



Coconino County Education Service Agency Innovation & Development Division

Professional Development Programs & Services

SUMMER 2017





CCESA

The resource for all things P-12

CCESA I & D Contacts	1
Coconino County Education Service Agency	2
Innovation and Development Division	2
Professional Development	3
Registration and Policies	3
Fee for Service Offerings for Summer 2017	
Teaching Reading Effectively in Bullhead City	4
Writing from Sources	5
Alternative Facts	6
Teaching Reading Effectively in Cottonwood	7
Structuring K-12 Math Classes to Align with the Mathematics Teaching Practices	8
Standards-Based Grading in 3-12 Mathematics Classes	9
Site-Based Opportunities	10
Grant-Funded Course Offerings	11
Title III Consortium Services	14
Special Education Services	15

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/>

Fax: 928-526-0616

Associate Superintendent of Schools:	Cheryl Mango-Paget cmango-paget@coconino.az.gov 928-679-8057
Literacy Professional Learning Coordinator:	Kelly Donatell kdonatell@coconino.az.gov 928-679-8056
Math Professional Learning Coordinator:	Hesper Petersen hpetersen@coconino.az.gov 928-679-8058
Science Professional Learning Coordinator:	Dr. Alice Christie achristie@coconino.az.gov 928-679-8052
Special Education Coordinator:	Samantha Abramowitz sabrmowitz@coconino.az.gov 928-679-8054
Business Manager:	Floyd Nelson fnelson@coconino.az.gov 928-679-8055
Administrative Specialist:	Suzie Hite suziehite@coconino.az.gov 928-679-8053



<http://ccesa.az.gov/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.



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

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/CCESASummer2017>. 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

Teaching Reading Effectively in Bullhead City

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: June 19-23, 2017 (9:00 am-4:00 pm)

Seat Hours: 30

Venue: Bullhead City ESD Governing Board/Training Room (1004 Hancock Rd., Bullhead City, AZ 86442)

Registration Fee: \$100

Registration Deadline: May 1, 2017

Register online at <https://www.surveymonkey.com/r/CCESASummer2017>



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

Fee for Service Offerings

Writing from Sources

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

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? Douglas Fisher and Nancy Frey present a model for teaching middle and high school students some of the most crucial skills, often neglected, in today's schools: reading text 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.

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; and
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 folder containing supplemental materials.

Instructors: Lee Irby & Leslie Gabel

Dates and Times: July 10, 2017 (8:30 am-3:00 pm)

Seat Hours: 6

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

Registration Fee: \$110

Registration Deadline: June 1, 2017

Register online at [Register online at https://www.surveymonkey.com/r/CCESASummer2017](https://www.surveymonkey.com/r/CCESASummer2017)



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 gatherers, 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: July 12, 2017 (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: June 1, 2017

Register online at <https://www.surveymonkey.com/r/CCESASummer2017>



Fee for Service Offerings

Teaching Reading Effectively in Cottonwood

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: July 17-21, 2017 (8:30 am-3:30 pm)

Seat Hours: 30

Venue: Cottonwood-Oak Creek School District (1 North Willard St., Cottonwood, AZ 86326)

Registration Fee: \$85

Registration Deadline: June 1, 2017

Register online at <https://www.surveymonkey.com/r/CCESASummer2017>



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Fee for Service Offerings

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: July 17, 2017 (9:00 am-4:00 pm)

Seat Hours: 6

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

Registration Fee: \$110

Registration Deadline: June 1, 2017

Registration Minimum: 15

Register online at <https://www.surveymonkey.com/r/CCESASummer2017>



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

Fee for Service Offerings

Standards-Based Grading in 3-12 Mathematics Classes

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

Description: What is the purpose of grading? What feedback is given in a grade? What learning is worthy of assessment and grades? Should grades reflect levels of understanding? Does that include attendance, effort, and behaviors? This class will examine current grading practices and formative and summative assessment strategies in the mathematics classroom. We will look at standards-based grading through the lens of developing well-defined, standards-based learning objectives, and systematic and extensive feedback. Participants will explore the ways in which standards-based grading provides teachers, students, and parents with information that helps move students forward in the learning process. Learn how to create an environment where standards can and must be met, and students understand the level of learning required to show mastery of essential learning. This interactive workshop will include the planning of formative and summative assessments that provide teachers, students, and parents with data based on the standards for an upcoming unit of study.

Outcomes: Participants will:

1. Examine current grading practices and compare them with those linked to standards-based assessment;
2. Understand the types of and uses for formative assessment;
3. Connect formative and summative assessment practices with grading practices that accurately reflect student achievement; and
4. Plan formative and summative assessments for an upcoming unit of study that reflect standard-based grading practices.

Materials: Participants will receive a supporting reference book, standards placemat, and a folder with supplemental materials.

Instructors: Hesper Petersen & Erin Nelson

Dates and Times: July 21, 2017 (9:00 am-4:00 pm)

Seat Hours: 6.5

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

Registration Fee: \$110

Registration Deadline: June 1, 2017

Register online at <https://www.surveymonkey.com/r/CCESASummer2017>



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

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.

The CCESA is currently applying for two more Mathematics Science Partnerships opportunities. If funding is awarded the courses will begin in September 2017 and go through summer 2018 (dates TBD). One of the courses will target upper elementary and middle school science teachers while the other will be Intel math for K-8 teachers. Recruitment will begin in late March/early April so check your email so you don't miss out on this great opportunities.

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.



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



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

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 – June 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 **April 21, 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 April 21, 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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