

# TUCSON UNIFIED

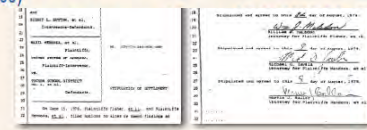
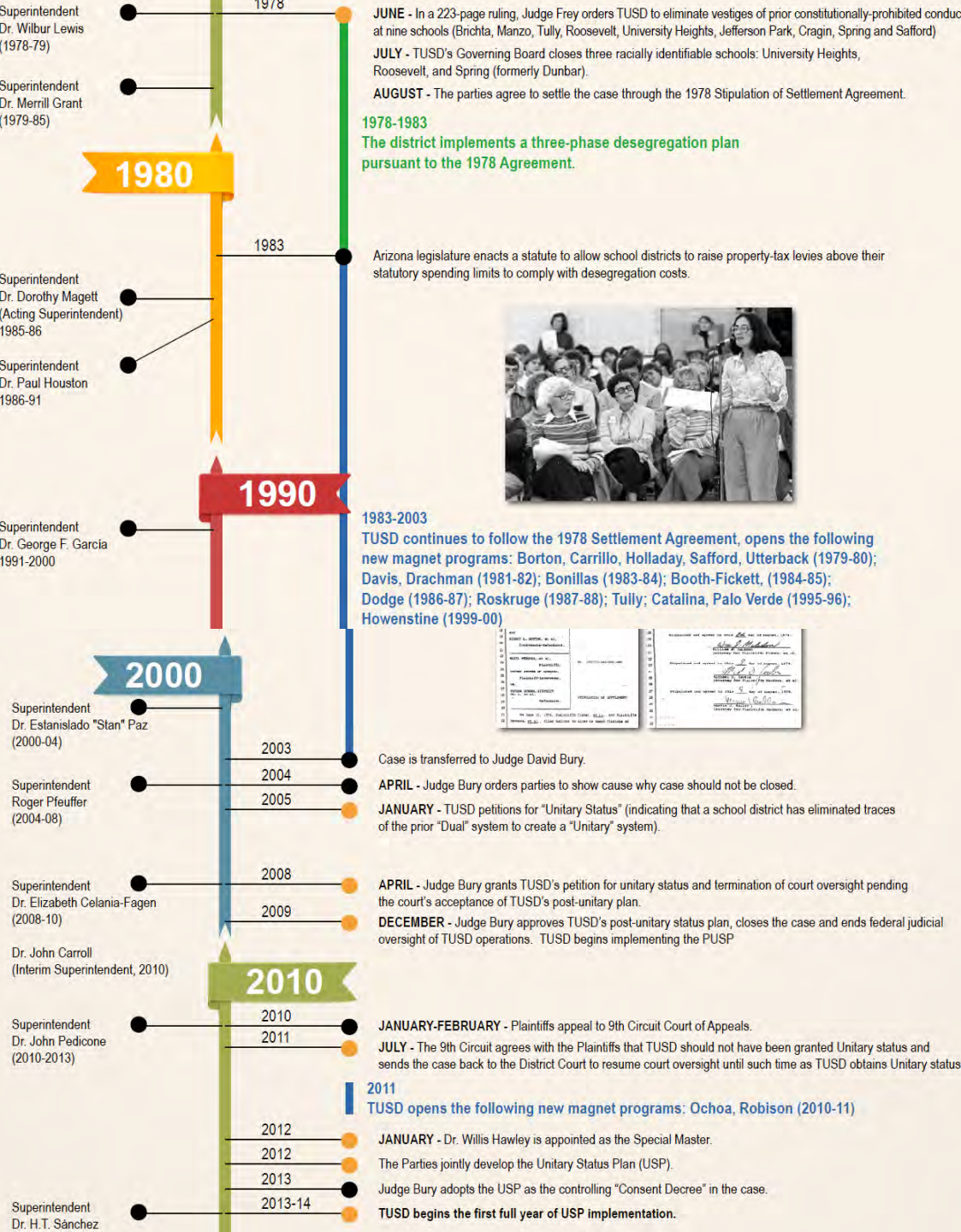
## SCHOOL DISTRICT



**Culturally Responsive Pedagogy & Instruction:**  
*An overview of the development of TUSD Culturally Relevant  
Courses and Culturally Responsive Practices*

**TUSD**

*January 30<sup>th</sup> 2018*



**Desegregation efforts in TUSD :**

*A prolonged effort striving for educational equity*



Superintendent  
Dr. Wilbur Lewis  
(1978-79)

Superintendent  
Dr. Merrill Grant  
(1979-85)

# 1980

1978

**JUNE** - In a 223-page ruling, Judge Frey orders TUSD to eliminate vestiges of prior constitutionally-prohibited conduct at nine schools (Brichta, Manzo, Tully, Roosevelt, University Heights, Jefferson Park, Cragin, Spring and Safford)

**JULY** - TUSD's Governing Board closes three racially identifiable schools: University Heights, Roosevelt, and Spring (formerly Dunbar).

**AUGUST** - The parties agree to settle the case through the 1978 Stipulation of Settlement Agreement.

## 1978-1983

The district implements a three-phase desegregation plan pursuant to the 1978 Agreement.

1983

Superintendent  
Dr. Dorothy Magett  
(Acting Superintendent)  
1985-86

Superintendent  
Dr. Paul Houston  
1986-91

Arizona legislature enacts a statute to allow school districts to raise property-tax levies above their statutory spending limits to comply with desegregation costs.



# 1990

Superintendent  
Dr. George F. Garcia  
1991-2000

## 1983-2003

TUSD continues to follow the 1978 Settlement Agreement, opens the following new magnet programs: Borton, Carrillo, Holladay, Safford, Utterback (1979-80); Davis, Drachman (1981-82); Bonillas (1983-84); Booth-Fickett, (1984-85); Dodge (1986-87); Roskrude (1987-88); Tully; Catalina, Palo Verde (1995-96);

# 1998 GB Adoption of Hispanic Studies Dept.

1978

Superintendent Dr. Wilbur Lewis (1978-79)

Superintendent Dr. Merrill Grant (1979-85)

**1980**

1983

Superintendent Dr. Dorothy Magett (Acting Superintendent) 1985-86

Superintendent Dr. Paul Houston 1986-91

**1990**

Superintendent Dr. George F. Garcia 1991-2000

**2000**

Superintendent Dr. Estanislado "Stan" Paz (2000-04)

Superintendent Roger Pfeuffer (2004-08)

Superintendent Dr. Elizabeth Celania-Fagen (2008-10)

Dr. John Carroll (Interim Superintendent, 2010)

Superintendent Dr. John Pedicone (2010-2013)

Superintendent Dr. H.T. Sánchez

**1978**


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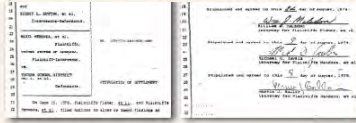
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Case is transferred to Judge David Bury.

**APRIL** - Judge Bury orders parties to show cause why case should not be closed.

**JANUARY** - TUSD petitions for "Unitary Status" (indicating that a school district has eliminated traces of the prior "Dual" system to create a "Unitary" system).

**APRIL** - Judge Bury grants TUSD's petition for unitary status and termination of court oversight pending the court's acceptance of TUSD's post-unitary plan.

**DECEMBER** - Judge Bury approves TUSD's post-unitary status plan, closes the case and ends federal judicial oversight of TUSD operations. TUSD begins implementing the PUSP

**2010**

**JANUARY-FEBRUARY** - Plaintiffs appeal to 9th Circuit Court of Appeals.

**JULY** - The 9th Circuit agrees with the Plaintiffs that TUSD should not have been granted Unitary status and sends the case back to the District Court to resume court oversight until such time as TUSD obtains Unitary status.

**2011**  
TUSD opens the following new magnet programs: Ochoa, Robison (2010-11)

**JANUARY** - Dr. Willis Hawley is appointed as the Special Master.

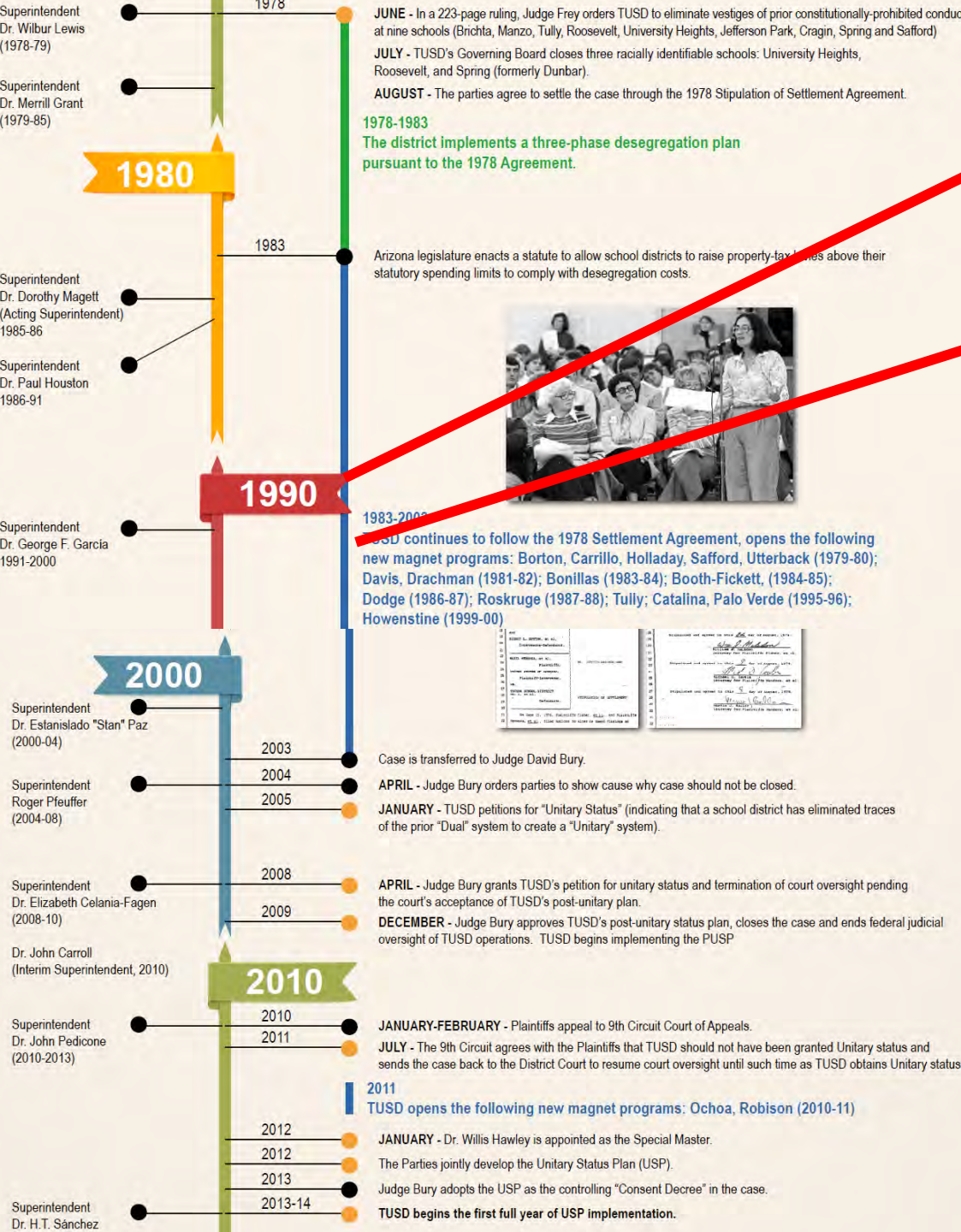
The Parties jointly develop the Unitary Status Plan (USP).

Judge Bury adopts the USP as the controlling "Consent Decree" in the case.

**TUSD begins the first full year of USP implementation.**

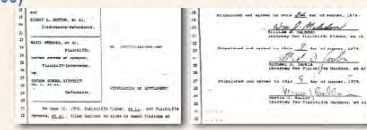


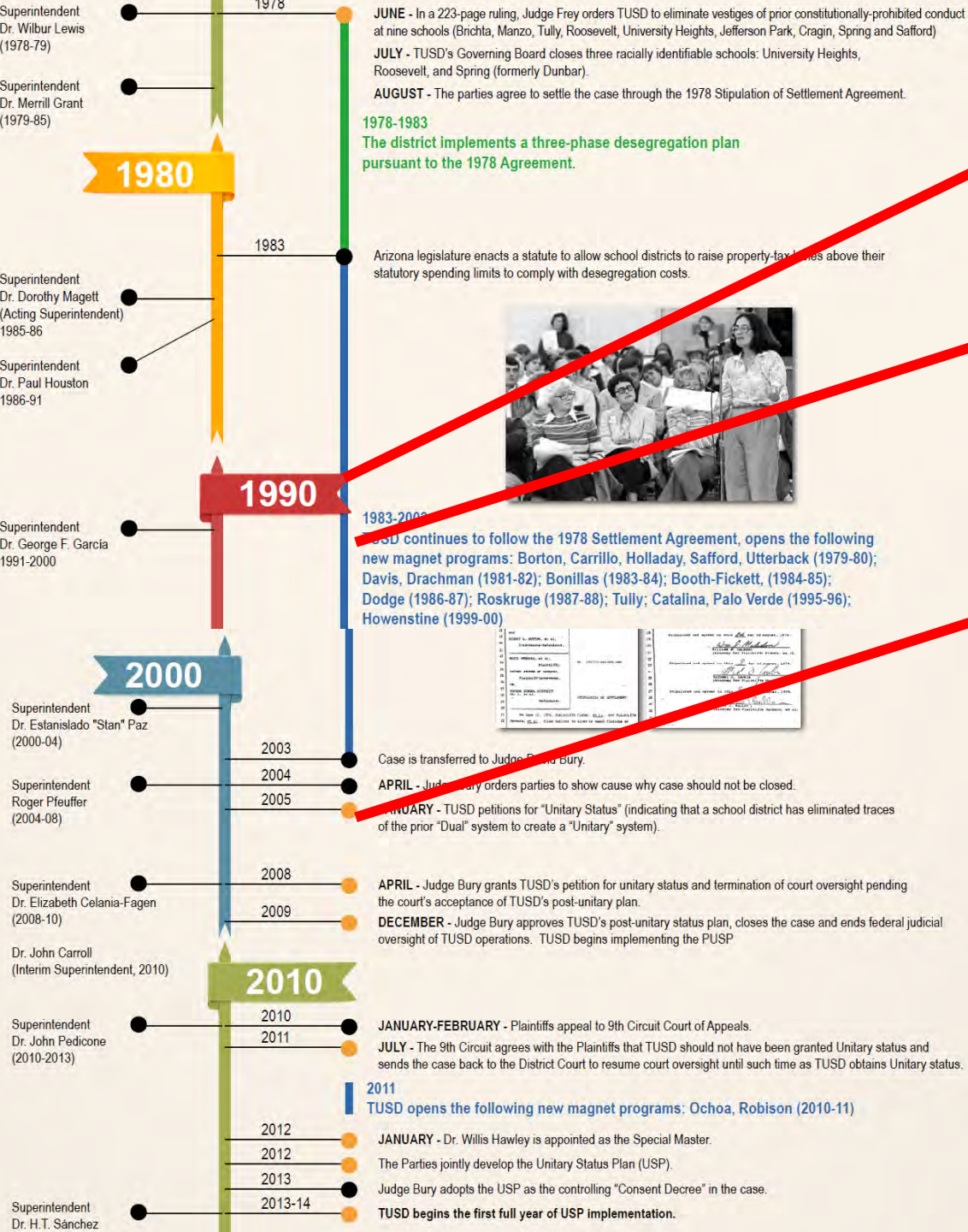




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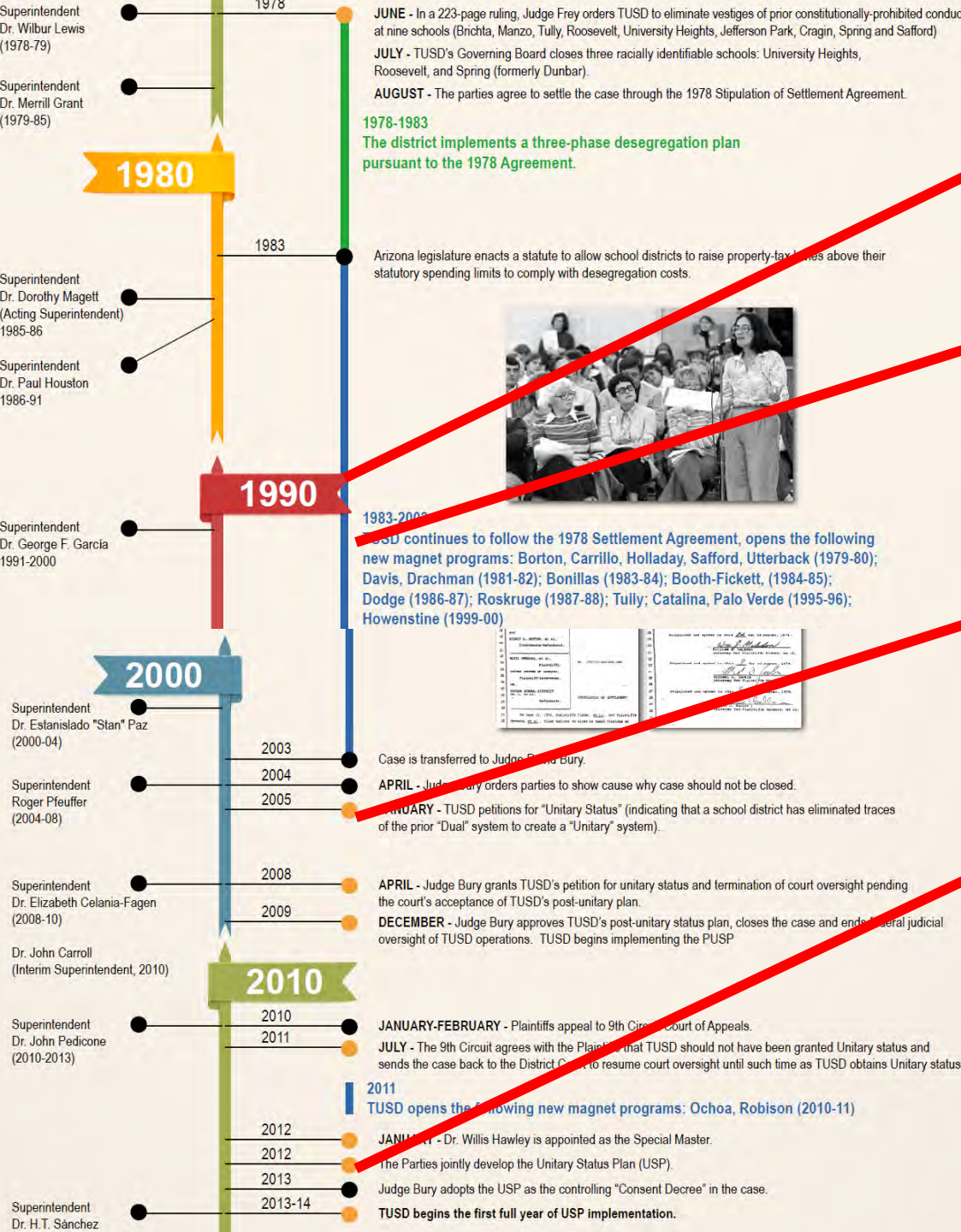


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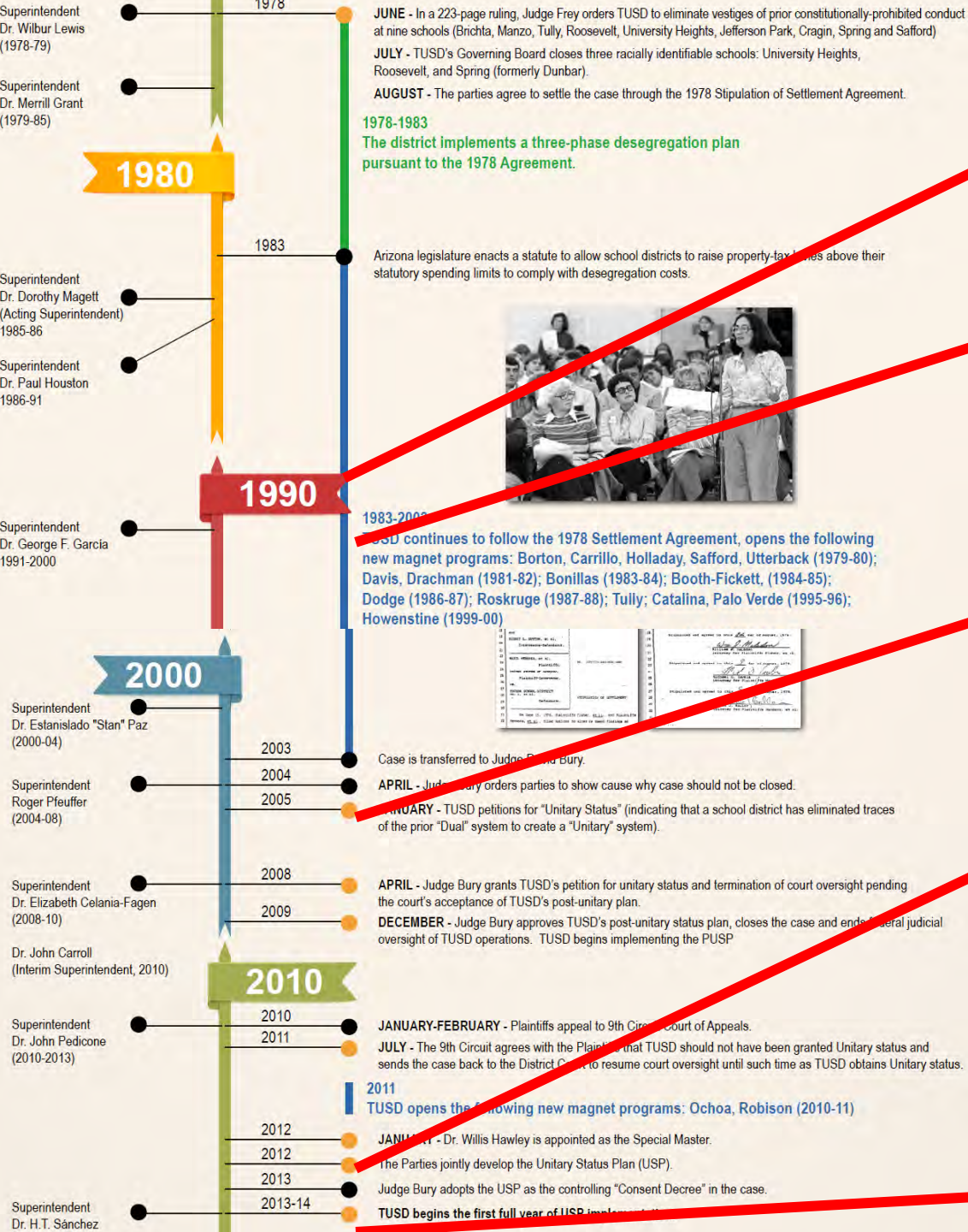


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2014 Adoption of Culturally Relevant Courses and CRPI Dept.



Case 4:74-cv-00090-DCB Document 1768 Filed 02/12/15 Page 1 of 2

IN THE UNITED STATES DISTRICT COURT  
FOR THE DISTRICT OF ARIZONA

Roy and Josie Fisher, et al. Plaintiffs  
v. United States of America, Plaintiff-Intervenor.  
Amita Lohr, et al. Defendants.  
and Sidney L. Sutton, et al. Defendants-Intervenor  
Mendoza, et al. Plaintiff

ORDER  
CY 74-30 TUC  
(Lead Case)  
CY 74-27  
(Consol)

The Mendoza Plaintiffs and Defendant Tucson Unified School District ("TUSD")  
having filed a Stipulation RE: Implementation of USP Section V.E.6.a.ii. (Culturally  
Relevant Courses), and good cause appearing,

IT IS HEREBY ORDERED, pursuant to the Stipulation (Doc. 1761), the Culturally  
Relevant Courses ("CRCs") proposed to be implemented by TUSD by way of the  
Intervention Plan for the Spring semester 2015, TUSD's specific additional efforts to  
expand student enrollment, and the further expansion of CRCs and implementation of USP  
Section V.E.6.a.ii. commencing in the Fall of the 2015-16 school year, all as shown on  
Exhibits 1 and 2 attached hereto, are hereby approved as in compliance with USP Section  
V.E.6.a.ii.

IT IS FURTHER ORDERED that the Court will take no action on the Specia  
Master's Notice of Noncompliance by TUSD relating to Culturally Relevant Courses fil  
October 15, 2014 (ECF 1700).

Dated this 9th day of February, 2015.

  
David C. Bury  
United States District

2015 Intervention Plan  
for Implementing TUSD's Culturally Relevant Courses  
*Ethnic studies curricula are supported by a body of research documenting the relationship  
between the racial/ethnic identity of students of color and academic achievement.*  
—Christine E. Sleeter, 2011

Unitary Status Plan (USP) Section V.E.6.a.ii mandates that by the start of the 2013-14 school  
year:  
The District shall develop and implement culturally relevant courses of instruction  
designed to reflect the history, experiences, and culture of African American and  
Mexican American communities. Such courses of instruction for core English and  
Social Studies credit shall be developed and offered at all feasible grade levels in  
all high schools across the district, subject to the District's minimum enrollment  
guidelines... The District shall pilot the expansion of courses designed to reflect  
the history, experiences, and culture of African American and Mexican American  
communities to sixth through eighth graders in the 2014-2015 school year, and  
shall explore similar expansion through the K-12 curriculum in the 2015-2016  
school year.

**RATIONALE**  
The purpose of this intervention plan is to...  
regarding the implementation...  
Special Master...

**A. Unitary Status Plan (USP)**

**Unitary Status Plan (USP) sections V.E.1.a and 5.a mandate the improvement of academic achievement of African American and Latino students in the District through professional development:**

**V.E.1.a.**

*The objective of this section is to improve the academic achievement and educational outcomes of the District's African American and Latino students, including ELL students, using strategies to seek to close the achievement gap and eliminate the racial and ethnic disparities for these students in academic achievement, dropout and retention rates, discipline (described in Section (VI)), The District shall utilize transformative strategies that are designed to change the educational expectations of and for African American and Latino students. Through the strategies in this Section, the District shall improve African American and Latino student engagement in the academic curriculum, shall adopt culturally responsive teaching methods that encourage and strengthen the participation and success of African American and Latino students.*

# *Terminology*

## **Culturally Relevant Curriculum (CRC):**

Curriculum that is relevant to students' social, historical and ethnic background.

Courses that have been identified as part of the District's desegregation efforts, monitored by the Special Master.

## **Culturally Responsive Practices:**

Refers to a student-centered educational approach to better address the needs of students served.

## **Culturally Responsive Pedagogy:**

Refers to the specific ways critical educators engage student learning through positive relationships, use of asset theory in curriculum development, and development of critical thought through scaffolding.



# *CRPI Milestones: Year in transition*

- **2014-15**
  - *Interim director- Sal Gabaldon*
  - *Summer curriculum development*
  - *Program coordinators*
  - *Fall: CRC Course initiated: 300+ students*
  - *District out of compliance on CRC*
  - *Director hired*
  - *Spring: Stop-gap “CRC Intervention Plan”: 635 students*

# *CRPI Milestones: Year One*

- **2015-16**
  - *Implementation of stipulation, “2015 CRC Expansion Plan”*
  - *ADE Monitoring*
  - *Itinerant/Master teacher staff hired*
  - *Summer Institute*
  - *National Panel of Experts*
  - *Yearly CRC curriculum revision*
  - *CRC increase: 1998 students*



# *CRPI Milestones: Year Two*

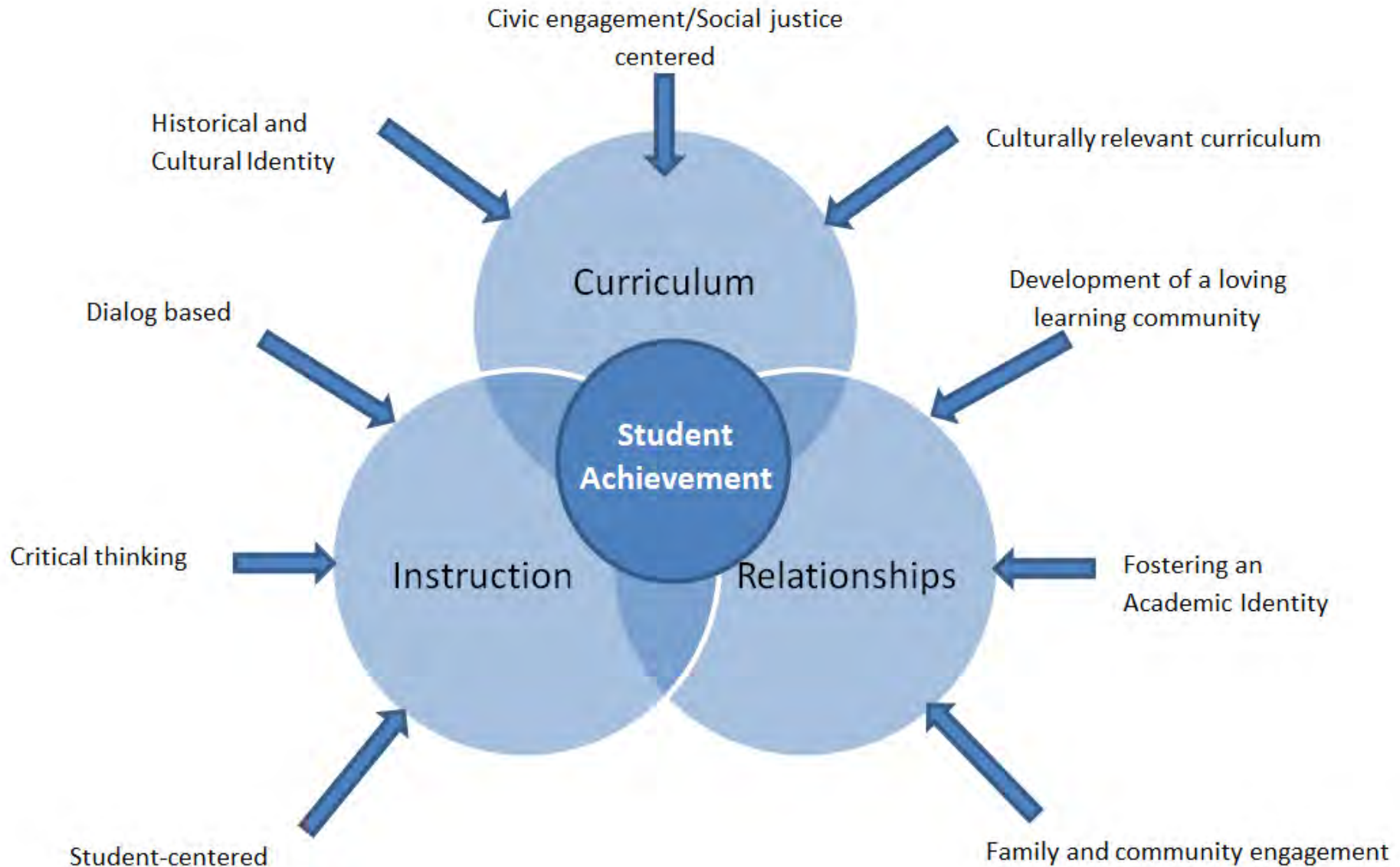
- ***2016-17***
  - *ADE monitoring continued*
  - *Yearly curriculum revision*
  - *Began collaboration with University of Arizona*
  - *Exponential growth of CRC: 3399 students*

# *CRPI Milestones: Year Three*

- **2017-18**
  - ***“MAS Court Trial”: ARS 15-112 deemed unconstitutional***
  - ***University of Arizona Intergovernmental Agreement***
  - ***Culturally Responsive Practices Professional Development Plan (CRP)***
  - ***Continued growth: 5494 students***



# CULTURALLY RELEVANT EDUCATION MODEL



*Department of Culturally  
Responsive Pedagogy and  
Instruction (CRPI)*

***Two areas of focus:***

- *CRC Classes*
- *Culturally Responsive Practices  
(CRP) Training: district-wide*



# *Culturally Responsive Pedagogy and Instruction (CRPI)*

## **Staffing**

- *Director*
- *Program Coordinator*
- *11 Itinerant/Master Teachers*
- *6 School to College Liaison (Activity Helper)*

## **Itinerant/Master Teacher Roles**

- *Coach/Mentor teachers*
- *Teach or co-teach CRC*
- *Curriculum development*
  - *Resource support*
- *Provide professional development*
  - *Course promotion*
- *Community engagement*

# *Culturally Relevant Curriculum (CRC) courses in TUSD*

## **High School**

- *English 11- CRC Mexican American Viewpoint*
- *English 11- CRC African American Viewpoint*
- *English 12- CRC Mexican American Viewpoint*
- *English 12- CRC African American Viewpoint*
- *American History- CRC Mexican American Viewpoint*
- *American History- CRC African American Viewpoint*
- *American Government- CRC Mexican American Viewpoint*
- *American Government- CRC African American Viewpoint*

## **Middle School**

- *6-8 CRC Social Studies*
- *6-8 CRC Language Arts*

## **Elementary**

- *4-5 CR Infused Curriculum*

# CRC Curriculum Development

## 2017-2018 ELA Curriculum Map English 7 Mexican American Viewpoint

Reading Focus: Literature Writing Focus: Narrative	Unifying Concept: FEMINISM & MANHOOD	Quarter 1
<b>Highly-Leveraged Standards:</b>		<b>Corresponding Standards:</b>
RL.1 Cite textual evidence that supports an analysis of what the text says explicitly as well as inferences drawn from the text.		RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is
RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text; provide an objective summary of the text.		
RL.6 Analyze a complex text, assessing how it differs from media texts and visual media in terms of the choices and techniques used by the creator.		

### TUSD Social Studies Curriculum Map: American Government African American Viewpoint SY 2017-18

1st Quarter quarter2

QUARTER 1
<p><b>Themes:</b></p> <p><b>I. CULTURE</b></p> <ul style="list-style-type: none"> <li>Throughout history and across cultures, people have developed various forms of government to meet the needs of those in power and/or the needs of those they govern.</li> </ul> <p><b>II. TIME, CONTINUITY, AND CHANGE</b></p> <ul style="list-style-type: none"> <li>What government is has changed with the contributions, philosophies, ideologies, individual institutions, and key events that have shaped human history.</li> </ul> <p><b>III. PEOPLE, PLACES, AND ENVIRONMENTS</b></p> <ul style="list-style-type: none"> <li>Modern American democracy is linked to a tradition that traces its origins back centuries to Classical, European, Colonial, and <del>and</del> Indigenous thinkers.</li> </ul> <p><b>V. INDIVIDUALS, GROUPS, AND INSTITUTIONS</b></p> <ul style="list-style-type: none"> <li>The major cleavage dividing US politics has been how to balance the interests of the group with those of the individual.</li> <li>Government institutions are used to both protect the interests of those in power and advance the rights of those they govern.</li> </ul> <p><b>VI. POWER, AUTHORITY, AND GOVERNANCE</b></p> <ul style="list-style-type: none"> <li>Government authority is derived from military, social, cultural, and/or economic sources.</li> <li>In a functioning democracy, government authority is derived from the will of the governed.</li> <li>Leaders do what they can to remain in power.</li> </ul> <p><b>VII. PRODUCTION, DISTRIBUTION, AND CONSUMPTION</b></p> <ul style="list-style-type: none"> <li>Governments can dictate what the economic system is for a given country.</li> </ul> <p><b>IX. GLOBAL CONNECTIONS</b></p> <ul style="list-style-type: none"> <li>Throughout history and across cultures, people have developed various forms of government to meet the needs of those in power and/or of those they govern.</li> <li>Modern American democracy is linked to a tradition that traces its origins back centuries to Classical, European, Colonial, and <del>and</del> Indigenous thinkers.</li> </ul> <p><b>X. CIVIC IDEALS AND PRACTICES</b></p> <ul style="list-style-type: none"> <li>In a functioning democracy, government authority is derived from the will of the governed.</li> <li>Aside from voting, there are many ways citizens participate politically in a modern democracy.</li> </ul> <p>** Source: <a href="#">National Curriculum Standards for Social Studies: The Themes of Social Studies</a></p>

## 2017-2018 ELA Scope and Sequence, Grade 11: Mexican American Viewpoint

Quarter 1
<b>Unifying Concept: Oral Traditions &amp; Folklore</b>
<b>Reading Focus: Informational</b>
<b>Writing Focus: Informative/Explanatory</b>
<b>Highly- Corresponding Constant</b>

Quarter 2
<b>Unifying Concept: The Chicano Renaissance</b>
<b>Reading Focus: Literature</b>
<b>Writing Focus: Argumentative</b>
<b>Highly- Corresponding Constant</b>

1st Quarter quarter2

### TUSD Social Studies Curriculum Map: American Government African American Viewpoint SY 2017-18

QUARTER 1	UNIFYING CONCEPT: Foundations of Democracy
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11.RL.1.10
11.RI.1.10
11.W.4.5,6,10
11.L.1.2,6
11.SL.1.2,6

Highly	Constant
11.RL.1.10	11.RI.1.10
11.W.4.5,6,10	11.L.1.2,6
11.SL.1.2,6	

nce (knowledge and multiple content levels).<sup>1</sup> ards. ards. on the website of the



# *CRC Teacher Professional Development*

## **Orientation- 2 days**

*New CRC teacher training  
Curriculum exploration*

## **Tier I: Saturday PD**

*8 monthly sessions: 4 hr.  
Staff meeting  
Educational theory  
Teacher presentation of curriculum  
Teacher collaboration*

## **Tier II: PD**

*8 monthly sessions: 2 hr.  
Review scholarly articles & educational research for  
implementation into CRC.*

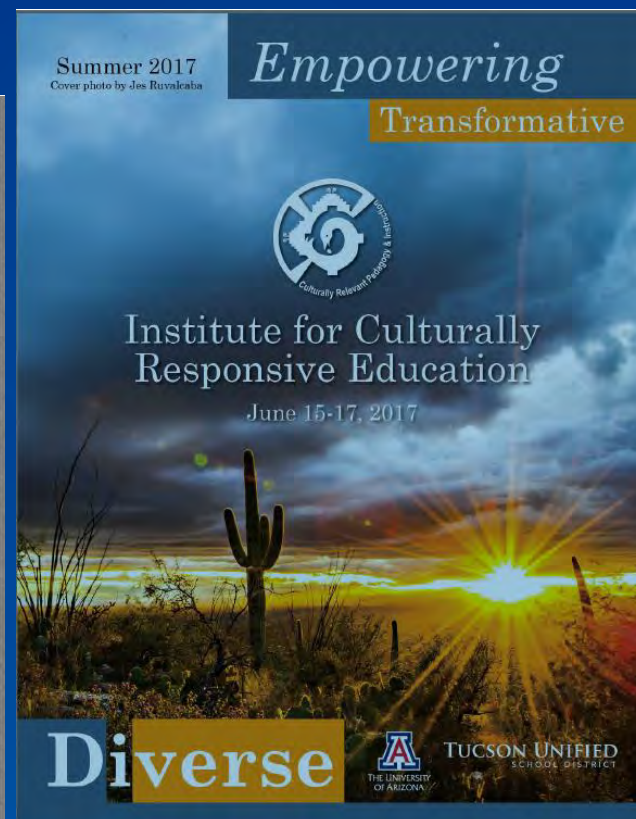
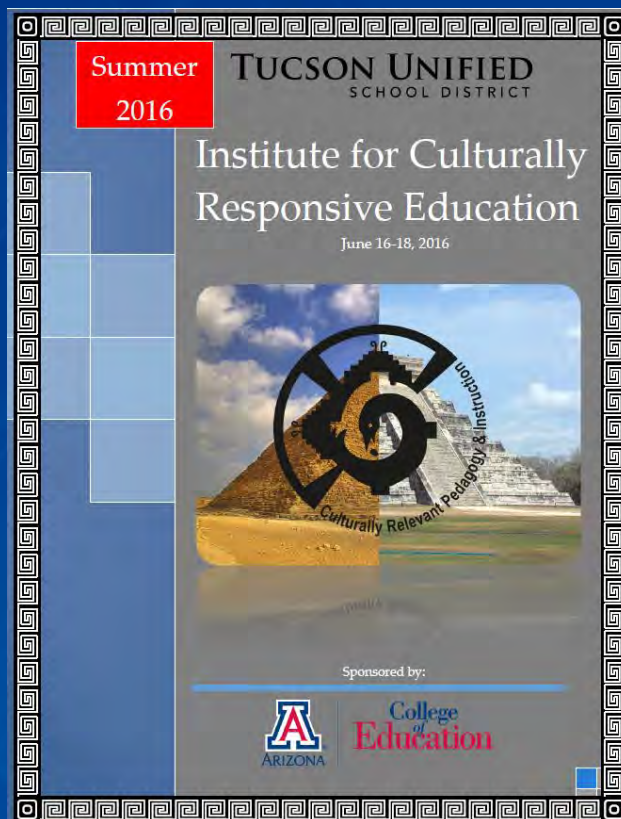


# *Culturally Responsive Pedagogy and Instruction (CRPI) Professional Development*

## **Summer Institute for Culturally Responsive Education**

*In collaboration with the UA- College of Education*

- **3 Day Institute**
- **Paid Training**
- **Nearly 200 TUSD CRC and non-CRC teachers participate**





# Summer Institute for Culturally Responsive Education

- 6 keynote
- Nationally renowned scholars
- Teacher workshops
- Cultural expressions





# *Culturally Responsive Practices (CRP)*

Provides training to all administrative, certificated and school paraprofessionals on the concepts, strategies and expectations for implementation of culturally responsive practices.



Phase III  
Expectations and Evaluation  
Including a revision of existing tools  
and rubrics

Phase II  
Implementation and Strategies

Phase I  
Theory and Understanding

# *Culturally Responsive Pedagogy and Instruction*

In collaboration  
with

Mexican American Student Services  
&  
African American Student Services

LULAC Youth Leadership Conference

Adelante Parent and Youth Leadership Conference

African American Heritage Day

Multicultural Symposium

In-Class Support and Mentoring

College Tours

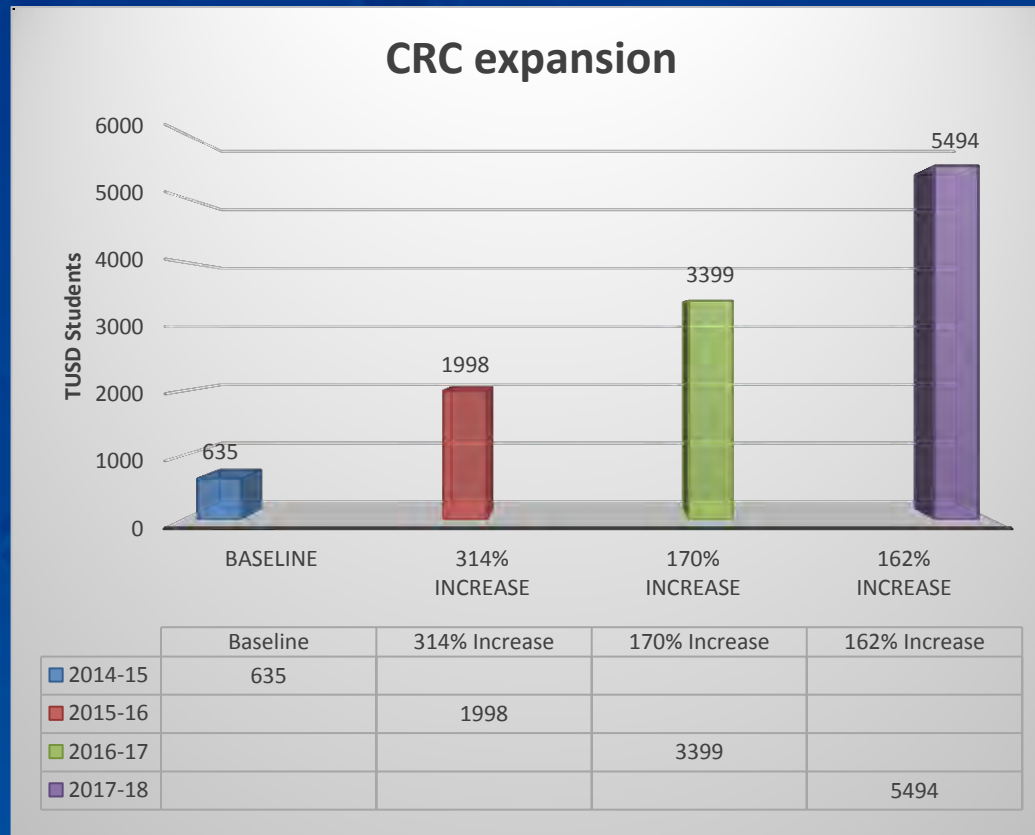
College and Career Readiness

Cesar Chavez Month

Encuentros

CRP Implementation Committee

# *Culturally Relevant Curriculum (CRC) courses in TUSD*





# CRC

## High School Course Sections Offered

Year	African American Viewpoint Courses	Mexican American Viewpoint Courses	Total HS Courses Offered
2015-16	11	43	54
2016-17	21*	48	69
2017-18	23	60	83

83 High School Sections  
177 K/8 MS Sections  
15 Elementary  
272 Total Sections Offered

