different tracks for varying levels of experience: Principals/Program Managers, Experienced grantees, and New grantees. There will be working sessions for grant staff to kick off a new year of successful programming that will maximize achievement outcomes for students.	Participants will: • Identify best practices in after school programs • Increase knowledge of grant management including knowledge of compliance issues with 21st CCLC Grant • Re-evaluate current program design • Analyze 21st CCLC program and determine how to improve services to students and their families **Scheduling Questions:** Raenetta Scott raenetta.scott@azed.gov

21st Century Community Learning Centers		

21st Century Community Learning Centers Grant Application Training

INTENT	DESCRIPTION	OUTCOMES
To assist eligible entities in the 21st CCLC application process. **Audience/Targeted Attendees:** Entities eligible to apply for the 21st CCLC grant including Community Based Organizations, Faith Based Organizations, and any other public or private entity	This training is intended to assist eligible agencies in the application process for 21st CCLC applications. Aspects to boost academic achievement in 21st CCLC program will be presented by ADE staff. State and federal requirements for the ensuing applications for funding will be presented. Participants will learn how to prepare competitive proposals, which include program plan, evaluation processes, professional development, sustainability and related budget issues.	Participants will: • Determine appropriate strategies for designing a successful 21st CCLC program • Examine aspects of competitive 21st CCLC applications • Recognize state and federal legal aspects for 21st CCLC **Scheduling Questions:** Raenetta Scott raenetta.scott@azed.gov

TECHNICAL ASSISTANCE: *Grants*

21st Century Community Learning Centers

21st Century Community Learning Centers Networking Meetings

INTENT	DESCRIPTION	OUTCOMES
To provide information and technical assistance by networking with other 21st Century Community Learning Centers. **Audience/Targeted Attendees:** All awarded grantees from Cycle 1,2, 3, and 4. Teams of at least two program staff should come from each site including but not limited to: school principal, site coordinators, directors and after school teaching staff and other support staff involved with the 21st CCLC grant	Through a visit to a highly functional and outstanding 21st CCLC, learn how grantees manage their academic and enrichment program. Also learn how grantees can address state and federal compliance issues, including collecting and entering data for the Annual Performance Report. Resource materials requested in advance by participants will be available. Networking time is built in to share resources and information.	Participants will: • Examine successful elements of 21st CCLC grant management and implementation • Examine a variety of models of successful programming design in 21st CCLC • Identify local 21st CCLC program gaps and locate related resources • Prepare an Annual Performance Report that reflects success for Arizona students and families **Scheduling Questions:** Raenetta Scott raenetta.scott@azed.gov

21st Century Community Learning Centers

21st Century Community Learning Centers Vision Team

INTENT	DESCRIPTION	OUTCOMES
Create council to engage in the development of policies and /or procedures that would support the implementation of the 21st Century Community Learning Center After-School Programs **Audience/Targeted Attendees:** Application process is required for participation. Leaders from all awarded grantees from funding cycles are encouraged to participate. Leaders including but not limited to: school principal, site coordinators, directors and after school teaching staff and other support staff involved with the 21st CCLC grant.	The Arizona Department of Education has convened a Vision Team. This council will actively engage in the development of policies and /or procedures that would support the implementation of the 21st Century Community Learning Center After-School Programs(s). In addition, this advisory council will create a vision for Arizona regarding the future of 21st Century Community Learning Center Grant funding and programs. Team members will also assist in planning efforts that move the vision forward of giving each child in Arizona access to quality after school programs that keep children safe while inspiring them to learn. The vision team meets on a quarterly basis. There is an application process to participate. All 21st Century staff is welcome to participate.	Participants will: • Recognize the advocacy efforts in Arizona for after school programs • Identify and strategize the direction of the Vision Team as it relates to the development of policies and procedures for 21st CCLC grants • Analyze and explore how to improve access to quality after school programs for all Arizona students and their families **Scheduling Questions:** Raenetta Scott raenetta.scott@azed.gov

TECHNICAL ASSISTANCE: *Grants*

Advanced Placement

Advanced Placement Incentive Program (APIP) Grant: The Basics

INTENT	DESCRIPTION	OUTCOMES
To provide interested grant writers, school administrators and district officials with the basic components for creating a successful sub grant Advanced Placement Incentive Program application. **Audience/Targeted Attendees:** Middle and high school administrators, teachers, counselors or grant writers	This workshop is offered to any middle school (working in tandem with their feeder high school), which has applied for and received an Advanced Placement Incentive Program (APIP) grant. Participants will be given budget information, recruitment strategies for advanced coursework, reporting requirements, parent information and strategies for creating a rigorous, vertically aligned curriculum. They will participate in a sharing of best practices and also learn about national models that have been successfully implemented.	The participants will: • Name the key priority of targeting low income students for inclusion in rigorous academic coursework • Develop a budget which incorporates professional training for teachers, administrators and counselors • Learn the leadership strategies necessary to successfully implement their action plan • Explain the important messages to be delivered at faculty and parent meetings through modeling of best practices • Create an action plan for accomplishing the target goal **Scheduling Questions:** Administrative Assistant 602-364-1908 **Programmatic Contact:** John Balentine john.balentine@azed.gov

"The foundation of every state is the education of its youth."
Diogenes Laertius

TECHNICAL ASSISTANCE: *Grants*

<table>
<tr><td>**Career/Technical Education**</td><td>**Carl Perkins Basic Grant Workshop**</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To train local district CTE administrators on how to complete the annual application for Federal Perkins CTE Basic Grant funds. **Audience/Targeted Attendees:** Statewide local district CTE administrators and their appropriate staff	This session will inform each Perkins Basic Grant liaison information about the grant. Each liaison conducts the his/her session, reviewing the application content and requirements per Federal legislation, on-line instructions, writing appropriate objectives, appropriate expenditures, specific district issues, and Q and A.	Participants will: - Begin to prepare their applications for the Carl Perkins Basic Grant and submit online **Scheduling Questions and Programmatic Contact:** Karlene Darby karlene.darby@azed.gov

<table>
<tr><td>**Career/Technical Education**</td><td>**Career and Technical Education
Basic Grant and Data Reporting Workshop**</td></tr>
</table>

INTENT	DESCRIPTION	OUTCOMES
To annually provide a full day of training and hands-on experience that presents a comprehensive overview of the CTE data reporting system which includes CTE Basic Grant applications, enrollment reporting, concentrator and placement reporting, accessing performance results and Grants Management Enterprise System fiscal issues. **Audience/Targeted Attendees:** Superintendents, Business Managers, local CTE Directors, Data Specialists and individuals responsible for CTE online reporting.	Both hands-on computer workshops and Power-Point presentations are used to acquaint the target audience with an overall picture of the Career and Technical Education fiscal year, including the CTE Basic Grant and Coherent Sequence, CTE fiscal development and reporting, electronic CTE enrollment reporting, concentrator and placement reporting, creation of performance measures reports and proactive technical assistance and data quality reviews. Participants are able to actually work on their schools live and test data during the online sessions which occur annually during the ACTE Summer Conference.	Participants will: - Receive a binder containing all the slide presentations and handouts as well as other pertinent useful information - Navigate the various online systems in order to electronically submit required applications and reports - Understand of the fiscal requirements pertaining to state and federal CTE funding **Scheduling Questions and Programmatic Contact:** Ted Davis ted.davis@azed.gov

TECHNICAL ASSISTANCE: *Grants*

Educational Technology

Enhancing Education Through Technology Discretionary Grant Application Training

INTENT	DESCRIPTION	OUTCOMES
To deepen understanding of the application process and to identify qualification criteria to apply for a Title IID discretionary grant **Audience/Targeted Attendees:** Entities that meet the poverty eligibility criterion of Title IID. Those who should attend: 1. District/Charter Technology Coordinators 2. Grant Writers 3. District/Charter Administration	Participants will be introduced to the goals of the program and learn how the Ed Tech IID funds are distributed. The workshop will inform them of the size of awards, proposal deadlines, and eligible expenditures allowed under this competition. The workshop will introduce them to the forms and documents that comprise a complete proposal package and where to locate them. Participants will also be informed of guidelines for compliance including equitable participation with non-public schools and an in-depth description of eligible partnerships and consortia. In addition, they will understand the importance of the grant accountability requirements for the entire project, which includes data collection for teachers and students.	Participants will: • Learn goals of the Ed Tech Program • Identify eligible LEAs, allowable expenditures and services • Be familiar with accountability requirements to be addressed in the proposal, closing deadline, required documents and forms for a complete proposal package **Scheduling Questions and Programmatic Contact:** Cathy Poplin cathy.poplin@azed.gov

Educational Technology

Ed Tech Discretionary Grant Proposal Review Training

INTENT	DESCRIPTION	OUTCOMES
To deepen understanding of proposal evaluation process and how to utilize the scoring rubric. **Audience/Targeted Attendees:** Educators statewide that have volunteered to review Ed Tech grants and that have experience in Educational Technology	Participants receive training on how to evaluate the Ed Tech Discretionary proposals using the rubric and evaluation score sheets provided. The requirements of the project will be reviewed as well as hands-on use of the forms and process. Time is allowed for reviewers to practice scoring various part of the grant application.	Participants will: • Learn how to score the proposals using the electronic scoring sheets and rubric • Identify program goals and objectives to ensure compliance and alignment of proposals • Work in teams of three to evaluate and rank proposals **Scheduling Questions and Programmatic Contact:** Cathy Poplin cathy.poplin@azed.gov

TECHNICAL ASSISTANCE: *Grants*

Educational Technology

Ed Tech Discretionary Sub-Grantee Accountability Workshop

INTENT	DESCRIPTION	OUTCOMES
To deepen the understanding for successful implementation of discretionary projects. **Audience/Targeted Attendees:** Discretionary Sub-grantee project directors, anyone working directly with the discretionary grant, and peer coach trainers	This is a required day and a half set of workshops for all Title IID Discretionary Sub-grantees. Participants will have an opportunity to showcase their projects from last year. The afternoon session will revolve around reflective and highly interactive topics on lessons learned in the first year and how those lessons can strengthen the program in the second year. The full-day session will provide opportunities for participants rotate through sessions on: Professional Development, Collaboration Tools, and Student Technology Literacy. The program's external evaluator and the Technology Integration Specialist from their county region will actively participate with the six teams throughout the day.	Participants will: • Review official definition of high quality professional development and determine if proposed project activities align to the definition • Review where to find and how to use fiscal management and report requirement tools and applications • Build relationships with the Technology Integration Specialist(s) who will provide technology integration support and provide technical assistance to projects • Review the grant evaluation requirements and identify the types of data needed to be collected for evaluation report • Review what was learned from the first year of administering the project from both teacher and student perspectives • Review what was learned through the technology literacy and integration assessments form both teacher and student perspectives • Brainstorm solutions on how to use the first year's lessons learned to strengthen their 2nd year project • Develop an accountability plan **<u>Scheduling Questions and Programmatic Contact:</u>** Nan Williams nan.williams@azed.gov

TECHNICAL ASSISTANCE: *Grants*

Educational Technology

Statewide E-Rate Training Workshops

INTENT	DESCRIPTION	OUTCOMES
To deepen understanding of the E-Rate program, which is a federal discount program on telecommunication services for all schools, and to discover the requirements and deadlines that must be met. **Audience/Targeted Attendees:** District and Charter technology directors or the person(s) that file(s) the E-Rate forms each year	Participants will learn how to obtain telecommunication discounts from the E-Rate Program for their schools. A variety of sessions will be offered on the various aspects of the E-Rate process. Sessions ranging from overview webinars, form-specific webinars, to full-day sessions will be held at numerous locations statewide. Each session will be tailored for the audience (beginners to advanced E-Rate users) and topic themes. In the hands-on workshops, participants will go through each part of the application. One-on-one assistance is also provided to LEAs on problem resolution or in the development of their technology plans. The E-Rate Program provides an average of $65 million dollars in telecommunication discounts to AZ schools.	Participants will: • Learn the step-by-step process for successfully filing for E-Rate • Become familiar with the various forms and important deadlines to meet for filing for E-Rate reimbursement funds • Identify the resources that can help manage the program documents and files • Learn how to determine discounts and which services and products quality for the program **Scheduling Questions and Programmatic Contact:** Brett Hinton brett.hinton@azed.gov

Educational Technology

Ed Tech Formula Accountability Workshop

INTENT	DESCRIPTION	OUTCOMES
To deepen the understanding for successful implementation of Enhancing Education Through Technology Title II-D formula grants. **Audience/Targeted Attendees:** Title II-D project directors, business managers, technology directors/coordinators	This two-hour webinar will provide Enhancing Education Through Technology Title II-D project directors and business managers of an overview of the Title II-D program including: eligibility requirements, fiscal management, changes in Federal reporting requirements, as well as provide strategies for successful implementation. This webinar is mandatory for all LEAs receiving over $10,000 in Title II-D funding.	Participants will: • Understand guidelines for program implementation • Understand guidelines for fiscal management of Title II-D monies • Understand guidelines for professional development activities • Become aware of the new federal reporting requirements • Become aware of the new state monitoring program **Scheduling Questions and Programmatic Contact:** Brett Hinton brett.hinton@azed.gov

TECHNICAL ASSISTANCE: *Grants*

School Finance	**Grants Management Basics**

INTENT	DESCRIPTION	OUTCOMES
To enlighten and update our customers on the proper procedures to be followed, as well as to highlight any changes in this process. **Audience/Targeted Attendees:** LEAs who submit data using the Grants Management Enterprise System	This workshop is intended to provide a basic overview of the web-based Grants Management Enterprise (GME) system to individuals from Local Education Agencies (LEAs). The presentation will include an introduction to the GME system, instructions on how to create new grant applications, amendments to existing applications, cash management reports, and completion reports. Please note that this presentation will not address questions regarding specific grants or financial requirements.	Participants will: ● Be able to submit grant information using the GME application **Scheduling Questions and Programmatic Contact:** Dolores Gerritse dolores.gerritse@azed.gov

Operations	**Applications, Plans, & Reports: Understanding the Grant Process**

INTENT	DESCRIPTION	OUTCOMES
To provide training to Local Educational Agencies (LEAs) to discern what is required within the annual cycle to receive state, federal and local funds via the Arizona Department of Education (ADE). **Audience/Targeted Attendees:** District administrators, business managers, program coordinators and any staff responsible for grants	This training (provided annually at the ADE *MEGA Conference*), provides a broad overview of the fiscal requirements for LEAs receiving federal/state grants through the ADE. This training will give participants a working understanding of each of the steps required in applying for, receiving, and reporting on grants administered by the ADE. Each component of these steps will be discussed in some detail by representatives of the Operations Unit, who may also be contacted for technical assistance following the training.	Participants will: ● Understand and comply with all regulations/requirements in the education grant process at ADE, including the following: ∗*No Child Left Behind* (NCLB) plans and Updates ∗Grant applications (federal, state and local) ∗Reporting (Consolidated State Performance Report, various academic achievement reports) ∗Monitoring (fiscal compliance) and audits **Scheduling Questions:** Administrative Assistant 602-364-1909 **Programmatic Contact:** Richard Valdiva richard.valdivia@azed.gov

TECHNICAL ASSISTANCE: *Grants*

Standards-Based Best Practices	**Mathematics and Science Partnership Grant Application Workshop**	

INTENT	DESCRIPTION	OUTCOMES
To become familiar with the MSP grant application process. **Audience/Targeted Attendees:** Entities eligible to apply for the Mathematics and Science Partnership Grant	This workshop will be an information session for potential grantees to learn the basic guidelines and the intent of the MSP funding. Attendance at a Grant Application Workshop is a requirement for an Application to be considered.	Participants will: ● Know and understand the grant guidelines, timelines, and the intent of the MSP funding **Scheduling Questions and Programmatic Contact:** Teresa Rivera teresa.rivera@azed.gov

Standards-Based Best Practices	**Mathematics and Science Partnership Grant Technical Assistance Workshop**	

INTENT	DESCRIPTION	OUTCOMES
To provide assistance with grant management, evaluation measures, and networking with colleagues. **Audience/Targeted Attendees:** All newly awarded and continuing grantees (project directors and coordinators, project evaluators, coaches, district leadership)	This workshop will provide training to all funded project teams on program evaluation and profession development design. Grant management, reporting, and timelines will be discussed and time will be spent building a network for communication and collaboration among projects.	Participants will: ● Expand knowledge of grant management and reporting systems ● Understand how to use/apply tools and strategies for program evaluation and professional development design ● Communicate and collaborate with colleagues **Scheduling Questions and Programmatic Contact**: Teresa Rivera teresa.rivera@azed.gov

TECHNICAL ASSISTANCE: *Grants*

Standards-Based Best Practices

Mathematics and Science Partnership Grant
RTOP Training—Science

INTENT	DESCRIPTION	OUTCOMES
To provide training in the use of the Reform Teaching Observation Protocol. **Audience/Targeted Attendees:** All newly awarded and continuing Mathematics and Science Partnership grantees (project directors and coordinators, project evaluators, coaches, district leadership)	Participants will receive training on the Reformed Teaching Observation Protocol (RTOP) specific to the content area of SCIENCE. The RTOP was developed as an observation instrument to provide a standardized means for detecting the degree to which K-20 classroom instruction in mathematics or science is reformed. The session includes an overview of the RTOP as well as opportunities to become familiar with the use the instrument through watching and rating video-taped lessons.	Participants will: • Understand how to use/apply the Reform Teaching Observation Protocol (RTOP) to collect classroom level data for MSP Science Projects **Scheduling Questions and Programmatic Contact:** Teresa Rivera teresa.rivera@azed.gov

Standards-Based Best Practices

Mathematics and Science Partnership Grant
RTOP Training—Mathematics

INTENT	DESCRIPTION	OUTCOMES
To provide training in the use of the Reform Teaching Observation Protocol. **Audience/Targeted Attendees:** All newly awarded and continuing Mathematics and Science Partnership grantees (project directors and coordinators, project evaluators, coaches, district leadership)	Participants will receive training on the Reformed Teaching Observation Protocol (RTOP) specific to the content area of MATHEMATICS. The RTOP was developed as an observation instrument to provide a standardized means for detecting the degree to which K-20 classroom instruction in mathematics or science is reformed. The session includes an overview of the RTOP as well as opportunities to become familiar with the use the instrument through watching and rating video-taped lessons.	Participants will: • Understand how to use/apply the Reform Teaching Observation Protocol (RTOP) to collect classroom level data for MSP Mathematics Projects **Scheduling Questions and Programmatic Contact:** Teresa Rivera teresa.rivera@azed.gov

TECHNICAL ASSISTANCE: *Grants*

Innovative and Exemplary Programs	Sub-Grantee Schools and Communities Participating in the Native American Dropout Prevention Project

INTENT	DESCRIPTION	OUTCOMES
To provide technical assistance to sub-grantee schools participating in the Native American Dropout Prevention Initiative Project. **Audience/Targeted Attendees:** Administrators, grant project staff, teacher and parents involved in the NADPI project at San Carlos High School and Junior High, Alchesay High School, and Canyon Day Junior High School., community members and other stakeholders from the San Carlos and White Mountain Apache Tribal communities.	This technical assistance opportunity will provide assistance to NADPI sub-grantee schools in the following areas: ∗ Grant implementation ∗ Professional development conferences, workshops, and training in dropout prevention, cultural sensitivity, and school reform ∗ Scheduled community meetings as part of school and community reform	Participants will: • Learn how to implement the goals and objectives of the NADPI project • Gain skills and knowledge related to dropout prevention for Indian youth • Be provided professional development opportunities to increase and improve their knowledge and practice in dropout prevention within the classroom and school environment • Receive updates on best practices **Scheduling Questions and Programmatic Contact:** Bonnie Talakte bonnie.talakte@azed.gov

TECHNICAL ASSISTANCE: *Grants*

School Safety & Prevention

Safe and Drug Free Schools (Title IV) Application Training

INTENT	DESCRIPTION	OUTCOMES
To provide information and technical assistance on the new year's Title IV application and the Safe Drug Free Schools report. **Audience/Targeted Attendees:** Title IV Prevention Coordinators, school administrators	This training will provide the Safe and Drug Free Schools coordinator with an overview of the new school year's application and reporting requirements for the current school year.	Participants will: ● Understand the Title IV grant requirements ● Increase familiarity with Principles of Effectiveness ● Gain knowledge and skills to plan and develop effective prevention programming **Scheduling Questions and Programmatic Contact**: Victoria Havins victoria.havins@azed.gov

School Safety and Prevention

School Safety Grant Administrator Training

INTENT	DESCRIPTION	OUTCOMES
Schools will understand the requirements of the School Safety Program. **Audience/Targeted Attendees:** School administrators	This training provides an overview of the School Safety Program requirements. School level administrators who receive this grant are required to attend; however, the training is open to district level administrators and police and probation departments.	Participants will: ● Support School Safety Program requirements ● Recognize importance of Law Related Education ● Realize benefits of collaboration ● Identify methods for officer integration ● Understand mandatory reporting requirements **Scheduling Questions and Programmatic Contact**: Rani Collins rani.collins@azed.gov

TECHNICAL ASSISTANCE: *Career And Technical*

Career and Technical Education

ETPL Workgroup

INTENT	DESCRIPTION	OUTCOMES
Bring together the major users of the Meet bimonthly to resolve any issues with Arizona-Heat website; design new applications of the site; plan for future adaptations of site; wish-list for site---in a perfect world what would you want it to do for you and clients. **Audience/Targeted Attendees:** Training Providers listed on Arizona's Eligible Training Provider List (ETPL); staff of One-Stops, ADE Workforce Development, DES WIA Section	*ETPL Workgroup* meets as an advisory group to be sure we offer the best service possible to those using or viewing the ArizonaHEAT website.	Participants will : • Improved service to customers • Assure that ArizonaHeat remains an extremely user friendly application • Recognize best practices by colleagues and agencies **Programmatic Contact:** James Kooistra james.kooistra@azed.gov

Career and Technical Education

Data Reporting Computer Labs

INTENT	DESCRIPTION	OUTCOMES
Provide technical assistance with all aspects of Electronic Enrollment Reporting for partici-pating CTE High School Districts for State Block Grant funding and Program Enrollment for Performance Measures. **Audience/Targeted Attendees:** CTE participating high school district local directors and report preparers; ADE and CTE staff	Online Technical Assistance for CTE Funding Requirements all day workshop at the CTE Sum-mer Conference in Tucson and a 90 minute com-puter lab session during the conference.	Participants will : • Learn how to report enrollment in order to generate the maximum sate funding allocations • Gain a greater understanding of the state funding requirements • Develop an efficient reporting process **Programmatic Contact:** Jet Wilson jet.wilson@azed.gov

TECHNICAL ASSISTANCE: *Adult Education*

Adult Education

Data Management System

INTENT	DESCRIPTION	OUTCOMES
To provide training and use of the Adult Education Services (AES) data management system.	This is a one-day, hands-on training seminar for the access, navigation, use, and reporting of the AES data management system. This training has been structured to provide program staff the tools needed to meet the data management and reporting requirements for Federal and State agencies.	Participants will (based on security and data access): • Be able to add/change/ delete data records • Be able to view and generate reports on programs, classes, students, and instructors • Be able to generate required Federal, State, and local reports as well as needed ad hoc reports • Be able to train others within their organization to navigate and utilize the AES data management system
Audience/Targeted Attendees: Adult education program directors and administrators, educators, and support staff in state-funded adult education programs		**Scheduling Questions and Programmatic Contact:** Beverly Wilson beverly.wilson@azed.gov

TECHNICAL ASSISTANCE: *Indian Education*

Innovative and Exemplary Programs

Technical Assistance with Indian Education Components

INTENT	DESCRIPTION	OUTCOMES
To provide technical assistance to stake-holders involved in Indian Education issues. **Audience/Targeted Attendees:** School districts, administrators, parents, Indian Education committees, tribal education personnel and other stakeholders	Meetings are held at the request of school districts and parent organizations.	Participants will: • Obtain information on the latest Indian Education issues • Receive updates on the latest policy changes to different programs • Learn communication skills • Gain knowledge and skills related to education program for Indian youth **Scheduling Questions:** Ann Trujillo ann.trujillo@azed.gov **Programmatic Contact:** Leon Oosahwe leon.oosahwe@azed.gov

"Few will have the greatness to bend history itself; but each of us can work to change a small portion of events, and in the total of all those acts will be written the history of this generation."
Robert F. Kennedy

TECHNICAL ASSISTANCE: *Health and Nutrition*

Health and Nutrition	Nutrition Education School Finance	

INTENT	DESCRIPTION	OUTCOMES
To assist Local Educational Agencies (LEAs) in keeping their costs and budgets in check and to get the most out of the money that is available to their schools. **Audience/Targeted Attendees:** Center directors, teachers and sponsoring organizations	Schools are required to run a financially self-sustaining operation, but also ensure that the highest nutritional standards are maintained. Your costs must be kept low, but labor and food costs rise every year. You have to manage staff, be an expert in both operations and technology, and most importantly, ensure that hundreds or thousands of students are fed as quickly as possible every day. Learn how to control costs and meet the bottom line in the school food service. This training is recommended for food service managers, school clerks and any other key personnel who deal with the day-to-day operations of the school food service.	Participants will: • Participants will be able to implement a well-managed, cost-effective and nutritionally sound school food service program **Scheduling Questions:** Mary Soto mary.soto@azed.gov **Programmatic Contact:** Mark Frantz mike.frantz@azed.gov

Health and Nutrition	Nutrition Education Business Communications	

INTENT	DESCRIPTION	OUTCOMES
To assist Local Educational Agencies (LEAs) in the understanding of communication effectively at work. **Audience/Targeted Attendees:** Center directors, teachers and sponsoring organizations	Business communication encompasses a huge body of knowledge including, but not limited to, customer relations, employee engagement, public relations, marketing etc. Whether you're looking for new technology or simple techniques, the focus of communication is getting your point across. Join us to learn how to engage the audience you most want to reach using new ideas and/or techniques. Start generating the results you need to improve efficiency and decision-making by developing effective communications.	Participants will: • Participants will learn how to communicate effectively using different communication styles at work **Scheduling Questions:** Mary Soto mary.soto@azed.gov **Programmatic Contact:** Mark Frantz mike.frantz@azed.gov

TECHNICAL ASSISTANCE: *Health and Nutrition*

Health and Nutrition		**Second Annual School Nurse Professional Development Day**
INTENT	**DESCRIPTION**	**OUTCOMES**
To provide technical assistance to school health staff regarding the use of ADHS Food Allergy Guidelines as well as monitoring allergy and asthma care in the school setting. An annual immunization requirements update will also be provided. **Audience/Targeted Attendees:** School nurses, health clerks, aides, paraprofessionals, teachers, and others involved in student health issues during the school day	This is a full day training to school health professionals including health aides, nurses, paraprofessionals, and others on the topics of life-threatening food allergies, asthma, and immunization requirements.	Participants will: • Know and be able to apply latest state immunization requirements • Utilize and apply the ADHS resources for management of life threatening food allergies in the school setting • List the essential policies and components to effective asthma care and management in the school setting **Scheduling Questions:** Diane Tasev diane.tasev@azed.gov

Health and Nutrition		**Basic Tools for Better Processing**
INTENT	**DESCRIPTION**	**OUTCOMES**
To assist Local Education Agencies (LEAs) in understanding the various steps in processing commodities in the school lunch program. **Audience/Targeted Attendees:** Center directors and managers	To provide information on how to establish a basic step-by-step procedure on processing commodities through the use of tools provided by Food Distribution.	Participants will: • Utilize commodities effectively/correctly in school lunch programs **Scheduling Questions:** Danielle Daugherty danielle.daugherty@azed.gov **Programmatic Contact:** Dawn Irvine dawn.irvine@azed.gov

TECHNICAL ASSISTANCE: *Health and Nutrition*

| Health and Nutrition | | Skills Building |

INTENT	DESCRIPTION	OUTCOMES
To assist Local Education Agencies (LEA's) in understanding the carious steps in processing commodities in the school lunch program. **Audience/Targeted Attendees:** Food Service Directors and Managers	To provide information on how to establish a basic step-by-step procedure on processing commodities through the use of tools provided by the Food Distribution Advisory Council.	Participants will: ● Utilize commodities effectively/ correctly in the school lunch setting **Scheduling Questions:** Diane Tasev diane.tasev@azed.gov

| Health and Nutrition | | Ways to Increase Breakfast Participation |

INTENT	DESCRIPTION	OUTCOMES
To assist Local Education Agencies (LEA's) in increasing participation in their School Breakfast Programs. **Audience/Targeted Attendees:** Food services directors, food service managers, cafeteria managers and employees, teachers	This session will discuss how to overcome the obstacles preventing you from maximizing your School Breakfast Program, and generating interest in students, teachers, administrators, and parents. It will also discuss alternative breakfast methods to help increase participation in the School Breakfast Program, and best practices for generating an efficient meal service.	Participants will: ● Take applications and ideas back to their School Breakfast Program **Scheduling Questions:** Mark Francis mark.francis@azed.gov

TECHNICAL ASSISTANCE: *Health and Nutrition*

Health and Nutrition

Processing for Beginners

INTENT	DESCRIPTION	OUTCOMES
To assist Local Educational Agencies (LEAs) in the understanding the various steps in processing commodities in the school lunch program. **Audience/Targeted Attendees:** Food service directors and managers	To provide information on how to establish a basic step-by-step procedure on processing commodities through the use of tools provided by Food Distribution.	Participants will: ● Utilize commodities effectively/ correctly in school lunch programs **Scheduling Questions:** Danielle Daughterty danielle.daughterty@azed.gov **Programmatic Contact:** Dawn Irvine dawn.irvine@azed.gov

Health and Nutrition

Business Track & A+ School Lunch

INTENT	DESCRIPTION	OUTCOMES
To teach each participant how to meet State and Federal program requirements and regulations necessary to successfully operate the Child and Adult Care Food Program (CACFP) and/or the National School Lunch Program (NSLP). **Audience/Targeted Attendees:** Food service directors, food service managers, accountants and teachers **Note**: This class is required for new sponsors who wish to participate in the program.	This workshop defines: ∗ The goal of the programs ∗ Who can participate ∗ Eligibility requirements ∗ The application process ∗ Record keeping requirements ∗ The reimbursement process Please bring a calculator to this class.	Participants will: ● Comply with program regulations, requirements and correctly follow the reimbursement process **Scheduling Questions:** Mary Soto mary.soto@azed.gov **CACFP Programmatic Contact**: Barb Simington barbara.simington@azed.gov

TECHNICAL ASSISTANCE: *Health and Nutrition*

Health and Nutrition

CNP Annual Financial Report

INTENT	DESCRIPTION	OUTCOMES
To teach each participant how to meet state and federal program requirements and regulations necessary for participation in the National School Lunch Program (NSLP). **Audience/Targeted Attendees:** Business managers, food service directors, accountants, financial and business techs and school administrators from non-public schools responsible for fiscal reporting	Provides hands-on computer training on accessing the CNP online application and creation and submission of the Food Service Annual Financial Report for non-public schools. The presentations will identify and explain common areas that present reporting challenges. Discussion, information exchange and participant networking will both broaden understanding of reporting requirements and provide solutions to participant real life problems. **Prerequisites**: Basic computer knowledge of Microsoft Windows and Internet browser.	Participants will: ● Access the online system ● Create, revise and submit AFR report ● Comply with USFR reporting requirements ● Utilize information for improvement of the NSLP **Scheduling Questions:** Andrea Coffman andrea.coffman@azed.gov **Programmatic Contact:** Mila Makal mila.makal@azed.gov

Health and Nutrition

Commodity Ordering Web-Based Training

INTENT	DESCRIPTION	OUTCOMES
To teach each participant how to order and manage commodities using the online system for Food Distribution. **Audience/Targeted Attendees:** Food service directors and food service managers **Note 1:** This class is REQUIRED for any school food service personnel responsible for ordering commodities **Note 2:** This class is not open to Food Service Management Company personnel	This three-hour training session will demonstrate how to manage USDA commodities using the Internet. Attendees will learn about allocations, how to refuse/order commodities, and how to submit surveys.	Participants will: ● Implement research-based best practices in managing commodities, allocations and placing orders online **Scheduling Questions:** Danielle Daugherty danielle.daugherty@azed.gov **Programmatic Contact:** Dawn Irvine dawn.irvine@azed.gov

TECHNICAL ASSISTANCE: *Health and Nutrition*

Health and Nutrition

Computer Track

INTENT	DESCRIPTION	OUTCOMES
To teach each participant how to comply with state and federal program requirements and regulations necessary to successfully operate the Child and Adult Care Food Program (CACFP), the National School Lunch Program (NSLP) and the Summer Food Service Program (SFSP). **Prerequisite:** Business track training and basic computer knowledge of Microsoft Windows and Internet browser. **Audience/Targeted Attendees:** Food Service Directors, Food Service Managers, Accountants, Teachers. **Note:** This workshop is required for any food service personnel responsible for submitting monthly reimbursement claims	The main focus of the training is to teach participants how to obtain access to the online system, how to navigate in CNP Web, how to submit online program applications and monthly reimbursement claims and how to obtain payment information.	Participants will: • Access the online system • Navigate in the CNP Web • Create, revise and submit program applications • Create, revise and submit, reimbursement claims • Look up reimbursements • Estimate payment dates **Scheduling Questions:** Andrea Coffman andrea.coffman@azed.gov **Programmatic Contact:** Mila Makal mila.makal@azed.gov

Health and Nutrition

Contracting with Food Service Management Companies (FSMC)

INTENT	DESCRIPTION	OUTCOMES
To instruct participants in federal administrative and local procurement regulations for the purpose of using a Food Service Management Company (FSMC) in the successful operation of a school food service program. **Audience/Targeted Attendees:** Food service directors and/or managers, business managers, purchasing professionals and superintendents	The training will provide the schools the necessary tools and knowledge regarding the Federal administrative requirements and local procurement practices in the solicitation of a FSMC. Attendees/participants will learn how to evaluate their current food service operations and they will learn the nuts and bolts of the procurement procedures - from developing a Request for Proposal (RFP) to awarding a contract.	Participants will: • Comply with federal and local regulations in successfully operating a school food service program with an FSMC **Scheduling Questions:** Danielle Bowman danielle.bowman@azed.gov **Programmatic Contact:** Kristine Anderson kristine.anderson@azed.gov

TECHNICAL ASSISTANCE: *Health and Nutrition*

Health and Nutrition

Nutrition Track & A+ School Lunch

INTENT	DESCRIPTION	OUTCOMES
To teach participants how to meet state and federal program requirements and regulations necessary to successfully operate the Child and Adult Care Food Program (CACFP) and/or the National School Lunch Program (NSLP). **Audience/Targeted Attendees:** Food service directors, food service managers, accountants, teachers, cooks, food service vendors **Note:** It is <u>required</u> for new sponsors who wish to participate in the program.	This workshop covers the basics of nutrition, safety and sanitation issues and food service program documentation. Food personnel will learn about meal pattern requirements and also learn how to create healthy menus. CACFP Food personnel will be introduced to the Creditable Foods Buying Guide and will learn how to complete production worksheets and food service cost reports.	Participants will: • Comply with program regulations/ requirements • Produce healthy menus • Define creditable foods • Complete production worksheets • Maintain accurate food service cost reports **Scheduling Questions:** Mary Soto mary.soto@azed.gov **Programmatic Contact:** Tracey Nissen tracey.nissen@azed.gov

Health and Nutrition

Tools for Healthy Schools

INTENT	DESCRIPTION	OUTCOMES
To provide information and resources for schools on how to improve their school health programs. **Audience/Targeted Attendees:** Local Educational Agency wellness team members and school health advisory council members which encompass representatives from a variety of areas including but not limited to administrators, teachers, parents, food service, school nursing, school board members, and community partners	The Arizona Department of Education has partnered with the Dairy Council of Arizona and Arizona Action for Healthy Kids to provide the fourth annual Tools for Healthy Schools Conference. A group of national and local experts will present the tools necessary to improve school health programs.	Participants will: • Learn strategies to compensate for revenue loss • Understand current national and state legislation impacting school nutrition • Understand the National School Breakfast Program and how participation can improve academic performance **Scheduling Questions:** Lynn Ladd lynn.ladd@azed.gov

TECHNICAL ASSISTANCE: *Health and Nutrition*

Health and Nutrition

Preparing for your Administrative Review

INTENT	DESCRIPTION	OUTCOMES
To teach each participant how to meet State and Federal program requirements and regulations necessary to successfully operate the Child and Adult Care Food Program (CACFP) and/or the National School Lunch Program (NSLP). **Audience/Targeted Attendees:** Food service directors, food service managers, accountants and teachers **Prerequisites**: Business and Nutrition Track Training	This class will identify the requirements for program compliance. You will conduct a mock administrative review and discuss common findings observed during a review.	Participants will: ● Comply with all program regulations and requirements and identify/fulfill program expectations **Scheduling Questions:** Mary Soto mary.soto@azed.gov **Programmatic Contact:** Lee Renda leonora.renda@azed.gov

Health and Nutrition

Provision 2 & 3 (Special Assistance)

INTENT	DESCRIPTION	OUTCOMES
To learn the regulations applied to the Special Assistance program under the National School Lunch Program (NSLP). **Audience/Targeted Attendees:** Local Educational Agencies (LEAs) participating in *Provision 2 or 3*, food service directors, business managers and other administrative staff	This workshop is only for sponsors who are on *Provision 2 or 3* (commonly known as Special Assistance). Attendees will learn about claiming and counting procedures, updated state and federal regulations and controlling costs.	Participants will: ● Comply with all program regulations and requirements **Scheduling Questions:** Mary Soto mary.soto@azed.gov **Programmatic Contact:** Lee Renda leonora.renda@azed.gov

TECHNICAL ASSISTANCE: *Health and Nutrition*

Health and Nutrition

Serving it Safe

INTENT	DESCRIPTION	OUTCOMES
To teach a food safety curriculum for and administer the Certified Food Safety Manager Exam. **Audience/Targeted Attendees:** Food service directors, food service managers and Local Educational Agency (LEA) employees in direct contact with food service	This is a nationally-recognized sanitation and safety course that is designed to help managers and employees keep their kitchens safe, clean and sanitary.	Participants will: • Pass the Certified Food Safety Manager Exam from Maricopa County Environmental Services **Programmatic Contact:** Cara Peczkowski cara.peczkowski@azed.gov

Health and Nutrition

Second Annual Professional Development Day

INTENT	DESCRIPTION	OUTCOMES
To provide general training, information, and updates to school nurses and personnel responsible for administration of health services in school settings. **Audience/Targeted Attendees:** School nurses and personnel responsible for administration of health services	This professional development day will cover: ∗ Annual Immunization updates ∗ Asthma care updates with equipment use training ∗ Diabetes updates (use of monitoring equipment, insulin pumps, and other instruments)	Participants will: • Describe optimal care for diabetics and asthmatics as well as immunization compliance **Scheduling Questions:** Y. Diane Tasev diane.tasev@azed.gov

TECHNICAL ASSISTANCE: *Health and Nutrition*

Health and Nutrition

Stepping Up Careers Creating Employee Satisfaction and Success (SUCCESS)

INTENT	DESCRIPTION	OUTCOMES
To assist Local Educational Agencies (LEAs) directors/managers in developing an effective system for nutrition staff retention. **Audience/Targeted Attendees:** Food service directors, food service managers, accountants and teachers	A Professional Development Taskforce consisting of Food Service Directors, Cafeteria Managers and Central Kitchen Workers from all over Arizona, developed SUCCESS, formally known as the training Pathways. This session will teach you how to use this valuable tool to develop training plans for your employees. This is an excellent tool for empowering your employees and encouraging them to stay a part of your team. Come hear how other schools in Arizona have implemented this useful tool in their food service operation.	Participants will: ● Use the Arizona Department of Education (ADE) created tool "SUCCESS" to track employee training goals and progress towards meeting their objectives **Scheduling Questions:** Mary Soto mary.soto@azed.gov **Programmatic Contact:** Mark Frantz mark.frantz@azed.gov

Health and Nutrition

School Meals Initiative Menu Planning

INTENT	DESCRIPTION	OUTCOMES
To assist Local Educational Agencies (LEAs) with all five types of menu planning options for the various Child Nutrition Programs. **Audience/Targeted Attendees:** Food service directors, food service managers, accountants and teachers	Understand the various menu planning options approaches is necessary to help you select the right one for your SFA/school. If you are in the process of selecting a menu planning approach or you are an SFA/school considering a change in your approach, this session will provide a comparison of all five menu planning approaches. Regardless of your menu planning approach, school meals are required to meet the target nutrition goals or standards. When implemented correctly, each of the five menu planning approaches can help you offer meals that meet the SMI nutrition goals.	Participants will: ● Successfully plan their own menus for any of the five menu planning approaches **Programmatic Contact:** Mark Frantz mark.frantz@azed.gov

TECHNICAL ASSISTANCE: *Health and Nutrition*

Health and Nutrition

Coordinated School Health Conference

INTENT	DESCRIPTION	OUTCOMES
To provide an overview of the Coordinated School Health Model and practical implementation strategies. **Audience/Targeted Attendees:** Administrators, teachers, school nurses, parents, school counselors, food service directors, and other school health professionals	The Arizona Department of Education has received funding from the National Centers for Disease Control and Prevention (CDC) to host a Coordinated School Health (CSH) Conference. Educational session topics to be determined. Lunch and learn with Superintendent of Public Instruction Tom Horne.	Participants will: ● Understand the CSH model and how it has been used nationally to improve academic performance ● Learn practical implementation strategies ● Become aware of available resources for implementation **Scheduling Questions:** Miranda Graves miranda.graves@azed.gov

TECHNICAL ASSISTANCE: *School Operations*

Operations

Arizona Association of School Business Officials (AASBO)
Compliance Training

INTENT	DESCRIPTION	OUTCOMES
To train LEAs to comply with the fiscal requirements of *No Child Left Behind* (NCLB) (Public Law 107-110) and the federal Office of Management and Budget (OMB) Circulars A-87/A-133 in addition to the fiscal reporting requirements of the Arizona Department of Education (ADE) NCLB monitoring guidelines. **Audience/Targeted Attendees:** District administrators, business managers, program directors and coordinators	The federal government is increasingly focused on accounting for use of federal grant funds. This training provides LEAs with the latest fiscal cost principles highlighted by the United State Department of Education (USDOE) Office of Inspector General and the White House Office of Management and Budget. ADE serves as the fiscal compliance monitoring agency for NCLB. This program will also prepare LEAs to meet current ADE monitoring guidelines.	Participants will: • Establish guidelines and procedures for NCLB spending and accounting • Use OMB circulars governing state administration of federal programs • Account for NCLB funds • Respond to state monitoring requests • Monitor spending of NCLB funds to ensure fiscal responsibility • Avoid costly audit findings **Programmatic Contact:** Richard Valdivia richard.valdivia@azed.gov

Operations

Charter School Training

INTENT	DESCRIPTION	OUTCOMES
To provide training for Local Educational Agencies (LEAs) to ensure compliance with the fiscal requirements of NCLB per Public Law 107-110 and OMB Circulars A-87 and A-133 **Audience/Targeted Attendees:** District administrators, business managers, program coordinators and any staff responsible for NCLB compliance	This overview (for new or significantly expanded charter schools) will provide information on available resources, the allocation process and required reporting. **Note:** The training is sponsored by the State Board for Charter Schools.	Participants will: • Determine for funding eligibility • Apply for funding (if eligible) • Understand the Charter School Expansion Act • Understand and comply with NCLB reporting requirements **Programmatic Contact:** Richard Valdivia richard.valdivia@azed.gov

TECHNICAL ASSISTANCE: *Homeless Programs*

Homeless Liaison Institute

Special Populations-Policy & Articulation

INTENT	DESCRIPTION	OUTCOMES
To provide information and technical assistance by networking with other liaisons and social service agency representatives. **Audience/Targeted Attendees:** LELs, district, school and charter administrators	This is a track within the *Arizona Coalition to End Homelessness* annual state conference. Sessions are geared towards the needs and interests of the Local Education Liaisons (LELs). Topics include legislative issues (McKinney-Vento, IDEA), social services (housing, assistance), social concerns (domestic violence, substance abuse) and academic success (tutoring, attendance). In addition, these sessions will provide networking opportunities.	Participants will: • Learn of/discuss issues (in addition to education) affecting the homeless population • Share strategies and successes with one another • Comply with updates to state and federal statutes impacting homeless education programs • Implement referral mechanisms to appropriate social service agencies for homeless children and family assistance • Develop/reinforce relationships with other LELs and social service agency representatives serving their geographic areas **Programmatic Contact:** Frank Migali frank.migali@azed.gov

McKinney-Vento Homeless Education Orientation

Special Populations-Policy & Articulation

INTENT	DESCRIPTION	OUTCOMES
To provide information regarding requirements of Local Educational Agencies (LEAs) and Local Education Liaisons (LELs) under the *McKinney-Vento Homeless Education Act (2001)*. **Audience/Targeted Attendees:** LELs, district, school and charter administrators, counselors, social workers, teachers and enrollment personnel	This two-hour training will provide an overview of the responsibilities of the Local Education Liaison (LEL) and the Local Educational Agencies (LEAs), according to Title X of *No Child Left Behind* (NCLB) and the *McKinney-Vento Act*. Topics addressed include definitions, eligibility, identification, enrollment, tracking/data collection, public notice, best interest, transportation, sub-grants and monitoring requirements.	Participants will: • Comply with state and federal statutes impacting a homeless education program • Comply with grant guidelines, timelines, and other funding requirements • Implement a successful homeless education program **Programmatic Contact:** Frank Migali frank.migali@azed.gov

TECHNICAL ASSISTANCE: *Migrant and Refugee Programs*

Special Populations- Policy & Articulation	Annual Migrant Education Program Coordinators Meeting

INTENT	DESCRIPTION	OUTCOMES
To provide technical assistance on all components of the Migrant Education Program. **Audience/Targeted Attendees:** Local Educational Agency (LEA) Migrant Education Program Coordinators	Information will include: ∗ Needs Assessment ∗ Grant Application/ Amendments ∗ Priority for services ∗ Summer School Programs ∗ Weighted Allocation Formula ∗ Allocations ∗ Migrant Education Program student tracking ∗ Statewide Special Programs	Participants will: • Learn all regulations/ requirements pertaining to and apply for Migrant Program funding • Implement and maintain their Migrant Education Program **Scheduling Questions:** Alicia Jordan alicia.jordan@azed.gov **Programmatic Contact:** Marion Herrera marion.herrera@azed.gov

Special Populations- Policy & Articulation	Migrant Certificate of Eligibility and Identification & Recruitment Training

INTENT	DESCRIPTION	OUTCOMES
To provide detailed training on activities related to the Migrant program Certificate of Eligibility (COE) document and the identification and recruitment processes. **Audience/Targeted Attendees:** Migrant home liaisons, migrant clerks and migrant recruiters	A one-day workshop that covers the "nuts and bolts" of the Migrant Education Program. The format of instruction includes several case-studies.	Participants will: • Learn about the Migrant Certificate of Eligibility • Apply the newest techniques for identification and recruitment of Migrant students **Scheduling Questions:** Alicia Jordan alicia.jordan@azed.gov **Programmatic Contact:** Marion Herrera marion.herrera@azed.gov

TECHNICAL ASSISTANCE: *Migrant and Refugee Programs*

Special Populations-Policy & Articulation	Migrant Education Program (MEP) Annual Migrant Staff Meeting

INTENT	DESCRIPTION	OUTCOMES
To provide Migrant Education Program requirements and legal responsibilities under the Migrant Education Program to Migrant Education Coordinators and all Migrant Education Program staff. **Audience/Targeted Attendees:** All migrant education program staff. **Note:** This session is <u>mandatory</u> for migrant coordinators, home liaisons and clerks	This session will include: ∗ A detailed explanation of the Migrant Education Program requirements including: Identification/recruitment ∗ Certificate of Eligibility (COE) ∗ Annual calendar of events ∗ Proper maintenance of staff time logs ∗ The four required *District Migrant Parent Advisory Council* meetings	Participants will: • Comply with timelines and process requirements of the Migrant Education Program • Accurately account for staff time dedicated to the Migrant Program, as reflected on the approved annual application, for which funding was approved • Implement the four required parent meetings **Scheduling Questions:** Alicia Jordan alicia.jordan@azed.gov **Programmatic Contact:** Leslie LaBelle leslie.labelle@azed.gov

Special Populations-Policy & Articulation	State Migrant Parent Advisory Council (SMPAC)

INTENT	DESCRIPTION	OUTCOMES
To provide Migrant Education Program information and legal responsibilities under the Migrant Education Program to Migrant Parents and staff. **Audience/Targeted Attendees:** Migrant local educational agencies (LEAs) are divided into two groups. Each group is part of SMPAC on a yearly basis. Each LEA sends at least one parent and the home liaison to each of the four meetings.	The first meeting will cover: ∗ Eligibility ∗ The weighted funding formula and allocation ∗ Parents' role in the Migrant education program ∗ Portable Assisted Study Sequence (PASS) ∗ Family Literacy ∗ Preschool	Participants will: • Comply with all regulatory/non-regulatory phases of the Arizona Migrant Education Program • Implement parent participation in their local program **Scheduling Questions:** Alicia Jordan alicia.jordan@azed.gov **Programmatic Contact:** Leslie LaBelle leslie.labelle@azed.gov

TECHNICAL ASSISTANCE: *Migrant and Refugee Programs*

**Special Populations-
Policy & Articulation**

Annual Refugee Coordinators Meeting

INTENT	DESCRIPTION	OUTCOMES
To provide professional development and networking opportunities. **Audience/Targeted Attendees:** Refugee Education program coordinators and any other interested parties	An annual meeting to discuss changes for the new grant year. This meeting will also provide information on refugee arrivals, grant amounts, data collection, and monitoring of the program.	Participants will: • Comply with new grant budget period timelines • Comply with state/federal statutes pertaining to the refugee education program • Comply with the monitoring process for the refugee school impact grant **Scheduling Questions and Programmatic Contact:** Dinorah Hinojosa-Chun dinorah.hinojosa-chun@azed.gov

**Special Populations-
Policy & Articulation**

Arizona Refugee Resettlement Annual Meeting/ Conference

INTENT	DESCRIPTION	OUTCOMES
To provide tools for success at local educational agencies for quality programs. **Audience/Targeted Attendees:** Refugee Education Program Coordinators, Teachers, Principals, and Social Service Agency Representatives	An annual meeting on refugee resettlement. Contains a special education track to provide several opportunities for educators to become more aware of refugees and their uniqueness.	Participants will: • Share knowledge about implementing refugee programs in Arizona's schools • Discuss critical issues facing refugees today • Discuss new programs being implemented in Arizona's schools **Scheduling Questions and Programmatic Contact:** Dinorah Hinojosa-Chun dinorah.hinojosa-chun@azed.gov

TECHNICAL ASSISTANCE: *Migrant and Refugee Programs*

**Special Populations-
Policy & Articulation**

Quarterly Refugee Education/Social Service Agency Meetings

INTENT	DESCRIPTION	OUTCOMES
To network and create liaisons between Local Educational Agencies and Social Service Agencies. **Audience/Targeted Attendees:** Refugee Education Program Coordinators, Teachers, Principals, and Social Service Agency Representatives	A quarterly gathering of school/social service agency personnel to network and provide feed-back to one another. This is also an opportunity to network with State Refugee Resettlement workers.	Participants will: • Develop/reinforce partnerships with school districts and social service agencies • Provide input to the Arizona Department of Education (ADE) on programs currently being provided to refugee students • Learn about/discuss various refugee-related topics **Scheduling Questions:** International Rescue Committee Cara Winters caraw@theirc.org **Programmatic Contact:** Dinorah Hinojosa-Chun dinorah.hinojosa-chun@azed.gov

TECHNICAL ASSISTANCE: *No Child Left Behind (NCLB)*

Title I – NCLB

No Child Left Behind (NCLB) Consolidated Fiscal Application Training

INTENT	DESCRIPTION	OUTCOMES
To update applicants on the procedures for submitting an NCLB Consolidated Programs Application for the current fiscal year. **Audience/Targeted Attendees:** NCLB coordinators, Title I coordinators, Title I school staff and business managers	Information presented will include: ∗ The basic requirements for accessing the on-line application through the Grants System ∗ How to submit an approvable application ∗ The data elements needed to accompany the application ∗ Program rules and allowable expenses will also be covered	Information presented will include: • The basic requirements for accessing the on-line application through the Grants System • How to submit an approvable application • The data elements needed to accompany the application • Program rules and allowable expenses will also be covered **Scheduling Questions:** Christopher Dickinson christopher.dickinson@azed.gov

Title I – NCLB

No Child Left Behind (NCLB) Consolidated Plan Training

INTENT	DESCRIPTION	OUTCOMES
To provide assistance with the development of the *No Child Left Behind* (NCLB) Final Consolidated Plan required for federal funding. **Audience/Targeted Attendees:** Superintendents, NCLB program coordinators and Local Educational Agency (LEA) representatives	Information on the components of a Final Consolidated Plan will be presented. Presenters will share how to submit the on-line plan and utilize the rubric provided to evaluate the plans.	Participants will: • Review their data based on the five goals • Use the data to select programs that will meet the needs of the students and teachers • Facilitate the planning committee at the local educational agency (LEA) • Submit an approval plan through the on-line system • Oversee the implementation and evaluation of the plan **Scheduling Questions:** Christopher Dickinson christopher.dickinson@azed.gov **Programmatic Contact:** Sheralyn Barclay sheralyn.barclay@azed.gov

TECHNICAL ASSISTANCE: *No Child Left Behind (NCLB)*

Title I – NCLB

No Child Left Behind (NCLB) Six-Year Cycle Monitoring

INTENT	DESCRIPTION	OUTCOMES
To outline the *No Child Left Behind* (NCLB) Six-Year Cycle Monitoring process and explain annual requirements. **Audience/Targeted Attendees:** NCLB coordinators, Title I coordinators and Title I school staff	All recipients of NCLB funds are subject to program monitoring. The Academic Achievement Division has organized the requirements across a six-year cycle. This workshop will outline the different responsibilities every LEA must comply with annually in the submission of <u>evidence of compliance</u> with NCLB Consolidated Program requirements.	Participants will: • Prepare and submit the appropriate evidence for each year of the NCLB Six-Year Cycle Monitoring • Utilize the self-evaluative information to improve their Title I program(s) in the NCLB Six-Year Cycle Monitoring **Scheduling Questions:** Tee Lambert tee.lambert@azed.gov

Title I – NCLB

Private School Services

INTENT	DESCRIPTION	OUTCOMES
To provide information regarding the *No Child Left Behind* (NCLB) requirements for providing services to private school students, teachers and parents. **Audience/Targeted Attendees:** NCLB Coordinators, Title I Coordinators, Title I School Staff, Private School Administrators	All districts with private schools located within their geographical boundaries and/or with resident students who attend private schools outside the Local Educational Agency's (LEA's) geographical boundaries are responsible for complying with NCLB requirements regarding <u>services to private school students, teachers and parents.</u> The responsibilities of the district and private school administrators, the fiscal requirements, and the funding formulas will be presented at the workshop.	Participants will: • Understand the separate roles and responsibilities of the district and the private school administrators • Learn the required topics for discussion in a timely and meaningful consultation • Utilize funding formulas to determine equitable services **Scheduling Questions and Programmatic Contact:** Gary Fortney gary.fortney@azed.gov

TECHNICAL ASSISTANCE: *No Child Left Behind (NCLB)*

Supplemental Education Services (SES)

Title I – NCLB

INTENT	DESCRIPTION	OUTCOMES
To provide information regarding the *No Child Left Behind* (NCLB) requirements for providing supplemental education services (SES) to students at schools identified in **Year 2** of restructuring in school improvement. **Audience/Targeted Attendees:** NCLB coordinators, Title I coordinators and Title I school principals	All districts with schools identified in **Year 2** of restructuring in school improvement are responsible for ensuring that parents are notified of free SES tutoring. This workshop will assist the Local Educational Agency (LEA) and school personnel to meet the NCLB requirements to ensure that services are offered to all eligible students. This workshop is provided in conjunction with School Improvement Process Workshops.	Participants will: • Understand the separate SES roles and responsibilities of the LEA and the private SES providers • Apply all of the legal requirements in the law regarding SES • Establish a successful partnership with parents and providers in order to deliver quality services **Scheduling Questions and Programmatic Contact**: Madeline Coccagna madeline.coccagna@azed.gov

AZ LEARNS (Profiles)/ NCLB (AYP) Accountability Workshop

Research and Evaluation

INTENT	DESCRIPTION	OUTCOMES
To clarify the state and federal accountability systems for attendees. **Audience/Targeted Attendees:** District superintendents, charter business managers, principals, charter administrators, and all accountability staff	The ADE has created an informative workshop designed to provide superintendents, principals, and staff detailed information about AZ LEARNS and NCLB accountability requirements and to demystify the state and federal accountability systems.	Participants will: • Receive updates on changes to AZ LEARNS and NCLB formulas • Learn how to calculate an AZ LEARNS achievement profile • Determine if the school made AYP • Receive tips and precautions to help interpret the accountability systems and how to write appeals and correct data **Scheduling Questions and Programmatic Contact:** Aleks Kadijevic Achieve@azed.gov

TECHNICAL ASSISTANCE: *Tutoring/ Board Certification*

Title I – NCLB

State Tutoring Program

INTENT	DESCRIPTION	OUTCOMES
To provide information for participation in the State Tutoring Program.	Participants will learn about the components of the tutoring program (eligibility, parental role, the certificate/contract agreement, refunding funds, payment options, and the online reporting system), and steps for participation, based on A.R.S.15-241 (Q) and the recommendations of the Arizona State Board of Education.	Participants will: • Identify components of a tutoring program that encompasses the requirements set by law and the State Board of Education • Use the on-line reporting system independently
Audience/Targeted Attendees: High school district representatives, high school principals, under-performing school staff and failing school staff		**Scheduling Questions and Programmatic Contact:** Debbie Francis debbie.francis@azed.gov

Highly Qualified Professionals

National Board Certification Workshop

INTENT	DESCRIPTION	OUTCOMES
To provide technical assistance to promote National Board Certification.	Participants will learn about the process, the benefits and the rewards of National Board Certification. These scheduled sessions are targeted for a particular audience that is in attendance.	Participants will: • Learn the requirements for earning National Board Certification • Learn about the benefits of having a National Board Certified Teacher in their school and district • Learn about the benefits of having a National Board Certified Teacher as your child's instructor
Audience/Targeted Attendees: Teachers, parents, administrators, school board members, and members of the community at large		**Scheduling Questions:** Beth Driscoll beth.driscoll@azed.gov **Programmatic Contact:** Lisa Kelley, NBCT 602-364-2191 lisa.kelley@azed.gov

TECHNICAL ASSISTANCE: *Certification*

Highly Qualified Professionals	National Board Candidate Leadership Conference

INTENT	DESCRIPTION	OUTCOMES
To provide targeted professional development to teachers going through the National Board Certification process. **Audience/Targeted Attendees:** Teachers pursuing National Board Certification	This two-day workshop with *National Board Certified Teachers* (NBCT) offers knowledge and support for participants' targeted certificate area in the National Board process. This conference is in partnership with the regional universities, the Arizona Education Association, State Farm Insurance Company Ó and the Arizona K-12 Center.	Participants will: • Incorporate new information into current practices • Critique their entries and other candidate's entries in the National Board process • Execute Core Proposition 5; "*Teachers are members of learning communities*" **Registration Questions:** Marilyn Gooden marilyn.gooden@azed.gov

Highly Qualified Professionals	Alternative Secondary Path to Certification

INTENT	DESCRIPTION	OUTCOMES
To support school districts in reducing their number of emergency certified secondary teachers and increasing their number of "highly qualified," certified secondary teachers by providing information and materials about this on-the-job teacher preparation process and by helping them form partnerships with institutions of higher education. To inform potential candidates of this on-the-job teacher preparation process. **Audience/Targeted Attendees:** District and building-level administrators, deans and assistant deans of institutions of higher education and college graduates interested in alternative paths to certification	Information sessions and one-on-one consultation can be scheduled upon request. Consultation for both school districts and institutions of higher education includes help in completing the *Alternative Secondary Path to Certification* applications and in drafting "memorandum(s) of understanding." School districts may request consultation on recruiting "mid-career-changers" to the teaching profession. Attendance at job fairs in provided upon request. Additional Information regarding Alternative Paths to Certification may be accessed at: http://www.ade.az.gov/asd/altpath/	School district participants will: • Describe how the Alternative Secondary Path process addresses the need to place "highly qualified" teachers in their secondary schools • Identify potential higher education partners • Summarize the assistance programs through the Arizona Department of Education (ADE) for recruiting mid-career changers to the teaching profession • Decide whether to engage in this program Potential teacher candidate participants will: • Identify school districts that participate in the Alternative Secondary Path • Summarize the career investment this program can offer them • Decide how to secure district-specific information **Scheduling and Programmatic Questions:** Rosemary Gaona Rosemary.gaona@azed.gov

TECHNICAL ASSISTANCE: *Certification*

Highly Qualified Professionals	Arizona Educator Proficiency Assessment (AEPA)

INTENT	DESCRIPTION	OUTCOMES
To provide guidance to teachers (and to those who support teachers) in successfully completing the Performance Assessment required for converting Provisional Certificates to Standard Certificates. **Audience/Targeted Attendees*:*** School district officials, human resource personnel, teachers, higher education representatives and education instructors	Information about the timelines, expectations, requirements, and components of the ATPA is presented via workshop and consultation.	Participants will: • Discuss ways in which to help facilitate the assessment process • Identify the requirements of the assessment **Programmatic Contact:** Lisa Kelley, NBCT lisa.kelley@azed.gov

Highly Qualified Professionals	Career Ladder Director Seminar

INTENT	DESCRIPTION	OUTCOMES
To provide technical assistance for directors/coordinators of Career Ladder programs. **Audience/Targeted Attendees:** Career Ladder Directors/ Coordinators and school district office personnel	Participants will learn about updates in the Career Ladder Program including the application process.	Participants will: • Identify factors influencing the successes of career ladder programs • Update knowledge and skills with regard to the program and the application process **Scheduling and Programmatic Contact:** Beth Driscoll beth.driscoll@azed.gov

TECHNICAL ASSISTANCE: *Certification*

Highly Qualified Professionals	Certification Displays at Education Events

INTENT	DESCRIPTION	OUTCOMES
To provide timely and convenient information and service to applicants seeking teaching jobs. **Audience/Targeted Attendees:** Education job seekers and attendees at Arizona Department of Education (ADE)-sponsored conferences	Information booths, displays, and ADE certification personnel offer one-stop certification information and services to participants in job fairs and attendance at ADE conferences.	Participants will: • Choose the certification information that meets their needs • Update their certification records, if so desired • Commence their initial certification process, if so desired **Scheduling Questions:** Pat Lane pat.lane@azed.gov **Programmatic Contact:** Janet Pentek janet.pentek@azed.gov

Highly Qualified Professionals	Certification Information Sessions

INTENT	DESCRIPTION	OUTCOMES
To provide current, accurate certification information to educators who must disseminate it to others. **Audience/Targeted Attendees:** School district administrators, personnel/ human resources, university personnel/ advisors, staff and education committees	Presentations are scheduled and tailored to the audience. They include such topics as these: ∗ Updates on certification rule revisions ∗ Certification rules and terms ∗ Specific certification rules ∗ Special Education ∗ Career and Technical Education ∗ Certification procedures	Participants will: • Share information from presentation with other educators • Discuss sources of materials used in presentation that can be reproduced or accessed by others • Identify sources of additional information **Scheduling Question:** Pat Lane pat.lane@azed.gov **Programmatic Contact:** Janet Pentek janet.pentek@azed.gov

TECHNICAL ASSISTANCE: *Certification*

<table>
<tr><td>Highly Qualified Professionals</td><td colspan="2">College/University On-site Certification Services</td></tr>
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INTENT	DESCRIPTION	OUTCOMES
To provide documentation that supports new graduates in securing educator certificates. **Audience/Targeted Attendees:** College/university education graduates of State Board approved preparation programs	Arizona Department of Education (ADE) certification staff provides on-site, same-day certification services to process Institutional Recommendations for their students. Information about initial certification can be accessed at: http://www.ade.az.gov/certification/generalinfo.pdf	Participants will: • Receive their teaching certificate that same day **Scheduling Questions:** Pat Lane pat.lane@azed.gov **Programmatic Contact:** Janet Pentek janet.pentek@azed.gov

<table>
<tr><td>Highly Qualified Professionals</td><td colspan="2">"Highly Qualified" Guidance</td></tr>
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INTENT	DESCRIPTION	OUTCOMES
To support district-level and building-level administrators in fulfilling *No Child Left Behind* (NCLB) requirements for "highly qualified" teachers and paraprofessionals. **Audience/Targeted Attendees:** Superintendents, principals, human resources directors, special education directors and department chairpersons	Participants will be provided current guidance on NCLB requirements for "highly qualified" teachers and paraprofessionals via presentation and questions and answers. Follow-up onsite visits with faculty may be scheduled by building principals. "Highly qualified" information and forms may be accessed at: http://www.ade.az.gov/asd/hqp/	Participants will: • Identify the difference(s) between state certification requirements and federal "highly qualified" requirements • Identify the requirements for highly qualified teachers in core academic areas • Identify the requirements for highly qualified paraprofessionals in Title I schools • Complete the Highly Qualified Teacher Attestation **Scheduling Questions:** Elizabeth Stewart Elizabeth.stewart@azed.gov **Programmatic Contact:** Patty Hardy patty.hardy@azed.gov

TECHNICAL ASSISTANCE: *Certification*

Highly Qualified Professionals

Highly Qualified Teacher Attestation and the High Objective Uniform State Standard of Evaluation (HOUSSE) Completion

INTENT	DESCRIPTION	OUTCOMES
To support teachers in completing the Highly Qualified Teacher Attestation and the HOUSSE rubrics. **Audience/Targeted Attendees:** Teachers, building-level administrators and human resource personnel	This session will provide information on the completion procedures/requirements of the Highly Qualified Teacher Attestation and HOUSSE rubrics. Follow-up onsite visits may be scheduled by building administrators. "Highly qualified" information and forms may be accessed at: http://www.ade.az.gov/asd/hqp/	Participants will: • Complete the Highly Qualified Teacher Attestation and HOUSSE rubrics (if applicable) • Demonstrate how they can instruct others on completing the form or guide them to helpful information **Scheduling Questions:** Marilyn Gooden marilyn.gooden@azed.gov **Programmatic Contact:** Vickie Walters vickie.walters@azed.gov

Highly Qualified Professionals

National Board Candidate Subsidy Program

INTENT	DESCRIPTION	OUTCOMES
Technical assistance and support for National Board Candidates. **Audience/Targeted Attendees:** Teachers pursuing National Board Certification	Partial financial support (up to 1/2 the NBPTS fee) is available through the Candidate Subsidy Program. This program is made possible through annual appropriations from the United States Congress which provides funds to a limited number of candidates in each state to help offset the assessment fee.	Participants will: • Apply for fee subsidies to have the cost of certification offset by the subsidy • Receive guidance and help in the process **Scheduling Questions:** Beth Driscoll beth.driscoll@azed.gov **Programmatic Contact:** Lisa Kelley, NBCT lisa.kelley@azed.gov

TECHNICAL ASSISTANCE: *Certification*

Highly Qualified Professionals	**Pay for Performance Programs**

INTENT	DESCRIPTION	OUTCOMES

To provide guidance to schools about pay for performance programs.
 	
Audience/Targeted Attendees:
School district officials and human resource personnel
	Information is provided via consultation, reports, and presentations on pay for performance programs including:
	∗ Career Ladder
	∗ Optional Performance Incentive Program (OPIP)
	∗ The classroom site fund (301 monies)
		Participants will:
		
		• Apply knowledge and skills learned to inform appropriate oversight or evaluation committees about:
		  • Requirements
		  • The latest developments in pay for performance plans
		
		Scheduling Questions:
		Marilyn Gooden
		marilyn.gooden@azed.gov
		
		Programmatic Contact:
		Lisa Kelley, NBCT
		lisa.kelley@azed.gov

Highly Qualified Professionals	**Assistance With Pay for Performance Programs**

INTENT	DESCRIPTION	OUTCOMES
To provide technical assistance in guiding schools in all pay for performance programs. **Audience/Targeted Attendees:** School districts	Technical assistance is provided to all school districts for pay for performance programs including: Career Ladder, Optional Performance Incentive Program (OPIP), and the classroom site fund (301 monies).	Participants will: • Update knowledge and skills with regard to these programs **Scheduling Questions:** Beth Driscoll beth.driscoll@azed.gov

TECHNICAL ASSISTANCE: *Certification*

Highly Qualified Professionals	Professional Preparation Program Approval

INTENT	DESCRIPTION	OUTCOMES
To support institutions of higher educations seeking State Board approval for their professional preparation programs. **Audience/Targeted Attendees:** Deans and associate deans of institutions of higher education	Participants will receive information and assistance upon request when completing the three-step Professional Preparation Program Approval Process. Arizona State Board of Education Rule R7-2-604 governing Professional Preparation Programs may be accessed at: http://www.azsos.gov/public_services/Title_07/7-02.htm#Article_6	Participants will: • Successfully complete the Professional Preparation Approval Process **Programmatic Contact:** Patty Hardy patty.hardy@azed.gov Elizabeth Stewart elizabeth.stewart@azed.gov

Highly Qualified Professionals	School District On-Site Certification Services

INTENT	DESCRIPTION	OUTCOMES
To support educators in maintaining current and accurate certification. **Audience/Targeted Attendees:** Teachers, administrators, guidance counselors and school psychologists	Arizona Department of Education (ADE) certification staff provides on-site, same-day certification services such as renewals and conversions of certificates, name changes and duplicate certificates. Forms can also be accessed at: http://www.ade.az.gov/certification/certforms.asp	Participants will: • Receive their updated certificate the same day **Scheduling Questions:** Pat Lane pat.lane@azed.gov **Programmatic Contact:** Jan Pentek janet.pentek@azed.gov

TECHNICAL ASSISTANCE: *Certification*

Troops to Teachers	Troops To Teachers Assistance

INTENT	DESCRIPTION	OUTCOMES
Serve as a resource on teacher preparation, certification, and employment to *Troops-to-Teachers* participants; both those preparing to become teachers and those who teach in Arizona. **Audience/Targeted Attendees:** Individuals who have joined the *Troops-to-Teachers* program and/or potential candidates	This has been designed to provide comprehensive information from the Arizona Department of Education (ADE) for *Troops-to-Teachers* enrollees to receive one-on-one advice/counseling on: ∗ Certification requirements, Employment opportunities, Teaching salaries ∗ Teaching conditions and Professional development Communication with and among these individuals is enhanced by a toll-free number, web page, electronic newsletter, and email.	Participants will: ● Make informed decisions about seeking employment in Arizona ● Identify sites, including military installations, where AEPA testing for Arizona certification is conducted ● Decide if networking with Arizona's 550+ Troop Teachers fulfills their needs ● Decide if mentoring fulfills their needs ● Request any additional information and assistance **Scheduling Questions:** Josie Luna josie.luna@azed.gov **Programmatic Contact:** John Scheuer john.scheuer@azed.gov

Troops to Teachers	Troops To Teachers Employment

INTENT	DESCRIPTION	OUTCOMES
To support school districts in hiring "highly qualified" teachers through the recruitment of *Troops-to-Teachers* candidates. **Audience/Targeted Attendees:** School district hiring personnel, school principals/assistant principals	Information and materials about employing *Troops-to-Teachers* job candidates who meet *No Child Left Behind* (NCLB)'s "highly qualified" requirements are offered through briefing sessions and one-on-one consulting with school districts and school leaders. A variety of information about the program can be accessed at http://www.ade.az.gov/troops2teachers	Participants will: ● Identify Troop Teachers job candidates ● Discuss how to match job needs with Troop Teachers candidates ● Decide whether to participate in the Troops to Teachers Internet Job Referral system **Programmatic Contact:** John Scheuer john.scheuer@azed.gov

TECHNICAL ASSISTANCE: *Certification*

Troops to Teachers

Troops To Teachers Recruitment

INTENT	DESCRIPTION	OUTCOMES
Active recruitment for qualifying military personnel to pursue teaching as a second career.	Information about teaching as a second career, which includes: ∗ Pathways to certification ∗ Certification requirements ∗ Education program providers ∗ How to take advantage of the $10,000 financial assistance available through Troops to Teachers	Participants will: • Identify requirements and resources for pursuing teaching as a second career • Identify how to secure additional information
Audience/Targeted Attendees: Military retirees, vets separated since 1990, national guardsmen and reservists	Information is provided through advertisements, TAP briefings, job fairs, and this Web link http://www.ade.az.gov/troops2teachers	**Scheduling Questions:** Josie Luna josie.luna@azed.gov **Programmatic Contact:** John Scheuer john.scheuer@azed.gov

"All men by nature desire knowledge."
Aristotle

TECHNICAL ASSISTANCE: *English Language Learners*

Office of English Language Acquisition Services	**Arizona English Language Learner Assessment (AZELLA) Training**

INTENT	DESCRIPTION	OUTCOMES
To provide information, materials and resources to help attendees to effectively assess the English language proficiency of English Language Learner (ELL) students. **Audience/Targeted Attendees:** Local Educational Agency (LEA) ELL Co-ordinators, charter holders/charter administrators, testing personnel	This is a free one-day "train-the-trainer" instruction seminar for the Arizona English Language Learner Assessment (AZELLA). This English language proficiency assessment training has been structured to provide Local Educational Agency (LEA) staff with the information and resources needed to comply with the state-mandated single assessment of students for the determination of English language learner (ELL) program eligibility.	Participants will: • Train LEA staff in the district/school-wide administration of the AZELLA for *Primary Home Language Other Than English (PHLOTE)* students • Train district and school staff in the district/school-wide effective scoring of the AZELLA sub-tests • Train district and school staff in data input controls to ensure correct assessment submission into the *Student Accountability Information System (SAIS)* • Train district and school staff in AZELLA program management **Scheduling Questions:** Pat Scott pat.scott@azed.gov **Programmatic Contact:** Gerry Haskins gerry.haskins@azed.gov

"Language is the archives of history."
Ralph Waldo Emerson

TECHNICAL ASSISTANCE: *English Language Learners*

Office of English Language Acquisition Services

Online Structured English Immersion (SEI) Training

INTENT	DESCRIPTION	OUTCOMES
To provide training to individuals needing to obtain the required Structured English Immersion (SEI) endorsement. **Audience/Targeted Attendees:** Individuals needing the SEI endorsement	This 45-clock hour Arizona State Board of Education-approved training is provided through the online environment of *IDEAL* and is based on the 45-Hour Completion SEI Curricular Framework. It will provide individuals with the training, resources and materials necessary to meet the requirements set forth in State Board of Education Rule R7-2-613, and obtain the SEI endorsement.	Participants will: • Meet the requirements for the 45-clock hour completion SEI training (In conjunction with the Provisional SEI endorsement, the individual will qualify for the full SEI endorsement) • Apply the objectives from the SEI endorsement training in order to assist students attain academic excellence **Scheduling Questions and Programmatic Contacts:** Gustavo Perez gustavo.perez@azed.gov

Office of English Language Acquisition Services

Monitoring and Technical Assistance

INTENT	DESCRIPTION	OUTCOMES
To provide onsite monitoring to districts, charters and schools to determine whether or not the district or charter is complying with state and federal laws applicable to English Language Learners. **Audience/Targeted Attendees:** District, charter, and school administrators	Onsite monitoring to include at least 32 school districts or charter schools. The monitoring includes classroom observations, curriculum reviews, faculty interviews, administrative interviews, student records, review of ELL programs and an analysis of programmatic effectiveness.	Participants will: • Receive technical assistance and follow-up visitations for areas that need remediation **Scheduling Questions and Programmatic Contacts:** Pat Scott pat.scott@azed.gov

TECHNICAL ASSISTANCE: *English Language Learners*

Office of English Language Acquisition Services

Practitioners of English Language Learners (PELL) Monthly Meetings

INTENT	DESCRIPTION	OUTCOMES
To provide information, materials and resources to help attendees to effectively identify, assess, monitor and provide focused language proficiency instruction for English Language Learner (ELL) students. To provide support for K-12 ELL programs and educators. **Audience/Targeted Attendees:** District and charter ELL coordinators, testing personnel, district personnel, principals and teachers	This is a monthly interchange among: ∗ Arizona Department of Education (ADE) staff in the Office of English Language Acquisition Services (OLEAS) ∗ Local Educational Agency (LEA) ELL coordinators/main contacts, school principals, and teachers ∗ Guest speakers focusing on their area of K-12 ELL expertise Along with providing ELL networking, these informational meetings cover topics as diverse as: ∗ Assessment/Data ∗ Annual Measurable Achievement Objectives (AMAOs) ∗ Guidance on state and federal regulations/reporting ∗ ADE School Finance information/ requirements, and more	Participants will: • Comply with state and federal requirements • Input correct ELL data into the Student Accountability Information System (SAIS) • Comply with ADE School Finance requirements/ deadlines • Use data to guide instruction • Network with fellow ELL education professionals **Scheduling Questions and Programmatic Contacts:** Micky Gutier Micky.gutier@azed.gov

TECHNICAL ASSISTANCE: *School Finance/SAIS*

Office of English Language Acquisition Services

Compensatory Instruction Fund Training

INTENT	DESCRIPTION	OUTCOMES
To educate LEA's on deadlines, application process, and rationale for use in Compensatory Instruction funding. **Audience/Targeted Attendees:** ELL and fiscal administrators involved in the ELL process	The training will outline the process, deadlines, eligibility, usage and requirements for Compensatory Instruction funding in the English Language Learner education process.	Participants will: • Maximize appropriate usage of the Compensatory Education Instruction fund **Programmatic Contact:** Pat Scott pat.scott@azed.gov

Office of English Language Acquisition Services

Structured English Immersion (SEI) Budget Trainings

INTENT	DESCRIPTION	OUTCOMES
To prepare administrators and fiscal personnel to better understand the logistics of the Structured English Immersion (SEI) budget process. **Audience/Targeted Attendees:** Personnel involved with the SEI budget process	These trainings will provide technical assistance to facilitate the application process of the Structured English Language budget.	Participants will: • Comply with the procedures of the SEI budget application process and successfully submit their budget application **Programmatic Contact:** Pat Scott pat.scott@azed.gov

School Finance

Charter Estimated Counts

INTENT	DESCRIPTION	OUTCOMES
To enlighten and update our customers on the proper procedures to be followed, as well as to highlight any changes in this process. **Audience/Targeted Attendees:** Charter school LEAs who submit student data to SAIS	This half-day presentation will focus on the procedures that are necessary for personnel from charter schools to submit the Charter School Estimated Count. Emphasis will be placed on understanding how differences between the Estimated Count and ADM can impact state aid.	Participants will: • Be able to submit complete and accurate data into SAIS within ADE deadlines **Programmatic Contact:** Dolores Gerritse dolores.gerritse@azed.gov

TECHNICAL ASSISTANCE: *School Finance/SAIS*

School Finance

Essential Information for SAIS Coordinators

INTENT	DESCRIPTION	OUTCOMES
To enlighten and update customers on the proper procedures to be followed, as well as to highlight any changes in this process. **Audience/Targeted Attendees:** LEAs who submit student level data to SAIS	This session will include topics that provide information that is essential for anyone who will submit student level data to SAIS this school year.	Participants will: • Be able to submit complete and accurate data into SIAS within ADE deadlines **Scheduling Questions and Programmatic Contacts:** Dolores Gerritse dolores.gerritse@azed.gov

School Finance

Grants Management Basics

INTENT	DESCRIPTION	OUTCOMES
To enlighten and update our customers on the proper procedures to be followed, as well as to highlight any changes in this process. **Audience/Targeted Attendees:** LEAs who submit data using the Grants Management Enterprise System	This workshop is intended to provide a basic overview of the web-based Grants Management Enterprise (GME) system to individuals from Local Education Agencies (LEAs). The presentation will include an introduction to the GME system, instructions on how to create new grant applications, amendments to existing applications, cash management reports, and completion reports. Please note that this presentation will not address questions regarding specific grants or financial requirements.	Participants will: • Be able to submit grant information using the GME application **Programmatic Contact:** Dolores Gerritse dolores.gerritse@azed.gov

TECHNICAL ASSISTANCE: *School Finance/SAIS*

School Finance	**Reporting ELL Data to SAIS**

INTENT	DESCRIPTION	OUTCOMES
To enlighten and update our customers on the proper procedures to be followed, as well as to highlight any changes in this process. **Audience/Targeted Attendees:** LEAs who submit ELL student level data to SAIS	This half-day workshop is intended to provide information to assist individuals from Local Education Agencies who are required to submit data for students who participate in English Language Learner Programs to the Student Accountability Information System (SAIS).	Participants will: • Be able to submit complete and accurate data into SIAS within ADE deadlines **Scheduling Questions and Programmatic Contacts:** Dolores Gerritse dolores.gerritse@azed.gov

School Finance	**Reporting SPED Data to SAIS**

INTENT	DESCRIPTION	OUTCOMES
To enlighten and update customers on the proper procedures to be followed, as well as to highlight any changes in this process for. **Audience/Targeted Attendees:** LEAs who submit SPED student level data to SAIS	This half-day workshop is intended to provide information to assist individuals from Local Education Agencies who are required to submit data for students who participate in Special Education Programs to Student Accountability Information Systems (SAIS).	Participants will: • Be able to submit complete and accurate data into SIAS within ADE deadlines **Programmatic Contact:** Dolores Gerritse dolores.gerritse@azed.gov

TECHNICAL ASSISTANCE: *School Finance/SAIS*

School Finance

SAIS Online

INTENT	DESCRIPTION	OUTCOMES
To enlighten and update our customers on the proper procedures to be followed, as well as to highlight any changes in this process. **Audience/Targeted Attendees:** LEAs who submit ELL student level data to SAIS	This workshop is intended to provide basic step by step instructions for submitting information to SAIS via SAIS online. These will be hands-on sessions in a computer lab.	Participants will: • Be able to submit complete and accurate data into SAIS within ADE deadlines **Scheduling Questions and Programmatic Contacts:** Dolores Gerritse dolores.gerritse@azed.gov

"Before you can really start setting financial goals, you need to determine where you stand financially."
David Bach

TECHNICAL ASSISTANCE: *School Finance*

| School Finance | **AFR Workshop** |

INTENT	DESCRIPTION	OUTCOMES
To train on AFR and Budg75. **Audience/Targeted Attendees:** District and charter business officials	This workshop will provide instructions on the AFR process, cover requirements for filling it out, and assist in understanding the Budg75.	Participants will: ● Learn to accurately submit AFR submissions and resolutions to over-expenditures **Scheduling Questions and Programmatic Contacts:** Rachel Arroyo rachel.arroyo@azed.gov

| School Finance | **Impact Aid Report** |

INTENT	DESCRIPTION	OUTCOMES
To provide customer training on Impact Aid. **Audience/Targeted Attendees:** Impact Aid eligible districts/charter schools	This workshop is intended to provide details and training on the Impact Aid application process.	Participants will: ● Increase accuracy on applications **Programmatic Contact:** Shirley Willis shirley.willis@azed.gov

| School Finance | **TAA & NASTA Transportation Conferences** |

INTENT	DESCRIPTION	OUTCOMES
To increase awareness of the data needed by ADE. **Audience/Targeted Attendees:** Transportation Directors, report submittal staff	This workshop is intended to provide information on submitting the correct reports to ADE.	Participants will: ● Increase ability to use reports to make corrections **Programmatic Contact:** Rachel Arroyo rachel.arroyo@azed.gov

School Finance

Budget Workshop

INTENT	DESCRIPTION	OUTCOMES
To increase awareness of the Budg25 as well as district budgets. **Audience/Targeted Attendees:** District business managers	This workshop is intended to provide information on district budgets and how to use the Budg25 Report.	Participants will: • Increase ability to use reports to make corrections **Scheduling Questions and Programmatic Contacts:** Rachel Arroyo rachel.arroyo@azed.gov

Gifted Education/ Advanced Placement

Gifted Education Directors/ Coordinators Regional Meetings

INTENT	DESCRIPTION	OUTCOMES
To provide regular networking and professional development opportunities for administrators of gifted education programs throughout the state. **Audience/Targeted Attendees:** Gifted Education Directors/Coordinators or their designees from school district and charter schools	This offering is a series of (at least) quarterly two-hour meeting of gifted education administrators held in regional locations throughout the state. These meetings serve as an opportunity to share information on current and planned ADE and other state initiatives and news in gifted education, and for administrators to share information on successes and challenges within their programs. The meetings are also an opportunity for professional development, with each meeting having a unique training focus in addition to the general informational focus.	Participants will: • Learn about gifted education programs and services in Arizona and nationally • Identify and examine new promising practices in gifted education • Network with colleagues • Provide valuable feedback to the ADE regarding successes and challenges **Scheduling Questions and Programmatic Contact:** Peter Laing peter.laing@azed.gov

AAD	Academic Achievement Division
Account-ability	The extent to which an individual, group, or institution is held responsible for actions or performance. The formative and summative evaluation conducted for the purpose of reporting to organizations with supervisory or funding responsibility.
Achieve-ment Gap	The difference between the actual student achievement levels assessed and the desired student achievement levels, including comparisons between sub-populations and the general student population.
ACEH	Arizona Coalition to End Homelessness
Action Plan	A plan that identifies how and when the school improvement plan will be implemented. It identifies the goals, support data, assessments, interventions, research, staff development, resources, timeline, and persons responsible for implementing the interventions and assessment contained in the school improvement plan.
ADE	The Arizona Department of Education
AIEA	Arizona Indian Education Association
Alternative Secondary Path to Cer-tification	This is field-based program that provides an opportunity for mid-career changers to become a classroom teacher in grades 9-12. This program combines the strengths of each candidate's educational and career experience with intense training and college-level course work.
Assessment	A management system containing a set of assessments that is designed to collect and evaluate data about student performance. Each assessment must be aligned with at least one of the student performance goals in the improvement plan. The quality of assessments is described by using the terms "reliable," "valid," and "fair."
ATPA	Arizona Teacher Performance Assessment
Baseline data	Information collected which establishes the starting point from which change can be measured.

Benchmark	A point of reference embedded within a goal from which measurements may be made. Often serves as a measure, which is supported by data and helps quantify and qualify the achievement of the goal.
BIA	Bureau of Indian Affairs
CACFP	Child and Adult Care Food Program
Career Ladder	The Arizona Career Ladder Program is a performance-based compensation plan that provides incentives to teachers in 28 districts around the state who choose to make career advancements without leaving the classroom or the profession.
Classroom Management (CRM)	Classroom Management is a term used by many teachers to describe the process of ensuring lessons run smoothly without disruptive behavior by students. CRM is possibly the most difficult aspect of teaching for many teachers; closely lined to issues of motivations, discipline and respect
Classroom Site Fund	Monies from this fund are distributed to school districts and are intended for use at the school site. The money is to be used for teacher base salary increases, performance-based compensation, and/or maintenance and operation purposes. This fund is also known as "Prop 301" money.
Communication	The open, frequent, and appropriate flow of information and shared knowledge among parents, students, teachers, administrators, and other stakeholders. In content areas; an organized plan of instruction that utilizes reading, language arts, writing, mathematics, science, social studies, the arts and comprehensive health content standards to deliver instruction within a content-rich context; a multi-discipline approach to promote cross-curricular connections.
Criteria	Guidelines, rules, characteristics, or dimensions that are used to judge the quality of student performance. This information indicates what we value in student response, products, and/or performances.
CTE	Career and Technical Education
Curriculum	218 An organized plan of instruction (scope and sequence; curriculum maps; instructional materials alignment documents) that engages students in learning the Standards, Concepts, and Performance Objectives identified at the state and local level.

Data	The factual and numerical information used as a basis for reasoning, discussion, determining status, decision making and analysis (i.e., student achievement data, financial indicators, teacher "walk-through" trend analysis, programmatic data).
Data-driven decision-making	Refers to collecting, analyzing and interpreting data, making informed strategic decisions based on the results.
Differentiated Instruction	An approach to teaching in which instruction is tailored to meet the needs of individual students. Strategies which provide a variety of ways for individual students to take in new information, assimilate it, and demonstrate what they have learned; varying teaching strategy, method, process and/or student product.
Disaggregation	Analyzing student performance so there is specific knowledge about the performance of whole groups versus subgroups.
Discipline	(Noun) Controlled behavior resulting from disciplinary training; self-control (Noun) Training expected to produce a specific character or pattern of behavior, especially training that produces moral or mental improvement (Verb) To train by instruction and practice especially to teach self-control
Evaluation	In most educational settings, the process used to measure, compare, and judge the quality of student work, schools, or a specific educational program as well as the performance of teachers and administrators.
Evidence-based	There is compelling documentation/artifacts to support perceptions, measurable indicators, and performance indicators as needed through multiple and varied data sources.
Five Core Propositions	As used by the National Board for Professional Teaching Standards: Teachers are committed to students and their learning. Teachers know the subjects they teach and how to teach those subjects to students. Teachers are responsible for managing and monitoring student learning. Teachers think systematically about their practice and learn from experience. Teachers are members of learning communities.
Formative Assessments	Ongoing assessment (district, school and classroom level) used to modify and improve instruction while it is in progress. Examples: informal observation, quizzes, homework, worksheets, daily assignments, performance assessments, using scoring rubrics, activities.
Curriculum	An organized plan of instruction (scope and sequence; curriculum maps; instructional materials alignment documents) that engages students in learning the Standards, Concepts, and Performance Objectives identified at the state and local level.

Framework	An organized structure that assists us to see the relationships and interactions between and within a given set of related concepts.
FSMC	Food Service Management Company
Goal	The end toward which effort is directed, the result or outcome of the effort.
HOUSSE	High Objective Uniform State Standard of Evaluation
HQP	Highly Qualified Professionals
IDEA	Individuals with Disabilities Education Improvement Act
Indicator	A measure that describes performance related to standards and other aspects of educational systems. This information must have a common, agreed upon, consistent definition and a reference point or standard against which performance can be judged. It also must meet technical standards of quality, such as measuring what is intended to be measured (validity) and measuring consistently (reliability).
Intervention	An intervention is something that is done to or with a student to develop specific skills or learning with those students. An intervention can be a specific program, strategy, or concentration of work focusing on decreasing a gap in learning that is targeted in instruction and written in an IEP or school improvement plan.
JOM	Johnson O' Malley Program: Federal grant program to support meeting the unique educational and cultural needs of American Indian public school students in meeting Arizona Academic standards.
LEA	Local Educational Agency
LEA	Local Education Liaisons
McKinney-Vento	McKinney-Vento Homeless Education Act of 2001
MEP	Migrant Educational Program

NBCT	National Board Certified Teacher
NCLB	No Child Left Behind (2001)
OMB	Office Of Management & Budget
Outcomes	The end impact, effect, product, or result.
PASS	Portable assisted study sequence
PPP	Professional Preparation Program: These are State Board of Education-approved programs in teacher, administrator, school guidance counselor, and school psychology that lead to certification.
Professional Development	Ongoing and extensive opportunities for teachers, staff, and parents to learn in different ways in order to acquire and internalize research-based instructional practices to support student learning.
Proficiency	Having or demonstrating an expected degree of knowledge or skill in a particular area.
Research-based	Refers to programs, practices and strategies that have been shown to be effective through rigorous, systematic and objective research.
Resources	Resources include all the human, financial, materials, supplies, and technological means of support for the school program and the school's program of improvement. Resources would also include the capacity a school has developed to promote continuous improvement efforts, improving the quality of teacher effectiveness, and the alignment of resources to the maximum level of use.
Resource Allocation	The monitoring and redirecting of resources (human and financial), including the coordination and integration of all federal, state, and local services and programs, to better meet student achievement goals.
Result	The end impact, effect, product or outcome.

Rubrics	A listing of specific criteria used to score constructed-response tasks in an assessment or assess strengths and/or weaknesses as a measure of school capacity for school improvement. A typical rubric contains a scoring scale, states all the different major traits or elements to be examined, and provides criteria for deciding what score to assign to responses or performances. Scales may be quantitative (e.g., a score from 1 to 6) or qualitative (e.g., "adequate performance" or "minimal competency") or a combination of the two.
SBOE	State Board of Education
School Climate	A term that refers to issues associated with the emotional health of individuals and the organizational health within the school community.
School Community	The school community is comprised of all persons within the school and all persons in the attendance area of the school, as well as the geographical and physical environments.
School Culture	The intricate patterns of knowledge, beliefs, and values that serve as the basis for policy decisions, organizational practices, and human relationships in schools. Those patterns are often subtle and poorly understood yet exercise a profound influence on the lives of students, teachers, and other school personnel.
SBR	Scientifically-Based Research: Refers to programs, practices and strategies that have been shown to be effective through rigorous, systematic and objective research that is based on empirical and conclusive data.
SES	Supplemental Education Services
Shared Leadership	The leadership and organizational direction within a school/district is distributed and owned by various individuals according to interest and expertise.
Skills	Strategies and processes to apply knowledge.
SMPAC	State Migrant Parent Advisory Council

Stakeholder	Any person or designee from a community based organization, business or corporate sponsor, student, parent, teacher, administrator, university level educator that has a vested interest in the school community to meet or exceed requirements.
Standards	Essential knowledge and skills that should be taught and learned in school, including the most important enduring ideas, issues, dilemmas, principles, and concepts from the disciplines. Standards are what students should know and be able to do and understand.
Standards-Based System	Curriculum, instruction, materials, assessment, and reporting are all aimed at the same target: helping students achieve the defined standards.
Sub-Contractors	The state of Arizona administers the federal grant awards to 28 school districts in the state of Arizona. These school districts, and their Indian Education programs are those not covered by Tribal education programs administering the Johnson O-Malley program. Subcontractors are now limited to the current 28 awardees, due to an extended stasis in federal funding.
Systematic	Refers to processes that are repeatable, logical and predictable, rather than anecdotal and episodic.
Systemic	Affecting or relating to an organization as a whole.
Teacher Attestation	The Teacher Attestation form is used to document the "highly qualified" status of teachers in core academic areas. This form is mandated by P.L. 107-110 No Child Left Behind Legislation.
Troops-To-Teachers	Since its creation in 1994, Troops to Teachers has assisted over 16,000 eligible military personnel to transition to a new career as public school teachers. State Offices provide participants with counseling and assistance regarding certification requirements, routes to state certification, and employment leads. Pending availability of funds, financial assistance may be provided to eligible individuals as stipends up to $5K to help pay for teacher certification costs or as bonuses of $10K to teach in schools serving a high percentage of students from low-income families. Participants who accept the Stipend or Bonus must agree to teach for three years in targeted schools in accordance with the authorizing legislation.
Vision	A vision statement is a clear description of the kind of system that will be needed to deliver the mission of the organization.

Adult Education Resources

Federal and State Governments:

U.S. Department of Education, Office of Vocational and Adult Education (OVAE)
www.ed.gov

American Council on Education/GED Testing
www.acenet.edu

National Reporting System (NRS)
www.nrsweb.org

Professional Organizations:

Arizona Association for Lifelong Learning (AALL)
www.az-aall.org

The American Association for Adult and Continuing Education (AAACE)
www.aaace.org

Arizona Teachers of English to Speakers of Other Languages (TESOL)
www.az-tesol.org/

Commission on Adult Basic Education (COABE)
www.az-tesol.org/

Mountain Plains Adult Education Association (MPAEA)
www.az-tesol.org/

National Association for Adults with Special Learning Needs (NAASLN)
www.naasln.org/

Related Websites:

Adult Literacy Education WIKI
www.wiki.literacytent.org/index/php/Main_Page

Arizona Refugee Services
www.azdes/gov/csa/programs/refugee/default.asp#whatsnew

LINCS
www.nifl.gov/lincs/

National Center for the Study of Adult Learning and Literacy (NSCALL)
www.ncsall.net

National Institute for Literacy (NIFL)
www.nifl.gov/

National College Transition Network
www.collegetransition.org/

Career and Technical Education Resources

Arizona Department of Education Career and Technical Education
www.ade.az.gov/cte

Association of Career and Technical Education Arizona (ACTEaz)
www.acteaz.org

Arizona Tech Prep
www.aztechprep.org

VTECS
www.v-tecs.org

Arizona Resources

Arizona Department of Education, Early Childhood Education Section
www.ade.az.gov/earlychildhood

Arizona Refugee Services
http://www.ade.az.gov/schooleffectiveness/specialpops/refugee/

Arizona Promising Practices
http://www.azpromisingpractices.com/archive.html

School Readiness Board (School Readiness Resources)
http://www.azgovernor.gov/cyf/school_readiness/Resources.html

Early Childhood Resources

National Network for Child Care
http://www.nncc.org

Administration for Children and Families
Head Start Bureau
http://www2.acf.dhhs.gov/programs/hsb/

Federal Resources for Educational Excellence
http://www.ed.gov/free/index.html

US Department of Education
http://www.ed.gov/index.jhtml?src=a

Exceptional Student Services Resources

National Resources

Council for Exceptional Children
www.ericec.org

Federal Resource Center for Special Education
www.rrfcnetwork.org

U.S. Department of Education
www.ed.gov

National Association of Special Directors in Special Education
www.nasdse.org

Mountain Plains Regional Resource Center
www.usu.edu/mprrc/infoserv/cop

Positive Behavior and Instructional Strategies
www.pbis.org

National Association of School Psychologist
www.nasponline.org