

TUCSON UNIFIED

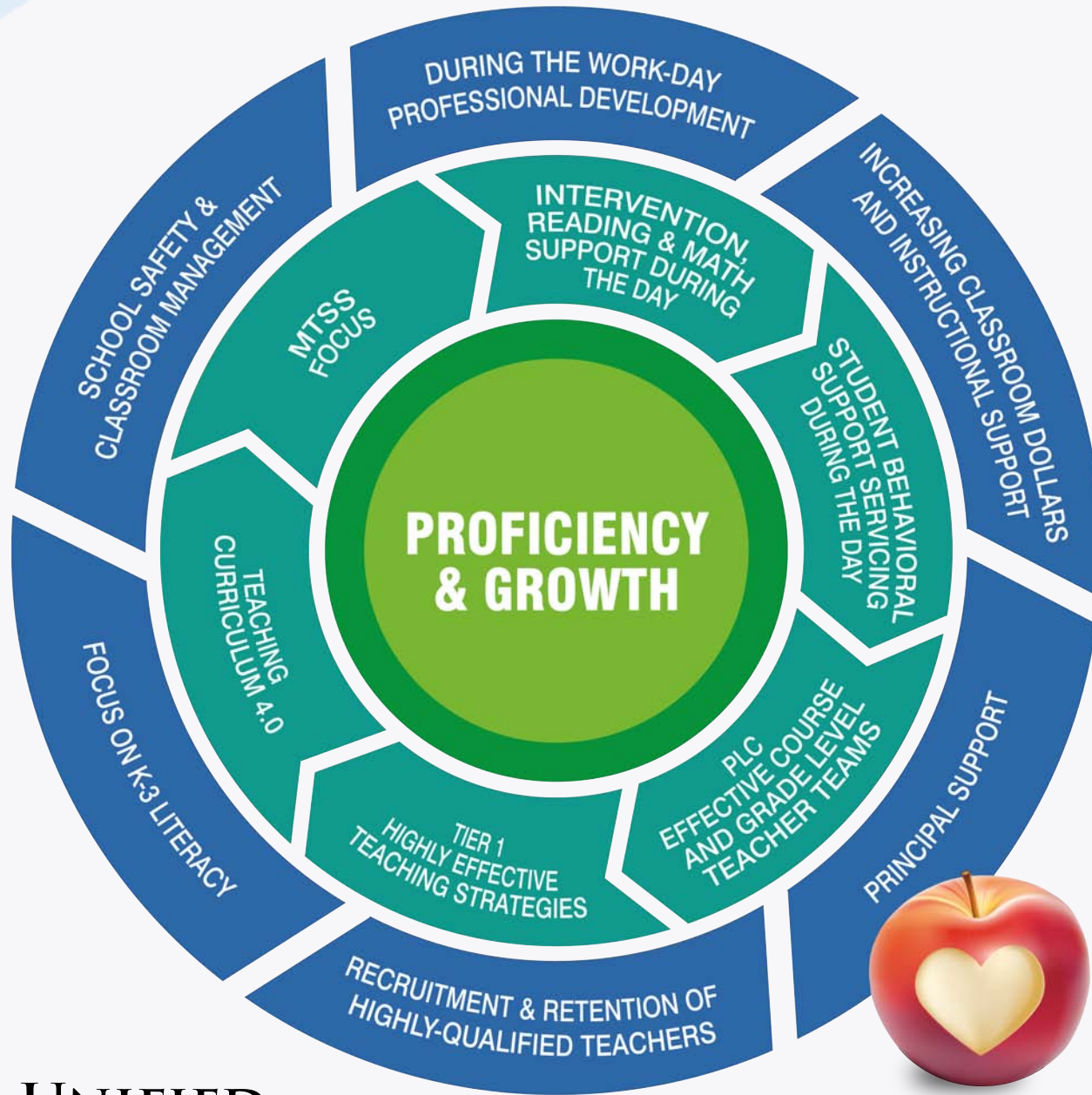
SCHOOL DISTRICT



TUSD Curriculum 4.0

Deployment & Implementation Structure





Antiquated TUSD: District Initiative Implementation

Responsible Party

• **The Principal**

Responsibilities

- Navigate and secure school and district resources
- Secure time and materials for training
- “Sell” the initiative to the staff
- Develop methods to monitor the effectiveness of the initiative
- Locate resources and support for staff members struggling with the implementation
- Address staff resistance to implementation
- Differentiate support for differing levels of performance regarding the implementation



Improved TUSD 2017-18: District Initiative Implementation

Responsible TEAM

- The Principal
- **ELA Coordinator**
- **Math Coordinator**
- **ELA PDATS**
- **Math PDATS**
- **Social Studies Coordinator**
- **ELA 4.0 Lead Teacher**
- **Math 4.0 Lead Teacher**
- **Social Studies 4.0 Lead Teacher**
- **Language Acquisition Coaches (ELD)**

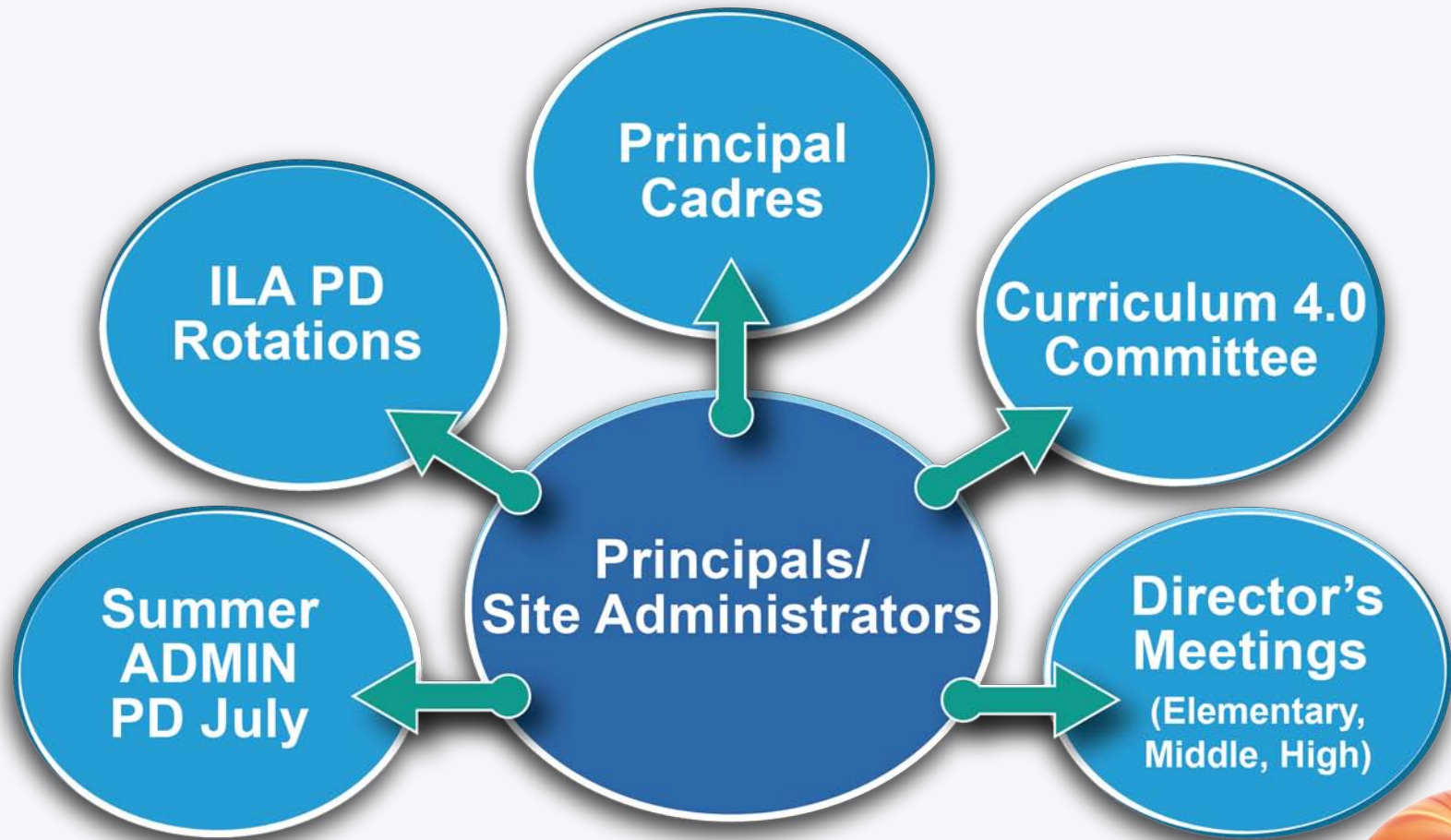
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Training/ PD Phase #1

Campus Administrative Teams



Training/ PD Phase #2

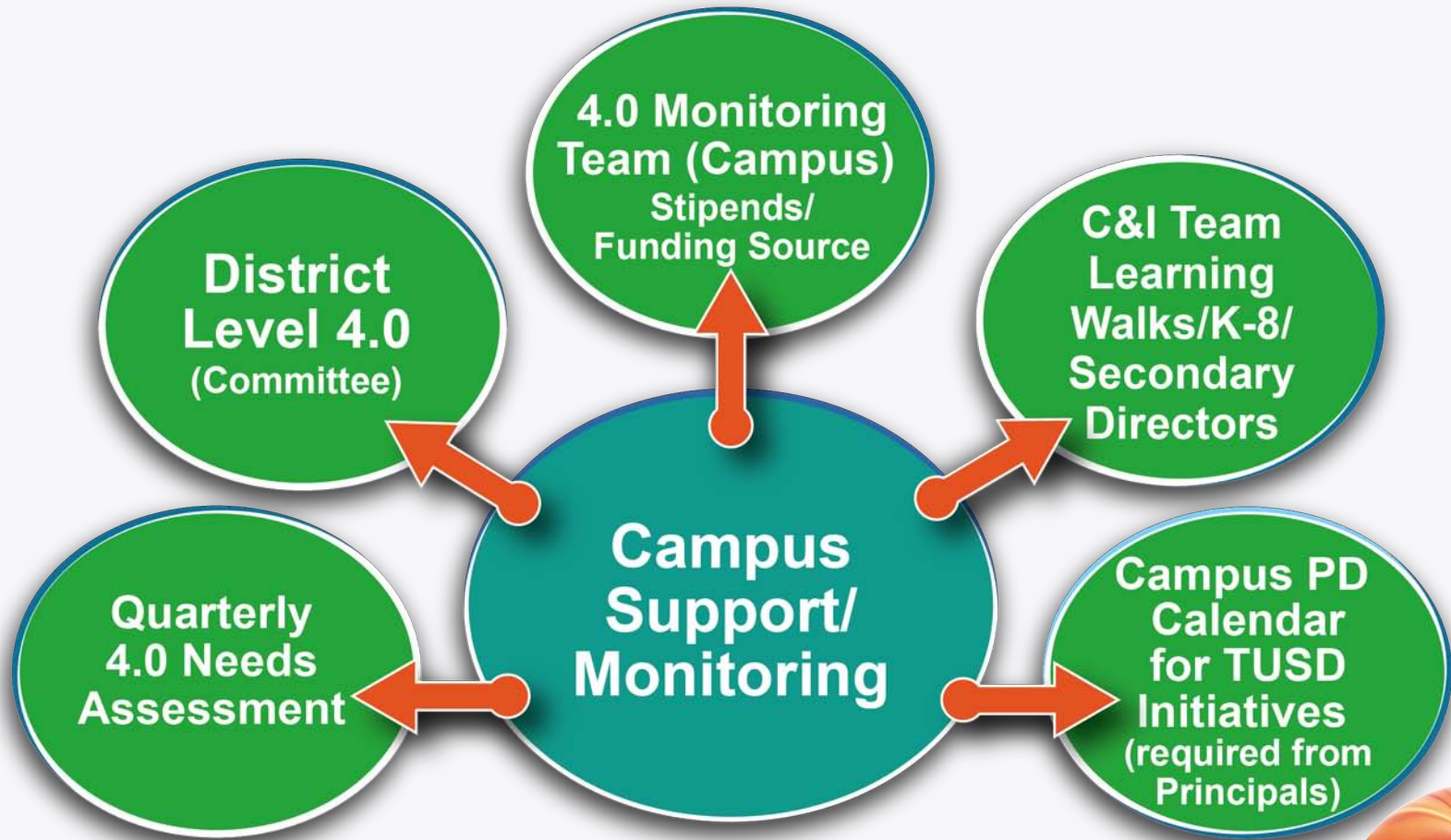
Site 4.0 Specialist/ Campus PD



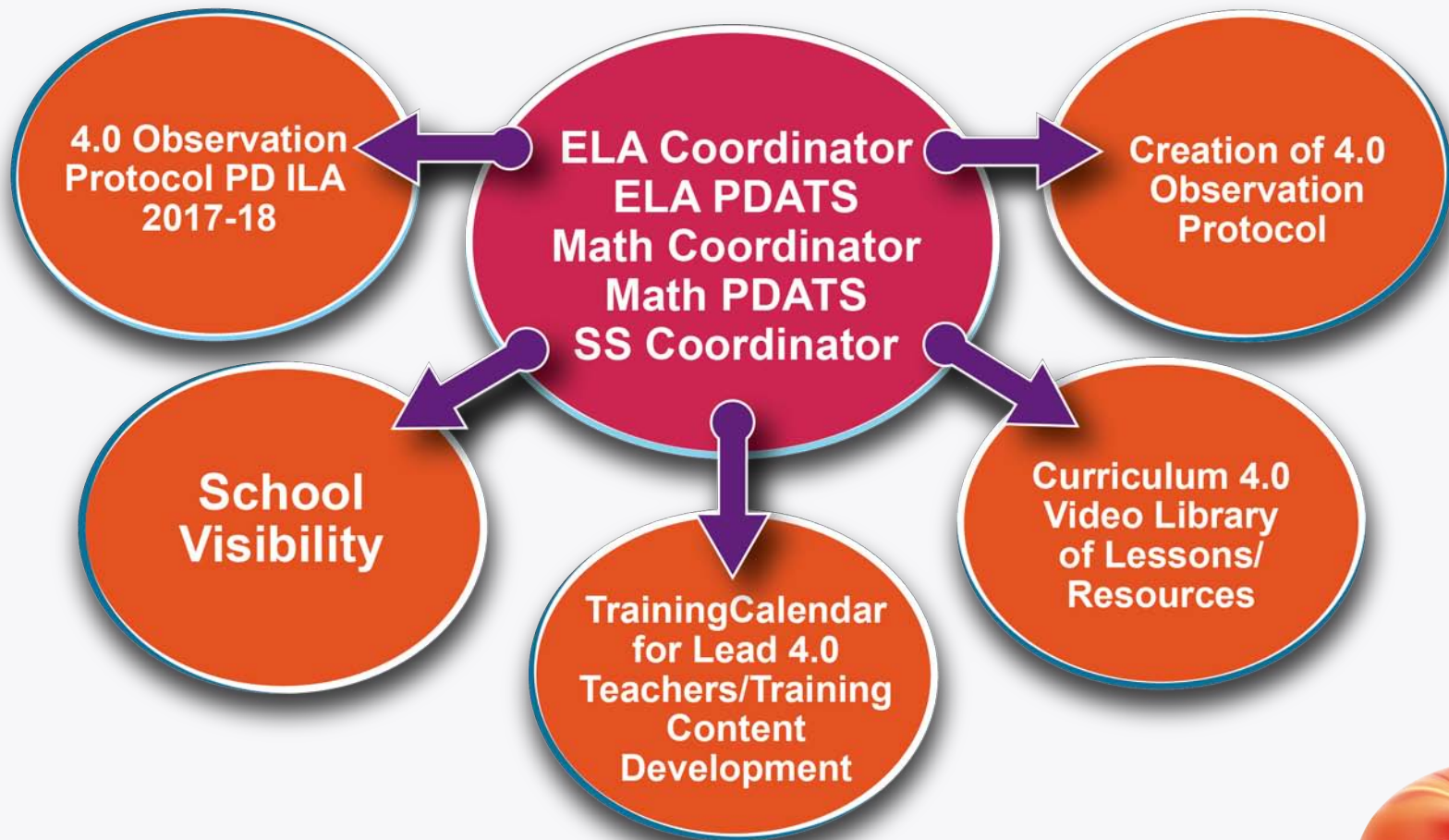
Training/ PD Phase #3

Curriculum & Instruction Division & Sites

Campus Monitoring



TUSD Curriculum Development Team Roles



Timeline

Summer 2017
ILA Breakout SPR
TUSD 4.0
Committee
Meeting

Site
ADMIN

Off-Campus
In-Service (SPR 17)
First Contract Day/s
(Fall 17)
Campus PD
Calendar
(SPR 17)

Site 4.0
Specialists

4.0 Observation
Protocol Development
Needs Assessment
Development
4.0 Lead Teacher
Training
(First day/s back)

Campus
Monitoring

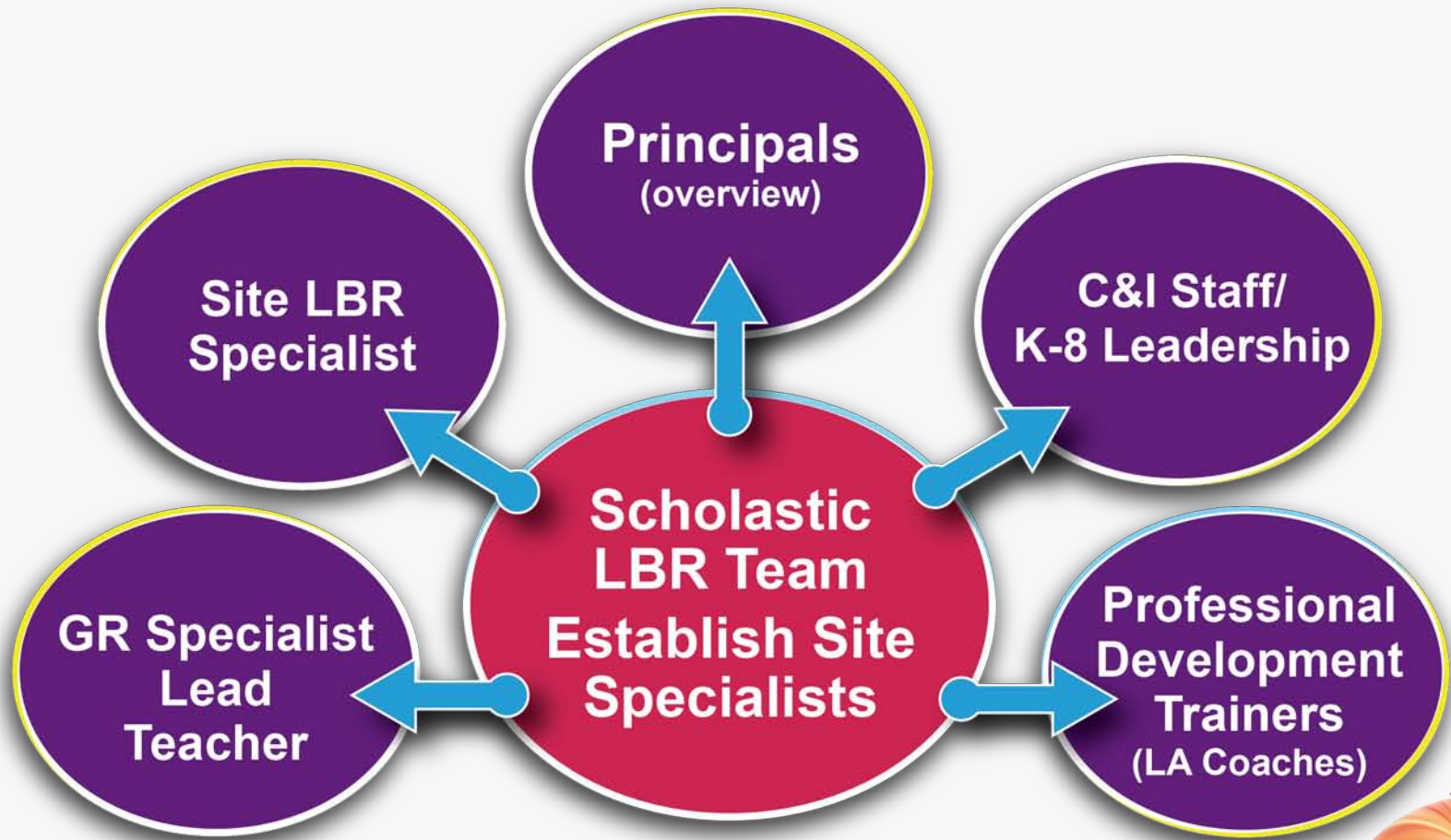


TUSD Guided Reading and LBR/ PD Structure



Phase A: Implementation

Scholastic LBR/ Guided Reading



Phase B: Training/ Monitoring

Site LBR & GR Training



TIER 3 Support: Scholastic Coaching

Audience

L25 schools in
ELA performance
(K-3)

Timeline

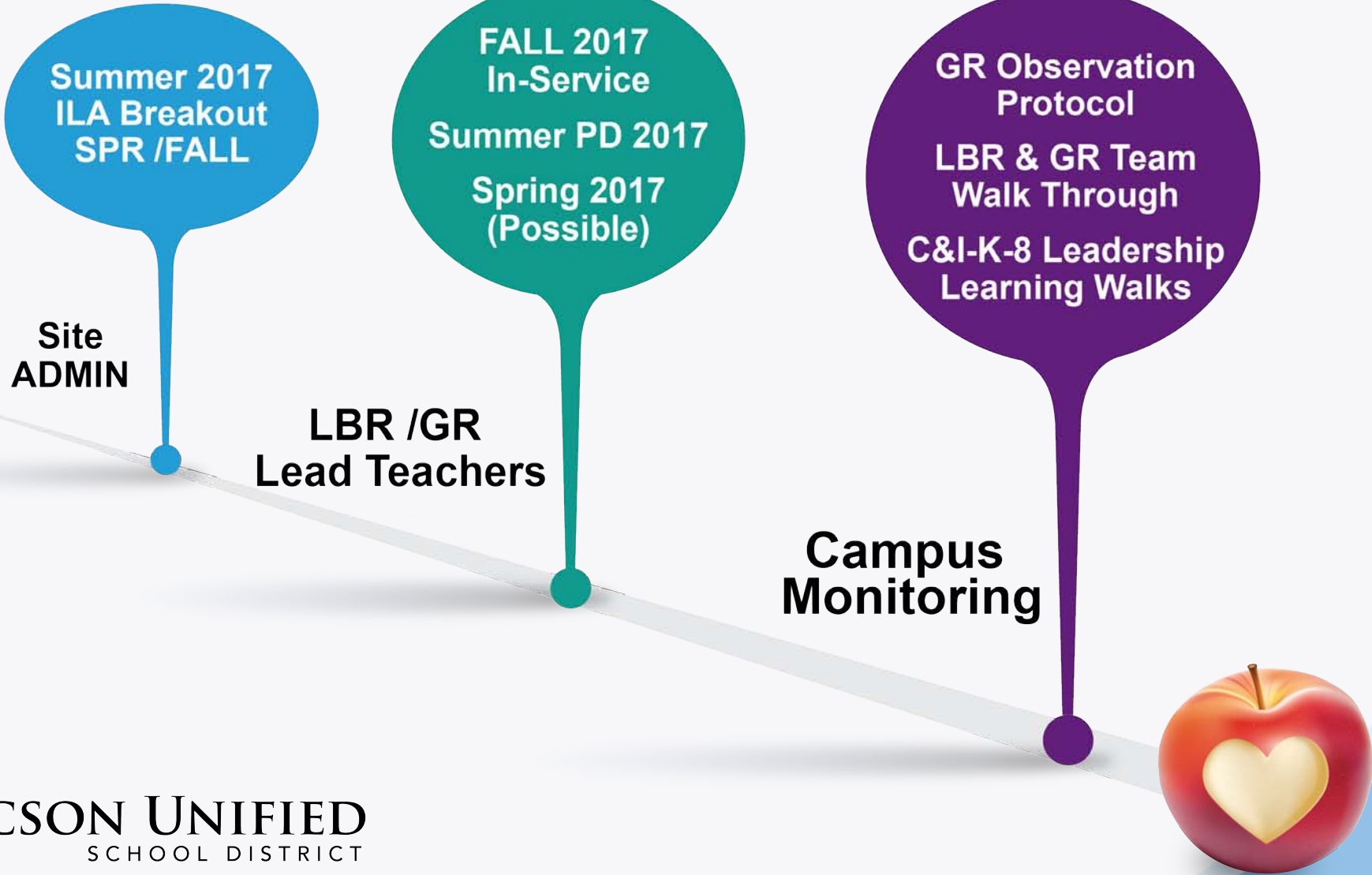
4 full days of
coaching per
school
2017-18 SY

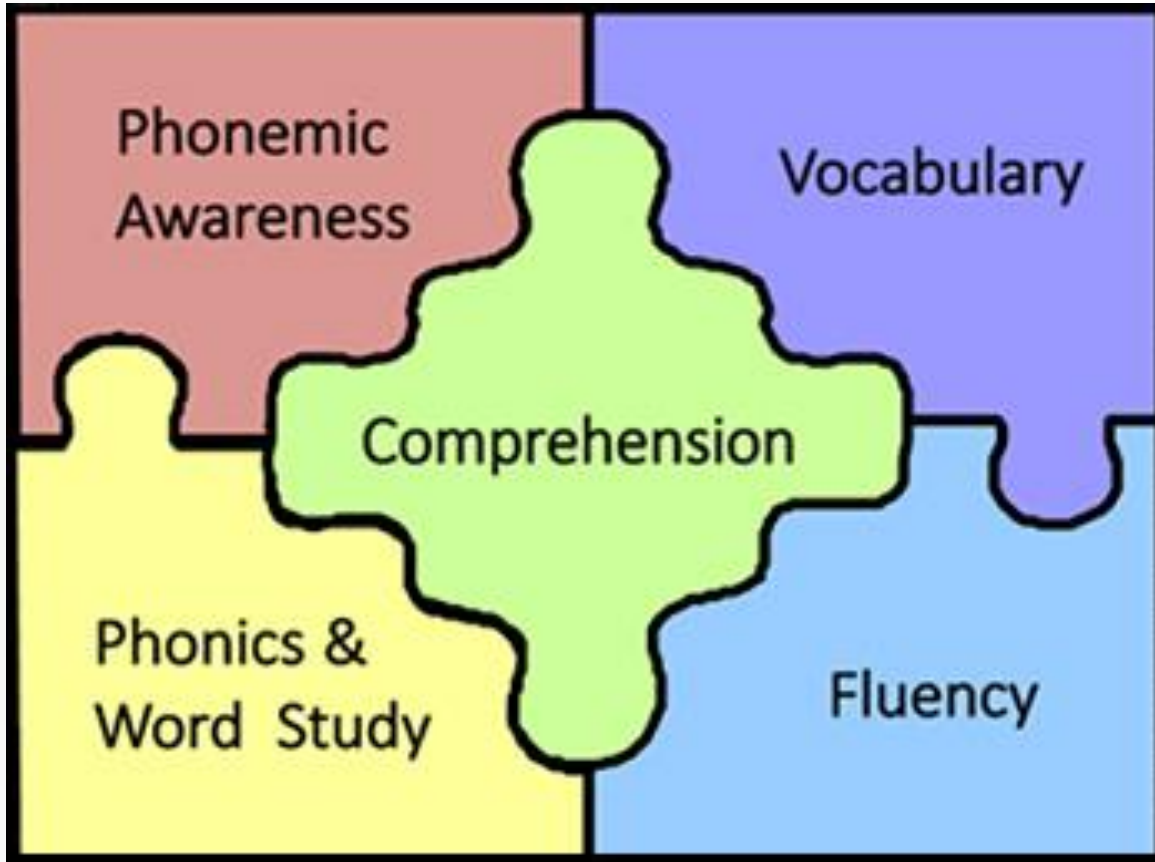


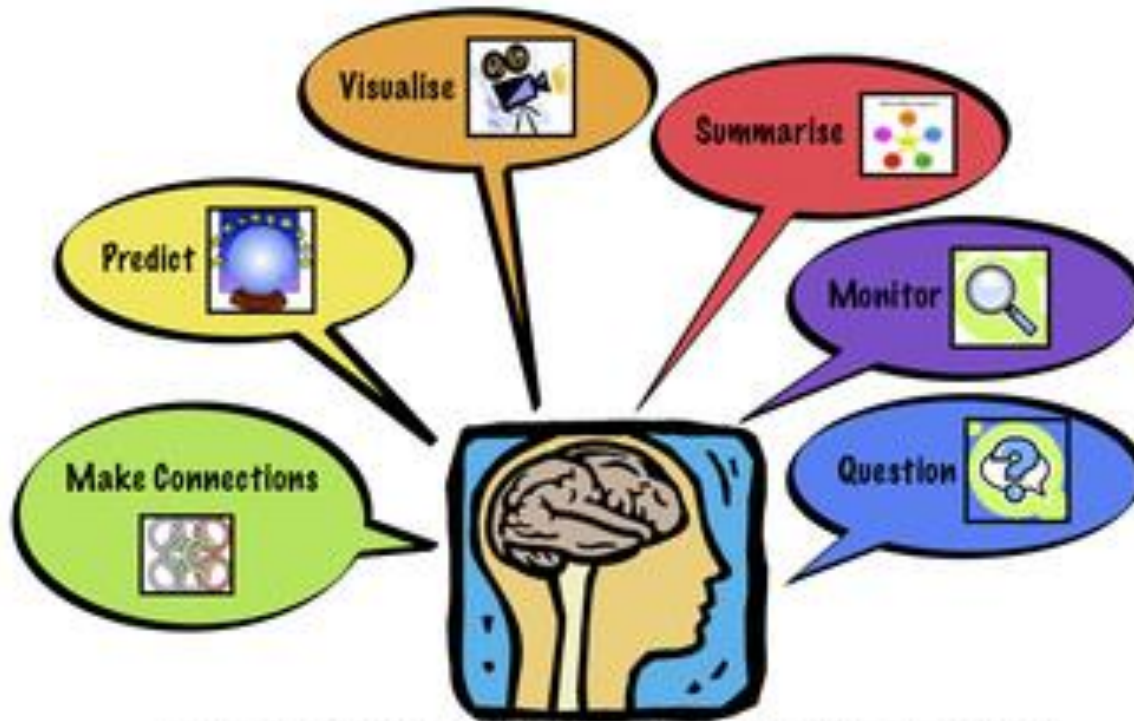
SCHOLASTIC



Timeline







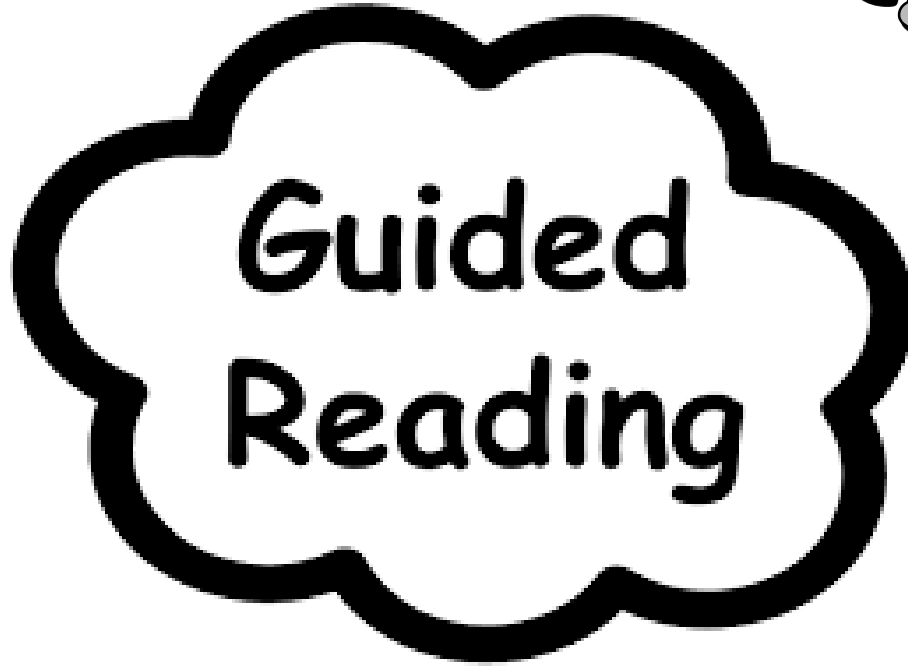
What should my brain do while I'm reading?



Pre-Reading

Strategy Check

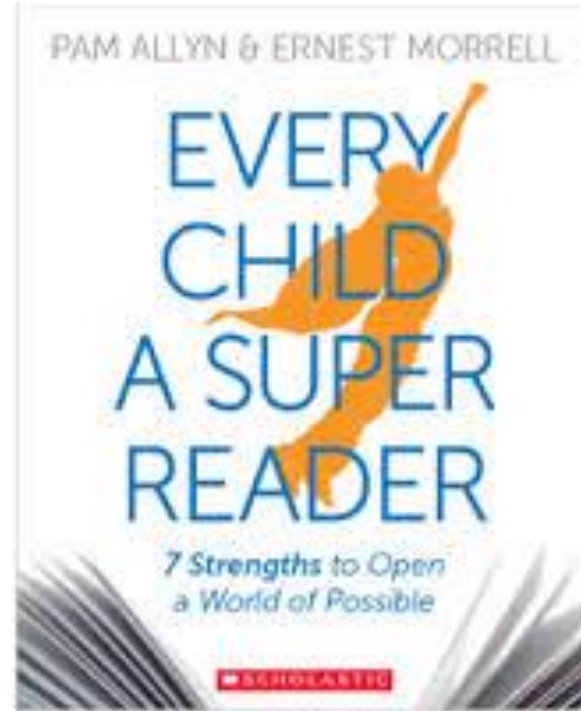
**Return
To
Text**



Respond

**Independent
Reading**





What Successful Districts Do..

The “90-90-90” Phenomenon/ Highly Effective Strategies

Focus on Academic Achievement

High Quality Teacher Collaboration (PLC)

Assessments are Performance Based

Literacy Across Content Areas

Frequent Monitoring of Student Progress

Interventions and Opportunities for Support

Time as a Resource



Marzano, R. & Pickering, D. (2001). Classroom strategies that work. Alexandria, VA: ASCD. Marzano, R.J (2003).

What works in school: Translating research into action. Alexandria, VA: ASCD.

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Peters, T. & Waterman, R. (1982). In search of excellence. New York: Warner Business. Reeves, D. B. (2000, December).

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Holistic accountability: Serving students, schools, and community. Thousand Oaks, California: Corwin Press. **Schmoker, M. (2001).**

