

TUCSON UNIFIED

SCHOOL DISTRICT



Intergovernmental Agreement:
*A Comprehensive Educational Approach Through
Culturally Responsive Practices*

Looking back...

2016-17

TUSD & UA IGA focused on;

Curriculum & Literature Review- CRC & MC

Professional Development- Administrators & sites

Collaboration- with CRPI to develop comprehensive PD plan

Culturally Responsive Training- Facilitator cohort

Comprehensive Culturally Responsive Practices Plan



Tucson Unified School District
Culturally Responsive Plan:
Multi-Year Plan for Professional Development and Implementation of Culturally Responsive Practices¹

Iterative Draft Revision Date: July 14, 2017

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.

V.E.4.c.

Director of Culturally Responsive Pedagogy and Instruction ("CRPI Director"). The District shall hire or designate an individual who shall supervise the implementation of courses of instruction that focus on the cultural and historical experiences and African American and Latino communities. The CRPI director shall also supervise, develop and implement a professional development plan for administrators, certificated staff, and paraprofessionals, as appropriate, and shall align the professional development plan with the African American and Latino

Culturally Responsive Practices

CRP is an educational approach that responds to student's social, emotional and intellectual needs by incorporating student social and cultural assets into the educational process.

- ❖ Students viewed as co-creators of knowledge
- ❖ Creates a student-centered safe space.
- ❖ High expectations through scaffolding.
- ❖ Academic identity development

Arizona Department of Education: Culturally Inclusive Practices

“Culturally Inclusive Practices are key to ensuring success for all students.”

... “ultimately integrating all of the various cultures, experiences and backgrounds of the people of Arizona as a driving force in curriculum, instruction and educational environments” (2017)

[http://www.azed.gov/standards-practices/culturally-inclusive-practices /](http://www.azed.gov/standards-practices/culturally-inclusive-practices/)

Professional Development

Educators and communities must openly dialogue to identify opportunities to implement culturally responsive practices and strategies.

- Opportunities for personal reflection on beliefs and biases.
- Effective instructional strategies to meet the needs of all students regardless of background.

Arizona Department of Education: Culturally Inclusive Practices

USP Mandated

USP

IV.J.3

The District shall ensure that all administrators, certificated staff, and paraprofessionals receive ongoing professional development, organized through the director of culturally responsive pedagogy and instruction and the coordinator of professional development, that includes the following elements:

b. Practical and research-based strategies in the areas of: (i) classroom and non-classroom expectations; (ii) changes to professional evaluations; (iii) engaging students utilizing culturally responsive pedagogy, including understanding how culturally responsive materials and lessons improve students' academic and subject matter skills by increasing the appeal of the tools of instruction and helping them build analytic capacity; (iv) proactive approaches to student access to ALEs; (v) the District's behavioral and discipline systems, including Restorative Practices

TUSD MULTICULTURAL FRAMEWORK FOR TEACHING AND LEARNING

Multicultural Content and Resources

- Curriculum 4.0 Curriculum Maps and Supplements
- * Multicultural resources
- * Social Justice Standards
- * Essential Questions
- * Enduring Understanding
- * Units



Culturally Responsive Teaching Strategies

- *Positive and reciprocal teacher/ student relationships
- *Positive learning communities
- *Student engagement
- *Academic rigor
- *Student centered classrooms

Student Academic Success

Previous Models

SAIL- Safe And Inclusive Learning environments
Train the Trainer Model: Administrators as facilitators
Restorative Practices: Stand alone

Current Model

Train the Trainer Model: Trained expert as facilitators
Integrated approach: Curriculum, pedagogy & discipline
Research Driven: Proven best practices
National Panel of Experts approved
Guided by local experts.

