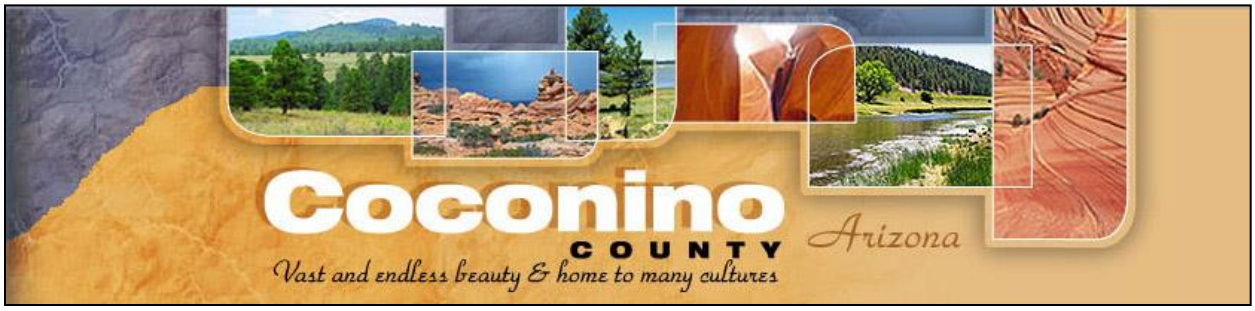

Coconino County Education Service Agency
Innovation & Development Division

Professional Development
Programs & Services

CCESA
The resource for all things P-12

CCESA

The resource for all things P-12

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CCESA I & D Contacts

Coconino County Education Service Agency

Innovation and Development Division

2384 N. Steves Blvd.

Flagstaff, AZ 86004

http://ccesa.az.gov/innovation-development/

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Coconino County Education Service Agency

The Coconino County Education Service Agency is committed to ethical leadership, effective service, and transformational results for a diverse community of learners.

The CCESA is a government agency operated by the Coconino County School Superintendent. The Agency was established to ensure every student in Coconino County, from pre-school through Grade 12, has an exemplary education; the CCESA also ensures tax dollars allocated to education are used effectively. We do this with a mindset and commitment to constant innovation, and emulating educational systems that work.

The CCESA is comprised of the following divisions: Accommodation District; Advocacy; Fiscal and Accounting; Innovation and Development; School Elections; and Research.

Our mission is to create a world-class, authentic, research-based educational system with overt community support. By doing so, Coconino County represents a large county with even bigger ideas, and with education at the heart of all efforts.

Innovation and Development Division

Inspiration drives the Coconino County Education Service Agency (CCESA) through the Innovation and Development (I & D) Division. The I & D Division is committed to collaborating with all schools in Coconino County and in the region to increase academic achievement and quality teaching, provide exceptional professional learning experiences, and support schools adopting Arizona's Standards.

Put simply, I & D:

- Pursues educational opportunities in the innovation and development fields.
- Assists schools in the development and implementation of best practices and research-based reforms.
- Provides a communication link between county schools and the Arizona and Federal Departments of Education.

I & D actively seeks partnerships with other educational opportunities and pursues grant opportunities to fulfill much of its mission.

No matter what challenges your school faces, we have a professional learning service that fits. Options include academies, assessment consultants, one-day courses, video conferencing, special services, and multiple-day visits from our trained staff and consultants.

Professional Development

Research confirms that teachers are the single most important factor in raising student achievement. Higher standards for teachers accompany the push for higher standards for students and greater accountability for student learning. Thus, professional development is a critical link among new policies, school reform, and improved educational practice (Knapp 2003).

To ensure that every student in Coconino County is college and career ready by graduation, the Coconino County Education Service Agency's Department of Innovation and Development is dedicated to supporting educators in their professional development as teachers and leaders. Professional development in targeted subject areas are offered through a variety of formats, including face-to-face sessions, school-based trainings, town hall/learning communities, and online instructional environments. CCESA is known throughout the county for its Content Literacy work during the past decade. CCESA professional development focuses on literacy in all content areas because we believe literacy is not just for understanding but also for thinking critically and responding. To participate fully in civic life, citizens must have the skills necessary to access and act upon information. Literacy is more than just a tool. It is a necessity for citizenship. Our courses have been leading change throughout the county for years.

Registration and Policies

Registration: Registration for all courses can be completed online at https://www.surveymonkey.com/r/AY16-17. All fields must be completed. You will receive confirmation of your registration status within one week of submitting the application. If you experience difficulties while registering online please call 928-679-8053 for assistance.

Payments: Payment by check or purchase order is due on or before the first day of class. Make checks/purchase orders payable to Coconino County ESA, 2384 N. Steves Blvd., Flagstaff, AZ 86004. It is the registrant's responsibility to determine if their school will pay for classes. Cancellations after the registration deadline and no shows will not be billed to the school; the registrant must pay the full registration fee personally.

Course Policies: Attendance is required at all days/hours for the option you choose for certificate and seat hours. Registrations will not be accepted for individuals with an outstanding balance for a prior class.

Course Cancellations: If registration minimums are not met prior to the registration deadline, the CCESA will cancel the course. Registered participants will be notified through the e-mail that was provided during registration. Participants will be refunded in full for any class that is cancelled by the CCESA.

Participant Cancellations/Substitutions: Notification of cancellation must be received in writing (e-mail OK) no later than the registration deadline for classes. Substitutions are preferred and accepted. Email cancellations and/or substitutions to suziehite@coconino.az.gov. The CCESA operates on a non-profit basis. The CCESA incurs expenses based on registrations and cannot allow for cancellations after course expenses have occurred. Registrants who fail to attend without cancellation will be billed personally. No-shows will be billed personally. Registration fees are non-refundable after the registration deadline.

Fee for Service Offerings for AY 2016-2017

Engineering is Elementary

Recommended for: K-5th grade teachers, special education teachers, and instructional specialists

Description: Learn how to teach K-5 students engineering by engaging in the fun, flexible, inquiry-based curriculum of Engineering is Elementary (EiE). EiE is a nationally renowned education project developed by the Museum of Science, Boston and is a rigorously researched, classroom-tested curriculum that integrates engineering and technology concepts and skills with elementary science topics. Engineering makes math and science relevant while also integrating literacy and social studies.

Outcomes: Participants will become fluent in the Engineering is Elementary curriculum through:

1. Increasing experience and gaining an understanding of the cyclical nature and five steps of the Engineering Design Process.
2. Increasing confidence in implementing Engineering is Elementary activities with their students.
3. Increasing ability to successfully facilitate open-ended engineering design challenges with students in the classroom.

Materials: In addition to receiving a binder that contains supplemental materials, participants will have access to all 20 EiE kits and materials to use in their classroom for FREE.

Instructors: Kelly Donatell & Emily Evans

Dates and Times: August 24, 2016 (4:00 pm-7:30 pm) & August 31, 2016 (4:00 pm-7:30 pm)

Seat Hours: 7

Venue: Ponderosa High School (2384 N. Steves Blvd., Flagstaff, AZ 86004)

Registration Fee: No charge – Thank you to the Arizona Community Foundation of Flagstaff who has provided funds to offset the cost of the training as well as purchase EiE kits and materials.

Registration Deadline: August 22, 2016

Register online at https://www.surveymonkey.com/r/CCESASummer2016

EiE Engineering is Elementary®
Developed by the Museum of Science, Boston

Writing from Sources

Recommended for: 3rd-12th grade teachers, special education teachers, instructional coaches, and writing specialists

Description: Do you want to learn new ways to help your students develop the habits necessary to read closely, take good notes, then analyze what they have read from multiple sources and synthesize information into effective discussion and, ultimately, solid writing? Join us in examining *Close Reading and Writing from Sources* by Douglas Fisher and Nancy Frey in which they present a model for teaching middle and high school students some of the most crucial skills, often neglected, in today's schools: reading texts closely, taking good notes, analyzing and synthesizing information from multiple sources, then writing clearly and effectively. This class will help teachers develop and implement this process for immediate application in the classroom. After completing the

initial 4-hour in-person session, participants will participate in two virtual meetings and then the course ends with another 4-hour in-person session. Participants will also participate in a book study over the course.

Outcomes: Participants will be able to:

1. Identify the strong emphasis the standards place on writing from sources.
2. Understand the role that evidence plays in reading, writing, and discussion.
3. Apply the various strategies discussed for immediate implementation.
4. Reflect on how writing from sources impacts teaching and learning.

Materials: Participants will receive the book *Close Reading and Writing from Sources* by Douglas Fisher and Nancy Frey along with a binder containing supplemental materials.

Instructors: Leslie Grabel & Lee Irby

Dates and Times: September 24, 2016 (8:30 am-12:30 pm), October 4, 2016 (3:45 pm-5:15 pm via virtual meeting), October 27, 2016 (3:45 pm-5:15 pm via virtual meeting), & November 19, 2016 (8:30 am-12:30 pm)

Seat Hours: 15

Venue: Ponderosa High School (2384 N. Steves Blvd., Flagstaff, AZ 86004)

Registration Fee: $175

Registration Deadline: September 11, 2016

Registration Minimum: 15

Register online at https://www.surveymonkey.com/r/AY16-17

Embracing Digital Media

Recommended for: K-12th grade teachers of all content areas, special education teachers, and instructional coaches

Description: This training will focus on how digital media can be used to augment, modify, and/or redefine the educational experience. Participants will learn how to use Google Drive, Padlet, Lino, and other Web 2.0 tools to enhance student learning. After completing the 6-hour in-person training, participants will develop an assignment for their students that incorporates one of the collaboration tools. Participants will then share their assignment ideas through an online format and provide feedback to others. After implementing the assignment in their own classroom, participants will come together for a virtual meeting to discuss implementation.

Outcomes: Participants will understand how digital media can be used to enhance student learning by:

1. Exploring how it can be used to augment, modify, or redefine student assignments and activities.
2. Investigating three digital collaboration tools, highlighting the pros and cons of each and explaining possible applications in their classroom.
3. Developing and implementing a student assignment/activity that incorporates a digital collaboration tool as more than a substitution.

Materials: Participants will receive supplemental materials electronically.

Instructors: Kelly Donatell & Jacob Lesandrini

Dates and Times: October 1, 2016 (8:30 am-3:30 pm) & November 2, 2016 (3:30 pm-4:30 pm via virtual meeting)

Seat Hours: 8

Venue: Ponderosa High School (2384 N. Steves Blvd., Flagstaff, AZ 86004)

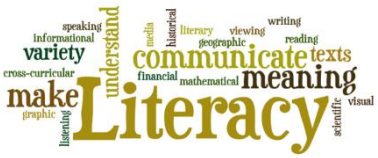
Requirements: Participants must bring their own device. For the best experience, please bring your laptop with the most current version of OS and most up to date Chrome, Firefox, or Safari web browsers. In addition, please make sure you can connect to public/secure Wi-Fi hotspots with your device.

Registration Fee: $75

Registration Deadline: September 11, 2016

Registration Minimum: 15

Register online at https://www.surveymonkey.com/r/AY16-17



Incorporating ELA Standards in the Content Areas & Electives

Recommended for: K-12th grade teachers of content and elective courses, special education teachers, and instructional coaches

Description: With content standards looming, it's easy to only focus on the content you teach as there is much to cover. However, are you providing students with enough time to practice the skills of reading, writing, and speaking & listening which are essential for college and career readiness? Join us as we dissect the ELA standards and find ways to seamlessly incorporate them into the content you are already teaching. The ultimate goal is to build a student's comprehension, writing skills, and overall skills in communication while building content knowledge.

Outcomes: Participants will become fluent in the ELA Standards and understand how they apply to their classroom by:

1. Exploring how the skills addressed in the ELA standards are essential for careers in their content area.
2. Investigating the importance of literacy instruction across content areas.
3. Creating a lesson that addresses both their content standards and the ELA standards.

Materials: Participants will receive a standards placemat and a binder containing supplemental materials.

Instructors: Kelly Donatell & Lee Irby

Dates and Times: October 8, 2016 (8:30 am-3:30 pm) & November 9, 2016 (3:30 pm-4:30 pm via virtual meeting)

Seat Hours: 7

Venue: Ponderosa High School (2384 N. Steves Blvd., Flagstaff, AZ 86004)

Requirements: Participants are required to bring at least one text they require students to read, along with a description of the accompanying activity/lesson.

Registration Fee: $90

Registration Deadline: September 11, 2016

Registration Minimum: 15

Register online at https://www.surveymonkey.com/r/AY16-17

***LETRS*® Module 10 – Reading Big Words: Syllabication and Advanced Decoding**

Recommended for: 3rd-10th grade teachers, reading specialists, and special education teachers

Description: *LETRS*® Module 10 addresses the instructional needs of students in grade 3 and beyond who must consolidate their skill in reading and spelling multisyllabic words. The module addresses five major topics, including the reading brain, word origin and why it matters, instruction of the regular syllable patterns in English, morphemes and morphological instruction, and implementation of classroom instruction in advanced decoding skills. Participants learn to identify words from Anglo-Saxon, Latin, and Greek origins; the six regular syllable types in English; routines for teaching syllabication; word building and word analysis with prefixes, roots, and suffixes; and models for effective instructional routines. The *LETRS*® Phonics and Word Reading Survey is included in the Appendix.

Outcomes: Participants will be able to address advanced phonics and word study, writing, and study skills in content-area reading; and assessment of older students. Each participant will learn:

1. How children learn to read and why some children have difficulty with this aspect of literacy;
2. What must be taught during reading and spelling lessons and how to teach most effectively;
3. Why all components of reading instruction are necessary and how they are related;
4. How to interpret and respond to individual differences in student achievement; and
5. How to explain the form and structure of English.

Materials: Participants will receive a *LETRS*® Module 10 manual and a folder containing supplemental materials.

Instructors: Cate Malone & Joey Persinger

Dates and Times: January 27, 2017 (4:00 pm-7:00 pm) & January 28, 2017 (8:30 am-3:00 pm)

Seat Hours: 9

Venue: Ponderosa High School (2384 N. Steves Blvd., Flagstaff, AZ 86004)

Prerequisites: NONE

Registration Fee: $200

Registration Deadline: December 15, 2016

Registration Minimum: 15

Register online at https://www.surveymonkey.com/r/AY16-17

Promoting Productive Struggle in K-12 Mathematics Classes

Recommended for: K-12th grade math teachers, special education teachers, and instructional coaches

Description: All students need to struggle with challenging problems if they are to learn mathematics deeply. This requires teachers to figure out how to get them to learn to productively struggle. This 6-hour training will take participants through strategies for teaching students the value productive struggle has in growing the mathematical mind. From classroom culture to task selection, participants will explore the essential components for facilitating productive struggle in the K-12 mathematics classroom.

Outcomes: Participants will leave with a better understanding of the role productive struggle plays in the learning of mathematics. Specifically participants will:

1. Understand what productive struggle looks like in the classroom and its impact on learning mathematics.
2. Understand how to create an environment that fosters productive struggle.
3. Learn key strategies (classroom culture, task selection, discourse) that foster productive struggle in the K-12 math class.

Materials: Participants will receive *Principles to Action*, a folder containing supplemental materials, and a standards placemat.
Instructors: Hesper Petersen & Erin Nelson

Date and Time: February 4, 2017 (9:00 am-4:00 pm)

Seat Hours: 6

Venue: Ponderosa High School (2384 N. Steves Blvd., Flagstaff, AZ 86004)

Registration Fee: $105

Registration Deadline: December 15, 2016

Registration Minimum: 15

Register online at https://www.surveymonkey.com/r/AY16-17

Digital Presentations

Recommended for: 6th-12th grade teachers of all content areas, special education teachers, and instructional coaches

Description: Looking for new ways for your students to present their knowledge? Join us as we explore three presentation platforms that utilize technology. Participants will use Videolicious, Thinglink, and other Web 2.0 tools that incorporate multimedia, allowing for interaction in ways that are only possible in the digital realm. After completing the 3.5 hour in-person training, participants will create an assignment for their students that incorporates one of the presentation tools. Participants will then share their assignment ideas through an online format and provide feedback to others. After implementing the assignment in their own classroom, participants will come together for a virtual meeting to discuss how implementation went.

Outcomes: While becoming fluent in at least one digital presentation tool participants will:

1. Explore the importance of student presentations.
2. Investigate three digital presentation tools, highlighting the pros and cons of each and explaining possible applications in their classroom.
3. Develop and implement a student assignment/activity that incorporates a digital presentation tool as more than a substitution.

Materials: Participants will receive supplemental materials electronically.

Instructors: Kelly Donatell & Jacob Lesandrini

Dates and Times: February 11, 2017 (8:30 am-12:00 pm) & March 29, 2017 (3:30 pm-5:00 pm via virtual meeting)

Seat Hours: 6

Venue: Ponderosa High School (2384 N. Steves Blvd., Flagstaff, AZ 86004)

Requirements: Participants must bring their own device. For the best experience, please bring your laptop with the most current version of OS and most up to date Chrome, Firefox, or Safari web browsers. In addition, please make sure you can connect to public/secure Wi-Fi hotspots with your device.

Registration Fee: $50

Registration Deadline: December 15, 2016

Registration Minimum: 15

Register online at https://www.surveymonkey.com/r/AY16-17

Digital Writing

Recommended for: 6th-12th grade teachers of all content areas, special education teachers, and instructional coaches

Description: This training will provide hands-on strategies to integrate digital tools with expository, argumentative, and cross-curricular writing projects. Participants will use Tackk, Smore, and other Web 2.0 tools combined with embedded multi-media sounds, videos, and diagrams that interact with the reader in ways that are only possible in the digital realm. After completing the 3.5 hour in-person training, participants will create an assignment for their students that incorporates one of the digital writing tools. Participants will then share their assignment ideas through an online format and provide feedback to others. After implementing the assignment in their own classroom, participants will come together for a virtual meeting to discuss how implementation went.

Outcomes: While becoming fluent in at least one digital writing tool participants will:

1. Explore how digital writing can enhance student learning.
2. Investigate three digital writing tools, highlighting the pros and cons of each and explaining possible applications in their classroom.
3. Develop and implement a student assignment/activity that incorporates a digital writing tool as more than a substitution.

Materials: Participants will receive supplemental materials electronically.

Instructors: Kelly Donatell & Jacob Lesandrini

Dates and Times: February 11, 2017 (12:30 pm-4:00 pm) & March 29, 2017 (3:30 pm-5:00 pm via virtual meeting)

Seat Hours: 6

Venue: Ponderosa High School (2384 N. Steves Blvd., Flagstaff, AZ 86004)

Requirements: Participants must bring their own device. For the best experience, please bring your laptop with the most current version of OS and most up to date Chrome, Firefox, or Safari web browsers. In addition, please make sure you can connect to public/secure Wi-Fi hotspots with your device.

Registration Fee: $50

Registration Deadline: December 15, 2016

Registration Minimum: 15

Register online at https://www.surveymonkey.com/r/AY16-17

Improving Writing Across Contents

Recommended for: 6th-12th grade teachers of all content areas, special education teachers, instructional coaches, and writing specialists

Description: Looking for new ways to deepen students' knowledge and command of your content area through meaningful and authentic writing assignments? If so, join us as we share ideas and show examples of authors' writing techniques and practices which can be used to help students improve their own writing across curricula. We will examine Kelly Gallagher's book *Write Like This. Teaching Real-World Writing Through Modeling & Mentor Texts*.

Outcomes: Participants will be able to:

1. Recognize the importance that modeling plays in the writing process.
2. Understand why writing practices need to emphasize real-world writing purposes.
3. Examine specific writing discourses: express and reflect, inform and explain, evaluate and judge, inquire and explore, analyze and interpret, and take a stand/propose a solution.
4. Reflect on their teaching practices and identify which models will work best for their classroom environment.

Materials: Participants will receive the book *Write Like This. Teaching Real-World Writing Through Modeling & Mentor Texts* by Kelly Gallagher along with a binder containing supplemental materials.

Instructors: Leslie Grabel & Lee Irby

Dates and Times: February 25, 2017 (8:30 am-3:00 pm) & April 5, 2017 (3:15 pm-4:15 pm via virtual meeting)

Seat Hours: 7

Venue: Ponderosa High School (2384 N. Steves Blvd., Flagstaff, AZ 86004)

Registration Fee: $100

Registration Deadline: December 15, 2016

Registration Minimum: 15

Register online at https://www.surveymonkey.com/r/AY16-17

***LETRS*® Early Childhood**

Recommended for: Pre K-2nd grade teachers, reading specialists, special education teachers, and Headstart instructors

Description: The *LETRS® for Early Childhood Educators* Supplemental Module provides quality professional development for early childhood educators interested in helping young children build a strong foundation in early literacy skills. The program provides descriptions of the development of language and literacy in ways that create a deeper understanding of these important processes while offering practical strategies for building these skills in young children. *LETRS® for Early Childhood Educators* is appropriate for early childhood educators working with preschool and kindergarten children as well as early elementary children experiencing difficulty with the literacy process. It is also appropriate for early care and education providers who are interested in enhancing their own interactions with the children in their care.

Outcomes: Participants will acquire a deep understanding of early literacy and developmental processes through the exploration of the following:

1. Phonological processing and the role it plays in oral and written language
2. Structures of oral language that provide the foundation for literacy
3. Component skills of phonological awareness
4. Development of print knowledge
5. Types and purposes of assessment

Materials: Participants will receive a *LETRS® for Early Childhood Educators* manual and a folder containing supplemental materials.

Instructors: Cate Malone & Joey Persinger

Dates and Times: March 3, 2017 (4:00 pm-7:00 pm) & March 4, 2017 (8:30 am-3:00 pm)

Seat Hours: 9

Venue: Ponderosa High School (2384 N. Steves Blvd., Flagstaff, AZ 86004)

Prerequisites: NONE

Registration Fee: $200

Registration Deadline: December 15, 2016

Register online at https://www.surveymonkey.com/r/AY16-17

Structuring K-12 Math Classes to Align with the Mathematics Teaching Practices

Recommended for: K-12th grade math teachers, special education teachers, and instructional coaches

Description: Using NCTM's *Principles to Actions* (2014) recommendations as a framework, this course will consist of an in-depth exploration of the recommended Mathematics Teaching Practices and applications of these teaching practices in K-5 mathematics classes. Participants will develop an action plan for revising or restructuring their math teaching practices and classroom environments to develop or enhance the mathematics teaching practices and put them into action.

Outcomes: While learning about the eight Mathematics Teaching Practices and the impact these teaching practices have on student learning and engagement, participants will:

1. Become fluent in the language and intent of the mathematics teaching practices.
2. Learn and develop strategies and tools for implementing the mathematics teaching practices.
3. Create an action plan for implementing the mathematics teaching practices in their classrooms and/or schools.
4. Understand the impact that implementing the mathematics teaching practices will have on the students' engagement and achievement.

Materials: Participants will receive the book *Principles to Action*, a folder containing supplemental materials, and a standards placemat.

Instructors: Hesper Petersen & Erin Nelson

Date and Time: March 25, 2017 (9:00 am-4:00 pm)

Seat Hours: 6

Venue: Ponderosa High School (2384 N. Steves Blvd., Flagstaff, AZ 86004)

Registration Fee: $100

Registration Deadline: December 15, 2016

Registration Minimum: 15

Register online at https://www.surveymonkey.com/r/AY16-17

Site-Based Opportunities

No matter what challenges your school faces, we have a professional learning service that fits. Options include academies, assessment consultants, one-day courses, video conferencing, special services, and multiple-day visits from our trained staff and consultants. Below is a list of classes we have previously offered or plan to offer:

- Administrative Trainings
- Argument Literacy
- Claim, Counterclaim, & Reasoning
- Close Reading
- Digital Media
- Engaging Students in Collaborative Discussions
- Engineering is Elementary
- Enhancing Grammar Instruction with the ELA Standards
- EQuIP Rubric
- Formative Assessment
- Informational/Explanatory Writing
- Harnessing the Power of Video
- LETRS Modules 1-10
- LETRS Early Childhood
- Mentor Texts
- Model Drawings in the Math Class
- Opinion/Argument Writing
- Progression of Counting and Cardinality & Operations and Algebraic Thinking
- Progression of Fractions
- Progression of Multiplication & Division
- Progression of Number & Operations in Base 10
- Progression of Ratios & Proportional Reasoning
- Socratic Seminar
- SEI (Structured English Immersion)
- Teaching Reading Effectively
- Vocabulary & Comprehension through Repeated Read-Alouds
- Writing in the Math Classroom
- Writing with the ELA Standards

Please contact Kelly Donatell at kdonatell@coconino.az.gov or 928-679-8056 to discuss the possibilities of designing a training based on your site needs.

Grant-Funded Course Offerings

The CCESA constantly seeks out professional development opportunities for educators. Currently, the CCESA has been awarded two Mathematics Science Partnerships (MSP), one Improving Teacher Quality (ITQ) grant, and an Arizona Commission of the Arts Program grant. The purposes of the MSP and ITQ programs are to increase the academic achievement of students by enhancing the content knowledge and teaching skills of classroom teachers.

Mathematics Science Partnership: Physics of Force and Motion STEM Course

May 2016 – June 2017

106 hours

The Physics of Force and Motion STEM professional development course was developed by Coconino County Education Service Agency and Northern Arizona University faculty in Physics and Astronomy for K-8 teachers.

Participants in the course will:

- Learn physical science concepts related to Force and Motion through hands-on investigations, computer generated simulations, and engineering design challenges.
- Gain competence and confidence in teaching integrated STEM and help your students develop pathways of conceptual understanding across content areas.
- Learn ways to support STEM learning through literacy integration aligned to the Arizona College and Career Readiness Standards.
- Gain skills in formative assessment and strategies for analyzing student work in STEM.
- Have the opportunity to purchase six units of graduate credit or receive professional development hours.
- Receive a $2,600 stipend upon course completion.

Mathematics Science Partnership: Intel Math K-8

June 2016 – March 2017

108 hours

The Intel Math Project helps teachers to strengthen their mathematics content knowledge and better prepare them to meet the requirements of the AZ Math Standards.

This course focuses on:

- The arithmetic, geometric, and algebraic aspects of operations, number theory, place values, rates, rational numbers, linear equations, and functions through a problem-solving lens.
- Building fluency with problem solving, creative and critical thinking, deep conceptual understanding, accurate and efficient procedural manipulation, and collaboration.

Intel Math professional development will:

- Deepen mathematical content knowledge and skills.
- Increase knowledge of how students learn mathematics.
- Organize and monitor progress of mathematics instruction and strategies schoolwide.

Improving Teacher Quality: Quantitative Reasoning Course (High School Mathematics Instructors)

August 2016 – September 2017

80 hours

This secondary mathematics project is designed to support teachers in being able to successfully offer a 4th-year Quantitative Reasoning course (possibly as dual-enrollment), which focuses on a broad array of concepts and skills generally useful in university courses, employment, personal decision making, and understanding the social and natural worlds sufficiently to serve as good citizens.

Content development will focus on:

- Developing a shared understanding of what Quantitative Literacy and Quantitative Reasoning are.
- Conceptual understanding and application of contemporary quantitative methods.
- The use of technology tools to further promote understanding and applications of quantitative reasoning in all kinds of real world contexts, including finance, politics, science, art, sports, and more.
- Sharing curricula consistent with a focus on developing quantitative literacy in all students, especially those in their terminal high school math course.
- Development of mathematical practices to promote authentic engagement in the teaching and learning of quantitative literacy.
- Developing capacity for successful implementation beyond this project.

Arizona Commission of the Arts Program

The CCESA joins with the Flagstaff Symphony Orchestra in providing Carnegie Hall's Weill Music Education Institute Link Up program to the greater Flagstaff area.

About Link Up: Students in grades 3–5 from Coconino County schools will join Flagstaff students to explore music through curriculum of classroom activities and a culminating concert in which students perform with a professional orchestra. The Flagstaff Symphony Orchestra is the artistic partner providing local educational and musical services which connects county students and teachers to a national music education program created by Carnegie Hall to unite the classroom with the concert hall. The program receives the free support of Carnegie Hall in individual printed student materials and teacher training resources for the concert, called *The Orchestra Sings*. The program significantly enhances classroom music education. Students in fifteen participating schools learn to read, sing and play as well as compose music. Additional free materials give teachers options to extend and enrich the basic Link Up curriculum. As the artistic partner, the Flagstaff Symphony Orchestra has provided teacher training, classroom support and logistic and artistic planning for the project. The interactive concert will be offered twice on the morning of March 23, 2017 in order to accommodate 3600 students at Ardrey Hall, Northern Arizona University. All of these efforts will increase student access to, and engagement with, music and arts learning.

Formative Assessment

September 2015 – May 2017

The purpose of this course is to increase participants' understanding of formative assessment and help them become skillful users of formative assessment in their classrooms in the context of College and Career Ready Standards (CCRS). The CCESA course focuses on the short-term components of the assessment continuum. In this course, educators examine how formative assessment functions as a component of a comprehensive assessment system. Educators develop an understanding that formative assessment is a part of a comprehensive system, in which different assessments along the continuum provide information to educators for the range of decisions they need to make in support of student learning. This course has the understanding that the ultimate goal of learning is to meet college and career ready standards at each grade level. The focus of the second year is to support implementation of the Formative Assessment Rubrics, Reflection, and Observation Tools to Support Professional Reflection on Practice (FARROP).

The goals of the course are to:

- Develop Building Blocks from the Social Studies Standards
- Construct Student Learning Goals that align to the Standards
- Construct Success Criteria that align to Learning Goals
- Identify formative assessment strategies that align to the developed Building Blocks
- Define the characteristic of a classroom culture that supports formative assessment
- Devise an implementation plan that supports a culture of formative assessment

Title III Consortium Services

Under Section 3114(b) of No Child Left Behind Act of 2001 (NCLB), a State educational agency shall not award a sub grant from an allocation made under subsection (a) if the amount of such sub grant is less than $10,000. LEAs that would not otherwise qualify for a sub grant because they do not qualify for an award of at least $10,000 may submit a joint application with one or more LEAs to qualify.

An LEA that receives a grant under Title III Section 3111(a) may collaborate or form a consortium with one or more LEAs to carry out a program for limited English proficient (LEP) students. The Coconino County Education Service Agency (CCESA) identifies schools/districts within Coconino, Navajo and Apache Counties that are unable to apply for their ELL funding due to not meeting the $10,000.00 minimum amount. In order to ensure that these schools receive their allocated funding, the CCESA forms a consortium of schools. The CCESA is responsible for acting as the fiscal agent for the Consortium and files the required expenditure reports and maintains fiscal records.

Special Education Services

The Coconino County Education Services Agency offers the following services to public and charter schools:

- School Psychology Services
- Speech Therapy
- Counseling Services
- Occupational Therapy
- Special Education

Travel time is factored into all services, as are professional materials. For purposes of this discussion**,** costs are predicated upon individuals being county employees or contractors.

School Psychology and ***Speech Therapy Services*** include screening, evaluations, written reporting, and counseling when indicated on an IEP, MET/IEP participation, and IEP-related service implementation.

Counseling Services not indicated on an IEP would consist of counseling related to low self-esteem, behavioral issues, and real or potential substance abuse issues.

Occupational Therapy would consist of screening, evaluation, and therapy when indicated on an IEP, MET/IEP participation, and IEP-related service implementation.

Services in the other areas are self-explanatory.

In order to make the above services economically feasible, the Coconino County Education Service Agency needs to ensure that there is a need to sell services in each occupation to the schools for the above disciplines. It is imperative that the CCESA office receive hard data, such as number of projected days needed per school as determined by IEP's when appropriate, by **March 25, 2017**. Please use the attached form. Days required per school will be mutually defined and discussed and turned into a contract by late May 2017 for school year 2017-18. Schools that might be uncertain about their projected needs might consider cost-sharing some services with neighboring schools. Please contact Samantha Abramowitz at 928-679-8054 or email sabramowitz@coconino.az.gov to discuss possibilities in planning for use of any of the above listed services.

PROJECTED NEEDS FOR SERVICES

Name and title of person submitting this data: _____

School/District: _____ Date: _____

SERVICES PROVIDED BY ESA	Days per week	Total days per year
• School Psychology Services		
• Speech Therapy		
• Counseling Services		
• Occupational Therapy		

Please indicate if there is a need or interest in the following areas:

POTENTIAL SERVICES PROVIDED BY ESA	Needed
• Nursing	
• AZ Standards Trainings	
• Teaching Reading Effectively (K-3)	
• LETRS (K-3)	
• Education Counseling	
• Gifted Teacher	
• Hearing Officer Training	
• Information Technology Services	
• Physical Education Teacher	
• Special Education Teacher	
• Technology Services	
• Visions Software Training	
• Hearing/Vision Impaired Instructor	
• Sign Language Interpreter	
• Autism Instructor	
• Behavioral Specialist	
• Business Manager	
• Other	

Upon completion of the form, please return by fax, mail, or electronically. If you have any questions regarding completion of this form, please contact Samantha Abramowitz at 928-679-8054.

Please return no later than March 25, 2017 to:

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