



FOCUS 2016-17

**TUCSON UNIFIED
SCHOOL DISTRICT**



POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS)

Importance of getting everyone on the same page going into next year.

We couldn't move forward with fractured knowledge and expect to see PBIS occur on every campus next year.

We also sent a team of principals to the trainer-of-trainers session in Phoenix:

- ***Richard Sanchez – Mansfeld; Timothy Grivois-Shah – Grijalva; Jason Weaver – Davidson; Lisa South – Whitmore; Sandra Thiffault – McCorkle; and Seth Aleshire – Pueblo Gardens***

Our PBIS certified principals will devise and guide PBIS follow-up support going into next year.



Professional Learning Communities (PLC)



PROFESSIONAL LEARNING COMMUNITIES (PLC)

We spent the 2015-16 school year learning about PLC structures.

A teacher team advised the work of our curriculum department in the creation of a Tucson Unified PLC Handbook.

Focus on Standards

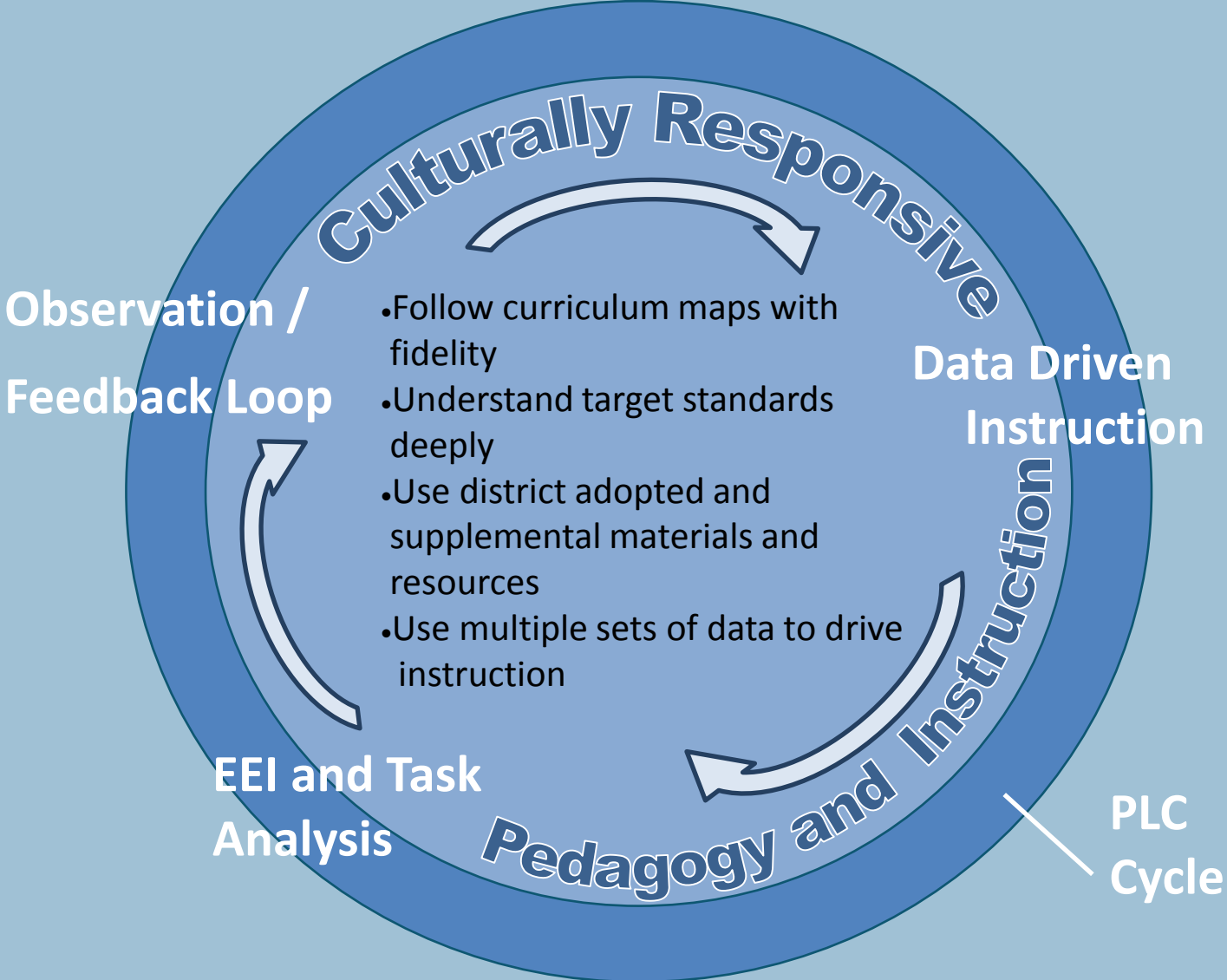
Teach for Mastery

Assess Student Mastery of Standards

Reflect on Student Performance and Ensuring Learning Gaps are Eliminated

Our goal is to move from a present reality of scattered teacher collaboration to our desired reality of quality and systemic teacher collaboration.

Tier I Instruction Process Map



TUCSON UNIFIED CURRICULUM V3.0

Our curriculum department and the teachers who spent countless hours working on revising the curriculum deserve major accolades.

Less than 3 years ago, Tucson Unified had no written curriculum but, today, we have access to quality documents that speak to the extraordinary expertise among our instructional faculty.

The webpage is easy to access and use, and it's great to have the v3.0 Curriculum at our fingertips.

We have incorporated our leveled library content, and our v3.0 Curriculum reflects our multicultural literature selection.

TUCSON UNIFIED CURRICULUM V3.0

The Scope and Sequence by Quarter is a great planning document.

- It allows a full year at a glance that captures Highly-Leveraged Standards, Supporting Standards, and Constant Standards.
- The thematic denotations are also exceptionally useful.

The grade level and content specific Curriculum Maps help plan aligned instruction and provide teachers with

- user-friendly definitions of the standards but also enduring understandings,
- essential questions, district resources, web links, and
- student standards written as TSWBAT statements.

My favorite documents are the Curriculum Map Supplements with the Performance Level Descriptors.

- The descriptors differentiate among minimally proficient, partially proficient, proficient, and highly proficient instruction appertaining to each Highly-Leveraged Standard.



ASSESSMENT

MOVE TO CAMPUS-BASED FORMATIVE ASSESSMENTS (CFA)

With our v3.0 Curriculum and PLC emphasis, the next step in our evolution is to move to campus-based formative assessments.

By using the v3.0 Curriculum and School City within the context of PLC meetings, teachers will be able to create CFA's and design instruction backwards from each CFA.

This will ensure tight alignment among the v3.0 Curriculum (written curriculum), content delivery (taught curriculum), and CFA (assessed curriculum).

Teachers and campus leaders will have the data at their fingertips via School City to identify student learning gaps and address them through subsequent instruction and academic intervention in real time.

REGULATION TITLE: Campus-based Formative Assessments

CODE: IGA – R

LEAD DEPARTMENT: Academic Leadership

Working through their professional learning communities, teachers will create campus-based formative assessments using the current curriculum and School City. Teachers will then design their instruction backwards from each assessment. This will ensure tight alignment among the written curriculum, taught curriculum and the assessed curriculum. Teachers and campus leaders will utilize the School City data to identify student learning gaps and address them through subsequent instruction and academic interventions.

The district-wide benchmark assessment in late October will gauge the effectiveness of the campus based formative assessments and instruction. Campuses that score in the top 25 percentile will have the option to forgo the February benchmark assessment, having demonstrated the effectiveness of that campus' use of the curriculum, instruction and assessment.

Adopted:

Revision:

Legal Ref:

Cross Ref:



MEANINGFUL TEACHER FEEDBACK

As partners with our instructional staff, our goal is to provide continuous, meaningful teacher feedback to inform instruction.

This will go beyond our evaluation system.

This is not to discourage teachers; rather, this is to ensure we are partners in using all of our district tools.

PRINCIPAL CADRES



CADRE ILA'S

We will schedule one ILA session a month for campus-focused cadres.

We are in the process of creating the cadre leader criteria.

Once cadre leaders are identified, they will gather their peers to share ideas and strategies to build their PBIS systems, PLC frameworks, deployment of v3.0 Curriculum, design of CFA's, and observation protocols.

This will be a great opportunity to schedule visits to each other's campus and schedule times for teachers from different schools to work together or visit each other's classrooms.