

**Bradshaw Mountain High School
Professional Development Documentation
2010-2011**

Date	Topic & Presenter	Audience	Expected Outcome	Evidence of Learning
08/4/11	Performance Review – Dan Streeter	HS Teachers	Teachers will analyze the performance data of current students and determine areas of strength and areas of need. Teachers will also look at schools of comparative demographics to evaluate results.	All teachers submitted performance improvement plans outlining instructional goals related to student results.
8/6/11	The Case for Teaming - Dan Streeter	HS Teachers	Teachers will identify advantages for increased collaboration during the school year. Additional goals will be developing and/or updating curriculum maps and common assessments to measure student progress.	Teachers will submit completed curriculum maps and 4 CRTs at the conclusion of the school year. Additionally, teachers complete and turn in Content Team Reflection forms 2X/month.
8/6/11	Schoolmaster Training – Scott Terry	HS Teachers	Teachers will become independent in the schoolmaster software.	Teachers are required to complete their own grade books this year. Department chairs have been given the task of serving as mentors when department members have a question related to the student information software.
8/6/11	Mandatory Reporting Forms/Bloodborn Pathogens – Linda Schaetzle	Faculty/Staff	Teachers will, once again, receive information about blood born pathogens and the procedures when they are confronted with this situation.	Teachers passed a required assessment on file in our Nurse's office.

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8/11/11	Schoolmaster Follow-up – Scott Terry	New Teachers	Teachers will set up their grade books.	All teachers have grade books set up.
8/18/11	Critical Reading Strategies – Ashley McKinney	HS Teachers	Teachers will become familiar with and use strategies specific to the AVID critical reading strand.	During administrative drop-ins 50% of teachers were utilizing the specific strategy
9/15/11	Cornell Notes – Keri DeHerrera IANs – Brett Dahl Socratic Seminar – Laura Goligoski Gradebook – Scott Terry	MS/HS Teachers	Teachers will become proficient and utilize an AVID strategy of choice.	Through classroom observation and teacher survey, 88.7% of teachers are utilizing the strategies on a regular basis.
10/20/11	Cornell Notes – Keri DeHerrera IANs – Brett Dahl Socratic Seminar – Laura Goligoski Costa's Level of Questioning – Randi Simon	MS/HS Teachers	Teachers will become proficient and utilize an AVID strategy of choice.	Through classroom observation and teacher survey, 88.7% of teachers are utilizing the strategies on a regular basis.
12/15/11	Breakout Session Follow-up	MS/HS Teachers	Teachers will discuss and share benefits and challenges from the utilization of the AVID strategies during their instruction.	No formal tracking was done as this served as an informational session.
1/19/11	Vertical Teaming – Department Chairs/Administrators	HS Teachers	Teachers will discuss curriculum across content areas in a vertical manner. Additionally, teachers will identify critical concepts from each individual content area.	All content teams have identified 5 critical concepts that students need to have knowledge of before entering their course and 5 critical concepts that students should have mastered before leaving their content area
2/16/11	Common Core Update – Dan Streeter	HS Teachers	Teachers will gain an understanding of the timelines of common core standards.	No formal tracking was done as this served as an informational session.

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Date	Topic&Presenter	Audience	Expected Outcome(s)	Evidence of Learning
7/7/10	AVID Summer Institute – Admn & staff	HS/MS administration & AVID staff	AVID team(s) met and planned for upcoming AVID Summer Institute in July	Attendance @ the AVID Summer Institute – San Diego
7/29 through 7/30	AVID Summer Institute	BMMS Principal BMMS AVID teacher	Learn about the program and begin implementation of AVID @ BMMS for the 2010-11 school year	Program implementation and master schedule indicating implementation AVID district and site meeting(s) AVID self-assessment of 11 AVID principles Creation of AVID site plan for certification process
8/4/10	School Year Start- Brian Buchholtz	BMMS Staff	Mandatory Reporting, Blood-Born pathogens, handbook	Teachers completed a test generated by district nursing staff
8/5/10	Study Island – SI Rep	BMMS Staff	Staff will receive in-service training on the function of Study Island (web-based aligned math and reading)	Usage of Study Island in response to student needs in the areas of math and reading. Study Island is incorporated into BMMS S.M.A.R.T. Goals
8/11/10	Monthly Staff Meeting- Brian Buchholtz	BMMS Staff		
8/18/10	AIMS Data –Brian Buchholtz	BMMS Staff	Teachers will take 2010 AIMS data and analyze	Collaboration and creation of SMART Goal(s) to raise student achievement
8/25/10	AIMS/Content – Brian Buchholtz	BMMS Staff	½ - continuation on AIMS data analysis ½ - Content Specific meetings	Collaboration and creation of SMART Goal(s) to raise student achievement
9/1/10	Monthly Staff meeting – brian buchholtz	BMMS Staff		
9/8/10	Middle School PD-multiple presenters	BMMS Staff GHMS Staff Liberty Staff	Content PD leaders will chair meeting to discuss specific content area topics	Review of curriculum maps and pacing guides Review/revise Criterion Referenced Tests
9/15	Critical Reading – IS Ashley McKinney	Middle School Staffs	Middle school teacher will learn an identified critical reading strategy that can be used in any content area	Follow up on introduced strategy Utilization of said strategy in lesson plan design and evidence of usage in drop-ins and formal observations.

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9/22/10	Critical Reading- Content specific	BMMS Staff GHMS Staff	Horizontal PD between 2 middle schools. Marking the text strategy discussed by content specificity	Sample reading prepared for the day and shared with colleagues. Strategies developed for future planned chapter/unit
9/29/10	Homeless/SMART Goals	BMMS Staff	Staff learned	
9/30/10	Walk Throughs – Stanton, Kay, Buchholtz	BMMS Staff	Dr. Stanton, Kathy Kay and I visited each classroom to witness teaching	After each visit, time was spent discussing the observations Follow-up was provided to the teachers
10/6/10	Planning for 1 st vertical PD --Admn, middle school PD leaders, high school dept. chairs	Same	A successful first meeting with combined middle and high school faculties by department	Department chairs and middle school leaders discussed the first meeting format. It was determined to start w/ an ice-breaker activity then moving to 5-in's and 5-out's. Curricular expectations coming and going
10/20/10	AVID Strategies – Cornell Notes, IAN's, Socratic Seminar, Costa's Level of Questioning	BMMS Staff BMHS Staff	Teachers will be introduced and become proficient in AVID strategies	Strategies will be utilized within the Bradshaw Mountain School classrooms. Technique/strategies will become common language in teaching pedagogy on the BMMS campus. Drop-ins, observations, and lesson plans usage
10/27-28/10	Student-led Conferencing	Parents, staff, students	Academic update/reporting of student progress	Scheduled P-T meetings on the early release days provided
11/3/10	Vertical Alignment of curriculum	Middle and High school staffs	Vertical Articulation between middle and high school departments	High school chairs and middle school PD leaders convened meetings by curricular Area. Pre-planning (10/6/10) agenda implemented.
11/10/10	Follow-up/introduction @ BMMS on AVID strategies	BMMS staff	Staff members attended 1 of 4 sessions on 10/20/10. Today they reported out to their colleagues on the AVID strategy learned.	Strategies will be utilized within the Bradshaw Mountain School classrooms. Technique/strategies will become common language in teaching pedagogy on the BMMS campus. Drop-ins, observations, and lesson plans usage

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12/8/10	District Financial Update	BMMS Staff GHMS Staff	Understanding of the current financial information available	
12/15/10	2 nd Quarter Grade and CRT Analysis	BMMS Staff	Completion of 2 nd Qt. assessments and grading	Report card distribution CRT data analysis and reflection
1/5/11	2 nd Semester start – Brian Buchholtz	BMMS Staff	2 nd semester start	
1/12/11	Student Engagement Content curriculum	Horizontal w/ BMMS GHMS and LTS Staff	Content specific 2 nd Qt. data analysis by content	Report by PD leaders
1/19/11	Staff Meeting	BMMS Staff	Informational	Sign-in sheet Expectation to follow/utilize learned information
1/26/11	Middle School curriculum by department	Horizontal w/ BMMS & GHMS	Curricular map and pacing guide review/update	Revised curriculum map(s). Lesson plans indicate the changes made Principal was in Cottonwood attending Yavapai County Consortium on Common-core(s), assessing, and planning
2/2/11	SMART Goals Update	BMMS Teams	Teams met to work on SMART Goals created earlier	Lesson plans and discussions will reflect SMART Goals information, strategies, and Assessment(s)
2/16/11	½ Staff Meeting ½ AVID	BMMS Staff	Staff meeting – informational AVID – presentation by high school on identification	
2/23/11	Common Core Standards	Horizontal BMMS & GHMS	Departments w/ break down common core and compare/contrast w/ Arizona Standards	Work done and fluid curricular map indicating changes being made.
3/2/11	½ Staff Meeting ½ WICR	BMMS Staff	Informational	Informational and review of WICR – Writing, Inquiry, Collaboration, and Reading -The essential elements of AVID
3/9/11	District Financial Update	Horizontal w/ BMMS Staff & GHMS Staff	Understanding of the current financial information available and RIF Rubric	
3/23/11	PD Leaders AVID Teachers Administration	Horizontal w BMMS Staff GHMS Staff Liberty Staff	Core curriculum will complete standards breakdown and alignment of “old” standards w/ common core Exploratories met w/ AVID instructors	Curricular maps will be modified CRT’s will go through modifications as well Lesson planning and classroom delivery will change with new pacing/curriculum guide Exploratory teachers will plan and implement AVID strategies (quick writes) into their planning for quarter 4

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8/4/10	Back to School #1 Presenters-Kristen Rex and Sandra Clark	Certified Staff	Analyze 2009 Spring Survey Data; Develop Personal and Professional Goals; 1 st Round Data Academy	Analyzing surveys and AIMS data will provide support for developing SMART goals for this year. Personal and Professional Goals are used to help administration with evaluations.
8/5/2010	Back to School #2 Presenters-Kristen Rex, Sandra Clark and Gene Fougner from ETS	Certified Staff	Educational Talent Search; Professional Learning Communities; Lesson Planning; ACE class expectations	ETS is a resource to support students with study skills, technology "real world" uses and provides mentorship to a subgroup at GHMS. PLCs are developed based upon need for our campus to support our SMART Goals. Lesson Plans will be turned in weekly to be checked by administration and used for walk throughs the next week. ACE class expectations help guide mentoring on campus an area of need without counseling as well as provide time for specific strategies and interventions through the year based upon evidence from grades, CRTs, Pre-tests, and character education curriculum.
8/6/10	Back to School #3 Presenter: Kristen Rex, Nancy, Vallely, Jodi Fronda, Sandra Clark, Keri Williams	Certified Staff/Classified Staff	Mandatory Reporting, Blood-Born pathogens; handbook; Attendance; Discipline Matrix.	Quiz for staff for blood born pathogens; review as a group of handbook-highlighting important areas; daily attendance and verifications throughout the school year; correctly completed referrals to office when necessary.
8/11/10	7-12 Continuum Presenters-Kristen Rex and Sandra Clark	Certified Staff	Protocols for 7-12; Panther Pathways; Data Academy 2; DO Start of School Annual Notifications	Panther Pathways presentations followed by quizzes taken by parents and students; data continues to support development of GHMS SMART Goals; Annual notifications are to be studied and signed off by all staff.
8/17/10	Child Study Procedures Presenter-Sandra Clark	Certified Staff	Protocols for recommending a child to the child study team.	Staff members submissions of students for CST.
8/18/10	Continuous Cardiac Compression-Cardio Pulmonary Resuscitation Presenter-Nancy Vallely	Certified/Classified Staff	Practice and review CPR	Completion of the training, all participants receive certification for CPR.
8/24/10	Double Entry Log Presenter-Kristen Rex	Certified Staff	Strategy for the classroom to support SMART Goal of reading informational text.	Teachers read article and filled out double entry log. Incorporated strategy in lesson and brought student samples to next PLC meeting.

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8/25/10	AIMS/Content – Kristen Rex and content leaders	Certified Staff	½ - continuation on AIMS data analysis ½ - Content Specific meetings	Develop SMART Goals from collected data; each content discusses how to infuse SMART Goals into their specific areas of instruction.
8/31/10	Paired Guided Reading & Practice with Summarizing Presenter-Kristen Rex	Certified Staff	Lesson for ACE class. Practicing reading strategy with students to construct meaning, interact with text, verbalize and check for understanding.	Lesson to be implemented in ACE class. Evidence of learning in student samples.
9/1/10	Monthly Staff Meeting Presenters-Kristen Rex and Sandra Clark	Certified Staff		Depending of discussion topics staff is responsible for meeting the requirements set forth in the meeting.
9/7/10	HUSD Evaluation tool, School Master Gradebook and Lesson Planning Presenter-Kristen Rex and Sandra Clark	Certified Staff	Review of HUSD Evaluation tool, Grade Book and expectations of lesson planning.	Certified staff turns in every Tuesday lesson plan for following week for administrative approval and walk throughs.
9/8/10	Middle School PD-multiple presenters	BMMS Staff GHMS Staff Liberty Staff	Content PD leaders will chair meeting to discuss specific content area topics	Evidence of learning will be demonstrated in lesson planning, activities/strategies implemented in the classroom and observations during walk throughs in the classroom.
9/14/10	R.E.A.P. Strategy Reporting CPS 9 Essentials-Marzano survey results Presenter-Kristen Rex and Sandra Clark	Certified Staff	R.E.A.P. Strategy for ACE Class helping students internalize the content of what they read and think about ways to represent main ideas and put message in their own words. CPS Reporting 9-Essentials Results	Student samples Staff submission of CPS report to Administration Staff took survey to determine future professional development areas for PLC or ER Wed.
9/15	Critical Reading – I Presenter: Ashley McKinney	BMMS Staff GHMS Staff	Middle school teacher will learn an identified critical reading strategy that can be used in any content area	GHMS staff will infuse strategy from this in-service to be evidenced in lesson plans or observed in walk throughs.
9/21/10	ACE AVID WICR Lesson-M & M Variance Study Presenter-Kristen Rex	Certified Staff	Inquiry of predicting and summarizing elements of GHMS and QUICKWRITE on the spot thinking practice.	ACE class student QUICKWRITES to be shared at future PLC.

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9/22/10	Critical Reading- Content specific Content leaders	BMMS Staff GHMS Staff	Horizontal PD between 2 middle schools. Marking the text strategy discussed by content specificity	GHMS staff will meet to discuss in their specific content areas the results of implementing this strategy in their content areas. Looking for patterns of success or areas of refinement.
9/29/10	GHMS SMART GOALS; Lesson Planning; Epi-pen training Presenters: Kristen Rex and Nancy Valley	Certified	Staff learned developed SMART goals to be reviewed and help plan future professional develop opportunities.	SMART goals established in areas of reading, writing, and science. All content areas will develop strategies to use in their classrooms to support these goals. Will be evidence through lesson planning and walk throughs by administration. Future professional development opportunities will be established with SMART Goals as primary focus.
10/6/10	Planning for 1 st vertical PD –Admn, middle school PD leaders, high school dept. chairs	Kristen Rex and content area leaders	A successful first meeting with combined middle and high school faculties by department	The beginning phase of our vertical articulation. Each content area hosts and discusses 5 in and 5 out skills. 5 in are skills that students should have when they enter each grade level subject area and 5 out are skills that should be well established with students to be successful in the next level of the content area.
10/19/10	Review of 7 th and 8 th grade GHMS SMART Goals Presenter-Kristen Rex	Certified Staff	Teachers will review SMART Goals- Discussing implementation in their specific classrooms.	Examples of strategies or interventions of GHMS SMART Goals.
10/20/10	AVID Strategies – Cornell Notes, IAN's, Socratic Seminar, Costa's Level of Questioning	GHMS Staff BMHS Staff	Teachers will be introduced to AVID strategies	Trainer of Trainers model to support new AVID strategies. Content area teachers will be in-serviced on specific AVID strategy and return to their home site to implement a professional development training session for their staff.
10/26/10	4 Square Writing Presenter-Kristen Rex	Certified Staff	Teachers introduced to powerpoint presentation on 4 Square Writing strategy.	Student samples of an activity using 4 Square Writing before end of semester to administration. May be used in Spring Spectacular.
10/27-28/10	Student-led Conferencing	Parents, staff, students	Academic update/reporting of student progress	Process of GHMS staff developing a script, data analysis, and presentation of evidence to parents at the conferences. 100% participation by GHMS students!
11/2/10	HUSD Certified Professional Profolio Presenter-Kristen Rex	Certified Staff	301 portfolio with deadlines and data reflection review.	Teachers participate in 301 submitting data reflections.
11/3/10	Vertical Alignment of curriculum	Middle and High school staffs	Vertical Articulation between middle and high school departments	Review of 5 in and 5 out for each content area. Discussions of implementation of AVID strategies in content areas.

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11/9/10	AVID Strategy-Costas Levels of Questioning in Content Areas Presenter-Kristen Rex	Certified Staff	Teachers practiced developing questions to align in Costas Levels of Questioning. Will use in their classrooms as a strategy.	Submitted lesson plans to administration.
11/10/10	Follow-up/introduction @ GHMS on AVID strategies	Certified staff	Staff members attended 1 of 4 sessions on 10/20/10. Today they reported out to their colleagues on the AVID strategy learned.	Content area teams meet for second time to discuss AVID strategies implemented and used in their specific classrooms with results and evidence of student engagement.
11/17/10	Walk to the Experts Math and Teen Court Presenters: Leta Barnes, Stephanie Kessler, Jodi Fronda, and Randy Clifford	Certified Staff	Concept of pulling students struggling in specific area of math to receive additional support and instruction during ACE class. All students are given the pre-test to establish pool of participants. Teen Court concept new to GHMS-training how to refer students to Teen Court	RESULTS of Math-Walk to the Experts/85 students were selected to participate in intervention. All took a pre and post test on specific area of math instruction. 61 of the 85 students that participated in this intervention showed growth of 20% percent or more on the post test. Teen Court has heard over 50 cases ranging from tardies to disrespect. *More data will be available to Board in a final analysis at end of year.
12/8/10	District Financial Update Presenters-DO staff	BMMS Staff GHMS Staff	Understanding of the current financial information available	Update on financial situation and tiers of possible cutbacks.
12/15/10	2 nd Quarter Grade and CRT Analysis Student Engagement Presenters: Content teams and Kristen Rex	Certified Staff	Completion of 2 nd Qt. assessments	Share and discuss grades. This data will be used on data reflections by individual teachers and help develop professional development opportunities for spring. Student engagement strategies learned in this presentation will be observed through lesson planning by individual teachers or walk throughs.
1/5/11	Reading Counts Intervention – Kristen Rex and Sandra Clark Walk to the Experts-Reading Mary Reeves	Certified Staff	Teachers were given Pre/During/Post reading strategies to use in their content areas; in-service on next round of walk to the experts in Reading Informational text. All students will be given a pre test and then a pool of participants will be determined; and update on Reading Counts lexile reports was analyzed.	Reading Counts is used a monitor or student reading throughout the year. A pre test and post test if given. Students are monitored and expected to complete 2 books a month at or above their level lexile. Language arts teachers monitor student progress and administration calls parents to report areas of concern/improvement. RESULTS of Walk to the Experts-Reading

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				8 th graders that participated in the two week intervention improved their post test results by 56%. 7 th graders that participated in the post test scored 35% higher. ***It was noted that next round will include a different pre/post test due to difficulties in implementation.
1/12/11	Student Engagement Content curriculum	Horizontal w BMMS Staff GHMS Staff Liberty Staff	Content specific 2 nd Qt. data analysis by content	Specific content areas met to discuss CRT alignment as well as results.
1/18/11	Agenda Revisions Presenter-Sandra Clark	Certified Staff	Staff members review and made revisions to agenda.	Agenda submission for 2011-2012 school year.
1/19/11	Staff Meeting	Certified Staff	Informational	Depending of discussion topics staff is responsible for meeting the requirements set forth in the meeting.
1/25/11	Guides for Planning Differentiated Instruction Presenter-Kristen Rex	Certified Staff	Given set examples to use as strategies in content area classrooms.	Will be evidenced in lesson plans submitted to administration.
1/26/11	Middle School curriculum by department	Horizontal w/ BMMS & GHMS	Curricular map and pacing guide review/update	Different content areas are at varying levels of expertise in this area. Groups met to discuss revisions to their pacing guides.
2/2/11	SMART Goals Update	Certified Staff	Teams met to work on SMART Goals created earlier in school year.	Discussion of how many strategies have been used to promote 7 th /8 th grade SMART Goals. Share evidence of student work.
2/8/11	Reading Strategies Presenter-Kristen Rex	Certified Staff	Staff in-service on strategies including: Jigsaw, GIST Statements, Retelling with Rubrics, Previewing the text, Graphic Organizers to support GHMS SMART Goals.	Staff will use strategies in their content classrooms as evidenced through their lesson plan writing or observation during class walk throughs.
2/16/11	Staff Meeting Presenters: Kort Minor and Randy Simon	Certified Staff	Staff meeting – informational AVID – presentation by high school on identification	Staff will develop a Plan of Action for recruitment of next year's AVID students. List of incoming 8 th graders given to GHMS administration and list of incoming 9 th graders will be forwarded to BMHS.

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2/23/11	Common Core Standards	Horizontal BMMS & GHMS	Departments w/ break down common core and compare/contrast w/ Arizona Standards	Content areas met to discuss and analyze new Common Core standards that will be implemented next year. Begin discussions on how they will meld into each content area. Meeting notes forwarded to administration.
3/1/11	Highlighting Point of View and Main Idea Presenter-Kristen Rex	Certified Staff	Using highlighters teachers learned how to mark the main idea of the article from various perspectives.	ACE Lesson to be used and share student samples at future PLC meeting.
	Discipline Data Update Student Engagement Presenter: Kristen Rex Spring Spectacular Planning Session Walk to the Experts-AIMS Presenters-content leaders	Certified Staff	Informational meeting with updates in the area of current discipline data and results from walk throughs and evidence of strategies in the area of student engagement. Last round of Walk to the Experts will be given to all students at GHMS. No pre testing-just basic lessons that focus on AIMS prep. Monday-Math, Tuesday-Reading, Wednesday-Writing, Thursday-Science, Friday-Testing prep and basic skills.	Ongoing information-Each Tuesday at staff members PLC time they will receive instruction for implementation for each ACE Walk to the Experts Strategy. This format will continue until AIMS testing. **Spring Spectacular is an annual event that focuses on academic and social opportunities at GHMS. Staff and students showcase their work from academic areas as well as clubs from the past year. The Science tournament is held with teams participating in the final round. All incoming 6th graders and their families are invited to this event to support transition from elementary to middle school.
3/9/11	District Financial Update Presenters-DO staff	Horizontal w/ BMMS Staff GHMS Staff	Understanding of the current financial information available and RIF Rubric	Update on financial situation and tiers of possible cutbacks. Also included in presentation was the RIF Rubric which will be filled out by staff and administration will meet and sign off on the rubric and return to DO.
3/23/11	PD Leaders AVID Teachers Administration	Horizontal w BMMS Staff GHMS Staff Liberty Staff	Core curriculum will complete standards breakdown and alignment of "old" standards w/ common core Exploratories met w/ AVID instructors to learn new AVID strategies for their classroom instruction.	Common core curriculum is an ongoing document as we prepare for next year. AVID strategies will be noted in lesson plans or observed in classroom walk throughs.

**Coyote Springs Elementary School
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	Topic	Audience	Expected Outcome	Evidence of Learning
08/04/10	Sexual Harassment Policy; Technology Use; FERPA; & HUSD Evaluation – Candice Blakely-Stump	All Staff	Staff will review all materials presented & discuss expectations, goals, how teams will operate & dealing with student discipline.	Staff are more cognizant of student interactions & are filing discipline reports when necessary; working on goals & meeting expectations, & are aware of FERPA laws.
08/06/10	Blood Borne - Patrice Sparks; FM Systems, & Elmos – Candice Blakely-Stump	All Staff	Staff will be able to recognize & know procedures for injuries or wounds encountered; operating procedures for FM Systems & Elmos will be taught.	Staff are able to operate FM Systems & Elmos; are using proper procedures & doing immediate notification to the nurse for wounds or injuries.
08/10/10	Discipline Procedures – Candice Blakely-Stump	Kinder & 1 st Grade Teachers, & Reading Coach	Teachers will learn problem solving & how to use the new referral forms; will review discipline procedures & BIP forms; will use agendas & buddy rooms to assist with difficult students.	Teachers are taking more responsibility with discipline issues; buddy rooms & notes in the agendas to parents are being used more; referral write-ups are improving.
08/11/10	Discipline Procedures – Candice Blakely-Stump	2 nd & 3 rd Grade Teachers, Reading Coach, & ASDB Teacher	Teachers will learn problem solving & how to use the new referral forms; will review discipline procedures & BIP forms; will use agendas & buddy rooms to assist with difficult students.	Teachers are taking more responsibility with discipline issues; buddy rooms & notes in the agendas to parents are being used more; referral write-ups are improving.
08/12/10	Discipline Procedures – Candice Blakely-Stump	4 th , 5 th , & 6 th Grade Teachers, Reading Coach, & Resource Teacher	Teachers will learn problem solving & how to use the new referral forms; will review discipline procedures & BIP forms; will use agendas & buddy rooms to assist with difficult students.	Teachers are taking more responsibility with discipline issues; buddy rooms & notes in the agendas to parents are being used more; referral write-ups are improving.
08/13/10	HUSD Policy Updates – Candice Blakely-Stump	All Staff	Staff will review HUSD Policy updates on media & Staff Ethics, the Mission Statement & CSES Goals.	Staff are more aware of HUSD policy updates & more focused on Mission Statement & CSES goals.
08/17/10	Mission/Goals; Feedback on Discipline Form; Grant Exploration; & Book Club Update – Candice Blakely-Stump	Kinder, 1 st & 2 nd Grade Teachers, & Reading Coach	Teachers will develop Mission/Goals for their teams; will give feedback on discipline form; & discuss possible grant applications.	Teachers have Mission/Goals for their teams; discipline procedures forms have been clarified for them; some grant applications have been submitted.

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Date	Topic	Audience	Expected Outcome	Actual Outcome
08/18/10	Mission/Goals; Feedback on Discipline Form; Grant Exploration; & Book Club Update – Candice Blakely-Stump	3 rd & 4 th Grade Teachers & Reading Coach	Teachers will develop Mission/Goals for their teams; will give feedback on discipline form; & discuss possible grant applications.	Teachers have Mission/Goals for their teams; discipline procedures forms have been clarified for them; some grant applications have been submitted.
08/19/10	Mission/Goals; Feedback on Discipline Form; Grant Exploration; & Book Club Update– Candice Blakely-Stump	5 th & 6 th Grade Teachers, Reading Coach, & Resource Teacher	Teachers will develop Mission/Goals for their teams; will give feedback on discipline form; & discuss possible grant applications.	Teachers have Mission/Goals for their teams; discipline procedures forms have been clarified for them; some grant applications have been submitted.
08/20/10	HQ + 301 Forms – Candice Blakely-Stump	All Staff	Staff will review & discuss HQ & 301 Forms, & school Mission/Goals.	Staff have reviewed school Mission/Goals; 301 forms are being used & completed.
08/24/10	Data Analysis & GL Goals – Candice Blakely-Stump	Kinder, 1 st & 2 nd Grade Teachers	Teachers will discuss & analyze data from their students' reports; will discuss GL Mission & Goals on student achievement.	Teachers are using data from student reports & are documenting student achievement of GL Mission & Goals.
08/25/10	Data Analysis & GL Goals – Candice Blakely-Stump	3 rd & 4 th Grade Teachers & Music Teacher	Teachers will discuss & analyze data from their students' reports; will discuss GL Mission & Goals on student achievement.	Teachers are using data from student reports & are documenting student achievement of GL Mission & Goals.
08/26/10	Data Analysis & GL Goals – Candice Blakely-Stump	5 th & 6 th Grade Teachers, Resource Teacher, PE Teacher, & Honors Teacher	Teachers will discuss & analyze data from their students' reports; will discuss GL Mission & Goals on student achievement.	Teachers are using data from student reports & are documenting student achievement of GL Mission & Goals.
08/27/10	BB/BS – Emily; Mission/Goals; 45-Day Screen Process; TC Campaign; Implementation of Discipline Plan – Candice Blakely-Stump	All Staff	Staff will be advised of BB/BS program; will discuss mission/goals; will review 45-day screen information; will discuss TC campaign & getting information to parents; & will implement disciplinary procedures.	Staff is helping to identify students that will benefit from BB/BS program; TC program is more publicized by sharing information with parents; discipline procedures are in use.
08/31/10	Mission/Goals – Candice Blakely-Stump	All Staff	Staff will develop the school's Mission Statement & list the Goals.	Staff is working on the Mission Statement & listing the Goals.

**Coyote Spring Elementary School
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Date	Topic/Presenter	Audience	Expected Outcome	Evidence of Learning
08/31/10	Data Charts & Grade Level Goals – Candice Blakely-Stump	Kinder, 1 st & 2 nd Grade Teachers & Reading Coach	Teachers will complete data charts & review GL goals.	Teachers using data charts, went over GL Goals for identifying areas to improve.
09/01/10	Data Charts & Grade Level Goals – Candice Blakely-Stump	3 rd & 4 th Grade Teachers, Title One Teacher, Music Teacher, & Reading Coach	Teachers will complete data charts & review GL goals.	Teachers using data charts, went over GL Goals for identifying areas to improve.
09/02/10	Data Charts & Grade Level Goals – Candice Blakely-Stump	5 th & 6 th Grade Teachers, Honors Teacher, & Reading Coach	Teachers will complete data charts & review GL goals.	Teachers using data charts, went over GL Goals for identifying areas to improve.
09/10/10	Gradebook Training Part I – Paul Leon	All Teaching Staff	Teachers will learn how to use Gradebook Program to input grades into computer.	Teachers are using Gradebook to enter grades.
09/17/10	Gradebook Training Part II – Paul Leon	All Teaching Staff	Teachers will train on how to input grades into the computer.	Teachers' questions were clarified; they are entering grades correctly.
09/24/10	Common Core Standards – Kathy Kay; Homeless – Pam Van Driel	All Staff	Staff will be taught about content, application, & alignment with AIMS.	Staff are more focused on aligning what's taught with AIMS guidelines.
09/28/10	HR/AR/Writing Obj. /Student Engage-ment – Candice Blakely-Stump, Dr. Paul Stanton & Kathy Kay.	All Teaching Staff	Teachers will learn about therapy, culture of learning, & improving objectives; will receive DIBELS update & discuss school, grade, & student goals.	Teachers have a better understanding of how to engage students with diverse personalities and different ways of learning; & are reviewing goals.
10/05/10	1 st Quarter Standards & CRTs – Candice Blakely-Stump	1 st Grade Teachers, Reading Coach, & Title One Teacher	Teachers will discuss standards testing schedule, GL discipline procedures, TC information, & Character Counts Week.	Teachers have the testing schedule; GL discipline procedures were changed where not working well; TC information was sent home to parents; CC week was set up.
10/06/10	1 st Quarter Standards & CRTs – Candice Blakely-Stump	2 nd Grade Teachers, Reading Coach, & Title One Teacher	Teachers will discuss standards testing schedule, GL discipline procedures, TC information, & Character Counts Week.	Teachers have the testing schedule; GL discipline procedures were changed where not working well; TC information was sent home to parents; CC week was set up.

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10/07/10	1 st Quarter Standards & CRTs – Candice Blakely-Stump	3 rd Grade Teachers, Music Teacher, & Reading Coach	Teachers will discuss standards testing schedule, GL discipline procedures, TC information, & Character Counts Week.	Teachers have the testing schedule; GL discipline procedures were changed where not working well; TC information was sent home to parents; CC week was set up.
10/19/10	1 st Quarter Standards & CRTs – Candice Blakely-Stump	Kinder & 4th Grade Teachers, Resource Teacher & Reading Coach	Teachers will discuss standards testing schedule, GL discipline procedures, TC information, & Character Counts Week.	Teachers have the testing schedule; GL discipline procedures were changed where not working well; TC information was sent home to parents; CC week was set up.
10/20/10	1 st Quarter Standards & CRTs – Candice Blakely-Stump	5th Grade Teachers, Reading Coach, & Resource Teacher	Teachers will discuss standards testing schedule, GL discipline procedures, TC information, & Character Counts Week.	Teachers have the testing schedule; GL discipline procedures were changed where not working well; TC information was sent home to parents; CC week was set up.
10/21/10	1 st Quarter Standards & CRTs – Candice Blakely-Stump	6th Grade Teachers, Reading Coach, & Resource Teacher	Teachers will discuss standards testing schedule, GL discipline procedures, TC information, & Character Counts Week.	Teachers have the testing schedule; GL discipline procedures were changed where not working well; TC information was sent home to parents; CC week was set up.
11/02/10	301/Goals/Walk Thru's/Survey – Candice Blakely-Stump	1 st Grade Teachers, Reading Coach, Title One Teacher, Resource Teacher, & Speech Therapist	Teachers will review 301 Binders; will discuss GL posters & the walk-thru's; will give parent teacher conferences' & awards assemblies' feedback.	Teachers received 301 binders back; teachers are aware of walk-thrus being done; changes to parent teacher conferences & awards assemblies will be made.
11/03/10	301/Goals/Walk Thru's/Survey – Candice Blakely-Stump	2 nd Grade Teachers, Reading Coach, Title One Teacher, Resource Teacher, & Speech Therapist	Teachers will review 301 Binders; will discuss GL posters & the walk-thru's; will give parent teacher conferences' & awards assemblies' feedback.	Teachers received 301 binders back; teachers are aware of walk-thrus being done; changes to parent teacher conferences & awards assemblies will be made.
11/04/10	301/Goals/Walk Thru's/Survey – Candice Blakely-Stump	3 rd Grade Teachers, Reading Coach, PE Teacher, Resource Teacher, & Music Teacher	Teachers will review 301 Binders; will discuss GL posters & the walk-thru's; will give parent teacher conferences' & awards assemblies' feedback.	Teachers received 301 binders back; teachers are aware of walk-thrus being done; changes to parent teacher conferences & awards assemblies will be made.

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11/05/10	IDEAL Training – Candice Blakely-Stump	All Teaching Staff	Teachers will learn about the IDEAL program.	Teachers have information on IDEAL program.
11/09/10	301/Goals/Walk Thru's/Survey – Candice Blakely-Stump	Kinder & 4th Grade Teachers, Reading Coach, & Resource Teacher	Teachers will review 301 Binders; will discuss GL posters & the walk-thru's; will give parent teacher conferences' & awards assemblies' feedback.	Teachers received 301 binders back; teachers are aware of walk-thrus being done; changes to parent teacher conferences & awards assemblies will be made.
11/09/10	301/Goals/Walk Thru's/Survey – Brenda Armstrong	6th Grade Teachers	Teachers will review 301 Binders; will discuss GL posters & the walk-thru's; will give parent teacher conferences' & awards assemblies' feedback.	Teachers received 301 binders back; teachers are aware of walk-thrus being done; changes to parent teacher conferences & awards assemblies will be made.
11/10/10	301/Goals/Walk Thru's/Survey – Candice Blakely-Stump	5th Grade Teachers, Reading Coach, & Resource Teacher	Teachers will review 301 Binders; will discuss GL posters & the walk-thru's; will give parent teacher conferences' & awards assemblies' feedback.	Teachers received 301 binders back; teachers are aware of walk-thrus being done; changes to parent teacher conferences & awards assemblies will be made.
11/16/10	PD-Student Engagement – Steven Kane	All Staff	Teachers will learn playful movements & games to engage students during class.	Teachers are using what was learned to engage their students.
11/17/10	301/Goals/Walk Thru's/Survey – Candice Blakely-Stump	SPED & Specials Teachers	Teachers will review 301 Binders; will discuss GL posters & the walk-thru's; will give parent teacher conferences' & awards assemblies' feedback.	Teachers received 301 binders back; teachers are aware of walk-thrus being done; changes to parent teacher conferences & awards assemblies will be made.
11/18/10	Emergency Procedures – Candice Blakely-Stump	All Para-Pros	Para-Pros will review emergency procedures & assignments.	Par-Pros are more aware of procedures to use in emergencies & in performing their assignments.
11/30/10	IDEAL County Training – Candice Blakely-Stump	All Teaching Staff	Teachers will finish IDEAL training.	Teachers are prepared to use IDEAL program.
12/03/10	Schedule Changes – Candice Blakely-Stump	All Teaching Staff	Teachers will receive Pillar Friday rules; will discuss winter concerts, class schedule changes, & CC ideas.	Teachers gave input on all discussions & there were many good suggestions that will be incorporated.
12/07/10	HUSD Financial Update – HUSD Administration	All Staff	Staff will be advised on end of year budget & concerns & what changes will be made in early 2011.	Staff is aware of what HUSD is facing for the new year with budget cuts.

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Date	Topic / Presenter	Audience	Expected Outcome	Evidence of Learning
12/09/10	Student Engagement – Gina Baldwin	Kinder, 1 st & 2 nd Grade Teachers, Title One Teacher, Resource & Extended Resource Teachers, & Speech Therapist	Teachers will learn ways to engage student participation.	Teachers now have additional information & suggestions to use to keep students engaged in the classroom.
12/15/10	Student Engagement – Gina Baldwin	3 rd , 4 th , & 5 th Grade Teachers, Resource Teacher, & Honors Teacher	Teachers will learn ways to engage student participation.	Teachers now have additional information & suggestions to use to keep students engaged in the classroom.
12/16/10	Student Engagement – Gina Baldwin	6th Grade Teachers, SPED, Specials, & Honors Teachers	Teachers will learn ways to engage student participation.	Teachers now have additional information & suggestions to use to keep students engaged in the classroom.
12/16/10	Duty Schedule & Expectations – Candice Blakely-Stump	All Para-Pros	Para-Pros will review the duty schedule changes, discuss lunch recess recommendations & rainy day procedures.	Para-Pros are aware of duty changes; are using lunch recess recommendations; & have rainy day procedures in use.
01/04/11	Retention & Science Fair – Candice Blakely-Stump	1 st Grade Teachers, Title One Teacher, Resource Teachers, & Speech Teacher	Teachers will review all forms necessary for retention of a student; will discuss Science Fair & Read Across America; & will discuss setting goals according to AR points.	Teachers processed retention forms; are setting goals to AR points; Science Fair & Read Across America are in place.
01/05/11	Retention & Science Fair – Candice Blakely-Stump	2 nd Grade Teachers, Title One Teacher, Resource Teachers, & Speech Teacher	Teachers will review all forms necessary for retention of a student; will discuss Science Fair & Read Across America; & will discuss setting goals according to AR points.	Teachers processed retention forms; are setting goals to AR points; Science Fair & Read Across America are in place.
01/06/11	Retention & Science Fair – Candice Blakely-Stump	3 rd Grade Teachers, Title One Teacher, Resource Teacher	Teachers will review all forms necessary for retention of a student; will discuss Science Fair & Read Across America; & will discuss setting goals according to AR points.	Teachers processed retention forms; are setting goals to AR points; Science Fair & Read Across America are in place.
01/11/11	Retention & Science Fair – Candice Blakely-Stump	4 th Grade Teachers & Resource Teacher	Teachers will review all forms necessary for retention of a student; will discuss Science Fair & Read Across America; & will discuss setting goals according to AR points.	Teachers processed retention forms; are setting goals to AR points; Science Fair & Read Across America are in place.

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01/12/11	Retention & Science Fair – Candice Blakely-Stump	5 th Grade Teachers & Resource Teacher	Teachers will review all forms necessary for retention of a student; will discuss Science Fair & Read Across America; & will discuss setting goals according to AR points.	Teachers processed retention forms; are setting goals to AR points; Science Fair & Read Across America are in place.
01/13/11	Retention & Science Fair – Candice Blakely-Stump	6 th Grade Teachers & Resource Teacher	Teachers will review all forms necessary for retention of a student; will discuss Science Fair & Read Across America; & will discuss setting goals according to AR points.goals according to AR points.	Teachers processed retention forms; are setting goals to AR points; Science Fair & Read Across America are in place.
01/14/11	Gradebook Training Part III – Paul Leon	All Teaching Staff	Teachers will fine-tune knowledge & uses of Gradebook program.	Teachers reviewed & have a better understanding of Gradebook & how to use it.
01/18/11	Retention & Science Fair – Candice Blakely-Stump	SPED/Specials Teachers	Teachers will review all forms necessary for retention of a student; will discuss Science Fair & Read Across America; & will discuss setting goals according to AR points.	Teachers processed retention forms; are setting goals to AR points; Science Fair & Read Across America are in place.
01/21/11	Aligning Goals to Programs – Candice Blakely-Stump	All Teaching Staff	Teachers will split into groups to brainstorm a master list of ways to align goals to programs.	Teachers in groups came up with lists of how to align goals to programs.
01/25/11	Kagan Strategies - Melissa	All Teaching Staff	Teachers will learn Kagan Strategies to increase student participation in team & individual activities to keep them engaged in classroom activities.	Teachers are using more ideas to keep students engaged whether team or individual learning is taking place.
02/08/11	HUSD Board Update & AIMS – Candice Blakely-Stump	Kinder & 1 st Grade Teachers	Teachers will be briefed on HUSD Board update on school goals; GL teams will work & respond to how they are preparing for AIMS/SAT 10/DIBELS testing; will brief on how they are reaching out to the "bubble" students; & what support they need; AIMS testing dates will be passed out.	Teachers are aware of HUSD Board update on school goals; GL teams are set for AIMS/SAT 10/DIBELS testing; are reaching out to the "bubble" students with methods learned; know AIMS testing dates.
02/09/11	HUSD Board Update & AIMS – Candice Blakely-Stump	2 nd Grade Teachers	Teachers will be briefed on HUSD Board update on school goals; GL teams will work & respond to how they are preparing for AIMS/SAT 10/DIBELS testing; will brief on how they are reaching out to the "bubble" students; & what support they need; AIMS testing dates will be passed out.	Teachers are aware of HUSD Board update on school goals; GL teams are set for AIMS/SAT 10/DIBELS testing; are reaching out to the "bubble" students with methods learned; know AIMS testing dates.

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Date	Topic/Presenter	Audience	Expected Outcome	Evidence of Learning
02/10/11	HUSD Board Update & AIMS – Candice Blakely-Stump	3 rd Grade Teachers	Teachers will be briefed on HUSD Board update on school goals; GL teams will work & respond to how they are preparing for AIMS/SAT 10/DIBELS testing; will brief on how they are reaching out to the "bubble" students; & what support they need; AIMS testing dates will be passed out.	Teachers are aware of HUSD Board update on school goals; GL teams are set for AIMS/SAT 10/DIBELS testing; are reaching out to the "bubble" students with methods learned; know AIMS testing dates.
02/15/11	HUSD Board Update & AIMS – Candice Blakely-Stump	4 th Grade Teachers	Teachers will be briefed on HUSD Board update on school goals; GL teams will work & respond to how they are preparing for AIMS/SAT 10/DIBELS testing; will brief on how they are reaching out to the "bubble" students; & what support they need; AIMS testing dates will be passed out.	Teachers are aware of HUSD Board update on school goals; GL teams are set for AIMS/SAT 10/DIBELS testing; are reaching out to the "bubble" students with methods learned; know AIMS testing dates.
02/16/11	HUSD Board Update & AIMS – Candice Blakely-Stump	5 th Grade Teachers	Teachers will be briefed on HUSD Board update on school goals; GL teams will work & respond to how they are preparing for AIMS/SAT 10/DIBELS testing; will brief on how they are reaching out to the "bubble" students; & what support they need; AIMS testing dates will be passed out.	Teachers are aware of HUSD Board update on school goals; GL teams are set for AIMS/SAT 10/DIBELS testing; are reaching out to the "bubble" students with methods learned; know AIMS testing dates.
02/17/11	HUSD Board Update & AIMS – Candice Blakely-Stump	6 th Grade Teachers	Teachers will be briefed on HUSD Board update on school goals; GL teams will work & respond to how they are preparing for AIMS/SAT 10/DIBELS testing; will brief on how they are reaching out to the "bubble" students; & what support they need; AIMS testing dates will be passed out.	Teachers are aware of HUSD Board update on school goals; GL teams are set for AIMS/SAT 10/DIBELS testing; are reaching out to the "bubble" students with methods learned; know AIMS testing dates.
02/18/11	HUSD Board Update & AIMS – Candice Blakely-Stump	Para-Pros	Para-Pros will be briefed on HUSD Board Update on school goals; AIMS testing dates will be passed out.	Para-Pros are aware of HUSD Board update on school goals; know AIMS testing dates & discussed their needs.
02/18/11	Sparking Language for Academic Purposes -- Kevin Clark	All Teaching Staff	Teachers will learn methods & strategies to substantially change classroom discourse & support academic language use.	Teachers are more prepared to support academic language in the classroom.
03/04/11	District Update – HUSD Administration	All Staff	Staff will receive an update on RIF & Budget information currently known.	Staff is aware of budget cut information & RIF procedures that will be used this year.

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<p>Initiated 12/3/09</p> <p>Meets every Friday Morning</p> <p>Second group initiated this year 11/12/10</p>	<p><i>Comprehension Strategies</i> - Professional Development Book Club - facilitated by Diana Green</p>	<p>K-6 Staff, Title I, SPED/ELL/Gifted</p>	<p>Teachers read and discuss specific comprehension strategies from the book, <i>Strategies That Work</i>.</p> <p>Each week teachers read about a specific strategy and create a lesson to try with their students. Teachers bring results of the action research to share at next meeting.</p> <p>Expected outcome for teachers: increased knowledge about how to more effectively teach comprehension skills. Expected outcome for students: A higher level of understanding due to a better command of comprehension skills.</p>	<p>Ongoing learning by teachers that is evidenced in classroom lessons. Some of the strategies are showing up in formal and informal evaluation lessons. Teachers observe the higher levels of questioning in lessons during walk-throughs and instructional rounds. Lessons that are a direct result of many of the strategies are displayed on bulletin boards.</p> <p>Additional evidence of learning is that seven teachers who participated in the original book club now sponsor student books clubs each Thursday morning for students and parents. The strategies learned in the teacher book club are being implemented in the student book clubs.</p>
<p>During monthly grade level meetings 8/31/10 9/27/10 10/20/10</p>	<p><i>Analyze Data</i> - for evidence of student progress to use in making instructional decisions - This is an ongoing activity that takes place during grade level meetings and with professional learning teams.</p>	<p>K-6 Staff, Title I, SPED/ELL/Gifted</p>	<p>Teachers will focus on analyzing “impact” data - how teachers’ instruction impacts student achievement. They will also analyze trends, strength, and areas to improve.</p> <p>These data sessions will take place in grade level meetings with the Title I teachers and Reading Coach. The group will look for specific areas in which the grade level can improve or abandon practices that are not productive, such as Round Robin Reading.</p>	<p>This is truly the one place when the group that convenes at the grade level meetings can look for evidence of student learning. Together, the classroom teachers and Title I teachers review the current data and make instructional decisions based on information within the following tests:</p> <ul style="list-style-type: none"> • Common Assessments • SRI Reading Tests • DIBELS • Gates-MacGinite Reading Tests • Parallel Writing Prompts.

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<p>Early Release Day 8/31/10 9/28/10 11/16/10</p>	<p><i>Informational Text -</i> Facilitated by Diana Green</p>	<p>K-6 Staff, Title I, SPED/ELL/Gifted</p>	<p>When 2010 AIMS tests showed that comprehension of informational text was lower than fictional text. Teachers will examine the difference and determine what to do to provide more informational text experiences for our students. The teachers first read an article from ED Leadership (ASCD) to get background knowledge about the subject, then plan ideas and solutions for implementation here at Granville. Expected outcome: Teachers will seek out and use more informational and authentic text in reading and content areas with questioning strategies learned in PD Book Club.</p>	<p>Teachers will seek out and begin using informational texts with more frequency. We should see more informational text used during lessons in language arts, social studies, and science via walk-throughs and discussions at grade level meetings. Teachers in the book club will demonstrate strategies on informational text and share sources with book club members.</p>
<p>Early Release Day 3/29/11</p>	<p><i>Building Academic Vocabulary -</i> Using Marzano's Model - Facilitated by Diana Green</p>	<p>K-6 Staff, Title I, SPED/ELL</p>	<p>Teachers will receive an overview of the suggested vocabulary for grade levels and subject areas. Teachers will review and practice the suggested games. Grade level teams will prepare vocabulary for next year.</p>	<p>Teachers will share strategies and lessons during grade level meetings. Reading Coach will arrange times to observe the strategies in class. In a vertical team meeting, all grade levels will identify the words that will be taught at each grade level next year.</p>
<p>Early Release Day 11/16/10</p>	<p><i>Alternatives to Round Robin Reading -</i> Presented by Diana Green, Cathy Trotter, Nea Hollis, and Tanja Koster</p>	<p>K-6 Staff, Title I, SPED/ELL</p>	<p>Teachers will learn strategies to use in lieu of round robin reading. Following a presentation of research re the ineffectiveness of round robin reading teachers will be expected to try alternative strategies. Reading coach and Title I teachers demonstrate more effective strategies for oral reading.</p>	<p>Principal and Reading Coach continue to check teachers' progress toward using more effective strategies. Alternative strategies will be evident in lessons observed during walk-throughs and observations. Evidence of learning is that nobody will see round-robin reading during walk-throughs anymore.</p>
<p>Grade Lev. Meetings 8/23/10 8/24/10 10/7/10</p>	<p><i>Using Reading and Writing Response Journals -</i> Presented by Cathy Trotter And Diana Green</p>	<p>K-6 Staff, Title I, SPED/ELL</p>	<p>Teachers will utilize reading and/or writing journals to promote active thinking and engagement during lessons. The goal is to include math journals as well next year.</p>	<p>Reading and/or writing journals will become the subject of grade level meetings where teachers share their experiences with the journals and bring student work to the meeting to analyze.</p>

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9/20/10 Planned PD for 4/21/11	<i>Walk-Throughs and Instructional Rounds</i> Presented by Diana Green	K-6 Staff, Title I, SPED/ELL/Gifted	Teachers will prepare to integrate the objectives of walk-throughs and instructional rounds to create a practice of an effective classroom approach to observing, analyzing, and improving teaching and learning.	Walk-through forms and conversations resulting from walk-throughs and rounds will help to identify what good teaching and learning looks like in practice.
9/24/10 11/3/10 11/4/10 11/8/10 11/9/10	<i>Rubrics - for Writing, Problem-Solving, and Projects</i> <i>Grade Level Meetings</i>	K-6 Staff, Title I, SPED/ELL/Gifted	Teachers will utilize rubrics in the assessment of student work. Vertical teams of teachers will review, discuss and select rubrics to be used in writing K-6. Problem-solving and project rubrics will be shared for discussion purposes. Expected outcome is that teachers will have a clear understanding of how rubrics will improve student work.	In the area of writing, we will compare pieces of writing developed this year without the use of rubrics to those developed with rubrics. Teachers will apply this knowledge to problem-solving and projects rubrics. At grade level meetings each month, teachers will share rubrics and student work generated using the rubrics to determine growth. Evidence of teacher learning will be
Initiated: 9/10 and continued throughout the year	<i>Common Formative Assessments -</i> Presented by Diana Green, Tanja Koster, Gina Bahlman, and Melissa Tannehill	K-6 Staff, Title I, SPED/ELL/Gifted	After initial training, teachers were expected to produce common assessments by grade levels. In fifth and sixth grades (departmentalized), teachers will create assessments for their dedicated subjects. Expected outcome is that teachers will learn to create common assessments and create an analysis grid identifying strengths and weaknesses of students' skills.	Evidence of learning are assessments and data analysis created by each teacher. Further evidence is the resulting conversations teachers have with each other re the results and the instructional decisions teachers make regarding next steps.
Initiated 4/19/10 - ongoing w/ updates as requested	<i>Kagan Strategies -</i> Presented by Melissa Tannehill	K-6 Staff, Title I, SPED/ELL/Gifted	Teachers learned at least five basic cooperative learning strategies to increase student engagement and collaboration. Expected outcome is that teachers will implement Kagan strategies into all subject matter lessons.	Evidence of learning is that teachers implement Kagan strategies regularly into their lessons.

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<p>Initiated 8/15/11 - Ongoing to present</p>	<p><i>Scoring Parallel Writing Prompts -</i> In Grade Level Meetings Diana Green and Tanja Koster</p>	<p>K-6 Staff</p>	<p>Teachers learned a quick method for scoring writing parallel writing prompts during grade level meetings. Teachers are expected to agree on the criteria for the four different levels of writing. Student papers are then sorted by all teachers at the table into the four groups.</p>	<p>Evidence of teacher learning is that they more easily recognize how to categorize student writing. This process also informs teachers of next steps for improving writing instruction. Teacher conversation is valuable.</p>
<p>2/19/11</p>	<p><i>Rigor in content and the implications for New Common Core Standards -</i> using protocols for discussion Presented by Diana Green</p>	<p>Professional Development Book Club Session</p>	<p>Teachers read an article regarding what rigor is and what it isn't. This sparked discussion regarding personal experiences with rigor and posed the question: Is our current curriculum "rigorous" enough? Expected outcome for teachers is to determine how to create a curriculum that will meet the rigor of the new Common Core Standards.</p>	<p>Evidence of learning will be ongoing as the teachers meet in grade level teams to begin looking at current curriculum offerings through the new standards "lens". Driving questions: What needs to change? How will we change it to reflect the demand of the standards? Is our teaching rigorous enough to prepare students to meet the standards?</p>
<p>3/25/11 3/28/11</p>	<p>IDEAL Training - Presented by Dawn Neveau</p>	<p>Entire Staff</p>	<p>Ms. Neveau presented different sites on IDEAL. Teachers were given information and time to explore the sites and current internet-based library programs in the HUSD system.</p>	<p>Teachers are accessing information and resources on IDEAL that is being used in classrooms and sources that students can use in the computer lab.</p>
<p>3/5/11</p>	<p>Using Socratic Seminar in Content Area Reading (Social Studies and Science) - Presented by Diana Green</p>	<p>K-6 Staff; Title I; Reading Coach; and Instructional Coach</p>	<p>Using authentic texts or informational texts, teachers use Socratic questioning strategies to engage each in a conversation centered on inquiry and deep understanding.</p>	<p>All members participate by adding to the inquiry-based discussion; by asking questions; by sharing ideas.</p>

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<p>08/05-06/10 8/17 (K-2) 8/18 (3-6) 9/1 (K-2) 9/2(3-6) 9/7 (k-6) – Blue Crew 11/8/10(K-2) 11/9/10(3-6) 1/6/11-1st 1/7/11-4th 1/10/11 – 2nd 1/11/11 – 3rd 1/12/11 – K 1/20/11 – 5th 1/13/11 – 6th 2/21-2/25</p> <p>(Grade Level Meeting with the Reading Coach – DIBELS/SRI)</p>	<p>Understanding Data and how to use it to drive instruction, Cole Young</p>	<p>K-6 teachers; T-I teachers, SPED teachers</p>	<p>Teachers will analyze the AIMS, DIBELS, SRI, Stanford 10, and Lexile data of current students and determine areas of strength and areas of need. Results will be used to plan instruction and interventions. Teachers will submit a summary of findings; identify gifted, on the bubble, and at-risk students.</p>	<p>All teachers submitted data analysis and plan of action according to their data. Principal met with grade-level teams to review plans, talk about individual students, strategies, interventions, and rigor.</p> <p>Students were placed into instructional groups according to ability. Reading lab, Title 1, Child Study, and Honors based upon data gleaned from testing.</p> <p>Analysis: PD was effective; ongoing data analysis will be incorporated into PD time</p>
<p>09/09/2010 9/27-10/1 (Grade Level Meeting with the Reading Coach) 12/14/10 1/24-1/28 (Grade Level Meeting with the Reading Coach)</p>	<p>Student Engagement/ Active Participation Using Questioning Strategies to differentiate Instruction, Patti Cooper and Cole Young</p>	<p>K-6 teachers</p>	<p>Teachers will utilize questioning strategies to engage students.</p>	<p>Questioning strategies were added as a topic to grade level agendas and monthly reading coach meeting. This reinforced the importance of effective questioning in the classroom.</p> <p>Walk-throughs by the Principal and Reading Coach were conducted over the two weeks. Teachers were effectively implementing questioning strategies across campus at a satisfactory level.</p> <p>Analysis: more PD time needed to model and practice through grade level teaming.</p>

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9/13/10 (K-2) 9/14/10 (3-6) 10/5/10 (K-2) 10/7/10 (3-6)	Writing SMART goals using multiple of points of data, Cole Young	All certified staff	Teachers will interpret multiple points of data gleaned from their students and develop appropriate goals in the area of reading, writing, and math as it relates to the AIMS Assessment.	Teachers turned in individual and grade level SMART goals in the areas of math, reading, and writing. Analysis: This is the first time for most teachers to develop SMART goals. Further PD and reflection will take place once we receive current year's scores. This will help us hone in on not only our ability to write but also set goals in the future.
8/4/10 October & November Grade-level Meetings 1/18 & 1/19 (Conference) 2/10/11 (Conference)	Introduction to the Common Core Standards, Cole Young	K-6 teachers	Teachers will gain a general knowledge and understanding of the Common Core Standards by cross referencing state current standards with proposed Common Core standards. Teachers will be familiar with the structure and sequence of Common Core standards in both ELA and Math.	Grade level teaming and individualized discussion with the Principal was utilized as a follow up to their understanding of the Common Core. Analysis: Through discussion, most teachers were uncomfortable with the new core and will need further PD to become proficient at their grade level.
11/29/10-12/3/10	Introduction to Rigor, Cole Young and Patti Cooper	K-6 teachers	Teachers will begin to define Rigor as it relates to their curriculum and classroom instruction.	Further discussion was in grade level and reading coach meetings. Individual meeting with the Principal in regards to Rigor and how it translates in the classroom. Analysis: TBD,
9/28/2010 9/30/2010	Graphic Organizers, Mac-Ro Rodel/Michael Saint-Amor	1 st – 5 th grade teachers	Teachers will use graphic organizers with their students to further support their instructional effectiveness in language arts and math.	Analysis: Walk –throughs and lesson plans identified teachers using graphic organizers to assist them in their instruction.
1/25/11	Problem Solving/ Number Equations, Mac-Ro Rodel/Michael Saint-Amor	1 st -6 th grade teachers	Teachers will use steps to problem solving to assist their students with word problems and multi-step equations.	Analysis: Walk –throughs and lesson plans identified teachers using graphic organizers to assist them in their instruction.
9/17/10, 9/28/10, 10/30/10,3/3/11 (Data Review Meeting) 3/9/11 – 6 th 3/23 (3&4);3/24 (5&6)	NWEA/ MAP Testing – Report Generation, Cole Young	K – 6 th grade teachers	Teachers will learn to generate reports based upon outcomes generated by students through NWEA testing.	Analysis: Teachers copied reports and shared results with the Principal in reference to their students' progress according to RIT score. Further PD is required to become proficient at this skill.

Humboldt Elementary School
Professional Development Documentation
2011-12

<p>8/4/10 12/13/-12/17 Grade Level Meeting w/ Reading Coach</p>	<p>Guided Reading/ Centers, Cole Young and Patti Cooper</p>	<p>K – 6th grade teachers</p>	<p>Teachers will differentiate instruction through the use of guided reading groups and effective use of centers.</p>	<p>Analysis: Through formal evaluation of teachers, evidence was observed through effective use of guided reading groups and reinforcement of skills through well- aligned centers. This is on-going topic of discussion at grade level meetings, individual discussion with the Principal and vertical teaming.</p>
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**Lake Valley Elementary School
Professional Development Documentation
2011-12**

Date	Topic/Presenter	Audience	Expected Outcome	Evidence of Learning
09/9/10	Vocabulary Lesson/Template Presented by Tusanne Cordes	<i>K-6 staff, Title 1 SPED/ELL/Gifted</i>	Teachers were presented with the information and examples of how to implement the vocabulary template and given time to work on an upcoming lesson. The teachers were observed by Reading coach or principal for implementation of the strategy and given feedback.	Continuous walk-thrus during the remainder of the year. Principal or Reading coach continues to meet with teachers with feedback about their vocabulary lessons. Analysis: PD is implementing more effective vocabulary instruction.
10/7/10	Student Engagement Presented by Tusanne Cordes	<i>K-6 staff, Title 1 SPED/ELL/Gifted</i>	Teachers will utilize student engagement strategies to engage students, The teachers were observed by Reading coach or principal for implementation of the strategy and given feedback.	Continuous walk-thrus during the remainder of the year. Principal or Reading coach continues to meet with teachers with feedback about their student engagement strategies.
11/4/10	Academic Web-sites for teachers and students Presented by Tusanne Cordes	<i>K-6 staff, Title 1 SPED/ELL/Gifted</i>	Teachers will utilize new web-sites for teachers and student academic games that were presented. The teachers were encouraged to use these sites in the classroom, unfortunately our technology is lacking so most of the implementation is happening in the lab.	Principal will check the lab computers to see if the games and sites have been added. Also, check with computer aide and acquire as to what sites are being used.
11/6/10	The spectrums of autism Presented by Dr. Marshall Kane	<i>K-6 staff, Title 1 SPED/ELL/Gifted</i>	Teachers will acquire information about autism, what it is, indicators and how to help in the classroom.	Dr. Kane is available for follow up questions and concerns.
12/9/10 12/16/10 1/25/11	IDEAL training Teachers were given information and time to explore the different sites of IDEAL and current internet based library programs that HUSD has. By Dawn Neveau	<i>K-6 staff, Title 1 SPED/ELL/Gifted</i>	Teachers will use IDEAL for upcoming lessons and inform the computer lab of any videos or e-books that could be used to enhance the curriculum.	Teachers that have the capability in their classrooms are using the sites, the rest is being utilized in our computer lab.

1/13/11	Lesson Planning Components Teachers were given a more in-depth view of the lesson planning components and given examples of good lesson plans. Presented by Gina Bahlman	<i>K-6 staff, Title 1 SPED/ELL/Gifted</i>	Teachers and principal will continue to examine lesson plan formats each week to look for objectives, sub-objectives and aligned activities.	Mrs. Bahlman has followed up with inquires that teachers have made to her.
1/18 &1/27	Reciprocal Teaching Comprehension Strategies Teachers were instructed on the 4 comprehension strategies of predicting, summarizing, questioning and clarifying. Teachers were shown models of each of these strategies and given time to prep a lesson for one of these strategies. Presented by Tusanne Cordes	<i>K-6 staff, Title 1 SPED/ELL/Gifted</i>	Teachers are expected to incorporate the four comprehension strategies into classroom instruction.	We have had 1 follow up in-service to share more ideas. We will continue with walk-thrus after AIMS to see where implementation is at.
2/10/11	Persuasive Text Teachers were given information and multiple examples of persuasive texts. Presented by Cathy Trotter	<i>K-6 staff, Title 1 SPED/ELL/Gifted</i>	Teachers are expected to incorporate persuasive text into curriculum and provide instruction based on related AZ standards. These texts will be used for AIMS prep.	Cathy Trotter is available for follow-up modeling of persuasive text.
2/17/11	English Learner Workshop Presented by Kevin Clark Sponsored by Mariela Bean	<i>K-6 staff, Title 1 ELL</i>	Teachers will acquire information about Language development and how to take it to the next level.	Discussion at subsequent staff meeting to check for learning
3/10/11	Economic Standards K-6 and using literature Teachers were given all economic standards for K-6, literature activities to use to implement these strategies and great web-sites for additional information. By AZ. Council on Economic Ed.	<i>K-6 staff, Title 1 SPED/ELL/Gifted</i>	Teachers and staff will implement the literature from this presentation for next year. *There was a lot of enthusiasm for an upcoming conference in April 2011 and possibly a grant the presenters would like us to be part of next year that would involve parents also.	

Liberty Traditional School
Professional Development Documentation
2010-2011

8/6/10	Evaluating AIMS Michael DeRois and Diane Lurette	K-8 teachers SPED and special area	Teachers will evaluate their AIMS scores from last year to see effective they were in their teaching and how close students were to moving up a category level. Teachers will analyze the data using an excel chart with all the formulas and filters to allow manipulation.	Teachers will retrieve their AIMS result from the school T-drive and manipulate the AIMS information to evaluate their effectiveness. Teachers will meet as grade levels to look at the results and form grade level smart goals which will be turned into the principal within a weeks time.
9/28/10	Using Student Engagement to Improve Instruction Diane Lurette	K-8 teachers, SPED and special area	Teachers will realize the benefits of using student engagement and how it can benefit their instruction. Teachers will create lesson plans that have student engagement embedded. Teachers will be exposed to multiple ways to create student engagement.	Teachers will begin planning student engagement within their lesson plans. Principal and reading coach to document the engagement observed while walking through classrooms.
	Interactive Notebooks Brett Dahl	K-8 teachers, SPED and special area	Teachers will understand the purpose, use, and possible assessment of an Interactive Notebook. Participating teachers will share how they have already implemented the notebook in their classroom.	Teachers will meet to discuss use, or possible use, of IAN's in their classrooms and to establish consistency among subject and grade levels. Teachers already using Interactive Notebooks will reflect on their purpose and successfulness and modify as needed.
1/24/11	DIBELS DATA Analysis	K-3	Teachers will evaluate DIBELS data from the middle benchmark and identify the students who have already reached the end of the year benchmark. They will also identify the students still in need of individual tutoring and create ways to help students increase their skills within the curriculum.	Teachers are to focus their attention on the students who are still in need of intervention in any of the categories for DIBELS. These students should be worked with individually and lessons should be differentiated to ensure there is growth. Further questions should be addressed to the reading coach. 6 students from each class will be monitored to ensure benchmark status.
	IDEAL Workshop	K-6	Teachers will use IDEAL for upcoming lessons and inform the computer lab of any videos or e-books that could be used to enhance the curriculum.	

**Liberty Traditional School
Professional Development Documentation
2010-2011**

2/18/11	Sparkling Language for Academic Purposes sponsored by Mariela Bean	K-6		
2/24/11	Rigor –Taking it to the Next Level Diane Lurette	K-8 teachers	Teachers will define “Rigor” and set boundaries for a professional discussion. Teachers will understand the importance of developing “Rigor” and how it can change the level of our teaching.	Teachers are to read the article and return for the next session ready to discuss what they feel is the real meaning of “Rigor.”
3/2/11	Rigor –Taking it to the Next Level Diane Lurette	K-8 teachers	Teachers will collaborate to define the meaning of “Rigor” by reading articles and sharing ideas as a professional community. Together we will decide what it is and what it is not. Guidelines will be determined on how it can be used.	Teachers are asked to share ways in which they have tried to use rigor in their classrooms to discuss at the next meeting. Teachers are to read the next article and be prepared to discuss how questioning and rigor are connected.
3/10/11	Rigor –Taking it to the Next Level Diane Lurette	K-8 teachers	Teachers will read and discuss an article on “questioning” and discuss how it is related to being rigorous. Make connections on how this type of questioning can help us as teachers as we switch to common core standards.	Teachers are assigned to take the information from the meetings and apply it to their teaching in the classroom. They are to be prepared to discuss what strategy they used and how the students responded to the strategy and how they feel the level of rigor changed. Principal and Reading coach will be in and out of classrooms doing walk throughs and documenting activities they see for rigor. Students will be questioned about the activity and teacher given suggestions on how they could improve the rigor.

**Mountain View Elementary School
Professional Development Documentation
2010-2011**

Date	Topic/Presenter	Audience	Learning Objectives	Evaluation/Reflection
8/24/10	DIBELS Progress Monitoring Diane Lerette	K-3 teachers	Teachers will use palm pilots to progress monitor their reading students in oral reading fluency on a monthly basis according to the master schedule. Teachers will analyze results and adjust their teaching accordingly.	Teachers are asked to record their scores from the DIBELS progress monitoring and are required to turn them in to the reading coach by a designated date for each month. If scores are not turned in reading coach gives them a reminder. Teachers have been consistent in turning in. Teachers are also taking notice of similar mistakes found in the testing and are reviewing these patterns in the next week of lessons.
8/24/10	Comprehension Strategies for Teaching Informational Text Diane Lerette	4-6 teachers, SPED	Teachers will evaluate their reading series for ways to improve comprehension of information text. Teachers will incorporate strategies with the series making sure to expose the students to academic vocabulary.	Teachers are to show extra lessons planned for comprehension of informational text. They are to invite principal or reading coach in to observe a lesson. During walk-throughs it is documented the amount of times academic language is used by teacher and student.
9/15/10	The Mighty Word: Teaching Vocabulary Diane Lerette	K-6	Teachers will realize that vocabulary knowledge is essential for comprehension. Teachers will acquire strategies to use to teach vocabulary that do not include copy from the dictionary. Discuss graphic organizer that can be use to show relationship and word meaning.	Teachers will be asked to display various graphic organizers they have used to teach vocabulary. During walk-throughs it will be documented the types of vocabulary words the teacher is using and the strategies being used.
9/28/10 9/29/10	DIBELS Progress Monitoring Diane Lerette	4-6 teachers	Teachers will progress monitor their students in oral reading fluency on a monthly basis according to the master schedule. Teachers will analyze results and adjust their teaching accordingly.	Teachers are asked to record their scores from the DIBELS progress monitoring and are required to turn them in to the reading coach by a designated date for each month. If scores are not turned in reading coach gives them a reminder. Teachers have been consistent in turning in. Teachers are also taking notice of similar mistakes found in the testing and are reviewing these patterns in the next week of lessons.

11/9/10	Brain Gym Steven Kane	K-6	Teachers will do activities with the students throughout the academic day to build concentration & focus.	Teachers will be observed implementing short activities when students appear ready for an academic break. Documentation is recorded on walk-through forms.
11/16/10	Brain Gym Steven Kane	K-6	Teachers will do activities with the students throughout the academic day to build concentration & focus.	Teachers will be observed implementing short activities when students appear ready for an academic break. Documentation is recorded on walk-through forms.
11/16/10	Working Smarter Not Harder Part 1 JoAnne Bindell & Diane Lerette	K-6	The teachers compare the differences of raw score and scale score. Teachers will analyze the value and worth of various AIMS questions and how concentrating excellent questions could improve our overall ratings. Teachers will analyze the relationship between AIMS, Lexile, and DIBELS	Teachers will work in groups to analyze AIMS Reading Performance Descriptors. Teachers will color code their individual students according to the levels in all three categories. Teachers will determine how to differentiate their reading instruction based on this information. Teachers will target their students who will meet or exceeds on AIMS
12/1/10	Working Smarter Not Harder Part 2 JoAnn Hayden & Diane Lerette	K-6	Teachers will track the progress of the students in the class in the areas of Lexile, DIBELS and Reading Count points. Teachers will tally quarterly and students will be encouraged to increase their scores with the opportunity to become a member of the ICEE Pack.	Each quarter teachers will collect the newest Lexile score, DIBELS score, and calculate the Reading count points for the quarter. Scores will be turned in according to the guidelines established for the ICEE pack. Teachers will use this information to help track the students in hopes that they will stay on track for AIMS.
1/25/11	Picture Books and Comprehension Diane Lerette	K-6	Picture books will be used to help introduce a topic or to help build background knowledge in order to improve comprehension and to build the love of reading. Teachers will also receive a refresher course in the programs we have available to improve comprehension and fluency.	Teachers were excited to once again use great literature in their teaching. They are to make sure in their lesson plans that there is a purpose for the picture book. Teachers are also encouraged to use the comprehension program for intervention and differentiation. Use of programs will be documented in walk-through observations.
2/2/11	IDEAL Workshop Neil Manzenberger	K – 6	Teachers discover how the ADE IDEAL website can improve instruction through video streaming and curriculum created materials on line.	CRT's and teacher made worksheets have been created using information from IDEAL.

2/18/11	Sparking Language for Academic Purposes	K-6	Teachers will learn how to change classroom instruction for all students by more deliberate structuring of complete sentence opportunities for students.	Teachers are to utilize information gained within the classroom securing a time for a formal observation by the principal and reading coach.
2/22/11 3/1/11	Deep Comprehension	4-6 teachers	Teachers will evaluate their own questioning used in instruction to determine the level of rigor. Teachers will analyze various strategies to help students reach a deeper level of questioning.	Teachers are to design lessons incorporating some of the strategies. The goal is to reach higher level of rigor in hopes to move some of our children to exceeds.
2/25/11	DIBELS DATA Analysis	K teachers	Teachers will evaluate DIBELS data from the 3 rd quarter and identify the students who are already at the end of the year benchmark. They will also identify the students still in need of individual tutoring.	Teachers are to focus their attention on the students who are still in need of intervention in any of the 3 categories for DIBELS. These students should be worked with individually and lessons should be differentiated to ensure there is growth. Documentation of the tutoring should be made by the individual teacher.
Year long	Academic Vocabulary Book Club	K-6 Grade Level Chair teachers	Teachers teach academic vocabulary in every subject using words found in the <u>Building Academic Vocabulary Teacher's Manual</u> by Robert J. Marzano & Debra J. Pickering	Teachers will be asked to display various graphic organizers such as the Frayer model they have used to teach vocabulary. During walk-throughs it will be documented the types of vocabulary words the teacher and students are using.

**HUSD Special Services
Professional Development
2010-2011**

Date	Topic & Presenter	Audience	Expected Outcomes	Evidence of Learning
8/5/10	Special Education law and compliance – Kay Turner IEP-Pro updates and IEP Compliance /Manual – Stephanie Rowe	Entire Special Education Staff PS-12	Teachers have a reference manual to use when writing their IEPs. How to write the new format of narrative goals and the five parts of a goal (skill, target mastery, documentation, how often documented, baseline) New regulations and case law. Staff will be better prepared for monitor year.	Effective. Teachers and staff have had no surprises with our monitor. Goals are much improved.
8/6/10	MIPs Billing & Job Duties – Kay Turner & Donna Thaxton	Para Professionals MVES/LV/BFPS	Safety in classroom and on playground will improve. Medicaid reimbursements will increase.	Parents have not filed any complaints at these schools. Medicaid has been lucrative.
9/8/10	Writing Measureable Goals – Stephanie Rowe ADE Guide Steps on Compliance for IEPs & Transition Services- Steph and Kay Turner Current issues in SPED- Kay	HS & MS Special Education Teachers	Teachers/therapists will utilize updated goal-writing techniques, transition activities, etc.	Effective. We continually work on improving our IEP goals.
9/13/10	Assistive Technology Live Scribe Smart Pen Wylanta Jones	Special Education Administrator & Various Special Educators and Psychologists.	Staff will be aware of new technology and its use in the classroom.	Effective. We are using these in some resource classrooms at the High School.
11/4/10	Alternative and Augmentative Communication (AAC) Training Wylanta Jones	Speech pathologists, sped teachers.	Our users of AAC, district-wide is increasing. Teachers and staff will increase knowledge of how to program the devices.	Many non-verbal students are interacting in class with AAC, therefore becoming more engaged learners.

**HUSD Special Services
Professional Development
2010-2011**

Date	Topic & Presenter	Audience	Expected Outcomes	Evidence of Learning
11/10/10	Learning Styles Kay Turner	HS & MS Special Education Staff	This was required by our Monitor to improve reading instruction and inclusion.	Very effective. Staff even analyzed and discussed their own learning styles.
11/16/10	Writing Measurable Goals – Stephanie Rowe ADE Guide Steps on Compliance for IEPs - Steph and Kay Turner Intro to Common Core- Kay	Elementary Special Education Staff	Same as HS/MS session	Same as HS/MS session.
12/15/10	AIMS A training – Stephanie Rowe	Special Education self-contained/ext. res. and ED-P staff.	Inform new and returning staff to updates on AIMS-A	Staff are currently administering the test during the test window.
1/28/11	Crisis Prevention Intervention – Laurel Herrmann	Preschool Staff	Teaches 90% verbal de-escalation and 10% therapeutic holds.	All preschool certified and classified staff earned CPI Certifications.
2/18/11	Earobics Training – Wylanta Jones and Carol McFadden	Elementary and Preschool Staff	The online curriculum will be augmented by the classroom kits.	Teachers were excited to have additional tools to enhance reading instruction.
2/23/11	Peer Editing Group 1 Kay Turner/Steph Rowe	HS & MS Special Education Staff	IEP writing with compliance in mind.	Review IEPs from peers for compliance.
2/24/11	Peer Editing Group 1 Kay Turner/Steph Rowe	Elementary Special Education Staff	IEP writing with compliance in mind.	Review IEPs from peers for compliance.
2/16/11 & 2/22/11 & 3/1/11	MIPS billing and MIPS in the IEP Kay Turner	Various Special Education Staff (Paras & Teachers)	What ADLs can be billed for Medicaid? How to prescribe the need for ADL in the IEP.	
3/1 & 8/11 & other dates	Crisis Prevention Intervention – Laurel	CSES Special Education Staff	Same as CPI above	Same as CPI above

**HUSD Special Services
Professional Development
2010-2011**

Date	Topic & Presenter	Audience	Expected Outcomes	Evidence of Learning
3/30/11	Peer Editing Group 2	HS & MS Special Education Staff	IEP writing with Compliance in Mind	Review IEPs from peers for compliance.
3/31/11	Peer Editing Group 2	Elementary Special Education Staff	IEP Writing with Compliance in Mind	Review IEPs from peers for compliance.
4/27/11	Peer Editing Group 3	HS & MS Special Education Staff	IEP writing with compliance in mind.	Review IEPs from peers for compliance.
5/3/11	Peer Editing Group 3	Elementary Special Education Staff	IEP writing with compliance in mind.	Review IEPs from peers for compliance.

**HUSD SHELTERED ENGLISH IMMERSION PROGRAM
2010-2011 Professional Development Documentation
Mariela Bean, Language Acquisition Director**

Date	Topic & Presenter	Audience	Expected Outcome	Evidence of Learning
8/2/2010	2010-2011 Reclassification & Making Progress Goal Setting & Review of SEI Observation Protocol Presenter—Mariela Bean	ELD teachers	Teachers Will: Analyze 09-10 student AZELLA & AIMS data and establish academic SMART goals, (measurable) by school for 10-11.	-Teachers submitted Reclassification & Making Progress goals to Director (reflected under ELL Program Goals). -Observation Protocol.
8/5/2010	Discrete Skills Inventory—Sequencing DSI skills by Grade Level & Developing a grade-level checklist. Presenter--Mariela Bean	ELD Teachers	Teachers Will: With the support and assistance of ELD Director and coach, teachers will sequence DSI skills and develop grade-level "checklist" to assist them in tracking student skill mastery.	-DSI Grade-level Checklist document.
8/17-18/2010	SEI Round IIC Training—Presenters--ADE Instructional Specialists, Secily Meza and Linda Harvey	ELD Teachers/ ELD Parapros	Teachers & Parapros Will: Learn 8 instructional methods to support language acquisition components in areas of writing, grammar, listening-speaking.	-Teachers developed lessons using new methods and implemented lessons in SEI classroom within 2 weeks of training. -Director and coach observed teacher delivery of lessons 9/3 through 10/22.
8/31/2010	Data Analysis—Improving Student Achievement through differentiated instruction—DSI Competency Tool Presenter—Mariela Bean	ELD Teachers	Teachers Will: Learn how to use DSI Competency Tool to group students based on skills and to analyze progress along language acquisition continuum.	-Copies of DSI Competency Tool to Director.
11/16/2010	Effective Student Grouping—Action Plan & Strategies for Effectively Preparing Students for Assessment. Presenter—Mariela Bean and Jennifer Medina	ELD Teachers	Teachers Will: Learn effective student grouping methods for differentiated instruction—Action plan discussions in horizontal teams	-Director and instructional specialist observations of effective student groupings in ELD classrooms. Instructional Specialist
2/18/2011	AM--ELD Methods—The Next Level; PM Sparking Student Engagment Presenter—Mr. Kevin Clark	AM ELD Teachers PM ELD & Elementary LA teachers &	Teachers Will: AM—Learn 2 advanced methods of language instruction: Single-picture Text Webbing and Text-cavation—Writing and vocabulary	-Director and instructional specialist observation of teachers using new methods in ELD classrooms. March 21 through March 31



Humboldt Unified School District #22

Dr. Paul H. Stanton, Superintendent

6411 N. Robert Rd, Prescott Valley, AZ 86314

ph. (928) 759-4000 • fax (928) 759-4020

Mariela Bean, Public Relations/Language Acquisition Director

ph. (928) 759-4048 • fax (928) 759-4044

ELD Professional Development Calendar and Events 2010 – 2011*

DATE	TIME	EVENT	LOCATION	PARTICIPANTS
Tuesday/ Aug-2	1:30 – 4:00 PM	Goal Setting & Review of SEI Observation Protocol	Director's Office	No new ELD teachers
Thursday/ Aug-5	1:00 – 4:00 PM	Sequencing DSI Skills by Grade Level	Choir Room Bldg. 200 East Campus	ELD Teachers
Friday/ Aug-6	8:00 AM-4:00 PM	SEI Round Table Training ADE Instructional Specialists	Room 438 Bldg. 400 East Campus	ELD Teachers
Tuesday/ Aug-31	1:30 – 4:00 PM	Data Analysis—Improving Student Achievement/DSI Competencies	Comp Lab- Room 445 Bldg. 400 East Campus	ELD Teachers
Friday/ Nov-19	1:30 – 4:00 PM	Effective Student Grouping— Action Plan Discussions	Room 438 Bldg. 400 East Campus	ELD Teachers
Friday/ Feb-18	8:00 – 4:00 PM	Mr. Kevin Clark ELD-The Next Level— Writing Strategies for ELS	GHMS Auditorium	ELD Teachers & Paraprofessionals
Friday/ April 21	TBA Potential Snow Day	TBA Potential Snow Day	TBA	TBA
Tuesday/ May 3	1:30 – 3:30 PM	End of Year ELD Meeting— AZELLA Spring Testing Review	Room 438 Bldg. 400 East Campus	Teachers & Paraprofessionals
Spring Semester	TBA	Peer Teacher Observations	All sites	ELD Teachers

*Mariela Bean Presenter, unless otherwise noted

HUSD ELL MONITORING PROTOCOL

School	Observer
Teacher	Grade(s)
Language Component (circle one)	
Grammar	Conversation/Vocabulary
Writing	Reading
Room #	Date
Start Time	End Time

THE LANGUAGE TEACHING PRINCIPLES IN ACTION

Language-Ability Based Grouping

Students all the same English language level	
Students span two language levels	
More than two language levels present	
Mixed English-only and English Learners	

Which Part/s of speech is/are the intended focus?

Noun	Verb	Preposition	Conjunction
Adjective	Adverb	Interjection	Pronoun
Comments			

Principle 1: Teaching to the Language Objective

Objective clearly stated and posted	Yes	No
Sub-objective logically sequenced	Yes	No
Aligned activities for each sub-objective	Yes	No

Principle 2: Student Engagement (50/50 Rule)

Teacher Talk	%	Student Talk	%
Called on Non-volunteers	Yes	No	
Ongoing Engagement (throughout lesson)	Yes	No	
Simultaneous Engagement (everybody same time)	Yes	No	
Effective Classroom Management:	Yes	No	

Principle 3: Students are Pushed Beyond Their Comfort Level

Teacher says the following, or similar:

<i>How do I spell that?</i>	
<i>How should I write that?</i>	
<i>Before I call on you, think of another word to use instead of that one.</i>	
<i>Be ready to tell me, "What word comes next?" Write it out.</i>	
<i>Everyone, in your head put words in another order.</i>	
<i>Think/write or share with a partner the language rule for this.</i>	
<i>Think about how we can connect those two ideas into one sentence.</i>	

Teacher allows student at least five seconds to respond.

Sentence Starters

Principle 4: Students Respond in Complete Sentences

Teacher Question	Student Response
Comments	

Principle 5: Teacher Corrects Students' Spoken Grammar Errors

Number Corrected:	Number Not Corrected:
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SAMPLE ELD METHODS

Phonology / Language Warm-up (Speech Sounds)

The following elements were observed:

	Needs Improvement	Satisfactory	Excellent	No Evidence
Letters / Sounds / Pronunciation				
Numbers Pronunciation				
Minimal Pairs				
Repeat After Me				
Count the Words				
Tongue Twisters				
Other/Comments				

Morphology (Parts of words)

	Needs Improvement	Satisfactory	Excellent	No Evidence
Morph House				
Verb Tense Study				
Other/Comments				

Syntax (Grammar)

	Needs Improvement	Satisfactory	Excellent	No Evidence
Syntax Surgery				
Syntax Study				
Function Junction				
This or That				
Reverse Questioning				
Other/Comments				

Vocabulary (Semantics/Lexicon)

	Needs Improvement	Satisfactory	Excellent	No Evidence
Vertical Sentences				
Vocabulary Frames				
4-Picture Story Frames				
What We Know				
Other/Comments				

Areas of Strength

Blank area for recording observations in the 'Areas of Strength' section.

Areas for Improvement

Blank area for recording observations in the 'Areas for Improvement' section.

Grade K-12 DSI Checklist

Parts of Speech	Intro date	Review date	Review date	Review date	Review date	Review date	Mastery date
Nouns							
K: Singular Common Nouns							
K: Plural Common Nouns							
K: Proper Nouns							
K: Articles							
K: Plural Proper Nouns							
1-2: Common Noun w/determiners							
1-2: Irregular Plural Nouns							
1-2: Singular Possessive Nouns (pal's)							
1-2: Plural Possessive Nouns (pals')							
3-5: Count nouns (book/books)							
3-5: Irregular plural nouns (see list for appropriate level)							
3-5: Non-count nouns (water/money)							
3-5: Irregular plural possessive nouns (see list)							
3-5: Collective nouns (class, family, team, batch, stack)							
3-5: Article w/ singular/plural count nouns/non-count nouns							
6-8: Compound nouns (mother-in-law, half-moon)							
6-8: Gerunds (-ing words used as nouns: "Running is fun.")							
9-12: Past gerunds (past tense of have/be + past participle: "...liked being invited")							
9-12: Past passive gerunds (having ben + past participle: "...having been hired")							
Verbs							
K: Simple Present							
K: Imperatives							
K: Simple Past							
K: Present "To Be" (am, is, are)							
K: Simple Future (will)							
K: Present Progressive (".....is running....")							
1-2: Present Tense "to have", "to do", "to go"							
1-2: Present Simple Negative (do not run)							
1-2: Present Participle (walk/walking)							
1-2: Negative Present Progressing (is not -ing)							
1-2: Past Tense "to be" (was)							
1-2: Past Negative of "to be" ("I was not....")							
1-2: Past Simple Negative ("...did not walk...")							
1-2: Irregular Past Tense							
1-2: Past Progressive ("....was running...")							
1-2: Negative Past Progressive (was/were + "not" + -ing)							
1-2: Infinitives ("to read"; "to come"; "to sit")							
1-2: Future with form of "to be" + "going to": "She is going to eat....")							
1-2: Future negative (is not going, will not go)							
1-2: Linking Verbs of sensation ("It smells good.")							

Parts of Speech

Intro date Review date Review date Review date Review date Review date Mastery date

Verbs Con't

Table with 8 columns: Intro date, Review date, Review date, Review date, Review date, Review date, Review date, Mastery date. Rows include: 1-2: Modal Auxiliaries (may, might, must, can, shall, should, will, would, ought to); 3-5: Irregular past tense (work/worked) (see attached chart); 3-5: Regular past participles (work/worked, jump/jumped); 3-5: Irregular past participles (sit/sat; write/wrote) (see attached chart); 3-5: Present perfect (has/have + past participle; "has broken"); 3-5: Negative present perfect (has/have + not + PP; "...has not jumped..."); 3-5: Irregular present perfect (has/have + irregular PP; "has gone"); 3-5: Future progressive (to be + present progressive; "will be going"); 3-5: Present perfect progressive (has/have + been + PP; "has been eating"); 3-5: Negative present perfect progressive (has/have + not + been + PP; "has not been eating"); 3-5: Non-action/stative verbs w/o present progressive form (want); 3-5: Action vs. non-action/stative verbs (watch/see; listen/hear); 3-5: Auxiliary verbs (be/have/do + verb; "do not see", "have jumped"); 3-5: Negative modal auxiliaries (cannot, should not); 3-5: Linking verbs of change (turned, became, has gone); 3-5: Transitive verbs (lay, raise) vs. Intransitive verbs (lie, rise); 3-5: Verbs that are both transitive & intransitive based on context; 3-5: Passive voice ("to be" + past participle; "we were told..."); 3-5: Passive progressive voice ("to be" + being + past participle: "he was being taken..."); 6-8: Irregular past tense (see chart); 6-8: Past perfect (past tense of has/have + past participle: "...had eaten"); 6-8: Future perfect (future tense of has/have + past participle: "...will have eaten"); 6-8: Two-part inseparable phrasal verbs (verb + particle: "ran into"; "get over"); 6-8: Intransitive two-part phrasal verbs ("move out"; "start over"); 6-8: Two-part separable phrasal verbs: (verb + noun/pronoun + particle: "put my book down"; "throw the garbage out"); 6-8: Three-part phrasal verbs ("sign up for"; "grow up in"; "hang out with"); 6-8: Three-part phrasal modals ("is supposed to"; "have got to"); 6-8: Present progressive modals (modal + be + present participle: "may be talking"); 6-8: Negative past perfect (past tense of has/have + "not" + past participle: "had not eaten"); 6-8: Future perfect progressive (future tense of has/have + "been" + present participle: "will have been sleeping"); 9-12: Past progressive modals (modal + have been" + present participle: "may have been shopping"); 9-12: Past perfect progressive (past tense of has/have + "been" + present participle: "had been swimming"); 9-12: Negative future perfect (future tense of has/have + "not" + past participle: "will not have studied"); 9-12: Passive modal auxiliaries (modal auxiliary + "be" + past participle" "will be sent"); 9-12: Past use of modal auxiliaries (could/could have, must/had to, should/should have)

Parts of Speech	Intro date	Review date	Review date	Review date	Review date	Review date	Mastery date
Pronouns							
K: Personal Pronouns (Subject: I, you, we, they, he, she)							
1-2: Personal Singular Possessive (my/mine)							
1-2: Personal Plural Possessive (our/ours)							
1-2: Personal Objective Singular (to me/you/it)							
1-2: Personal Objective Plural (to them/us)							
1-2: Demonstratives (this/that/these/those)							
1-2: Personal Objective (to me, to you, to them, to us)							
1-2: Interrogative (who what, when, where, why, how)							
3-5: Reflexive pronouns (myself, themselves)							
3-5: Intensive pronouns (personal pronouns + reflexive form; "We ourselves made the meal.")							
3-5: Indefinite pronoun (all, nothing, somebody, anything, both; "Jill didn't buy anything")							
6-8: Relative pronouns (who, which, that)							
6-8: Indefinite relative pronouns (whoever, whomever, whatever)							
9-12: Reciprocal pronouns (each other, one another: "...gave presents to each other...")							
Adjectives							
K: Color/Shape							
K: Size/Quantity							
K: Possessive							
1-2: Descriptive/qualifier (beautiful, three)							
1-2: Sensory/Personality (sad, proud)							
1-2: Demonstratives (this/that/these/those)							
3-5: Proper adjectives (Chinese man)							
3-5: Conceptual adjectives (free, ripe, important)							
3-5: Indefinite adjectives (many, any, all)							
3-5: Adjectival verbals (participle + noun: "dripping faucet")							
3-5: Present participle as adjectives ("is interesting"; "is not boring")							
3-5: Past participles as adjectives ("was tired"; "is married")							
3-5: Regular comparatives/superlatives (big/bigger/biggest)							
3-5: Complex (2-syllable) comparisons (expensive/more expensive/most expensive)							
3-5: Irregular comparatives/superlatives (good/better/best; bad/worse/worst)							
Adverbs							
K: First/Then/Next							
K: After/Before/Finally							
K: Always/Never/Sometimes							
1-2: Adjectival Adverbs (fair/fair + ly)							
1-2: "Manner" Adverbs (sadly, proudly)							
1-2: "Where" Adverbs (there, here)							
3-5: Comparative/superlative (-er/-est: fast/faster/fastest)							

Parts of Speech	Intro date	Review date	Review date	Review date	Review date	Review date	Mastery date
Adverbs Continued							
3-5: Comparative/superlative with -ly (slow/more slowly, most slowly)							
3-5: Irregular comparative/superlative adverbs (well/better/best; badly/worse/worst)							
3-5: Intensifier adverbs (too, not, very, some, hardly, barely, enough)							
3-5: Conjunctive adverbs (also, therefore)							
6-8: Cause/effect adverbs (because, since, so that)							
6-8: Contrast adverbs (although, whereas, while)							
6-8: Conditional adverbs (if, unless)							
Prepositions							
K: Location							
K: Direction (up, over)							
K: Time (on, at, in, by)							
1-2: Time (during, past, since)							
1-2: Action & Movement (to, from, off, out of)							
1-2: Opposition (before/after, off/on, with/without)							
3-5: Compound prepositions (in front of, next to, on top of)							
3-5: Prepositions of exception (despite, except)							
6-8: Contrasting prepositions (despite, in spite of)							
9-12: Prepositions + gerunds ("about going"; "for being")							
Interjections							
1-2: Ouch! Run! Stop!							
3-5: Oh! Ugh! No Way!							
6-8: Terrific! Cool! Sweet!							
9-12: Fudge! Shoot! Darn! Whew!							
Conjunctions							
K: Coordinating (and, or)							
1-2: Coordinating (but, yet)							
3-5: Co-relative conjunctions (both/and)							
3-5: Co-relative conjunctions (either/or)							
3-5: Co-relative conjunctions (not only/but also)							
6-8: Subordinating cause/effect conjunctions (because, as, since)							
6-8: Subordinating contrasting conjunctions (although, whereas, while)							
6-8: Subordinating sequence conjunctions (therefore, so, consequently)							
Grammar Skills							
Phrase Construction							
K: Adjective + Noun							
K: Noun + "and" + Noun							
K: Prepositional Phrase							
K: Verb + _____							

Parts of Speech	Intro date	Review date	Review date	Review date	Review date	Review date	Mastery date
Phrase Construction Continued							
K: Verb "and" Verb							
1-2: Noun Used as Adjective (kitchen table)							
1-2: Adj + Conjunction + Adj (red or blue)							
1-2: "When" Phrase (after closing the door)							
1-2: Demonstrative (that shoe)							
1-2: Infinitive Phrase (to buy a bike)							
1-2: Auxiliary Verb Phrase (must go, may be)							
3-5: Participial Phrase (participle + modifiers: "Studying all night, the boy...")							
3-5: Absolute/nominative absolute (noun/pronoun + participle: "The boys, their faces smiling,")							
3-5: Special adverbs + adjectives (too hot, very cold, old enough, too old)							
3-5: Linking verbs + noun/adjective complement ("She is a lady." "We feel sad.")							
3-5: Verb phrase (auxiliary + main verb: "should cut"; "must run")							
3-5: Independent clause (subject + verb: "Jill ran the race in 5 hours.")							
3-5: Noun clause ("What Jack ate for lunch..."; ".....that Jill is smart.")							
3-5: Noun clause markers (that, whether, how, whichever)							
6-8: Gerund phrase ("Cramming for tests....")							
6-8: Interjections ("Hey!"; "Ouch!")							
6-8: Restrictive clauses using "that" ("The dog that has spots is....")							
6-8: Non-restrictive clause using who/which ("Jack, who is tall, is....")							
6-8: Subordinating conjunctions in introductory clauses ("While....."; "However,.....")							
6-8: Adjective clauses (dependent: "...who is a writer,...."; "...whom I saw...")							
6-8: Adverb clauses (subordinating conjunction + clause: ".....because he is tired.")							
9-12: Appositive phrase (My teacher, a delightful person,.....)							
Sentence Construction							
K: "I am _____"							
K: Noun + "to be" + Adjective							
K: Plural Noun + to be + Adj							
1-2: There + to be + object ("There's a boy in...")							
1-2: Subj + Present Prog + Obj Pronoun ("I'm watching you.")							
1-2: Not + "to be" ("I'm not angry.")							
1-2: Frequency Adverbs w/"to be" ("He is always sad.")							
1-2: Frequency Adverbs w/Present ("He always sings.")							
1-2: Subj + Linking Verb + Adj ("Dinner smells good.")							
1-2: Imperative Sentences ("Open your books.")							
1-2: Indicative/factual Sentences ("Jill reads books.")							
3-5: Habitual past/repeated action (when + simple past +: "When I was young, I would dream....")							
3-5: Habitual past "state of being" (subject + "used to" + present: "I used to live in Utah.")							
3-5: Present real conditional (If/when + present + comma + present: "When I'm sick, I go to bed.")							

Parts of Speech	Intro date	Review date	Review date	Review date	Review date	Review date	Mastery date
Sentence Construction Continued							
3-5: Intransitive sentences ("The bus arrived.")							
3-5: Transitive sentences ("I broke the chair.")							
3-5: Subject + verb + direct object + indirect object ("I cooked a meal for Jill.")							
3-5: Sentences w/reflexive pronoun ("I feel myself getting sick.")							
3-5: Active sentences ("I took the ball from Jack.")							
3-5: Passive sentences ("The ball was taken from Jack.")							
3-5: Simple sentences (1 independent clause: "Jill climbed a hill.")							
3-5: Compound (independent clause + conjunction + independent clause: "I like pie, but he likes cake.")							
3-5: Independent clause + semicolon + independent clause ("I wear jeans; therefore I wear pants.")							
6-8: Present unreal conditional (If + simple past + ... +would + verb....: "If I had a car, I would drive to work.")							
6-8: Present unreal conditional with modal auxiliaries (If + simple past + ... + modal auxiliary would/could: "If I went to the store, I could bring home dinner.")							
6-8: Present habitual ("If it rains, I have my umbrella.")							
6-8: Present future conditional ("If it snows, I will go skiing.")							
6-8: Sentences with interjections ("Ouch, that hurt!")							
6-8: Subjunctive sentences ("Jack recommended that Jill stop.")							
6-8: Compound sentences (Independent clause + conjunction + independent clause: "I tried to speak English, so my friend tried to speak English.")							
6-8: Complex sentences (Independent clause + relative pronoun + dependent clause: "Juan and Maria went to the movies after they finished studying.")							
6-8: Subordinate clause + comma + main clause: ("After Jill asks a question, Jack answers.")							
6-8: Main clause + subordinate clause: ("Jack answers because Jill asked him.")							
9-12: Past unreal conditional ("If I had asked you, I would have known.")							
9-12: Present progressive real conditional ("If Jill was not so tired, she would watch the film." "If it had not been raining, Jack would have gone skiing.")							
9-12: Adverbial phrases + independent clause: ("Since joining the army, Jack has learned many things.")							
9-12: Compound-complex sentences (2 independent clauses and 1 or more dependent: "The dog lived in the yard, but the cat, who thought herself superior, lived inside.")							
Agreement							
1-2: Single Subject + Verb ("Jill sleeps.")							
1-2: Compound Subject + Verb ("Tom and I like it.")							
1-2: Pronoun-antecedent ("The girls finished their work.")							
3-5: Verb agreement with irregular nouns ("The women talk.")							
3-5: Verb agreement w/collective nouns ("The class has...")							
3-5: Verb agreement w/indefinite pronouns ("Everybody is here.")							
6-8: Pronoun agreement w/generic nouns ("A student always does her work.")							
6-8: Relative pronoun agreement (who, which, that: "The child who won the prize studied in Paris.")							

Parts of Speech	Intro date	Review date	Review date	Review date	Review date	Review date	Mastery date
Agreement							
6-8: Pronoun agreement w/indefinite pronouns ("Everyone needs his or her book.")							
6-8: Who versus whom (who is a subject; whom is a direct object: "Who is it?" "The girl whom I had met is here now.")							
9-12: Indefinite pronoun agreement ("Jack took something, but Jill didn't take anything.")							
9-12: Word order of adjectives (opinion, size, age, color, proper, material: "spicy Mexican food"; "tall plastic cup")							
Questions							
K: Single word + inflection							
K: Yes/No							
1-2: Yes/No using Present Progressive ("Is he going?")							
1-2: Yes/No using Past "to be" ("Was he here?")							
1-2: Yes/No w/Simple Present ("Do you like it?")							
1-2: Yes/No w/Simple Past ("Did you like it?")							
1-2: Yes/No w/Simple Future ("Will you jump?")							
1-2: Interrogative question w/"to be" ("Where are they?")							
1-2: Simple Present ("Where do they live?")							
1-2: Modal Auxiliaries ("Can Jack come out to play?")							
1-2: "May" + Verb for Permission							
3-5: Yes/No questions ("to be" + there + subject + preposition + noun: "Is there a cow in the...?")							
3-5: Questions w/indefinite pronouns ("Did Jill buy anything?")							
3-5: Tag questions ("Jack isn't home, is he?")							
3-5: Interrogative questions in past w/"to be" ("Where were you?")							
3-5: Simple past w/interrogative ("Where did they live?")							
3-5: Interrogative questions w/contractions ("When's he arriving?")							
3-5: Present perfect questions (have/has + subject + past participle: "Have you asked her?")							
3-5: Present perfect progressive (has/have + subject + been + present participle: "Has he been working?")							
6-8: Yes/No question turned into noun clause (Did he come?: "I wonder if he came.")							
6-8: Noun clauses w/questions words ("What did she say?")							
6-8: Questions using present unreal conditional (would + verb + "if" + simple past: "Would you drive to work if you had a car?")							
6-8: Questions using past unreal conditional ("Would you have known if you had asked?")							
6-8: Question using present future conditional ("Will you go if it snows?")							
6-8: Questions using present progressive real conditional ("Would Jack have gone skiing if it had not been raining?")							
Phonology Link							
K: Alphabet							
K: Cardinal Numbers 0 -100							

Parts of Speech	Intro date	Review date	Review date	Review date	Review date	Review date	Mastery date
Phonology Link Continued							
K: Vowel Sounds							
K: Commands							
K: Name, Teacher's name, opposites							
K: Consonant Sounds							
K: Q?: School/grade/age/address							
1-2: Complex Commands							
1-2: Tricky Sounds (j,y,w,d,r)							
1-2: Repeat After Me Phrases & Sentences							
1-2: Minimal Pairs Focusing on Specific Sounds							
1-2: Alphabet Work							
1-2: Numbers Work							
1-2: Simple Tongue Twisters							
3-5: Minimal phrases & sentences							
6-8: Idioms							
6-8: Count the Words							
6-12: All of the above							

Standards Link: By developing this repertoire of grammar skills:

Conventions of Standard English:

Students will express themselves in oral and written form using subordinate sentence structures that incorporate a range of idiomatic English speech patterns like interjections, verbals, and advanced verb tenses.

Written & Oral Expression:

Students can begin, develop and conclude both oral conversations and written investigations that reveal their understanding of interpersonal discourse and English idioms, as well as display their ability to draw inferences and problem solve when delivering information.

Note: The Grades 6-8 and 9-12 DSI is used in conjunction with ELL IV and ELL V of the English Language Proficiency Standards for Listening and Speaking and Writing.

HUSD English Language Development Program 2010 - 2011

Grades 9 - 12 Discrete Skills Inventory Competencies

Groups
Student Names

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Intervention Strategies

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Resources

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