

2018-2019

# Brochure of Workshop Offerings



Flowing Wells Unified School District  
*Potential Finds Opportunity*

## Professional Development

### Making Moments





# Flowing Wells Unified School District

*Potential Finds Opportunity*

## **Board of Education**

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Gerald Long, Clerk

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## **Superintendent**

David Baker, Ed.D.

## **Associate Superintendent**

Kevin Stoltzfus, Ed.D.

## **Assistant Superintendent**

Kimberley Parkinson, Ed.D.

## **Director of Professional Development**

Patricia Gutierrez, M.Ed.





**FLOWING WELLS SCHOOLS**

IOLA FRANS ADMINISTRATION CENTER  
1556 WEST PRINCE ROAD  
TUCSON, ARIZONA 85705-3087  
(520) 696-8800 • FAX: (520) 690-2400

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Dear Colleagues,

In Flowing Wells, our continued mission is to provide the most outstanding learning opportunities for our students. In order to help students learn, we are continually focusing on setting high expectations, creating relevancy in lesson design, and participating in a focused learning community. When all staff members engage in these endeavors, we can advance the 21st Century classroom for all students.

In order to continue to develop our craft, we must engage in professional dialogue and professional development throughout our careers. I am convinced there are no better investments than those made in high quality professional development opportunities and led by the Flowing Wells School District Professional Development Department. Our workshop offerings will continue to advance the AZCCR Standards, expand teachers' instructional repertoire, and provide growth opportunities in the areas of curriculum and leadership. I encourage you to participate in the many offerings found here, based both on district recommendations and your personal needs and interests.

Thank you for your commitment to the ongoing process of professional development. Engaging classrooms are only created through your personal connections with students and a deep understanding of content. Thank you for providing outstanding opportunities for students in Flowing Wells.

Sincerely,

David Baker, Ed.D.  
Superintendent

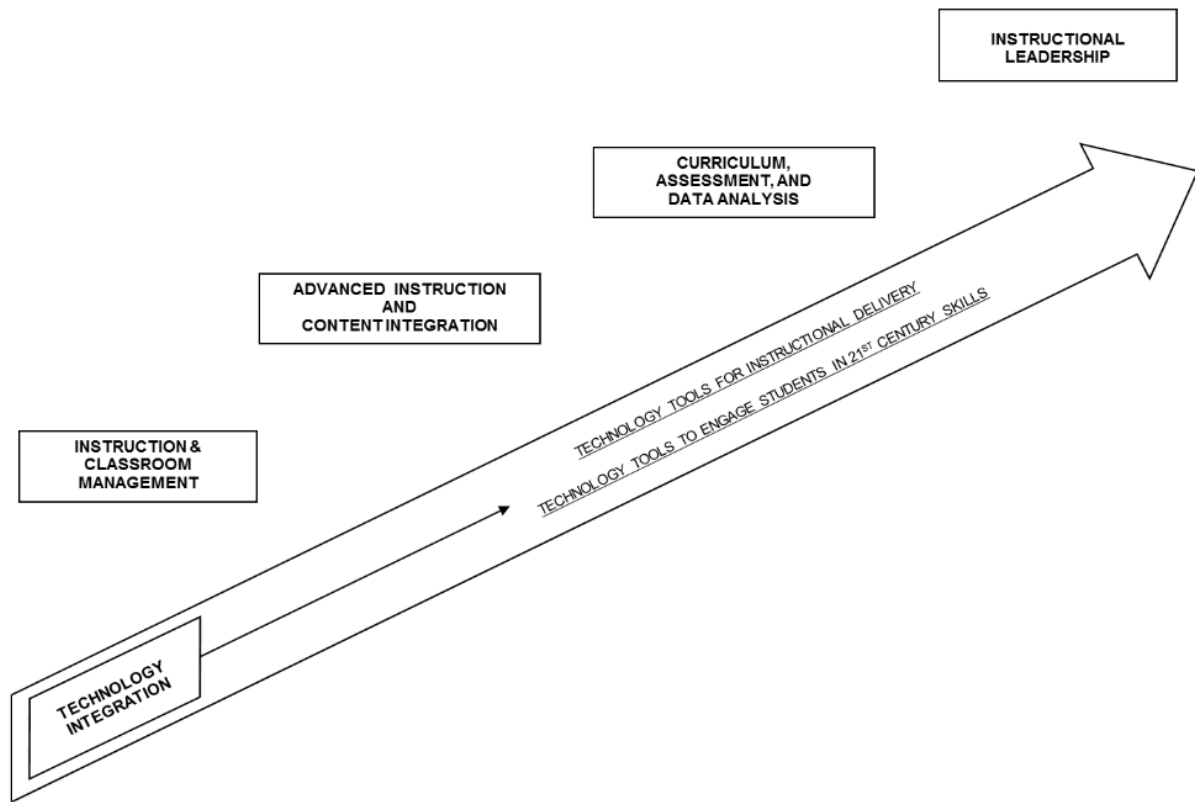
FLOWING WELLS SCHOOL DISTRICT  
PROFESSIONAL DEVELOPMENT  
2018-2019

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# PROFESSIONAL GROWTH FRAMEWORK

## Flowing Wells Professional Development



## EXCELLENCE IN TEACHING

The quality of the individual classroom teacher is one of the most important variables affecting student learning (see references below). Excellence in teaching is a journey, not a destination. In Flowing Wells School District, we believe that ongoing professional growth is essential to cultivate this excellence and to maximize student achievement. Masterful teachers continuously add to their repertoire through deliberate efforts to improve their instruction, classroom management, content and curriculum knowledge, assessment, technology integration, and leadership skills.

- Brophy, J., & Good, T.L. (1986). Teacher behavior and student achievement. In M. Wittrock (Ed.), *Handbook of research on teaching* (pp. 328-375). New York: Macmillan.
- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1).
- Hanushek, E.A., Kain, J.F., & O'Brien, D.M. (2005). *The market for teacher quality*. NBER Working Paper No. 11154. Cambridge, MA: National Bureau of Educational Research.
- Marzano, Pickering, & Pollock. (2001). *Classroom instruction that works*. Alexandria, VA: ASCD.
- Wenglinsky, H. (2002). How schools matter: The link between teacher classroom practices and student academic performance. *Education Policy Analysis Archives*, 10(12).
- Wright, S.P., Horn, S.P., & Sanders, W.L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11, 57-67.

## INSTRUCTION & CLASSROOM MANAGEMENT

Course	Description	Dates	Times	Hours
FW Teacher Induction: Essential Elements of Instruction  Certified Staff New to Flowing Wells	<b>Instructors:</b> Tricia Gutierrez, Megan Larson, Demetria Murray, and Anna Heyer.	<b>Combined</b>		
	This workshop focuses on: <ul style="list-style-type: none"><li>• Strategies for writing, planning for, and teaching to specific learning objectives;</li><li>• Techniques to engage all students throughout the entire lesson;</li><li>• A process for determining an instructional starting point so all students experience success;</li><li>• Processes for continuous monitoring of student learning and criteria for adjusting instruction;</li><li>• Principles of learning designed to increase student focus, retention, transfer, and rate/degree of learning;</li><li>• Cognitive Rigor and assessment of high-level lesson and unit learning outcomes;</li><li>• Techniques for teachers' self-analysis and reflection;</li><li>• Basic classroom management procedures and routines for the beginning of school; and</li><li>• Demonstration classrooms by master teachers.</li></ul> <i>Includes four rounds of follow-up coaching.</i>	July 30, 2018	8:15 AM to 3:30 PM	6
		July 31, 2018	8:15 AM to 3:30 PM	6
		August 1, 2018	8:15 AM to 3:30 PM	6
		August 2, 2018	8:15 AM to 12:15 PM	4
		<b>Elementary</b>		
		September 18, 2018	7:45 AM to 3:00 PM	6
		November 6, 2018	7:45 AM to 3:00 PM	6
		March 1, 2019	7:45 AM to 3:00 PM	6
		<b>Secondary</b>		
		September 13, 2018	7:45 AM to 3:00 PM	6
		November 8, 2018	7:45 AM to 3:00 PM	6
		March 1, 2019	7:45 AM to 3:00 PM	6
			<b>Total Hours:</b>	<b>40</b>
Cooperative Learning Structures  Certified Staff	<b>Instructors:</b> Tricia Gutierrez and Megan Larson	November 1, 2018	7:45 AM to 3:00 PM	6
	This workshop provides quick, easy, and effective strategies for implementing cooperative learning structures in all grade levels and content areas. Using Spencer Kagan's text <i>Cooperative Learning</i> , teachers will learn best practices for the management of cooperative tasks and plan structures to use with upcoming content.	<b>Total Hours:</b>		<b>6</b>

## INSTRUCTION & CLASSROOM MANAGEMENT

Course	Description	Dates	Times	Hours
<b>Classroom Management and Culture</b> Certified Staff	<b>Instructors:</b> Tricia Gutierrez, Megan Larson, Bridget Montoya, and Dr. David Baker  This workshop focuses on balancing the essential classroom management strands of teacher dominance, teacher cooperation, and strategies for high-need students.  Participants will explore and develop: <ul style="list-style-type: none"> <li>• Procedures and routines needed for student independence;</li> <li>• Methods for creating a safe learning environment;</li> <li>• Strategies for accommodating students with exceptional needs;</li> <li>• Techniques for increasing student engagement;</li> <li>• Ways to address poverty and its impact on learners; and</li> <li>• Strategies to incorporate a variety of learning styles.</li> </ul> <i>Follow-up observations for certified second-year teachers will be conducted by on-site Instructional Coaches.</i>  <i>Note: Curriculum rate will be paid for the August 3<sup>rd</sup> summer date.</i>	August 3, 2018	8:15 AM to 3:30 PM	6
		August 21, 2018	7:45 AM to 3:00 PM	6
		<b>Total Hours:</b>		<b>12</b>
<b>Motivating Learners for Support Staff</b> Paraprofessionals	<b>Instructor:</b> Megan Larson  This two-part after-school workshop is intended for support staff who work in instructional environments.  Participants will learn how to motivate learners through exploration of the following topics: <ul style="list-style-type: none"> <li>• Building Relationships</li> <li>• Communicating Expectations</li> <li>• Teaching Effective Effort</li> </ul> <i>Note: Options for compensation beyond contract hours include payment at hourly rate, flex time, or professional growth credit.</i>	August 15, 2018	3:45 PM to 5:45 PM	2
		August 22, 2018	3:45 PM to 5:45 PM	2
		<b>Total Hours:</b>		<b>4</b>

## CONTENT INTEGRATION

Course	Description	Dates	Times	Hours
<b>Balanced Literacy</b>  Certified Staff (Grades K-5)  Paraprofessionals (Must attend with supervising teacher)	<b>Instructors:</b> Audrey Reff and District Reading Specialists  Revised to complement and support Arizona's College and Career Readiness Standards, this workshop provides specific implementation strategies for: <ul style="list-style-type: none"> <li>• The four components of Balanced Literacy: Guided Reading, Shared Reading, Read Aloud, and Independent Reading;</li> <li>• Literacy centers and "Smart Work" ideas; and</li> <li>• Grouping and assessment.</li> </ul> <i>Includes two rounds of follow-up coaching.</i>	August 30, 2018	7:45 AM to 3:00 PM	6
		September 20, 2018	7:45 AM to 3:00 PM	6
		<b>Total Hours:</b>		<b>12</b>
<b>Investigating the Math Practices</b>  Certified Staff (Grades K-5)	<b>Facilitators:</b> Tabetha Finchum and Demetria Murray  Participants in grade bands K-2 and 3-5 will gain an understanding of the Standards for Mathematical Practice and their connection to the Investigations math curriculum. Students who integrate these practices develop deeper understanding of math concepts and processes, greater self-directedness, and enhanced problem solving.	<b>Grades K-2</b> October 30, 2018	7:45 AM to 10:45 AM	3
		<b>Grades 3-5</b> October 30, 2018	12:00 PM to 3:00 PM	3
		<b>Total Hours:</b>		<b>3</b>

## TECHNOLOGY

Course	Description	Dates	Times	Hours
<b>Google Classroom</b>  Certified Staff (Grades 7-12)	<b>Instructors:</b> Megan Larson and Chris Hitchings  In this day-long workshop, participants will explore Google Classroom's capacity to engage students as well as to extend teaching and learning beyond the classroom.  Objectives include: <ul style="list-style-type: none"> <li>• Exploring how to communicate, collaborate, warehouse information, upload assignments, and create assessments in Google Classroom;</li> <li>• Setting up and managing classes in Google Classroom; and</li> <li>• Connecting content with Google Suite production apps for students to complete assignments technologically.</li> </ul>	October 3, 2018	7:45 AM to 3:00 PM	6
		<b>Total Hours:</b>		<b>6</b>



## CURRICULUM, ASSESSMENT, AND DATA ANALYSIS

Course	Description	Dates	Times	Hours
<b>JH English Curriculum Day</b> Junior High English Teachers	Participants will collaborate with grade-level colleagues to analyze DAP data, identify trends, and develop lessons in support of learner needs. Teams will review and refine curricular resources and assessments.	October 10, 2018	7:45 AM to 3:00 PM <b>Total Hours:</b>	6 6
<b>HS English Curriculum Day</b> High School English Teachers	Participants will collaborate with grade-level colleagues to analyze DAP data, identify trends, and develop lessons in support of learner needs. Teams will review and refine curricular resources and assessments.	October 16, 2018	7:45 AM to 3:45 PM <b>Total Hours:</b>	6 6
<b>JH Math Curriculum Day</b> Junior High Math Teachers	Participants will collaborate with grade-level colleagues to analyze DAP data, identify trends, and design interventions based on those data. Teams will review and refine curriculum resources and assessments.	October 24, 2018	7:45 AM to 3:00 PM <b>Total Hours:</b>	6 6
<b>HS Math Curriculum Day</b> High School Math Teachers	Participants will collaborate with grade-level colleagues to analyze DAP data, identify trends, and design interventions based on those data. Teams will review and refine curriculum resources and assessments.	October 23, 2018	7:45 AM to 3:45 PM <b>Total Hours:</b>	6 6
<b>DAP Work Session</b> English & Math Teachers (Grades 7-12)	Participants in these sessions will work to analyze data and design interventions in response to those data.  <b>Session I:</b> Open to all JH/HS English and Math teachers, following DAP 2  <b>Session II:</b> Open to all JH/HS English and Math teachers, following DAP 3  <i>Note: Curriculum rate will be paid for after-school workshops.</i>	<b>Session I: Following DAP 2</b> Dec. 5, 2018 (English) Dec. 12, 2018 (Math)  <b>Session II: Following DAP 3</b> Feb. 27, 2019 (English) Mar. 6, 2019 (Math)	3:45 PM to 5:45 PM 3:45 PM to 5:45 PM  3:45 PM to 5:45 PM 3:45 PM to 5:45 PM  <b>Total Hours:</b>	2 2  2 2  4

## CURRICULUM, ASSESSMENT, AND DATA ANALYSIS

Course	Description	Dates	Times	Hours
<b>JH Science Curriculum Day</b> Junior High Science Teachers	Participants will explore strategies for disciplinary literacy and collaborate with grade-level colleagues to review and revise units and assessments.	December 4, 2018	7:45 AM to 3:00 PM	6
			<b>Total Hours:</b>	<b>6</b>
<b>HS Science Curriculum Day</b> High School Science Teachers	Participants will explore strategies for disciplinary literacy and collaborate with grade-level colleagues to review and revise units and assessments.	December 6, 2018	7:45 AM to 3:00 PM	6
			<b>Total Hours:</b>	<b>6</b>
<b>JH Social Studies Curriculum Day</b> Junior High Social Studies Teachers	Participants will explore strategies for disciplinary literacy and collaborate with content-area colleagues to review and revise units and assessments.	February 6, 2019	7:45 AM to 3:00 PM	6
			<b>Total Hours:</b>	<b>6</b>
<b>HS Social Studies Curriculum Day</b> High School Social Studies Teachers	Participants will explore strategies for disciplinary literacy and collaborate with content-area colleagues to review and revise units and assessments.	February 13, 2019	7:45 AM to 3:00 PM	6
			<b>Total Hours:</b>	<b>6</b>

## CURRICULUM, ASSESSMENT, AND DATA ANALYSIS

Course	Description	Dates	Times	Hours
<b>Foreign Language Curriculum Day</b> Junior High & High School Foreign Language Teachers	Participants will collaborate with content-area colleagues to revise and/or develop shared lessons, units, and assessments, and to map content across multi-year curriculum.	May 30, 2018	12:00 PM to 3:00 PM	3
			<b>Total Hours:</b>	<b>3</b>
<b>Music Curriculum Day</b> All District Music Teachers	Participants will collaborate with content-area colleagues to revise and/or develop shared lessons, units, and assessments, and to map content across multi-year curriculum.	August 29, 2018	7:45 AM to 3:00 PM	6
			<b>Total Hours:</b>	<b>6</b>
<b>AP Data Analysis and Planning</b> High School Advanced Placement Teachers	<b>Facilitator:</b> Anna Heyer Teachers of Advanced Placement courses will come together to access and analyze their prior year's AP assessment data for trends. Teachers will work collaboratively to plan instructional routines and interventions for targeted areas to increase student success rates on AP exams.	September 27, 2018	7:45 AM to 3:00 PM	6
			<b>Total Hours:</b>	<b>6</b>
<b>6<sup>th</sup> Grade Math PLC</b> Math Teachers (Grade 6)	<b>Facilitators:</b> Tabetha Finchum and Demetria Murray The meetings of this Professional Learning Community will focus on the sixth grade AZCCR standards for mathematics, assessment of student knowledge and growth, and exploration of content in Big Ideas Math.	<b>Session I:</b> August 28, 2018 <b>Session II:</b> October 9, 2018 <b>Session III:</b> November 13, 2018 <b>Session IV:</b> January 15, 2019 <b>Session V:</b> February 12, 2019 <b>Session VI:</b> March 12, 2019	3:00 PM to 4:30 PM 3:00 PM to 4:30 PM 3:00 PM to 4:30 PM 3:00 PM to 4:30 PM 3:00 PM to 4:30 PM 3:00 PM to 4:30 PM	1.5 1.5 1.5 1.5 1.5 1.5
			<b>Total Hours:</b>	<b>9</b>

## CURRICULUM, ASSESSMENT, AND DATA ANALYSIS

Course	Description	Dates	Times	Hours
<b>Unpacking DIBELS Next</b>  Certified Staff (Grades K-3)  Classified Staff (Must attend with supervising teacher)  *Prerequisite: Balanced Literacy	<b>Instructors:</b> Audrey Reff, Marcy North, and Jennifer De Filippis  Participants will gain an understanding of the DIBELS Next measures, how they are assessed, how to access and analyze student reports, and how to use interventions to improve students' fluency and comprehension.	January 17, 2019	7:45 AM to 3:00 PM	6
		<b>Total Hours:</b>		<b>6</b>
<b>Elementary Resource Teachers: Learning Together</b>  Elementary Resource Teachers	<b>Facilitator:</b> Dr. Sue Shinn  These collaborative meetings will focus on supporting elementary students with learning disabilities, through analysis of AIMS Web data, planning interventions and accommodations, and analysis of grade-level standards.	November 20, 2018	3:00 PM to 4:30 PM	1.5
		March 5, 2019	3:00 PM to 4:30 PM	1.5
		<b>Total Hours:</b>		<b>3</b>
<b>Intensive Resource Teachers: Building Community</b>  All District Intensive Resource Teachers	<b>Facilitator:</b> Dr. Sue Shinn  These collaborative meetings will focus on best practices for meeting the individual goals for our intensive resource learners, communicating with paraprofessional teams, and sharing new ideas and strategies.	September 25, 2018	3:45 PM to 5:15 PM	1.5
		January 24, 2019	3:45 PM to 5:15 PM	1.5
		<b>Total Hours:</b>		<b>3</b>

## INSTRUCTIONAL LEADERSHIP

Course	Description	Dates	Times	Hours
<b>Instructional Coach Meetings</b>  Instructional Coaches	<b>Required for all Instructional Coaches</b>	August 23, 2018	3:45 PM to 5:45 PM	2
	<b>Facilitators:</b> Tricia Gutierrez and Megan Larson	January 24, 2019	3:45 PM to 5:45 PM	2
	Focused on various aspects of site-level teacher leadership, these meetings will address:		<b>Total Hours:</b>	<b>4</b>
	<ul style="list-style-type: none"> <li>• Important information and deadlines;</li> <li>• Advanced coaching techniques;</li> <li>• Current instructional research;</li> <li>• Collection/analysis of student achievement data and instructional delivery data; and</li> <li>• Literature related to leadership and change theory.</li> </ul>			
<b>Reading Coach Meetings</b>  Elementary Reading Specialists	<b>Required for all Elementary Reading Specialists</b>	September 20, 2018	3:00 PM to 4:30 PM	1.5
	<b>Facilitator:</b> Audrey Reff	December 13, 2018	3:00 PM to 4:30 PM	1.5
	These sessions will review the district's Balanced Literacy model and guidelines, and will engage participants in preparing for pre/post conferences and lesson analysis. Participants will analyze trends in data in terms of instructional delivery and student achievement to plan for future trainings.		<b>Total Hours:</b>	<b>3</b>
<b>Science Team Meetings</b>  Elementary Science Fair Coordinators	<b>Required for all Elementary Science Fair Coordinators</b>	October 25, 2018	3:00 PM to 4:30 PM	1.5
	<b>Facilitator:</b> Anna Heyer	March 19, 2019	3:00 PM to 4:30 PM	1.5
	These after-school meetings will focus on district elementary science fairs.		<b>Total Hours:</b>	<b>3</b>
	Participants will: <ul style="list-style-type: none"> <li>• Review processes for leading colleagues in development of science fair projects; and</li> <li>• Work to develop and refine best practices for district science fairs.</li> </ul>			



We must learn to *think in moments*, to spot the occasions that are worthy of investment... for an individual human being, moments are the thing. Moments are what we remember and what we cherish.

***Moments last.***



- The Power of Moments  
Chip and Dan Heath





# Flowing Wells School District

## District Goals

1. The District will outperform the state and national averages in all standardized assessments including early literacy, Arizona's State Assessment, Advanced Placement, and college entrance.
  2. The District will provide a safe and engaging learning environment which promotes students' physical, mental and emotional well being evidenced by a multi-year analysis of suspensions for drugs, assaults, fighting, and defiance, an analysis of the district attendance rate, and an analysis of strongly agree/agree responses to the safe and healthy environment student academic optimism/climate survey.
  3. The District will promote and encourage parent engagement and community/business involvement in schools evidenced by an analysis in parent attendance at school events, an analysis in strongly agree/agree responses on the Parent Academic Optimism/Climate Survey, and an analysis in community/business partnerships.
  4. The District will make and communicate appropriate and responsible budgetary decisions as evidenced by reports from the District external auditors.
  5. The District will promote and support the 24/7 school house by providing exceptional opportunities for fitness and sports, fine arts, before/after-school, and summer school tutoring as evidenced by various end of year reports including: 21<sup>st</sup> Century Community Learning Centers Annual Performance Review, Full-Service Community Schools Annual Performance Report, and the District Goal Action Report.
  6. The District will prepare all students to be college and career ready as evidenced by 100% Initiative assessments.
-

Karen Daly  
Science Teacher  
Flowing Wells High School  
National Board Certified Teacher



Jessica Howell  
3<sup>rd</sup> Grade Teacher  
Hendricks Elementary School  
National Board Certified Teacher



Caitlin Reynolds  
Agricultural Studies Teacher  
Flowing Wells High School  
AATA New Teacher of the Year Award



Allison Embacher  
Culinary Arts Teacher  
Flowing Wells High School  
New Teacher of the Year Award



Jim Brunenkant  
ASA Secondary  
Principal of the Year

Dr. David Baker  
ASA Arizona  
Superintendent of the Year



Danielle VanDerlaske  
3<sup>rd</sup> Grade Teacher  
Homer Davis Elementary School  
National Board Certified Teacher



Shay Warman  
3<sup>rd</sup> Grade Teacher  
Centennial Elementary School  
National Board Certified Teacher

**FLOWING WELLS SCHOOL DISTRICT**  
Institute for Teacher Renewal and Growth  
Tucson, Arizona  
[www.floatingwellsschools.org](http://www.floatingwellsschools.org)

