



Coconino County Education Service Agency Innovation & Development Division

Professional Development Programs & Services

August 2017-June 2018





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://coconino.az.gov/1817/Innovation-Development>

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<http://coconino.az.gov/1817/Innovation-Development>

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/AY17-18>. 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

Alternative Facts

Recommended for: 4th-12th grade teachers of all content areas, special education teachers, and instructional coaches

Description: The prevalence of fake news has been increasing rapidly making it hard for students to determine if they are looking at facts or alternative facts. How can you teach students to read like a fact checker? During this 6-hour training participants will learn how to determine source and photo reliability, identify hidden agendas and native (sponsored) ads, and recognize different presentations of numbers that can skew information. After participating in a variety of fact checking activities, participants will reflect on how the activities can be incorporated into their own content and will begin creating a fact checking lesson.

Outcomes: Participants will become savvy information gathers, understanding how to:

1. Determine source reliability of text and photos;
2. Distinguish between factual and fictional news; and
3. Identify hidden agendas and sponsored advertisements.

Materials: Participants will receive a folder with supplemental materials.

Instructors: Kelly Donatell & Lee Irby

Dates and Times: MUST ATTEND ALL SESSIONS

October 4, 2017 (4:00 pm-7:00 pm)

November 1, 2017 (4:00 pm-7:00 pm)

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: \$75

Registration Deadline: September 27, 2017

Registration Minimum: 15

Register online at <https://www.surveymonkey.com/r/AY17-18>



Fee for Service Offerings

Teaching Reading Effectively in Flagstaff

Recommended for: K-3rd grade teachers, reading coaches, literacy specialists, and K-12 special education teachers

Description: This course supports A.R.S. 15-701-Move on When Reading, A.R.S. 15-704—AZ READS, and the AZ foundational skills for K-5 ELA standards. The content includes current research and evidence-based practices that are necessary for the development of the technical skills of reading along with academic vocabulary and deep comprehension. Important components of an effective comprehensive reading program designed to develop proficient readers, competent writers, and critical thinkers are included in this material.

Units to Include:

- Foundations of Reading
- Learning to Read and Spell: A National Problem and Recommended Solutions
- Basic Principles of Reading Assessment
- The Structure of Language
- Graphophonemic Awareness
- Teaching Word Identification and Spelling Frequency
- Vocabulary
- Comprehension to Summarizing



Materials: Participants will receive 2 supporting reference books and a binder with supplemental materials.

Instructors: Cate Malone & Joey Persinger

Dates and Times: MUST ATTEND ALL SESSIONS

October 6, 2017 (5:00 pm-7:30 pm) & October 7, 2017 (8:00 am-4:00 pm)

December 1, 2017 (5:00 pm-7:30 pm) & December 2, 2017 (8:00 am-4:00 pm)

December 8, 2017 (5:00 pm-7:30 pm) & December 9, 2017 (8:00 am-4:00 pm)

Seat Hours: 30

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

Registration Fee: \$85

Registration Deadline: September 27, 2017

Registration Minimum: 30

Register online at <https://www.surveymonkey.com/r/AY17-18>



Fee for Service Offerings

LETRS® Modules 1-3

Recommended for: Pre K-3rd grade teachers, reading specialists, and special education teachers

Description: LETRS® (Language Essentials for Teachers of Reading and Spelling) is a professional development program that responds to the need for high-quality literacy educators at all levels. Developed by Louisa C. Moats, Ed.D., LETRS provides the deep foundational knowledge necessary to understand how students learn to read, write, and spell—and why some of them struggle.

LETRS provides educators with a core understanding of language structure and helps them gain in-depth instructional information to complement their teaching practices. Rather than replacing the core basal reading program, LETRS brings deeper knowledge of reading instruction by addressing each component (see units below) as well as the foundational concepts that link them.

Module 1: This module explores the nature of skilled reading; the progression of reading development; the reasons why many children do not become good readers; the influences of biological, linguistic environmental, and instructional factors in learning to read; and the components of effective reading instruction.

Module 2: This module defines the “ph” words; introduces the speech sound (phoneme) system of English; compares it to Spanish; and discusses the importance of phonological awareness for reading and spelling an alphabetic writing system.

Module 3: This module explores the structure and history of English spelling from several angles: historical layers in English orthography; phoneme-grapheme correspondences; letter patterns in orthography, including syllable types; orthographic rules; and meaningful word parts (morphemes).

Materials: Participants will receive LETRS® Module 1, 2 & 3 manuals and a folder containing supplemental materials.

Instructors: Cate Malone & Joey Persinger

Dates and Times: MUST ATTEND ALL SESSIONS

October 20, 2017 (4:00 pm-7:00 pm) & October 21, 2017 (8:30 am-3:30 pm)

November 3, 2017 (4:00 pm-7:00 pm) & November 4, 2017 (8:30 am-3:30 pm)

November 17, 2017 (4:00 pm-7:00 pm) & November 18, 2017 (8:30 am-3:30 pm)

Seat Hours: 27

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



Registration Fee: \$300

Registration Deadline: October 1, 2017

Registration Minimum: 25

Register online at <https://www.surveymonkey.com/r/AY17-18>



<http://coconino.gov/1817/Innovation-Development>

Fee for Service Offerings

Genius Hour

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

Description: Imagining a classroom where students are empowered to find the answers to their own burning questions. What can I do to help the less fortunate in my community? What do I need to do in order to become an inventor? How can I build the best bridge? Across the country teachers are setting aside 20% of regular class time to allow students to pursue Genius Hour projects by investigating their own questions. During Genius Hour, students are given time and space to propose and pursue their own projects. Through a structured Genius Hour, teachers link what students are passionate or curious about with important skills and content. Relying on students' talents and interests makes learning more authentic and permanent. Teachers are using Genius Hour to excite students and to model life-long learning. See why Genius Hour has been described as, "The single-handedly best thing I've done in my classroom in 10 years."

Outcomes: Participants will:

1. Understand the role of Genius Hour and how it engages students in learning;
2. Investigate how Genius Hour can be used to build content knowledge; and
3. Explore the structures and supports students will need in a Genius Hour.



Materials: Participants will receive a folder with supplemental materials.

Instructors: Kelly Donatell & Lee Irby

Dates and Times: October 21, 2017 (8:30 am-4:00 pm)

Seat Hours: 7

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: October 1, 2017

Registration Minimum: 15

Register online at <https://www.surveymonkey.com/r/AY17-18>



Fee for Service Offerings

Engaging Students in Collaborative Discussions

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

Description: The standards ask for students to “prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.” What do the speaking and listening standards look like at your grade-level? What does this mean for your students? How can you incorporate discourse into your classroom? Participants will be introduced to and experience a variety of methods to engage students in academic discourse, ranging from partner to large group activities. *Participants are strongly encouraged to also attend Socratic Seminar.*

Outcomes: Participants will:

1. Understand the role of discourse in developing student content area knowledge;
2. Engage in a variety of discourse activities and explore how they can be applied in the classroom;
3. Explore how to develop a classroom culture embedded with academic discourse and collegial discussions.



Materials: Participants will receive a folder with supplemental materials.

Instructors: Kelly Donatell & Jacob Lesandrini

Dates and Times: January 20, 2018 (8:30 am-4:00 pm)

Seat Hours: 7

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

Registration Fee: \$75

Registration Deadline: December 15, 2017

Registration Minimum: 12

Register online at <https://www.surveymonkey.com/r/AY17-18>



Fee for Service Offerings

Digital Research & Writing

Recommended for: 4th-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 research and writing projects. Collaborative digital projects that incorporate multi-media features provide an immersive experience while still addressing the standards. Participants will use Google Docs, Thinglink, 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.



Outcomes: While becoming fluent in multiple digital writing tools participants will:

1. Explore how digital writing can enhance student learning;
2. Investigate a variety of digital writing tools, highlighting the pros and cons of each and explaining possible applications in their classroom; and
3. Examine the SAMR Model and develop 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 3, 2018 (8:30 am-3:30 pm)

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: \$75

Registration Deadline: January 5, 2018

Registration Minimum: 15

Register online at <https://www.surveymonkey.com/r/AY17-18>



Fee for Service Offerings

Socratic Seminar

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

Description: Socratic seminars lead students deeper into a text and improve students' speaking, listening, reading, and writing skills. Participants will engage in a Socratic seminar as a student, and then prepare and deliver a "mini" seminar as the instructor. Topics will include the following: preparation for Socratic discussions, generating text-based questions, facilitation of seminar, and extension activities. *Participants are strongly encouraged to have previously attend Engaging Students in Collaborative Discussions.*

Outcomes: Participants will:

1. Understand the role of seminars in developing student content area knowledge;
2. Explore question types and extension activities for seminar; and
3. Prepare for and deliver a "mini" seminar as the instructor.



Materials: Participants will receive *Socratic Circles* by Matt Copeland along with a folder with supplemental materials.

Instructors: Kelly Donatell & Jacob Lesandrini

Dates and Times: February 24, 2018 (8:30 am-4:00 pm)

Seat Hours: 7

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

Registration Fee: \$75

Registration Deadline: January 5, 2018

Registration Minimum: 15

Register online at <https://www.surveymonkey.com/r/AY17-18>



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
- Alternative Facts
- Argument Literacy
- Claim, Counterclaim, & Reasoning
- Close Reading
- Digital Presentations
- Digital Writing
- Embracing Digital Media
- Engaging Students in Collaborative Discussions
- Engineering is Elementary
- Enhancing Grammar Instruction with the ELA Standards
- EQuIP Rubric
- Formative Assessment
- Genius Hour
- Harnessing the Power of Video
- Improving Writing Across Contents
- Incorporating ELA Standards in the Content Areas & Electives
- Informational/Explanatory Writing
- 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
- Promoting Productive Struggle in K-12 Mathematics Classes
- Socratic Seminar
- Standards-based Grading in 3-12 Mathematics Classes
- Structured English Immersion (SEI)
- Teaching Reading Effectively (TRE)
- 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 four 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: Northern Arizona Intel Math Project K-8

September 2017 – June 2018

133 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 value, 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; and
- Formative assessment tools (the fundamentals of learning, planning lesson learning goals and success criteria, intentionally eliciting evidence and interpreting evidence of learning, pedagogical action in response to evidence including feedback, student involvement through peer and self-assessment, and engagement with and utilization of formative assessment as a way to inform mathematics teaching on a regular basis).

Intel Math professional development will:

- Deepen mathematical content knowledge and skills;
- Increase knowledge of how students learn mathematics; and
- Increase intensity of interventions.



Mathematics Science Partnership: Connecting Earth and Space Science, Environmental Science, Technology, and Literacy

September 2017 – June 2018

100 hours

The Connecting Earth and Space Science, Environmental Science, Technology, and Literacy professional development course was developed by Coconino County Education Service Agency and Northern Arizona faculty in Physics and Astronomy for K-7 teachers. The overarching purpose of the project is to increase grades K-7 teachers' level of understanding of earth, space, life, and physical science concepts, enhance student academic achievement in science, technology, and literacy, and build capacity in Northern Arizona to support continued efforts in science education.

Participants in the course will:

- Learn science concepts related to earth and space science and environmental science, through hands-on investigations and inquiry-based challenges;
- Experience using *A Framework for K-12 Science Education*;
- Gain competence and confidence in using technology to integrate science literacy, and other content areas to help students develop pathways of conceptual understanding across content;
- Have experience with computer simulations, virtual reality, and coding; and
- Become part of a network of school leaders and work with teaching peers to enhance science education at their school.

Mathematics Science Partnership: Building a STEM Integrated Classroom

May 2017 – June 2018

110 hours

The Building a STEM Integrated Classroom professional development course was developed by Coconino County Education Service Agency and Northern Arizona University faculty in Physics and Astronomy for 3-8 teachers. STEM education is an integrated, interdisciplinary approach to learning that engages students in critical thinking, problem solving, creative and collaborative skills through cross-disciplinary focus on Science, Engineering, Technology, and Mathematics.

Participants in the course will:

- Learn physical science concepts related to physical science, earth and space science and environmental science, through hands-on investigations and engineering design challenges;
- Experience using Mathematical Practice and Mathematics Teaching Practices as part of STEM integrated lessons;
- 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 literary integration aligned to the Arizona College and Career Readiness Standards;
- Gain skills in formative assessment and strategies for analyzing student work in STEM; and
- Become part of a network of school STEM leaders and work with teaching peers to enhance STEM education at your school.



<http://coconino.az.gov/1817/Innovation-Development>

Mathematics Science Partnership: Functions and Statistical Models

January 2017 – June 2018

144 hours

This secondary mathematics project is designed to build teacher engagement with, understanding of, and implementation of Standards of Mathematical Practice and regular use of formative assessment as a tool to guide instruction through and in-depth conceptual focus built around the secondary Algebra, Functions, and Statistics & Probability categories of ACCR-M Standards.

This course focuses on:

- Conceptual understanding and application of expressions, equations and inequalities as groundwork that leads to conceptual explorations and investigations of functions and modeling;
- Examinations of definitions and characteristics of families of functions with an emphasis on multiple representations and authentic applications;
- Development of tools and skills for conducting experiments, analyzing data, and making informed decisions using statistical methods;
- The use of technology tools such as graphing calculators, online applets and an interactive whiteboard to further promote understanding and applications of functions in real world contexts;
- Development of the Standards of Mathematical Practice to promote authentic engagement in the teaching and learning of mathematics; and
- Formative assessment tools (the fundamentals of learning, planning lesson learning goals and success criteria, intentionally eliciting and interpreting evidence of learning, pedagogical action in response to evidence including feedback, student involvement through peer and self-assessment, and engagement).

Improving Teacher Quality: Quantitative Reasoning Course

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; and
- Developing capacity for successful implementation beyond this project.



<http://coconino.az.gov/1817/Innovation-Development>

Formative Assessment

September 2015 – December 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

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. These efforts will increase student access to, and engagement with, music and arts learning.



Healthy Families – Healthy Youth

In partnership with the Governor’s Office of Youth, Faith and Family the Coconino County Education Service Agency has been awarded \$79,068.00 to provide 7th grade students and parents from Williams Unified School District, Page Unified School District, and Flagstaff Unified School District with the Healthy Families training. The primary purpose of this project is to reduce substance abuse of middle school students. The program accomplishes this by:

- Educating students and parents about today’s substances with a focus on prevention;
- Providing students and parents with the tools necessary to make healthy choices in regard to substance use;
- Helping youth and adults engage in meaningful dialogue about substance abuse and family norms;
- Promoting youth and family prevention strategies through the creation of an annual “Family Plan”;
- Promoting youth, family, and school wellness through comprehensive education; and
- Providing youth, families, and schools with prevention, intervention and treatment resources.



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. 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.

Grants Development and Management

The Coconino County Education Service Agency provides grant development and management services to district and schools within Coconino county. Please contact Cheryl Mango-Paget at cmango-paget@coconino.az.gov if you are looking for assistance in the following areas:

- Needs assessment, project development, grant search, alliance and partnership building, and application completion;
- Assistance for districts and schools in individual grant funding opportunities;
- Grant project and fiscal management; and
- Entitlement grants – consortium and individual district support.



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 **July 31, 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.





<http://coconino.az.gov/1817/Innovation-Development>

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 July 31, 2017 to:

Samantha Abramowitz
 Coconino County Education Service Agency
 2384 N Steves Blvd
 Flagstaff, AZ 86004
 Phone (928) 679-8054
 Fax (928) 679-8078

sabramowitz@coconino.az.gov



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